

Irene Gomez-Bethke Papers.

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REPORT TO THE NETWORK

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Over the past several years, a persistent message which has been directed to LA RED is the desire on the part of our readers for a forum in the newsletter for policy discussions and critiques of current policy decisions and developments. We have responded to this suggestion in several ways. Occasionally, we have used this "Report to the Network" space to give brief discussions of current legislative decisions, administrative actions in the governmental sector, and other sociopolitical events which affect Hispanics and other people. Other times, we have included brief critical comments on particular issues in the "Micro Ondas," and have published several major book reviews that provided a vehicle for individuals to examine and analyze important social policy.

This month we are introducing a new feature in La Red, which is entitled "Policy Critique." This feature is a signed comment of brief but flexible length. We are hopeful that the "Policy Critique" will be sufficiently timely and provocative so as to stimulate substantial reaction and dialogue which we will then publish, in abbreviated form, in subsequent issues of the newsletter.

The first "Policy Critique," on page 14 of this issue, is by Esteban Flores and deals with a pressing and persistent problem for American society and for the Hispanic community, in particular. For decades now, legislation and administrative activity in the area of immigration has been a key issue for Mexican and other Hispanic people in the United States. What makes this topic of even more immediate significance is the impending congressional consideration of new immigration laws, similar to the Simpson-Mazzoli bill (HR-6514) which was blocked at the conclusion of the Congress lame-duck session in December 1982. The near success of the proponents of HR-6514 demonstrates to the Hispanic community the need to monitor the activities of policy makers who insist on dictating restrictions which negatively influence the socio-economic and political status of the Hispanic population. Dr. Flores provides a critical analysis of the Simpson-Mazzoli attempt for a more restrictive immigration policy by identifying factors which enabled its near passage. A critical analysis of this kind should help stimulate the development of strategies for Hispanics to be better prepared to defeat future repressive legislative initiatives.

Other topics which merit consideration for the "Policy Critique" column, and which gravely affect Hispanics are: financial aid for higher education; equal employment and affirmative action; judicial activity; and employment and training legislation, among others. We invite submissions, reactions and suggestions from contributors.

STAFF: Marta Díaz (Editor), Ximena Poch, Jim Scheel, Carlos H. Arce, Jimmy Luzod, and Vilma Ortiz.

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DEADLINE FOR NEXT ISSUE: FEBRUARY 18, 1983

MICRO ONDA

Age and Sex Composition among Inmigrantes to Texas*

by Kenneth L. Stewart and Arnoldo De León, Angelo State University.

Quantitative history has paid practically no attention to nineteenth century inmigrantes from Mexico. No comprehensive profile has appeared describing the structure of the immigrant family, the quality of living the Mexican nationals encountered, the degree of work participation among them, the level of literacy and education that characterized them, or various other facets of their experience.

At Angelo State University, a broad study of Tejano demography is currently underway, and one part of the research seeks answers to such questions. This paper reports upon findings regarding the age and sex composition of immigrants who made their way to the Lone Star State. The data base for this project consists of computerized records measuring more than thirty characteristics of 101,289 individuals who resided in one of twenty Texas counties from 1850 through 1900. The twenty counties were selected from the central, south, and western regions of the state where the Chicano population was then concentrated. Subjects, including members of all ethnic groups, were randomly selected from the original census returns from those counties in 1850, 1860, 1870, 1880, and 1900 (original returns from the 1890 census are not available). The individuals in the data base comprise a sample of about 25% of the total population of the twenty selected counties for the specified census years.

According to federal census schedules, the number of male emigres consistently exceeded females between 1850 and 1900, and men of working age made up the largest plurality of the inmigrantes. The 1850 census reported 124 males of all ages for every 100 females (also of all ages) in the total immigrant population. This sex ratio hovered around that figure in the decades after 1850, decreasing by only five to 119 males per 100 females by the turn of the century. In percentages, this means that males comprised about 56% of the total number of Mexican immigrants in 1850 and 53% in 1900. The age composition of the immigrants shows further that, of these men, more than 70% were under 55 years of age at each decennial census, with the highest percentage reaching 75.8% in 1850 and the lowest dropping to 71.1% in 1860. Taken as a proportion of the total immigrant population, the males of working age composed a high of 42.1% in 1850 and a low of 38.6% in 1900. On the average, this age group of males formed about 40% of the inmigrantes who came to Texas in the last half of the nineteenth century. Females, in contrast, never numbered more than 47% of the total Mexicanos, and those age 15 through 54 averaged only about 32% of the influx. The largest number of persons coming to Texas from Mexico were men of working age.

There was, nevertheless, a slight decline in the immigration of working age Mexicanos in the decades between 1880 and 1900. With this came a corresponding growth in the number of elderly Mexicans who journeyed to Texas -- a fact indicated by the rise of the average age of the inmigrantes from 30.3 to 34.7 among males and from 28.6 to 32.2 among females in the last twenty years of the century. This is demonstrated also by the increase in the percentage of elderly immigrants (aged 65 or more) from 2.9% to 5.7% among males and from 2.5% to 4.6% among females between 1880 and 1900. During the 20 years prior to 1880, the increase in elderly population among both male and female immigrants was only 1%.

Youthful Mexicanos decreased as a percentage of the total inmigrantes as the proportion of elderly rose. Between 1850 and 1870, for example, males who were less than 15 years old made up 20%, or slightly more, of the total number of immigrant men. By 1880 their numbers had dropped to 17.9%; declining even more sharply by 1900 to 14.8%. The corresponding decrease of youthful females was from about 24% of female immigrants in the 1850-1870 period to 20.1% in 1880 and 16.7% in 1900.

There was a degree of regional variation in these general patterns of immigrant age and sex composition. To begin with, the sex ratios of inmigrantes in the various sections of the state fluctuated considerably, both within regions over time and between regions. In 1850, for instance, there were about 145 men for every 100 women among the Mexican immigrants in south Texas (the area between the Nueces River and the Rio Grande), while the same ratio in central Texas (the region within Béxar County, the Brazos River on the east, and the Nueces River on the south) was only 95 males per 100 females. These fluctuations probably reflect both the changing circumstances that awaited Mexican immigrants to different Texas regions and the conditions they left at home in Mexico. Thus, with south and west Texas being hinterlands in the frontier at mid-century, these sections were most likely to attract what Mario T. García has identified as the "solos" both single and married men who emigrated alone with the hope of reestablishing family ties at a later date.

Central Texas, on the other hand, was a more settled area at that time, and perhaps more likely to be favored by emigres moving in family units. As south and west Texas became more settled in the later years of the century, more families and fewer "solos" may have been drawn there, thus bringing a reduction of the sex ratios. But this, of course, leaves the question of why the sex ratios increased in central Texas, the most settled of the three sections? The answer to this, in turn, may lie in the war-torn and oppressive conditions in Mexico after 1860. These circumstances may have increased emigration of the "solos" at the source, thus driving the sex ratio of the central Texas immigrant population up while keeping those in south and west Texas at relatively high, though reduced, levels as well. Aspects of the changing age composition of the immigrant population in the different sections lend further support to these speculations. In 1850, the largest percentage of children (ages 1-14 years) was in the central Texas immigrant group; again reflecting the greater attraction for emigrating families to that section. Conversely, the greater affinity of the "solos" to the frontier areas is shown by the fact that working age men (15-54 years old) comprised nearly 47% of the total number of inmigrantes in south Texas at that time (the same figure for central Texas was 40.1%). Moreover, the increased tendency toward solo emigration from Mexico later in the century is shown by the reduction of children in the central Texas population by 1900. In 1850, children made up 31.8% of the Mexicanos in that section; this declined to a 1900 level of 15.6%. Since the proportion of children in the more frontier region of south Texas remained relatively constant at 15-16%, this again suggests that more "solos" and fewer families, or at least families with children, were leaving Mexico by 1900.

This research note on the immigrants who made Texas their home is only a glimpse of the people who are the ancestors of many of today's Tejanos. But it is one more step taken towards understanding the history of Mexicanos in the United States.

*Excerpted from Arnoldo De León and Kenneth L. Stewart, Tejanos and the Numbers Game (monograph in progress).

For further information on this study, contact Arnoldo de León or Kenneth L. Stewart/Department of History/Angelo State University/San Angelo, TX 76909.

REVIEW NOTES

The Los Angeles Barrio, 1850-1900

by Richard Griswold del Castillo. Berkeley: University of California Press, 1979.

Reviewed by Arnoldo De León, Angelo State University.

The focus of this book is the dynamics of change in the pueblo of Los Angeles during the forty years after California became a state. The subjects are the Californios who lived in the city; some of them residents since the conquest, the majority immigrants who arrived after 1846.

Richard Griswold del Castillo's writing is contemporary and revisionist. The Los Angeles Barrio bears weak resemblance to the approach taken by an older generation of scholars. First, it is not the history of hacendados and men of prominence in and

around Los Angeles; instead it looks at the thousands of common folks -- most of them laborers and semi-skilled workers -- who made up Los Angeles. Second, it is a history of Angeleños from the perspective of the New Urban History. As such, it is a sophisticated counterpart to similar works done by men like Stephan Ternstrom who have studied larger cities in the eastern United States. It also borrows from recent developments in related fields, primarily sociology and demography. Lastly, it submits history to the quantitative method -- an approach rarely undertaken in Chicano history before the 1970s.

The result is a more understandable, realistic, and acceptable description of the lives of the Californios. The use of the federal manuscript census returns, for one, allows Griswold del Castillo to chart various aspects of the Angeleños' life on a decennial basis. With precision, he traces the socio-economic changes that occurred for the Mexicans of Los Angeles; the occupational shifts they experienced from decade to decade; the transformation in patterns of marriage, intermarriage, and fertility among families; and the shaping of segregated barrios. Old theses, when tested by quantitative evidence, are revised. For example, historians such as Carey McWilliams (North From Mexico), and Leonard Pitt (The Decline of the Californios), posited that Mexicans in Southern California retained their lands through the prosperity of the 1850s, but lost them after the drought and depression of 1862. Griswold del Castillo ascertains that Angeleños actually lost their property before 1860 to white lawyers, businessmen, and speculators intent on acquiring land in the growing city. The common argument that all Mexicans in the Southwest were relegated to manual work also is challenged; the author notes that in Los Angeles, occupational opportunities for recent immigrants and native citizens did not change much between 1850 and 1880. Griswold del Castillo also finds, contrary to old interpretations, that the rate of intermarriage increased after the 1860s; that the extended family to which many Californios subscribed in the early years after the conquest aided, not hindered upward mobility; and that the political strength of the Angeleños did not weaken in the 1860s, but until the 1880s when they were overcome numerically.

In addition to census schedules, the author employs an impressive array of primary sources -- city directories, vital statistics from the Los Angeles County Recorder's Office, church files, genealogy records, and assessment rolls -- to advance his more believable explanation for the "decline" of the Angeleños. Their submerged status came not from disabling cultural values as others have contended, but from historical causes. Mexican Americans were kept from the developing economy of Los Angeles, excluded from the growth of the city itself, neutralized by violence and discrimination, segregated into the poorer sections of the city, not represented in the political arena, and openly shunned by institutions like the Catholic Church.

The Los Angeles Barrio is not predominantly quantitative history or the story of oppression, however. Some of the central topics that Griswold del Castillo looks into either have been neglected or only superficially covered. The chapter on the family, for instance, contains portrayals reconstructed from traditional archival documents. It describes efforts by parents to ensure that their children obtained an education and a better position than their own. It offers an incisive discussion of evolving familial patterns -- women now ventured off to assume new roles outside the home, they increasingly became heads of households, they entered into common-law marriages, and had fewer children. Equally fascinating is the chapter on the emergence of an ethnic consciousness. Due to violence, discrimination, intolerable social and economic conditions, Angeleños became aware of their minority status and a result was the rise of a unique nationalism among them. This was manifest in their self-designation as "La Raza," the proliferation of ethnic newspapers and organizations, and the celebration of Mexican and Mexican American holidays. These were indications that Angeleños were not completely defeated, and testimony to ethnic survival. Few other historians have treated this aspect of Chicanismo with such understanding, at least for the nineteenth century.

The concluding chapter also applies fresh perspectives to the fate of the Californios. Whereas others have seen Chicanos as a static people unable to cope with the complexities of change, Griswold del Castillo argues that the Angeleños adjusted by forging new social and cultural patterns. The traditional extended family, for example, gave way to more workable arrangements. Children were sent to English-speaking public schools, no longer to religious establishments. Angeleños were anxious to participate in the larger society, not withdraw from it. Sadly, their efforts at involvement clashed with Anglos' attempts to maintain them in the periphery of society.

This, then, is a highly intelligent book. It is the fruit of one of the most prolific and respected historians to emerge from the '70s. Forthcoming works by the author can only enhance an already distinguished reputation.

The Tejano Community, 1836-1900
by Arnoldo De León, University of New Mexico Press, 1982.

Reviewed by David Montejano, U of California, Santa Cruz.

Arnoldo De León's book is a welcomed and much needed contribution to Chicano historiography. The history is organized around ten topical chapters which together portray the everyday experience of the Tejano under 19th century American rule. Specifically, De León presents various "slices" of Tejano life and community in sequence, discussing in turns the politics of Tejanos (Chapter 2), obreros in the rural and urban areas (Chapters 3 and 4), the lives of "Ordinary People" (Chapter 5), and the religions, folklore, entertainment, and community institutions of Tejanos (Chapters 6-9).

De León's history is impressive in two regards. One has to do with his ability to recreate everyday scenes in vivid detail. There are, for example, portrayals of the San Antonio mercado, of the celebrations and games held on "dias de fiesta," and even colorful descriptions of the dress of participants in religious tableaus. The effect, at times, is that of a collage made up of 19th century bits and pieces. On occasion, this collage becomes somewhat thin, especially in the early chapters, relying too much on listings of political figures, merchants, and so on. This undoubtedly has to do with De León's ambitious scope; he is trying to cover the wide expanse of west, central, and south Texas. But generally, the various aspects of Tejano life and community are interwoven tightly and present interesting scenery. Especially in the last chapters (Chapters 5-9), De León's eye for descriptive detail asserts itself. Perhaps the best chapter in this sense is the one on "ordinary people." Here, De León describes the jacales, the diets, the clothes, and the language of the Tejano community; he even attempts to reconstruct the fabric of the family. Similar richness in detail also makes the chapters on religion, folklore, entertainment, and culture solid contributions.

The second outstanding feature of this work is the impressive amount of historical material that De León has gathered and digested. The primary sources include not only standard collections of government documents, pioneer manuscripts, and city directories, but include also the 1850 (1860), 1880, and 1900 census schedules for Béxar County (central Texas), El Paso County (west Texas), and Camaron, Starr, and Webb (south Texas). These schedules formed the basis for 20 tables concerning various demographic characteristics of the Mexican and Anglo American populations in Texas. In short, the research reflects many years of painstaking work.

De León's primary goal in this book is to describe the rural world and culture Tejanos created in the 19th century. In this task, I believe De León's work is very successful. His history is less polished, however, in repeated reference to two points: 1) that Tejanos were not a passive people but were active political actors; and 2) that Tejanos were a bicultural people. That Tejanos were these things and more is clear from the facts and scenes De León presents. These arguments, in my opinion,

do not do justice to the rich historical material De León has put together; they are weak frames on which to hang his historical portraits. For example, in Chapter 3, after an engrossing description of the work of mesteñeros (mustangers) and pastores, De León turns to challenge the racist view of Mexican workers as indolent and lazy and ends up defending the practice of having bailes and fiestas (pp. 67-68, 77). The chapter concludes by noting that Mexican culture was not "traditional," and even if it was, that that was not a hindrance to "success" in the Anglo world (p. 86). Why argue with these stereotypes?

Along these lines, De León's book raises some general questions for Chicano historiography which can only be touched on briefly here. One is the defensive tone in much of our work as historians and social scientists -- "defensive" in the sense that we still frame our arguments in terms of what "they" said about us. Previous generations of historians and observers, as De León notes, had a "jaundiced eye" when they described Mexicans. Recognizing this, why frame our interpretations in terms of "their" opinions? Why not study other arguments and messages for presenting our history?

A second general point follows from the first. The problem is that, limited as we are to statistics and documents left by Anglo observers, we do not have the materials to probe confidently into Mexican life and community. It is difficult, if not impossible, to do a history "from below" while using documents "from above." This dilemma is especially evident in De León's present work since he wishes to understand how Tejanos "kept their culture and defined their own identity in a hostile world" (p. 111). De León's description of community life must of necessity rely on "outside" observations -- on the El Paso Herald to describe the relationship between work and merriment (occasional bailes keep the workers happy), on a New York land agent to portray an elaborate Tejano funeral, and on various Anglo travelers and pioneers to reconstruct Tejano family life (pp. 68, 77, 147-148, 127-130). Given this, De León's book must be viewed as a bold but necessarily tentative sketch of Mejicano-Tejano culture in the 19th century.

In conclusion, this recent "first book" of Tejano history is a courageous and ambitious work, as it should be. It has made the work of those of us interested in Texas history much easier. It is a solid contribution we can build on; ¡Y lo saludo!

RECENT PUBLICATIONS

Barrientos, G.A., Hosch, H.M., Alvarez, A.J. & Lucker, W.G. Occupational aptitudes and perception of life needs of undocumented Mexican border crossers. Border Issues and Public Policy, November 1982, 5. Write to the Center for Inter-American and Border Studies/University of Texas/El Paso, TX 79968. (Free).

Brody, R. & Rossman, C. (Eds.) Carlos Fuentes: A critical view. Austin: University of Texas Press, 1982. ($19.95).

Brown, L.W. Hispanic folklife in New Mexico. Albuquerque: University of New Mexico Press, 1978. ($16.95).

Chiswick, B.R. The employment of immigrants in the United States. Washington, D.C.: American Enterprise Institute, 1982.

Cortés, C.E. Ethnic groups and the American dream(s). Social Education, October 1982, 46(6), 401-403.

Daykin, D.S. Social and community support systems in Hispanic neighborhoods in New York City: A public policy analysis. Mental Health Policy Monograph Series, No. 3, fall 1980. Write to the Center for the Study of Families and Children/Institute for Public Policy Studies/Vanderbilt University/Nashville, TN 37203. (Free).

de la Garza, R.O. & Brischetto, R.R. The Mexican American electorate: A demographic profile. Occasional Papers: The Mexican American Electorate Series, No. 1, November 1982. Write to the Southwest Voter Registration Education Project/201 N. St. Mary's Street, Suite 501/San Antonio, TX 78205.

García, P. An evaluation of employment and unemployment differences between Mexican Americans and whites: The seventies. Social Science Journal, January 1983.

Gordon, H.A., Hamilton, C.A. & Tipps, H.C. Unemployment and underemployment among blacks, Hispanics and women. (United States Commission on Civil Rights Clearinghouse Publication No. 74). Washington, D.C.: U.S. Government Printing Office, November, 1982.

Jacobs, I. Ranchero revolt: The Mexican Revolution in Guerrero. Austin: University of Texas Press, 1982.

Lyndon B. Johnson School of Public Affairs. Developing programs to control and prevent diabetes: An analysis of the problem. (Project Report No. 43.) 1982. Write to the LBJ School of Public Affairs/UT, Austin/Austin, TX 78712. ($7.95).

Ramírez, A. & Soriano, F. Social power in educational systems: Its effect on Chicano's attitudes toward the school experience. Journal of Social Psychology, 1982, 118, 113-119.

New from the Center for U.S.-Mexican Studies/University of California, San Diego/Q-060/La Jolla, CA 92093:

Mexican immigrants in the San Francisco Bay Area: A summary of current knowledge, by W.A. Cornelius, R. Mines, L.R. Chavez & J.G. Castro. (Research Report No. 40.)
Migrants and stay-at-homes: A comparative study of rural migration from Michoacan, Mexico, by I.R. Dinerman. (Monograph Series No. 5.)
The Sistema Alimentario Mexicano (SAM): Elements of a program of accelerated production of basic foodstuffs in Mexico, by C. Luiselli. (Research Report Series No. 22.)
Political participation, public investment, and support for the system: A comparative study of rural communities in Mexico, by C. Salinas de Gortari. (Research Report Series No. 35.)

Write to the Center for individual prices and a complete publications list.

New from the Chicano Political Economy Collective/Chicano Studies Library Publications/3404 Dwinelle Hall/UC, Berkeley/Berkeley, CA 94720.

The struggle within: Mediating labor conflict in California fields, 1975-1977, by M. Arce Decierdo, (#106).
Mexican workers and American unions: The Los Angeles AFL, 1890-1933, by L. Arroyo, (#107).
Mexican cinema in Cold War America, 1940-1958, by A. Saragoza, (#108).
Politics and Chicano culture: A perspective on El Teatro Campesino, by E. Xavier, (#109).
An analysis of the double exploitation of women in the short story by Tomás Rivera: "On the Road to Texas: Pete Fonseca," by S. Lizarrága, (#110).

Write to the Center's Publication Unit for individual prices and a complete publication listing.

New from the Intercultural Development Research Association/5835 Callaghan, Suite 350/San Antonio, TX 78228:

Patients' rights and advocacy: For Hispanics?, by S.J. Andrade (Ed.). ($8.75).
Representation on mental health boards and advisory councils in Texas: Implications for services to Mexican Americans by S.J. Andrade (Ed.). ($10.95)
Mental health planning in Texas: The impact on Mexican American service needs, by R.M. Moreno. ($9.95)
An assessment of the mental health treatment process: Eliminating service barriers for Mexican Americans, by S. Sepulveda-Hassell, ($9.50).
Analysis of the patterns of use of community mental health services by Mexican Americans, by D.G. Ramírez. ($9.95)

Aztlán: International Journal of Chicano Studies. The autumn 1981 issue includes articles on Latin American identity by L. Zea; the Mexican Revolution, by S.J. Loza; locus of control, by D.L. Cole; El Teatro Campesino, by D.H. Frischman; plus book reviews and much more. Write to Aztlán at the Chicano Studies Research Center/UCLA/Los Angeles, CA 90024. (Subscription: $20 for institutions; $15 for individuals.)

Revista Chicano-Riqueña. The summer 1982 issue is titled "El Barrio: A Photographic Exhibition." Write to Revista Chicano-Riqueña/University of Houston/Central Campus/Houston, TX 77004. (Subscription: $15 for institutions; $10 for individuals; $5 for single issues.)

Kitchen Table: Women of Color Press is committed to producing and distributing the work of Third World women of all racial and cultural heritages, sexualities, and classes that will further the causes of Third World women's personal and political freedom. In December of 1982, Kitchen Table began distribution of Narratives: Poems in the Tradition of Black Women by C. Clark, and by March of this year, expects to publish its first book, Cuentos: Stories by Latinas. It is expected to be the first collection of short fiction by Latinas written from a feminist-political perspective, including work by women from the U.S. and Latin America, in English and Spanish. For more information, write **Kitchen Table: Women of Color Press**/Box 592, Van Brunt Station/Brooklyn, NY 11215.

Waterfront Press has released its first catalog. This 12 page catalog lists over 100 books in Spanish and English in the area of Puerto Rican studies. Write to **Waterfront Press** at 52 Maple Avenue/Maplewood, NJ 07040.

LANGUAGE & DISCOURSE

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

Research Report
The relationships between degree of bilingualism and cognitive ability: A critical discussion and some new longitudinal data. In K.E. Nelson (Ed.), Children's Language, Vol. 5. Hillsdale, NJ: Erlbaum (in preparation). Paper by Kenji Hakuta, Yale University and Rafael M. Díaz, University of New Mexico.

Over the past decade there has been a growing intensification of research on cognitive effects of bilingualism. Some of this work has examined whether there might be positive cognitive consequences to being bilingual. This paper by Hakuta and Díaz offers an update on research findings in this area and also presents new research evidence on this question involving Hispanic children.

The paper begins with a thoughtful and careful survey of previous research on cognitive effects of bilinguism. The starting point for this survey is the groundbreaking research of Peal and Lambert in 1962 at McGill University in Canada. The Peal and Lambert research was significant because it suggested that previous research on cognition and bilingualism was flawed. Prior to 1962, studies had tended to suggest that bilinguals' cognitive skills were impaired by bilingualism. Peal and Lambert found that these studies were uninterpretable because performance of monolinguals and bilinguals on cognitive tasks might have been affected by socioeconomic and background differences among groups. Indeed, Peal and Lambert in their own research found that 10-year old Montreal bilingual children outperformed monolingual children from comparable backgrounds on a number of cognitive tests.

Hakuta and Díaz overview several studies conducted during the past decade, which investigated possible positive effects of bilingualism. Discussion is given to studies by Ianco-Worrall (1972), Cummins (1978), Sandoval (1976), Bain and Yu (1980) and Ben-Zeev (1977). While more studies are reviewed briefly, specific information is given on these studies regarding the populations involved, task measures and tests used, and findings. While research questions varied across studies, the findings suggested that there were possible positive effects of bilingualism on cognitive abilities related to cognitive flexibility and metalinguistic skills.

After review of these studies, Hakuta and Díaz comment on important methodological problems which must be overcome in order to determine whether bilingualism causes enhancement of cognitive abilities. Their review of problems is very useful for researchers and graduate students conducting work in this area and bilingual cognition as a whole. Hakuta and Díaz go on to describe one of their own recent studies involving first grade Puerto Rican children enrolled in a bilingual education program in New Haven, Connecticut. The research had two purposes. First, to learn whether children's relative proficiency in Spanish and English (i.e., degree of bilingualism) was related to their performance on tasks requiring metalinguistic skills and cognitive flexibility. Second, to investigate whether children's performance on a test of nonverbal cognition ability (Raven's Coloured Progressive Matrices Test) could be predicted by children's relative language proficiency. Pursuit of the second question was longitudinal in that performance of children on the Raven's test was studied in relation to degree of proficiency in each language six months earlier, controlling for earlier Raven test performance and background measures. In the design of their research, Hakuta and Díaz describe how they overcame problems encountered in the design of studies that they had reviewed earlier in their paper.

The findings of the study showed a statistically significant relationship between degree of bilingualism and Raven's test performance after controlling for influence of background factors and previous Raven's test performance. The results were consistent with the hypothesis that children's degree of bilingualism caused growth in their cognitive ability as measured by Raven's test performance.

The last sections of the paper suggest new directions for research. It is noted that we do not yet have good evidence for exactly how bilingualism affects cognitive abilities. Information processing psychology models linked with sound linguistic models are cited as critical elements for future studies. It is noted also that bilingualism is a social as well as cognitive phenomena. Research on how bilingualism affects cognitive skills will need to consider how the social circumstances of bilingual development facilitate positive effects of bilingualism on cognitive growth. A most important conclusion drawn is that a bilingual classroom may contribute to a social climate which allows bilingualism to assert positive effects on cognitive skills and their development.

Kenji Hakuta and Rafael Díaz have prepared an executive summary of their study which has been circulated to influential Congress members involved in the federal bilingual education authorization process. Persons interested in receiving and circulating this summary should write Hakuta at the Center for Advanced Study in the Behavioral Sciences/101 Junipero Serra Blvd./Stanford, CA 94305, or Díaz at the Department of Psychology/UNM/Albuquerque, NM 87131.

RESEARCH & TRAINING GRANTS

NCHSR DISSERTATION GRANTS
The National Center for Health Services Research solicits applications from individuals in a variety of academic disciplines and programs to investigate complex health service delivery problems, and to facilitate small scale research projects and the development of sophisticated new health service researchers. Interested persons should write to the Chief, Grants Review Branch (Dissertation)/National Center for Health Services Research/Center Building, Room 7-50A/3700 East-West Highway/Hyattsville, MD 20782/(301) 436-6920. AD: **3-1-83.**

NIAAA RESEARCH GRANTS
The National Institute on Alcohol Abuse and Alcoholism makes grant awards for basic and applied alcohol research projects. The Institute provides grant support to encourage the development of new knowledge relating to the nature, causes, diagnosis, treatment, control, prevention and consequences of alcohol abuse and alcoholism. Prospective applicants are encouraged to consult NIAAA prior to official submission of an application. Contact the Division of Research Grants, NIH/5333 Westbard Ave./Bethesda, MD 20205. AD: **3-1-83** and **6-1-83.**

NEW INVESTIGATOR RESEARCH AWARDS
This grants program is designed to encourage new investigators (including those who have interrupted early promising research careers) in basic or clinical science disciplines, to develop their research interests and capabilities in biomedical and psychosocial research within the program interests of the National Institute on Alcohol Abuse and Alcoholism. For further details, write to Helen Chao/Acting Chief of the Biomedical Research Branch, or Ernestine Vanderveen/Chief of Psychosocial Research Branch/Division of Extramural Research/ NIAAA, Rm 14C-17/Parklawn Bldg./5600 Fishers Lane/Rockville, MD 20857/(301) 443-4223. AD: **3-1-83** and **7-1-83.**

AMERICAN PHILOSOPHICAL SOCIETY: BASIC RESEARCH GRANTS
These grants are offered to promote useful knowledge through significant publications by contributing toward the cost of research, including necessary travel, photocopying and some expendable supplies. Grants are not made for salaries, institutional overhead, expenses of publication, typing, predoctoral or doctoral research, or travel to meetings. Applicants must possess a doctorate or equivalent. Contact the American Philosophical Society/104 South Fifth Street/Philadelphia, PA 19106. AD: **4-1-83.**

PSYCHOLOGY DOCTORAL TRAINING FELLOWSHIPS
This fellowship program is intended to facilitate the training of educational leadership personnel to improve the education of handicapped Hispanic youth with learning and behavioral problems. These awards will be granted on a competitive basis with consideration of individuals' skill, professional interest, professional experience with Hispanic and/or handicapped youth, and financial need. For additional information, write to Andres Barona/Dept. of Educational Psychology/Texas A & M U/College Station, TX 77844/(713) 845-0987. AD: **Unspecified**

MEETINGS & CONFERENCES

EVENT: **Fifth Annual Conference: Latinos and Higher Education**
DATE: March 4-5, 1983 LOCATION: DeKalb, IL
THEME: Prospects for Integrating the Emerging Latino Ethnicity into Social Organizations and Institutions.
CONTACT: Félix Padilla/Northern Illinois U/Ctr. for Latino and Latin Affairs/DeKalb, IL 60115/(815) 753-1986.

EVENT: **Georgetown Roundtable on Languages and Linguistics**
DATE: March 9-12, 1983 LOCATION: Washington, DC
THEME: Applied Linguistics and the Preparation of Second Language Teachers: Toward a Rationale
CONTACT: Heidi E. Hamilton/GURT 83/School of Languages and Linguistics/Georgetown U/Washington, DC 20057.

EVENT: **Eighth National Conference on Blacks in Higher Education**
DATE: April 14-17, 1983 LOCATION: Washington, DC
THEME: Blacks on White Campuses.
CONTACT: NAFEO/2243 Wisconsin Ave., N.W./Washington, DC 20007/(202) 333-3855.

EVENT: **Sixth Annual National Legal Conference**
DATE: April 21-23, 1983 LOCATION: Washington, DC
THEME: Immigration and Refugee Policy
CONTACT: Center for Migration Studies/209 Flagg Place/Staten Island, NY 10304/(212) 351-8800.

EVENT: **National Conference of Prison and Jail Ministry**
DATE: April 18-21, 1983 LOCATION: Malibu, CA
THEME: The development of a support network of pastoral persons who minister (full or part-time) to prisons.
CONTACT: Fr. Clif Marquis/Detention Ministry/1818 West Chapman, Suite D/Orange, CA 92666/(714) 978-7380.

STUDENT RECRUITMENT

SUMMER PROGRAM FOR MINORITY JOURNALISTS
Applications are invited for the 1983 Summer Program for minority journalists to be held June 5 - August 19, at the UC campus in Berkeley. Minority group members with limited or no professional journalism experience on daily newspapers and with a strong determination to succeed in print journalism are especially encouraged to apply. Applicants must be U.S. citizens or permanent residents, preferably between the ages of 21 and 35. For application materials, write to the Summer Program for Minority Journalists/School of Journalism/UC, Berkeley/Berkeley, CA 94720/(415) 642-5962. AD: **3-1-83.**

EL COLEGIO DE MEXICO: MAESTRIA EN DEMOGRAFIA
El Centro de Estudios Demográficos y de Desarrollo Urbano del Colegio de México invita solicitudes de estudiantes Chicanos que deseen realizar estudios de maestría en demografía (septiembre de 1983 a junio de 1985). Los requisitos son: tener conocimientos de español, recibir un grado de B.A. antes de junio de 1983 y presentar solicitud antes del 31 de marzo de 1983. Se otorgará beca que cubrirá gastos del estudiante durante los dos años de estudio así como transporte a la ciudad de México. Se recomienda asistir al curso propedéutico, a partir de junio de 1983. Para mayor información, escriba a Roberto Ham Chande/El Colegio de México/Aptdo. Postal 20-671/México, DF 01000. (Se pueden obtener solicitudes escribiendo directamente a LA RED.)

SOCIAL/CLINICAL PSYCHOLOGY - WRIGHT INSTITUTE OF LOS ANGELES
Wright Institute of Los Angeles' Graduate School offers a five year, intensive program of study leading to a PhD in social-clinical psychology. The program is developed from the conviction that the psychology of individuals and societies has much in common and it draws from a political, cultural and sociological viewpoint. Contact the Admissions Chairperson/WILA/1100 S. Robertson Blvd./Los Angeles, CA 90035/(213) 550-0571. AD: **Unspecified**

SUMMER INSTITUTE - BICULTURAL/BILINGUAL STUDIES
English as a second language, bicultural-bilingual studies and teaching methods will be covered in four institutes this summer at the University of Texas at San Antonio. The courses are part of the 1983 Summer Institute, which offers educators and other professionals an opportunity to earn graduate credit in a short-term intensive format. Contact the Summer Institute Coordinator/UT, San Antonio/San Antonio, TX 78285/(512) 227-9147 AD: **Unspecified.**

SUMMER INSTITUTE ON TEACHING, RESEARCHING AND WRITING ABOUT WOMEN OF COLOR IN THE U.S.

The Center for Research on Women at Memphis State University and the Inter-university Research Group Exploring the Intersection of Gender and Race, a working group of five racial-ethnic women sociologists representing various institutions of higher learning, are planning a summer institute on the Memphis State U campus on June 19-25. The aim of the institute is to provide instruction and facilitation to researchers, writers, and teachers interested in gaining clarity on racial-ethnic women. The institute will explore the comparative and distinctive aspects of the lives of women of color in the United States, specifically Afro-American, Mexican American, Puerto Rican, Japanese American and Chinese American. For complete details, contact Shirley Johnson-Jones/Center for Research on Women/Memphis State U/Memphis, TN 38152/(901) 454-2770.

ANNOUNCEMENTS

ACADEMIC COUNSELING AID

Chile Pequín, a new half-hour dramatic film designed to encourage Hispanic teenagers to initiate career planning, is now available for purchase or rental from the UC Extension Media Center. Chile Pequín is part of a series of short films entitled "The Planning Ahead Series." Each is an original drama featuring a young woman who must make an important decision about her education and career goals. Write to the UC Extension Media Ctr./Dept. PAH/2223 Fulton St./Berkeley, CA 94720/(415) 642-1340 or 642-0460.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION HISPANIC CAUCUS

The AAHE Hispanic Caucus was formed at the association's1982 meeting with the aim of promoting the inclusion of issues affecting the status of Hispanics in higher education in the agenda of AAHE. With Antonio Flores, Michigan Dept. of Education serving as chair, and Hector Garza, Eastern Michigan U serving as co-chair, the Hispanic Caucus is planning a conference session on international education as related to Chicano students, as well as a reception during the 1983 conference to be held in Washington, D.C. on March 27-29. Contact Antonio Flores at (517) 373-3260 or Héctor Garza at (313) 487-0048 for complete details.

HISPANIC LINK TO START WEEKLY NEWSLETTER

Hispanic Link News Service, which syndicates opinion columns and articles by Hispanos to 175 newspapers nationally, is planning to launch a national weekly newsletter on issues of timely importance to Hispanics, beginning in the spring of 1983. Organizations are encouraged to add HLNS to their mailing lists for news releases. Mail to: Hispanic Link Weekly Report/1420 N Street, N.W./Washington, DC 20005. For more information, call (202) 234-0280.

MEXICO-U.S. BORDER PROGRAM

The Mexico-U.S. Border Program is a binational effort conducted jointly by the American and the Mexican Friends Service Committees. With projects in Tamaulipas, Baja California, California, Florida and Texas, it addresses issues of economic development of Chicano communities, workers' rights and immigrants' rights. National offices in Philadelphia and Mexico City seek to have an impact on public policies that affect border communities and Mexican immigrants in the U.S. For more information, or to be added to their newsletter mailing list, write to Aurora Camacho de Schmidt/Mexico-U.S. Border Program/American Friends Service Committee/1501 Cherry St./Philadelphia, PA 19102.

NATIONAL HISPANIC QUINCENTENNIAL COMMISSION FORMED

This Commission has been established to serve as an information clearinghouse for events and activities of local, national and international significance in commemoration of the 500th anniversary (in 1992) of the discovery of the Americas by Cristobal Colon. Persons interested in the Commission or its activities are invited to contact Guadalupe Saavedra, Chair/National Hispanic Quincentennial Commission/1725 Eye Street, Suite 200/Washington, DC 20006.

PROBLEM & IDEA EXCHANGE

Leonard Baca/BUENO Center for Multicultural Education/Campus Box 249/U of Colorado/Boulder, CO 80309/(303) 492-5416 seeks current "state of the art" information on **bilingual special education teacher training models and programs.**

Rudolfo Chávez/California State College/School of Education/9001 Stockdale Hwy./Bakersfield, CA 93309 requests specific, theoretically sound methodological models in **bilingual/bicultural education** that can be used to develop teaching techniques at the pre-in service levels.

Nilda Correa/Baits II Conger 2208/1440 Hubbard/Ann Arbor, MI 48109 is seeking recent works and references for research on **social work with mainland Puerto Ricans.**

El Directorio/Austin Museo del Barrio/1619 E. 1st St./Austin, TX 78702 is in the process of establishing an information network that will serve as a **directory and referral for artists** in every medium, and for the public-at-large. El Directorio/The Directory of Texas Chicano Artists is intended to provide a much needed resource as well as the development of an information base. Interested persons should write to the above address for more information.

Robert Gómez/Career Planning and Placement Center/U of California/Irvine, CA 92714 would like information from anyone in the career planning field who has done special program workshops for Chicano/Latino students related to **career planning and development.**

L.C. Hageman/Center for Business Research and Services/Box 3CR/Las Cruces, NM 88003/(505) 646-1434 is requesting any information or references sources in order to trace the antecedents of the **role of the mordida in trans-border business transactions** via earlier publications, in order to identify the origin and development of the mordida for scholarly research.

Thomas Kochman/5453 N. Virginia Ave./Chicago, IL 60625 is interested in obtaining information on **Hispanic/Anglo cultural conflict** (differences in leadership styles, relationship to authority and matters relating to interactional etiquette) and resolution thereof; especially in the work place and school.

Elba C. Maldonado/P.O. Box 14701/Austin, TX 78761 is interested in studies dealing with the **identification of linguistic characteristics of Hispanic students** labelled "communication disordered." Exchanges are invited.

Tomas Martínez/Dept. of Criminology/Cal State U/Fresno, CA 93740 requests information on the **impact of rising costs of energy upon the Hispanic community.**

William G. Masten/P.O. Box 449/Mississippi State, MS 39762 needs assistance locating subjects to develop a **self-report measure of creativity** for Mexican-American children.

Armando Ojeda/1503 Cheltenham/Birmingham, MI 48008 is compiling a **database on consumer behavior and spending patterns of Hispanics in the U.S.** Areas of special interest are: purchase and consumption of commercial food products, purchase and use of automobiles, and Hispanic response to English language advertising.

Richard Ruíz/Box 13, Education Bldg./U of Wisconsin/Madison, WI 53706 requests information on **State or local language planning activities** initiated by, or substantially integrating local ethnic (especially Hispanic) communities.

Manuel Unzueta/La Casa de la Raza Cultural Arts/601 E. Montecito St./Santa Barbara, CA 93103 invites artists outside California to send samples of their work on slides to be presented at a major **art exhibition to celebrate another decade of Chicano art.** Maximum of 10 slides to be submitted before April 30, 1983.

POLICY CRITIQUE

1982 Simpson-Mazzoli Immigration Reform and the Hispanic Community

by Estevan T. Flores, Chicano Studies Research Center, UCLA

A coalition of Hispanic, black and liberal House representatives blocked passage of the Simpson-Mazzoli immigration bill at the conclusion of the Congress' lame-duck session in December of 1982. The message of the Hispanic community was clear: be better prepared for the next congressional session when Congress fully intends to pass so-called immigration reform or face the consequences.

The House debated on only three of the 297 amendments to HR 6514. Representative Roybal (D-Cal) did yeoman's work and sponsored 100 amendments.

The first amendment debated required that an employer keep complete records not only of hirees but also of all who apply for jobs. The intent was to provide for a method for monitoring discriminatory effects from the employer sanctions provisions of the bill. (Employer sanctions make it unlawful for an employer to knowingly hire undocumented workers, with a criminal sanction levied for a "pattern and practice" of such hiring. A national identification card system would be instituted so that employers could recognize legal or permanent residents from undocumented workers.)

Unexpectedly, the issue of the privacy of the individuals applying for jobs mushroomed as a major concern of minority legislators. Agribusiness interests also balked at the prospect of facing mountains of paper work in the hiring process.

Washington immigration consultant Amit Pandya noted that pointed questions and remarks were made about the discriminatory affects of the employment sanctions provisions. Representatives de la Garza (D-TX) and García (D-NY) argued that employer sanctions would have a harmful effect on Hispanics seeking jobs. They acknowledged that even though the intent of the provision would be to bar the employment of undocumented workers, employers would refuse to hire Hispanics because of their physical and cultural similarity to Mexican undocumented workers.

And there is well founded concern for potential discrimination. The House version of the bill provided that the U.S. Civil Rights Commission investigate discrimination ensuing from employer sanctions' should have clearly indicated to legislators the negative and destructive quality of such potential legislation. In sum, the constitutional concerns voiced by the coalition of legislators on privacy and discrimination quickly and surprisingly eroded the supposed 'consensus' which the bill's authors believed had been constructed. It was clear that the minority opposition developed gut-level concerns of their constituencies.

The complexity of the immigration provisions, the pointed debate which ensued and the lack of time to air all sides of the issues killed the bill -- at least for the moment.

But the near success of proponents of a more restrictive immigration policy such as Simpson-Mazzoli was a clear indication to the Hispanic community and to Chicanos who have long fought this type of immigration reform, that renewed organization is necessary. For it was only the last minute coalition of the Hispanic Caucus, the Black Caucus and white liberals who successfully blocked HR 6514's passage.

It was over five years ago in October of 1977 that Chicanos sponsored the International Coalition on Immigration and Public Policy (ICIPP) conference in San Antonio, Texas. There, spokespersons for the major Chicano and Hispanic national organizations voiced unified and unequivocal opposition to President Carter's immigration plan of August 4, 1977. There too, the employer's sanction provision of the bill was condemned and viewed as an affront and discrimnatory slap to Chicanos and all other Hispanics.

Carter's proposal, unlike the Simpson-Mazzoli bill, failed to even get past the Senate. In all likelihood, Carter foresaw the strong opposition of the Hispanic community. However, no such opposition developed to oppose Reagan's immigration initiative (Simpson-Mazzoli). This year, "fragmented opposition" aptly characterized the opponents of Simpson-Mazzoli. But the reasons for this fragmented opposition are complex.

First, the fast-changing nature of the bill and the technical and administrative changes from added amendments meant that the House bill had to be continually monitored and differences between the amendments analyzed and reconciled. For example, the provision to provide for H-2 or temporary workers (remember the Jamaicans flown into Vermont in early 1982 to harvest the Vermont apple crop?), was initially supported by the AFL-CIO. However, the H-2 provisions eventually were enlarged by both subcommittee chairs and provided for an unlimited number of workers -- limited only by what the Department of Labor could accept and process. When the AFL-CIO learned of this change and the practical effects, such as the negative impact on the adverse wage rate, they developed their own sponsored amendment. The AFL's amendment built in protections for H-2 workers including notification of rights, rights to unionize and bargain collectively and many other rights not even afforded domestic workers. Needless to say, the amendment was not favored by western growers who most often petition for H-2 workers.

The second reason for the lack of a unified position is the severe social and economic problems faced by the entire working and unemployed community, but especially minorities. Specific interests other than immigration often are more central to political and community organizations. For example, the United Farmworkers Union (UFW) which has concentrated primarily and solely on organizing California farmworkers, has flip-flopped over the years on the immigration issue. However, at this year's annual convention, the UFW adopted a position against Simpson-Mazzoli. Dolores Huerta, a vice-president of the union, reiterated the UFW's position at a recent anti-Simpson-Mazzoli news conference sponsored by the Mexican American Legal Defense and Education Fund (MALDEF) of Los Angeles. The UFW has come to grips with the immigration question and opposes it as do the California Ecumenical Council, the United Neighborhood Organization (UNO-LA), the League of United Latin American Citizens (LULAC) and hosts of other organizations across the country.

Unfortunately, the immigration issue has, until now, been placed on a backburner by minority politicians and organizations. A survey conducted in 1980 by political scientist Rudolfo de la Garza (University of Texas at Austin) of Chicano political elites and organizations showed that the major issue confronting the Hispanic community was unemployment. Immigration was listed further down among the problem areas.

A third reason for the failure of Hispanics to oppose potentially negative immigration reform is the nature of the immigration issue itself. Although many Hispanics favor a less restrictive immigration policy which would allow relatives to immigrate, the concern in minority communities today is for jobs. In this regard then, Congress might have better dealt with the minority community not by creating discriminatory immigration law but by passing a 'jobs program' bill.

Fourth, the immigration issue is now more complex than ever. Political refugees from El Salvador and other Latin American countries face torture and even death upon their deportation. These immigrants also need to be humanely dealt with in any type of reform. The amnesty portion of the bill, which had been considered by most Hispanic organizations as the only humane provision, could be enlarged so that political refugees would be included.

Activists and civil rights proponents have long argued that a giant step toward the protection of the rights of immigrants will be made when amnesty is granted to persons who migrate to this country in order to better their lives and that of their families. Unfortunately, the amnesty or "legalization" provision of the bill was also not acted on.

Legalization had been lauded as a measure that would begin to halt the exploitation of those undocumented persons already in this country. Their legalization (immediate permanent resident status -- not citizenship -- for aliens who have continuously resided in the U.S. since January 1, 1978, and temporary legal status for aliens who have continuously resided in the U.S. since January 1, 1980) would have taken care of the hundreds of court cases currently litigated over such issues as access to medical care, due process in the courts and fair labor practices to name but a few. It was only a little over a year ago in December of 1981 that the U.S. Supreme Court ruled that undocumented Mexican children could attend the public schools of Texas free

of a special tuition charge. But legalization, which would have resolved these and other issues met the same fate as the entire Simpson-Mazzoli bill.

It was no surprise to Chicano scholars that immigration reform got as far in Congress as it did. We have known throughout history that in periods of economic decline, such as in the depression of the 1930s and the recession of the early 1950s, the Mexican origin community becomes the scapegoat for the ills of the economy. Raids on the community and apprehensions of undocumented and citizens alike then ensued.

Historian Juan Gómez-Quiñonez (UCLA), at a Chicano political studies conference in May of 1982, pointed to the failure of the Chicano community to recognize and organize resistence to the raids of "Operation Jobs" of April of that year. His criticism was made in recognition that violations of constitutional rights were evident in previous raids and throughout history. In fact, Operation Jobs, an effort to remove undocumented workers from jobs paying above the minimum wage was found to be ineffective through preliminary investigation. Such an ineffective operation leads me to conclude that the raids may have been a political ploy to dramatically indicate to Congress that they should act on immigration reform. Unfortunately, raid activity often leads to the scapegoating of the undocumented and harassment of Hispanics.

For example, a federal district judge in Denver recently ruled that the Immigration and Naturalization Service (INS) was within its powers in taking necessary steps, such as violating rights, in conducting Operation Jobs. His decision was contrary to similar law suits filed and won in Illinois, Los Angeles and San Francisco where the federal district judges acknowledged that the INS violated constitutional rights.

It is clear that the time to build an effective and efficient national coalition on immigration is now. The failure to build such a coalition in 1977 was no more apparent than through the near success of Simpson-Mazzoli or through terroristic raids.

Perhaps the seeds for such a multi-ethnic and multi-racial national organization are now being sown. Immigration attorney Linda Wong (MALDEF-L.A.), and other grass roots immigration organizations are planning a national conference in Los Angeles for March 11-13, 1983. The agenda has at least two main goals. First is the building of the national coalition -- one which will be long-term and with the ability to organize around such issues as health-care access and raids. Second is the development of immigration reform alternatives. For example, many organizations will follow the example of LULAC in writing immigration bills acceptable to the Hispanic community.

The battle lines have been clearly drawn. Hispanics need to be ready.

René Arthur Ruíz -- May 12, 1929 - December 13, 1982

It is with deep regret that we share news of the passing of René Arthur Ruíz (May 2, 1929 - December 13, 1982). Professor Ruíz received his doctorate in clinical psychology in 1963 from the University of Nebraska, and most recently served as professor and head of Clinical and Counseling Psychology at New Mexico State University. The author of numerous publications in the area of Chicano mental health as well as on the Chicano elderly, Professor Ruíz also served on the editorial boards of various scholarly journals, and held active membership in a wide host of academic and professional associations. He was an active contributor to LA RED, and most recently authored a report entitled "Mental Health, Hispanics and Service," in the November 1982 issue. In his memory, his family and friends have established a fund to be used for the continuation of work in Hispanic mental health, the cause of which "Art" had dedicated the past fifteen years of his professional career. Contributions to this fund may be sent to the René A. Ruíz Memorial Fund/ c/o Rose Lang/Citizens Bank/Amador and Water Sts./Las Cruces, NM 88001. We express our sympathy to his family and to his many friends and colleagues.

EMPLOYMENT OPPORTUNITIES

FACULTY/RESEARCH

COMPUTER SCIENCE - CAL STATE NORTHRIDGE

Asst. or assoc. professor position available to persons with PhD and at least 5 years of relevant experience to teach undergraduate courses, as well as carrying out normal school and departmental responsibilities. Contact Diana Schwartz, Chair/Dept. of Computer Science/Cal State U/ Northridge, CA 91330. AD: **3-1-83.**

CRIMINAL JUSTICE - PAN AM U

Tenure-track faculty position offered. Nine month appointment to begin 8-25-83. Duties include teaching; student advising; research; professional, community and university service. Contact Daniel K. Dearth, Chair/Faculty Search Committee/Dept. of Criminal Justice/Pan American U/Edinburg, TX 78539. AD: **4-1-83.**

EDUCATION - U OF ILLINOIS

Tenure-track asst. professor position in sociology of education to begin fall 1983. Anticipated appointment in Dept. of Educational Policy Studies, pending available funds. Contact Rudolph C. Troike, Chair/Search Committee/1310 S. Sixth St./360 Education Bldg./U of Illinois/Champaign, IL 61820.
AD: **3-1-83.**

EDUCATIONAL ADMINISTRATION - UT, AUSTIN

Tenure-track, assistant or associate professor position available. Areas include secondary education instructional leadership, supervision of interns, and advising master's and doctoral students. PhD in educational administration required. Contact John Roueche, Chair/Search Committee/EDB 348/UT, Austin/Austin, TX 78712. AD: **4-1-83.**

HEALTH SCIENCE - UC, BERKELEY

Tenure-track, asst. professorship available in the maternal and child health program to begin fall 1983. Contact the Chair/Dept. of Social and Administrative Health Sciences/School of Public Health/UC Berkeley/Berkeley, CA 94720. AD: **3-15-83.**

POLITICAL SCIENCE - UTEP

Asst professor, tenure-track (subject to budgetary approval) to teach American politics with a major focus on institutions, including the Presidency and the legislative process. Ability to use quantitative research methods helpful, along with research interests in the Southwest. Contact C. Richard Bath, Chair/Dept. of Political Science/UTEP/El Paso, TX 79968. AD: **3-15-83.**

PSYCHOLOGY (CLINICAL) - SUNY, BINGHAMTON

Asst. professor to teach graduate and undergraduate courses, research interests for PhD programs in clinical and experimental psychology. Contact Raymond Romanczyk/ Psychology Dept./SUNY, Binghamton/Binghamton, NY 13901. AD: **Open**

PSYCHOLOGY (COGNITIVE) - UTEP

Asst. professor sought to teach modern computer skills and applications in psychology and contribute to projects in computer modelling of human and animal cognitive processes in applied settings. Contact G.W. Lucker/Dept. of Psychology/UTEP/El Paso, TX 79968. AD: **3-30-83.**

PSYCHOLOGY (COUNSELING) - U OF WISCONSIN

The Dept. of Counseling and Guidance expects to appoint an asst. professor (tenure-track) to begin August 1983. Contact Randolph S. Thrush/Dept. of Counseling and Guidance/U of Wisconsin/Old Education Bldg./Madison, WI 53706. AD: **3-31-83.**

ACADEMIC ADMINISTRATION

COORDINATOR/ADMINISTRATOR - UC, BERKELEY

Individual sought to head the Professional Development Program. This Program is designed to assist high achieving undergraduate and graduate minority and female students' professional development in math related fields. For additional information, write to the Search Committee/Special Scholarship Committee/Professional Development Program/230 B Steven Hall/UC, Berkeley/Berkeley, CA 94720. AD: **3-1-83.**

DIRECTOR, COUNSELING & TESTING CENTER - U OF NEVADA

PhD in clinical or counseling psychology required as well as five years of experience

in a college or university counseling center; competency in individual and group counseling; experience in administering individual and group tests; skill in areas of administration, allocation of resources and supervision of professional and classified personnel. Contact Joseph S. Beres/Chair, Search Committee/Student Health Service/U of Nevada/Reno, NE 89557. AD: **3-1-83.**

DEAN/DIRECTOR SOCIAL WORK - ARIZONA STATE U
The School of Social Work is looking for a person with a distinguished record in research, teaching and curriculum development, affirmative action, administration in universities community service and faculty governance. MSW and/or earned PhD in Social Work or closely related field required. Contact the Dean/Director Search Committee/School of Social Work/Arizona State U/Tempe, AZ 85287. AD: **2-28-83.**

PROVOST - OAKES COLLEGE
The U of California at Santa Cruz invites nominations and applications for the position of Provost of Oakes College. The Provost serves as principal academic and administrative officer of the college and will also be expected to assume campus-wide responsibilities in the design and coordination of support programs to assist the transition of non-traditional students into the liberal arts and sciences programs at the university. Contact Ronald Henderson, Chair/Provost Search Committee/Clark Kerr Hall/UC, Santa Cruz/Santa Cruz, CA 95064. AD: **3-5-83.**

OTHER

RESEARCH 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.**

RESEARCH DIRECTOR - MWVREP
Research director sought to gather and compile data on Hispanics in the Midwest. Master's required; PhD preferred. Must have knowledge of statistics and computer programming. Position is effective immediately. Contact Juan Andrade/Midwest Voter Registration Education Project/50 W. Broad St., Suite 1995/Columbus, OH 43215/(614) 464-1116. AD: **3-1-83.**

RESPONSE TO GUTIERREZ

It is not my normal practice to respond to reviews of my books. However, the review by Professor Armando Gutiérrez of the volume United States Relations with Mexico: Context and Content which I co-edited with Richard Erb in LA RED, No. 62 (December 1982), pp. 4-6 requires a response lest the readers of this worthy publication be completely misled.

Despite the reviewer's disavowals, he begins by judging the volume on the basis of the ethnicity of the contributors and by their ideological orientation. Next the reviewer attacks the publisher, the American Enterprise Institute, as "rigidly conservative". The Institute exercised no role whatsoever in the selection of the contributors or in determining or the editing of the content of their work. Here the reviewer apparently is judging the book by its cover where earlier he went astray judging it on ethnicity.

Most distorted of all was the misinterpretation of an episode with the late Ambassador Vicente Sánchez Gavito which the reviewer described as "insensitive and patronizing". Vicente was a dear and respected friend of mine and under no circumstances would I ever patronize him. The point I was making, which got lost in the reviwer's process of prejudgment, was that for successful negotiation, one must get beyond the statements of official position regardless of which side it comes from.

The reviewer has every right to differ with all or part of any volume, but the argument should be reasoned and the criteria scholarly.

--Stanley R. Ross
University of Texas, Austin

CALLS FOR PAPERS

CONCURSO PARA ESCRITORES DE TEATRO
The Austin League of United Chicano Artists has issued a public call for "unpublished recent Latino plays." Submissions should focus on plays which span a minimum of one hour in production (staging) time. Each author may submit a maximum of two plays; experimental forms are encouraged. First prize is $500; second prize is $300. The review panel includes Jorge Huerta, Tomás Ybarra Frausto, Alma Villanueva, Rosa Cuellar, María Limón and Juan Pablo Gutiérrez. Contact the Concurso para Escritores de Teatro/La LUCHA Press/Austin Museo de Barrio/1619 E. 1st St./Austin, TX 78702. ($10 entry fee for each play). Submission deadline: **4-30-83.**

SOUTHERN REGIONAL DEMOGRAPHIC GROUP
The Southern Regional Demographic Group will hold its 14th annual meeting on October 19-21, 1983 in Chattanooga, TN. Papers on any topic of demographic interest will be considered. Persons interested in presenting a paper at the 1983 meeting of the SRDG should send two copies of a single paper abstract, including author's name, mailing address and telephone number to Daniel O. Price/Dept. of Sociology/UNC - Greensboro/Greensboro, NC 27412. Submission deadline: **5-31-83.**

LA RED/THE NET **Response Form No. 64** **February 1983**

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 No. 64 February 1983

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.

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REPORT TO THE NETWORK

Education Federal Budget Report

by Rafael Magallán, Hispanic Higher Education Coalition

Introduction

On February 1, the Reagan Administration released its budget for 1984, proposing some significant and long-reaching changes for federal education funding. Principal among these long-term issues are the proposed tax-free college savings accounts, the tuition tax credit, the replacement of the standard federal college grant programs with a new grant program emphasizing "self help," and the use of vouchers as an option for compensatory education. All of these have serious and far-reaching implications for the education of Hispanics.

Some additional proposals pose other more immediate concerns. These include the complete elimination of ESEA Title IV Desegregation and Training and Advisory Services Grants, HEP and CAMP programs, Law School Clinical Experience and Legal Training for the Disadvantaged programs, and the Fellowships for Graduate and Professional Study, as well as the severe reduction of 1983 and 1984 funding for bilingual education (-32%) and migrant education (-49%). The Administration has also targeted for defunding other categorical programs which serve minority interests, such as the Indian Education Act programs and the Women's Educational Equity effort.

Trio Changes Proposed

An additional proposal of much importance is the administration's intent to focus some categorical higher education programs on grants to institutions having a majority enrollment of minority students. These categorical programs are understood to chiefly encompass MISIP and the special programs for students from disadvantaged backgrounds, popularly known as the Trio Programs.

The Trio Programs have long successfully supported disadvantaged students enter higher education. Hispanic students comprise approximately 17% of total Trio participants with the Talent Search and Educational Opportunity Centers being the two Trio Programs most utilized by Hispanic youth (Talent Search is 23% Hispanic and Educational Opportunity Centers is 21% Hispanic). Talent Search and EOC's in some quarters have been viewed as providers of a critical outreach function to Hispanic students with respect to postsecondary education. The information infrastructure provided by these programs serve Hispanic needs especially well. These programs, along with Upward Bound and Special Services, supported over 494,000 students in 1982. Over 83,000 of these were Hispanic.

In his Fiscal Year 1984 plans, the President proposed to reduce Trio funding by 77% and to alter the program's authorizing

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MICRO ONDA

The Evaluation of Four Head Start Bilingual Multicultural Curriculum Models

by Soledad Arenas and Lorenzo A. Trujillo

Educational theorists have developed numerous curriculum models and theoretical approaches designed to promote learning in children. In order to substantiate a proposed teaching strategy, an evaluation of its effectiveness must occur. This report highlights a success story as seen through the evaluation of four Head Start bilingual multicultural models.

Many questions arise in an attempt to adequately meet the needs of the culturally and linguistically diverse populations of the United States. Specifically, a major concern was expressed in 1975 and acted upon by the Office of Child Development -- now the Administration for Children, Youth, and Families (ACYF) -- to address the needs of limited English speaking preschool children. A comprehensive program was established under the auspices of the Head Start Strategy for Spanish Speaking Children. Approximately 20 percent of the total child population currently served by Head Start is Spanish surnamed. Because of the significant size of this population, many basic questions are in need of resolution. What constitutes a sound bilingual multicultural preschool program? What curricular strategies are effective for instruction in first and second languages? What are the effects of using two languages at an early age? for instance, are children's cognitive development In an attempt to respond to these questions, the Head Start Strategy for Spanish Speaking Children embarked upon a multiyear demonstration and research effort.

To meet the needs of the Hispanic population, the project sought to build a capacity for Head Start programs to implement sound developmental childhood bilingual multicultural programs focusing on the areas of curriculum development, staff training, resource networking, and research (Arenas, 1977).

The work in the area of curriculum development dealt primarily with the design of four bilingual multicultural curriculum models. The rationale for the development of four models was based on the premise that no one curriculum model would meet the needs of all Head Start programs designed to serve culturally and linguistically diverse populations. In 1976, ACYF funded four institutions -- the University of California at Santa Cruz; Columbia University in New York City; High Scope Educational Research Foundation in Ypsilanti, Michigan; and the Intercultural Development Research Association in San Antonio, Texas -- to develop a curriculum model based on the following requirements: 1) sound theoretical knowledge of child development and an observably distinct educational approach; 2) an enhancement approach rather than a deficit approach; 3) consistency with Head Start Performance Standards and integration of Head Start component areas; 4) development of activities for acquiring basic skills in cognitive, socio-emotional and psycho-motor areas, and in the English and Spanish languages; 5) development of detailed procedures for dual language instructional strategies; 6) illustration of "multicultural education" including description of the cultural goals and sample learning activities; 7) applicability in a variety of preschool settings, including Head Start, day care centers, and nursery schools; and 8) flexibility and adaptability for use in multicultural settings.

Although the four models adhere to the above requirements, they each have unique characteristics. They are based on different early childhood education philosophies. The High Scope curriculum model, Un Marco Abierto, is based on the developmental theory of Jean Piaget. The model designed by the University of California, Nuevas Fronteras de Aprendizaje, is based on the contrast of 2 competing cognitive learning models. The Alerta model of Teachers College at Columbia University is based on the belief that growth occurs through employing higher complex systems when thinking, feeling, and acting, and that the environment significantly affects a child's growth. And Amanecer, developed by the Intercultural Research Association, approaches learning from an eclectic theoretical base of building from previous simpler levels of knowledge to greater levels of complexity.

Goals of Curriculum Evaluation

The evaluation of the curriculum models (conducted by Juárez and Associates beginning in 1978) was undertaken concurrently with the development, piloting, and implementation of the models. The purpose of the evaluation was to assess the effectiveness of the four models and the impact on children, staff, and parents. More specifically, the evaluation design required collection of information on the extent to which the models, once implemented, were meeting their objectives; and the extent to which the models were accepted favorably by Head Start staff, parents, and the community.

Study Design

The design of the curriculum evaluation employed a multi-method data collection process. Data were gathered through the administration of standardized instruments and through on-site naturalistic observations.

A pre-post experimental-control group design was employed with 90 children at each of eight Head Start sites, (two sites for each of the four models). At each site forty-five children were assigned to the treatment group and forty-five to the control group. In order to match the experimental and control groups on key characteristics, assignment to groups was made on the basis of language preference (Spanish or English), age, sex, and prior preschool experience. The assignment of children into control and experimental groups deviated from the design plan at some sites due to uncontrollable external factors. Due to attrition, the final evaluation sample consisted of 442 children distributed across the eight sites. With 243 children in the experimental group and 199 children in the comparison group. Experimental and control group comparisons were done separately for children classified as Spanish dominant with limited English proficiency (N=274) and for those classified as English dominant with limited or no Spanish proficiency (N=168).

All children were tested on selected competency measures at the beginning of the experiment (fall, 1979) and its conclusion (spring, 1980) in the areas of: 1) English language production; 2) Spanish language production; 3) English language comprehension; 4) Spanish language comprehension; 5) concept development in English and Spanish; and 6) socio-emotional development.

The parents and teachers of children in the experimental group completed questionnaires at 2 points in time, at the beginning and at the end of the preschool year. Parent interviews assessed: 1) attitudes and knowledge about education; 2) expectations and aspirations regarding their child's educational achievement; and 3) involvement in the child's learning experiences at school and at home. Head Start classroom staff completed a questionnaire designed to provide information on: 1) their understanding of bilingual multicultural education; 2) their attitudes toward Spanish dominant and bilingual children and their parents; 3) their willingness to include parents in the classroom instructional activities; and 4) their sensitivity to the special ethnic and linguistic characteristics of Spanish dominant and bilingual children and their ability to incorporate these characteristics in a positive fashion in the teaching process.

In addition to the use of tests and interviews to gather the data, the evaluation's design included an extensive observational component. At four sites (one for each model) a full-time researcher was present for the entire year. Each of these researchers gathered data through the use of implementation forms and ethnographic notes. The four full-time researchers also conducted detailed observations of individual children (five children from each site) by means of time and event samples. The observational data collected on the children under this component focused on the children's language acquisition, comprehension and production, concept development and socio-emotional development.

The data collected on curriculum implementation measured teachers' behavior in the classroom, the physical organization of the room, available classroom materials, and other topics of interest.

Research Findings

Findings among Spanish preferring children. While all children showed gains from pre- to post-assessment, children in the experimental group showed significantly

MICRO ONDA (Cont.)

greater gains than the children in the comparison group in terms of English language acquisition, manipulation of concepts in English, Spanish language production, use of grammatical forms in Spanish, manipulation of concepts in Spanish, and perceptual tests. They did not perform better than the comparison children on all other tests.

Findings among English preferring children. Experimental children, when compared with control children in programs not using a bilingual model, performed as well on tests in English. Experimental children as a group scored at near zero on most Spanish tests at the end of the year. Their use of Spanish was largely limited to repeating words and phrases during structured classroom activities.

Summary of findings for children. Research findings indicate that the effects of the bilingual multicultural curriculum models were strongest for Spanish preferring children. As a whole, the children with the least ability in English showed the most significant gains. Furthermore, English monolingual children who participated in the experimental programs were not hindered by participation in a bilingual program. They performed as well as monolingual children in regular Head Start programs.

Findings for parents. Mothers of children in the experimental comparison group expressed positive attitudes toward the educational system and bilingual education. Parents who lived in the immediate vicinity of the Head Start center became involved in classroom activities. Lack of transportation and distance from the center impeded parental participation for parents who lived at greater distances.

Findings for teachers. Classroom staff expressed favorable attitudes toward bilingual curriculum models with which they were working. Classroom staff viewed the social value of bilingual education as its major advantage.

Findings on implementation of curriculum models. Several factors that consistently influenced the success of the model implementation process were adherence to a planned schedule, room arrangement, and use of instructional materials; a balanced use of Spanish and English in the classroom; the implementation of the language strategies outlined by the model being used; and the presence of trained bilingual staff.

Findings on feasibility of transfer of the curriculum models. The bilingual multicultural models were found to be adaptable to different geographical and cultural settings. The models functioned within a variety of administrative structures with different types of Head Start centers and with different schedules. They were implemented with public schools, churches, and community organizations with either half- or full-day sessions. Ethnic make-up of the students being served included Mexican American, Puerto Rican, Black, and white children (Chesterfield and Chávez, 1981).

Implications of Findings

One of the most significant findings in this study is that children with limited English speaking ability enrolled in Head Start bilingual multicultural programs made significant developmental gains over similar children in regular Head Start programs. However, this improvement was not found among the English preferring children. Of equal importance is the finding that English monolingual children in bilingual programs do not experience adverse developmental effects as a consequence of participating in a bilingual program. Which has been supported by other studies (King, and Roger, 1973).

The factors that characterize the four successful Head Start models were trained bilingual staff, a consistent classroom management system, consistent use of dual language instructional strategies, and the availability of bilingual multicultural materials. Teachers with sufficient verbal skills in Spanish and English to implement the preschool program were available. Also, the consistent classroom management systems have been applauded by Head Start teachers and administrators.

The bilingual component of the daily schedule is a crucial aspect of the children's successes. The significance of the incorporation of the home culture and language into the curriculum is emphasized by many educational psychologists and theorists (Chesterfield and Chávez, 1981; López et al., 1972; Ramírez and Castañeda, 1974; Rivera, 1973). This is especially important as children become initiated into the world of formal education in the preschool setting. The psychological crises that are created for the child coming from a warm nurturing environment and thrust into foreign surroundings -- multiplied by an inability to understand the code of communication -- can be traumatic. The acceptance of the home value system in the preschool setting is a matter that warrants meaningful concern.

The models present us with an approach to preschool bilingual multicultural education that is fairly successful. This research provides persons responsible for preschool curriculum development and implementation with evidence of the structural linkage between theory and practice towards enhanced quality in preschool education in America.

For more information on this study, write to the author at the Department of Psychology/California State University at Fresno/Fresno, CA 93740.

REVIEW NOTES

Bilingualism and Language Contact: Spanish, English and Native American Languages
Florence Barkin, Elizabeth A. Brandt & Jacob Ornstein-Galicia (Eds.), New York: Teachers College Press, 1982.

Reviewed by Fernando Peñalosa, California State University, Long Beach.

This collection of papers focuses on language contact in what the editors refer to as the "Borderlands," that is, southwest United States and northern Mexico. Their objective is to develop: "1) a new framework for the study of language contact and diversity; 2) a greater concern with the processes of language contact and bilingualism; and 3) a deeper appreciation of the necessity for the socially grounded studies of linguistic phenomena." (p. ix). It is only fair to evaluate this volume in terms of the editors' objectives. In doing so I will focus on the language contacts involving the Spanish speaking people of the region in the belief that these papers are the ones that will be of major interest to readers of LA RED. The volume is divided into five sections: I. Perspectives; II. Native American Languages in Contact; III. Spanish in the Borderlands; IV. Teaching and Learning; and V. Language Maintenance, Language Shift, and Language Use. Most of the papers are published here for the first time; others are revised versions of previously published papers or of papers presented at conferences. A majority of the papers consist of reviews of the literature followed by a programmatic statement on research that needs to be done. A few papers present original research. The review of the literature becomes quite repetitive as one author after another summarizes the very same research studies. The editors state that "Our work is distinguished from other collections on this subject primarily in its relation to language contact. We are less concerned with bilingualism as an outcome than as a process. We have selected our authors for their holistic, data based, socially situated analyses of the processes involved in language contact." (p. xii). Yet the volume differs little from previously published collections dealing with bilingualism in the Southwest such as those of Hernández-Chávez et al., (Eds.), El Lenguaje de los Chicanos (1975); Bowen and Ornstein, (Eds.), Studies in Southwest Spanish (1976); and Amastae and Elías-Olivares, (Eds.), Spanish in the United States: Sociolinguistic Aspects (1982); many of the same authors' work is represented in these other collections.

One of the more original studies in this volume is "Bilingualism in a Mexican Border City: A Research Agenda," by Guadalupe Valdés, where she describes a Spanish/English contact area, namely that of El Paso/Ciudad Juárez which differs significantly from those that have so far been described, and in which Spanish does not occupy a position subordinate to English. Juárez residents learn English for purely instrumental and economic reasons. Those with a firm command of English seem to be middle- and upper-class persons who have had the opportunity of attending schools in El Paso. Valdés notes that "Many schools enforce a no-Spanish rule at the request of tuition-paying parents." Other Juarenses who frequently shop, conduct business or work in El Paso may also develop some competence in English. Thus, while many people in

REVIEWS (Cont.)

Ciudad Juárez speak English, it cannot be considered a bilingual community. Although English is a compulsory subject in the Ciudad Juárez public schools, students do not acquire fluency in English any more than public school children in El Paso acquire a fluency in Spanish. (See comments on Teschner paper below.) On the other hand, the long tradition of educating upper-middle class children from Ciudad Juárez in El Paso schools shows that given the proper conditions an immersion program can work as it does in the case of the Spanish immersion program in Culver City and in the various French immersion programs in Canada for English-speaking students.

In "Research in the Phonology and Lexicon of Southwest Spanish," Florence Barkin notes "the lack of systematic research on Borderland Spanish; one finds documentation for an isolated lexical analysis here, a phonological study of the distribution of a particular phoneme there, or an inventory of lexical items found in an isolated rural town." (p. 123). Unfortunately, neither Barkin's paper nor the present volume presents a systematic picture either. What we do get in Barkin's paper and in a few others is an agenda for developing such a systematic picture. Authors in the collection do not hesitate to report studies of minute points in Southwest Spanish grammar. Take for example, "The Phoneme /ch/ in the Spanish in Tome, New Mexico," by June A. Jaramillo and Garland D. Bills. This study shows, that the sh pronunciation of this phoneme is of long standing in Southwest Spanish and that the long term trend (at least in this part of New Mexico) is toward increasing realization of the phoneme as the standard ch.

Another study focusing on a single variable is "Speaker Sex and Para Reduction in Chicano Spanish," by James P. Lantolf which shows that in San Antonio at least men at any age level were more likely to use pa than were women. Furthermore, the differences between the sexes were not as pronounced among middle-class speakers as they were among blue collar workers. The author attributes this difference to the "effect of education which often insulates white collar workers and professionals from working-class norms and ideals." (p. 175.)

In "Lexicology and Border Spanish (or Calo)," John T. Webb shares his experiences in the principles he is following in his compilation of a dictionary of Caló. In an appendix he gives the "Introduction" to his dictionary which gives the reader a good idea of what the dictionary will untimately be like.

"Sex-related Speech Accommodation Among Mexican-American Bilinguals: A Pilot Study of Language Choice in Customer-Server Interactions," by Guadalupe Valdés, Herman García and Diamantina Storment focuses on the extent to which clerks in Las Cruces stores accommodate the wishes of customers to be served in Spanish, when both customer and server are perceived as bilingual Mexican Americans. Their conclusion: "Female servers always accommodate to the language choice of the customer, regardless of sex, while male servers accommodate 100% of the time to the choice of the male customer but not to that of the female customer." (p. 195). This is a noteworthy contribution to the much neglected area of sexism in Chicano sociolinguistic behavior.

In "The Acquisition (?) of Spanish as a Second Language," Carole Edelsky and Sarah Hudelson address the problem of resistance from Anglos and other nonspeakers of Spanish to acquire Spanish in a bilingual education program. This situation appears to derive from the political nature of the second language learning situation according to the authors. (They make the same distinction that Krashen does between "second language acquisition, the induction of the deep underlying structure of language; and second language learning, the conscious awareness of pedagogical rules and close-to-the-surface items)." In the programs studied it was obvious that acquisition had not taken place although a certain amount of learning had. Students exposed to more Spanish may learn more surface routines but not actually acquire any more language than those exposed to less Spanish in the classroom. The authors conclude: "From our experiences in two different bilingual first grades over a two-year period, we must conclude that even under highly favorable conditions, acquiring a marked language as a second language is going to be problematic. What is more likely is that children will learn lexical items and rote routines . . . Markedness is a dimension that has its source outside the school. That dimension could be upset in a limited way through the establishment of an immersion program. Short of an immersion program, however, it seems that for mutual, rather than one-way language learning, bilingual programs must be accompanied by truly heroic efforts." (pp. 225-226).

In "Second-Language Acquisition and Foreign Language Teaching: Spanish Language Programs at a University on the U.S. - Mexican Border," Richard V. Teschner reports on the learning taking place in first semester Spanish classes at the University of Texas at El Paso. He detects among the English monolingual products of El Paso's public school systems the presence of a "stronger than healthy affective filter vis-a-vis Spanish." Teschner rules out the ethnic factor as constituting the core of the negative affectivity he perceived among many of the non-native speaker students at the University, but rather, places the blame on the foreign language programs in the El Paso public schools.

The chief lesson they have learned there is that they are unable to communicate in Spanish despite having studied it. Another problem is lack of a clear cut division between native Spanish speakers and non-native Spanish speakers. Therefore, he argues for postponing the requirement of oral production on the part of the students.

In "Language Shift and Maintenance in the Lower Río Grande Valley of Southern Texas," Jon Amastae notes prejudiced attitudes toward the local variety of Spanish and toward Spanish-accented English. The fact that the population he studied (679 students at Pan American University) is failing to maintain Spanish may have something to do with the prejudiced attitudes. While the home domain is clearly that in which Spanish is the dominant language, it is somewhat less dominant with friends with a lesser amount of Spanish in neighborhood shopping, and lesser still in shopping out of the neighborhood. And there is a shift from greater use of Spanish in elementary school to lesser use of it at the University. Spanish is dominant only in the home: most with grandparents, less with parents, and least with siblings. Thus, Amastae characterizes the situation as one not of stable bilingualism, but of transitional bilingualism. Or to put it slightly differently, English is associated in people's minds with social and economic mobility. On the other hand, while Amastae's Spanish-speaking respondents do not have a particularly high opinion of much local Spanish, deprecate their own ability in many Spanish skills, and tend to use more Spanish at home than in any other domain, they are still keenly interested in acquiring more skill with the language. (p. 268). This is seen by Amastae as evidence for language maintenance, because "while speakers show a shift away from total use of Spanish, they do not show a shift toward total use of English, but towards a more stable balance of both languages. If they do shift more towards English as a function of upward mobility, they then apparently correct this swing with one back towards Spanish, as a function of having passed through a transitional stage in both socio economic status and language patterns." (p. 274).

In "Language Use Patterns of Adolescent Chicanos in a California Border Town," Adalberto Aguirre, Jr. reports the language use of 75 ninth, tenth and eleventh grade students. He cannot perceive a clear diglossic element in the sociolinguistic behavior of these adolescents. Rather, he describes the extensive use of both languages for various social events or persons. Aguirre tells us we "must be cautious in employing measures of linguistic dominance as indicators of social assimilation, and, consequently of language loss." (p. 287). Among the English-dominant Chicano adolescents he studied, Spanish is not being lost.

The relatively optimistic conclusions of Amastae and Aguirre are not matched by the findings of Mary Beth Floyd in her paper "Spanish-Language Maintenance in Colorado." She studied 61 students who were assumed to be native Spanish speakers and were thus enrolled in a first semester Spanish course for native speakers at the University of Colorado at Boulder. The students completed a Spanish comprehension test as well as a general questionnaire on Spanish use and demographic characteristics. Her data seem to indicate the loss of Spanish among the younger Spanish-speaking

REVIEWS (Cont.)

Coloradans. And while most of their parents used either all or some Spanish with each other, only a small percentage of them used either or all or some Spanish with them. On the other hand, Floyd suggests that the admission of these students to the University suggests a degree of assimilation to the dominant culture that may not be matched by non-college Colorado Chicano youth. Nevertheless, the picture presented here is one of language loss rather than of language maintenance. One must ponder the relationship between increased access of Chicano youth to higher education and the maintenance of bilingualism, particularly in this era of increasing vocationalism. Floyd's paper, like the others in the volume, provide much food for thought on the sociolinguistic future of our people.

In conclusion, while the volume may have developed "a greater concern with the processes of language contact and bilingualism," and "a deeper appreciation of the necessity for the socially grounded studies of linguistic phenomena" aims put forth by the editors, they most certainly did not develop "a new framework for the study of language contact and diversity." Such a framework remains to be developed. In the meantime, it will be a case of cada loco con su tema, or at least, cada cabeza es un mundo.

Schooling and Language Minority Students: A Theoretical Framework

Developed by the Office of Bilingual Bicultural Education, California State Department of Education, and published by the Evaluation, Dissemination and Assessment Center.

Reviewed by Ana María Rodríguez and Margarita Calderón, San Diego State University.

One of the major criticisms of bilingual education is that to date it has had no set of unifying principles upon which to base its theories and practices. Many writers, both advocates and opponents, have singled out this lack of a unifying philosophy as bilingual education's most damaging shortcoming. Desperate instructional approaches used within the same school district may be cited as evidence of this. Indeed, the lack of a single thrust is said to be of causal significance in the claims that bilingual education has enjoyed limited success as measured by student academic gains.

It would appear that the Bilingual Education Office at the California State Department of Education has responded to these criticisms in developing and sponsoring the publication of Schooling and Language Minority Students: A Theoretical Framework. In it are presented linguistic theories and instructional practices which collectively might serve to provide a unifying set of principles for bilingual education. Organizationally, this anthology is divided into two sections. Part I, consisting of papers by James Cummins and Stephen Krashen, presents theoretical underpinnings of primary development and second language acquisition and application. The papers in Part II by Legarreta-Marcaida, Terrell and Thonis present strategies for the instruction of the primary language, the second language (English) and reading.

Theoretical Constructs

Cummins elaborates on: 1) how past misconceptions about English proficiency have created academic deficits in language minority students; 2) what "English proficiency" ought to be; and 3) a theoretical framework for bilingual communicative proficiency. Cummins' hypotheses and constructs help explain and reconcile the seemingly contradictory findings of many other researchers. He clarifies the role of primary language by: 1) describing the nature of language proficiency and its connection to academic and cognitive development; 2) identifying different levels of bilingualism and predicting corresponding effects on academic achievement; and 3) providing a rationale against common entry and exit policies governing bilingual education. Cummins' previous BICS and CALP (Basic Interpersonal Communicative Skill and Cognitive Academic Language Proficiency) constructs have evolved into two intersecting continua: one, context-embedded to reduced communication; and two, cognitively demanding to undemanding language tasks.

These dichotomies and continua have been highly criticized by sociolinguists (Troike, 1978; Edelsky et al., 1982). Edelsky et al. (1982), criticize Cummins for "equating literacy with performance in purposeless tasks/tests intended as practice for or reflection of the 'real event'" (p.5); and for dichotomizing BICS and CALP. On the other hand, practitioners are holding fast to them because they provide a clear, well-argued rationale for bilingual teachers, teacher-trainers and school board members. They find that the "BICS-CALP distinction plays a crucial role in preventing the inappropriate use of standardized tests" in their schools, and makes teachers aware that they had only been "teaching to BICS" (MTTI Survey, 1981-1982).

BICS or interpersonal oral communicative skills that lead to literacy is the basis for Krashen's second language acquisition theory. Krashen focuses on five hypotheses that set out to organize the instructional contexts along more natural norms of interaction rather than grammatically sequenced skill areas. Unfortunately, Krashen, like Cummins, is often misinterpreted. In Krashen's case, insufficient context for his defense of the use of primary language and the implicit notes on code-switching lead the reader to misinterpret his stance. Nevertheless, Krashen's pedagogical premises have been able to communicate to practitioners what ethnographers and sociolinguists have been telling us about communicative competency for many years.

Implementation Strategies

Legarreta-Marcaida begins with a relatively lengthy review of literature which argues for primary language instruction. She then offers the practitioner an array of principles for the effective classroom use of primary language. These principles are based on the literature, and they respond to questions about the extent, delivery, type, status and monitoring of primary language recommended for elementary bilingual classrooms. In the concluding section, Legarreta-Marcaida offers lists of strategies for what she terms natural language use.

Of most benefit to the practitioner is the author's comprehensive discussion of principles for effective use of the primary language. However, Legarreta-Marcaida's principles for the treatment of the primary language do not tell the practitioner how to teach the primary language. Her lists of strategies and suggestions for natural language use might have been of more assistance to the practitioner given more discussion.

Terrell's Natural Approach to second language instruction is a communicative approach. It is based on current acquisition theory and it parallels the acquisition process in its delivery. Specifically, the Natural Approach adheres to Krashen's requirements for the successful attainment of BICS. Accordingly, the second language learner must be: 1) exposed to "comprehensible input" or language which they can basically understand; 2) presented speech which contains a message and which requires that the learner communicate; and 3) allowed to hear this comprehensible language and feel the need to communicate in a low-anxiety classroom environment.

Terrell's paper offers practitioners an explicit step-by-step guide to the Natural Approach. It includes examples of instructional activities for the various stages in language acquisition. It suggests teaching strategies such as "modifying" and "expanding" to guide teachers in implementing the Natural Approach. Terrell's paper is singular in that it attempts to build an application model that corresponds directly to the linguistic theories earlier proposed. It is unfortunate that the Natural Approach to second language instruction does not extend beyond the first two stages in acquired language skill, for there is increasing evidence of a critical need for approaches which address the higher stages of language and cognitive development required for academic success.

Moving from the assumption that Cummins' cognitive/academic language proficiency is requisite to learning to read in any language, Thonis presents a comprehensive review of reading theory and practice as these apply to the language minority student. She addresses a variety of areas of concern and practical application to educators. Of most assistance to educators are her discussions of the transferability of reading skills from L^1 to L^2; diagnosis of student background factors, including levels of skill in oral fluency, listening, compre-

REVIEWS (Cont.)

hension, reading and writing; and reading program alternatives currently in use with language minority students. Practitioners will also find practical assistance in Thonis' analyses of synthetic, analytic and ecclectic teaching methods which she suggests that teachers may use in combination after careful diagnosis of the learner's reading skills.

Taken as a whole, the implementation papers by Legarreta-Marcaida, Terrell, and Thonis do not offer what might be considered a body of strategies which are seen to follow directly from the theories on language learning and teaching. However, individually, the authors do offer the practitioner specific suggestions for the instruction of the primary language, the second language, and reading. It is now up to the school staff to build curricula which are based on the theories and application guidelines presented in the framework.

Political Impact

One of the stated purposes of this publication is to "form the beginning of a research-based theoretical framework for planning and improving bilingual education programs." This objective has had a statewide impact. For the first time since the inception of bilingual education, educators in the state have a unifying philosophy. Armed with the empirical evidence that language influences cognitive development, state, county, and local agencies have set out to extensively disseminate this premise and its implications for the education of language minority students. Dissemination has taken various forms -- slide-tape presentations have been produced; trainer of trainers models have been developed around the theoretical framework; strategies for improving Terrell's Natural Approach have been developed and field tested; and currently, curriculum for second language acquisition which applies BISCS is being developed. Still needed is curricula which addresses the question of how bilingual educators teach to CALP. Given the breadth of thoughtful activity generated by this single publication, it is not an exaggeration to say that the theoretical framework, as it has come to be known, has influenced the course of bilingual education throughout the state, the Southwest, and perhaps, the nation.

LANGUAGE & DISCOURSE

Contributor's Note

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Research Report

Language skills and school achievement of bilingual Hispanics. François Nielsen and Steven Lerner/Department of Sociology/University of North Carolina/Chapel Hill, NC 27524.

This paper describes the outcome of a study based on the first phase of the High School and Beyond national survey of high school students during the spring of 1980. The High School and Beyond survey is noteworthy because it oversampled Hispanics who are Mexican-American, Puerto Rican, and Cuban-American. Oversampling of Hispanics is permitting detailed examination of the personal and background characteristics of different Hispanic subgroups in relation to school achievement and institutional characteristics. Since the High School and Beyond survey is longitudinal, data collected over subsequent waves of the study will be able to track Hispanics' educational attainment and departure from school into the work force through the college years. Data collected in 1980 included responses to a lengthy questionnaire on students' language and immigration background. Special attention was paid to self-judgments of English and Spanish skills and to frequency of English and Spanish use. In this paper, Nielsen and Lerner investigate connections between Hispanic survey respondents' language characteristics and their achievement test scores, grade point average, educational aspirations, and school delay. The Hispanics studied were all high school seniors in 1980 and were all judged to come from a bilingual background on the basis of questionnaire responses. Hispanics who were from monolingual backgrounds and who had no Spanish proficiency were excluded from the study. Nielsen and Lerner are careful to point out that the Hispanic respondents they studied are not representative of high school senior-age Hispanics as a whole. Description of students' Spanish and English characteristics were somewhat unusual but useful. English proficiency was assessed by students' self-ratings of proficiency in reading, writing, listening and speaking. In contrast, Spanish proficiency, termed "Hispanicity," paid particular attention to information on the frequency of use of Spanish in various social domains.

The findings of the study suggest that students' Hispanicity is almost uncorrelated with English proficiency once other background factors are controlled for. Hispanicity was found to positively affect educational aspirations and grade point average when English language proficiency and background factors were controlled for. Hispanicity was found to have a deleterious effect on school delay where the latter variable was measured by the proxy variable of age of student. Nielsen and Lerner do not mention that use of age as a measure of school delay may be confounded with other factors which could be unrelated to school achievement itself. The relationship between English proficiency and school achievement was positive as expected, but Nielsen and Lerner indicate that this relationship is confounded with general cognitive ability as reflected by English proficiency measures. When the general cognitive ability component of English proficiency measures was controlled for, there was little relationship between English proficiency and performance on cognitive achievement tests. Level of English proficiency was found to be unrelated to students' educational aspirations.

The paper pays a good deal of attention to background and migration factors which affect students' Hispanicity and English proficiency. Loss of Hispanicity was found to be related to length of U.S. residence of mother. This effect was interpreted as an intergenerational effect resulting from mothers' failure to teach Spanish to children, the longer mothers had lived in the U.S. The paper also discusses differences among Mexican Americans, Puerto Ricans, and Cuban Americans with regard to their patterns of bilingualism and school achievement. Cuban Americans demonstrated higher educational aspirations and achievement than Mexican Americans and other Hispanics. However, the difference with Mexican Americans vanished after controlling for other ability, proficiency and achievement factors, and for number of years mother and student had lived in the U.S.

Nielsen and Lerner are not sociolinguists or language proficiency specialists, though obviously they are enroute to developing a great deal of expertise in the latter field. Readers of this paper may well be puzzled by some of the hypotheses entertained on language proficiency (for example, the possibility that exposure and development of skills in two languages may somehow extract a cognitive and linguistic cost leading to lessened school achievement.) While Nielsen and Lerner do not themselves advocate this view and their findings do not support it, their statement of the cognitive and linguistic cost view is not critical, given what has emerged from bilingualism research over the past twenty years. Another oddity is the attempt to separate cognitive aptitude from language proficiency. While this attempt makes a good deal of sense on analytical grounds, it runs counter to research evidence which suggests a very intimate connection between cognitive skills and academic-related language proficiency.

RECENT PUBLICATIONS

Baca Zinn, M. Mexican-American women in the social sciences. Journal of Women in Culture and Society, 1982, 8(21), 259-272.

Keefe, S.E. Help seeking behavior among foreign-born and native born Mexican Americans. Social Science and Medicine, 1982 16. 1467-1472.

Maestas, L.C. Academic performance across cultures: An examination of the effect of value similarity. The Educational Research Quarterly, 1983, 7(4).

Wilder, W. Mythic presence in Cien Años de Soledad: An essay, 1979. Write to Walt Wilder/P.O. Box 8530/Austin, TX 78712. ($10).

SCHOLAR SUPPORT

THE DANA FUND
The Dana Fund for International and Comparative Legal Studies endeavors to promote knowledge and further scholarship in the areas of international and comparative law. For futher information, contact Meryle T. Metzler, Executive Director/c/o Dana Corporation/P.O. Box 1000/Toledo, OH 43697. AD: **5-1-83.**

COUNCIL FOR OPPORTUNITY IN GRADUATE MANAGEMENT EDUCATION (COGME)
COGME facilitates the flow of minority group members into significant managerial positions in public and private organizations. Support is given to first-year minority group students who are U.S. citizens and residing within the United States. Applicants must also be accepted as Master's degree candidates by one of the following universities: UC-Berkeley, Carnegie-Mellon, U of Chicago, Columbia U, Cornell U, the Tuck School - Dartmouth College, Harvard U, U of Pennsylvania, Massachusetts Institute of Technology or Stanford. Write to COGME/Central Plaza/675 Massachusetts Ave./Cambridge, MA 02139. AD: **5-15-83.**

FULBRIGHT SENIOR SCHOLARSHIPS
The Council for International Exchange of Scholars announces its 1984-85 competition for senior scholar Fulbright awards for university teaching and postdoctoral research. Prospective applicants may write for applications and additional details on awards, specifying the country and field of interest to the Council for International Exchange of Scholars/11 Dupont Circle, Suite 300/Washington, DC 20036. All applicants must be U.S. citizens and have had college or university teaching experience and/or a PhD or equivalent. AD: **6-15-83** for American Republics, Australia, and New Zealand; **9-15-83** for Africa, Asia, Europe, and the Middle East.

ACE FELLOWSHIPS IN ACADEMIC ADMINISTRATION
The American Council on Education offers fellowships to strengthen leadership in post-secondary education by identifying and preparing persons who have shown promise for responsible positions in academic administration. In late summer, the Council invites presidents and chief academic officers of ACE member institutions to nominate faculty members and junior staff who show promise of administrative ability. Persons nominated should have at least 5 years of college level teaching or administrative experience. For further information, contact the American Council on Education/One Dupont Circle/Washington, DC 20036. AD: **11-30-83.**

MEETINGS & CONFERENCES

EVENT: **Foreign Languages for Business**
DATE: April 7-9, 1983 LOCATION: Eastern Michigan U Ypsilanti, Michigan
THEME: Widening the scope of foreign language usage. Business perspectives for English, Spanish, German and French.
CONTACT: Geoffrey M. Voght/Eastern Michigan U/Department of Foreign Languages and Bilingual Studies/Ypsilanti, MI 48197.

EVENT: **Common Differences: Third World Women and Feminist Perspectives**
DATE: April 9-13, 1983 LOCATION: U of Illinois, Urbana
THEME: A series of lectures, discussions and workshops surrounding recent research in order to assess "absences" in women's studies and Third World scholarship.
CONTACT: Chandra Talpade Mohanty or Ann Russo/Conference Coordinators/Office for Women's Resources and Services/346 Fred H. Turner Student Services Bldg./610 East John Street/Champaign, IL 61820/(217) 333-3137.

EVENT: **Mujer: Arte y Expresión Femenina.**
DATE: April 23, 1983 LOCATION: Joliet, IL
May 21, 1983 LOCATION: Aurora, IL
THEME: The exploration of the image of the Hispanic woman as reflected in literature and art.

EVENT: **17th Annual National Migrant Education Conference**
DATE: May 3-6, 1983 LOCATION: Portland, Oregon
THEME: "Rainbow of Excellence for Children." The conference will be centered around four strands: instructional, ancillary (support services), parental involvement and administration.
CONTACT: Daniel P. Santos/Migrant Education Service Center/700 Church Street, S.E./Administration Bldg., 2nd floor/Salem, OR 97310/(503) 378-6853.

STUDENT RECRUITMENT

UNIVERSIDAD NACIONAL AUTONOMA DE MEXICO
El Centro de Ensenañza para Extranjeros ofrece programas especiales para estudiantes graduados en los departamentos de Español y de estudios latinoamericanos, que deseen acreditar algunas materias dictadas en Castellano y al mismo tiempo, aprovechar una estadía semestral en la Ciudad de México, con fines de utilizar bibliotecas, archivos y practicar ampliamente el español. Escribir al Centro de Enseñanza para Extranjeros/Ave. Universidad 3002/Ciudad Universitaria/04510 México, D.F./550-51-72.

U OF ARIZONA - LIBRARIES AND CULTURE IN MEXICO
This summer course in Mexico City is offered on June 6-17, by the University of Arizona with the collaboration of the Universidad Autónoma de México. The course will focus on Mexican national and trade bibliography, book publishing, collection development and will include visits to national libraries, museums and archives. The $575 fee includes tuition, hotel and ground transportation in Mexico City. Undergraduate and graduate credit available. Some Spanish helpful, but not required. Contact Mike Wilson/Graduate Library School/1515 E. First St./Tucson, AZ 85719. AD: **Unspecified.**

U OF WASHINGTON - BILINGUAL FELLOWSHIP PROGRAM
This program prepares researchers for work with education personnel in the following languages: Spanish, Asian-Pacific Islander, and Native American languages. Leading to either a PhD or an EdD, the program provides selected students with the opportunity to train bilingual teachers and other educational leaders, enabling them to plan, conduct and improve programs directly related to limited-English proficiency children. Contact James Vásquez/Director, Bilingual Education/College of Education DQ-12/U of Washington/Seattle, WA 98195/(206) 543-7835. AD: **Unspecified.**

TEXAS A & M - GRADUATE MERIT FELLOWSHIPS FOR MINORITIES
Multi-year fellowships available for minority students with outstanding achievement and high promise who will begin graduate study toward a doctoral or master's degree in any field of study offered by Texas A&M. Additional information may be obtained from the department to which the student has applied, or by calling the Office of the Graduate College (713) 845-3631. Write to the Office of Admissions/Texas A&M University/College Station, TX 77843 for applications. AD: **4-1-83.**

ANNOUNCEMENTS

EL ESPANOL EN LOS ESTADOS UNIDOS IV: LA INVESTIGACION COMPROMETIDA/CONCERNED RESEARCH
Abstracts of papers based on original research on the Spanish language in the United States as related to the needs of Spanish speaking communities are presently sought. Papers in Spanish or in English are welcome in the following areas: Spanish language use, variation and maintenance; Spanish in public life: health, legal issues, literacy, and the media; and Spanish in folklore, theater, poetry or fiction. Those interested in presenting a paper at the conference are invited to submit abstracts (max. 200 words) to Ana Celia Zentella/Director, Puerto Rican Studies/Hunter College, CUNY/695 Park Avenue, Box 372/New York, NY 10021/(212) 570-5264/5751. Submission deadline: **4-15-83.**

REVISTA CHICANO-RIQUENA
La Revista requests the submission of original manuscripts from Hispanic writers for its upcoming special issue -- an anthology of children's literature. Submission may include poems, stories and short theatrical pieces. They may be written in Spanish and/or English. The target audience for this issue is the Hispanic child who may or many not be participating in a bilingual education program. For further information, write or call Revista Chicano-Riqueña/U of Houston/Central Campus/Houston, TX 77004/(713) 749-4768. Submission deadline: **5-15-83.**

REVISTA CHICANO-RIQUEÑA
Black and white photographs of art work (8" x 10") and glossy photostats of line art (5" x 7" preferred) are requested for consideration. Accepted photos will be kept on file for use in future issues of La Revista. The photos should be accompanied by the artist's name, title of piece, media, date of work and a short biographical statement. Send works to Revista Chicano-Riqueña/U of Houston/Central Campus/Houston, TX 77004/(713) 749-4768. Submission deadline: **Unspecified.**

CUENTOS CHICANOS, an anthology of contemporary Chicano short stories in Spanish and English edited by Rudolfo Anaya and Antonio Márquez, will be enlarged and revised in 1983. The editors are now soliciting short stories for the new printing. The first printing of CUENTOS CHICANOS was published by New America at the University of New Mexico. The 1983 publication will be issued by New America in conjunction with the University of New Mexico Press. Send submissions, along with a stamped, self-addressed envelope to CUENTOS CHICANOS/ c/o NEW AMERICA/American Studies Department/U of New Mexico/Albuquerque, NM 87131. No fees will be paid. Deadline for submission is April 15, 1983.

TALKIN' UNION - A FILM ABOUT WORKING WOMEN
Talkin' Union is an oral history film about four Texas women and their union organizing activities in the years 1930 through 1960. This 58 minute black and white film raises significant issues about women in the Texas work force, and is available for sale or rental. Contact Peoples History in Texas, Inc./P.O. Box 7953/Austin, TX 78712/(512) 445-2808.

PROBLEM & IDEA EXCHANGE

Juan José Gloria/Nueva York 33-A, Cuarto #203 Altos/Colonia Napoles/03810 México, D.F. seeks information, essays, theses, or any other data on the effect of **U.S. cultural imperialism on Chicanos** as well as recent research, or studies on the negative effects of U.S. cultural imperialism as evidenced in the U.S. colonization process of Puerto Rico.

Angélica Martiniano/National Puerto Rican Forum/42-15 Crescent St./Long Island City, NY 11211 is interested in the **problems Hispanics face in adapting to the American way of life** and reasons for Puerto Ricans dropping out of school in the U.S.

José Rivera/P.O. Box 20500/El Paso, TX 79998 would like to hear from others who have had **positive experiences in counseling Hispanic students** particularly Mexican Americans, in community college settings.

Abraham A. Ruelas/Dept. of Communication/Stanford University/Stanford, CA 94305 is compiling references for a literary review of **public communication campaigns** in Chicano communities. Exchanges are invited.

Horst Tonn/Gaisbergstrasse 75/69 Heidelberg, W. Germany would appreciate comments and suggestions for his dissertation on **Fiction and Reality in Contemporary Chicano Literature** focusing on the novel by Anaya, Acosta, Hinojosa, and Rivera.

Steven Uranga McKane/Community Health Services/520 Albany Ave./Hartford, CT 06120 is compiling a **national directory of Hispanic dentists** mainly to document the underrepresentation of Latinos in this profession. He would appreciate receiving names, addresses and phone numbers of Hispanic dental professionals.

DIALOGUE

On the Question of Chicano Ambassadors
by Rodolfo O. de la Garza

In his review of United States Relations with Mexico: Context and Content, by Richard Erb and Stanley Ross (LA RED No. 62, December 1982), Armando Gutiérrez implicitly disagrees with my statement that Mexico has opposed the appointment of a Chicano ambassador to Mexico by the United States. My chapter in the reviewed book did not provide documentation for this position for I considered its veracity most obvious.

There is substantial evidence of Mexico's unwillingness to accept a Chicano ambassador until 1979. This unwillingness fits the larger pattern of Mexico's dealing with Chicanos out of its national interests. Mexico, like all countries who view themselves influential in regional or world affairs, expects that American representatives assigned to Mexico will have status sufficient to facilitate communications with the White House and the State Department. Since Chicanos are not powerful domestic actors as a group, and since no Chicano has had intimate personal ties to any president such as that of Andrew Young to Jimmy Carter, Mexico considered it a slight to have a Chicano appointed as ambassador. Until Julian Nava's appointment, Mexico in effect stated: "Send us ambassadors who are influential. Do not send us ambassadors chosen to resolve your domestic political situation." Mexican analysts correctly interpreted Nava's appointment as having been made for precisely these reasons. (Centro de Investigación y Docencia Económica, 1980.)

Although Mexico accepted Nava's appointment, Mexican officials will continue to prefer non-Chicano appointees until such time that Chicanos have either the political or personal clout to be recognized as influentials among top-level American decision makers. The work of a Mexican scholar describes the Mexican perspective -- ". . . (official) Mexicans want a true American and they know well the sort of subordinate role that many Chicanos have played in the political and social affairs of the United States . . . Mexicans must be dealing with people that have the proper connections . . . Mexicans unfortunately want an Anglo ambassador." (del Castillo, 1982:3)

American officials, particularly career foreign service officers, have long understood and been sympathetic to Mexico s position. Foreign service officers resent using ambassadorships for domestic political payoffs both because they consider such appointees unqualified and because host nations often voice private displeasure about such appointees. This has been particularly true with "ethnic appointments," that is, with the practice of making black or Spanish-surnamed appointments to Africa and Latin America. According to State Department officials, one African state complained that it would accept no more U.S. black ambassadors until the United States appointed a black ambassador to France. Similarly, State Department officials informed me that during the Carter administration, a South American government refused to act on the appointment of a Puerto Rican nominee. That government's

DIALOGUE (Cont.)

officials did not officially declare that this appointee was unacceptable, they simply never accepted his credentials. After considerable delay, his credentials were recalled, but that government was then informed that it must accept the next candidate or no ambassador would be named. This incident caused a considerable flap because the nominee was a personal friend of the Secretary of State.

Chicano and Anglo leaders have also long known of Mexico's views. Congressman Henry González has publicly criticized this policy, and two other congressmen, including a Chicano, personally told me that Mexico had prevented the appointment of Chicano ambassadors. These congressmen have long been involved in attempting to secure such appointments. At least three U.S. ambassadors, including one Chicano and two who served in Mexico, have informed me of Mexico's opposition to such appointments, and the principal Chicano candidate for such an apointment early in the Carter years also reports that his appointment was dropped because of Mexican official opposition. This opposition, like the above African and South American examples, is not publicized; instead it is made known quietly through informal communications.

Mexicans also attest to the existence of this opposition. A member of the Secretaría de Relaciones Exteriores stated it explicitly to me. With the exception of Jorge Bustamante, Mexican academics with whom I have spoken either refuse to comment or acknowledge Mexico's opposition. A senior level member of the Secretaria under López Portillo is reported to have been insulted by Nava's appointment and allegedly said something akin to: "Just because he looks like us, they think he will be more acceptable to us." This comment was particularly ironic because it was made by an official with explicit responsibilities for U.S. affairs and who himself is European rather than mestizo in origin. His remark, furthermore, is said to have elicited the following response: "Isn't that why they appointed you to deal with U.S. affairs?"

Mexico, it must be reiterated, has an obligation to its internal and foreign policy interests, and not to Chicanos. Thus, Mexico has every right to demand that the United States send ambassadors who have the political and professional credentials sufficient to handle ever-increasingly complex relations with the United States. To date, Chicanos have not had this type of political clout, and very few have established themselves professionally at a level sufficient to meet these requirements. Thus, Mexico has justifiably opposed Chicano appointments. As Chicano political clout grows and individuals establish appropriate credentials, I have no doubt that Chicano ambassadors would be acceptable; they might even be desired. Until those conditions are met, Mexicans will "unfortunately want an Anglo Ambassador." (del Castillo, 1982:3)

Excerpt from a paper presented at the regional NACS Conference on February 4, 1983 in Houston, Texas. The complete paper is slated for publication as part of the University of Houston's Chicano Studies Monograph Series.

EMPLOYMENT OPPORTUNITIES

FACULTY/RESEARCH

ANTHROPOLOGY MICHIGAN STATE U
Tenure-track position at the assistant or associate professor level for a sociocultural anthropologist specializing in medical anthropology. Position involves participation in research and teaching undergraduate, graduate, and postdoctoral levels. Contact Bernard Gallin, Chair/Dept. of Anthropology/Michigan State U/East Lansing, MI 48824. AD: **3-31-83.**

CHICANO STUDIES - U OF MINNESOTA
Associate professor is sought for the Dept. of Chicano Studies. PhD required as well as disciplinary specialization in a broadly defined area of cultural studies, good publication record and willingness to assume administrative duties. Contact Hernán Vidal, Chair/Chicano Studies Search Committee/34 Folwell Hall/9 Pleasant Street/U of Minnesota/Minneapolis, MN 55455. AD: **3-31-83.**

POLITICAL SCIENCE - TEXAS SOUTHMOST COLLEGE
Instructor to teach American and Texas government is sought. MA in political science or government. Position open fall 1983. Contact Alfredo Zamora, Personnel Officer/Texas Southmost College/80 Fort Brown, Brownsville, TX 78520/(512) 544-8253. AD: **3-30-83.**

PSYCHOLOGY - U OF MICHIGAN
The Dept. of Psychology of the U of Michigan seeks applications for a tenure-track assistant profession in developmental psychology, beginning fall 1983. Quality of research is more important than area, but within cognitive development, persons with expertise in infant, language and/or perceptual development are of special interest. Contact Henry Wellman/Developmental Psychology/3433 Mason Hall/U of Michigan/Ann Arbor, MI 48109. AD: **3-31-83.**

PSYCHOLOGY AND SOCIAL POLICY - U OF MICHIGAN
The Dept. of Psychology and the Bush Program in Child Development and Social Policy of the U of Michigan seek to make an assistant professor appointment in developmental psychology or an allied area beginning fall 1983. The person who fills this position would primarily serve as associate director of the Bush Program, a training program in which pre-doctoral students and professionals are engaged in activities involving the application of child development research to social policy and practice. Contact John W. Hagen/Dept. of Psychology/3433 Mason Hall/U of Michigan/Ann Arbor, MI 48109. AD: **3-31-83.**

PSYCHOLOGY - U OF PENNSYLVANIA
The U of Pennsylvania announces an expected fall 1983 opening at the assistant professor level for a specialist in school psychology. Full-time, tenure-track appointment. PhD with specialization in school psychology and an appropriate internship. Contact Paul A. McDermott/Director of School Psychology/Graduate School of Education, C1/U of Pennsylvania/3700 Walnut St./Philadelphia, PA 19104. AD: **4-15-83.**

PSYCHOLOGY - U OF TEXAS, EL PASO
Experimental cognitive psychologist is sought for an assistant professor position. Applicant must be able to teach modern computer skills and applications in psychology and contribute to projects in computer modeling of human and animal cognitive processes in applied setting. PhD required and evidence of research interest through publication is essential. Contact G.W. Lucker/Dept. of Psychology/U of Texas, El Paso/El Paso, TX 79968. AD: **3-31-83.**

SOCIAL WELFARE - UC, BERKELEY
Assistant professor sought in the area of services and programs for the aged. Responsibilities include leadership in curriculum development instruction of master's and doctoral students, and direction of doctoral research. PhD in social welfare or related discipline required. Contact the Dean/School of Social Welfare/UC Berkeley/Berkeley, CA 94720. AD: **4-1-83.**

SOCIOLOGY - U OF MINNESOTA, DULUTH
The School of Medicine, Dept. of Behavioral Sciences has an anticipated opening for a PhD sociologist with expertise in one or more of the following areas: social psychology, family sociology, social gerontology, medical sociology, social deviance or women's issues. Assistant professor, tenure-track position beginning fall, 1983. Contact Gary Davis/Search Committee Chair/Dept. of Behavioral Sciences/School of Medicine/University of Minnesota/Duluth, MN 55812. AD: **3-31-83.**

SOCIOLOGY - U OF NEVADA
The Dept. of Sociology invites applications for a tenure-track assistant professor, position, beginning fall 1983. Training and competence in quantitative methods. PhD in sociology required. Contact Hiring Committee/Dept. of Sociology/U of Nevada, Las Vegas/4505 S. Maryland Parkway/Las Vegas, NV 89154. AD: **4-1-83.**

SOCIOLOGY - U OF TEXAS HEALTH SCIENCE CENTER, SAN ANTONIO
Assistant or associate professor, non-tenure hard-money position. Applicants must have

EMPLOYMENT OPPORTUNITIES (Cont.)

training in medical sociology and a demonstrated interest in psychiatric epidemiology or other areas of mental health. Contact Harry W. Martin/Dept. of Psychiatry/U of Texas Health Science Center/San Antonio, TX 78284.

ACADEMIC SUPPORT

LAW SCHOOL STUDENT SERVICES - U OF MICHIGAN

Minority student advisor to provide administrative support for academic and personal support programs as well as some direct instruction and counseling to minority students. Advisors may have the opportunity to pursue research interests or graduate level studies. JD required. Contact Virginia Gordan/Coordinator of Academic Affairs/U of Michigan Law School/Ann Arbor, MI. AD: **Unspecified.**

ADMINISTRATION

PROVOST OF PORTER COLLEGE - U OF CALIFORNIA, SANTA CRUZ

Applications and nominations are invited for the position of Provost of Porter College/Excutive Director of the Arts, for July, 1984. Relevant terminal degree or equivalent educational and professional credentials; creative and scholarly distinction in the arts; extensive academic and administrative experience at the university level; experience in obtaining and administering grants. Contact Provost and Executive Director Search Committee/Porter College/University of California, Santa Cruz/Santa Cruz, CA 95064. AD: **4-1-83.**

INTER-AMERICAN AND BORDER STUDIES - UTEP

An associate director responsible for administration, student advising, faculty relations, program development and other administrative duties is sought by the University of Texas at El Paso to begin 9-1-83. PhD preferred, ABD considered. Submit resume and three letters of recommendation to Oscar J. Martínez, Director/Ctr. for Inter-American and Border Studies/UTEP/El Paso, TX 79968. AD: **3-30-83.**

REPORT TO THE NETWORK (Cont.)

legislation. Under the 1984 proposals, the $35 million for Trio would be available as Special Services funds which would essentially amount to modified "block grants" which the receiving institutions could utilize for any number of student services programs. The Administration's budget indicates that institutional eligibility for the new Special Services would be limited to institutions whose enrollment is more than 50% minority. This plan would change Trio from a student assistance program to an institutional aid program. Of the $35 million slated for Special Services in 1984, $23 million would be earmarked for projects at black colleges.

The President's budget would eliminate 1,137 Trio projects serving 471,930 students at 695 institutions and 69 community agencies. It would curtail services for over 79,000 Hispanic students now served by these projects. With respect to the proposed institutional eligibility focused on 50% minority or even disadvantaged student enrollments, few such colleges and universities would benefit; on the mainland there are only eighteen such institutions. The total enrollment at these schools comprise only approximately 9% of all U.S. Hispanic postsecondary enrollments. In Puerto Rico there are thirty four institutions, which comprise approximately 21% of all U.S. Hispanic students. If Trio funds were restricted to minority schools, 70% of all U.S. Hispanic students would not be eligible for Trio services.

Other serious policy considerations regarding this plan are evident. Among them are the large increase in aid to the historically black colleges while programs for disadvantaged students overall would lose $115 million. This raises serious questions about the equity of such a proposal. Another issue raised surrounds the possibility of limiting access for low-income students to minority institutions; if federal support for low-income students will be funneled only to minority institutions, access to both public and private mainstream institutions would be further circumscribed. The larger question of changing a proven student assistance program to an institutional aid program needs to be carefully reviewed and assessed. Projections and modeling in relation to the impact and effect of these proposed cuts and changes upon the Hispanic student population are urgently needed.

Student Financial Aid Proposal

In his latest proposal, President Reagan proposes funding student aid at $3.65 billion in Fiscal Year 1984, excluding GSL. This is approximately the same aid level as is currently funded. In addition, the President has requested a major restructuring of the manner in which student aid is administered.

Central to this change is what the Administration proposes as a significant philosophical shift in Federal student aid which would require student "self-help" contributions before students could obtain federal grants. This involves plans to transform Pell Grants, Supplemental Educational Opportunity Grants and State Student Incentive Grants into one "self-help" program.

Though the overall student aid budget does not reflect the draconian reductions sought during the past three years, it does propose another round of moderate cuts in student aid. Both federal grants and student loans are more restricted and some hold that the slow federal financial aid squeeze has increased student anxiety, caused students to switch to lower-cost institutions and pushed others out of school altogether. Among the financial aid changes proposed for 1984 are:

***Pell Grants.** The program would be transformed into a "self-help" program. Students would be required to provide a minimum of 40% or a minimum of $800 of their annual educational expenses before a grant would be awarded. The Administration states that "student contributions would be financed preferably through summer and part-time earnings or through the expanded College Work Study program, although loans and other sources of funds may be used." The rationale given is "to restore the traditional role of the family in meeting education costs."

This self-help is in addition to what the family contributes. After satisfying the minimum self-help requirement, and adding the expected family contributions, the student would be eligible for a grant of up to $3,000. The current maximum award is $1,800.

The Administration holds that approximately 80% of the proposed grant funds would reach students from families earning under $12,000, as compared to the current 74% of Pell monies going to families in the same bracket. The expected result would be that the available aid would be more specifically targeted for students with the greatest need. Fewer middle-income students would then qualify for Pell grants.

However, even students from low-income families could find their grants reduced if they attended low-cost schools. Students attending a public community college and living at home, for instance, would not make out very well under the proposed "self-help" program.

Over 54% of all Hispanic post-secondary students enrolled in the 50 states and D.C. attend two-year colleges. Over 47% of all mainland Hispanic college students are enrolled on a part-time basis.

A recent study noted that 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 other students, and in the important grant aid category, a significant negative difference in grant receipt was evident. This lower availability of financial support corroborates other research on the practices of community colleges in financial aid administration. Given that Hispanic students are disproportionately enrolled in public two-year colleges, this distribution of aid suggests that enrollment patterns may inhibit their full access to financial aid resources (Olivas, 1981).

This study further found that Hispanic freshmen students have a large reliance on Pell grants. Over 67% of all students sampled received only one source of aid, almost exclusively Pell grants. Pell grants were a major component of multiple aid packages; 90% of multiple awards included a Pell grant.

This heavy reliance on Pell grants guarantees that federal cutbacks or modifications of grant aid programs will disproportionately affect Hispanic students. There is a strong need for analysis which assesses the real impact of the "self-help" proposals on Hispanic students.

The number of student grant awards under the Reagan budget would drop by 36%. Currently there are 3,285,000 federal grant awards given; for 1984 only 2,100,000 "self-help" grants would be awarded.

REPORT TO THE NETWORK (Cont.)

It has also been noted that the Administration's move to have students contribute a larger share conflicts with Congressional intent noted in the 1980 Education Amendments that needy students should not have to pay more than 25% of their college costs.

***Guaranteed Student Loans.** Changes are proposed to require a financial needs test from all GSL applicants. Currently, only students from families earning more than $30,000 must submit a financial statement when applying for the 9% guaranteed student loans.

It is probable that Hispanic students who are independent from their families, especially married students with working spouses, will suffer reductions. Students at lower cost institutions whose family incomes are close to $30,000 may also suffer.

The Administration also proposes to raise the 5% origination it introduced in 1981. This fee will be doubled to 10% for graduate students taking out loans.

A $900 million rescision is requested for GSL from the 1983 appropriation. This amount of funds is not needed because of lowered interest rates. The Administration's GSL request for 1984 is slightly over $2 billion, down from the current $3.1 billion.

***National Direct Student Loans.** The Administration again proposes no new funding for NDSL. This program provides loans to low-income students at 5% interest rates, and is currently funded at $178.6 million. Some $550 million would be available via the colleges' revolving repayment fund to make new loans in 1984 and support loans to 688,000 students.

***Supplemental Educational Opportunity Grants.** The President has zero-funded SEOG for 1984. It currently receives $355 million and funds grants to 545,000 low-income students.

***State Student Incentive Grants.** Also proposed to be zero-funded for 1984. Currently SSIG is funded at $60 million and supports on a matching basis with states some 295,000 grants.

***College Work Study.** The President has made a turn-about on this aid program which subsidizes on-campus and off-campus part-time jobs for college students. Held at level funding the past two years, the Administration has proposed to increase the funding by nearly 60%, to $850 million in 1984. This CWS boost is largely to provide expanded student work opportunities under the self-help grant proposal. The proposed funding could provide 1.15 million jobs with awards averaging $800.

Given the general economic situation confronting most colleges and universities it is uncertain how many new job opportunities will be created, inasmuch as many non-profit agencies and academic departments will be hard pressed to find the matching share for CWS positions. Some schools cannot find enough jobs for students. Whether students can take advantage for this increased money will depend on the job situation at their institutions and how well their schools administer their CWS programs.

The proposed legislative changes and budget decisions considered for Federal student aid will have a definite impact and effect on the type and degree of access and equality of opportunity which is desired for higher education. The Administration gives evidence of seeking to engage in a political and substantive dialogue regarding their aid proposals. It behooves us to monitor and review these proposals closely, even if the sense of Congress today does not appear to favor their passage. We must make Administration officials and Congress aware of the effects these proposals will have on our communities.

Status of Education Budget

Congress' failure to enact a regular appropriations bill, has meant that most federal operations for fiscal 1983 have had to be funded in the interim by a series of continuing resolutions. President Reagan, on December 21, signed into law (PL 97-377), the continuing resolution (CR) agreed upon by Congress which extends through September 30, 1983, the end of the fiscal year. The Education Department is operating under this CR at a fiscal 1983 funding level of $15.1 billion. Upon submitting his proposed 1984 budget, the President also submitted his plan to seek rescisions of $1.225 billion from the appropriated 1983 funds. As noted on the budget chart, postsecondary education would suffer a reduction in this fiscal year of nearly one billion dollars.

Rescision Process

A rescision is the result of enacted legislation which cancels budget authority previously provided by Congress prior to the time when the authority would otherwise lapse. The President is required by Section 1012 of the Impoundment Control Act of 1974 to report to Congress any proposed rescision of budget authority. The proposal may be accepted in whole or in part through the passage of a rescision bill by both Houses of Congress.

Unless Congress approves a rescision bill within 45 days of continuous session after receipt of the President's proposal, the budget authority must be available for obligation. Congress has until April 13, to approve the President's request. If no action is taken on the rescision proposal, the Administration is madated to spend the full amounts initially appropriated by Congress, or else be in violation of the law.

1984 Budget Process

Upon receipt of the President's Budget request, the House and Senate Budget Committees begin hearings on the budget, the economic assumptions upon which it is based, the economy in general, and other budget priorities. In addition to these hearings, the views and recommendations of all standing committees of the House and Senate regarding the budget are submitted. These reports are due on March 15, one month prior to the reporting date of the first current resolution on the budget. These reports are key to the proper deliberation on the budget process and are mandated by law. They provide the Budget committees with early and comprehensive indication of committee legislation plans for the next fiscal year.

The committees principally concerned with Education issues which are involved in this process are the Senate Appropriations Subcommittee on Labor, Health and Human Services and Education, the Senate Labor and Human Resources Committee, and its Subcommittee on Education, Arts, and the Humanities. In the House, the appropriate committees are the Appropriations Subcommittee on Labor, Health and Human Services, and Education, the Committee on Education and Labor, and its Subcommittee on Elementary, Secondary and Vocational Education, Subcommittee on Postsecondary Education, and Subcommittee on Selected Education. Constituents and concerned organizations and groups should be prepared to direct their views on the Education budget to Congress by focusing on the activity of these committees.

It is vitally important to understand the time frame stipulated by law for the budget process. The ability to influence or change appropriations is largely fixed to the calendar.

For example, May 15, is a key date in the congressional budget process for two important reasons. First, it is the deadline for the reporting of legislation authorizing new budget authority. Authorization measures reported after that date may be considered only under certain conditions. An authorization is the basic substantive legislation which sets up or continues the legal operation of a Federal program or agency (such as GPOP or NIE), or sanctions a particular type of obligation or expenditure within a program (such as that set aside for Hispanic colleges within Title III HEA). Second, May 15, is the deadline for the adoption of the first budget resolution by the Congress, and prior to its adoption, neither House may consider any revenue, spending, entitlement, or debt legislation. Advocates and proponents seeking to have an impact upon the budget need to plan and act accordingly.

Four Stages of the Budget Process

Stage 1 -- November 10 - April 15. Information gathering, analysis, preparation and submission to Congressional Budget Office and Budget Committees.

Stage 2 -- April 15 - May 15. Debate and adoption of congressional budget by both Houses; establishment of national spending priorities with the passage on April 15, of the First Concurrent Resolution.

Stage 3 -- May 15 - Early September. Enactment of Spending bills.

Stage 4 -- September 15 - September 25. Reassessment of spending, revenues and debt requirements in Second Concurrent Budget Resolution; enactment or a reconciliation bill, if necessary.

Proposed Budget for Federal Education Funding -- Fiscal Year 1984*

	1982 Appropriation	1983 Continuing Resolution Appropriation	1983 Administration's Revised Request	1984 Administration's Request
Higher & Continuing Education				
Special Programs for Disadvantaged Students (HEA IV-A)				$ 35,000
Talent Search	$ 16,416	$ 17,058	-0-	-0-
Upward Bound	63,840	68,220	$ 64,482	-0-
Special Services for Disadvantaged Students	61,344	60,702	60,702	-0-
Educational Opportunity Centers	7,680	7,800	-0-	-0-
Staff Training	960	960	-0-	-0-
Veterans Cost-of-Instruction (HEA IV-A)	4,800	3,000	-0-	-0-
Institutional Aid Program (HEA III)				
Strengthening Institutions	60,208	60,000	62,240	62,408
Institutions w/ Special Needs	72,675	60,000	62,240	62,408
Challenge Grants	9,600	9,600	9,936	9,600
Cooperative Education (HEA VIII)	14,400	14,400	-0-	-0-
International Education/ Foreign Language Studies				
Domestic Programs (HEA VI)	19,200	21,000	21,000	-0-
Overseas Programs (Fulbright-Hays Act)	4,800	5,000	5,000	-0-
Aid to Land-grant Colleges (Second Morrill Act)	2,800	2,800	2,800	-0-
Graduate/Professional Educational Opportunities (HEA IX-A & -B)	8,640	10,000	-0-	-0-
Public Service Grants & Fellowships (HEA IX-A & -B)	1,920	1,920	-0-	-0-
Construction Interest Subsidy Grants (HEA VII)	25,500	25,000	25,000	24,500
Wayne Morse Chair of Law & Politics	-0-	335	335	-0-
Legal Training for the Disadvantaged (HEA IX-D)	960	1,000	-0-	-0-
Law School Clinical Experience (HEA IX-E)	960	605	-0-	-0-
General Daniel James Memorial at Tuskegee	-0-	9,000	9,000	-0-
Carl Albert Congressional Research & Studies Center	-0-	2,000	-0-	-0-
Taft Institute of Government	-0-	750	-0-	-0-
Fund for the Improvement of Postsecondary Education (GEPA)	11,520	11,710	6,000	6,000
Minority Institutions Science Improvement (NSFA)	4,800	4,800	4,800	4,800
Subtotal	$ 393,023	$ 397,660	$ 333,535	$ 204,716

Proposed Budget for Federal Education Funding -- Fiscal Year 1984*

	1982 Appropriation	1983 Continuing Resolution Appropriation	1983 Administration's Revised Request	1984 Administration's Request
Student Financial Assistance				
Pell Grants (HEA IV-A)	$2,419,040	$2,419,040	$2,419,040	$2.713,800
Supplementary Educational Opportunity Grants (HEA IV-A)	355,400	355,400	355,400	-0-
College Work-Study (HEA IV-C)	528,000	540,000	540,000	850,000
State Student Incentive Grants (HEA IV-A)	73,680	60,000	60,000	-0-
National Direct Student Loans (HEA IV-E)	193,360	193,360	193,360	4,000
Guaranteed Student Loans (HEA IV-B)	3,073,846	3,100,500	2,200,500	2,047,100
Subtotal	$6,643,326	$6,668,300	$5,768,300	$5,614,900
Migrant Education				
High School Equivalency Program (HEA IV-A)	$ 5,851	$ 6,300	-0-	-0-
College Assistance Migrant Program (HEA IV-A)	1,160	1,200	-0-	-0-
Subtotal	$ 7,011	$ 7,500	-0-	-0-
Educational Research & Training				
Grants to American Institutions (Fulbright-Hays Act)	$ 960	$ 516	$ 516	$ 1,750
Subtotal	$ 960	$ 516	$ 516	$ 1,750
Higher Education Facilities Loan & Insurance Fund				
Annual Appropriation (HEA VII-C)	$ 11,096	$ 20,143	$ 20,143	$ 19,846
Permanent Indefinite Appropriation (HEA VII-C)	37,783	134	134	-0-
Subtotal	$ 48,879	$ 20,277	$ 20,277	$ 19,846
College Housing Loans				
Permanent Indefinite Appropriation (Housing Act IV)	$ 232	$ 40	$ 40	-0-
Subtotal	$ 232	$ 40	$ 40	-0-
TOTAL POSTSECONDARY EDUCATION BUDGET	$7,093,431	$ 7,094,293	$6,122,668	$ 5,841,212

*Figures are reported in thousands.

Key to above laws and acronyms: **ECIA** - Education Consolidation and Improvement Act; **HEA** - Higher Education Act; **GEPA** - General Education Provisions Act; and **NSFA** - National Science Foundation Act.

REPORT TO THE NETWORK (Cont.)

Budget Timetable

November 10	Current services budget received
January 18	President's budget received (or 15 days after Congress reconvenes)
March 15	Advice and data from all congressional committees
April 1	C.B.O. reports to budget committees
April 15	Budget committees report out first budget resolution
May 15	Congressional committees report new authorizing legislation
May 15	Congress completes action on first budget resolution
Labor Day	Congress completes action on all spending bills (seven days after Labor Day)
September 15	Congress completes action on 2nd budget resolution
September 25	Congress completes action on any reconciliation measures
October 1	Fiscal year begins

Prognosis

Continued federal deficits will force additional budget cuts. However, there is a general feeling that Congress will spare education from severe funding reductions. The sense evident within the new 98th Congress is that education funding has already suffered sufficiently. It appears unlikely that the House leadership will go along with approving any rescisions of 1983 education funding. In reference to the 1984 budget, many analysts predict Congress will also ignore the Administration's plans for reducing funding for postsecondary education by nearly one half.

The Administration's higher education budget has also received criticism for proposing a major restructuring of the federal student aid system. It has been noted that for each of the last three years, significant alterations have been made in the student aid delivery process, with much resultant confusion and uncertainty. The current sentiment is to not tamper with the student aid programs, but to defer substantive student aid changes until Congress commences the 1985 reauthorization of the Higher Education Act.

Early reports indicate that it appears unlikely that either the House or the Senate will support the 1984 Trio proposals. The plans to reduce funding by 77% and shift Trio to an institutional aide program have received a general negative reaction. However, the Administration's full legislation is still to be submitted and Education Department personnel have been busy modifying their plan. It is expected that their final proposal will reflect changes and be more flexible, such as permitting schools that are not minority to receive Trio funding and allowing institutions to use Trio monies for programs other than special services. It is hoped that the few institutions who could possibly benefit from the Administration's plan, such as the historically black colleges and the institutions in Puerto Rico, fully see the limitations of the proposal and voice their indignation with the rest of the higher education community concerned with questions of access and equity.

An interesting recent development is the effort of a group of higher education associations. With lead responsibility being provided by the American Council on Education, the group is pushing Congressional consideration of a $369 million supplemental Fiscal Year 1983 appropriation for higher education. A supplemental appropriation is a means of adding funds to those already authorized.

The supplement requested is primarily to avoid reductions in Pell Grant awards and to restore cuts in other aid programs for needy students (e.g., SEOG, NDSL, Trio, etc.). The aim here is to halt the erosion in the real value of student aid that has occured over the past three years when program funding has declined 23% in constant dollars. The need for such a supplement to maintain postsecondary educational opportunities is underlined by recent studies reflecting a sharp decline in enrollment of low-income students due to the failure of aid awards to keep pace with rising institutional costs.

The possibility that this proposal might survive is greatly enhanced by the fact that through the benign decline in interest rates, the Education Department should save a tremendous amount of money due to lower cost estimates for interest subsidies of the Guaranteed Student Loan program. The higher education associations are suggesting that the supplement could be funded from the $900 million rescision made possible by the revised estimates of interest rates in the GSL program. It is argued that the supplement could be provided and still allow a net reduction in total spending for higher education of $477 million.

There are various other proposals which merit serious attention by Hispanic educators. Below is a sampling:

***Education Savings Accounts.** The President's proposal would permit a family to invest up to $1,000 per child annually in special education savings accounts without being taxed on the interest and dividends. Savings in this type of account could be used by full-time undergraduate students between the ages of 18 and 26 years for tuition or room and board paid directly to colleges and universities.

This plan appears not to provide much assistance for low and middle income families. Most Hispanic families do not have the $1,000 to put away each year towards their children's education, and if they did, the deferral or interest is not significant enough to serve as a real incentive.

***Science and Math Education.** The President is requesting 1984 legislation via HR 1324 to provide $50 million through the Education Department for a crash program to train math and science teachers. Funds would be allocated via block grants to the states by formula. Scholarships of up to $5,000 would be given for a maximum of one year to individuals not currently qualified to teach math or science in secondary schools.

The National Science Foundation is also proposing to use $15 million in Fiscal Year 1983 and $20 million in Fiscal year 1984 for pre-college science and math training.

Many educators and legislators believe that the Administration's proposal is insufficient. The House Education and Labor Committee on February 8, approved HR 1310, the Science and Math Education Improvement bill for $400 million. This more expansive bill is scheduled for mark-up in the near future.

It is almost certain that some authorization for math and science training will be enacted this session. It has been suggested that new initiatives for teacher training should also be required to provide attention to the need for training of teaching math and science to limited English speaking students. As these initiatives proceed through the legislative process, the opportunity should be seized to direct action on the need to increase the numbers of bilingual math and science teachers.

***HEA Title III Institutional Aid Program.** A $4.8 million supplement for Title III has been requested by the Administration to increase funds to $134.4 million in 1983. Grants from these funds are made to colleges with low average expenditures and high percentages of students receiving Federal need-based aid to improve their institutional management, academic quality, and fiscal stability.

This supplement presents an opportunity to push for a special amount to be set-aside for institutions with a significant number of Hispanic students. A similar strategy proved successful last year when an allocation specifically earmarked for Hispanic and Native American colleges was authorized.

***Zero-funding of all Education Department Graduate Fellowships.** The President is seeking to rescind all graduate fellowship funding for 1983 and to not re-fund them in 1984, based on the rationale "to restrain Federal spending and target resources to the highest priority programs." Graduate and public service fellowships currently funded at $10 million and $1.9 million, respectively, would be eliminated as would be the Law School Clinical experiences and the CLEO legal training for the disadvantaged programs, for $605,000 and $1 million, respectively.

Given that Hispanics continue to be egregiously underrepresented at all levels of graduate education, the elimination of even these limited fellowships bodes ill for hopes of increasing graduate education opportunities for Hispanics.

REPORT TO THE NETWORK (Cont.)

Other Considerations

Given that the issue of funding for higher education will be closely related to the larger budget issues, such as the final dimension of the military budget and the overall economy, advocates for equitable education funding must remain vigilent. Notwithstanding the current positive temper of most Congresspersons regarding education funding, the situation can change rapidly.

Another consideration is that funding issues which affect the other sectors of education must also be analyzed and protected. Programs targeted on many of the educational needs of Hispanic children are being reduced. Bilingual education and migrant education programs, among others, are under severe budgetary attack and need to be monitored and defended. An item to follow closely, as mentioned earlier, is the Administration's plan to give States and local education agencies the option of providing compensatory education via a voucher system. The gist of the plan is that parents would receive a voucher that they could use to help pay for their children's tuition at the school of their choosing, private or public. This plan would apply only to disadvantaged children, now under Chapter I, ESEA, providing compensatory education services. It is reported that the plan would be a limited one, with each school district deciding if it wished to participate. Districts participating would award vouchers to parents on a case-by-case basis, with each voucher worth about $520 per year. The Education Department hopes to submit its proposed legislation by March 1.

As noted, a solid understanding of the budget process is essential if one wishes to have an impact at the most serious level of legislative policy. Of all the myriad of legislative matters Congress confronts, none is more political or more critical than the choices embodied in the Federal budget. The budget process is Congress' policy decision mechanism. It is marked largely by the strong character of debate over spending priorities, and any constituent group which shies away from involving itself in this debate denies itself a direct role in the shaping of policy.

MACRO ONDA

Language Studies and Chicanos

by Reynaldo Macías, University of Southern California

Over the last five years we have witnessed the rapid growth of research and publication activity in Chicano language studies. Much of this new research comes from: 1) bilingual education and applied linguistics areas, especially dissertation work; 2) secondary data analyses of national data sets (although this has yielded few publications); and 3) policy related or generated research. I would like to profile some of these activities in this Macro Onda, identifying recent significant publications and research in progress in these three and other areas.

The educational research is probably the most productive in quantity but remains narrow in the breadth of topics. Much of the work still focuses on reading and/or biliteracy in bilingual classrooms. A few projects have focused on mathematics, computer assisted instruction (in English and Spanish) and instructional styles. There are several projects that have just been completed or are in progress that deserve mention. A series of studies undertakened by Edward De Avila and others at the Southwest Educational Development Laboratory (SEDL) in Austin specifically focused on cognition, achievement, and language of several groups of students including Chicanos (De Avila and Duncan, 1981). The synthesis report was not published but is available from the National Clearinghouse for Bilingual Education). The comparative nature of the newer work is refreshing. Lily Wong-Fillmore and colleagues are in the final stages of research projects comparing (bilingual) instructional and classroom organization strategies and their effects on language learning and achievement among Chicano/Latino and Chinese students. The major publications resulting from her studies (and other Bilingual Education Act funded research) are

forthcoming. Let's hope the research results don't get caught in the political bureaucracy of the Education Department.

Steven Arvizú, Concepción Valadez, and Eduardo Hernández-Chávez have completed a major ethnography of bilingual community and education programs in a San Joaquín Valley town (California). The scope of this project was ambitious and should nicely complement the sociolinguistic survey work being done on the border.

Two recent publications bear particular mention. Spanish in the U.S.: Sociolinguistic Aspects, led by Jon Amastae and Lucía Elías-Olivares (University of Cambridge Press, 1982) is a collection of articles organized around three foci: 1) varieties and variations of Spanish in the U.S.; 2) aspects of language contact and language change; and 3) ethnographic aspects of language use in bilingual communities. Fifteen of the 18 articles include or focus on Chicano Spanish. It is a valuable collection from two persons who have been key in organizing the annual conference on Spanish in the U.S. (A collection of 15 articles from the 1981 conference is presently under consideration by Mouton Publishers as part of the Contributions to the Sociology of Language Series edited by Joshua Fishman). A second publication which has contributed strongly to Chicano language studies is the special issue of Aztlan - International Journal of Chicano Studies Research on "Folklore and Folk Art in The U.S." (edited by Teresa McKenna, Vol. 13, 1982). Ten of the fifteen articles focus on language and speech related topics: proverbs; corridos; verbal art; text analysis; and jokes. Much of the above mentioned work can be described as "localized" research, contributing to our knowledge of Chicano speech and language about different segments of the Chicano population in different areas. These studies have been concerned with language structure and form and/or language use and interaction.

A relatively new language data resource is to be found in several national data sets collected over the past decade which have included information on language abilities, and language use. Analyzing the language data for the Mexican origin population from these data sets gives us a different picture altogether of Chicano language. The 1976 Survey of Income and Education continues to be studied. The High School and Beyond data set now includes a long list of language questions. Each of these data sets is being analyzed at the National Center for Bilingual Research (Los Alamitos, CA). David López (UCLA) has recently completed several manuscripts using the SIE data set, including one on "the effect of schooling abroad on the socioeconomic and language patterns of first generation Hispanics and East Asians." Alvin So (NCBR) and others are exploring the HSB data set for a possible series of projects on secondary school students, including language variables. Interest is growing in the use of the language data from the 1980 Census. The published data is limited so far but does provide some information for Spanish speakers by age, state and metropolitan areas (U.S. Bureau of the Census, March 1982). Arce (Social Science Journal, Vol. 19, 1982) is continuing the language related analyses of the National Chicano Survey. The richness of this data set will require alternative approaches to the data analyses.

Language policy studies and analyses tend not to be concerned with Chicano language forms and use as much as the need for alternative policies and approaches to the Chicano and other language minority populations. A few interactional studies (e.g., De la Zerda, Communications Monographs, Vol. 46, 1979) have explored the biases in employment in interviewing, doctor-patient services, and courtroom proceedings, including a focus on bilingual Chicano populations, and the policy implications. The translations from English to Spanish as a result of bilingual services policies are also being reviewed for adequacy (e.g., Aparicio Laurencio, Yelmo, 1977, 1978, 1979). It has been encouraging to see monograph-length treatment of related issues, including the publication of Spanish Language Radio in the Southwestern U.S., by Félix Gutiérrez and Jorge Reina Schement (U.T. Press, 1979). More of these kinds of applied language studies are needed.

There are several areas which have yet to receive much attention. The overwhelming part of the research is still on Spanish, neglecting Chicano English. This is

MACRO ONDA (Cont.)

changing as a result of the codeswitching research, the phonological work on Chicano English, and the English language learning research related to bilingual education, but more is still needed.

The growth of the field is rapidly increasing. The need for occasional syntheses, much like Peñalosa's Chicano Sociolinguistics (Newbury House Publishers, 1980), will become critical soon, especially across "genres" or disciplines -- literary criticism, education, linguistics, folklore, sociology and demography.

The lack of research attention to particular segments of our population, like the deaf, is reflected in the language studies. A recently lauched newsletter is beginning to fill the gap somewhat (The Hispanic Deaf Newsletter by Barbara Luetke-Stahlman, Unviersity of Nebraska, Omaha, NE 68182).

The above projects and publications do not provide a complete profile of Chicano language studies. This macro onda is intended to highlight some of the research strands and be a limited stock-taking. As the date approaches for the next annual language macro onda, I invite all interested La Red readers to send me offprints of work, abstracts of on-going projects or identification of unattended areas in which we need (more) language research work.

REVIEWS (Cont.)

Ethnicity and Family Therapy
by Monica McGoldrick, John K. Pearce & Joseph Giordano (Eds.), New York: The Guilford Press, 1982.

Reviewed by Oscar Ramírez, Department of Psychiatry, University of Texas Health Science Center at San Antonio.

Never before has a volume so squarely and comprehensively addressed the profoundly important role of an individual's or family's culture in the process of psychotherapy. However, this book could not have been written twenty, ten, or even five years ago; it is truly a product of the struggles for ethnic identity of many minority groups during the 1960s and '70s. In another way, this book also reflects the "coming of age" of family therapy as a major treatment modality in its own right. Integrating the knowledge of how the culture of a family influences the manner in which they deal with personal and family crises and collective problems, with family therapeutic process is a highly complex and indeed, formidable undertaking. The sampling of chapters upon which this review is based suggests that for the most part, the authors have succeeded in presenting the practical means by which specific cultural characteristics can be incorporated into the conceptual framework of the family therapist. Hopefully this will make work with ethnic families more personally meaningful (both to the families and to the therapist), and more effective.

The book is structured in a straightforward manner beginning with two introductory/conceptual overview chapters, followed by nineteen individual chapters focusing on a specific ethnic group; the final section of the book is comprised of five chapters dealing with special issues in the area of ethnicity which transcend the sharp focus on a particular ethnic group and are more broadly relevant.

Following the editor's view that a therapist cannot realistically expect to be an expert on all ethnic groups, a sampling of chapters was made on the basis of the groups with which this reviewer has had the most extensive clinical experience: Hispanic families (Mexican American, Puerto Rican, and Cuban), black families and Jewish families. Additionally selected were the two overview chapters and two of the special issues chapters.

Of the two overview chapters, McGoldrick's "Ethnicity and Family Therapy" was by far the most useful in terms of defining and discussing the crucial elements of the role of ethnicity in family therapy. Diverse bodies of research and extensive clinical experience are integrated in such a way as to clearly delineate those areas of family functioning where differences between various ethnic groups are likely to be crucial to an understanding of the family's processess. McGoldrick identifies the important factors which influence the ways ethnic patterns surface in the family: migration; language spoken in the home; race and country of origin; family place of residence (ethnic versus non-ethnic neighborhood); SES, education, and upward mobility of family members; political and religious ties to the ethnic group; family life cycle; and intermarriage.

Whereas McGoldrick's chapter essentially sets the example for the chapters that follow, Spiegel's "An Ecological Model of Ethnic Families," while interesting and useful in examining value differences among different ethnic groups, seemed to have little to do with the rest of the book. The first half of this chapter is devoted to presenting a theoretical model, based on Kluckhohn's theory of variation in cultural value orientations. The second half presents as an example of the model the value orientations of Italians and Irish. The model is actually quite elegant in its economy and ultimate simplicity, but little was done with it in the chapters that followed. This may have given some cohesion to the chapters that seemed to lose sight of what the topic was (e.g., the Cuban Families chapters).

The chapters on Hispanic families varied greatly in quality. The best of the three was the one on Mexican American families. First of all, the review of literature on the family was certainly not exhaustive, but it really did not need to be. Falicov got around over-generalizing by limiting her discussion "primarily to the cultural background of poor and working-class families from Northern and Central Mexico who have migrated to the United States during the past three or four decades" (p. 137). One wonders how many Mexican Americans this leaves out . . . five to ten percent? Falicov aptly observes that because Mexican Americans are intrinsically family oriented, family therapy as a modality is ideally suited for them. Involving a vast array of nuclear and extended family members in the problems of one family member (typically a child, which the Mexican American family feels quite comfortable seeking help for) is experienced as culturally congruent and natural. Falicov also sensitively explores the ways in which a therapist (an outsider) can engage the family without violating the cultural rule of privacy in regard to personal family problems vis-a-vis someone outside of the family system. Along these same lines, Falicov also offers useful suggestions for dealing with the "politeness" of Mexican Americans who are not likely to publicly contradict an authority figure, even though they may think he or she is playing with less than a full deck, which may be most apparent in the phase when therapist and family are deciding upon mutually agreed treatment goals. In sum, the real strength of this chapter is the clinical portion. Falicov's understanding of family therapy and/or Mexican Americans seeking therapy is excellent and extensive; I have not encoutered a better paper on family therapy with Mexican Americans.

García-Preto's chapter on Puerto Rican families was equally well balanced in the literature review and the portion on family therapy. Puerto Ricans emerge as an ethnic group with a history in this country that is unlike that of any other. For example, unlike Mexican American fathers who will readily become involved in therapy, Puerto Rican's (as described in this chapter) have much more well defined roles for fathers and mothers in relation to their children: Puerto Rican mothers have virtually exclusive domain over the children, making fathers difficult to involve in family therapy. Useful, practical suggestions are offered for dealing therapeutically with this and many other aspects of Puerto Rican culture.

While I originally expected some blurring of ethnic boundaries between the three Hispanic groups in terms of conceptualizations and specific approaches, this did not occur with either the Mexican American group or the Puerto Rican group. It did occur with the chapter on Cuban families, however. In contrast to the unique presentations of Mexican American and Puerto Rican families, I did not get a sense of what Cubans were (uniquely) before or after their migration to the United States. Bernal describes Cuban migration as having occurred in three phases (1959-1965; 1965-1973; circa 1980), and emphasizes that an understanding of the phases of migration is important in the evaluation and engagement of the Cuban family in family therapy. Yet, the bulk of cultural observations were pan-hispanic, and not especially Cuban. Bernal chose clinical examples to reflect families from each of the three phases of migration.

REVIEWS (Cont.)

However, if one takes Bernal's clinical vignettes seriously and as representative of Cuban families in the United States who have sought treatment, then there is a direct, causal relationship between leaving Cuba and becoming psychotic in the United States. Perhaps the lack of clear conceptualizations about Cuban Americans is due to the relative recentness of their arrival in the United States. Perhaps, what Bernal was witnessing in his clincial cases was the profoundly disruptive and stressful effects of migration, rather than culturally based phenomena.

I will not comment here on the chapters dealing with black and Jewish families except to say that they were both excellent, well written and well integrated. Carlos Sluzki's "The Latin Lover Revisited" is recommended to all men and women of Latino descent. In this paper, Sluzki proposes that the Latino's tendency to reduce the interpersonal distances between him or herself and the non-Latino conversant in social situations is often misinterpreted by the non-Latino as seductiveness. Now I know why we get into difficult spots at Anglo cocktail parties. And Carlos, I'm glad you finally got it published, even if its' not Daedalus.

It is hoped that this is just the beginning of a serious line of study that will examine ethnicity and psychotherapy. As a beginning, this is a solid and important contribution.

Future Submission Deadlines for LA RED

Issue	Submission Deadline	Mailing Date
May	April 22	May 6
June	May 20	June 3
July	June 17	July 1
August	July 22	August 5
September	August 17	September 2
October	September 23	October 7

LA RED/THE NET RESPONSE FORM No.66 March 1983

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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. 66 (Cont.) March 1983

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

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Newsletter of the National Chicano Council on Higher Education

REPORT TO THE NETWORK **No. 67**

April 1983

In mid-summer 1977, when a group of fifteen men and women graduate students and early-career social scientists from universities across the United States gathered in Ann Arbor for an 8-week, research skills training program, the National Chicano Research Network (NCRN) at the University of Michigan's Survey Research Center was officially launched. From that first summer institute for Chicanos up through the present, the NCRN -- fruit of several years of coast-to-coast discussions, of the dreams and determination of many compañeros, and of interdisciplinary evaluations of the continuing, subordinate status of Chicanos -- has thrived, renewed and expanded its original aims, and created a nationally-known headquarters for Hispanic training and research. Under the auspices of the Survey Research Center and the National Chicano Council on Higher Education (NCCHE), the project assembled a core of workers, formalized its ties to Hispanic colleagues and advisors in other parts of the country, and set in motion a series of wide-ranging, interconnected efforts.

Nine months ago, we announced the merger between the NCRN and the NCCHE (see LA RED No. 56, July 1982), and today we announce the impending relocation of our offices from Ann Arbor, Michigan to Austin, Texas. **On May 2, 1983, the new offices of the National Chicano Council on Higher Education will open at 600 West 28th Street (at the corner of Nueces), in Austin, Texas.** That move represents the first phase of our relocation, meaning that two "vanguard" staff members, Marta Díaz and Jimmy Luzod, will open shop at that location, to be followed by Carlos Arce and Ximena Poch on July 1. Although our new offices will open on May 2, newsletter correspondence and mailing list changes will continue to be processed at our Ann Arbor office until mid June. After June 1983, all program publications and activities will be coordinated out of our Austin headquarters. We ask that readers note **this change of address** and watch for further details of our Southwestern migration in the next few issues of LA RED.

It is with a mixture of sadness and excitement that we leave our familiar Motor City surroundings and head for new frontiers. To our many friends and former co-workers in Michigan, you will be far but not forgotten. To our new neighbors and friends yet to be made, we invite you to stop in and visit when you're in the neighborhood and help us to build a new network of colleagues and friends.

STAFF: Marta Díaz (Editor) Ximena Poch, Jim Scheel. Carlos H. Arce, Jimmy Luzod, Mary Wreford and Vilma Ortiz.

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DEADLINE FOR NEXT ISSUE: April 22

MICRO ONDAS

Educational Attainment Among Hispanic Youth and Non-Hispanic White Youth

by Vilma Ortiz, University of Michigan.

The Hispanic population in the United States, the second largest and growing minority group, faces considerable disadvantages. One segment of the Hispanic population that merits special attention is its youth. Compared to non-Hispanic white youth, Hispanic youth are disadvantaged along many characteristics, and especially with respect to educational attainment. Hispanic youth are not only more likely to have acquired fewer years of schooling, but are also disadvantaged along other indicators characterizing the educational process (Brown et al., 1980; U.S. Bureau of the Census, 1980). Namely, Hispanic youth are considerably more likely to be delayed in school and to drop out of high school. If they attend college, Hispanic youth are less likely to attend 4-year colleges or to complete their college education than are non-Hispanic white youth.

The educational profile of Hispanic youth varies by national origin. Mexican and Puerto Rican youth are considerably more disadvantaged than other Hispanic youth (i.e., youth of Cuban, Central or South American background). For instance, the high school drop-out rate among Mexicans and Puerto Ricans is approximately double the rate found among Cubans, Central and South Americans, and other Hispanics (Brown et al., 1980). In addition, generational status has important implications for the educational attainment of Hispanic youth, as first generation youth are educationally disadvantaged in comparison to the second and later generations. While the information that has been available, to date, points to the importance of both national origin and generational status, rarely has there been data that is disaggregated by both these variables. The figures presented here are from a nationally representative sample of youth, with a large subsample of Hispanic youth. In addition, the data allow for simultaneously examining national origin and generational status.

Data. These figures are based on the Youth Cohort of the National Longitudinal Surveys of Labor Market Experiences. The data are from the first-year interviews, collected in 1979, of a five-year longitudinal survey. This sample consists of approximately 12,700 youths between the ages of 14 and 21. Detailed questions on education, labor force, and health experiences were asked, as well as questions on family background, marital and fertility history, and attitudes toward work, school, and family. The data set is one of the first nationally representative samples of youth which includes a sufficient number of Hispanics (approximately 2,000) to allow for examining Hispanics separately. Thus this data provides valuable information about the education and work experiences of Hispanic youth.

Variables. This paper examines the educational attainment of Hispanic youth and non-Hispanic white youth. Educational attainment was measured using the following indicators: 1) highest grade completed; 2) delay in school (respondents who are more than one year behind their age cohort in primary or secondary school are compared to those within a year of their age cohort); 3) dropping out of high school (respondents who are not enrolled in school and have not obtained a high school diploma are compared to those enrolled in high school or who are high school graduates); 4) attending college (respondents who have enrolled in college are compared to high school graduates who have not); 5) attending a 4-year college (respondents who have enrolled in a 4-year college are compared to those who have enrolled in a 2-year college); and 6) dropping out of college (respondents who are no longer enrolled in college and have not completed 4 years of college are compared to those enrolled in college or who have completed four years of college).

Results. The analysis was restricted to respondents 16 years of age or older since almost all 14 and 15 year olds are enrolled in high school. Table 1 presents the educational attainment of Hispanic youth (separately by generational status and national origin) and of non-Hispanic white youth. For highest grade completed, the mean number of years are presented, and for the other indicators of educational attainment, proportions are presented.

Hispanic-white differences. As can be easily seen from the figures presented in Table 1, the Hispanic youth are considerably disadvantaged along almost every measure of educational attainment. The largest disparities occur with respect to being delayed in school and dropping out of high school -- the rates for Hispanic youth are two to three times those for the non-Hispanic white youth. Interestingly, a slightly higher proportion of Hispanic youth go on to college than the non-Hispanic whites. However, once they enter college, the educational experiences of Hispanic youth are not as positive. A higher proportion attend 2-year colleges rather than 4-year colleges and a higher proportion withdraw from college before completing 4 years.

Generational differences. For the most part, the generational differences in educational attainment are as would be expected. The first generation Hispanics are the most disadvantaged educationally, followed by the second and third generations with relatively small differences between the latter two. The first generation is particularly disadvantaged with respect to delay in school and dropping out of high school. However, the first and second generations, especially the second, are more likely to attend college than the third generation. And the second generation is more likely to drop out of college than the first or third generations.

Generational differences within national origin groups. These differences are similar to those found across the groups. First generation Mexicans and Puerto Ricans are more disadvantaged than second or third generation Mexicans and Puerto Ricans, particularly with respect to delay in school and high school completion. However, second generation Mexicans are more likely to attend college, yet less likely to attend 4-year institution) and to complete college than are first and third generation Mexicans. In addition, among other Hispanics, the third generation has a much higher drop-out rate from high school and a lower rate of attending college than the first or second generation. Also, the second generation has a lower rate of dropping out of college than the third generation.

National origin differences. On almost every indicator of educational attainment, the Mexicans and Puerto Ricans were found to be considerably more disadvantaged than the other Hispanics. The largest disparities were with respect to being delayed in school, dropping out of high school, and attending college. The only exception to this pattern was the high rate of attending 4-year colleges among Puerto Rican youth.

Discussion. The data presented in this paper point to the especially disadvantaged educational profile of Hispanic youth. The largest disparities exist with regard to delay in school and high school completion, with Hispanic youth two to three times more likely to be disadvantaged than non-Hispanic white youth. While there is considerable variability within Hispanic youth along these indicators, every Hispanic subgroup had a higher rate of being delayed or dropping out of high school than non-Hispanic white youth. Thus we cannot overstate the extent of the disadvantage faced by Hispanic youth with respect to their high school experience.

In contrast to this disadvantaged profile, similar proportions of Hispanic youths and non-Hispanic white youths go on to college. The main fact to consider in interpreting this result is the filtering process which occurs prior to this point, since Hispanic youth are so much more likely to drop out of high school than are non-Hispanic white youth. Therefore, the smaller proportion of Hispanics who do complete high school are a more select group than the larger proportion of non-Hispanic whites who complete high school. In addition, while Hispanics have similar rates of attending college, they have lower rates of attending 4-year colleges or completing college. Thus, once in college, Hispanic youth continue to face difficult barriers in the educational process.

With respect to generational differences, the first generation is much more educationally disadvantaged than latter generations.[1] Since the socio-economic standing of immigrant groups usually improves intergenerationally, one factor that has great relevance for understanding these generational differences is family background. Further analysis with this data set has shown that controlling for differ-

ences in family background characteristics, second generation Hispanic youth have significantly higher achievement than non-Hispanic white youth, while the first generation continues to differ significantly from, and the third generation is similar to, non-Hispanic whites.

With regard to Hispanic national origin differences, Mexican and Puerto Rican youth were found to be especially disadvantaged. To fully understand these differences one probably needs to examine structural characteristics of the school environment, since different Hispanic groups are located in different geographic areas. For instance, the high percentage of Puerto Ricans who attend 4-year colleges may be due to their concentration in geographic areas with a large number of public, 4-year institutions which have relatively low tuition fees and relatively open admission policies. By taking such factors into consideration, one could learn to what extent ethnic differences in educational attainment are due to structural barriers in secondary schools and to limited access to institutions of higher education.

[1]The exceptions to this pattern were found primarily among the other Hispanics. The most probable explanation for this is the heterogeneous composition of this category, especially since the ethnic composition of this group probably varies by generation. The first generation includes Cubans and other recent immigrants while the third generation probably includes groups such as "Hispanos" located in the Southwest. Thus generational differences among the other Hispanics must be interpreted cautiously.

Table 1
Educational Attainment Among Hispanic Youth,
Separately by National Origin and Generational Groups,
and Non-Hispanic White Youth, 1979

	Highest Grade Completed	Delay in School	High School Dropout	Attend College	Attend 4-Year College	College Dropout
Both Groups	11.365	.100	.136	.566	.670	.267
Non-Hispanic Whites	11.455	.086	.118	.563	.678	.263
Hispanics	10.515	.197	.305	.611	.568	.320
Generation 1	9.799	.312	.411	.640	.503	.306
Generation 2	10.801	.170	.260	.699	.536	.349
Generation 3	10.935	.115	.246	.536	.644	.306
Mexicans	10.283	.212	.316	.558	.543	.399
Generation 1	8.851	.401	.549	.545	.538	.293
Generation 2	10.745	.178	.247	.732	.434	.380
Generation 3	10.805	.131	.229	.487	.618	.326
Puerto Ricans	10.410	.221	.386	.589	.667	.356
Generation 1	9.815	.317	.504	.400	---	---
Generation 2	10.691	.172	.323	.631	.699	.392
Other Hispanics	11.134	.143	.226	.708	.566	.282
Generation 1	10.965	.200	.194	.735	.450	.322
Generation 2	11.311	.134	.141	.733	.553	.190
Generation 3	11.298	.067	.306	.657	.759	.262
N	6277	6277	6277	3158	1612	1643

Hispanics, the Fifth Class, and the University of California, 1870-72

by David Jess León, California State University at Fresno, and Daniel McNeill, Harvard Law School.

Affirmative action represents the first widespread, positive effort to bring minority students into academia. Though without immediate lineal ancestors, it is not wholly without precursors. In the late 19th century, numerous universities had preparatory departments, which accepted students from the grammar schools and readied them for the college entrance examination. Such departments substituted for high schools, which were few, ill-financed, and only sporadically effective. In 1870, there were only five states where no college had a preparatory department, and four were in New England, where private academies thrived.

Though not aimed specifically at minorities, preparatory departments sometimes aided minority groups. In 1870, the University of California created such a unit, known as the Fifth Class. At a time when the university proper enrolled only about one minority student out of 78, the Fifth Class contained 16 Spanish-surnamed persons out of 88, and many of these later qualified for entry into the freshman class. When the regents terminated the program in 1872, however, their enrollment virtually ceased.

Creation of the Fifth Class. The privately-run predecessor of the university, the College of California, had operated in Oakland since 1860, and always possessed a preparatory department. The college actively sought Hispanic students, by such means as ads in Spanish in local newspapers. In 1868-69, the department had 36 Hispanics out of 327, and hence a greater proportion of Hispanics attended the department than then inhabited the state. Their numbers were sufficient to support a Spanish literary society, the Sociedad Literaria Castellana de California, whose officers were all Hispanic.

In California, the need for such departments was clear. The state maintained grammar schools in 1870, but attendance was not compulsory and "truancy" was estimated at 40 percent. There were only nine high schools, of which four had opened in the previous three years, and since 1855 instruction was solely in English. The University of California opened its doors on the college site in 1869. Its 40 students -- all white -- were far too few for a front-rank educational institution. The preparatory department of the old college continued to function across the street, but it was not under the aegis of the university. On December 13, 1869, the regents asked the legislature for funds to incorporate the department. The faculty objected at once; according to spokesperson John LeConte, a preparatory department was "inexpedient" because organization of an effective high school system could "be as speedily accomplished as the organization of a Preparatory School." The regents found this extraordinary declaration unpersuasive, and asked the faculty to develop a plan for implementing the Fifth Class. No such plan was forthcoming. The regents waited throughout the spring and summer, and finally, with the fall term less than a month away, organized the Fifth Class themselves.

Hispanics in the Fifth Class. Tuition in the Fifth Class was $4 per month, which the faculty could waive for pupils who lacked money or the chance to obtain free public education. The Fifth Class also had an entrance exam, like the university. However, the regents exempted "those who come from without the State" from this requirement. Since Mexicans constituted the great majority of non-Californians, this measure in effect recognized their need to master a second language.

In its first year, the Fifth Class enrolled 88 students, of whom 16 were Hispanic. Four of these were Chicanos, and they bore some of the most illustrious names in California history -- Alvarado, Pacheco, Peralta. Twelve came originally from Mexico, and 11 of the Mexicans had studied previously at the preparatory department of the College of California. In this year also, the university proper gained its first minority student, Manuel Corella, a Sonoran who had attended the independent preparatory department the year before. In addition to studying, Corella taught Spanish in the Fifth

Class, and, later, in the university. He remained as a student and instructor through the academic year 1873-74. An inscription on the back of his class picture indicates he was a member of the graduating class of 1874, but at some point in the year he simply dropped out of sight. Of the 13 individuals to graduate in 1874, not one was a minority.

In its second year, 1871-72, the overall enrollment of the Fifth Class surged to 262. However, the number of Hispanics declined from 16 to 12, of whom five were Chicanos and seven Mexicans. This drop is hard to explain with any certainty, but non-tuitional expenses, discouragement from within the institution, and the nearby availability of Catholic colleges may all have contributed to it. Of the 88 Fifth Class pupils of the prior year, 54 entered the freshman class of 1871-72. One was a Mexican -- Francisco Urriolagoitia. Late in the fall of 1871, for reasons impossible to determine, he requested and received an honorable dismissal.

Demise of the Fifth Class. The Fifth Class lasted only two years. On May 24, 1872, the regents inititated an inquiry into whether it ought to be continued. On July 16, the Committee on Instruction recommended termination, and the regents approved the resolution by a vote of 8 to 6. At the time, the regents cited student failure to pay tuition in justification of the termination, but since they themselves had already resolved this problem by requiring that tuition be paid in advance, this motive seems implausible. More convincing reasons are: 1) faculty workload -- professors felt their supervisorial responsibilities over the Fifth Class added unreasonably to their workdays; 2) imminence of move to Berkeley -- Berkeley campus was then under construction, and the regents may have felt loath to ask the legislature for more funds for a preparatory department; 3) personnel change -- the departure of President Henry Durant, and the replacement of Oscar P. Fitzgerald as state superintendent of instruction by Henry Bolander, represented a decided shift in sympathy against the Fifth Class among the regents; and 4) success of the Fifth Class -- not only did the Class boost enrollment significantly, but it grew larger than the University proper, and thus may have sullied appearances.

Conclusion. The consequences of termination were marked. Seven of the 12 Hispanics enrolled in the Fifth Class of 1871-72 had passed the university entrance exam, though none of them chose to enter the university. Overall university enrollment almost stabilized, going from 153 in 1871-72, to 185 in 1872-73, and only 191 in 1873-74. The high school system needed decades to shoulder the burden LeConte felt it could handle in one year. Though elementary education became compulsory and state tax-financed in 1874, high schools remained optional and unassisted. The legislature did not provide for the formation of county high school districts until 1891, nor fund them through taxes until 1903.

The Fifth Class was not, of course, an affirmative action program. But it did make accommodations for both the poor and the Spanish-speaking, and it clearly offered a vehicle for Hispanic enrollment in the university. Its elimination ended the possibility of establishing an early Hispanic presence in the institution. Not until 1964 and the Educational Opportunity Program would Hispanics begin to attend California's free, public university in significant numbers.

CORRECTION:
In last month's MICRO ONDA -- **The Evaluation of Four Head Start Bilingual Multicultural Curriculum Models,** by Soledad Arenas & Lorenzo A. Trujillo -- we incorrectly listed the author's address as the Dept. of Psychology at Cal State Fresno. In fact, further details may be obtained by writing to **Soledad Arenas at the ACYF/P.O. Box 1182/Washington, DC 22013.** Mr. Trujillo may be contacted at the Jefferson County Public Schools/1209 Quail/Lakewood, CO 80215. Our apologies.

REVIEW NOTES

America's Ethnic Politics
Joseph S. Roucek and Bernard Eisenberg, (Eds.). Westport, CT.: Greenwood Press, 1982.

Reviewed by John A. García, Department of Political Science, University of Arizona.

The area of ethnicity in American society has received sustained and extensive examination by the academic community. Roucek and Eisenberg's America's Ethnic Politics attempts to shed new light on how the trends of the "new ethnic awareness" have been translated into political demands. In the introduction, the editors outline the critical characteristics of ethnic politics, including the persistence of ethnicity at a time of declining foreign born populations; institutional mechanisms that maintain ethnicity; ethnic politics as interest group politics; and the idea of cultural and structural pluralism.

These points raise some fundamental concerns regarding the nature of ethnic politics. The processes that enhance or minimize a sense of ethnic identification serve as a vital precondition for ethnic political participation. It would seem that institutional responses (i.e., discriminatory practices and/or policies) and psychological attachments work to maintain a sense of ethnic identity. How this process manifests itself with specific social/ethnic groups will vary with the length of their residence in the U.S., language, immigration patterns, phenotypical characteristics, and geographical concentration or dispersal. As the editors point out, assimilation (with all its dimensions) will influence the presence of ethnicity within the U.S. context; the political system has reinforced the interjection of ethnicity in the electoral process by use of ethnic cues, ticket balancing and reference to one's homeland for foreign policy issues. Further, ethnic politics in the U.S. go far back to the early periods of this political system.

From this introductory discussion of the parameters of ethnic politics, the reader is then presented with discussions surrounding specific ethnic groups. In fact, twenty ethnic groups are discussed in the following chapters. If one accepts the internal distinctions for some of the ethnic groups (i.e., Southern Slavs, Scandinavians, Middle-Easterners, etc.), then we are exposed to an even wider array of the ethnic strands that make up the American fabric. The original goal of this effort was to synthesize available background information and trends of ethnic awareness and political demands by minority groups. To a degree, each of these chapters attempted to address that central goal. As we might expect with a substantial number of contributors, major variation in quality and depth was evident. In general, two major shortcomings are noteworthy. The first deals with insufficient attention given to the political processes involved in ethnic political participation as well as the ethnic identification process. While extensive, in most cases, the information presented focused more on the historical background of each of the selected groups and, to a lesser extent, on their political behavior (in a contemporary sense).

The other shortcoming deals with the discussion of the "new" ethnics -- blacks, Chicanos, Puerto Ricans, Cubans and Native Americans. Particularly for the first two groups mentioned, there exists a major and growing body of literature. The areas of identity, consciousness, political organization and political behavior have received major attention by researchers since the late sixties. Yet, the chapters on blacks and Mexican Americans seem to overlook much of that literature, and more importantly, critical issues germane to these communities. Issues such as urban decay/revitalization, community organizational autonomy, immigration reform, voting rights legislation and racial/ethnic consciousness are either glossed over or not dealt with. Although the ethnic politics literature is somewhat more limited on Native Americans, Cubans and Puerto Ricans, there were ample opportunities to discuss more political issues that currently confront these groups (i.e., effects of regional concentration, political integration, language and the political process, internal coalitions, etc.).

The second part of the book deals more with the grasp of how these particular groups are defining their political realities and group responses. The editors raise some interesting and recurring concerns about the

persistence of ethnicity in American politics. They raise concerns about the strength of ethnic identification as potentially "balkanizing" American society. This discussion of extreme cultural pluralism as creating an uneasy coexistence still remains a debatable consequence of ethnicity. Similarly, whether affirmative action has intensified divisions between competing ethnic groups may be a more salient force than the former point. The nature of American politics may be characterized as a variety of competing interests seeking to maximize policy outcomes in conformance with their self-defined interests. In this vein, it becomes relevant to explore the institutional factors that create a near zero-sum competition between ethnic groups rather than coalitional efforts. Although, it is not necessary that edited works contain a conclusion or summary, this reviewer feels that this effort would have been strengthened by one. That is, the aspects of ethnicity and patterns of ethnic politics raised in the introduction could have been evaluated in light of all the ethnic groups discussed in subsequent chapters. Whereas the book's topic is about America's ethnic politics, it appears that the emphasis had more to do with the background of ethnic groups and less with the analysis of the politics and political behavior of these groups.

The New Nomads: From Immigrant Labor to Transnational Working Class. Contemporary Marxism, No. 5, Summer 1982.
by Marlene Dixon, Susanne Jonas, et al., Synthesis Publications: San Francisco.

Reviewed by Devon Peña, Social Work, University of Texas, Austin.

Intellectual reaction against dogmatic, mechanistic Marxism produced new and fresh social theory, ranging from the work of the Frankfurt School (critical theory) to the Italian "autonomists" (Negri, Tronti, Alquati, Panzieri, etc.). In the U.S., the New Left countered with the works of such native Marxists as Harrington, Sweezy and the dependency theorists; the "Zerowork" perspective; and the Radical America collective. The group of Marxists centered around the Institute for the Study of Labor and Economic Crisis (ISLEC) in Berkeley, California are part of this New Left renaissance.

ISLEC recently published The New Nomads: From Immigrant Labor to Transnational Working Class, a book which offers a varied set of contributions related to changes in the international migration system. As has often been the case with New Left publications, this work offers the best and worse in Marxist scholarship. While contemporary Marxists have moved away from the deterministic models of the old orthodoxy (i.e., "dialectical materialism," evolutionary models, etc.), they often succumb to an even more limiting set of maladies. In the search for a genuinely revolutionary subject, Marxists often distort and exaggerate the self-activity and struggles of the working class. The other side of this malady is the positing of capital as an all-powerful, hegemonic force. The New Nomads suffers from combinations of both these tendencies.

Exaggeration has its uses, particularly when it has the effect and intent of confusing adversaries (Saul Alinsky was aware of the usefulness of such tactics for community organizing). However, The New Nomads promises much more than can be delivered in a collection of short, and largely unrelated, articles. The editors open with a grandiose statement about the purpose of the book being "to understand the profound structural transformations taking place in the capitalist world-economy and world order today and for the rest of the century" (p. i). The immigration patterns can develop in days, weeks, or months, and as such an approach that promises to make sense of decades and world-systems in one fell swoop is necessarily suspect. The editors of The New Nomads commit the same error they accuse their "bourgeois" antagonists of: generalization and prediction beyond the empirical base of knowledge.

The foreword to The New Nomads

illustrates the overly polemical character of the book. Words like "secrecy," "obfuscation," "demystify," and "mysterious operations" appear throughout this section. The book also suffers from a pretentious, self-serving (and vanguardist) pseudoprofundity. The analysis offered by ISLEC is to be taken, so the editors argue, as having immediate strategic significance for workers' struggles in the Third World. Radical intellectuals are notorious for making themselves self-annointed catalysts and strategists of working class struggle. The fact is that they often remain isolated in universities and alternative research institutes. American Marxists do not have a particularly impressive track-record of activism and linkage to working class organizations and struggle. Proclaiming one's theoretical approach as the way to "demystify (capitalism) for the workers' movement" (p. i) assumes linkage and communication between academic Marxists and the working class. ISLEC has no such demonstrated linkage with immigrant workers.

Turning to the articles in The New Nomads, we find useful, but not particularly innovative insights on the migration problem. Many of the theoretical presentations are straightforward and clear. However, much of the theoretical modeling is not new. Some of the articles, in fact, are overtaken by the "marxological" quoting and requoting of Marx's writings. Direct quotes from Marx do not make for particularly innovative theory. Theoretically, the articles by Hinojosa Ojeda ("International Class Politics of Capital and Labor Flow"), and by Sassen-Koob ("Recomposition and Peripheralization at the Core") are welcome fresh approaches. Ojeda's analysis of the international structure of class alliances is a succinct and useful step toward developing a theoretical framework appropriate for the changing international system of production. Ojeda's recognition of the importance of international divisions in the "structures of strategic choices" is important. Too often, "unequal" divisions in the international economic system are posited solely as inequities in exchange and production relations. Ojeda's notion of "unequal" divisions in the power of the working class and thus in its strategic options is a useful point. Ojeda is also to be commended for using a "two-sided" class approach: both capitalist and working class strategies are considered. Hopefully, Ojeda's theoretical model will be subject to rigorous empirical and practical appraisal.

Sassen-Koob offers an excellent theoretical analysis of what has come to be called the "de-industrialization" of the core countries (cf., Bluestone and Harrison's, The Deindustrialization of America, 1982). Sassen-Koob argues that the "peripheralization" of the core goes hand-in-hand with the recomposition of the international division of labor now emerging: the decline of traditional industries in the U.S. is accompanied by both relocation of labor-intensive industries to the Third World, and continuing labor migration from the periphery to the core. Sassen-Koob identifies the two major aspects of the process of recomposition: restructuration of the U.S. economy (i.e., transnationalization) and massive labor migration.

In a similar vein is the article by Dixon, Jonas, and McCaughan ("Reindustrialization and the Transnational Labor Force in the United States Today"). The authors focus on three aspects of restructuration: relocation of industry from the U.S. to the Third World, employment of immigrant labor ("transnational workers"), and the reindustrialization of the U.S. (i.e., the rise of high technology firms in electronics, genetic engineering, and robotics). The analysis presented here is not a new one, but the authors should be commended for a useful synthesis. However, the article suffers from two fatal drawbacks. First, the authors posit the notion of "counter-insurgency states," that is, institutionalized repression designed to attract and maintain foreign capital. Mexico's Border Industry Program is cited as an example of this form of state repression. The problem here is that despite the existence of repressive mechanisms, workers in the maquiladora assembly plants continue to struggle and develop new organizational forms. For example, recent research indicates that maquila workers develop sophisticated informal shop floor networks which facilitate output restriction and other forms of sabotage (cf., Peña, "Output Restriction and Productivity in the Mexican Maquiladoras," unpublished paper, 1983).

The analysis offered by Dixon, et al.

posits an unopposed, hegemonic capitalist class, with workers as easily manipulated and exploited "dupes." While it is true that maquila workers have not developed a general struggle against U.S. and other foreign firms, there are numerous instances of autonomous organization. Rather than dwelling on the evils of capitalism, we should seek to study concrete examples of worker organization and struggle.

Second, Dixon, et al. present their arguments in an off-the-wall and rhetorical style which detracts from the strength of their analysis. This problem is exemplified by the concluding statement that ". . . today, for the first time since the 1930s, the possibility of a revolutionary situation is emerging . . . in the heart of the United States," (p. 114). This statement is not supported in the article, or for that matter in the other articles in the book. The result is a loss of credibility.

There are some excellent articles in The New Nomads. The pieces by Cockcroft and Arguelles are informative and well-written. Cockcroft's outline of undocumented workers' struggles in the U.S. is useful and insightful. Arguelles' analysis of Cubans in Miami is perhaps the best piece in the book. Her analysis of the system of social control used by Cuban "elites" in Miami is an important contribution to the study of immigrant social organization.

Altogether, The New Nomads is a welcome addition to the growing literature on immigration. However, it is limited by a lack of empirical analysis and by overly-polemical tones. The book is strongest in its treatment of the global process of industrial relocation, and weakest in its analysis of immigrant workers' struggles. A more cautious level of generalization (particularly in the area of organization strategy) would have been useful. As it stands, The New Nomads suffers from its unfounded polemical attacks and political innuendo. The book would have been more useful and attractive without the language of "revolutionary projections."

Cuban Americans: Masters of Survival
by José Llanes, Cambridge: Abt Books, 1982.

Reviewed by María Herrera-Sobek, Spanish Department, University of California, Irvine.

The waves of Cuban immigrants disembarking from boats or deplaning from flights over the last twenty years did not encounter the vituperative "No Mexicans or dogs allowed" which commonly greeted Chicanos and Mexican nationals in many of this country's public places in the first half of the twentieth century. The Cubans did not encounter the immigration raids or stern border patrol scrutinizing their Latin-looking faces for a give-away flicker of the eye that might denote "illegality." Cubans were given the red-carpet treatment; were welcomed with open arms, money, and fanfare, particularly in the early years of the exodus from their native island. Thus the "immigrant experience" of the Cuban group, however close in phenotype, language, and culture, differs radically from the experience of Mexicans. Yet the myth of the Cuban immigrant who "makes it" and acquires that elusive American dream, persists and is nurtured by such books as one recently written by José Llanes. Even the title of the macro-ethnographic study, Cuban Americans: Masters of Survival, immediately informs the reader that this book will most probably be a sympathetic study of the Cuban American immigrant experience.

In fact, this is the case. Llanes acknowledges that his book is an "emic" study (a study undertaken by a member of the group being studied), as opposed to an "etic" study (done by a person from outside the group under investigation), and points out the limitations this particular type of methodology entails

> "I am fully aware this book constitutes a word picture of a group, drawn by a person who is 'within the frame' himself. I have tried to overcome this limitation in perspective by submitting the manuscript to outside review by social scientists who are "etic" to the group. In some cases they have contributed analyses which I have incorporated." (p. 215)

Unfortunately, this latter methodological safety-catch was imperceptible in the text and possibly constitutes one of the major weaknesses of the work.

Llanes' book is divided into three major sections corresponding to the three historical immigration "waves" of Cubans migrating to the United States: the First Wave, covering the years 1959-1962; the Second Wave describing the 1965-1973 experience; and the Third Wave encompassing the time period between April 1980-September 1980. A foreword and an introduction provide a brief historical background and the ideological perspective from which the author views the momentous events described in the book. A conclusion, an epilogue listing the principal composite characters appearing in the book, a description of the methodological procedures utilized, a bibliography, and an index provide additional information to the reader.

The most interesting part of the book is the material making up the First, Second, and Third Waves of Cuban immigrant experiences, as told by the immigrants themselves in tape recorded oral interviews carried out across the United States. The sheer number of interviews (187 persons comprising a representative cross-section of Cuban Americans with respect to race, income, sex, age, and education), which yielded more than 5,000 typewritten pages of transcription, attests to the massive time and effort invested by the author in this project.

The impossibility of publishing the entire 5,000 pages compiled from the interviews forced Llanes to select the most interesting passages from the transcribed notes and to create a series of composite Cuban characters who narrate their stories in their own words. This particular technique provided an additional safeguard of anonymity for the project's informants. Fifty-eight fictitious characters and corresponding life histories were constructed, each character representing a composite of one or more of the persons interviewed. Jorge Mendieta, for example, appears in the first section, which details the experiences of the First Wave of immigrants who left Cuba when the dictator Fulgencio Batista was ousted and Fidel Castro came into power (New Year's Day, 1959). Cubans leaving at this point in time came primarily from the entrepreneurial and upper classes. According to the author, this group was ". . . quite homogeneous. Its members were mostly white (94 percent), middle-aged (an average age of thirty-four years), and well educated (an average of fourteen years of schooling). Their political values were also homogeneous and similar to those of the conservatives in the American Republican party" (p. 9). The author further characterizes members of this First Wave as having ". . . engaged in heroic escapes, worked hard, showed great resiliency, kept their homes and families in good order, and shared the American view of the Cold War. In addition, they shared with their American hosts a respect for the essential symbol, the 'utility of virtue' " (p. 9). Jorge Mendieta, a politician, asserts that he left for ideological reasons, for the pursuit of freedom -- "libertad, independence." Mendieta believed that Cuba under Batista ". . . had begun to enjoy some of the fruits of democracy. People could and did petition the government for redress" (p. 11).

Llanes focuses in this first section on how these First Wave upper class refugees survived and lived up to the Horatio Alger American success story. Llanes admits that the "Cuban success story" is somewhat of a stereotype but one that Cubans have used to their advantage. In fact, writes the author, "for most Cubans of the First Wave, life in the United States during the first decade was full of unemployment and failure in the business area" (p. 47).
He adds, however, that ". . . the strong entrepreneurial class that immigrated made the stereotype more widely applicable" (p. 47); and to prove his point provides the following statistics: "there were at least 20 bank presidents, 220 bank vice-presidents, and 9,000 businesses run by Cuban-Americans, with combined assets in the billions of dollars" (p. 51). Llanes attributes this phenomenal success to "the symbolism of virtue, the Greek arete, which Homer used to describe excellence of any kind, was an intrinsic cultural characteristic of the First Wave. Virtue is useful as characteristic of

man, as is social structure and morality, because with virtue man reaps the rewards of the society, dominates the social structure, and dictates its morality. This basic conceptual afinity with American values gave Cubans of the First Wave an immediate entree to the host society" (p. 10). Llanes also describes Cuban Americans of the First Wave as: "economically productive . . . well educated, adapted to the work ethic, and ready to participate in a system of private incentives" (p. 10). The myth-building laudatory underlying structure of Cuban Americans: Masters of Survival is obvious in passages such as these.

The 1965-1973 Second Wave of immigrants differed from the First Wave in its more heterogeneous character, both in racial composition (24% black, oriental or mulatto) and class origin. These newcomers belonged mostly to the middle class: professionals such as lawyers, doctors, and intellectuals, as well as business people. Again the Cubans were welcomed by the U.S. community and were generously helped to integrate themselves into the economic and cultural system of the United States. And once more the Cuban success story of the First Wave was repeated in the Second Wave, but time had begun to eat away at that Cubano/Estados Unidos love affair. Some of the younger Cubans sharpened their vision and began to question U.S. discriminatory practices. The predominant theme, however, was still "amor con amor se paga" (love is repaid with love), and the majority of Cubans still viewed the U.S. with feelings of gratitude and admiration.

The Third Wave of Cuban immigrants, which arrived between April and September 1980, differed drastically from the first in class origins (working class), marital status (42 percent single males and females), ideology (many were born under socialism), sexual orientation (12 percent gay), and race (many were blacks). The Third Wave found conditions in the United States very different from what they had been led to expect by contact with enthusiastic Cuban-Americans who had visited Cuba during a period of relaxed diplomatic relations between the U.S. and the Castro government. To complicate matters, there was an economic recession in the United States and resentment against the immigrants was manifested through such ugly incidents as a Ku Klux Klan rally. Many of the new Cuban refugees became disillusioned by this turn of events. However, according to the author the predominant theme in this period was still that of happiness at finding libertad, freedom.

In spite of its weaknesses, this book is an interesting and extremely touching collection of interviews which provide insights into the Cuban immigrant experience. Nevertheless, the work suffers from serious flaws in its formal structure. The method of presentation the author chose (i.e., chopping the interviews into numerous fictitious characters), makes reading the work difficult, as characters keep appearing and disappearing throughout the book. Each character normally speaks for an average of one-half page (some speak only a few lines, others speak two or three pages); this structure detracts from the continuity of the narrations. The constant "editorializing" or interruptions by the author between speakers in the text also interrupts the natural flow of the story. The reader ends up focusing on each paragraph individually for information and consistency of flow.

The ideological content of the work poses various problems for the reader and raises more questions than it answers. In this book we are once again confronted with the mythologizing of the American immigrant experience. The "success" of one group is explained not in economic or historical terms but in terms of ill-defined abstractions such as "work ethic," "virtue" (whatever that means), "morality," and "middle or upper class values." By implication, those immigrant groups less successful at integrating themselves into the cultural and economic sphere of the United States are just plain "lazy," "dirty," "immoral," etcetera. This kind of approach to the study of immigrant experiences has created an enormous chasm between various immigrant groups to the detriment of all.

A second area of concern is the one-sided nature of the work. To judge by this book, all of the ten million people still left in Cuba would be more than happy to emigrate to the United States and abandon Castro's Cuba. No one supports Fidel. Of course, one would expect this from the nature of the interviews. Exiled Cubans have a vested interest (psychologically speaking) in reaffirming to themselves and to the world that their decision was indeed the "right" one. No one can doubt the sincerity of the persons interviewed, nor detract from the enormous sacrifices the Cuban people (both the Cuban exiles and those still in Cuba) have made. It is difficult to discover truths about the Cuban experience, however, on the basis of one-sided examinations of their history.

El Pueblo Mexicano en Detroit y Michigan: A Social History
by Dennis N. Valdés. Detroit: Wayne State University, 1982.

Materials on the History of Latinos in Michigan and the Midwest: An Annotated Bibliography
by Dennis N. Valdés. Detroit: Wayne State University, 1982.

Reviewed by Juan R. García, History Department, University of Arizona.

Although Mexicanos in the Midwest Great Lakes region have received an increasing amount of attention from a variety of disciplines, research on the region and the people of Mexican descent has remained both sketchy and fragmented. In the past few years, only a handful of historical studies have been published on Midwest Mexicanos. A number of these appeared in Aztlán's thematic issue on Midwest Chicanos, edited by Gilbert Cárdenas. One of the more recent articles is that by Arturo Rosales and Daniel T. Simon entitled, "Mexican Immigrant Experience in the Urban Midwest: East Chicago, Indiana, 1919-1945," published in the December 1981 issue of the Indiana Magazine of History. This article provides the reader with some excellent insights into life in a Mexican Midwest colonia. Another fine overview of the Midwest Chicano was provided by Louise Año Nuevo Kerr in her "Mexican Chicago: Chicano Assimilation Aborted, 1939-1954," in The Ethnic Frontier, edited by Melvin G. Holli and Peter Jones. Recently, Dennis Valdés has added to the growing literature by publishing his study of Mexicanos in Michigan, entitled El Pueblo Mexicano en Detroit y Michigan: A Social History. The book, which contains four chapters, spans the years 1900-1976.

In the first two chapters, Valdés covers the years 1900-1929, and 1929 to 1938 respectively. He briefly discusses the reasons for Mexican migration to Michigan, the experiences of the immigrants in their new and strange environment, the problems with which they had to contend, and the methods used by Mexicanos to cope with life in the area. As he makes clear, hardship was a central part of life for the Midwest settlers, but tenacious persistence by the Mexicanos paid off. By the late 1920s, an identifiable and quite vibrant Mexican colonia had taken root in Detroit. Unfortunately its growth and development was arrested by the depression and the repatriation of Mexicanos from Michigan.

Although much of what Valdés relates about the period from 1900 to 1938 is not new to those familiar with Midwest history, these two chapters do contain a few interesting insights into neglected aspects of the Chicano experience at this time. This is particularly true with regard to his discussion of Diego Rivera and his role in the early repatriation movement in Detroit. Another useful entry concerns the efforts by unionized Mexicanos to receive fair wages in the mid and late 1930s. In discussing these events, Valdes demonstrates a sound knowledge of the complex local and sectional cross-currents which affected Mexicanos. It is unfortunate that he did not spend more time on such little known, yet crucial events, in his study.

The final two chapters, covering the years 1938 to 1976, trace the resurgence of Mexican and Mexican American settlements in Michigan. It is here that Valdés challenges the commonly accepted assumption that the renewed migration of Mexicanos began in the 1940s. Instead he argues that this migration really began in earnest in 1938, at a time when U.S. unemployment remained high. His arguments on this may

have merit. However, he does not marshall his facts and ideas in a convincing or complete manner.

The final chapter focuses on issues affecting Mexicanos in Michigan from the mid-sixties to the mid-seventies. The information on the issues, leadership and organizations is sketchy, but it nonetheless provides further evidence that Mexicanos remained active on their own behalf in their quest for social, political and economic rights.

The study by Valdés represents an ambitious project, both in its attempt to present a concise history of Mexicanos in Michigan, and in the scope of time covered. However, a number of important issues and questions are not addressed. For example, the discussion about mutual aid societies in Detroit lacks analysis about leadership, goals, or overall effectiveness of the organizations. The role of the Catholic and Protestant churches, and their interactions with Mexicanos, is largely overlooked. And, although Valdés makes reference to the recruitment of Mexicanos by the Henry Ford School in the 1920s, he does not incorporate some of his more revealing research findings on this topic. Similar gaps in content exist throughout the book.

A comprehensive historical study of Mexicanos in the Midwest has yet to be written. Before that can be accomplished, more solid studies of particular communities need to be done, especially along the lines of the work done by Mario García and Richard Griswold del Castillo in their fine studies. While the book under discussion does not fall into that category, it is nonetheless an important one, for Valdés has provided a useful outline for the future study of Mexicanos in Michigan and the Midwest Great Lakes region. His study demonstrates the need for further research in the rich and fertile, but largely neglected, area of Midwest Mexicano history.

To point the way, Valdés has also published, under separate cover, a bibliography entitled Materials on the History of Latinos in Michigan and the Midwest, as a companion volume to his book. The bibliography, which is annotated, contains a wide variety of published and unpublished materials. This text, easily supplants the more general bibliography compiled by Nancy Saldana, which included a number of citations not directly related to the Midwest. The bibliography did not contain citations of newspapers published in the Midwest by Chicanos, nor did it contain an extensive listing of archival materials available in the United States or Mexico. This, however, does not detract from it being a useful and welcome tool for those interested in this area of research.

LANGUAGE AND DISCOURSE

Contributor's Note
Materials and/or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-4704.

Research Report
"Students from homes in which English is not the dominant language: Who are they and how well do they read?" (Report 11-R-50) National Assessment of Educational Progress/Suite 700, 1860 Lincoln Street/ Denver, CO 80295. The material of the present report is drawn from the NAEP Newsletter, Vol. XVI, No. 1, Winter 1983.

It should come as no real surprise that in an English-speaking nation students from homes where English isn't spoken often have a rougher time with reading. But perhaps less expected is that the liability hits much harder for some of these youngsters than others.

In a study of data gleaned from the latest reading assessment, National Assessment finds that some students from homes where English is not spoken often are much better readers than others. And some, in fact, read better than many students from English-dominant homes. Differences are "not simply the consequence of a mismatch between students' home language and the language of instruction in the schools," the NAEP study notes. Performance of students from homes where English is not the dominant language varies considerably according to students' socioeconomic status and their racial or ethnic backgrounds. Language spoken in the home is used as an indicator of language dominance since students included in National Assessment surveys must speak enough English to understand assessment materials.

Surpassing the national average in reading comprehension are 9, 13, and 17-year-old students from other-language-dominant homes who attend private schools or schools in advantaged-urban areas. Though they trail their counterparts from English-speaking homes, the gap shrinks as students grow older. Additionally, the gap between English- and other-language-dominant students attending private or advantaged-urban schools is smaller than the difference between English- and other-language-dominant students nationwide.

Data from the 1979-80 reading survey show that teenage students from other-language homes who have a parent with education beyond high school are at or very close to national reading levels, outperforming those from other-language-dominant homes whose parents have less education.

Those attending schools in disadvantaged-urban areas read below national levels regardless of their language heritage. But students from other-language homes have an even greater handicap. Depending on their ages, these students' reading skills are from 3 to 11 percentage points below the skills of disadvantaged-urban students from English-speaking families.

Consequences of coming from an other-language-dominant home are not the same for students of different racial and ethnic backgrounds. Most other-language-dominant students are white or Hispanic; considerably smaller numbers are black, Asian, American Indian or others. White youngsters from other-language-dominant homes have a strike against them when it comes to reading skills. At age 17, these pupils are about 5 percentage points below whites from English-speaking homes in reading performance. For Hispanos, however, language spoken in the home doesn't appear to make much difference in reading abilities. For 17-year-olds, Hispanic students from both other-language-dominant and English-speaking homes lagged about 9 percentage points behind the nation in reading skills. Similar trends were apparent for younger Hispanic students. Relatively few blacks come from other-language-dominant homes. Those who do have considerably more difficulty with reading than blacks from English-speaking homes, although both groups are below national levels.

Approximately 13% of the 9-year-olds, and 9% of the 13-year-olds in the NAEP sample report a language other than English is often spoken in their homes. An additional 20-30% say another language is spoken some of the time. Since many 9-year-olds had trouble answering questions about the language in their home, percentages of 9-year-olds from other-language-dominant homes may differ somewhat from those reported.

Students from homes where English isn't the dominant language are also much more likely to be found in groups that typically do not perform as well when it comes to reading. In effect, this multiplies the difficulties they must overcome, the NAEP study notes.

Among other findings:

- Students from other-language-dominant homes are more heavily concentrated in disadvantaged-urban schools, especially at age 17.
- Youngsters from other-language-dominant homes are much more likely than others to be a grade behind their age group. At age 9, almost one-third are behind a grade, compared with about one-fifth of their counterparts from English-speaking homes.
- Over twice as many teenage other-language-dominant students as those from English-speaking homes report that neither parent graduated from high school.

"Language dominance is not the only contributor to poor reading performance," the NAEP study concludes. "It is language dominance in conjunction with other background factors that makes a difference."

For more detailed information, the NAEP report can be ordered from the Center for $4.

FELLOWSHIPS

NATIONAL ACADEMY OF EDUCATION
The National Academy of Education Mentor/Fellows Program, funded by the Ford Foundation, is designed to enhance career development of promising minority and female scholars, and others interested in research relevant to education that focuses on problems of ethnicity or gender. Each nominated candidate will apply to work for a specified period of several months to one year with a distinguished scholar. Interested individuals should secure the nomination of a senior scholar familiar with his/her work. For details, contact the National Academy of Education/Mentor-Fellows Program/LR-DC Bldg./U of Pittsburgh/Pittsburgh, PA 15260/(412) 624-0221. AD: **5-1-83.**

FELLOWSHIPS IN EMPLOYMENT AND TRAINING
These doctoral fellowships are to develop greater capability in the social and behavioral sciences related to employment and training, and to increase the availability of experts as program administrators, specialists and researchers. Applicants should have completed all degree requirements except the dissertation before the award becomes effective. Interested individuals are urged to contact Fellowships for Doctoral Research in Employment and Training/1755 Massachusetts Avenue, N.W., Suite 410/ Washington, DC 20036/(202)667-8884. AD: **9-1-83.**

ANNUAL COMPETITION FOR OVERSEAS STUDY
The United States Information Agency and Institute of International Education announce the 1984-85 competition for grants for graduate study or research abroad in academic fields, and for professional training in the creative and performing arts. Applicants must be U.S. citizens and hold a bachelor's degree or equivalent before the beginning date of the grant. In most cases, applicants should be proficient in the language of the host country. Except for certain awards, candidates may not hold a PhD. For more information, write to the Institute of International Education/809 United Nations Plaza/New York, Ny 10017. AD: **10-31-83.**

DOCTORAL RESEARCH FELLOWSHIPS: LATIN AMERICA AND THE CARIBBEAN
This program, sponsored by the Social Science Research Council, is designed to support dissertation research in Latin America and/or the Caribbean. There are no age nor citizenship restrictions for students enrolled full-time at universities in the U.S. or Canada. Applicants should have completed all coursework and qualifying exams by the time the fellowship is activated. Contact the Social Science Research Council/605 Third Avenue/New York, NY 10158/(212) 557-9500. AD: **11-1-83.**

RESEARCH PROGRAM: HUMAN RIGHTS AND DEVELOPMENT
The Center for the Study of Human Rights invites postdoctoral scholars to apply for fellowships in the areas of human rights, and economic and political development. The fellows will be in residence at Columbia University. 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 publications. Fellows must be self-supporting, but in special cases the Center will attempt to assist in obtaining supplementary funding. Write to the Center for the Study of Human Rights/704 International Affairs Bldg./Columbia U/New York, NY 10027/(212)280-2479. AD: **Unspecified.**

STUDENT RECRUITMENT

SCHOOL FOR INTERNATIONAL TRAINING: MASTER'S PROGRAM
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. The program combines on-campus study with a practical training period and can be completed within 14 months. Contact the Admissions Office/Master's Program in Intercultural Management/School for International Training/Upton 311-2/Brattleboro, VT 05301/(toll free) 1-800-451-4465.

MEETINGS AND CONFERENCES

EVENT: **Conference on Immigration: From Theory to Practice**
DATE: April 30, 1983 LOCATION: UC, San Diego
THEME: Practical ideas and experiences from those working directly in the field of immigration.
CONTACT: Salvador Reza/Voz Fronteriza/B-023/UC, San Diego/La Jolla, CA 92093/(619) 452-4735.

EVENT: **17th Annual National Migrant Education Conference**
DATE: May 3-6, 1983 LOCATION: Portland, Oregon
THEME: Issues concerning migrant education.
CONTACT: Daniel P. Santos/Migrant Education Service Center/700 Church St., S.E./Administration Bldg./2nd Floor/Salem, OR 97310/(503)378-6853.

EVENT: **1983 Statewide Hispanic Education Conference and Awards Banquet**
DATE: May 13-14, 1983 LOCATION: Dearborn, MI
THEME: Closing the Gap: A Report on the Education of Hispanics
CONTACT: Antonio Flores, Coordinator/Office of Hispanic Education/Dept. of Education/Lansing, MI 48909.

EVENT: **Fourth Annual International Human Rights Symposium**
DATE: June 6-10, 1983 LOCATION: New York City
THEME: National Security: Aliens' Rights
CONTACT: Nina Sanders or J. Paul Martin/Center for the Study of Human Rights/704 International Affairs Bldg./Columbia U/New York, NY 10027/(212)280-2479.

EVENT: **Ninth Annual Conference of the Mexican American Women's National Association** (MANA)
DATE: August 18-20, 1983 LOCATION: Anaheim, CA
CONTACT: Verónica Collazo, Conference Co-Chair/1201 16th St.. #420/Washington, DC 20036/(202) 223-3440, or Helen Rueda/Conference Co-Chair/321 E. Chapman/Fullerton, CA 92634/(714) 871-8000.

EVENT: **El Español en los Estados Unidos IV: La Investigación Comprometida**
DATE: October 7-8, 1983 LOCATION: New York City
THEME: The Spanish Language in the United States
CONTACT: Ana Celia Zentella, Director/Puerto Rican Studies/Hunter College, CUNY/695 Park Ave., Box 372/New York, NY 10021/(212) 570-5264/5751.

ANNOUNCEMENTS

HECHO EN MEXICO
Hecho en México is a bilingual multi-media performance piece dealing with women coming to and working in the United States as maids. The piece is interwoven with theater/music/dance/media presentation. Performances are planned in April of 1983 throughout New Mexico. At this time, Hecho en México will be available for touring, along with its traveling photographic exhibit by Southwestern photographers working on this theme. Inquiries should be addressed to Suzanne Jamison or Denise Chávez/109 Washington Ave./Santa Fe, NM 87501/(505) 988-1878.

BILINGUAL EDUCATION INSTITUTE
Columbia U and the Educational Testing Service announce an Institute on Assessment and Evaluation in Bilingual Education. The program is designed to meet the assessment needs of teachers, managers, counselors, teacher trainers, psychologists, and evaluators currently working with children, who have limited English proficiency. The Institute will be held at Teacher's College, Columbia U on May 23-June 10, 1983. Contact Isaura Santiago/Box 122 Bilingual Education Program/Teachers College/Columbia U/New York, NY 110027,/(212) 678-3758.

EMPLOYMENT OPPORTUNITIES

FACULTY/RESEARCH

ANTHROPOLOGY/CHICANO STUDIES - UCLA
Tenure-track, asst. professorship is being offered to anthropologists specializing in the Mexican/Chicano peoples in North America and the Hispanic cultures in the Southwestern U.S. An interest in one of the two subdisciplines of urban anthropology, psychological anthropology, or ethnography of communication desired; PhD required. Appointment to begin July 1, 1983. Contact Jacques Maquet, Chair/Dept. of Anthropology/UCLA/Los Angeles, CA 90024. AD: **Immediate.**

CHICANO STUDIES - EWU
Asst./assoc. professorship to begin September 1983. Requires an MA in Chicano studies, social studies or humanities and two years of higher education/research experience. PhD, spanish/english proficiency desired. Contact S. James Pérez, Assistant Director/Chicano Education Program/Eastern Washington U/Cheney, WA 99004. AD: **5-1-83.**

MASS COMMUNICATIONS - U OF SOUTHERN COLORADO
Instructor or asst. professor sought to teach beginning and advanced news-editorial courses and to direct existing six-course, news-editorial sequence. Individual must also be willing to serve as faculty advisor of department-controlled weekly newspaper, and function as faculty advisor to active student chapter of Sigma Delta Chi: Society of Professional Journalists. Contact Glen W. Miller, Chair/Mass Communications Dept./Search and Screen Committee/U of S. Colorado/Pueblo, CO 81001. AD: **5-6-83.**

MASS COMMUNICATIONS U OF SOUTHERN COLORADO
Instructor or asst. professor to teach beginning and advanced public relations courses and to direct existing four-course public relations sequence. Contact Glen W. Miller, Chair/Mass Communications Dept./Screen and Search Committee/U of S. Colorado/Pueblo, CO 81001. AD: **5-6-83.**

SOCIOLOGY - UCLA
Tenure-track position to begin fall 1983 in the area of race and ethnic relations with a specialization in the Chicano community. Preference given to individuals at early stages of their careers and with interests in women's studies, the sociology of the family, and social psychology. Contact Phillip Bonacich, Chair/Dept. of Sociology/UCLA/Los Angeles, CA 90024. AD: **Immediate.**

THEATER ARTS - UCLA
Position available in the area of Chicano-Latin American theater history, directing and theater management. Potential for reappointment after 1983-84, and appointment at a tenure or senior level dependent on candidate's qualifications. A secondary skill in one or more of the following areas is highly desirable: movement, make-up, or playwriting. Interested persons should contact the Chair's Office/Dept. of Theater Arts/UCLA/405 Hilgard Ave./Los Angeles, CA 90024. AD: **Immediate.**

(Cont. p. 20)

CALLS FOR PAPERS

CONCURSO PARA ESCRITORES DE TEATRO
The Austin League of United Chicano Artists has issued a public call for "unpublished recent Latino plays." Submissions should be on plays which span a minimum of one hour in production (staging) time. Each author may submit a maximum of two plays; experimental forms are encouraged. First prize is $500; second prize is $300. The review panel includes Jorge Huerta, Tomás Ybarra Frausto, Alma Villanueva, Rosa Cuellar, María Limón and Juan Pablo Gutiérrez. Contact the Concurso para Escritores de Teatro/La LUCHA Press/Austin Museo de Barrio/1619 E. lst St./Austin, TX 78702. ($10 entry fee for each play.) Submission deadline: **4-30-83.**

EL ESPANOL EN LOS ESTADOS UNIDOS IV
Papers based on original research on the Spanish language in the United States, as related to the needs of Spanish speaking communities, are invited for presentation at an interdisciplinary conference to be held in New York City, October 7-8, 1983. Papers written in either Spanish or English are welcome in any of the fellowing areas: 1) Spanish language use, variation and maintenance; 2) Spanish in public life: health, legal issues, literacy and the media; and 3) Spanish folklore, theater, poetry or fiction. Those interested in presenting papers at the conference are invited to submit abstracts (max. 200 words, double spaced, and title at top, centered) to Ana Celia Zentella, Director/Puerto Rican Studies/Hunter College, CUNY/695 Park Ave., Box 372/New York, NY 10021/(212) 570-5264/5751. Submission deadline for abstracts: **4-15-83.**

FEMINIST JOURNAL
Fem is a bi-monthly feminist journal published in Mexico. Fem plans to devote a future issue to Hispanic women in the United States, and is soliciting academic and non-academic articles on a variety of themes relevant to the topic. Of particular interest are articles on history, health, education, politics, sexuality, women in the labor force, home, family, and community. Articles should be in Spanish, although some translation work may be available. Contact the Latin American Studies/1401 University Hall/University of Illinois/P.O. Box 43480/Chicago, IL 60680. Submission deadline: **6-30-83.**

LA RED/THE NET **RESPONSE FORM No 67** **April 1983**

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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.)

ACADEMIC ADMINISTRATION

DEAN - EASTERN MICHIGAN U

Applications are invited for the position of Dean of the College of Health and Human Services. Position requires an earned doctorate, five years teaching experience, at least two years administrative experience in health and human service activities. Contact the EMU Personnel Office/310 King Hall/Ypsilanti, MI 48197/(313) 487-3430. AD: **5-1-83.**

LA RED/THE NET **RESPONSE FORM No 67 (Cont.)** **APRIL 1983**

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

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Newsletter of the National Chicano Council on Higher Education

REPORT TO THE NETWORK

No. 69
June 1983

NOTE NEW ADDRESS EFFECTIVE MAY 1, 1983:

LA RED
National Chicano Council on Higher Education
600 West 28th Street, Suite 201
Austin, Texas 78705

(512) 479-8497

For about 8 years now, the National Chicano Council on Higher Education has been dedicated to increasing the depth, breadth, and stability of Hispanic participation in all sectors of American higher education. Today, we have reason to be more concerned than ever by the smallness and fragility of Hispanic gains in education and by the erosive condition that presently obtains for those modest advances. The problems confronting Hispanic higher education are numerous and complex, and the interventions needed to correct them will need to come from many sectors and will have to be creative and assertive.

In this brief comment, I want to cover selected information on education -- relevant aspects of Hispanic demographics; review the current extent of Hispanic participation in higher education; and share my impressions about two most critical needs.

As a result of improved techniques for gathering statistical information about Hispanics, of laws and regulations which require more and better data on Hispanics, and of increased interest by the media and other social implications, we are now increasingly aware of the Hispanic condition. In many available documents and reports, we consistently find recitations of long litanies attesting to the large number and massive growth of Hispanic population, to the persistent poverty and educational disadvantage Hispanics confront in American life, and to the increasingly successful flexing of political muscle by Hispanic citizens in many areas of the U.S. Selective highlights among these facts are:

* Hispanics now number more than 80 million persons in the United States including Puerto Rico.
* Their dispersal throughout the U.S. is extensive and the most dramatic growth is occurring in geographically diverse locations -- from Florida to Texas to California, as well as from Massachusetts to Illinois to Washington.
* Within states, Hispanics are selec-

(Cont. p. 13)

STAFF: Marta Díaz (Editor), Ximena Poch, Jim Scheel, Carlos H. Arce, Jimmy Luzod, Mary Wreford and Vilma Ortiz.

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DEADLINE FOR NEXT ISSUE: June 17

MICRO ONDA

The Occupational Position of Employed Hispanic Females

by Marta Tienda & Pat Guhleman, University of Wisconsin, Madison

Mexican, Puerto Rican, Central/South American and other Spanish origin women differ with respect to their labor force participation rates, work earnings, extent of labor force involvement, and employment adequacy. Studies which examine these aspects of their labor market position have generated little insight about how processes of stratification differ among ethnically defined minority women. The ethnic stratification perspective suggests that groups are ranked in terms of their status achievements, which largely reflect their differential access to resources. Within this framework, the double negative hypothesis, suggests that Hispanic origin women occupy a lower position in the status hierarchy because of their ethnic group membership, reflected by national origin and to a lesser extent, nativity. Alternatively, the characteristics hypothesis proposes that the labor market position of Hispanic origin women merely reflects their lesser stock of human resources.

In evaluating the influence of Hispanic national origin and nativity in stratifying employed females, the basic issue is whether ascriptive characteristics exert a net influence on occupational position, above and beyond that which can be attributed to individual differences in social and demographic characteristics. This question is investigated using the 1976 Survey of Income and Education. Analyses are restricted to Hispanic and non-Hispanic white women aged 18-64 who reported an occupation in 1975 and who were not enrolled in school. This results in a total weighted sample of 13,282, of which 1,203 are of Mexican origin, 189 of Puerto Rican origin, 327 of Central/South American origin, and 440 of other Spanish origin. The remainder are non-Hispanic white women.

The occupational position of Hispanic origin women is examined using two approaches. One analyzes socioeconomic status scores that correspond to specific occupations; the second examines the determinants of women's allocation into broad occupational groups. Most occupational status scores are based on the characteristics of the male labor force. These scores do not adequately represent women's location in the status hierarchy because they are disproportionately concentrated in two lower white collar occupations -- clerical and retail sales. In order to address this problem, the first part of the analysis uses a revised socioeconomic index which is based on the total labor force (male and female). Including the income and education of women in the assignment of status scores of occupations substantially increases the proportion of Hispanic and non-Hispanic white women with low status jobs, while producing a small increase in the proportion with very high status positions. Descriptive statistics show that Mexican, Puerto Rican and Central/South American women have average status scores that are about 16 points below the mean for non-Hispanic white women. Other Spanish origin women are more similar to non-Hispanic white women in their occupational positions than are women of other Hispanic origins.

Regressions of the revised socioeconomic status scores on individual and labor market characteristics indicate that among each national origin group, education is a salient determinant of occupational status. However, the relative importance of high school as compared to college training in the process of occupational placement depends upon national origin. Evidence about the role of nativity in stratifying Hispanic origin women is mixed in that it appears to depend on the immigrant composition of the groups. Results also support the notion that extra-individual characteristics, notably industrial sector location, influence the socioeconomic status of Hispanic origin women.

Status scores, even those based on the total labor force assume a single occupational hierarchy that applies for both men and women. Because this assumption may be inappropriate for studying women, discriminant analysis is used to examine further the occupational position of Hispanic women measured in terms of four broad occupational groups. In the main, results reaffirm those based on the regression of socioeconomic scores. Education and industrial sectors are generally the most important factors differentiating women with upper white collar jobs from those with lower white collar, upper blue collar, and lower blue collar jobs.

One clear implication is that women, like men, have better chances of entering high level occupations if they acquire sufficient schooling, but this inference is overly simplistic because it presupposes equal resources and opportunities for all groups to achieve similar education levels. Although direct support for the double negative hypothesis is weak, nationality is instrumental in determining the relative socioeconomic ranking of Hispanic origin groups, above and beyond effects due to differences in education and other demographic characteristics that determine labor market outcomes. The differential evaluation of schooling between Hispanic and non-Hispanic white women provides further support for the significance of ethnicity in determining the different positions of Hispanic origin women in the labor market. It is therefore inappropriate to conclude that the meritocratic bases used to assign Hispanic females their occupational roles are more important than the ascriptive bases of assignment.

The question that needs to be addressed is why some groups continue to acquire low levels of resources, especially education. It is this line of questioning which lies at the core of the ethnic stratification perspective, because differences in achieved characteristics are themselves determined by ascribed characteristics. One promising avenue for future research lies in the use of methodologies that can blend individual and structural factors in a single analysis of group and individual outcomes. Such information may render new insights about why the socioeconomic differentiation among Hispanic origin women takes the form it does, and how this might be changed in the future.

For futher information on this study, contact the authors at the University of Wisconsin/340 Agricultural Hall/1450 Linden Dr./Madison, WI 53706.

REVIEW NOTES

Critical Teaching and Everyday Life

by Ira Shor, South End Press, Boston, Massachusetts.

Reviewed by Mary Romero, University of Wisonsin, Parkside.

During the 1960s and early '70s political activism brought about significant changes in the education system, touching every level from kindergarten to graduate programs. In these days of budget slashing and political conservatism, many of the educational programs advanced during that era are being scrutinized, cut back and shut down by politicians and school administrators. In some cases, ammunition for rollbacks has been provided by minority educators themselves. Richard Rodríguez's Hunger of Memory, and Thomas Sowell's Ethnic America: A History tend to blame minority groups for poverty and support the ideology that one can raise oneself by one's own bootstrap. Both Rodríguez and Sowell praise the public school system as a socializing force, and both hold themselves up as shining examples of its assimilating powers. They offer a yo-yo theory, explaining their own success in terms of "I. . .I. . . I did this and I did that."

Ira Shor offers an antidote to the new minority conservatives in his book, Critical Teaching and Everyday Life. Shor explains how the Rodríguezes and Sowells are produced through the use of teaching techniques that exclude student dialogue and critical thinking from the classroom. Having never developed a critical consciousness, the co-opted graduates return to their communities to espouse the ideology of the ruling class. They serve in a comprador role, providing minorities and working class students with evidence against bilingual education programs, affirmative action, ethnic studies and political education. The best way to counter the yo-yo theory is for educators and students to seriously analyze the non-assimilating function of education: the production of new knowledge, innovation and critical thought. Shor's book is a giant

step in that direction.

Shor shows teachers and students how to analyze teacher/student conflicts as social problems in order to understand the mechanisms operating against the development of critical consciousness. Teachers interested in Paulo Freire's work will find Shor's applications in American situations insightful and the adaptation of critical methods challenging. Students can gain an insight into the socio-historical context of their own education. Shor discusses current educational trends of the 80s, such as the move away from liberal arts towards vocational courses, the call for standards and competency testing, and the consolidation or elimination of ethnic studies and EOP programs, and relates them to the changing corporate requirements for the working class.

Shor begins his brief study of schools in the United States by capturing the all too familiar experience of the IQ exams -- the first official step in our elaborate tracking system. Shor explains how certain working class students are chosen, slowly segregated from their peers, and socialized into believing themselves "better than" or "different than" other working class students. The fragmentation is later internalized as an inevitable process based on individual differences. These "exceptionalist" explanations deny the role of social movements and political campaigns to establish ethnic programs and increase minority enrollments in universities. Everytime minority students attribute "I" as the sole agent for their educational success, the history of minority students is violated. Increased minority enrollments, minority study programs, financial aid and EOP programs were obtained and maintained through the constant struggles of many. By redefining the failure of the system as the failure of the individual, minority students are taught the yo-yo theory and the bootstrap myth of social mobility is passed on to another generation.

Class solidarity is further fragmented at the university level through various mechanisms. Competition for scarce resources and limited jobs emphasizes individual differences rather than highlighting the group's role as a low paid unorganized pool of temporary and part-time labor. Another tactic is the labeling of protestors as "too sensitive," "not being objective," or "too political." Shor identified silence, submission and sabotage as common ways students respond to this educational process.

No longer is the American Dream forty acres and a mule, it is now a college education. But education has lost its broad meaning and has come to be defined as obtaining the necessary credentials to have a career. A stratified education system has been built on the view that education is a privilege and not a right. On the top is liberal arts for those who can afford four years of contemplation. Working class, minority students and women who can't afford the luxury of a general education are made to feel undeserving of liberal arts. The system tracks them into junior colleges, community colleges and vo-tech programs. As Shor points out, the training of workers through tax dollars and tuition is a new social development; in the past, corporations paid for training workers. With the decreasing demand for non-skilled workers there was a need to "draw persons away from mechanized arenas of industry and agriculture." Shor sees open admissions as a policy which socialized the corporations' costs onto the backs of worker-students.

Another important observation made by Shor was that the open admissions policy -- often considerend a minority victory -- actually benefited more whites than non-whites. The same applies to EOP programs. Remedial math and reading programs removed from many departments the financial burden of trying to make up for failures of the public school system and in many cases remedial classes were opened to all students regardless of ethnicity. White graduate students benefited from job opportunities, teaching and research which were created by EOP programs. White undergraduate students had their education enriched by the inclusion of ethnic studies programs and by the presence of minority students. Increased minority enrollments brought an increase of federal, state and private dollars to the universities. The increase in minority enrollment occurred during the expansion of liberal arts in which the size of the departments doubled in number. (It's important to note that departments such as sociology and education directly benefited from minority enrollments, and yet they rarely retained minority professors or ethnic studies courses.)

Shor's book has enormous value to teachers committed to liberatory education. Using the Freirian tradition, Shor developed specific techniques and models to facilitate critical thinking. In creating his working theory, he analyzed and critized the traditional authority-dependent model of teacher-student interaction in America. Furthermore, Shor went outside the education system and investigated mass reality in order to understand the network of cultural instruments that interfere with the development of scientific reasoning. Understanding the interferences to critical thought permits teachers to work out techniques and subject matter appropriate for these students and their situation. For example, Shor describes how speed reading and other acceleration techniques speed up mental processes beyond a pace suitable for critical analysis. Therefore, teachers should develop techniques for slowing down perception and promoting deeper and more thorough inquiry. Another observation was that working class students "devote huge amounts of time to learning the ropes of the system and none to rejecting the mode . . ." Illusory power is experienced by "making a deal," "the rip-off," or "getting more for your money." Liberation has been redefined as "striking it rich." The use of themes from everyday life is the major strength of Shor's working theory. By studying subject matter taken from their everyday experience, working class and minority students are able to gain a critical consciousness rather than simply undergoing an assimilation process filled with self-hatred and authoritarianism. Shor refers to the approach as the "extraordinary re-experiencing the ordinary," which provides students with the means to experience democratic relations in the classroom and to critically analyze their daily routines. Teachers will find Shor's approach refreshing, thought-provoking and challenging.

Understanding Mexican Politics: Domestic and Foreign Actors in National Political Life. A review of Mexico's Political Economy: Challenges at Home and Abroad, by Jorge Domínguez, Ed. Beverly Hills, California: Sage Publications, 1982, and Across the Border: Rural Development in Mexico and Recent Migration to the United States, by Harry E. Cross and James A. Sandos. Berkeley, California: Institute of Governmental Studies, University of California, 1981.

Reviewed by Rodolfo O. de la Garza, Center for Mexican American Studies, The University of Texas at Austin.

One of the characteristics of "developing" states that distinguishes them from "developed" states is the degree to which domestic politics is influenced or constrained by external or foreign influences. In some instances, such as in Chile, 1970-73, foreign actors may directly influence domestic political outcomes more than any single domestic actor; on other occasions, their impact may be indirect and minimal. The vulnerability of Third World states is such, however, that a complete understanding of their domestic political processes requires an explanation of the international constraints within which domestic politics evolves, and how foreign actors influence specific political processes and decisions. Analyzing the impact of non-national actors, however, must be in addition to and not instead of analyzing the role of domestic actors. Even in the most vulnerable of states, national actors have the capacity for autonomous actions, and therefore it is essential to understand who domestic political actors are, what their interests and resources are, and under what conditions and in what areas they mobilize, are defeated or victorious.

The value of this type of approach is indicated by the results of the two books reviewed here. Both clearly show the degree to which Mexican policy-makers must consider American interests as they develop and implement policy, and both also document the existence of autonomous poli-

tical action by a variety of actors within Mexico.

Each chapter in Mexico's Political Economy illustrates this pattern. The opening chapter, "Petroleum and Political Change," by Edward J. Williams, emphasizes the domestic political consequence of Mexico's oil bonanza. Williams argues that Mexico's oil boom has changed the domestic political equation. Once-dominant actors such as the Secretaries of Gobernación and Hacienda, he argues, have been displaced by the director of PEMEX. Moreover, the nation's increased wealth has generated a new level of expectations among a traditionally undemanding public. This has long run implications for Mexican politics because it raises new issues and stimulates old actors into new activities.

The oil bonanza also had a significant impact on foreign policy. Williams argues that the anticipated income from petroleum exports helped those opposed to Mexican entry in GATT carry the day. They saw this new income as enabling Mexico to negotiate favorable trade agreements without suffering the dislocations required by GATT membership. Anticipated oil revenues also fueled the debate over Mexico's relation with the United States. To many, particularly the Left, this was the opportunity to decrease Mexico's economic dependence on the United States.

David Mares' chapter on "Agricultural Trade" documents a similar pattern. He clearly describes the development of autonomous agricultural interests and how those interests compete to influence internal and foreign policy decisions. He shows that Mexican winter vegetable producers have the skills and resources to defend their interests against farm workers and land-hungry peasants in Mexico as well as against U.S. vegetable growers in Florida. These are not only small farmers exploited by American agro-business; many are well developed firms that now control more than half of the vegetable distributorships in Arizona. They are, in effect, a transnational business community composed of U.S. and Mexican companies within which the latter are equal partners.

The international implications of this trade are obvious and immediate. Though Mexican officials could have been more vigorous in their defense of winter vegatable interests, they did use testimony from Mexican producers to develop their claims against USDA import regulations. Nonetheless, a pattern emerging from Mares' analysis is that Mexico defends the interests of these exporters only to the extent that other more salient concerns are not adversely affected. Again, Mexico's vulnerability is made clear, and domestic political actors must continually function within boundaries defined by international constraints.

Kevin J. Middlebrook's chapter, "International Implications of Labor Change," contributes the least to our understanding of this duality. He documents the use of independent labor unions associated with the development of the automobile industry. The growth of those unions may be more fully explained by the characteristics and objectives of the CTM and by the auto industry's expansion than because of the activities of foreign automotive firms, as Middlebrook himself suggests. How the International Metalworker's Federation has influenced the growth of those independent unions is also unclear. Middlebrook suggests that this increased union activity has long-run implications for foreign trade and investment policy by and in Mexico. The specifics of those implications are unclear at this time and Middlebrook only speculates about them.

The most provocative and insightful contribution is Jorge Domínguez's concluding chapter. He addresses most clearly the contradictions within which Mexican domestic and foreign policy evolves. In tones somewhat reminiscent of Raymond Vernon's The Dilemma of Mexico's Development, Domínguez convincingly argues that Mexican presidents have fewer options and less discretion available to them at the same time that, as a nation, Mexico is increasingly vulnerable to "external shocks." He argues that Mexican presidents are no longer able to dictate foreign policy as they once did because of important changes in the domestic political scene. As the number and resources of political actors have increased, Mexican presidents need to keep prior policies in mind as they develop their own programs. Dominguez traces several policies through various presidencies to illustrate the significance of this "sexennial rhythm." These constraints and continuities also affect both domestic and foreign policy. Not only does Mexico's vulnerability limit presidential foreign policy options, but Mexican presidents have been unable to chart an independent course vis-a-vis the United States even when that was an explicit objective. Domínguez argues that President Luis Echeverría's (and I would add López Portillo's) efforts to reduce its dependency on the United States resulted instead in increased dependency and a weakened structural base that limited future similar efforts.

The Cross and Sandos study reviews the history and consequences of Mexican emigration so as to develop a series of recommendations for policy-makers. They accomplished the former clearly and succinctly, and those interested in the debate of the origins, size and impact of the Mexican immigrant population will probably find what they are seeking here. Though the study has a different objective, they also illustrate the relationship between Mexican domestic and foreign policy.

In what is a most intriguing discussion of Mexican emigration, Cross and Sandos attempt to use internal domestic political factors to explain why Mexican emigrants are disproportionately represented from the north central region of Mexico. They argue that the Mexican government spurred emigration from these areas in an attempt to exile Sinaquistas and Cristeros. In other words, emigration is not merely a safety valve releasing general pressures for employment. Instead, they argue that Mexico's internal developmental policies were designed to stimulate emigration among those sectors that most actively opposed the regime. The causal linkages are not as direct, the authors agree, but the argument merits serious attention. If it is correct, then the most extreme of Catholic conservatives have been disproportionately represented among Mexican immigrants to this country. Clearly, their presence would have played an important role in the evolution of Chicano society and shaped it in particular ways. This is a question that merits the attention of any scholar interested in explaining the origins of modern Chicano society.

Both volumes suffer from a common unavoidable problem. Mexico has undergone changes that no one anticipated, and that have serious ramifications for any pre-1982 analyses. For example, I would think that Williams may wish to moderate or at least reevaluate his assessment of the role that PEMEX executives will have in the foreseeable future. Similarly, Middlebrooks comments about the success of independent automobile unions must be reevaluated in view of the recent DINA strike settlement. Cross and Sandos, similarly, should assess how the current crisis has affected emigration. I should add that I am unconvinced of the social or economic (as opposed to the political) need for new immigration policy, and therefore, since I do not accept the assumptions from which these policy recommendations derive, I will not address the recommendations themselves. However, given the current situation, any attempt to curb emigration can only have serious negative impact on Mexico. Those like Cross and Sandos who advocate such policy should indicate explicitly how they weigh that impact in their overall consequences of such reforms.

Overall, then, those interested in the political economy of Mexico will find these studies valuable. They are thoughtful, well researched and well written. The Domínguez volume will be of particular interest to specialists, while the Cross and Sandos study should be read by anyone interested in Mexican immigration. Each illustrates the complexities of Mexican political and economic life, and together they suggest the constraints within which Mexico's leaders must act.

LANGUAGE AND DISCOURSE

Contributor's Note
Materials and or inquiries should be forwarded to Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-4704.

Research Report
Evaluating Bilingual Education Using a Time Series Design. In G. Forehand (Ed.), New Directions for Program Evaluation: Applications of Time Series Analysis to Evaluation, No. 16. San Francisco: Jossey-Bass, December 1982. Paper by Beverly McConnell/IBI Research and Evaluation Office/SW 615 Cityview/Pullman, WA 99163/(509) 334-2750.

This paper describes the use of a specialized time series design in evaluating the impact of a bilingual curriculum known as IBI (Individualized Bilingual Instruction) on migrant children attending a school in Washington state and in Texas. The data reported covers children participating in the IBI program over the six-year period 1976-1981. The data revealed growth in children's arithmetic, English reading, and English and Spanish vocabulary standardized test scores as a function of how many years they had been participating in the IBI program. Arithmetic and English reading were measured by an instrument known as the Wide Range Achievement Test. English vocabulary was measured by the Peabody Picture Vocabulary Test. Children who entered the IBI program for the first time, i.e., had zero years of IBI exposure, always had standardized test scores (for their age group) which were far below the national norm for their age and below the average of children who had been in the IBI program longer.

The data indicated that children who had been in the IBI program two or three years performed above the national norm in arithmetic, while children with only one year performed below the national norm. English reading test data showed an increase from the 12th percentile to the 42nd percentile over 0, 1, 2 or 3 years participation in the IBI program. Growth in English Peabody Picture Vocabulary test scores followed a similar pattern. Children with no previous IBI experience entered the program at about the 33rd percentile. The percentile performance of children reached the 72nd percentile after three years of IBI experience. Spanish Peabody Vocabulary test scores showed only a very slight pattern of growth as a function of how long children had participated in the IBI program.

The results which have been reported are embedded in a more theoretical discussion of bilingual education evaluation design. This is quite useful since it helps the reader appreciate the results in light of different orientations on how to conceive of evaluation designs and since there is also a discussion of criticisms which can be leveled at different bilingual evaluation designs.

The virtues of the time series design which was used in the present study is that it is sensitive to the characteristics of the IBI program and that it tracks children's growth in skills longitudinally. The IBI is a national demonstration program for education of migrant children; it is intended for children of preschool age and kindergarten through third grade. Migrant children enter and leave the program at various points in time affected by the migrant labor flow. The length of children's participation in the program is carefully tracked and children are tested for skills only after having been individually in the program at a set period of time. The curriculum of the IBI is individualized to a student's ability performance level rather than set by a whole class program of activity.

This paper is valuable reading for persons involved in bilingual education evaluation work. It will also be useful reading for persons who are unfamiliar with controversies on how to design bilingual education evaluations. It is a good paper to refer to when criticizing inadequacies in bilingual education evaluation designs that compare non-English dominant children in a bilingual program to children with very different characteristics in an alleged control group.

EMPLOYMENT OPPORTUNITIES

FACULTY/RESEARCH

BILINGUAL EDUCATION - U OF HOUSTON
Assist. professor, tenure-track position open at the department of curriculum and instruction to teach undergraduate and graduate courses in bilingual methodology and curriculum. PhD required. Position available fall 1983. Contact Allen R. Warner, Chair/Dept. of Curriculum and Instruction/College of Education/U of Houston Central Campus/4800 Calhoun Blvd./Houston, TX 77004. AD: **6-30-83.**

CHICANO STUDIES - U OF CALIFORNIA, SANTA BARBARA
The Department of Chicano Studies has 2 openings for joint appointments at the associate/full professor level. One position requires field of specialization in Chicano studies and in at least one of the following disciplines: art, music, drama. Appointment effective as early as January, 1984 and no later than July 1, 1984. The other position requires specialization in Chicano studies and in at least one of the following disciplines: sociology, psychology, linguistics. Appointment effective July 1, 1984. Contact Manuel Carlos, Chair/Dept. of Chicano Studies/U of California/Santa Barbara, CA 93106. AD: **11-1-83** and **12-31-83** respectively.

COMMUNICATIONS - U OF MINNESOTA
Tenure-track assist. professor position available in the college of liberal arts to teach communications, writing and Hispanic culture courses. PhD plus minimum 3 years experience required. Contact Glenda Campbell/106 Nicholson Hall/216 Pillsbury Dr., S.E./Minneapolis, MN 55455/(612) 373-4104. AD: **8-1-83.** Minorities and women are encouraged to apply.

NURSING - EASTERN MICHIGAN U
Applications are being accepted to enhance the pool for temporary teaching assignments in the nursing education department. Requires Master's preparation in nursing specialty with experience in university level teaching. Contact Eastern Michigan U/Personnel Office/310 King Hall/Ypsilanti, MI 48197/(313) 487-3430.

NURSING - NORTHERN ILLINOIS U
The School of Nursing has 3 openings at the assistant/associate professor, assistant professor/instructor and instructor level in community health nursing. Contact the Office of Affirmative Action/Lowden Hall 302/Northern Illinois U/DeKalb, IL 60115/(805) 753-1118. AD: **8-1-83.**

PSYCHIATRY - U OF CALIFORNIA, SAN FRANCISCO
Director of the UCSF center on deafness is being sought. The center pursues research, training, and clinical activities focused on psychosocial aspects of deafness. PhD required. Contact William A. Hargreaves/Langley Porter Psychiatric Institute/U of California/San Francisco, CA 94143. AD: **8-15-83.**

POLITICAL SCIENCE - U OF TEXAS, EL PASO
Seven teaching assistant positions are open to assist professors teaching sections of lower division courses, hold review and discussion sessions, grade exams, and other departmental duties. Baccalaureate required and to be fully admitted to the graduate program. Contact C. Richard Bath, Chairperson/Dept. of Political Science/U of Texas/El Paso, TX 79968. AD: **7-12-83.**

SPANISH - U OF TEXAS, EL PASO
Teaching assistant sought to teach one lower-division Spanish course, assist in course planning, materials preparation, and exam grading. Must have been accepted as a graduate student pursuing the M.A. in Spanish at U of Texas at El Paso. Contact Fernando García/Dept. of Modern Languages/U of Texas El Paso, TX 79968. AD: **7-1-83.**

ACADEMIC/ADMINISTRATION SUPPORT

ACADEMIC ADVANCEMENT PROGRAM DIRECTOR - UCLA
UCLA's expanding Academic Advancement Program (AAP) has an immediate opening for a director to manage and supervise delivery of academic support services for 3100 underrepresented, low-income and minority students. These programmatic services include personal and peer counseling, learning skills instruction, tutorial assistance and preparation for graduate school examinations. AAP is at the

forefront of providing access to higher education for a culturally diverse student population. Candidates should have education and experience equivalent to a Master's degree and five years of related experience (PhD preferred). Working knowledge of student affirmative action programs. Demonstrated practical and theoretical knowledge of either tutoring/learning assistance strategies or professional and peer counseling processes. Interpersonal skills to work effectively with persons from diverse social, cultural, economic and educational backgrounds. Working knowledge of fundamental principles of learning and human development theory, especially regarding non-traditional college students. Strong analytical, supervisory, budget management, writing and oral communication skills. Excellent benefits program. Contact UCLA/Search Committee (Dept. LR)/Academic Advancement Program/A-311 Murphy Hall/405 Hilgard Avenue/Los Angeles, CA 90024. AD: **7-8-83.**

ACADEMIC EXTENSION PROGRAM DIRECTOR - U OF SOUTHERN COLORADO

Director is responsible for coordinating off-campus academic courses and programs. This position places emphasis in the development of new professional and employee training programs in private industry. The position is based in Colorado Springs but requires some commuting. The position is self-supported through student tuitions, and is contingent on availability of funds. PhD preferred as well as higher education administrative experience. Contact Delores Arnold/Search and Screen Chairperson/Academic Extension Program Director/U of Southern Colorado/Pueblo, CO 81001. AD: **6-30-83.**

MINORITY AFFAIRS DIRECTOR - U OF WISCONSIN, LA CROSSE

The U of Wisconsin-La Crosse, with an enrollment of 8200 of which less than 2% are minority, but which has a significant Native American community in the immediate area, is searching for a director of the Office of Minority Affairs. The director should be committed to the philosophy of cultural pluralism in promoting multi-cultural/multi-ethnic programs. PhD preferred. Contact John Tonnis, Chair/Joint Search and Screen Committee/c/o Assistant Vice Chancellor/Room 145, Main Hall/U of Wisconsin-La Crosse/La Crosse, WI 54601/(608) 785-8000. AD: **7-1-83.**

LIBRARY SCIENCE - U OF ARIZONA

Professional librarian to be responsible for the original cataloging of monographs in selected subject areas of the sciences and social sciences is being sought. Position is available now. Contact W. David Laird/University Librarian/University of Arizona Library/Tucson, AZ 85721. AD: **7-15-83.**

LIBRARY SCIENCE - TEXAS SOUTHMOST COLLEGE

Texas Southmost College has two librarian positions at the circulation and reserve/serials sections. MLS required, bilingual (Spanish/English) preferred. Positions begin September 1. Contact Alfredo Zamora/Personnel Officer/Texas Southmost College/80 Fort Brown/Brownsville, TX 78520/(512) 544-8205. AD: **7-1-83.**

FELLOWSHIPS

AICPA SCHOLARSHIPS IN ACCOUNTING AND BUSINESS

The American Institute for Certified Public Accountants provides scholarships to undergraduate, minority students with an accounting major or enrolled in a five-year accounting program, or with one of the following majors: undergraduate-accounting, any other; master's-accounting, business administration, finance, or taxation accounting. Must be U.S. citizen or permanent resident. Contact Sharon L. Donahue/Manager, Minority Recruitment/AICPA/1211 Avenue of the Americas/New York, NY 10036. AD: **7-1-83.**

NICHHD - POPULATION AND REPRODUCTION GRANTS

The Center for Population Research at the National Institute for Child Health and Human Development supports research on the behavioral science aspects of population by providing grant opportunities. For more information contact, V. Jeffrey Evans, Social Scientist/or Sidney H. Newan, Behavior Science Admin./Population and Reproduction Grants Branch/NICHHD/Room C-733/Landow Bldg./Bethesda, MD 20014. AD: **7-1-83.**

NAEP VISITING SCHOLAR PROGRAM

Educational Testing Service invites applications for a visiting scholar program for the National Assessment of Educational Progress. Visiting scholars will work closely with NAEP staff in order to identify productive areas of investigation for future NAEP activities relevant to the education of black, Hispanic and other minority students; and to analyze existing NAEP data and undertake one or more research studies designed to inform the education community and the public concerning the educational progress of minority school populations. Applicants must show evidence of prior research relevant to the education of minorities, and hold the PhD in a relevant field. For further information, write to Marion Epstein/NAEP Visiting Scholar Program/Educational Testing Service/Princeton, NJ 08541. AD: **7-1-83** for 1983-84; applications also accepted now for 1984-85.

THE DIUGUID FELLOWSHIPS

These fellowships are intended to assist women whose career and professional goals were deferred because of marriage or other reasons. Interested persons should be over 21 years old; forced to defer career goals; working toward academic degree (graduate or undergraduate) and have demonstrated financial need. Contact The Diuguid Fellowships/Sociology Bldg./Emory University/Atlanta, GA 30322. AD: **7-15-83** through **10-15-83.**

MALDEF: LOAN FORGIVENESS PROGRAM

The Mexican-American Legal Defense and Education Fund endeavors to increase the number of Hispanic attorneys to serve areas in need of legal council, and to assist Hispanic law students who demonstrate financial need. A $1,000 loan will be totally forgiven, if for a period of one year upon graduation the recipient provides legal services for low-income persons (as determined by the federal government) of Mexican or Hispanic descent. Contact MALDEF Educational Program Dept./28 Geary Street, 6th Floor/San Francisco, CA 94108. AD: **7-31-83.**

NATIONAL MEDICAL FELLOWSHIPS

NMF provides scholarships to blacks, Chicanos, mainland Puerto Ricans, and Native Americans, who, as first and second year students in a U.S. medical school, are engaging in study toward the MD or DO degree and who demonstrate financial need. All applicants must be American citizens or must have filed a declaration of intent to become a citizen. For complete details, write or call National Medical Fellowships, Inc./250 West 57th Street/New York, NY 10107/(212) 246-4129. AD: **8-15-83** for entering medical students.

HUMANITIES FELLOWSHIPS

The Society of Fellows in Humanities at Columbia University, with funds from the Mellon Foundation and the William R. Kenan Trust, will appoint a number of postdoctoral fellows in the humanities for the academic year 1984-85. Applicants must have received the PhD between January 1, 1982 and July 1, 1984. Stipends will be awarded in equal parts for independent research and for teaching in the undergraduate program in general education. Additional funds are available in support of such needs as typing services and materials. For application forms, write to the Director/Society for Fellows in the Humanities/Heyman Center for the Humanities/Box 100 Central Mail Room/Columbia University/New York, NY 10027. AD: **11-1-83.**

MINORITY FELLOWSHIPS IN ENGINEERING

The National Consortium for Graduate Degrees for Minorities in Engineering provides opportunities for minority students to obtain a master's degree in engineering through a program of paid summer engineering internships and financial aid. Applicants must be Native American, black, Chicano or Puerto Rican, and have junior academic standing in an accredited engineering discipline. For additional information and/or applications, write Executive Director/National Consortium for Graduate Degrees for Minorities in Engineering/P.O. Box 537/Notre Dame, IN 46556. AD: **12-1-83.**

MEETINGS AND CONFERENCES

EVENT: **Social Security and Health Care in Latin America and the Caribbean in the 1980s.**
DATE: June 27-29, 1983 LOCATION: Pitt Campus, U of Pittsburgh
THEME: Key problems faced by social security in Latin American and the Caribbean in the current decade, and various approaches for solving them.
CONTACT: Center for Latin American Studies/U of Pittsburgh/4E04 Forbes Quadrangle/Pittsburgh, PA 15260/(412) 624-5563.

EVENT: **The Second Midwest Women in Business Conference**
DATE: July 14-16, 1983 LOCATION: Chicago, IL
THEME: Women entrepreneurs.
CONTACT: U.S. Small Business Administration/Chicago District Office/Everett McKinley Dirksen Bldg./219 South Dearborn Street/Chicago, IL 60604.

RECENT PUBLICATIONS

Arellano, A.F. (Ed.) La Tierra Amarilla: The People of the Chama Valley. Tierra Amarilla, New Mexico, 1978. (History and folklife of Northern New Mexican Hispanics.) Write to Chama Valley Independent Schools/P.O. Drawer 10/Tierra Amarilla, NM 87575. ($5).

Arellano, A.F. & Vigil, J.J. (Eds.) Arthur L. Campa and the Coronado Cuarto Centennial. Editorial Telaraña, 1980. Write to Editorial Telaraña/P.O. Box 32/Springer, NM 87747. ($4).

CEA Congressional Ledger 1983: Rating Congress on Black and Hispanic Interests. Write to Congressional Education Associates/P.O. Box 2996/Washington, DC 20013. ($5 per copy for 1-4 copies; reduced rates for larger orders.)

National Council of La Raza. Career Information and Hispanic High School Students. September 1982. This is the final report of an NIE funded project to analyze information on Hispanic students contained in the 1980 ETS Survey of Career Information Systems in Secondary Schools. Since data were not originally disaggregated by ethnicity or gender, NCLR purchased data tapes and conducted some additional analyses. The results, reactions from interviewers, and recommendations are contained in the report. Copies are available free of charge from NCLR/20 F Street, NW/2nd Floor/Washington, DC 20001.

Perl, L. Piñatas and Paper Flowers/Piñatas y Flores de Papel. Write to Clarion Books/52 Vanderbilt Ave./New York, NY 10017.

ANNOUNCEMENTS

REFORMA NEWSLETTER MAILING LIST
Persons interested in library science should be in contact with Reforma, the National Association of Spanish Speaking Librarians in the United States, and request that their names be added to the Reforma Newsletter mailing list. Write to Reforma Newsletter/Chicano Resource Center/California State U, Fullerton/P.O. Box 4150/Fullerton, CA 92634.

INTERCULTURAL COMMUNICATIONS MASTER'S PROGRAM - U OF PENNSYLVANIA
The Educational Linguistics Program at the U of Pennsylvania announces a new Master's program in intercultural communications. The program is designed to prepare students to address problems which arise in education, government and industry due to differences in cultural values, assumptions and modes of interaction. Students will be prepared for positions as foreign student advisors and administrators in educational and cultural exchange programs, advisors in international trade and foreign service, personnel consultants in industry, medicine and law, and as resource people for social service agencies. For more information on the program, contact Nessa Wolfson/Educational Linguistics Program/Graduate School of Education/3700 Walnut St./Philadelphia, PA 19104.

CALLS FOR PAPERS

AZTLAN: MYTH AND REALITY
Aztlán is soliciting published or unpublished essays for a volume which will analyze and clarify the concept of homeland as it applies to Aztlan. Any essay on the subject will be considered and submissions may be of any length. All papers should be submitted to Rudolfo Anaya/English Department/U of New Mexico/Albuquerque, NM 87131. Submission deadline: **mid-November, 1983.**

NATIONAL ASSOCIATION FOR INTERDISCIPLINARY ETHNIC STUDIES, INC. (NAIES)
NAIES invites interested persons to present papers, media productions, or panels on the theme "Ethnicity: 1984 and Beyond." Cross-disciplinary and multi-ethnic approaches are encouraged. Appropriate topics include, but are not limited to the following: human services, affirmative action, feminism, bilingual education, school desegregation, political redistricting, strategies for social change, ethnic conservatism, human rights, racism and crime, sterilization, historical and contemporary roles of ethnic leaders and politicians, immigration and migration patterns. Contact Gretchen Bataille/221 Ross Hall/Iowa State U/Ames, IA 50011/(515) 294-3448. Submission deadline: **11-15-83.**

MEXICAN STUDIES/ESTUDIOS MEXICANOS
Mexican Studies is a forum for presentation and discussion of multi-disciplinary and interdisciplinary research which relates to Mexico and its people. The journal sets up an alliance among scholars from all disciplines to address issues which have broad implications for the country. Contributions may be synthetic, interpretive, analytical, or theoretical, but must contribute in a significant way to understanding of cultural, historical, political, social, economic, or scientific factors affecting the development of Mexico. All contributions should be sent to Jaime E. Rodríguez, Editor/Mexican Studies/Estudios Mexicanos/155 Administration/U of California/Irvine, CA 92717.

REPORT TO THE NETWORK (Cont.)

tively concentrated thus increasing their visibility and their need for tailored policy decisions and services. For example, only 5.6% of Illinois, but over 14% of the city of Chicago is Hispanic; less than 10% of New York state, but over 20% of New York City and over one third of the Bronx is Hispanic; and 22% of Texas, but 51% of San Antonio, the country's 10th largest city, is Hispanic.

* Over two-thirds of Hispanics are Mexican Americans or descendants of the Mexican-Spanish settlements of the Southwest; about 1 in 7 are Puerto Rican; most of the others are Caribbean or Central American origin Hispanics.
* Half of the U.S. Hispanics live in Texas and California.
* Hispanics are young in terms of median age, they are 8-10 years younger than other racial/ethnic group in the U.S. Over 10% of the preschool Americans are Hispanics.
*Nearly one-quarter of Hispanic families are below the poverty line, while less than 10% of white families are.
* Unemployment, underemployment, and employment in the less desirable sectors of the occupational structure diminish Hispanic capacity to secure adequate education for its youth.

Higher Education Participation

Federal agencies have noticed the very low level of educational attainment of Hispanics for more than 4 decades. There has been substantial increased attention and concern for this problem, in particular, in the past decade and a half. The attention and concern has generated a general impression that significant gains have been made. Although the participation of Hispanics in higher education is presently well above that of the early to mid-1960s, a careful examination of recent statistics reveals that the relative shift may actually be a widening of the educational gap between Hispanics and

REPORT TO THE NETWORK (Cont.)

the white majority.

One very telling portrayal comes from data on a proportion of the 18-24 year old population who are enrolled in college. While the college-going rate of the white population has remained nearly constant at about 26% of the age cohort, the rate for Hispanics has seriously declined from a peak of about 20% in both 1975 and 1976 to just over 15% in 1979, 1980, and 1981. Calculated as a ratio of Hispanic rate to white college attendance rate, the relative disadvantage for Hispanics has gone from bad to worse -- from .76 and .73 in 1975 and 1976, respectively, to .65, .61, and .59 in 1979, 1980, and 1981, respectively.

The distribution of Hispanics in the various levels and types of higher education institutions also reflects serious problems. Utilizing data from a recent National Center for Education Statistics enrollment survey, we highlight the following:

* Except for the two year colleges, Hispanics are represented as college students at rates well below their representation in the population.
* Hispanic underrepresentation is especially severe in the universities, both public and private, in the technical and scientific fields, and in courses of study leading to the professions of dentistry, medicine, business, and law.
* Although the data regularly show modest yearly gains in absolute terms, the relative improvement is very small or nonexistent due to greater than average attrition.
* Although Hispanic females now outnumber Hispanic males in overall enrollment, Hispanic women are still extremely underrepresented in graduate education and in most professional fields.
* College degree production for Hispanics has fallen off badly; for example, Hispanics' share of doctoral degrees declined severely between 1977 and 1980. The drop for Hispanic males is even more pronounced.

Two Critical Needs.

While new enrollment statistics and demographic projections suffice to confirm that a severe problem exists, there are observations beyond these numbers that are potentially more useful. These observations reflect my own prognosis for both short term needs and longer range planning.

First, with regard to helping maintain and increase the current level of access at all levels of higher education, it is imperative that Hispanic graduate education, in general, and Hispanic academic career development, in particular, be supported. Only by early and creative intervention at this level, can we hope to provide an institutional setting with proper role models, relevant curriculum, and sufficient sensitivity for Hispanic youth entering college during the rest of the decade.

Among the needed solutions are certainly more assistance for graduate education and programs for providing recently trained Hispanic scholars, the opportunity to fulfill a mission to teach at the collegiate level. A privately and/or publicly supported program to provide mechanisms for Hispanic PhDs to enter the glutted academic market place would have the added benefit of helping institutions attract fresh ideas and resources in economically difficult times.

A second prognosis, more on a long range perspective, involves attention to and support for increasing the pool of potential talents of higher education -- I refer to intervention at the secondary school level. Significant support and innovative ideas are required if we are to break the terrible loss that takes place in the early years of our Hispanic youth. The low rates of high school completion and subsequent low college enrollment must be reversed. It is a primary responsibility of society -- especially its educators and policy makers -- to solve this problem. I invite us to work together, to search for and implement such a solution.

Carlos H. Arce

LA RED/THE NET RESPONSE FORM No. 69 June 1983

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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. 69 (Cont.) June 1983

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

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Newsletter of the National Chicano Council on Higher Education

No. 70
July 1983

Please note our new address:

LA RED
National Chicano Council on Higher Education
600 West 28th Street, Suite 201
Austin, Texas 78705

(512) 479-8497

REPORT TO THE NETWORK

We are happy to report that since our move to Texas on May 2, Austin has given us a kind and easy welcome. Probably the most striking and pleasant change is the close contact that we now have with a greater part of our constituency. Already many of our colleagues from the University of Texas have given us a taste of "Southern hospitality," which has contributed to our smooth transition and helped us to integrate into our new community.

It seems our timing could not have been better. Presently, we are planning to attend the upcoming meeting of the Texas Association of Chicanos in Higher Education in Houston this month, and we are excited by the prospects of next spring's 12th annual conference of the National Association for Chicano Studies which is slated for March 8-10, 1984, here at the University of Texas.

Early this fall, we will be hosting an open house at our new headquarters and we hope to see many of our new neighbors there. Meanwhile, we hope that you do not wait until then if you are in the neighborhood.

A final thought as we prepare this issue (our first newsletter produced entirely in Austin) is noting, in particular, the absence of an individual whose unfailing support in Ann Arbor helped to see us through many a tight squeeze. For those of you who know her and have asked as to her whereabouts, the intrepid and inimitable Mary Wreford is now working with the Economic Behavior Program at the Institute for Social Research, University of Michigan. We wish her much success in her new job and hope that she will be among our first visitors.

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

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DEADLINE FOR NEXT ISSUE:

July 22

MACRO ONDA

Puerto Rican Politics in Urban America: An Introduction to the Literature
by Angelo Falcon

The literature on Puerto Rican politics in the United States can be briefly characterized as having developed slowly and unevenly over the last fifty years or so with New York City as its focus. There are very few "scholarly" studies of this community's politics, but it has been treated, albeit as a secondary subject, in most of what is largely a sociological literature on the Puerto Rican experience in the United States. This paper is a chronological introduction to this literature and does not attempt, because of space limitations, an analysis of the many issues it raises.

Perhaps one of the most telling indicators of the state of research on Puerto Rican politics in the United States is the absence of authoritative general histories. These few attempts at presenting a history of the Puerto Rican experience have been extremely schematic and have not built upon one another. For example, Rosa Estades' Patterns of Political Participation of Puerto Ricans in New York City (Río Piedras: Universidad de Puerto Rico, 1978), based on her 1974 doctoral dissertation, explores the period from 1917 to 1973, but is a very thin book that does not fully explore the implications of its findings. Estades is currently preparing a new edition that will cover developments in the last ten years and will perhaps address some of the problems of the first edition.

Another important, but much briefer attempt at providing a general history was written in 1974 by the Center for Puerto Rican Studies of the City University of New York and published under the title Labor Migration Under Capitalism: The Puerto Rican Experience (New York: Monthly Review Press, 1979). Here, in an essay entitled "Puerto Ricans in the United States: Growth and Differentiation of a Community," Frank Bonilla, sets forth a highly speculative, provocative and sweeping interpretation that deliberately sets out primarily to present a research agenda in this area. A not very successful book-length attempt to write this history was that of Luis Antonio Cardona, Jr. in The Coming of the Puerto Ricans (Washington, D.C.: Selwyn Robert Press, 1974); here Samuel Betances, who wrote its introduction was, for example, forced to point out that the book was more about the growth of New York than of the Puerto Rican community.

The Center for Puerto Rican Studies has also contributed much toward historical work on the Puerto Rican experience in the United States in compiling a number of indexes of periodicals and reports. These include their Documents of the Puerto Rican Migration (1879-1901), 1977; Preliminary Guide to Articles to Puerto Rican Newspapers Relating to Puerto Rican Migration Between 1900 and 1929, 1981; Preliminary Guide to Articles in la Prensa Relating to Puerto Ricans in New York City Between 1922 and 1929, 1981; Index to Articles in The New York Times Relating to Puerto Rico and Puerto Ricans Between 1899 and 1930, 1981; and Preliminary Guide to Resolutions Relating to Puerto Rico Before the Annual Conventions of the American Federation of Labor and Articles, Editorials and Labor Reports on Puerto Rico in the American Federationist 1902-1930, 1981.

Other general histories presented within broader sociological studies are contained in such widely read books as Joseph P. Fitzpatrick's, Puerto Rican Americans: The Meaning of Migration to the Mainland (Englewood Cliffs, New Jersey: Prentice-Hall, 1971); Clarence Senior's, The Puerto Ricans: Strangers - Then Neighbors (Chicago: Quandrangle Books, 1961); and Adalberto Lopez', "The Puerto Rican Diaspora: A Survey," in The Puerto Rican: Their History, Culture and Society (Cambridge, MA: Schenkman, 1980), which he edited. These share the shortcoming, among many others, of ignoring the pre-World War II period.

The publication in 1977 of Cesar Andrew Iglesia (ed.), Memorias de Bernardo Vega: Contribución a la Historia de la Communidad Puertorriqueña en Nueva York (Río Piedras, Puerto Rico: Ediciones Huracán, 1977), was an important event for Puerto Rican historiography. This personal account of the early history of the Puerto Rican community deals substantively with the years extending from the mid-18th century to the 1940s. The forthcoming publication of an English version by Monthly Review Press will make this important book available to the wider audience it deserves. Bernardo Vega's memoirs serve to complement quite nicely the anecdotal collection of short essays by Jesus Colon, A Puerto Rican in New York and Other Sketches (New York: International Publishers, 1982), which originally appeared in 1961 and focuses on the 1950s. There is a useful foreword in the 1982 edition by Juan Flores, who was responsible for the English translation of Vega's memoirs. An extremely well documented and useful study of this early history which is of a more "scholarly" nature, can be found in Virginia E. Sanchez-Korral's, Settlement Patterns and Community Development Among Puerto Ricans in New York City 1917-1948 (PhD Diss: State University of New York at Stony Brook, 1981).

There are, as well, a number of sociological studies of the Puerto Rican that cover particular periods that would be of interest to the student of political history. Some of the earliest are Lawrence Royce Chenault's, The Puerto Rican Migrant in New York City (New York: Columbia University Press, 1938; reissued in 1970 by Russell and Russell); and Daniel Donchain's A Study of the Original Puerto Rican Colony in Brooklyn, 1938-1943 (M.A. Thesis: Fordham University, 1945).

It was not until after World War II that a fair number of studies on Puerto Ricans in the United States began to emerge. These include such works as the widely read The Puerto Rican Journey: New York's Newest Migrants (New York: Harper & Bros., 1950) based on a Columbia University study and written by C. Wright Mills, Clarence Senior and Rose Goldsen. Other books published in the 1950s were: Christopher Rand's, Puerto Ricans in New York (New York: Oxford, 1958); Elena Padilla's, Up From Puerto Rico (New York: Columbia University Press, 1958); Dan Wakefield's, Island in the City: The World of Spanish Harlem (Boston: Houghton Mufflin, 1959); Oscar Handlin's, The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis (Cambridge, MA: Harvard University Press, 1959); and Jesus Galindez-Suarez', Puerto Rico en Nueva York: Aspectos de la Vida en el Harlem Hispano (New York: Cuadernos Americanos, 1956). For the most part, these books focused on the Puerto Rican community of East Harlem in Manhattan and range from the very sociological to the journalistic.

The 1960s produced a number of interpretations on the Puerto Rican experience that were rather controversial. The sharpest debates were generated by Oscar Lewis', La Vida: A Puerto Rican Family in the Culture of Poverty - San Juan and New York (New York: Random House, 1966) over his 'culture of poverty' thesis. Another provocative work, Nathan Glazer and Daniel Moynihan's, Beyond the Melting Pot (Cambridge: MIT Press, 1963; 2nd edition, 1970), contained a chapter on Puerto Ricans in New York written by Glazer that identified over-dependence on the welfare state as this group's major problem both in New York and in Puerto Rico. In the first edition, the book predicted that Puerto Ricans would "leap frog" blacks in their socioeconomic status due to their less confrontational and more individual-centered style; this conclusion was reassessed in their new introduction to the 1970 edition, a casualty of what they called the "resurgence of ethnicity."

A number of more straightforward

MACRO ONDA (Cont.)

sociological studies were also published during this period. These included traditional and assimilationist works such as Clarence Senior's, The Puerto Rican: Strangers - Then Neighbors, (mentioned above), and John H. Burma's, Puerto Ricans in the United States (Chicago: Quadrangle, 1961); Patricia Cayo Sexton's more sensationalistic Spanish Harlem: Anatomy of Poverty (New York: Harper & Row, 1965); and D. Leganovich's, Los Viajeros de la Cuidad: Como Viven los Puertorriqueños en Nueva York (Argentina: Universidad Nacional de la Plata, 1961).

Within the Puerto Rican community itself, one of the most significant studies to be published was the Puerto Rican Forum's, 1964 Study of Poverty Conditions in the New York City Puerto Rican Community (New York: Puerto Rican Forum, 1964). This report was compiled as part of a proposal to establish a city-wide and comprehensive Puerto Rican Community Development Project (PRCDP) that was funded by the newly established Federal Office of Economic Opportunity (OEO). Until the publication of the report, the policy of the Commonwealth of Puerto Rico was to stress the progress made by Puerto Ricans while downplaying the tremendous poverty that was pervasive in this community. The Puerto Rican Forum study represented a break from this orientation and the emergence of a new wave of leadership that was formed primarily in New York and not Puerto Rico.

The late 1960s and early 1970s were years of a nationalist revitalization among Puerto Ricans. The marketability of this new found sense of national consciousness was reflected in Federico Ribes Tovar's success with his superficial 'Plus-Ultra' books on Puerto Ricans, launched by his Handbook of the Puerto Rican Community (New York: El Libro Puertorriqueño, 1968). This was followed by a succession of unidimensional chronologies written by Tovar on such highly topical subjects as Pedro Albizu Campos, the nationalist leader, and on the Puerto Rican woman.

The more substantial and critical work of the independista University of Puerto Rico professor, Manuel Maldonado-Denis, became important during those years in defining the contours of this revitalized Puerto Rican identity (along with others such as Juan Angel Silen and Gordon K. Lewis). This was particularly true of his "Puerto Rico: An American Showcase for Latin America," in Irving Louis Horowitz, Jesus de Castro and John Gerossa's, Latin American Radicalism: A Documentary Report on Left and Nationalist Movements (New York: Vintage, 1969), and his now classic, but flawed, Puerto Rico: A Socio-Historic Interpretation (New York: Random House, 1972). The latter book made an important statement in an epilogue that discussed the connection between Puerto Rican migration to the United States and the colonial situation of Puerto Rico. The status development of this notion was his extremely disappointing, The Emigration Dialectic: Puerto Rico and the USA, translated by Roberto Simon Crespi (New York: International Publishers, 1980; originally published in Spanish in 1976 by Siglo XXI in Mexico).

The Puerto Rican liberation movement had its expression through organizations such as the Young Lords (which later became the Puerto Rican Revolutionary Workers Organization); the Movimiento Pro-Independencia (which became the Puerto Rican Socialist Party); the Puerto Rican Student Union (PRSU); Federación Universitaria Socialista Puertorriqueña (FUSP); El Comité; and others. This surge of activism and the media attention it attracted led to the publicaton of "movement" books such as Michael Abramson's (ed.), Palante: Young Lords Party (New York: McGraw Hill, 1971), and Adalberto López', The Puerto Rican Papers: Notes on the Re-emergence of a Nation (New York: Bobbs-Merrill, 1973).

A number of important statements also emerged from within this young movement. The Island-based Puerto

Rican Socialist Party established its United States component in 1973 and produced an analysis entitled, Desde las Entrañas. This report provided a detailed picture of the status of Puerto Ricans in the United Staes and argued that they were an integral part of the Puerto Rican nation and not just another minority group. This position on the "national question" was vehemently opposed by such groups as the Puerto Rican Revolutionary Workers Organization, which argued that Puerto Ricans in the United States were a "national minority" not directly tied to the struggle for Puerto Rico's independence. This was a debate that was anticipated more than a decade earlier by the Puerto Rican Affairs Committee of the Communist Party-USA in their Handbook on Puerto Rican Work (New York: Mimeo, 1954), in which they argued the "national minority" position. A more recent treatment of this issue from another perspective is James Blout's, "Are Puerto Ricans a National Minority?" in the Journal of Contemporary Puerto Rican Thought, (2) (reprint; no date).

The repression against Puerto Rican activists during these years led to the establishment of many defense committees. One of the most well-known and best organized was that of Carlos Feliciano, documented in Carlos Feliciano: History and Repression, with a foreword by William M. Kunstler (New York: The Committee to Defend Carlos Feliciano, 1972). A recent book that treats some of the struggles and debates of this movement is Catarino Garza's, Puerto Ricans in the U.S.: The Struggle for Freedom (New York: Pathfinder Press, 1977), as well as Pablo "Yoruba" Guzmán's "Puerto Rican Barrio Politics in the United States," in Clara E. Rodríquez, Virginia Sánchez Korral and José Oscar Alers' (eds.), The Puerto Rican Struggle: Essays on Survival in the U.S. (New York: Puerto Rican Migration Research Consortium, 1980).

Despite this radicalism, traditional sociological studies continued to present assimilationist and accomodationist perspectives on the Puerto Rican experience with only passing references to the movement. Joseph P. Fitzpatrick's Puerto Rican-Americans, was the most widely read; and others included Kal Wagenheim's, A Survey of Puerto Ricans in the U.S. Mainland in the 1970s (New York: Praeger, 1975); Edward Mapp's (ed.), Puerto Rican Perspectives (Metuchen, New Jersey: Scarecrow Press, 1974); and Luis Nieves Falcon's, El Emigrante Puertorriqueño (Río Piedras, Puerto Rico: Editorial Edil, 1975).

However, this radical impulse was seriously taken up and developed by other writers. Clearly, the work of the Center for Puerto Rican Studies at CUNY was the most sophisticated in this regard, particularly their Labor Migration Under Capitalism, which was discussed above. This book was followed by a number of articles by the Center's director, Frank Bonilla, and Ricardo Campos. These included their co-authored "Industrialization and Migration: Some Effects on the Puerto Rican Working Class," in Latin American Perspectives III (Summer 1976); "A Wealth of Poor: Puerto Ricans in the New Economic Order," Daedalus, (110) (Spring 1980); "Imperialist Initiatives and the Puerto Rican Worker: From Foraker to Reagan," Contemporary Marxism, (5) (1982).

The Center for Puerto Rican Studies has also produced significant analyses on the cultural aspects of the Puerto Rican experience. One result of their 1974 conference on Puerto Rican historiography, beyond the labor migration book, was the extensive report on the conference's cultural workshops, Culture and the Puerto Ricans: Critique and Debate (New York: Research Foundation of the City University of New York, 1976). This book explores the material basis of Puerto Rican culture and its political implications for the Puerto Rican community. This work was followed by a number of studies on this theme by Center for Puerto Rican Studies researchers Felix Cortés, Angelo Falcon, and Juan Flores', "The Cultural

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Expression of Puerto Ricans in New York: A Theoretical Perspective and Critical Review," Latin American Perspectives III (Summer 1976); and Juan Flores, John Attinasi, and Pedro Pedraza, Jr.'s, "La Carreta Made a U-Turn: Puerto Rican Language and Culture in the United States," Daedalus, (110) (Spring 1981)

This "cultural renaissance" of the late 1960s and early 1970s was not, however, universally welcomed. While much of the traditional literature viewed much of it as of secondary significance or merely the expression of restless youth, one writer's reactions to it brought a storm of controversy within the Puerto Rican community. Eduardo Seda Bonilla perhaps most vividly developed his argument that Puerto Ricans in the United States were essentially a "quasi ethnic group" without a base in a genuine Puerto Rican culture, in his "On the Vicissitudes of Being 'Puerto Rican' - A Review of Pedro Juan Soto's Hot Land, Cold Season, Revista/Review InterAmericana, (7) (Spring 1978). Interestingly, this is a position that contrasts with his much earlier "Ethnic Studies and Cultural Pluralism," appearing in The Rican (Reprint; no date). A critique of Seda Bonilla's "static" view of cultural change was the object of much of the work of the Center for Puerto Rican Studies on culture, reviewed above.

On the more sympathetic side of this new movement were the editors of two of the most popular readers to appear in the 1970s on the Puerto Rican experience: Francisco Cordasco and Eugene Bucchioni (eds.), The Puerto Rican Experience: A Sociological Sourcebook (New Jersey: Adams Towner and Littlefield, 1973); and Adalberto López and James Petras' (eds.), Puerto Rico and Puerto Ricans: Studies in History and Society (Cambridge, MA: Schenkman, 1974) re-issued in 1980 in revised form as Adalberto López' (ed.), The Puerto Ricans: Their History, Culture and Society. Another interesting addition to these was Stan Steiner's, The Islands: The Worlds of the Puerto Ricans (New York: Harper Colophon, 1974). If anything, these books point to the lack of substantive research on the Puerto Rican community in the United States, particularly its politics. The López collections, which divided the essays into sections of Puerto Rico and on Puerto Ricans in the mainland, were especially revealing in this regard. The lack of theoretical development displayed by the essays on the United States experience became obvious in comparison to the work of Angel G. Quintero Rivera and others on Puerto Rico.

By the late 1970s, a modest number of studies that focussed explicitly on the Puerto Rican political experience in the United States began to appear. Most of these were concerned with the political leadership of the Puerto Rican community of New York. One of the earliest such studies was a 1966 masters thesis by John Warren Gotsch, Puerto Rican Leadership in New York (MA Thesis: New York University, 1966), which was prominently featured in the New York Times (June 5, 1966).

In the years 1974-78, four dissertations on Puerto Rican leadership were completed and some published: Rosa Estades', Patterns of Political Participation of Puerto Ricans in New York City (PhD Diss.: New School for Social Research, 1974; published in 1978 by the University of Puerto Rico in both English and Spanish versions); George Edward Martin's, Ethnic Political Leadership: The Case of the Puerto Ricans (PhD Diss: Fordham University, 1975; published in 1978 by R. & E. Associates, San Francisco); James Jennings' Puerto Rican Political Leadership Patterns in New York City (PhD Diss.: Columbia University, 1976; published in an abridged version in 1977 as Puerto Rican Politics in New York City, by the University Press of America); and Judith F. Herbstein's, Ritual and Politics of the Puerto Rican "Community" in New York City (PhD Diss.: City University of New York, 1978).

Except for the Estades and Herbstein studies, these are all limited to specific time periods; Gotsch on the early Lindsay years, Jennings and Martin on Beame. Also, because of the focus or similar time periods of the research, these studies do not build on each other and utilize very different approaches; from Estades' historical style, Gotsch and Martin's surveys of top leaders, Jennings' functionalism, to Herbstein's anthropological approach. The largest survey of Puerto Rican political leaders encompassing the responses of 116 community activists was conducted in 1978 by Angelo Falcon and reported in his unpublished paper, "The Puerto Rican Activist Stratum in New York City: A Preliminary Report" (State University of New York at Albany, 1979).

Although this recent research on Puerto Rican political leadership is very uneven, it represents a significant advance over earlier approaches that consisted primarily of providing biographies, on the views of prominent Puerto Ricans, or of basically impressionistic accounts. Such were the approaches of books like Federico Ribes Tovar's, Handbook of the Puerto Rican Community, and Edward Mapp's, Puerto Rican Perspectives, both cited above.

It is interesting that there are very few personal accounts of Puerto Rican political leaders but a good number by other Latinos involved in the Puerto Rican community. For example, Felix Navarro's Historia de la Communidad Puertorriqueña de Nueva York (Mexico, D.F.: B. Acosta-Anulc, 1971), is the personal story of a Cuban who became active in Puerto Rican electoral politics in the Bronx of the 1950s, a book hindered by the author's self-promotional style. Another work on the 1950s, written by a Spaniard, Jesús De Galíndez-Suárez, Puerto Rico en Nueva York: Aspectos de la Vida en Harlem Hispano, discussed earlier, illustrates the fragility of these existing interpretations. Galíndez, a Columbia University professor active in the Latino and Spanish communities, is highly critical of the role of the Puerto Rican left and of Congressperson Marcantonio in the community despite his identification as a radical. This is made suspect by the current research of Manuel de Dios Unanue, based on government documents researched through the Freedom of Information Act, that identify Galíndez as a long-term paid informant of the FBI and CIA who was eventually assassinated by the Dominican dictator, Trujillo. Galíndez' views of Marcantonio, for instance, conflict with that in Adalberto López', "Vito Marcantonio Defensor de los Puertorriqueños," in his The Puerto Ricans, cited above.

One of the most widely utilized approaches to the study of Puerto Rican politics is the examination of its organizational life. The work of Fitzpatrick, Senior and the Center for Puerto Rican Studies at CUNY take this tact; and it is explored as well in the surveys of John Gotsch and Angelo Falcon. An interesting study of Puerto Rican organizational participation is based on 1973 data from Manhattan's Washington Heights community: Steve Martin Cohen and Robert E. Kopsis', "Participation of Blacks, Puerto Ricans, and Whites in Voluntary Association: A Test of Current Theories," Social Forces, (56) (June, 1978). Useful profiles of some prominant Puerto Rican social agencies can be found in the special issue of Social Casework, (55) (February, 1974), focusing on Puerto Ricans, as well as the bi-annual national listing by the Migration Division of the New York Office of the Commonwealth of Puerto Rico, Puerto Rican and Community Service Organizations Throughout the United States (Mimeo).

The voting behavior of Puerto Ricans is one of the more recent areas to be examined. The Institute for Puerto Rican Policy's Latino Voter Registration in New York: Statistics for Action (New York, 1982), is the most recent and detailed report on this subject to date. Dale Nelson's analysis of data from a 1973 study of the Washington Heights area of New York provides some interesting comparative

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interpretations in his, "The Political Behavior of New York Puerto Ricans: Assimilation or Survival?" in The Puerto Rican Struggle, edited by Clara E. Rodríquez, et al, cited above. Another comparative study of Latino voting behavior looks at Chicago around the same period, Marcelino Miyares', Models of Political Participation of Hispanic-Americans (PhD Diss.: Northwestern University, 1974). An attempt to compare Puerto Rican voting behavior in New York City to that of Puerto Rico is Angelo Falcon's "Puerto Rican Political Participation: New York and Puerto Rico," in A Time for Decision: The United States and Puerto Rico, edited by Jorge Heine (Maryland: North-South Publishing Co., 1983).

Looking at the policy side of Puerto Rican politics in the United States, the area that occupies the bulk of the work is education. Examples of this research are: Francisco Castro's, The Politics of Local Education in New York City: A Puerto Rican Community (PhD Diss.: University of Wisconsin-Madison, 1973); and Paul Howard Hester's, The Educational Benefits of Four Puerto Rican Communities as Indicators of Political Interaction: A Comparative Study (PhD Diss.: University of Connecticut, 1976). The struggle for the community control of schools in Manhattan's Lower East Side is provocatively chronicled by Luis Fuentes in The Fight Against Racism in Our Schools (New York: Pathfinder, 1973), and "The Struggle for Local Political Control," in Clara E. Rodríquez, et al, The Puerto Rican Struggle. Also of interest in this regard is the National Puerto Rican Task Force on Educational Policy's "Toward a Language Policy for Puerto Ricans in the United States: An Agenda for a Community in Movement" (New York: Research Foundation of the City University of New York, 1982).

As is obvious from this brief survey, the overwhelming majority of studies on the Puerto Rican experience in the United States are concerned exclusively with New York City. While at one point, nine out of every ten Puerto Ricans in this country resided in New York, this is no longer the case -- the 1980 U.S. Census found that this ratio has dropped to one out of every two. An increase in research on Puerto Rican communities outside of New York City should be forthcoming as a result, and would build on works such as Lloyd Rogler's, Migrant in the City: The Life of an Action Group (New York: Basic Books, 1982); Merrill H. Dooey's, The Migrant Puerto Rican in Bridgeport, Hartford and New Haven (New Haven: Yale University, 1956); Robert W. O'Brien's, A Survey of the Puerto Ricans in Lorain, Ohio (Lorain: Neighborhood House Association, 1954); Joan D. Koss', Puerto Ricans in Philadelphia: Migration and Accomodative Processes (PhD Diss.: University of Pennsylvania, 1965); Elwyn Nicholas Kernstock's, How New Migrants Behave Politically: The Puerto Rican in Hartford (PhD Diss.: University of Connecticut, 1972); Julio Vivas', The Puerto Rican of Cleveland: A Challenge to Community Organization (Cleveland: Western Reserve University, 1951); and A. K. Santiago's, The Puerto Rican Community of Milwaukee: A Study of Geographic Mobility (Milwaukee: University of Wisconsin, 1981).

This introduction to the literature on Puerto Rican politics in urban America is clearly not exhaustive. It, for example, did not survey newspaper and journal articles, government and personal documents or nonprint material (oral histories, films, etcetera) which are key to research in this area in light of its nascent state. Nor were topics such as the politics of Puerto Rican seasonal workers in the United States and the politics of United States-Puerto Rico relations explored. At the same time, the essay shows that the opportunities for future potentially illuminating comparative studies of the varied Puerto Rican communities within the United States are many. This survey serves, therefore, to point researchers of Puerto Rican politics in the United States to materials, lagunae, and themes that will enhance their work in this area and our community's self-understanding of its experiences in the United States.

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This essay is to appear in Puerto Rican Politics in Urban America, by James Jennings & Monte Rivera, (Westport, CT: Greenwood Press, forthcoming, 1984). For more information, contact Angelo Falcon at the Institute for Puerto Rican Policy/114 E. 28th Street, 3rd Fl./New York, NY 10016/(212) 689-6331.

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Public Policy, Ethnic Codes, and Hispanic Vital Statistics

by Francis P. Gillespie, St. Joseph's University; Andrew M. Greeley, University of Arizona; Michael Hout, University of Arizona; & Teresa A. Sullivan, University of Texas.

With the Hispanic population growing rapidly through immigration and natural increase, population estimates and projections require estimates of birth and death rates, which in turn require Hispanic identification in vital statistics. Vital statistics, which are collected by the states, only recently coded Hispanic ethnicity, and only by a few states. Those that did, used unique coding systems. (Sullivan, Gillespie, Greeley, Hout, 1981: 27-28). Current efforts to standardize such coding systems by using "self-identification" data raise policy as well as statistical issues. Texas uses an unobtrusive code of surnames to identify Hispanics. In this report, we analyze the sensitivity of this coding system by comparing several classification codes for an independent sample of Hispanic Catholic decedents. We show the adjustment that would result if the Texas death statistics were coded differently. Such studies are important because vital records are more susceptible than other data to abuse by would-be discriminators.

Vital Statistics as a Special Problem. Aggregated demographic data classified by race or ethnicity are justifiable in the current political climate. However, official identification of individuals as members of specific racial/ethnic groups continues to be suspect. The group-versus-individual tension has been resolved in two ways: first, voluntary self-identification of racial/ethnic categories has largely replaced earlier approaches; secondly, data confidentiality requirements minimize the risk of associating individual names with racial/ethnic codes.

Neither solution, however, is satisfactory for vital statistics. The ethnic self-identification system is criticized for its "extraordinary ambiguity" (Kruskal, 1981: 512; see also Lowry, 1980). Yet the same statistician realizes the legal-political pitfalls of administrative definitions of race or ethnicity (Kruskal, 1981: 513, n. 5.). furthermore, confidentiality works imperfectly with vital statistics data. Census or survey data may be kept confidential because no third party may legitimately associate individual names with their data records. But individuals are frequently required to produce vital records. The birth certificate may be legitimately required as evidence of age or citizenship. Similarly, the death certificate verifies the decedent's characteristics so that heirs may collect insurance, transfer property, and so on. Although scholars use vital statistics data only in the aggregate, any stigmatizing information contained in a vital record may be misused by employers, schools, or others.

Thus, vital statistics data pose problems both for preserving the confidentiality of race/ethnic data, and for developing valid and reliable classifications.

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Classifying Hispanics as a Special Issue. Race/ethnic codes in general pose a problem, but it is intensified for Hispanic ethnic groups. Since 1930, the U.S. Census Bureau has used race, self-identified ancestry, language spoken, place of birth, parental nativity, and surname variously to identify Hispanics. (For a review, see Hernandez, Estrada, and Alvirez, 1973). The overlap among these classification schemes is substantial in some regions, but is by no means uniform (Siegel and Passel, 1979). By the 1980 Census, self-identification was the preferred indicator. However, it appears that during the decade from 1970 to 1980, the process of self-identifying oneself as Hispanic changes, so that earlier self-identification records do not agree with later ones (U.S. Census, 1974; Siegel and Passel, 1979:9).

Since 1980, the National Center for Health Statistics has encouraged states to include an Hispanic self-identifier on vital records. In Texas, the new death certificate contains an example of the identifier that many states have added. Although it is superficially similar to the self-identification question used in the 1980 Census, it is answered by third parties. We know even less about third-party identification processes in vital statistics than we do about self-identification in census data. Moreover, because of the personal identification function of vital records, it is not yet clear whether this identifier will be as acceptable as that on the census questionnaire. Unlike most states, Texas also codes the surnames in vital records as Hispanic or non-Hispanic. This code does not appear on the family's copy of the record.

While we cannot determine the reliability and validity of the new "self-identified" Hispanic datum on birth and death certificates, we can (because of a unique data set) estimate the sensitivity of Hispanic population data to various definitions of "Hispanic." Our data set contains a third-person Hispanic identifier as a proxy for the one in vital records.

Data and Methods. The data reported here are from the death records of the Catholic Church in Texas during the period January 1 - June 30, 1980. A book of death records is kept in every Catholic parish (or other entity) that conducts funerals; it contains the name of the decedent, age at death, name and address of nearest relative, date of death and burial, the attending priest, sacraments received near death (e.g., the final anointing), place of burial, and remarks. We collected our data by mailing pastors a questionnaire asking for specific information on decedents from the death records book. Each questionnaire was accompanied by a cover letter from the local bishop encouraging cooperation. During the data collection period (1981), there were 11 dioceses in Texas, each of which gave us permission to conduct the study. Over 1900 entities were surveyed:

897	parishes
330	missions
73	stations
509	chapels
30	hospitals
38	motherhouses, provincialates, or other headquarters of religious groups
29	other institutions (e.g., nursing homes, orphanages)
1906	entities

The response rate was 100%, and 8163 deaths were tabulated. A one-third sample of these deaths is used in this analysis.

Of all Hispanic groups in the country, Mexican-Americans are the most likely to report themselves as Catholic. Of the Mexican-origin respondents to the 1971-1977 General Social Surveys, 93.6% were reared as Catholics and another 1.2% converted to Catholicism. The General Social Surveys are representative only of the English-speaking population over the age of 18. One might expect that among Spanish-speaking Mexican-Americans, and those still in the parental household, the percentage Catholic might be even higher. Hispanics in Texas are overwhelmingly of Mexican origin. These data suggest that Texas parish records would cover much of the Hispanic population.

However, many Hispanics are not regular church attenders; the General Social Surveys show that 5.8% of Mexican-Americans report that although they were reared as Catholics, they now profess no religion. Another 7 to 10 percent of Southwestern Hispanics are believed to be non-Catholics. While some of these persons are probably buried in the Church by Catholic relatives, many are not. Moreover, some aged or ill persons may return to Mexico to die. A demographic analysis of annualized parish data, compared with Texas vital statistics data, suggests that our data set covered about 76% of the Hispanic deaths as classified by the Texas Bureau of Vital Statistics. (Gillespie, Greeley, Hout and Sullivan, 1982). So although our data are not a substitute for death certificate data, they do represent a large fraction of the target population, and a comparison of identifiers for this target population is a useful exercise.

We used three techniques to identify Hispanics. The first was the "local" technique, which was the pastor's identification of the decedent as Hispanic. Pastors and assistant pastors had recently officiated at the wakes, funerals, and burial services of the decedents. They had talked with the family and met the other mourners. In many cases, they had known the decedents for years, and had visited many of their deathbeds. Thus, the pastor is in an excellent position to know the background of the decedent.

The second identity code, the "state" code, is based on a computer program written by Robert Buechley and called "GUESS." GUESS uses linguistic principles to determine the origin of surname. This is the same program used by the Texas Bureau of Vital Statistics for its unobtrusive code of Hispanic surnames. The third identifier, the "national" identifier, is based upon the recently expanded and improved list of Spanish surnames used by the U.S. Census Bureau (Passel & Word, 1980).

Results. Table 1 shows a 93.2% agreement among the three techniques for male decedents, and 91.1% agreement for female decedents. If we exclude the approximately one-third of cases that were agreed by all techniques to be non-Hispanic, then there was 92.4% agreement that the remaining males were Hispanic, and 88.1% for females.

An analysis of the three combinations of two techniques provided indicators of the sensitivity of state surname-based estimates. The ratio of deaths classified Hispanic by the census surname list to deaths classified Hispanic using GUESS, is used to adjust the number of deaths the state reports as Hispanic, using GUESS. The adjusting ratios are 0.97 for males and 0.98 for females, an indicator that the national Spanish surname list produces a smaller estimate. This estimate is called the "national" estimate in Table 2.

The ratio of deaths classified Hispanic by local informant, to deaths classified Hispanic by the state program, is the second adjustment ratio. This "local ratio" is 1.02 for males and 1.05 for females. The values larger than one indicate that pastors are more likely than the GUESS program to classify someone as Hispanic, probably because the pastor has much more information than surname on which to base the estimate. The higher estimate for females, compared to males, suggests that some married women no longer bear recognizable Spanish surnames. While this comparison does not tell us how the Hispanic identifier on the death certificate works, it is one indicator that informed third parties might give somewhat higher estimates than the state surname identifier.

The final comparison given in Table 2, "union," is the ratio of deaths classified Hispanic by any

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technique, to the deaths classified Hispanic by the state program. This yields the largest ratios, 1.04 for males and 1.08 for females. The range of deaths to assumed Hispanics is approximately 495 for both males and females, but the female range amounts to 9.8% of the total female Hispanic deaths recorded by the state in 1980.

Conclusion. The recoding of Spanish surnames offers a compromise position between administrative definition of ethnic group and an ambiguous "self"-identification by third parties. Because the Spanish-surname recode is used only in statistical tabulations and does not appear on the vital record itself, its possible stigmatizing influence is neutralized. The two classification programs used by the federal government and by the state of Texas yield remarkably similar results; a local third-party definition, by contrast, yields a larger number of Hispanics, especially Hispanic women.

Siegel and Passel (1979) argue that the Hispanic surname is a reasonably good identifier in the Southwest and suggest its use in other administrative records. This study leads to a similar conclusion, with the caveat that the surname identifier needs to be monitored carefully for women. If women disproportionately give up their Spanish surname upon marriage, and if exogamy is a cohort phenomenon, then the deaths for Hispanic women will be undercounted and their death rates will be too low. One alternative worth consideration is the coding of the maiden surname for married women.

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An earlier version of this paper was presented at the 13th Annual Meeting of the Southern Regional Demographic Group. For further information, or copies of the full report, contact the Principal Investigator of the project, Teresa Sullivan/Population Reseach Center/The University of Texas/Austin, Texas 78712.

Table 1
Cross-classification of Parish Records by Local, State, and National Identifiers of Hispanic Background, Four Texas Dioceses, 1980

Is Decedent Hispanic?			Percent of Records	
Local	State	National	Male	Female
Yes	Yes	Yes	60.6	54.1
No	Yes	Yes	0.3	0.6
Yes	No	Yes	0.4	0.7
No	No	Yes	0.3	0.4
Yes	Yes	No	1.9	2.0
No	Yes	No	0.4	0.4
Yes	No	No	1.6	3.2
No	No	No	32.6	37.0
Unknown			1.8	1.6
		△ = 6.8	99.9%	100.0%

Table 2
Sensitivity of Texas Data Using Changes in Hispanic Definition, by Sex, 1980

Definition[1]	Number of Deaths	Crude Death Rate[2]
MALES		
National	7612	5.1
State[3]	7810	5.2
Local	7971	5.4
Union	8107	5.4
Range of estimates	495 (6.3% of State)	0.3
FEMALES		
National	4914	3.3
State[3]	5029	3.4
Local	5284	3.5
Union	5408	3.6
Range of estimates	494 (9.8% of State)	0.3

Source: Texas Department of Health, Bureau of Vital Statistics, unpublished data; U.S. Bureau of the Census, unpublished data; Texas Catholic Parish record study.

Notes: [1]See text for definition.
[2]Rate per 1,000. Denominator used was Spanish-origin population as of the 1980 Census date (self-identified).
[3]The number reported by the Texas Bureau of Vital Statistics.

REVIEW NOTES

La Clase Obrera en la Historia de México: Al Norte del Río Bravo (pasado inmediato) (1930-1981)
by David Maciel, Mexico City: Siglo Veintiuno Editores, 1981.

Reviewed by Emilio Zamora, Chicano Studies Research Center, UCLA.

During the last ten years, the study of work and Mexican workers has proliferated within the rapidly expanding field of Mexican history north of the Río Bravo. Since the pioneering work of Juan Gómez-Quiñones appeared in the journal Aztlán, scholars studying Mexican labor have been building a towering yet unfinished edifice. Labor historians have generated a large volume of work examining the condition and the struggles of Mexican workers during the twentieth century in the Southwest. In addition to challenging historical

inaccuracies and distortions, labor historians have applied and tested various methodological approaches and perspectives in Chicano history. Some historians have expanded the scope of the research and writing by including the Midwest, the nineteenth century, women, and Mexican labor in varied organizational forms and according to the needs, aspirations, and ideals professed by the workers and their organizations.

The working-class nature of the Mexican community and the impressions that recent Mexican workers' struggles have made on historians no doubt have contributed to the research agenda in the field of Mexican labor. For the historian of labor activity, encompassing both the institutional and unofficial dimensions of labor struggles has had the added appeal of associating the world of work with the more general condition and struggle of the Mexican community nationally and across the international border. Significantly, much of the work on Mexican labor history has been conducted by professional Mexican historians made conscious of their Mexican identity by ancestry, familial and kinship ties, language, associations, and a sense of responsibility.

Concomitant with this work on Mexican labor, Mexico has shown a renewed interest in and improved market for publications on the Mexican community from the U.S. During the 1950s, publishing houses translated works by Victor Clark, Paul Taylor, and Ernesto Galarza into Spanish. Once again, the Mexican community north of the Río Bravo is at center stage within the drama of Mexico-U.S. relations and Mexican migration into the U.S. In addition to social histories by historians from Mexico, works such as that of Chicano historian Rodolfo Acuña are now available in Spanish translations as well. Moreover, readers from Mexico have been provided with publications by Chicanos on labor history, translated or in their original Spanish editions.

Significantly, no other subject area in the field of Chicano history has contributed as much to the promotion of knowledge in Mexico. Examples, of this work include articles by Chicano labor historians in Mexican scholarly and popular journals; the 1975 issue of Aztlán, on Mexican labor history edited by Luis Arroyo and Victor Nelson Cisneros; Gómez-Quiñones' excellent essay and bibliography on the Mexican working-class between the seventeenth and twentieth centuries; and two anthologies by David Maciel that treat topics on Mexican labor history. Also in this group is the special issue of Historia y Sociedad, on Mexican immigration to the U.S. with articles by Antonio Ríos-Bustamante, Estevan Flores, and Gómez-Quiñones.

La clase obrera (pasado inmediato) represents Maciel's most recent contributon in Mexico to knowledge on Mexican labor history. Maciel's work, and a complementary publication co-authored by Gómez-Quiñones and Maciel, together span the period between the 1600s and the present, as part of a multi-volume project coordinated by the eminent historian from Mexico, Pablo González Casanova. That the Mexican community from the U.S. should be treated as an integral part of the working-class from Mexico is conceptually and politically important. With this publication Maciel has made an initial effort to provide a synthesis of the historiographical record on Mexican workers in the U.S. from the 1930s to the present.

The need to combine constituent parts into their unitary whole is especially important in Mexican labor history. Enough work has been written that treats the period from the 1930s onwards to establish a reference point for further research and writing. Moreover, the current crisis has once again placed the subject of work and workers under close scrutiny by Mexican readers as well as by government agencies and officials. The contemporary period requires informed opinion and analysis based on the historical record.

Maciel's work is organized into four sections corresponding to

chronological subdivisions and major themes in Mexican labor history. He examines the periods of the Depression, World War II, the post-war period until 1960, and the more recent period. Furthermore, Maciel offers an overview of current conditions, labor struggles, and of future developments. Throughout, Maciel points out conditions of subordination, cases of conflict, discontent, and precipitating factors to organizing and strike activity among rural and urban workers in the Southwest. Although he emphasizes the union as a recurring organizational form and the problem of indifferent and even hostile labor federations, Maciel also pays attention to the important presence and organizing role of independent workers' organizations such as mutual-aid societies. The book also provides a helpful chronology of key events in Mexican labor history between 1900 and 1980, and a bibliography of important publications, readily available for the student of Mexican labor history.

To his credit, Maciel was able to accumulate and organize a mass of information and analysis on Mexican labor in a coherent and readable fashion. He provides some new information and analysis on the UFW in California and the independent farmworkers' struggle from Arizona. Often, he examines labor struggles within the immediate context of Mexican sociopolitical movements and the social inequities which generated these struggles especially during the 1960s.

Maciel's work makes evident that gaps still exist in Mexican labor history. We know little about Mexican labor in places such as the Midwest, Arizona, and New Mexico or during given periods such as the years immediately after World War II. With some exceptions, labor historians have yet to satisfactorily examine inter-ethnic workers' alliances that included Mexican workers. Moreover, Mexican labor has not been sufficiently studied as part of an international workers' struggle. Questions remain unanswered about the changing relationship between such factors as the socio-economy, political-ideological divisions, organizational forms, and working-class culture within specific time periods and in given locales.

Given the nature of a publication which brings together scattered and relatively unavailable published findings, Maciel is necessarily obliged to contruct a narrative which is true to the findings and cognizant of interpretations in Mexican labor history. Research in Mexican labor history has shown that the numerous cases of labor organizing represent manifestations of widespread discontent and political resolve. While these cases appear in Maciel's work, the admittedly few conceptualizations that contradict such overwhelming evidence, however, do not draw his attention. For instance, he makes reference to cases of labor organizing in Mario García's Desert Immigrants, yet he does not challenge the author's treatment of Mexican labor struggles in El Paso as deviations from an otherwise conservative political routine of adjustment classically associated with immigrant societies. It would have enhanced the value of the work for Maciel to assess conceptual variations between works on the subject. History, after all, is more than a series of interrelated facts; it also involves interpretations by historians who filter history through different colored lenses.

To conclude, Maciel makes an initial effort to bring together within one single publication research findings in the field of Mexican labor in the U.S. for the period between the Depression and the present. He manages to compile most of what we know in a manner that reflects approaches and perspectives which labor historians have applied with impressive results, although he leaves untouched the dissident voice. However, this may be understandable given the fact that La Clase Obrera (pasado inmediato) is a first step, a commendable beginning especially since the work offers a Spanish language readership a needed panoramic view of their historical past as workers in the U.S.

REVIEW NOTES (Cont.)

Chicano: The Evolution of a People
by Renato Rosaldo, Robert A. Calvert & Gustav L. Seligmann, Jr. (Eds.), Malabar, Florida: Krieger, 1982.

Reviewed by Armando Abney-Guardado, Department of Sociology, University of Notre Dame.

This second edition of Chicano: The Evolution of a People, is an updated version of the original which was published in 1973. In the preface to this edition, the authors state that the social and political problems of that era are still with us and that only a few gaps in the historical record have been filled.

The book contains some classic works in Chicano social science, and an impressive list of authors, including Carey McWilliams, Rodolfo Alvarez, Américo Paredes, Juan Gómez-Quiñones, Ernesto Galarza, Cesar Chávez and Rudolfo Gonzales.

In the first section entitled "Introduction: Beginnings of a People," the editors include three articles on the heritage and development of Chicanos in the Southwest and in the United States. Section two, "Acquiescence and Adjustment," contains twelve essays consisting of historical accounts of conflict and accomodation among Chicanos and whites in the Southwest. It also discusses prejudice, discrimination and stereotypes surrounding Chicanos and includes particularly good articles by Weber, Paredes and Gómez-Quiñones.

Section four, "The Beginnings of Bronze Power," contains nine essays pointing to the social and political change among Chicanos in the Southwest. This section includes articles by John Shockley, Frances Swadesh and Luis Valdez which give the reader an historical-political account of political activity in the Southwest. A selection from César Chávez on the problems of the migrant worker and labor organizing is also included, while Jesús Luna renders an interesting autobiography on the problems and complexities that he has faced as a Chicano in contemporary America.

In the fifth section, "The Urban Experience," the editors pull together seven articles dealing with Chicanos in urban settings. Here, the reader finds articles pertaining to racial and labor relations, urban education and political organizations. Good historical reading for those interested in Chicano political organization can be found in Guzman's "Politics in the Mexican American Community," and Gonzales' "Chicano Nationalism: The Key to Unity for La Raza."

The concluding chapter introduces three articles addressing the state of knowledge on Chicano history, by Gómez-Quiñones and Arroyo; ethics in Chicano scholarly research, by Guzmán; and ideas for future research by Peñalosa.

This reviewer has purposely saved the discussion of Chapter Three for the end because he feels that it is here that the editors have done the reader the greatest disservice. Chapter Three, entitled "Trying to Crack the System," is a collection of eight articles. In this chapter, most of the articles do not seem to serve the manifest purpose of the topic. With the exception of Wollenberg's article on the huelga, and Shapiro's "The Pecan Shellers of San Antonio," no article identifies the key problems of Chicanos during the early and mid twentieth century, nor do they capture the essence of early attempts toward constructive social change. While Madrid's article "In Search of the Authentic Pachuco," is interesting, for example, it does not seem to fit in.

After reading this book, this reviewer was left with mixed feelings. While the reading was interesting historical text, the objective for re-releasing this edition is not apparent. Additionally, it is not clear if this text is a Chicano history reader or a social science reader on the Chicano experience.

Whatever its intended objective and audience, one is left with a feeling that quite a few of the articles do not serve a purpose from an historical and/or social scientific perspective. Surely the editors are aware of more current scholarship addressing contemporary Chicano history and political experiences. In one example they appear to purposely omit innovative and constructive ideas; this occurs in the preface to section five, "The Urban Experience." Here the editors mention black-Chicano coalitions, but unfortunately no such article follows.

In this reviewer's numerous discussions with faculty and students (Chicano and non-Chicano alike) the overwhelming consensus is that there are relatively few texts that grab the reader's interests and not only discuss history, but introduce work on the family, assimilation and acculturation, immigration, poverty, health care, education, language, social and political change, and criminal justice. Certainly, this list is not exhaustive and could include numerous other topics. There are some good texts on blacks and other minority and/or ethnic/racial groups. The task of developing a text on Chicanos is at hand. Difficulties notwithstanding, our desire to attract and interest students on the topic depends a great deal on our ability to accomplish just that.

RECENT PUBLICATIONS

Appleby, D.P. The music of Brazil. Austin: University of Texas Press, 1983. Write UT Press/P.O. Box 7819/Austin, TX 78712. ($22.50).

Bartczak Cannon, J. & Smith, E. (Eds.) Resources for affirmative action: An annotated directory of books, periodicals, films, training aids and consultations on equal opportunity. 1983. Write to Garrett Park Press/Garrett Park, MD 20896. ($11.95 prepaid).

Center for the Study of Human Rights, Columbia University (Ed.) Human rights bibliography. (Forthcoming, September 1983). Write to Westview Press/ Customer Service Dept./5500 Central Ave./Boulder, CO 80301. ($20.).

Fairchild, H.H., & Tucker, M.B. Black residential mobility: Trends and characteristics. Journal of Social Issues, 1982, 38(3), 51-74. (Although focusing on blacks, this paper includes a discussion of black/Hispanic residential integration.) Reprints are available from Halford Fairchild/Dept. of Psychology/UCLA/Los Angeles, CA 90024.

Vigil, J.D. Human revitalization: The six tasks of Victory Outreach. The Drew Gateway, 1982, 52(3), 49-59.

PROFESSIONAL NOTICES

Professor **Eliud Martínez** will replace Professor **Alfredo Mirande** as the Chairperson of Chicano Studies at the University of California at Riverside.

Not by the Sword, a novel by **Nash Candelaria**, was recently selected as a winner of the Before Columbus Foundation's 1983 American Book Awards. Not by the Sword, the second of a series of novels about the Rafa family of New Mexico, focuses on the Mexican War of 1846. Mr. Candelaria is also the author of the first Rafa novel, Memories of the Alhambra, one of Chicano literature's most celebrated novels. His short stories have appeared in The Bilingual Review/La Revista Bilingüe, Revista ChicanoRiqueña, De Colores and others. Note by the Sword is published by the Bilingual Press.

Gary Keller, Dean of the Graduate School at Eastern Michigan University, has recently accepted the post of Provost at the State University of New York at Binghamton.

CALLS FOR PAPERS

AZTLAN: MYTH AND REALITY
A call for essays has been issued for a proposed volume on Aztlán to be published by the University of New Mexico Press. Submissions may be published or unpublished essays of any length that deal with the subject of Aztlan. The volume proposes to bring together the most penetrating essays on the subject with the view that such an anthology would help reflect, analyze, and clarify the concept of homeland as it applies to Aztlán. The volume would also serve as an educational tool in Chicano, Southwest and Mexican studies. Submit outlines to Rudolfo Anaya/ English Dept./University of New Mexico/ Albuquerque, NM 87131. **AD: Mid-November, 1983.**

1984 NACS CONFERENCE
The 12th Annual Conference of the National Association for Chicano Studies is slated for **March 8-10, 1984,** and will be held on the campus of the University of Texas at Austin. The conference theme will be "Voces de la Mujer." While particular priority and attention will be paid to panels and papers that specifically relate to women's issues, panels and papers relating to all other aspects of the Chicano experience are invited. Please send suggestions for panels on issues related to the mujer or other topics by **October 15, 1983.** Address all queries and correspondence to Gilbert Cárdenas/ c/o Mexican American Studies Program/UT Austin/Austin, TX 78712/(512) 471-4557. Further details will appear in LA RED in the coming months.

NATIONAL ASSOCIATION FOR INTERDISCIPLINARY ETHNIC STUDIES
Papers, media presentations and/or panels are invited for presentation at the **12th Annual Conference on Ethnic and Minority Studies** to be held February 29 - March 3, 1984 in Kansas City, Missouri. The conference theme, "Ethnicity: 1984 and Beyond," relates to George Orwell's predictions. Conference organizers invite papers discussing the roles of government and society in molding, changing and affecting the lives of ethnic peoples. Papers may consider the past as it affects the future or may look beyond 1984 to the twenty-first century. For complete information on the conference and the submission of abstracts, contact Gretchen Bataille/22 Ross Hall/ Iowa State University/Ames, IA 50011/ (515) 294-3448. **AD: 11-15-83.**

ANNOUNCEMENT

CALIFORNIA SPANISH LANGUAGE DATA BASE
The California Language Data Base (CSLDB) has recently been awarded funds to provide a selection and acquisitions service, a reference access program, and a bilingual access and training program during the coming year. At the same time, Lector, the CSLDB's review journal for Spanish language and bilingual materials, will be increased from a quarterly to a bimonthly schedule. In cooperation with Stanford University and UCLA, the CSLDB will develop on-line reference access to publications by and about Hispanics and to a representative sample of statistical information on the Hispanic community. For more information, request a brochure on the programs and services of the CSLDB by writing to CSLDB/604 William St./Oakland, CA 94612.

PROBLEM & IDEA EXCHANGE

Susan Luevano and Herbert Hoffman/Santa Ana College Library/17th at Bristol/Santa Ana, CA 92706 would like to know if anyone is presently compiling a **bio-bibliographic directory of Latin American authors** including Chicanos, Puerto Ricans, and other Hispanics.

Raúl Fernández/Program in Comparative Culture/UC Irvine/Irvine, CA 92717 invites exchanges on the **rise and fall of ethnic studies programs (1968-1983).** Correspondence, essays and bibliographies are invited.

John Martínez/Office of the Dean/Graduate Studies and Research/UC Irvine/Irvine, CA 92717 seeks contact with faculty interested in **placing promising Hispanic undergraduates in high quality graduate programs,** and in developing a network for the future facilitation of such goals.

RECRUITMENT & SCHOLAR SUPPORT

BILINGUAL EDUCATION - U OF COLORADO
Traineeships available for master of arts degree in bilingual special education. Award includes tuition, books and fees, and a $1000 stipend. Contact Professor Leonard Baca/ University of Colorado/Campus Box 249/ Boulder, CO 80309/(303) 492-5416.

COUNSELING - BOSTON UNIVERSITY
Master's degree specialization in counseling women at Boston University (one year). Hispanic women invited to apply. Contact Oliva Espin, or apply immediately to Eileen Nickerson/605 Commonwealth Ave./Boston, MA 02215.

NATIONAL RESEARCH COUNCIL
Applications are invited for a fellowship competition open in all fields for junior and senior post docs. The fellowships will allow persons to live and study in an institution of higher education different from their own. For details, contact the National Research Council/Fellowship Programs/ 2101 Constitution Ave., N.W./Washington, D.C. 20418

LA RED/THE NET **RESPONSE FORM No. 70** **July 1983**

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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

NURSING - BORDER COLLEGE CONSORTIUM

Imperial Valley College, situated on the United States-Mexico border in southern California, is the location of a multi-faceted career ladder project designed to assist bilingual and bicultural nursing students to successfully complete their education. Faculty is needed to design strategies and techniques which will facilitate the program. For more information, call Ellen Saxe, Director of Nursing Education and Health Technologies at (619) 352-8320, or write to Imperial Valley College/P.O. Box 158/Imperial, CA 92251. **AD: Unspecified.**

WOMEN STUDIES - SDSU

The Women's Studies Department at San Diego State U is recruiting to fill a full-time, tenure-track position for fall 1984. Responsibilities include teaching psychology of women, and may also be asked to teach in the following areas: sexism and racism, gender and bio-ethics, science and technology. PhD required. For more information, contact Barbara Watson, Chair/Department of Women's Studies/ SDSU/San Diego, CA 92182. **AD: 1-1-84.**

LA RED/THE NET **RESPONSE FORM No. 70** **July 1983**

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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.

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Newsletter of the National Chicano Council on Higher Education

REPORT TO THE NETWORK

No. 71
August 1983

Here is food for thought from the June 1983 edition of the U.S. Commission on Civil Rights' Civil Rights Update:

Higher Education Civil Rights Laws Not Being Enforced, Congress Told

The Departments of Education and Justice "have decided, as a matter of policy, to give up trying to enforce requirements for eliminating the many pervasive forms of discrimination in education," according to testimony by the U.S. Commission on Civil Rights before a May 18, joint meeting of the House subcommittees on Postsecondary Education and Civil and Constitutional Rights.

Testifying on behalf of the Commission, Commissioner Mary Frances Berry said that Reagan Administration initiatives "are leading toward a crisis for Federal equal education opportunity guarantees." In one area after another, she said, "the Administration has retreated from broad remedial interpretations of civil rights laws established in regulations and successfully defended for many years during Republican and Democratic administrations alike. The retreat in education has been very pronounced."

The Commission countered statements by the Assistant Attorney General for Civil Rights, William Bradford Reynolds, who claimed that a recent Supreme Court decision required narrower interpretations of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

There has been no definitive ruling limiting the scope of these laws, the Commission testified. "The Assistant Attorney General's legal analyses clearly are shaped by a policy preference for narrowing Federal civil rights enforcement."

The Commission warned that current Administration policies threaten civil rights protections in many areas where serious discrimination persists.

Deadline for September issue: August 19.

CORRECTION:
In the June issue of LA RED (No. 69, page 1), we reported that "Hispanics now number more than 80 million persons in the United States including Puerto Rico." We goofed. The figure intended was ". . . more than 20 million . . ." This figure includes 17.8 million enumerated in 1980, growth since April 1980, and unspecified but conservative adjustment for undercount. Our apologies.

STAFF: Marta Díaz (Editor), Ximena Pooh, Jimmy Luzod, and Carlos Arce.

LA RED/THE NET (USPS 552 950) is published 16 times per year (monthly, and semi-monthly in January, April, July and October), and distributed free of charge by the National Chicano Council on Higher Education/600 W. 28th St., Suite 201/ Austin, TX 78705/Second class postage paid at Austin, TX.
Postmaster: Send form 3579 to 600 W. 28th St., Suite 201/Austin, TX 78705.

RECRUITMENT & SUPPORT

BILINGUAL SPECIAL EDUCATION - UNIVERSITY OF COLORADO
Traineeships available for a master of arts degree in bilingual special education. Award covers tuition, books and fees, and a $1,000 stipend. Contact Leonard Baca/University of Colorado/Campus Box 249/Boulder, CO 80309/(303) 492-5416.

BIOMEDICAL RESEARCH - NIH
The National Institutes of Health's Minority Access to Research Careers program is offering four different types of training grants and fellowships for careers in biomedical research: Honors Undergraduate Research Training Grants, made to four-year colleges that have substantial enrollment of minorities; Predoctoral Fellowships, awarded on a competitive basis to graduates who received the undergraduate grants; Faculty Fellowships at schools with heavy minority enrollment; and Visiting Scientist Fellowships. For full details, write to the MARC Program/NIH/Westwood Bldg., Room 9A18/Bethesda, MD 20205.

1984 CONGRESSIONAL SCIENCE FELLOWSHIPS IN CHILD DEVELOPMENT
Applications are invited by the Society for Research in Child Development. The competition is open to scientists and professionals at post-doctoral level with interests in child development and public policy. Opportunity to spend one year as member of Congressional staff. Mid-career applicants are especially encouraged to apply. The fellowship year begins 9-1-84. Contact Barbara Everett, Director/Washington Liaison Office/Society for Research in Child Development/100 North Carolina Ave., S.E., Suite 1/Washington, D.C. 20003/(202) 543-9582.
AD: 11-15-83.

MICRO ONDA

The Analysis of Language Minority Issues in National Data Sets

by Alvin Y. So, National Center for Bilingual Research.

Over the past few years, the availability of several national data sets containing information on language minorities has opened up a new agenda for bilingual education researchers. These national surveys were conducted, for the most part, with federal funds and much of their data remain unanalyzed. Intensive analyses of these large-scale surveys can yield information on a national scale with important implications for education and researchers. Moreover, the recent popularity of high-speed computer programs make these national data sets easily accessible to researchers at a relatively low cost. For some time now, a team of researchers at the National Center for Bilingual Research (NCBR) have been analyzing large-scale data with respect to educational issues facing language minorities. For example, analyses have been conducted on the 1976 Survey of Income and Education (SIE) and the 1979 Current Population Survey (CPS). These two data sets contain language data which are superior to information obtainable from both the 1970 and 1980 Census, including not only individual language usage questions, but also questions on household language use, mother tongue, language ability and proficiency, and other background variables such as ethnicity, socioeconomic status and number of years in the U.S.

Using data from the 1976 SIE, NCBR staff have written a monograph on the patterns of language maintenance among Hispanics, Asian-Americans, and Native Americans in the U.S. (López, 1982a). To highlight some of the interesting results of the Hispanic population, López found that about two-thirds of all native adult Hispanics were raised in Spanish, and that four out of ten not only continue to live in homes where Spanish predominates, but also to use it as their personal usual language. Mexicans and Puerto Ricans have similar Spanish mother tongue and home language rates which are also similar to the Hispanic average.

From the data in the 1979 CPS, NCBR has explored the rate of language shift across three generations of Hispanic Americans (López, 1982b). The results confirm that: 1) only about 45-50% of adult Hispanics usually speak Spanish, not the 80-90% that other data imply; 2) Hispanics shift to English, but at rates that are slower than those of contemporary immigrant groups; 3) within the Hispanic groups, the Mexican-Americans have the highest Spanish retention rate; 4) maintaining Spanish is generally associated with low socioeconomic status, but multiple discriminant function analysis reveals that, while this is the general pattern, there is also a secondary trend in which high status and maintaining Spanish while also gaining competence in English is distinguished from either monolingual pattern.

In addition, NCBR has acquired the High School and Beyond (HS&B) data set, which is a longitudinal survey of 58,000 high school students who in 1980 were sophomores and seniors. The HS&B is a rich data base containing information from many different sources such as the students, the teachers, the school administrators, and the parents. The relevance of this HS&B data set to Hispanic bilingual education researchers has been discussed in So's article in the NABE Journal (1983, Vol. 7, No. 3) as well as in Hirano-Nakanishi's paper in the May issue of La Red.

For bilingual education researchers, the most important file in the HS&B is the language file. In addition to the kinds of rich language data included in the SIE, the language file in the HS&B also contains information with regard to the social context in which languages are used. For example, the language file contains responses to questions like, "What language do you use to speak to your father, mother, relatives, best friend, classmates, in the store, and at work?" In order to utilize the information collected through these contextual language questions, the staff at NCBR are developing a paper exploring the concept of "usual language."

Besides the language file, the HS&B data set contains a student file which includes information on courses taken at school, student aspirations, achievement test scores, socioeconomic status, ethnicity, exposure to bilingual education, etcetera. Using information contained in this file, the NCBR has written a paper on the impact of bilingual instruction on the educational achievement of limited-English speaking students (Chan & So, 1982). After controlling for the effects of socioeconomic status (SES) and initial language proficiency, Chan and So found that classrooms

1984 KELLOGG NATIONAL FELLOWSHIPS PROGRAM
W.K. Kellogg Foundation awards up to $35,000 for a three-year period to offer outstanding young professionals an opportunity to broaden their social and intellectual sensitivity, awareness, and leadership potential. A basic aim of the

DISSERTATION RESEARCH SUPPORT - NSF
The National Science Foundation is offering grants for improving doctoral dissertation research by giving doctoral candidates in the biological, behavioral, and social sciences greater opportunities for gathering and analyzing data and to provide funds for items not normally available from the student's university. These awards are not fellowships and no stipend is included. Proposals may be submitted at any time. For information, contact Howard H. Hines/NSF/1800 G Street., N.W./Washington, D.C. 20550/(202) 357-7456.

RECRUITMENT & SUPPORT

program is to assist future leaders in developing skills and competencies which transcend traditional disciplinary and professional methods of addressing problems. Of particular interest to the Foundation are pursuits involving broad issues in agriculture, education, and health. Awards will not be made for basic research or acquisition of new knowledge or skills within the applicant's principal discipline or profession. Rather, the experience is intended to provide opportunities to develop new and broadened abilities. For detailed information, contact the Kellogg National Fellowship Program/W.K. Kellogg Foundation/400 North Avenue/Battle Creek, MI 49016/ (616) 968-1611. AD: 10-17-83.

LAW - UNIVERSITY OF IOWA
The Chicano Association for Legal Education (CHALE) welcomes this opportunity to bring to your attention information about the University of Iowa's College of Law. CHALE wishes to encourage all Hispanics interested in pursuing a legal career to consider the U of Iowa as an option. Our excellence in legal education and our academic atmosphere is conducive to learning and personal growth. The University of Iowa is one of the top twenty law schools in the nation; it also offers quality education at a reasonable cost. In addition, the

MICRO ONDA

with bilingual instruction have a positive effect on the educational achievement of students with limited English proficiency, while classrooms with instruction which is predominantly in Spanish or English do not produce such a positive effect.

The student file has also allowed NCBR staff to study whether language background or socioeconomic status (SES) is more important in explaining the reading achievement of Hispanic students (So & Chan, 1982). It has been asserted in the literature that language minority students have low reading scores because they tend to come from low SES households. However, our results from multiple regression analysis show that while both language background and SES are important factors influencing reading achievement, SES has less of an impact on Hispanic than on white students. Further analyses of the reading achievement gap between Hispanic and white students show that only half of the achievement gap is explained by the SES variable, indicating that Hispanic language minority students may face other obstacles to educational achievement besides low SES.

Another interesting and important question being investigated is that students have attained high educational achievement despite their disadvantaged backgrounds. NCBR staff are now studying the sources of high educational achievement among low SES Hispanic Language minority students. Performing discriminant analyses on a group of low SES Hispanic language minority students, our findings suggest that high achieving Hispanic students are more likely to have the following characteristics: exposure to bilingual instruction in elementary school; use Spanish as their usual language; have parents who have immigrated to the U.S.; aspire to a professional occupation; and express confidence in being able to complete a college education (So, 1983).

This year the NCBR is continuing its anlysis of the HS&B, examining data in the school file and the parent file. The school file provides much needed information on the social context in which Hispanic language minority students receive their education, such as how the school environment (curriculum, teacher, ethnic composition of the student body, etcetera) may have an impact on the educational achievement of Hispanic students. One area of interest is the hypothesis that the characteristics of barrio schools are related to

the low educational achievement of Hispanic students.

Another file, the parent file, will enable staff to study the educational process of Hispanic language minority students from their parents' viewpoint. Using parental aspiration as an indicator of educational input, staff are investigating whether Hispanic parents have higher or lower educational aspirations for their children than do white parents. In this respect, it may be possible to shed new light on the cultural deprivation literature which argues, among other things, that Hispanic parents do not place much emphasis on higher education for their children.

The parent file also contains information on family earnings and financial aid programs; thus, it will allow researchers to examine such issues as whether Hispanic parents will be able to afford college education for their children without any federal or state financial aid, and whether the present aid programs serve the needs of Hispanic parents.

In addition to the above data sets, the NCBR has also acquired the 1978 Children's English and Services Study (CESS), and the 1980 U.S. Census Summary Tapes on Los Angeles county. Continuing analyses of these national surveys will provide a broader context for projects being conducted by researchers at the NCBR and elsewhere.

For further information on NCBR research, write to the author at NCBR/ 4665 Lampson Avenue/Los Alamitos, CA 90720.

REVIEW NOTES

The Yale Murder: The Fatal Romance of Bonnie Garland and Richard Herrin
by Peter Meyer. New York: Berkley Books, 1983. ($3.50, paper.)

Reviewed by Adalberto Aguirre, Jr., Department of Sociology, University of California, Riverside.

This is a true story of love and death. It is the story of Richard Herrin, a Chicano from East Los Angeles attending Yale on an academic scholarship, and Bonnie Garland, a white female from a socially prominant family attending Yale as a required stop in her social education. Peter Meyer employs the contrast in social backgrounds between Richard and Bonnie to weave a

school has a good financial aid program for those eligible to receive aid. For further information, contact Gregory Williams/Dean of Admissions/College of Law/The U of Iowa/Iowa City, IA 52242/(319) 353-4247.

MEDICINE - U OF IOWA
Most minorities, especially those not from the Midwest, know very little about the University of Iowa College of Medicine, therefore it is not surprising that each year some prospective students choose not to go there simply because they have not thoroughly investigated what the University of Iowa has to offer. We, the "Curanderos" at the U of Iowa College of Medicine, wish to spread the word about our medical school and to encourage all minorities to apply here. Our school is a top quality medical school in terms of teaching, research, facilities, and academic environment. Above all, it offers one of the best programs for minority students in the country, the Educational Opportunities Program (EOP). Please give us, the Chicano-Native American Cultural Center a call and pay the school a visit. Write or call the Center at 308 Melrose Ave./Iowa City, IA 52242/(319) 353-4753 or 353-6014.

SCHOOL PSYCHOLOGY/SPECIAL EDUCATION - TEXAS A & M
The purpose of these pre-doctoral fellowships is to facilitate the

RECRUITMENT & SUPPORT

training of educational leadership personnel to improve the education of handicapped Hispanic youth with learning and behavioral problems. Training will include coursework in educational psychology, special education, and psychological assessment leading to school psychologist certification and a PhD in educational psychology. Fellowships will be awarded for one academic year with maximum of three years of funding potentially available for students. Contact Andrés Barona/Dept. of Educational Psychology/Texas A & M U/College Station, TX 77843/(409) 845-0987.

WOMEN'S COUNSELING - BOSTON UNIVERSITY
Boston University invites applications from Hispanic women for their Master's degree specialization in Counseling Women. Contact Oliva M. Espin or Eileen Nickerson at 605 Commonwealth Avenue/Boston, MA 02215.

CALLS FOR PAPERS

CAMPO LIBRE
Campo Libre, a humanities oriented journal produced by California State University, Los Angeles, and dedicated to publishing works by Chicano/Mexicano scholars, is planning to publish a special issue on Chicano history. Campo Libre is soliciting contributions, including book reviews, from scholars throughout the nation. Contact Ricardo Griswold del Castillo/Mexican American Studies Dept./San Diego State U/San Diego, CA 92182-0338, or Manuel Hidalgo/Chicano Studies/Cal State U/Sonoma, CA 94928.

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REVIEW NOTES

tale of how romance can overcome severe social differences.

Much like the writing of Thomas Thompson and Gary Cartwright, the story is factual and uncomplicated. Very little in the story is left to interpretation. Richard Herrin was the valedictorian of the 1971 graduating class at Abraham Lincoln High School in East Los Angeles. Despite his lack of interest in applying to college, his high school teachers urged him to apply for admission to Yale, Harvard, Princeton, Williams College, and the University of Pennsylvania. Given the importance of affirmative action programs in college admissions at the time, Meyer suggests that despite Richard's academic preparation, it was not surprising that Richard was accepted at all the schools to which he applied.

At Yale, Richard had problems. He found that his peers were much more goal-oriented than he; that, unlike hiimself, they possessed the academic preparation befitting aspiring Yalies; and that while his SAT scores were the highest at Lincoln High, they ranked at the bottom among his cohort at Yale. It was a familiar conflict -- in high school Richard was the big fish in a small pond, while at Yale he was the little fish in a big pond. Richard responded by skipping classes, obtaining barely passing grades in most of his classes, spending most of his time in non-academic activities such as the "bladderball" contests, and singing and playing his guitar to Beatles songs. Meyer portrays Richard as a person in an environment he feels he is a member of, but who does not exhibit relevant behavior within that environment. In short, Richard did not distinguish himself while at Yale.

In September of 1974, Bonnie Garland enrolled at Yale, her father's alma mater. Bonnie came to Yale as a graduate of Madeira, a preparatory school for women that claims a significant number of highly visible social members in its institutional history. According to Meyer, Bonnie was coming to Yale as a naive, virgin young woman eager to experience the co-ed environment at Yale. Bonnie was not looking for love, nor was she ready when she found it.

Two months after entering Yale, Bonnie met Richard. Richard and a friend, Paul Bardack, were at the top of Saybrook Tower late one evening serenading the campus with Beatles songs, when another friend appeared with Bonnie and another woman. It was an eventful night -- Bonnie and Richard spent most of it singing

Beatles songs, and talking until morning. After their first meeting, things escalated -- they moved in together, limited their interaction with others, and dedicated all their time to each other. Theirs was a possessive, naive, and private relationship.

Where Bonnie's parents learned to tolerate Richard's presence in their daughter's conversations or while he visited their home, Richard's parents accepted Bonnie outright as a daughter. To Bonnie's parents, Richard lacked the proper Yalie attributes and did not understand the social differences between himself and Bonnie. In contrast, it was Bonnie's smile, and her warm disposition that drew her close to Richard's parents. This is a crucial contrast in Meyer's presentation of the story: the warm, personal features in Mexican culture versus the objective, calculating features in American culture.

Despite the love between Richard and Bonnie, Richard killed Bonnie on the morning of July 8, 1979 while she slept at her parent's home. Bonnie's death was not as easy as Richard had intended it to be. It was violent, as are most actions involving persons incapable of defending themselves. It was an act by a person seeking resolution to a social relationship that had undergone ambiguity. It was an act of a person seeking attention; and the only violent act of an otherwise innocent person. Sometimes too much can be said, and so, I leave it to the reader to examine Ricard's reasons for his behavior.

I do not intend to review the book in too much more detail; my purpose here is simply to identify the story. Some pleasure in reading it must be preserved for the interested person. For those who need reasons for reading, the book should be read for at least three: 1) it is a book full of symbols contrasting Mexican and American culture -- culture conflict, assimilation, marginality, tolerance, social relationships, etcetera; 2) it is a peek at how a Chicano, before falling into a social relationship, attempted to maneuver his way through Yale by seeking out other Chicano students; and 3) it is a symbolic confrontation between white wealth and influence, and Chicano dependency on social institutions, i.e., the Catholic church.

For those who simply enjoy reading, the book is an engrossing human interest story. It is a simple story of love found, and a tragic story of love lost.

CALLS FOR PAPERS

and Beyond," relates to George Orwell's predictions. Conference organizers invite papers discussing the roles of government and society in molding, changing and affecting the lives of ethnic peoples. Papers may consider the past as it affects the future or may look beyond 1984 to the twenty-first century. For complete information on the conference and the submission of abstracts, contact Gretchen Bataille/221 Ross Hall/Iowa State University/Ames, IA 50011/(515) 294-3448. **AD: 11-15-83.**

NOTE:
The MACRO ONDA by Almaguer & Camarillo in the May 1983 issue of LA RED (No. 68) entitled "Urban Chicano Workers in Historical Perspective," is part of a larger publication, The State of Chicano Research in Family, Labor and Migration Studies, edited by Valdez, Camarillo & Almaguer, and may be obtained by writing to the Center for Chicano Research/Stanford University/P.O. Box 9341/ Stanford, CA 94305.

PROFESSIONAL NOTICE

The Governing Board of the San Francisco Community College District is pleased to announce the appointment of **Carlos Brazil Ramírez** as President of City College of San Francisco.

REVIEW NOTES

Parenting Models and Mexican Americans: A Process Analysis (2nd edition)
by Luis Casaus, Miguel Arciniega & Max Castillo, Albuquerque: Pajarito Publications, 1982.

Reviewed by Jimmy Luzod, National Chicano Council on Higher Education, Austin, Texas.

Since my area of study is developmental psychology, it was assumed that I would be an appropriate person to review a book concerning parenting and childrearing practices. Upon my first perusal, it became apparent that this book was less concerned with a solid theoretical analysis of parental models and more concerned with a pragmatic analysis of parental models utilized in clinical settings.

As clinicians, the authors begin by outlining a very cursory description of the psychohistorical development of childrearing practices which have had an impact upon the current childrearing practices of the Chicano/Mexican American population. They specify five levels of important interactional encounters which have influenced the childrearing practices of the Chicano: 1) Indian; 2) Spanish; 3) Mestizo/Mexican; 4) Chicano/Mexican Americans; and 5) Anglo.

The psychological framework which the authors attempt to structure begins with the strength of the Indian woman and her prescribed role within pre-Columbian society. Coupled with her Indian philosophy of "interdependence and cooperativeness," and a sense of oneness with nature, the Indian woman was granted by the authors a central role in the perpetuation of many Indian values which persist in today's childrearing practices among Mexican Americans. It was through the woman's strength and tenacity that the childrearing practices prevalent today were able to overcome the subjugation of Spanish rule, and although the sociopolitical structure was obliterated, the early socialization experiences were maintained. From this inner strength, they state that the ways of the Indian woman were passed on to the mestizo woman and subsequently passed on to the Mexican American woman/Chicana. It is believed that through varying degrees of interactions and intermarriages between the Indian, Spanish, mestizo, and Anglo cultures, a heterogeneity was created from which the Mexican American/Chicano population has emerged.

The problem of variability and heterogeneity of our population has been a concern voiced by many researchers. The authors, likewise, are concerned with the accurate portrayal of the variabilty within the Chicano family and are extremely careful to point out throughout their book that their description is not one of an "absolute definition or static abstractions" of the Chicano family. Of course, even though variablity exists, certain shared values and beliefs are reflected (in varying degrees) in the childrearing practices of the Mexican American. Labelled as "Presumed Socialization Practices" (PSPs), Casaus, Arciniega and Castillo list six major value clusters which may be salient characteristics of the Chicano family: 1) collective cultural identity; 2) interdependence of personal interrelationships in life; 3) role definition of family members; 4) religious traditions; 5) psychological identity survival; and 6) cooperative cyclical view of life.

It is the incongruity between the Chicano PSPs and those values professed by mainstream institutions (i.e., schools), and the subsequent adaptive coping mechanisms which further differentiate the Chicano population. That is, the psychological processes Chicanos utilize (i.e., affirmation, rejection, adaptation) to cope with the cultural conflicts between Chicanos and whites are not self-evident or uniform, but rather, are determined through a multiplicity of factors (i.e., generational, educational, economic, geographic, etcetera).

From the authors' reconstruction of historical and present day influences upon Chicano socialization practices, they abruptly identify five existing parent training models and analyze their effectiveness in relation to the Chicano family. The models chosen are: 1) Adlerian Parent Study Groups; 2) Gordon's Parent Effectiveness Training; 4) Glasser's Parent Involvement Training; and 5) Family Therapy Model (incorporating the works of Satir, Haley, and Minuchin).

Obviously, the notion of training parents to become more effective participants in the raising of their children is a middle-class, conservative ideal which, when applied to Chicano families, only serves to emphasize the differences between white and Chicano values. The authors, therefore, chose to identify the shortcomings of these models and to recommend a more culturally sensitive approach in the training of Chicano parents which takes into account the heterogeneity of the Chicano culture.

After having read this book a number of times, there are three general areas which I would like to take issue. The first pertains to

PROBLEM & IDEA EXCHANGE

Sandra G. Baca/6932 Burnet Avenue/Van Nuys, CA 91405 invites exchanges with persons having worked **with Cuban ("El Mariel") refugees** that are being resettled here in the United States.

Jeffrey J. Pedroza/S-104 Westview/Ypsilanti, MI 48197 needs information on recent literature on **the acculturated Chicano,** and attitudes from Chicanos about culture conflict.

James R. Pérez/Office for Civil Rights/Voluntary Compliance/Outreach/1275 Market St., 13th Floor/ San Francisco, CA 94103 is interested in research concerning the rights of "persons living in the United States" pertaining to **emergency medical treatment and other health services** (regardless of citizenship or legal residency status). Correspondence is invited.

Ray Sandoval/Political Science Dept./U of Santa Clara/Santa Clara, CA 95050 would appreciate any information regarding the **effects of Reagan budget cuts on Chicano access to bloc grants** in any state.

Laurie Sommers/Indiana University Folklore Dept./ C/O 905 Capp #6/San Francisco, CA 94110 is currently doing dissertation research in San Francisco's Mission District which includes interpretive analysis of **fiestas patrias mexica-**

PROBLEM & IDEA EXCHANGE

nas. Any articles or materials pertaining to the Cinco de Mayo or the 16 de Septiembre, particularly in California would be greatly appreciated.

Laura E. Téllez/4115 Bridge Ave., #105/Cleveland, OH 44113 would like to secure data or resources on **recruitment and retention techniques** for the Hispanic student. Exchanges are invited.

EMPLOYMENT

FACULTY/RESEARCH

BILINGUAL EDUCATION - WASHINGTON STATE U
Assistant professor to develop undergraduate and graduate courses in bilingual science and math education needed for fall 1983. PhD in bilingual education required as well as fluency in Spanish and English; elementary or secondary teaching experience in science, math or computer applied instruction; knowledge of bilingual diagnostic assessment; and curriculum development competency in bilingual education. Contact María G. Ramírez, Director/Bilingual-Bicultural Education Program/Washington State U/Dept. of Education/Pullman, WA 99164-2110. AD: **Unspecified.**

CHICANO STUDIES - UC, SANTA BARBARA
The Dept. of Chicano Studies seeks an individual for a tenure level, joint appointment, with instructional responsibilities in Chicano Studies and one other academic department. Candidates must be eligible for a regular academic ladder rank appointment with field specialization in the area of Chicano Studies, and in at least one of the following disciplines: art, music, drama. Candidates should offer a strong record of teaching, research and publication. Appointment effective as early as 1-1-84, no later than 7-1-84. Contact Manuel Carlos, Chair/Dept. of Chicano Studies/UC, Santa Barbara/Santa Barbara, CA 93106. AD: **11-1-83.**

The Dept. of Chicano Studies offers a second joint appointment, with instructional responsibilities in Chicano Studies and one other academic department. Field specialization in the area of Chicano Studies and in at least one of the following disciplines: sociology, psychology, linguistics. Appointment becomes effective July 1, 1984. Contact Manuel Carlos (address above). AD: **12-31-83.**

CHICANO STUDIES - UC, RIVERSIDE
The Chicano Studies Program at UC, Riverside invites applications for teaching position in one or more of the following courses: Introduction to Chicano Culture and Behavior; Chicano Poetry and Theatre; Introduction to Chicano Thought and Arts. MA required, teaching experience desirable.

REVIEW NOTES

the value of a psycho-historical perspective toward the understanding of Chicano childrearing practices. The authors state that it is important "to examine where we are as a people and where we are going, but <u>even more important</u>, what and where we were." [page 17, emphasis added.]

Why? From a clinical perspective, I am aware of subconscious influences upon behavior, but these are associated with direct past experiences. Never have I come across a revelation which allowed me to cope better as it pertained to my ancestral practices two-and-a-half centuries ago. Other than taking pride in one's cultural heritage, or simply being an esoteric area which one can elaborate upon at cocktail parties, I see no added insight from this perspective which deals with the realities affecting Chicano families.

The second issue pertains to the transmission of assumptions from social scientist to social scientist. Casaus, Arciniega, and Castillo state, "Since it is mainly the mother who transmits the culture through the socialization of the children . . . it was important to focus on the historical evolution of the Mexican American woman." [page 6.] This is not the first time that I have encountered this statement, nor will it probably be the last, however, have you ever noticed that it is never documented with supporting evidence? Furthermore, it is painful to read a text pertaining to "parenting" which excludes <u>totally</u> any reference to paternal influences. Are the authors aware that Chicano fathers, in fact, do influence child development and actively participate in the care and raising of their children (Luzod & Arce, 1979)? <u>If</u> history provides insights, why was the father's role not explored historically? Doesn't the exclusion of fathers only serve to reinforce the non-Chicano writers who profess that Chicano fathers are aloof and alienated from their children?

The third issue relates to the establishment of parental training programs. I have always found it difficult to accept the notion that psychologists should take the lead in instructing parents (regardless of whether they themselves are parents or not), on <u>how</u> to raise children. I believe that it is not the authors' intention to interfere in the raising of children within Chicano families, but rather to equip Chicano parents to better prepare their offspring for the impending institutional confrontations. Even this, however, removes the burden of responsibility from mainstream institutions which created many of the problems and places it back onto the Chicano family.

The salient message which, then, follows is: What type of clinical support may be provided to assist Chicano families? It is obvious that current family models are not appropriate for (treating?) Chicano families, so what models should clinicians follow? The authors recommend, among others, that "a cadre of paraprofessionals could receive extensive intervention in parenting so they in turn will be trainers of parents . . ." [page 79.]

For reasons which I will explain, I suggest another approach. The true dynamics of the Chicano family are not well documented or well understood. Yet, the family unit has held tight to basic cultural values and practices which have withstood governmental take-overs and intense discrimination. This strength should be exploited, not only to train helping professionals, but also to provide support for Chicano families.

The Chicano support network so frequently cited in the literature may be "created" by bringing together Chicano families to exchange and discuss the problems and difficulties of raising children as well as the resolutions, if any, which were found. This open forum allows for the discussion of a variety of problems due to region, generation, economic, education, linguistic, and family structure (i.e., extended family, single-parent family, multiple family dwellings, etcetera) and thereby lend itself to the heterogeneity of the population. In this way, the Chicano family unit will be self-assisting with helping professionals moderating <u>and</u> learning directly from Chicano family dynamics in action.

The book, while short (116 pages), addresses an important topic which clinicians and other helping professionals who work with Chicano families must confront daily. The authors appear sincere in their efforts to develop a working model in order to more effectively assist Chicano families. Perhaps others who may read this book may provide insights to the authors in their search for an appropriate model.

* * * * *

EMPLOYMENT

Contact the Chicano Studies Program/UC, Riverside/Riverside, CA 92521. AD: **10-1-83.**

CRIMINAL JUSTICE - MICHIGAN STATE U
Minority group candidates are strongly encouraged to apply for a faculty vacancy starting in the 1983/84 or 1984/85 academic year. PhD preferred. Commitment to the land-grant philosophy and the goals of a professional school is required. The position is a nine-month tenure stream appointment. Contact Robert C. Trojanowicz, Director and Professor/School of Criminal Justice/Baker Hall/Michigan State U/East Lansing, MI 48824-1118. AD: **Unspecified.**

MANAGEMENT - SUNY, BINGHAMTON
Faculty positions in management/management consultation; marketing; organization theory-design; labor relations; international-strategic management; marketing, planning and communication; free enterprise economics; financial planning; taxation; accounting/decision support systems. All positions require the appropriate doctorate. Contact George Westacott/School of Management/SUNY, Binghamton/Binghamton, NY 13901. AD: **Open.**

MARKETING - UC, RIVERSIDE
Two positions available: 1) thoughtful and productive researcher and capable teacher in a demanding MBA program at assistant professor rank; 2) associate or full professor to teach and conduct research in the areas of marketing management and strategy. Candidates must have substantial research and publication record. Contact Dean Stepan Karamardian/Graduate School of Management/UC, Riverside/Riverside, CA 92521. AD: **Unspecified.**

PSYCHIATRY - UC, SAN FRANCISCO
Dept. of Psychiatry, San Francisco General Hospital is currently recruiting for a faculty position at the assistant professor in residence level to serve as senior attending physician on an acute 18-bed inpatient unit. Responsibilities include administrative and clinical leadership; supervision of faculty, physicians, residents and multidisciplinary staff; participation in academic teaching and research activities. Candidates must demonstrate sensitivity to ethnic minority and cultural issues and the needs of the chronic mentally ill. Spanish proficiency desirable. Contact Stephen M. Goldfinger/Chair of Search Committee/Dept. of Psychiatry/San Francisco General Hospital/San Francisco, CA 94110. AD: **11-1-83.**

SOCIOLOGY - U OF NOTRE DAME
Outstanding scholar/teacher being sought at associate or full profes-

REVIEW NOTES

Hispanics in the United States. An Anthology of Creative Literature
by Francisco Jiménez and Gary D. Keller (Eds.). Ypsilanti: Bilingual Review Press, 1983.

Reviewed by Nicolás Kanellos, University of Houston.

The "Preface" states that this sequel to the successful 1980 Volume I is the result of an open competition whose only criterion for inclusion was the "universal standard" of literary merit. Nevertheless, the two-hundred page tome is organized into trite and/or arbitrary, social-anthropological categories: "The Immigrant Experiences;" "Humor and Folklore;" "La familia y la religión;" "Cultural Heritage: Change and Contrast;" "La Hispana: Portraits and Self-Portraits;" "Obligaciones y compromisos;" and "War and Death." One wonders when our literature will be approached as literature rather than as so many case studies that "offer some insight into the values and lifestyles of Hispanics in the United States." When, finally, shall we talk of craft and the masterful manipulation of language(s), and the experimentation with form, sound and sense that creates new knowledge of the human condition? When do well structured and engrossing tales by university professors (Justo Alarcón's and Rosaura Sánchez') cease to be seen as the politics of "Obligaciones y compromisos?"

While a handful of the selections from the "hundreds of submissions" seem unpolished or underdeveloped, the anthology does bring together a healthy cross-section of mature writings on Hispanics in the United States. Much to the credit of writers and organizers of this showcase, most of the selections are subtle and devoid of stereotype and rhetoric. For the most part, a high level of literary quality dominates and creates its own momentum throughout. Of particular merit is the broad cross-section of writers and styles represented, with an extremely strong showing of Cuban American voices, well integrated among the Chicanos and Puerto Ricans.

Alongside works by such superstars as Rolando Hinojosa, the anthology brings together a younger generation of writers who recently have been bridging the gap between Anglo-American creative writing circles and Hispanic ones, the latter still insisting on relevance and commitment. Included among these is the El Paso-New Mexico triumvirate of Pat Mora, Leo Romero and Alberto Ríos, the Puerto Rican Floridian Judith Ortiz Cofer and the Californian Alma Villanueva. In their poems, Cofer and Ríos have enhanced the topos of the world as seen through a child's eye that many thought was held under lock and key by Rudy Anaya and Tomás Rivera.

In Hispanics II, the Cuban Americans steal the show, not only with the sardonic tales of immigrant disillusionment by veteran José Sánchez Boudy and novitiate Humberto J. Peña, but most startlingly with María del Carmen Boza's English-language novelette, "Estruscans." It is a sensitive tale of one woman's struggle for independence and peace within herself, and it alone is well worth the price of the complete anthology.

On the whole, Hispanics II is staid and safe, uninspired -- even that crazy bato that gave us "Buzzardsville" and "El Jardín" here settles for a boring dialog between Lincoln and Juárez -- and decidedly non-revolutionary. But it is -- fortunately or unfortunately? -- representative of Hispanic writers who mail their SASE's to break into the academic reading circles. Gone for now are the days of the Abelardos furiously reciting on city hall steps, El Teatro Campesino improvising on the picket line, and Caracol or Con Safos being hawked at community meetings. What we are about today is professionalism and recognition in ever-widening circles. Is this the sure road to contracts for the big book, TV and the movies? Shall we ask Luis Valdez or Miguel Piñero?

LANGUAGE & DISCOURSE

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

Research Report
A Critical Look at Several Versions of a Popular Theory: Plus ça change, plus c'est la même chose by Carole Edelsky. In H. Trueba & B. Blair (Eds.) Advances in Second Language Literacy. Center for Ethnographic Research, San Diego State University, 1983. Carole Edelsky's address is Department of Elementary Education/Arizona State University/Tempe, Arizona 85281.

Development of a research base surrounding the need for and value of bilingual education

EMPLOYMENT

sor rank for department chair beginning August, 1984. Area of specialization should be among the following: ethnicity, family, Latin American development, medical sociology, religion, or theory. Members of the Search Committee will be available at the ASA Meetings in Detroit. If you would like to meet with them, please indicate your preferred times by contacting the Chair, Search Committee/Dept. of Sociology/U of Notre Dame/Notre Dame, IN 46556/(219) 239-6463. AD: **10-15-83.**

URBAN DESIGN - UC, BERKELEY
Full professor is sought for tenured position effective July 1, 1984. Applicants should be leaders in urban design practice, and should have past training in architecture, landscape architecture, or city planning with a design focus. Advanced professional or scholarly degree is necessary, in addition to substantial experience in urban design practice and theoretical and user-based urban design research. Contact the Search Committee Chair/ Dept. of City and Regional Planning/UC, Berkeley/ Berkeley, CA 94720. AD: 10-3-83.

ACADEMIC/ADMINISTRATIVE SUPPORT
VICE-CHANCELLOR - UC, RIVERSIDE
UC Riverside is seeking an executive vice-chancellor whose responsibilities extend to all activities of the general campus including policy development, academic affairs and planning, resource allocation, liaison for the chancellor and to act for the Chancellor in the Chancellor's absence. Earned doctorate with demonstrated competence in teaching, research, and scholarly activities and a distinguished administrative record in the public or private sector are required. Contact John B. Vickery, Chair/EVC Search Committee/Office of the Chancellor/UC-Riverside/Riverside, CA 92521. AD: **9-12-83.**

LANGUAGE & DISCOURSE

has matured extensively within the past several years. Alot of attention has been given to Cummin's developmental interdependence hypothesis, and its extensions suggesting how children's L2 skills reflect skill in L1 and how skills might be transfered from L1 to L2. Cummin's notions and similar ones in the research literature have been used to justify the value of bilingual education in federal, state and local educational policy arenas. Cummin's and other's views supportive of his have evolved. More recently, attention has been given to the idea that language ability in either of two languages reflects skill on two polar dimensions -- described as context embedded to context reduced communication and as cognitively demanding to cognitively undemanding language tasks. In addition, attention has been given to the idea that there exist common language proficiency skills across the two languages of a bilingual. Our educational system's failure to provide an education for non-English background children is judged to be due to the school's failure to provide an adequate bridge between children's non-English language ability and the language requirements of mainstream schooling in English. Effectiveness of bilingual education to correct these matters requires more than instrúction in both the non-English language and English. In addition, languages need to be used appropriately to teach children context reduced and cognitively demanding skills over an adequately long period of time.

Carole Edelsky's paper presents a criticism of these views. Her paper suggests that many bilingual educators have made the mistake of assuming that remedies to the educational problems of bilingual children can be handled in the manner described above, without more sweeping changes in educator's views about literacy and literacy skills assessment. Edelsky states that the prevailing view of reading and literacy skills has replaced true information on these skills (that is, what children can actually do with language in meaningful tasks) with scores on reading tests. Reading and verbal test scores, according to Edelsky, <u>are not taken as indicators</u> of what they measure -- performance of artificial problem solving tasks involving print; instead, they are taken as <u>direct</u> measures of what they can only indirectly represent -- performance on real and meaningful literacy tasks. Edelsky cites ethnographic research which has established that literacy skills are connected to social contexts and to whole purposes of communication. Prevailing views on the value of bilingual education have not addressed the importance of how literacy activities are mastered and the extent to which children view these activities as part of their personal repertoire for communication. Connections between the social life of children, and development of their academic language skills are inadequately represented at present by theories based on the developmental interdependence hypothesis and its extensions.

Edelsky is a forceful writer. She is a leading researcher on children's literacy development and does much of her work in the spirit of ethnography. Edelsky's paper is must reading for those who wonder why it is so difficult to merge ethnographic with quantitative test score-based research in bilingual education. Her views might be interpreted as overstated and hyperbolic on occasion, that is, her strong criticism of testing, without sufficiently citing its legitimate value and uses. Nonetheless, tests are abused too such an extent that her criticisms are well taken, overall.

LA RED/THE NET RESPONSE FORM NO. 71 AUGUST 1983

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

LIBRARIAN - U OF ARIZONA
U of Arizona is seeking a professional librarian to be responsible for collection development in the areas of science-technology, psychology and the health related professions. ALA accreditation required as well as relevant background in science, either through course work or library experience. Knowledge of one or more foreign languages is desirable. Contact W. David Laird/University Librarian/U of Arizona Library/Tucson, AZ 85721. AD: **9-15-83.**

LIBRARIAN - EL CAMINO COLLEGE
Director of Library and Media Services is sought by El Camino College, to be responsible for its overall administration. This is a certified management position requiring a master's degree in library science from an American Library Association accredited school. Contact El Camino College/Personnel Services Division/16007 Crenshaw Blvd./Torrance, CA 90506/(213) 532-3670, extension 525. AD: **Unspecified.**

CLINICAL DIRECTOR - SOUTH COUNTY COUNSELING CENTER
Position open for a clinical director at the South County Counseling Center, a program of South County Alternatives, Inc., in Gilroy, California. Gilroy is a semi-rural and primarily agricultural community. The counseling center provides 24 hour emergency mental health services and focuses on brief therapy and other practical resolutions. Contact Renée Aubuchon/South County Counseling Center Director/7751 Monterey Road/Gilroy, CA 95020. AD: **Open.**

LA RED/THE NET **RESPONSE FORM NO. 71** **AUGUST 1983**

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.

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Newsletter of the National Chicano Council on Higher Education

REPORT TO THE NETWORK

The Lilly Endowment recently awarded over $1.5 million to the Committee on Interinstitutional Cooperation for its minority fellowships. The largest privately supported effort of its kind, this program assists minority students pursuing the PhD in the natural sciences, social sciences, and humanities. (See Recruitment & Support announcement on page 10 for further details.) The Lilly Endowment has been an important source of support for efforts in minority higher education including, of course, the National Chicano Research Network (NCRN) which we ran until July of this year. For a two-year period, the NCRN received Lilly Endowment funds to expand and solidify LA RED, and to initiate a data collection and processing project on data concerning Hispanics in the U.S.

With such backing, the NCRN was able to establish a firm foundation and move forward in securing a permanent place in higher education affairs for Hispanics. Following the completion of that phase of NCRN activities, the project merged with the National Chicano Council on Higher Education (NCCHE), relocated to Austin, Texas, and is presently striving for greater self determination as seen through a number of pending changes where -- in particular -- the newsletter is concerned.

Effective November 1, 1983, LA RED/THE NET will be available for a subscription fee of $15 per year for 12 monthly issues. In addition, rate sheets will be available to persons and organizations interested in advertising employment opportunities as well as publications sales. For over six years, LA RED has been distributed free of charge upon request. However, as our readers know, the NCCHE faces the same operating pressures that confront everyone today. We are taking these steps to offset a portion of our increased operating expenses while still maintaining a high level of quality of service. Look for notices in your mailboxes soon.

No. 73
October 1983

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

LA RED welcomes news items and letters from all readers. Address correspondence to the Editor at the address below. Items must be received by the fifteenth of the preceding month in order to appear in the next month's issue (i.e., January 15, for the February issue).

LA RED/THE NET (ISSN 0274-8567) is published monthly for $15 per year by the National Chicano Council on Higher Education/600 W. 28th St., Suite 201/Austin, TX 78705/(512) 479-8497. Second-class postage paid at Austin, TX. POSTMASTER: Send form 3579 to NCCHE/600 W. 28th St., Suite 201/Austin, TX 78705.

DEADLINE FOR NOVEMBER ISSUE: October 24

CALLS FOR PAPERS

League of United Latin American Citizens
LULAC is issuing a call for papers and session proposals for an all day conference of scholarly papers analyzing its fifty-five years of development. The conference will be held at the Houston Public Library on February 11, 1984. Persons currently involved in research on LULAC are invited to submit papers. Contact Louis J. Marchiafava, Archivist/Houston Metropolitan Research Center/Houston, TX 77002. SD: Unspecified.

Fiesta Educativa
The Developmental Disabilities Center requests papers to be submitted for presentation at their Midwest conference on Development Disabilities for Hispanic Parents, Professionals and Handicapped on **June 15-17, 1984,** at DePaul University, Chicago, Illinois. Papers which address the special needs of Hispanic developmentally disabled individuals who speaks little or no English are encouraged. Papers which address cultural, socioeconomic, and linguistic issues are of particular concern. Papers and presentations may be in English and/or Spanish. Contact Julieta Rosales Pasko/The Developmental Disabilities Center/913 West Wellington/Chicago, IL 60657/(312) 975-1600 ext. 5580. SD: 11-15-83.

MICRO ONDA

Chicano Student and Institution Related Determinants of Educational Outcomes in South Texas Community Colleges

by Laura I. Rendón, Math Intervention Program, Border College Consortium, Laredo, Texas.

Problem

The controversy regarding community colleges -- their influence and what they actually do for minorities -- is sharply divided. Critics indict two-year colleges for ill serving minorities, for tracking them into less than college-level studies, and for reducing their chances to earn baccalaureate and advanced degrees. This, they contend, serves to perpetuate an intergenerational cycle of social and educational inequities which grant minorities a prolonged, inauspicious social niche at the bottom of an existing diversified class structure (García, 1981; Olivas, 1979; Karabel, 1972). Conversely, defendants idealize community colleges as the epitome of equal opportunity and maintain that without these colleges, students who are ill-prepared academically or who have limited financial resources that preclude them from attending senior institutions, would meet still another closed door to higher education (Cohen, 1980; Priest, 1982). To be sure, community colleges have made their imprint in higher education by attracting and serving a heterogeneous group of students from diverse socioeconomic and ethnic backgrounds as well as different levels of preparedness. Open admissions, proximity to home, convenience and low cost have lured Chicanos, and other minority and low socioeconomic status (SES) students to attend two-year colleges in disproportionate numbers, compared to four-year institutions (Crossland, 1971; Olivas, 1979; Karabel and Astin, 1975). Yet, it appears that access into two-year colleges has not been matched by retention. There is data which appears to indicate that Chicano student persistence may be jeopardized as a result of enrolling in a community college (Astin, 1982; CHEM, 1982; Olivas, 1979; NCES, 1980).

Methodology

The object of this study was to investigate how Chicano student-related variables (shaped before college attendance), and how institution-related variables (shaped during college attendance) were related to persistence in achieving educational outcomes. Utilizing conceptual subsets of symbolic interactionism posed by Caplan and Nelson (1975), and Tinto (1975), a research model was constructed to investigate student and institutional determinants of educational outcomes. Independent variables included student-related factors such as individual background characteristics and student selection of educational goals. Interaction variables included factors shaped during college attendance such as student-institution interactions, and Chicano collective consciousness (i.e., individual ethnic identification and commitment to the group's cultural values and customs as well as individual perceptions of responsibility for social, economic and educational inequities that afflict the ethnic group). Dependent variables were of two categories. The first outcome category reflected subjective, student defined perceptions of educational goal attainment, including: a) the extent of goal attainment: 1=not reached any; 2=reached some; 3=reached all; 4=surpassed goals; and b) satisfaction with goal attainment: 1=extremely satisfied; 4=extremely dissatisfied. The second outcome category reflected objective, institution-defined attainment, including: a) the type of college credential earned in tandem with present college enrollment status; and b) the total number of hours earned by spring 1981.

The study employed a cross sectional design and was begun in May, 1981 using a population base of Chicano students who enrolled full or part-time for the first time in the fall of 1977 or 1978 in one of the three South Texas community Colleges: 1) Laredo Junior

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Rehabilitation and Special Education
The Third Pan American Conference on Rehabilitation and Special Education will be held at Pan American U in Edinburg, Texas. The program will include a wide range of topics of particular interest to rehabilitation counselors and psychologists, special education professionals, physical and occupational therapists. Submissions may include individual papers, coordinated sets of papers, or complete symposia. For details, contact Bill R. Arnold/Department of Behavioral Sciences/Pan American U/Edinburg, TX 78539. SD: 11-15-83.

Midwest Latino Council on Higher Education
MLCHE is calling for papers to be presented at its next annual conference in Chicago in March 1984. Topics include: affirmative action; bilingual education; adult education; the role of community based organizations as they

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relate to institutions of higher education; and political roles of Latino faculty and administration. Submit papers to Angeles L. Eames/ MLCHE/Dean of Students/Loyola University/6525 N. Sheridan Rd./Chicago, IL 60626. SD: 11-18-83.

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Fulbright Occasional Lecturers Program
The Fulbright Occasional Lecturers program for senior scholars from abroad assists U.S. colleges and universities in arranging for scholars to appear as guest lecturers or participants in seminars or special public programs. The purpose of the program is to allow foreign scholars to become better acquainted with higher education in the United States and to interact with American colleagues and students. More than 700 scholars affiliated with U.S. institutions during the 1983-84 academic year are available for lecturing on specialized topics in their fields of research or on general topics related to the history or culture of their home counties. Institutions are asked to provide

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College (Laredo); Texas Southmost College (Brownsville); and Del Mar College (Corpus Christi). Chicano students were identified on the basis of two criterion: 1) United States residency at the time of enrollment; and 2) itemization under the ethnic category, Hispanic, on the official college roster. A 46-item survey instrument was sent to a random sample of 1786 Chicano students. Follow-up procedures were employed based on a systematic-two phase sampling technique (Kish, 1965), resulting in a sample size of 227 students and yielding a response of 23.7% based on proportions of the first plus the second and third subsamples. Statistical techniques such as factor analyses, Pearson Product Moment Correlation Coefficients and dummy variables were used to reduce data. Direct and indirect effects of predictor variables on each dependent measure were determined through multiple regression analysis.

Results

The three most significant student-related factors which influenced Chicano educational goal achievement were family SES, high school achievement, and father's work status. High SES Chicano students tended to aspire to academic-related degree credentials and occupations, earn more college credit hours and achieve higher degree credentials (AA degrees and above). Similarly, students with good academic achievement in high school earned more college credit hours, higher college credentials and experienced a greater sense of satisfaction and accomplishment with their educational goal achievement. The significance of working fathers as Chicano family role models was underscored by findings which indicated that students whose fathers worked outside of the home more often aspired to academic-related educational goals, earned more college credit hours and attained higher college credentials.

Two significant findings were related to the influence of selective educational goal choices on Chicano student outcomes. Students who selected

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vocational-technical goals requiring less than a four-year degree earned fewer hours, received lower college credentials and perceived less satisfaction and accomplishment with their achieved educational goals. On the other hand, the converse was true for students who selected academic-related credentials and who appeared to achieve greater degrees of objective and subjective attainment. Further, findings indicated that high degrees of goal commitment, as defined by confidence attached to attending a two-year college and degree of importance attached to achieving desired educational goals, resulted in earning more hours and higher college credentials.

Several factors related to the student-institution interaction process were important determinants of educational outcomes. Internal encouragement, as defined by degree of encouragement provided to Chicano students by community college faculty, counselors and administrators about continuing their college careers, was a critical element related to earning college credit hours. Chicanos who received high degrees of internal encouragement, particularly those whose fathers worked outside of the home as well as those with high degrees of goal commitment, tended to earn more college hours. Students with well-defined, concrete goals who did not change their goals during college enrollment earned higher degrees than those who changed their goals often. Positive student perceptions of academic, career, social and ethnic program services were associated with high degrees of subjective attainment. Students with basic skills problems tended to achieve higher degrees, especially those who attended the community college based on a weak determination or who were afraid of rejection by a four-year college, suggesting that the three colleges were assisting students who needed remediation in these areas.

Two cultural measures influenced Chicano achievement of educational goals. Students whose ethnic

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travel and per diem expenses and, where possible, an honorarium. Limited funds are available through a grant to CIES from the U.S. Information Agency to support travel expenses of scholars to institutions which have had little opportunity to participate in educational exchange programs. Institutions wishing to sponsor a scholar under the Occasional Lecturers Program may write for information and assistance from the Council for International Exchange of Scholars/11 Dupont Circle, Suite 300/ Washington, D.C. 20036/(202) 833-4979.

Chicano Library Resource Center - San Jose State U
A Chicano Library Resource Center (CLRC) has been established in support of Chicano studies research and scholarship at San Jose State University. The CLRC serves as the library's main repository for books and serials related to the Chicano experience. The facility now houses more than 1200 books, the Chicano Serials Set (microfilm), conference papers, and a growing pamphlet collection. Materials in the Chicano Serials Set and the Hispanic Link News Service have

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been indexed, as well as the CLRC's pamphlet collection of clippings and articles. CLRC is interested in hearing about current Chicano research and scholarship. Send announcements and reports to Jeff Paul, Coordinator/Chicano Library Resource Center/Wahlquist Library/San Jose State U/250 S. 4th Street/San Jose, CA 95192.

1984 NACS Conference
Those interested in presenting papers on Chicano Feminist Males as part of a panel at the 1984 NACS Conference to be held this year in Austin, Texas, should contact Irene I. Blea, Chair/Chicano Studies/Metropolitan State College/1006 11th Street/Denver, CO 80204/(303) 629-3119 or 433-6910.

RECRUITMENT & SUPPORT

Administrative Internships - Kellogg/LULAC National Educational Service Centers
The LULAC National Educational Service Centers (LNESC), with support from the Kellogg Foundation, announces the third year of administrative internships in Washington, D.C. for 1984. The Kellogg-LNESC internship provides an adult professional learning

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association preference was with other Chicano staff and peers tended to earn higher college credentials. Further, Chicano students from low SES backgrounds as well as those who aspired to attend college because of a felt need for academic preparation tended to believe that systems, not individual members of their own ethnic group, were primarily responsible for social and educational inequities. In turn, external system blame was associated with earning a higher number of college hours. Like the black students in the Gurin and Epps (1975) study, Chicano students with external perceptions apparently recognized system constraints such as discrimination and prejudice which have restricted the educational and occupational advancement of ethnic groups. A healthy focus on system obstacles may have enabled Chicano students to distinguish system opportunities such as the potential of social mobility through the acquisition of career skills in higher education, and thus provided a motivational asset for students who viewed their educational success as a means to upgrade the collective status of their own ethnic group.

Conclusion

This study yielded preliminary findings on a much neglected educational issue and should be considered exploratory. Future studies should use a longitudinal design and path analysis and larger sample sizes with different cohorts of Hispanic students throughout the nation. Institution-specific studies of Chicano student persistence and goal achievement reflecting the effect of college retention strategies on Chicano students also need to be conducted not only to asses the impact of these strategies, but to legitimize the notion that community colleges provide equal access and equal outcomes.

Further information about this study may be obtained by writing to Laura Rendón, Director/Math Intervention Project/Border College Consortium/Laredo Junior College/Laredo, TX 78040.

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Hispanic Natural Support Systems: Mental Health Promotions Perspectives
by Ramón Valle and William Vega (Eds.). State of California, Department of Mental Health. Office of Prevention; Bilingual edition, 1982.

Reviewed by Alejandro M. Martínez, Stanford University.

The editors and various contributors of this book have undertaken the dynamic task of linking rapidly emerging theoretical concepts in the area of natural support systems, the realities of continuing cutbacks in mental health services, and the implications for the planning and delivery of mental health services to Hispanic communities. They endeavor to acquaint us with the extensive complexity and vitality of Hispanic natural support systems; how these systems are linked to individual and community wellness; and how they can be utilized by mental health professionals to facilitate the identification and treatment of troubled individuals, as well as to facilitate the dissemination of mental health prevention concepts that realistically engage Hispanics.

The book is divided into three parts. Part I provides a basic review of existing research in the area of Hispanic health-mental health. In general, the authors reiterate the complexity of getting an accurate, yet non-stereotypical understanding of Hispanic culture and the limitations of previous efforts in this area. Vega's paper ("Mental Health Research and North American Hispanic Populations: A Review and Critique of the Literature and a Proposed Research Strategy"), for example, points to the lack of comprehensiveness and cohesiveness in the area as well as the abundance of misunderstood issues surrounding it. He points out the failure of researchers to recognize intra-group heterogeneity in the Hispanic population, and the inconclusiveness of research with regard to normative-definitional factors operating in the mental health practices of Hispanics. He discusses the

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experience for Hispanics who have demonstrated an interest in improving their leadership ability. Four 12-month appointments emphasizing development of management and administrative skills will carry a $16,000 stipend plus fringe benefits. U.S. citizenship, bachelors degree, and willingness to transfer to Washington required. Interested persons should contact the Kellogg-LNESC Intern Program/LNESC/400 First Street, N.W., Suite 716/Washington, D.C. 20001/(202) 347-1652. AD: 11-11-83

American Sociological Association Minority Fellowship Programs
The American Sociological Association (ASA) Minority Fellowship Program announces doctoral fellowships in sociology and in applied sociology. The purpose of the sociology fellowship is to contribute to the development of sociology by recruiting persons who will add differing orientations and creativity to the field. Interested students who can approach research on mental health issues relating to minorities from an indigenous perspective will be selected. The purpose of the applied sociology

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fellowship is to support graduate students who wish to pursue a program of research with an emphasis on the application of sociological knowledge to the identification, analysis, and reduction of group mental health problems. Direct all inquiries to the Minority Fellowship Program/American Sociological Association/1722 N Street, N.W./Washington, D.C. 20036. AD: 2-1-84.

Bilingual Teacher Training Grant - Sonoma State U
Sonoma State University received an ESEA Title VII Bilingual Teacher Training Grant with which to train 20 bilingual teachers per year. Approximately 15 fellowships will be awarded toward the training of bilingual teacher candidates (who are enrolled in the Bilingual Emphasis Credential Program) and 5 grants awarded toward the training of bilingual teacher aides. For information, contact Alexander Sapiens/Bilingual Education Program/Dept. of Education/Sonoma State U/Rohnert Park, CA 94928/(707) 664-2315. AD: Unspecified.

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perplexities in understanding the role of the Hispanic family as an agent of socialization. In addition, he points out the barriers to service for Hispanics in most mental health systems, and addresses the historical disagreement on the extent of reliance and utilization of cultural support networks by Hispanics. The Ramírez paper ("Priority Issues for Mental Health Promotion among Low Income Chicanos") develops the basic theme that effective preventive mental health promotion among Hispanics must be based on the reality that optimal mental health promotion among the Chicanos/Mexicanos is directly related to physical, intellectual, social, spiritual and environmental-ecological factors. Using clinical inferences as well as inferences drawn on existing data on non-white and low income populations, she notes the health and emotional hazards that Hispanics have been submitted to historically. She concludes by noting that mental health intervention efforts in Hispanic communities must be grounded in an accurate knowledge of local customs and social conditions.

The third paper (The Family Natural Support System in Hispanic Communities: Preliminary Research Notes and Recommendations"), by Miranda, addresses key issues in family support systems research. He discusses how natural support networks can be utilized in developing culturally appropriate treatment strategies. As an example, he suggests the various steps helpers may take to mobilize family natural support in meeting the psychological needs of troubled individuals. Finally, he concludes with a proposed framework for future research in this all important area.

In part II, the various contributors describe and propose methods for classifying natural Hispanic networks. Valle's paper ("A Natural Resource System for Health-Mental Health Promotion to Latino/Hispano Populations"), for example, describes how aggregate natural support systems such as the G.I. forum, MECHA, the

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Guadalupanas as well as more informal groups such as the "Cundina," a barter association in San Diego, and the "Tanda," can be mapped out through which prevention oriented programs can be implemented.

The article by Vélez ("Mexicano/Hispanic Support Systems and Confianza: Theoretical Issues of Cultural Adaptation") develops key concepts which surround the issue of social support. He introduces the concept of confianza en confianza (trusting mutual trust) as a way to understand the Mexicano's interactional behavior that leads to the formation of dense multiple reciprocal relationships. He goes on to elaborate how this dynamic force in the Mexicano community can be weakened by such processes as delocalization, and how efforts need to be made to reinforce these networks.

Mendoza notes in her report ("Hispanic Helping Networks: Techniques of Cultural Support") that non-kin-linkperson natural support systems are operating parallel to existing formal networks of human services. She describes the variety of individuals that are part of this system and how they are an important link in the maintenance of community well being. Again, as the previous authors have emphasized, she points out how, by their in-place availability, this network of servidores (link persons) represent a potentially powerful resource for professionals.

The article by Vega ("The Hispanic Natural Healer, A Case Study: Implication for Prevention") provides a case example of how the natural healer works. He notes how healers provide a service to individuals within the Hispanic community, offering culturally attuned services intended to resolve a broad spectrum of spiritual, health-mental health, and life crisis problems.

The Sena-Rivera article ("La Familia Hispana as a Natural Support System: Strategies for Prevention in Mental Health") proposes an alternative way of viewing the extended Hispanic family. He provides a typology of

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Chicano Studies Fellowships/Visiting Scholar Support - UCLA
The Chicano Studies Research Center (CSRC), in conjunction with the Institute of American Cultures, has available a limited number of graduate and postdoctoral fellowships for the 1984-85 academic year. Stipends of $4,800 per year plus registration fees will be awarded to graduate students at UCLA with a demonstrated interest in Chicano Studies. Fellowships are awarded for a one-year period. Also, awards which range up to $21,500 for periods of up to a year are available to support postdoctoral and visiting scholars. Recent PhDs and senior scholars are invited to apply. Acceptance of either fellowship or visiting scholar status carries with it the commitment to participate in the programs of the Center. Applications and further inquiries should be directed to Carlos M. Haro, Program Director/CSRC/3121 Campbell Hall/Los Angeles, CA 90024/(213) 825-2364. AD: 12-31-83.

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Mellon Visiting Professorship/Postdoctoral Fellowship on Latin American Studies - U of Pittsburgh
Through a grant from the Andrew W. Mellon Foundation, the Center for Latin American Studies at the U of Pittsburgh can annually fund one visiting professorship and one postdoctoral fellowship in Latin American studies related to disciplines of the social sciences, humanities, and social professions. For both awards, fluency in English and in either Spanish or Portuguese is required. Further details and application forms can be requested from the Center for Latin American Studies/4E04 Forbes Quadrangle/U of Pittsburgh/Pittsburgh, PA 15260. AD: 11-15-83.

Minority Fellowship Programs - Committee on Institutional Cooperation
The Committee on Institutional Cooperation (CIC), an academic consortium of the "Big Ten" universities and the University of Chicago, is designed to increase the representation of minority students within the 11 consortium institutions. Toward this end, CIC will award up to 25 fellowships in the

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family models: the classical extended (three generations, one household); the modified extended (separate nuclear households with subjectively close proximity); the modified nuclear (varies essentially determined by socio-economic status-mobility); and the classical nuclear (parents, minor children). He goes on to suggest that despite historical stereotypes, the Hispanic extended family is best described by the modified extended model -- a family composed of numerous geographically distinct households in interaction with each other, with a core of elders at the nucleus. He concludes with a proposed model for identifying the cultural characteristics of Hispanic families so as to be able to implement more culturally sensitive interventions.

Part III of the book represents the integration of theory and practice as it applies to natural support systems in the Hispanic community. Muñoz's paper ("A Strategy for the Prevention of Psychological Problems in Latinos: Emphasizing Accessibility and Effectiveness"), for example, proposes a mental health service model strategy for Hispanics that emphasizes accessibility and effectiveness. He underscores the idea that there are various natural "entry" points in the Hispanic community which are realistically viable as vehicles for bridging natural and formal systems. Most importantly, Muñoz argues that evaluation be an integral part of any program to ascertain their relative effectiveness.

Ramírez's paper ("Mass Media and Other Mental Health Promotion Strategies") describes a series of health-mental health techniques which have already been tested and refined in selected Hispanic communities. These include Spanish language radio and television programming; a Spanish language mental health education manual; fiestas educativas (learning fairs); and meriendas educativas (informal group counseling).

In the subsequent chapter ("Hispanic Support Systems: Health-Mental Health Promotion Strategies"), Torralba describes, in detail, an

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educational/media/communications strategy which includes identification of the priority health and mental health issues, and the immediate target/access points into the support system to reinforce the goals of the program. She highlights the longer term linkages to support system elements that need to be made.

Valle's paper ("Social Mapping Techniques: A Preliminary Guide for Locating and Linking to Natural Networks") presents an exciting preliminary technique for locating and linking natural networks. The technique includes the compilation and analysis of existing secondary data bases, participant observation techniques, key person interviewing, on-going debriefing, and development of visual as well as written narrative records. He wisely details the parameters to attend to in terms of cultural communication considerations, interaction patterns, belief system and value indicators.

The final paper by Vega ("Defining Hispanic High Risk Groups: Targeting Populations for Health Promotion") presents a model used to identify high risk groups and health promotion priorities with the Hispanic population. Several interpretations are offered to explain the extraordinary risk rates found among several sub-groups within the Hispanic population, particularly the Spanish only speakers.

In concluding this review, there are a couple of points that need to be highlighted about the book. While the editors and other contributors use the terms Hispanic and Latino in much of the book, the research data, clinical impressions, and proposed interventions are almost entirely based on the Chicano/Mexicano experience. The editors make this point explicit at the beginning of the book, but it needs to be reiterated. Those who work with other Hispanic groups may find the book's applicability at times limited. A second point is that the book was originally published in 1980. The current edition has been reprinted without any substantial changes. It does not take advantage of literature

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sciences (which include: agricultural, biological, mathematical, physical and geological sciences, chemistry, physics, and engineering); award up to 25 fellowships in the social sciences (which include: anthropology, economics, geography, history, political science, psychology, and sociology); and award a minimum of 10 fellowships in the humanities. Inquiries and requests for application forms should be made to the CIC Minorities Fellowships Program/Kirkwood Hall, Rm. 111/Indiana U/Bloomington, IN 47405. AD: 1-15-84.

Minority Graduate Fellowships - UT Austin
In their effort to improve access to graduate education for minority students, the University of Texas at Austin will award two types of fellowships for the academic year 1984-85. The Danforth Compton Fellowship Program supports minority graduate students in the arts and sciences. Criteria for selection are academic excellence and a commitment to a career in college or university teaching. UT will select three students and provide $5,000 for each year of graduate work. In

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addition, twenty-five multi-year, graduate opportunity fellowships will be awarded to non-traditional students (persons whose pursuit of education was made difficult because of cultural and/or economic conditions) in their pursuit of a master's and doctoral degrees. U.S. citizenship required. For information on either program, contact Sarita E. Brown/Office of Graduate Studies/UT, Austin/Austin, TX 78712/(512) 471-7152. AD: 2-15-84.

National Research Council Postdoctoral Fellowships/Research Associateships
The National Research Council (NRC) will award 35 postdoctoral fellowships to minorities in the fields of engineering, mathematics, physical sciences, life sciences, and in areas of behavioral and social sciences, and humanities. Recipients will be selected from among scientists, engineers, and scholars in the humanities who show greatest promise of future achievement in academic research and scholarship in higher education. For information and application materials, write to the Fellowship Office/National Research Council/2101

published since then. It is to the credit of the editors to risk this limitation given that the current edition offers a unique feature; it is a bilingual edition. There is no doubt that this effort will serve as a major bridge between U.S. professionals concerned with mental health issues affecting Hispanics and Latin American mental health professionals concerned with similar issues and populations.

Overall, the book has much to offer to those interested in utilizing and enhancing the strengths of the Hispanic community as an effective and powerful means to promote health and mental health among its many members. The book is recommended to readers in the field.

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The American G.I. Forum: Origins and Evolution
by Carl Allsup. The University of Texas at Austin, Monograph No. 6, Center for Mexican American Studies, 1982.

Reviewed by Christine Marie Sierra, Department of Political Science, The Colorado College.

In this reactionary Reagan era of budget cuts, dismantled social programs, and anti-immigrant, anti-Mexican, anti-poor political climate, it is difficult to keep in mind that things could be worse. In his recent book published by the Center for Mexican American Studies at the University of Texas at Austin, Carl Allsup reminds us vividly of how things used to be for Mexicans in the U.S. in the post-World War II era. Allsup brings to light the unwritten case history of the American G.I. Forum, an organization formed by Mexican American war veterans in the late 1940s to assert the rights of Mexican Americans in a land of unequal opportunity.

In twelve succinctly written chapters, Allsup traces the development of the American G.I. Forum over two decades. The book covers the emergence of the Forum in Corpus Christi, Texas in 1948, its battles for civil rights in

the 1950s, and its political maneuverings in the 1960s. The major strength of the book lies in Allsup's heavy reliance on primary materials to reconstruct the organization's history. Allsup's access to the personal files of Héctor P. García, the Forum's chief founder, adds tremendously to the depth of his research. Such material, especially when augmented by interviews with García and numerous articles drawn from the organization's own publications, The Forumeer and the Forum News Bulletin, permits an inside view of the organization and the struggles of its members. Chapters Three and Four are particularly noteworthy in this regard. Covered in intimate detail in these two chapters are the founding meeting of the Forum and the Felix Longoria affair. The racist denial of burial to a Mexican American soldier, Private Felix Longoria, in Three Rivers, Texas focused national attention for the first time on the Forum as it rose to defend veterans' rights.

Clearly, one of Allsup's chief purposes in writing this book is to show the "positive activism" of the G.I. Forum throughout its development. He seeks to forge a recognition of the important contributions the Forum has made to improving the status of Mexican Americans in U.S. society.

Despite the book's successes, there are weaknesses as well. While Allsup presents a largely descriptive analysis of the Forum's history, he does attempt to tackle some theoretical issues, albeit rather superficially, and herein lies the trouble.

In the final chapter of the book, Allsup attempts to delineate the theoretical concerns of his study. He clearly seeks to place his case study in the midst of a significant theoretical debate. Unfortunately, his search for theory ends with disappointing results. First, he does not seem to find an appropriate theoretical debate which would highlight the scholarly contributions of his work. He briefly refers to some time-tested (well-worn) theoretical models found in Chicano politics, but does not adequately relate

Constitution Ave., N.W./Washington, D.C. 20418. AD: 1-15-84

NRC also announces the 1984 Postdoctoral Resident, and Cooperative Research Associateship Programs for research in the sciences and engineering. Approximately 250 new full-time associateships will be awarded on a competitive basis in 1984 for research in chemistry, engineering, and mathematics, and in earth, environmental, physical, space, and life sciences. Recent PhDs and senior investigators are invited to apply. For information and application materials, contact the Associateships Programs/Office of Scientific and Engineering Personnel, JH 608-D2/National Research Council/2101 Constitution Ave., N.W./Washington, D.C. 20418/(202) 334-2760. AD: 1-15-84.

1984 National Science Foundation Minority Graduate Fellowships
National Science Foundation (NSF) Minority Graduate Fellowships will be awarded to students at or near the beginning of their graduate study leading to a master's or doctoral degree in the mathematical, physical, biological, engineering, and

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social sciences, and in the history and philosophy of science. GRE required to test aptitude and scientific achievement. For eligibility requirements and application forms, contact the Fellowship Office/National Research Council/2101 Constitution Ave., N.W./Washington, D.C. 20418. AD: 11-23-83.

White House Fellowship Program
The White House Fellowship Program, beginning its nineteenth year, is designed to provide gifted and highly motivated persons with firsthand experience in governmental process. During their one-year assignments in Washington, Fellows serve as special assistants to Cabinet Secretaries, or senior members of the White House staff. Additionally, Fellows participate in an extensive education program including seminars with top government officials, leading scholars, journalists and private sector leaders. No basic educational requirements and no special career or professional categories necessary. Application forms and information may be obtained from the President's Commission on White House Fellowships/712 Jackson Place, N.W./Washington, D.C. 20503/(202) 395-4522. AD: 12-1-83.

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his case study to them. While Allsup contends that "the history of the American G.I. Forum offers its own insights to this date," (p. 158) his analysis comes to a dead halt. He does not even begin to draw such connections. Only a page later, he refers to yet another well-worn set of theoretical points: Miguel Tirado's five basic requirements for a successful Chicano community organization. Allsup does directly relate the case of the Forum to Tirado's delineations. But this had been done for many Chicano organizations and offers no new insights into Chicano political development or even into the nature of the G.I. Forum itself.

In the end, Allsup disappointingly turns to a theoretical issue that for the most part appeared only in the very early and rather impressionistic work of Chicano writers. (See, for example, Manuel Servin's work on the post-war Mexican American generation in An Awakened Minority: The Mexican Americans, 1974.) Allsup states confidently: "The experience of the American G.I. Forum clearly negates the shallow theory of the non-achieving, post-war generation" (p. 158 my emphasis). I would argue that this theory was so shallow that it never enjoyed much validity among Chicano historians and social scientists. Thus, Allsup ends up "proving" the obvious: the American G.I. Forum through its "positive activism" contributed to improving the status of Mexican Americans. This contention does not engender theoretical debates. While it may be important to emphasize, such a contention should not serve as the central, guiding thesis of his work. Another more complex and profound argument should be uncovered by his research efforts.

Another weakness involves Allsup's attempt to draw clear distinctions between the American G.I. Forum and LULAC, the League of United Latin American Citizens. It is apparent that Allsup has a "bone to pick" with early Chicano writings that denounced the above organizations as too assimilationist and class biased, and

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not really concerned with the interests of all Chicanos. Allsup stresses that the G.I. Forum differed from LULAC in that the former had more grass-roots involvement, responded to the needs of the pobre Mexicano, and was non-assimilationist (in ethnic identification). His argument remains unconvincing. More discussion and delineation of key characteristics of the two organizations is necessary to observe any significant differences between them. Obviously, some differences exist, but what about important similarities? Both organizations shared the major goal of "equality of opportunity," overlapping memberships among their constituencies, and similar concerns and struggles (e.g., desegregation of schools in Texas). In fact, on the controversial question of the rights of citizenship and national origin, Allsup presents evidence in two chapters that the G.I. Forum approached this question in the 1950s in a way similar to LULAC in the 1920s and 1930s. That is, members of both organizations saw citizenship as a critical and desirable distinction to be made among Mexicans in the U.S. for a variety of reasons. The G.I. Forum's approach to resolving the exploitative situation of migrant labor in the 1950s was to focus on Mexican braceros as the cause of many problems American workers had to endure. The Forum supported Operation Wetback, perhaps with the naive faith that the "migra" sweeps would help out Mexican American workers. But such support only heightened the divisions, tensions, and antagonisms among Mexicanos from both sides of the border. LULAC's all-American posture in the 1920s and 1930s similarly whipped up divisions among Mexicanos based on citizenship and nationality.

Finally, Allsup's analysis does not go far enough. He remains uncritical of the organization. He offers no assessment of its strengths and weaknesses. While the G.I. forum did indeed contribute to Mexican American struggles in the post-war era, it also hindered, limited, or worked against certain interests.

RECRUITMENT & SUPPORT

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Chair for the department of accounting is being sought to take lead in curriculum and program matters; to stimulate/facilitate faculty research; to interact with business and professional community; to administer departmental budget; and to recruit faculty. PhD or DBA required. Contact the Chair/Search Committee/Dept. of Accounting/Business Admin. Bldg. 260/UTEP/El Paso, TX 79968. AD: 1-1-84.

Accounting - Cal State U, Fresno
Tenure-track appointments available for 1984-85 at associate and full professor level to teach undergraduate and graduate courses. Contact Gerald L. Johnston, Chair/Dept. of Accountancy/Cal State U, Fresno/Fresno, CA 93740. AD: 12-15-83.

Archaeology - U of Santa Clara
Applications for a tenure-track position beginning September

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1984 are invited. The department emphasizes quality teaching and research in an integrated undergraduate anthropology/sociology curriculum. Contact George Westermark/Dept. of Anthropology-Sociology/U of Santa Clara/Santa Clara, CA 95053. AD: 11-30-83. (If candidate wishes to apply for an interview at the AAA meetings, send application by 10-20-83.)

Chicano Studies - UC, Santa Barbara
The Dept. of Chicano Studies seeks an individual for a tenure level (professor or associate professor) joint appointment, with instructional responsibilities in Chicano Studies and one other academic department. Candidates must be eligible for a regular academic ladder rank appointment with field specialization in the area of Chicano Studies and in at least one of the following disciplines: sociology, psychology, linguistics. Candidates should offer a strong record of teaching, research and publication. Contact Manuel Carlos/Chair/Dept. of Chicano Studies/UC, Santa Barbara/Santa Barbara, CA 93106. AD: **Unspecified.**

REVIEW NOTES

Carl Allsup sets before us the special history of the American G.I. Forum. His next step is to weave for us an extensive and insightful analysis of how this organization fits in Chicano political development, and in American politics in general.

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
"Research Needs in Chicano Spanish: Language Use in the Community, at School, at Home and at Work." Report prepared by Mary McGroarty, English Department, UCLA.

This highly specialized conference, organized by Jacob Ornstein-Galicia (UT, El Paso), provided an excellent overview of research efforts on Spanish in the U.S. Held at the University of Texas at El Paso on August 11-13, 1983, the conference had a dual aim -- examination of the status of Chicano Spanish, and the determination of future directions for research. Over 35 papers were presented. Established scholars with distinguished research records discussed their work and assessed additional needs, while younger investigators presented original studies of varieties of Spanish and Spanish-English language contact for the first time. In addition, several panels highlighted aspects of language use not always included at academic meetings: journalists and broadcasters discussed their use of Spanish in the media; counselors described the Spanish-language issues identified in their work; and playwrights and poets offered their insights into language use in Chicano literature. Thus, the conference was marked by both diversity of topic and by a welcome depth of treatment for many language issues which are often mentioned but rarely explicated in detail at more scholarly

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meetings.

This report summarizes the major substantive papers relevant to five areas: definition of Chicano Spanish; trends in dialect study, language change, and language contact as related to Spanish in the U.S.; matters of teacher training, community opinion, and language use in bilingual education; use of Spanish in other public settings such as medical and legal institutions; and broader sociolinguistic questions related to Spanish in the U.S. These areas represent a selection of the topics central to the concerns of linguists and educators who work with Spanish in the U.S.

In "Chicano Spanish: Variety, Stability and Change," Amado Padilla and Benji Wald (National Center for Bilingual Research) provided a comprehensive review of the definitions of Chicano Spanish. They included considerations of the way Chicano Spanish, best viewed as a group of dialects rather than a single variety, is acquired, maintained and adapted in communities where it has been a long-established communication system. As they pointed out, investigations of Chicano Spanish must be approached as a wide-ranging urban dialect group with considerable internal variation. This makes it a different type of research topic than the isolated rural dialects of Spanish first studied in the U.S.; the urban character and internal diversity of Chicano Spanish also require different research methods than those used by pioneers like Espinosa who compiled word lists typical of rural areas or larger but still geographically isolated regions.

Padilla and Wald noted that language change in Chicano Spanish, once thought to originate in the country and then move to the city with urban migration, was now more likely to develop in the city and then spread to rural areas. The power of language attitudes, frequently negative towards the use of Spanish once English has been learned, was revealed as a strong influence promoting increased use of English in all domains. Still, Chicano

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Computer Science - Eastern Michigan U
Nominations and applications are invited for the positions of executive director of university computing, and manager, applications and systems development services. To apply for either position, contact the Chairperson, Search Committee for University Computing Positions/Eastern Michigan U/Personnel Office/310 King Hall/Ypsilanti, MI 48197/(313) 487-3430. AD: 11-15-83.

Economics - U of Massachusetts
Subject to the availability of funding, two or three tenure-track positions at instructor, assistant professor, or higher levels beginning September 1984. Fields open. PhD preferred, but candidates close to finishing their dissertation will be considered for instructor level. Position open until filled, but to guarantee consideration, applications should be received by 12-10-83. Contact James R. Crotty/Dept. of Economics/U of Massachusetts/Amherst, MA 01003.

Education - U of Nevada, Las Vegas
Assistant or associate professor to teach undergraduate and graduate courses

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in a combination of computer applications in education, math/science, and/or vocational education. PhD in computer science, math, or vocational/technical education required. Recent PhD or EdD graduates will be considered. Contact the Chairperson/Dept. of Secondary, Post-secondary and Vocational Ed./U of Nevada, Las Vegas/Las Vegas, NV 89154. AD: 11-15-83.

Political Science - U of Oregon
Applications are invited for a fixed-term, tenurable position at the rank of assistant or associate professor to begin fall 1984 or earlier. Preference given to candidates whose research interests include broad theoretical or practical issues in general, systemic international relations. PhD required. Contact L. Harmon Zeigler, Chair/Dept. of Political Science/U of Oregon/Eugene, OR 97403. AD: 12-1-83.

Sociology - Colorado College
Opening available for a regular faculty position at the instructor or assistant professor level to begin September 1984. Outstanding potential for teaching and preparation to teach

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Spanish, very close to Mexican Spanish in structure and lexicon, has been quite stable in many areas for two main reasons: it is constantly renewed by immigration from Mexico, and by the marriage of Chicanos to first-generation Mexican immigrants. Other sources of stability and change are the ever-increasing contacts with other types of Spanish in the U.S. It was noted in this paper and in several others that contact not just between Spanish and English but also between the major dialects of Spanish (Mexican, Puerto Rican, Cuban and many Caribbean and Central American varieties) now found in most urban centers constitutes a topic worthy of further research. Studies in this area could tell us a great deal about language contact and about the social dynamics of the communities involved.

Two papers relevant to language contact, change, and stability approached these topics from widely differing methodological perspectives. Jerry McMenamin (California State U., Fresno) used spectrographic techniques to study vowel realization in Spanish-English bilinguals. He found that bilinguals appeared to have a vowel pronunciation system in English that was, in most cases, different from monolingual speakers of English; often the same was true of their Spanish vowel system, which differed from those of monolingual Spanish speakers. This pronunciation is one linguistic system apparently influenced by bilingual proficiency. Even within Spanish, alternate realizations of a form at the word level may be used to signal high levels of proficiency. Using techniques of literary text explication, George Green (Pan American U) demonstrated the now established conclusion that many so-called archaisms (e.g., 'asina' or 'ansina' for así) survive in common use in Southwest Spanish. Furthermore, he proposed that some of the formal variations in word form in 14th century texts (e.g., 'huerco/uerco' for small child; 'vido/vio' for he saw; and 'muncho/mucho' for much or greatly) reflected not random spelling variation

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prior to standardization, but a deliberate strategy of the author in adding emotional emphasis to events in the text. These same unusual forms, labeled 'ponderative', were found in some recorded examples of vernacular Spanish spoken in the Lower Rio Grande Valley in 1983. This exemplifies an emphatic strategy used by native speakers of Spanish which has persisted over five hundred years.

Several papers (by John Sharp and Eleanor Cotten, UT, El Paso; Merryl Kravitz, U of New Mexico; and Pedro Escamilla, Angelo State U) provided examples of another topic of linguistic investigation now standard in research on Spanish: the various uses of the subjunctive. It was interesting to note that all three investigations (using populations from parts of the Southwest and addressing many other issues in addition to the subjunctive, two using speech and one using writing samples of native Spanish speakers), found strikingly similar results. The use of the subjunctive to express volition was well established (generally over 90% use or agreement on acceptability judgment), while the subjunctive to express doubt was much less categorically used (generally about 40% use or agreement on acceptability judgment). This suggests that some language change may be in progress. Also important to note is that in all cases, the order of the frequency with which the subjunctive was used was the same as the order found in Mexican samples. While the absolute frequencies were sometimes slightly lower for the U.S. samples, the patterns were quite consistent. This supports the great similarity of Chicano and Mexican Spanish in the area of verb mood.

An area of difference between U.S. and Mexican Spanish documented in several papers (by Sharp and Cotten; Aída Hurtado, Pan American U; and Sally Said, UT San Antonio) was the increasing use of periphrastic verb forms (e.g., 'voy a ir' instead of 'iré') in areas with substantial English contact. While the growing preference for periphrastic forms has also been recorded in other

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comparative sociology with a Third World emphasis are the primary selection criteria. Opportunities for participating in interdisciplinary programs. PhD required. Contact Margaret Duncombe/Dept. of Sociology/Colorado College/Colorado Springs, CO 80903. AD: 12-1-83.

Sociology - U of Michigan-Flint
A tenure-track position at the assistant professor level available for fall 1984 to teach undergraduate and graduate courses in the sociology of deviance criminology and juvenile delinquency. PhD in sociology preferred, other relevant doctorates considered. Contact Theodore Curtis, Chair/Selection Committee/Dept. of Sociology-Anthropology/422 Classroom-Office Bldg./The University of Michigan-Flint/Flint, MI 48502. AD: 12-1-83.

Sociology - Yale U
Position at the assistant professor level beginning September 1984 possible. Although department is particularly interested in candidates specializing in the sociology of education stratification, or social psychology, outstanding candidates in other fields

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are also encouraged to apply. PhD by July 1, 1984 required. Send vita to Wendell Bell, Chair/Personnel Committee/Dept. of Sociology/Yale U/P.O. Box 1965/Yale Station/New Haven, CN 06520. AD: 11-30-83.

PROBLEM & IDEA EXCHANGE

Sister Marian A. Aguilar/Wolden School of Social Service/411 S.W. 24th St./San Antonio, TX 78285 is interested in co-researching and writing with someone on issues of **health, health policy and Mexican Americans or Hispanics.**

Higinio Albelo/1841 Columbia Rd. #801, N.W./Washington, D.C. 20009 needs information on **cross or transcultural training in the workplace,** especially for non-Hispanics who work with and supervise Hispanic employees.

Lauren Clarke/1657 North Forge Mtn. Dr./Valley Forge, PA 19481 would appreciate information/reading material on problems of **Nicaraguan and Salvadorean refugees in the U.S.,** in connection with the Sanctuary of Proyecto Libertad programs in the South/Southwest of the Centro Presente in Cambridge -- a

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parts of the Spanish-speaking world where contact with English is not as constant, it appears that contact with English reinforces what Sapir might have called the 'natural drift' of Spanish towards analytic rather than synthetic verb forms. Informants sometimes noted that they used both forms, but that the synthetic form ('iré') sounded more formal to them. This suggests that choice between two verbs that are semantically equivalent but formally distinct is a clue to level of formality in the Spanish of the U.S. as it is elsewhere.

Investigations of levels of formality and preferred forms are only one aspect of the large-scale research project "Las normas lingüísticas del habla culta de las ciudades principales de Sudamérica" described by Juan Lope Blanch (Universidad Nacional Autónoma de México). Lope recounted the monumental task of collecting comparable data in México, Argentina, Puerto Rico, Colombia, Chile, and Seville, Spain. Another great challenge in this project was attaining the consensus of a group of linguists on the unit of analysis, which was at last defined as the 'cláusula,' a unit approximately equivalent to the notion of a sentence.

The panel on bilingual education in the U.S., moderated by Dennis Bixler-Márquez (UT El Paso), addressed some pedagogical, sociological, and linguistic matters pertinent to an educational question. Rodolfo Jacobson (UT San Antonio) described the methodology he has used in training bilingual teachers in "Intersentential Code-Switching: An Educationally Justifiable Strategy." By learning to switch languages in response to specific cues, teachers were able to provide effective instruction that did not bore students or repeat information unnecessarily. Because most of the teacher training literature to date recommends against this method of combining languages, Jacobson's presentation proved a thoughtful reevaluation of the issues involved; the preliminary evidence indicates that such a strategy may be reasonable for

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teachers and beneficial for the students. Adalberto Aguirre (UC Riverside) discussed "Opinions of Parents, Teachers, and Principals on Bilingual Education." His work showed that parents and teachers, the two groups closer to the experience of the children, are more similar in their views of bilingual education than are principals. Additionally, parents, in particular, felt the use of Spanish should not stop once English had been learned, and did not see Hispanic culture as a barrier to school progress. Turning to some of the psycholinguistic issues related to bilingual education, Ricardo Cornejo (San Diego State U) reviewed the use of discourse analysis techniques to study the speech of bilingual children. Using a category system based on the work of John Dore, he and colleague Delma Bañuelos (Eastern Michigan U) are gathering a corpus of the speech of five-year-old bilingual children to assess the functions these children control in Spanish and English.

Important questions related to the uses of Spanish in medical, legal, and business settings were raised in a number of papers. In "Research Needs for Chicano Spanish in Health Care," Margarita Kay (U of Arizona) provided dramatic examples of linguistic and conceptual misunderstandings which have affected the health care received by Spanish speakers in the Southwest. Some of these misunderstandings were lexical. For example, a patient's use of 'anginas' to mean bad tonsils was interpreted by a health care worker as heart trouble because of the influence of the English 'angina,' which has only that meaning. Other difficulties were best termed cultural, such as radically different beliefs about the origins and proper treatments for various conditions. The therapeutic ramifications of language choice even in circumscribed areas like pronoun use was discussed by a panel of psychologists (Harmon Hosch, Antonio Júarez, and Larry Meyer, UT El Paso and El Paso Center for Mental Health) who had noted that use of the formal 'Usted' and the informal 'tú' in counseling could have major

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network of lawyers and paralegals specializing in these particular immigration cases.

Jack Elinson/Costambar/Puerto Plata/Dominican Republic is interested in knowing about any writings on **European refugees from Nazi occupied countries** who settled in Sosua in the Dominican Republic.

Joshua A. Fishman/Ferkauf Grad. School Psychology/Yeshiva University/Bilingual Development/1165 Morris Park Ave./Bronx, NY 10461 would appreciate receiving bibliography in which **maintenance or loss of Spanish** is either focused upon or mentioned.

Reeve Love/Program for Assistance in Equity/Dept. of Secondary and Adult Teacher Education/U of New Mexico/Albuquerque, NM 87131 wants to communicate with any other researchers involved in **content analysis of Latin American** (particularly Mexican) **texts for treatment of characters on basis of sex/ethnicity.** (Especially interested in how indigenous peoples are presented in curriculum.)

Jeffrey J. Pedroza/S-104 Westview/Ypsi-

PROBLEM & IDEA EXCHANGE

lanti, MI 48197 would appreciate information/publications/studies showing attitudes of Mexican Americans and how they feel about the **Chicano movement in the Midwest and the Southwest.**

Mary Romero/Division of Behavioral Science/University of Wisconsin-Parkside/Kenosha, WI 53141 is interested in researching **Chicano domestic workers.** Exchanges are welcome.

Adaljiza Sosa Riddell/Chicano Studies Program/U of California-Davis/Davis, CA 95616 would appreciate articles ideas, on-going research on Chicanos, Chicano culture, and how the **concept of Aztlán as a nation is viewed by Mexicano scholars/journalists.** A list of Chicano scholars on the above theme would also be useful.

L. Hock/1215 Caminito Septimo/Cardiff, CA 92007 is currently finishing a 3 hour video chronicle of undocumented families living in Southern California and needs **motion picture films of mass Mexican deportations of the 30s and 50s.** Anyone aware of any related footage or series of photographs, please contact L. Hock.

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consequences. Spanish and English language translation in legal and business office situations was described by Donna Mellen (UT El Paso) and Lucy Calderon (El Paso Community College). Based on their experiences in developing a training program for Spanish-English translators, they have found that it is sometimes difficult to persuade decision makers that interpretation and translation are skills which can be taught and evaluated. Often employers wish to tap the nearest bilingual person (secretary, custodian, another customer or client) to interpret which is not always a wise approach to accurate communication between monolingual speakers of English and Spanish.

All investigators present agreed that more research in all areas of linguistics -- applied as well as theoretical studies, macro- as well as micro-linguistic and sociolinguistic concerns -- was critical to substantiate the current status and dynamism of Chicano Spanish. John Attinasi stressed the need for more sophisticated instruments to assess the intuitions and judgments of insiders in the Spanish-speaking community; he noted that their ideas of language proficiency could easily differ from those proposed by linguists and educators. Without a comprehensive understanding of the way communities define language proficiency, he pointed out, scholars can only attain a partial picture of bilingual language skill. In his keynote address for the conference, "Chicano Speech Communities: The Resesarch We Still Need," Fernando Peñalosa (California State U, Long Beach) called for more investigation of the larger social phenomena that affect minority language communities all over the world. He noted that some of the practical constraints of research funding may limit the theoretical perspectives available to shape research questions. Noting that all types of research were valuable and still needed, Penalosa urged researchers to approach topics related to Chicano Spanish within the broad historical, sociological, and political frameworks that would illuminate questions of language in new

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ways. Knowledge of Chicano speech communities as compared with other minority language communities will sharpen the awareness of language as a social issue, he argued, and encouraged all researchers to include these broader influences in future work.

The conference was attended by 135 people, most from the Southwest with some representation from other parts of the U.S. and other Spanish-speaking countries. Presentations were complemented by two extensive book exhibits, one dealing with the scholarly works published by many of the presenters, and one featuring many smaller regional presses rarely seen at scholarly conferences. Current publication plans for papers presented here include one volume on

EMPLOYMENT

Late Entries:
Counseling Services - U of Santa Clara
Person sought for student counseling and crisis intervention services beginning January 1984. Earned PhD required in counseling or clinical psychology, and eligibility for state licensure plus four years of academic counseling experience. Contact the Personnel Dept./U of Santa Clara/Santa Clara, CA 95053. AD: **11-15-83.**

LA RED/THE NET RESPONSE FORM No. 73 OCTOBER 1983

1. **Did you notice our new format?** ☐ YES ☐ NO
   What do you think?

2. **Comments regarding content.**

3. **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.)

4. **Forthcoming events, meetings, programs, grants or fellowships.** (Furnish complete details including application dates and the name and telephone number of a contact person.)

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Dean, Social Sciences - U of Houston
Applications and nominations invited for Dean of the College of Social Sciences. PhD required with substantial scholarly achievement and administrative experience. Candidates must be available for appointment at the full professor level. Contact the Chair, Social Sciences Search Committee/ c/o Office of the Provost/U of Houston/Houston, TX 77004. AD: 11-1-83.

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sociolinguistic aspects of Chicano Spanish, to be edited by Jacob Ornstein-Galicia (Seton Hall University, South Orange, NJ 07079), and one on Chicano Spanish in the bilingual classroom, to be edited by Dennis Bixler-Márquez (UT El Paso, El Paso, TX 79968). Potential contributors are invited to contact the editors and submit original papers for consideration.

* * * * *

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

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Newsletter of the National Chicano Council on Higher Education

No. 74
November 1983

REPORT TO THE NETWORK

Last month, our friend Rudy (Bless Me Última) Anaya submitted Response Form No. 72 and said, "I don't like your new format. Go back to the old one with a straight-forward separation of sections." Then he proceeded to comment on the newsletter content by saying that it was "Good, but favors the social sciences ... Why not include art, music and literature, and serve the problems and needs of Chicanos in all fields?" Finally, he asked, "Has responding in this fashion ever helped to change the newsletter?"

Well, Rudy, it might interest you to know that over half of the respondents to the question of format expressed a clear antipathy to our new format and asked us to please return to our "old Ann Arbor" style. As to our coverage of the humanities and literature, we are making progress. You will be pleased to know that we are presently awaiting a review of Sagel's Tunomas Honey, from Arturo Madrid; Rodríguez del Pino's La novela chicana escrita en español, from Rolando Hinojosa-Smith; and several others to be featured over the next several months. Further, in answer to your earlier note, yes, please send us review copies of The Silence of the Llano for a future issue of LA RED.

Today, Rudy, as you take in this issue of LA RED, think of us and know that the comments and criticism that we solicit from you each month are heard -- and as demonstrated by our return to our "old format" this month -- even heeded.

One last word about Rudy's remonstrative note -- he ended it by attaching a $15 check for his 1984 subscription to LA RED and saying, "Use it for subscription or whatever, and keep up the good work!"

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

LA RED welcomes news items and letters from all readers. Address correspondence to the Editor at the address below. Items must be received by the fifteenth of the preceding month in order to appear in the next month's issue (i.e., January 15, for the February issue).

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DEADLINE FOR DECEMBER ISSUE: November 25

MACRO ONDA

The Study of the Health of Chicanos: Some Recent Findings

by Ronald Angel, Department of Sociology, Rutgers University.

Until fairly recently, the health and medical utilization of Chicanos has received only sporadic attention. In the last few years, however, interest in the health and medical care utilization of Chicanos has increased. This discussion makes no attempt at comprehensively reviewing the growing literature on Chicano health. Instead, it presents some of the major methodological problems involved in studying Chicano health; summarizes important recent findings concerning certain cardiovascular risk factors for Hispanics; and notes some new directions for research as well as a major new data source which is forthcoming. Although this brief review deals only with Chicanos, it is important to stress that the health status and medical care utilization of other Hispanic groups in this country deserve immediate attention. Comparisons between Chicanos, who are concentrated in the Southwest and in the Midwest, with other groups such as Puerto Ricans, who are concentrated in the densely populated and highly industrialized New York-New Jersey area, would help identify the environmental, occupational, socioeconomic, and cultural factors which influence health.

Another topic not covered in this report, but of critical importance, is the impact of the organization of medical care delivery on the use of services by Chicanos. Clearly, this topic, as well as the broad area of health care politics and policy as they influence Hispanic health in general, are extremely important issues which have received much less attention than they deserve.

Major Issues in the Study of Hispanic Health.

The issue of the equity of medical care delivery and its influence on the health of different groups has been the subject of a great deal of debate. There is no consensus among professionals or policy makers as to what constitutes an equitable system of medical care. Few, however, would disagree with the assertion that an equitable system of medical care provides individuals with the care that they need regardless of ascriptive characteristics such as race or ethnicity. A major research focus, then, is determining the extent to which group membership influences health and medical care utilization independent of its association with social class and social structural factors.

The absence of a direct ethnic effect would not necessarily mean that ethnicity is not associated with disproportionate health risks. Such elevated risks may be the indirect result of the overrepresentation of Chicanos in the lower social classes. The question of whether an independent racial or ethnic effect exists is a useful place to begin the study of Chicano health since findings of such an effect might suggest group-specific factors, perhaps genetically or culturally determined, which influence a groups' health level and, consequently, its need for medical care. It is difficult, however, to determine the independent effects of ethnicity and social class since for Hispanics they are intimately intertwined.

Data Sources

Studies of physical health are based upon three types of data: 1) mortality data; 2) physiological measurements and diagnoses; and 3) self reports of health status. There are different problems associated with the collection and interpretation of each of these types of data and with inferences made from them. Mortality data is perhaps the most objective since death is a fairly unambiguous event. However, the gathering of mortality data and its completeness for Hispanic subgroups can be troublesome. For example, there is evidence indicating a substantial underreporting of infant deaths among Chicanos (Palloni, 1978; Powell-Grinder and Streck, 1982).

Additionally, mortality data gives us information relative to the final stage of serious illness and tells us less about the prevalence of illness in various populations. An increasing number of the diseases of industrial civilization, such as diabetes and cancer, are chronic and an individual can live with them for some time given proper medical care. The probability of death from any particular cause is influenced by such factors as the availability of medical care and the life style associated with one's social class. Mortality data, then, provides us with information on the general level of living, but gives us limited information on the prevalence of morbidity in various groups.

Diagnosed illnesses and physiological measures, such as blood pressure, blood glucose levels, and serum cholesterol are objective assessments of important aspects of physical health, but are unfortunately difficult and expensive to collect. While physiological measures can be gathered from representative population samples, rates of diagnosed illness are influenced by factors which determine whether one seeks medical care. There is a difference, then, between treated rates of a disease and true prevalence, especially since social class influences both health levels and the probability of receiving treatment for various conditions.

These problems, as well as the relative economy and ease of collection of survey data, leads to a great reliance on various forms of self-reported health in most epidemiological and sociological or economic health services research comparing Chicanos to non-Hispanics. Unfortunately, this sort of data is the least objective and most troublesome when comparing culturally distinct groups. There are numerous variations of measurement instruments for self reporting, but the main feature of them all is that they are self reports and, as such, are subject to biases which may result from inaccurate memory and from social class and cultural factors which may influence the perception and reporting of symptoms.

The problem of bias in the comparison of culturally distinct groups is a continuing concern for researchers in this area. Unfortunately, the determination of the extent of bias in self reports is difficult since we rarely have information on actual health status against which to compare self reports. Sally Vernon and Robert Roberts of the University of Texas Medical School in Houston have been investigating this problem with scales designed to assess feelings of depression (e.g., Vernon, Roberts and Lee, 1981). They find little evidence of systematic bias associated with Mexican ethnicity. Unfortunately, this research is based on a small sample, very few of whom took the interview in Spanish. Because of this and other methodological problems, the findings of this research are only tentative

and the question of differential reporting remains open, especially for Hispanics who are not fluent in English. Additionally, this research deals only with mental health and the findings cannot be assumed to apply to self-reported physical health.

Mortality, Morbidity and Physiological Measures

Though comparative morbidity or mortality data for the Mexican origin population is limited, there is evidence that they have higher death rates from cirrhosis of the liver, tuberculosis, diabetes, infectious and parasitic diseases, circulatory diseases, and accidents than non-Hispanics (Quesada and Heller, 1977; Aranda, 1971). On the other hand, in recent years Chicanos in New Mexico have experienced lower death rates from lung cancer and from chronic obstructive pulmonary disease such as chronic bronchitis and emphysema (Samet et al., 1982). In Colorado, at least until the 1960s, individuals of Mexican origin had higher age-adjusted death rates than non-Hispanics at each age level below the age of 76 (Moustafa and Weiss, 1968). In addition, even with what appears to be serious underreporting of infant deaths (e.g., Polloni, 1978; Powell-Grinder and Streck, 1982), the Mexican origin population suffers a substantially higher infant mortality rate than the non-Hispanic population. In Houston, Texas in both 1950 and 1960 the Mexican origin population had mortality rates higher than those of non-Hispanic whites (Roberts and Askew, 1972).

A number of studies, many of them conducted by Michael Stern, Helen Hazuda and their associates at the University of Texas Health Science Center at San Antonio, include various physiological measures (e.g., Stern et al., 1982; Hazuda et al., 1983). For the most part, these studies are based on fairly localized and homogeneous populations but reveal some interesting differences between non-Hispanics and Chicanos. Three fairly consistent findings are that Chicanos suffer more obesity than non-Hispanics; experience more hyperglycemia, an indication of diabetes; and have higher serum triglyceride concentrations, which is a minor coronary heart disease risk factor. These studies also reveal that Mexicans are less informed than non-Hispanics about behaviors associated with the prevention of coronary heart disease. Despite these higher risk factors, however, coronary heart disease mortality among Chicanos is showing the same decrease as it has for non-Hispanics.

One intriguing explanation for elevated rates of diabetes among Chicanos is the possibility of genetic tendency toward diabetes among Chicanos which results from the fact that we are a Mestizo population, that is, a combination of European and Indian ancestry. American Indians have extremely high rates of diabetes and there is evidence that this may be genetically determined. Chicanos have rates of hyperglycemia intermediate between those of non-Hispanics and the Pima Indians of Arizona, which would be compatible with a genetic mixing hypothesis.

This genetic explanation, however, is problematic since social class factors alone may account for both the greater prevalence of overweight and of diabetes among Chicanos. We know that obesity, which in developed nations is more prevalent among the poor than among the rich, is a precursor of diabetes and itself a coronary heart disease risk factor. The fact that Chicanos are overrepresented in the lower classes where their tendency to overweight is increased may account for their higher rates of diabetes. Unfortunately, the studies which have been reported so far do not contain sufficient socioeconomic variation to determine the relative importance of genetic and socioeconomic factors. This research, however, promises to answer many important questions concerning relative health levels.

A study of respiratory disease in New Mexico has recently been reported (Samet et al., 1982). This research finds lower rates of chronic bronchitis, emphysema, and asthma among Chicanos. Chicanos in this study, as in many others, report less cigarette smoking than non-Hispanics. This seems to account for their lower rate of bronchitis and emphysema but not for their lower rates of asthma. Chicano rates of asthma are lower than those of non-Hispanics even after smoking is taken into account. These findings suggest the importance of environmental factors in chronic lung disease. New Mexico is an environmentally clean state and this fact, combined with the lower rate of smoking by Chicanos, may account for their lower rates of serious lung disease. This is one area in which comparisons with Puerto Ricans would be useful since they live in a much more polluted environment and their asthma rates are higher than those of non-Hispanics (Ríos, 1982).

In summary then, the majority of objective evidence which exists suggests that social class is a major determinant of Chicano health levels. Clearly, an individual's health depends upon a complex interaction of genetics, culture, and environment which is largely determined by social class. The assessment of the relative importance of each of these factors requires continuing research.

Methodological Problems in the Study of Health

The major problems in epidemiological or health services research with Chicanos, and Hispanics in general, result from: 1) problems in the translation of survey instruments; 2) as a result of differential response rates; and 3) from differences resulting from the type of survey employed (i.e., mail, telephone, or personal interview). Many surveys have been plagued by a lower response rate for Chicanos, especially for those who do not speak English. Such differential response rates raise serious doubts concerning comparisons between Chicanos and non-Hispanics.

Language of interview is a powerful predictor within the Chicano population. It is impossible to know, however, the extent to which such differences reflect inadequate translation of the survey instrument. In addition to these problems, determining the criteria for the identification of the Chicano population (e.g., Spanish surname or self- identification), is a major problem for health services research as it is for all researchers dealing with Chicanos. Response rates by Chicanos appear to be highly sensitive to the type of survey employed. This year, Howard et al., in a survey dealing with respiratory disease in Albuquerque found that far more Chicanos responded to telephone interviews than returned mail questionnaires. Clearly, all of these problems require serious attention.

A Major New Data Source

One major new source of data on Hispanic health which will become available in the next few

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years is the Hispanic supplement to the Health and Nutrition Examination Survey (HANES) conducted by the National Center for Health Statistics. This project, which began field operations in July, 1982, combines physiological measures of health as well as sections of the Diagnostic Interview Schedule (DIS) and the National Institute of Mental Health's CES-D depression scale for a sample of 12,000 Hispanics. In this study, respondents will complete a general medical history questionnaire and will undergo a general physical examination which includes a number of dental, dermatological, ophthalmological, and hematological, as well as a number of other physiological measurements. This survey will provide baseline data for Mexican Americans, Puerto Ricans, and Cubans and allow a comparison of self-reported health status with evaluated general health as well as an investigation of the socioeconomic and sociocultural correlates of health, depression and help-seeking behavior. In addition to the general medical history, this study provides information on alcohol consumption and drug use. Study of the impact of culture on health and help-seeking behavior will be made possible by the use of an acculturation scale which determined an individual's distance from his or her ethnic culture.

Conclusion

Hopefully, this review has illustrated some of the problems in the study of Chicano health. As more research is completed more questions seem to emerge; there are numerous issues which warrant further investigation. A major unanswered question for example, is how occupation affects health for Hispanics. We know that Hispanics are overrepresented in low status occupations where their exposure to environmental hazards may be great and in which their medical benefits are minimal. Unfortunately, this question presents serious methodological problems since one needs longitudinal data and information on work history and changes in health status.

Continued research into the impact of social class on health is crucial for Hispanic groups since they are overrepresented in the lower classes. This is especially true for Chicanos and Puerto Ricans as well as for more recent Central American and Caribbean immigrants. Other subgroups within the Hispanic population require special attention. For example, migrant workers are a particularly medically underserved group. Agricultural workers are exposed to numerous pesticides which may have an impact on their health and, again, their medical care is often inadequate.

The presence of undocumented immigrants in the U.S. is a fact which Chicano researchers can hardly ignore. These unfortunate individuals do not possess the legitimacy of citizenship with which to protect their basic human rights. While some might resent their intrusion and feel justified in denying them health care, simple human decency requires that we address their basic health care needs. Unfortunately, we know nothing of these needs. Clearly, studying the health and social welfare of the undocumented presents serious problems.

Another major issue which deserves attention concerns the health care needs of female-headed households. The rapid increase in such households in recent years has produced a population which is particularly economically disadvantaged. Whether Medicaid provides sufficient medical services for this group remains an unanswered question.

Numerous other areas of research could be listed here, however, it seems that the more important the question, the more difficult it is to study. The study of the health care needs of migrant workers and of undocumented immigrants poses formidable hurdles. Research, however, is a cumulative process in which the dialog generated by one set of findings leads to a refinement of the questions and suggests avenues for further research. Perhaps the increasing concern with Chicano health and, hopefully, an increasing commitment by Chicano professionals and researchers to this area will allow us to begin to address some of these crucial questions and to conceptualize them in ways in which they can be studied.

For further information or exchanges, contact the author at the Department of Sociology/ Rutgers University/New Brunswick, NJ 08903.

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Cultural Factors Affecting the Compliance of Older Mexican-Americans with Hypertension Regimens.

By Pedro J. Lecca and John S. McNeil, University of Texas at Arlington.

The aim of this study was to search for alternative factors that may act as determinants of compliance behaviors among Mexican-American patients with hypertension regimens. The study focused on cultural factors as measured by various scales drawn from the literature on Mexican-Americans. The study was limited to elderly patients, those over age 60, largely because age has been identified as a risk factor associated with hypertension (Ward, 1978), and because of an assumption by the researchers that of all age groups, the elderly Mexican-American are most likely to be of a more homogeneous cultural background given their similarity in rural background (Peña & Macha, 1975), and in this study, the similarity in socioeconomic status. The objectives of the study were: 1) to identify specific cultural factors that have a measurable influence on the compliance of this population; and 2) to determine the differential influence of each factor identified.

The study setting

The Community Clinic is a private nonprofit corporation that provides comprehensive ambulatory health and dental services to "La Bajada" and "Los Altos" communities in Dallas. It is primarily utilized by women, children, and the elderly. Of the 11,000 patients treated there in 1981, 95% were Spanish-speaking, with the majority living on poverty level incomes. The entire staff of the clinic is bilingual, Spanish and English. Payment for services is on a sliding scale fee basis.

What this special facility represents is an attempt to provide health services that are sensitive to a largely urban Mexican-American population's cultural, geographical, and social needs. The two primary access barriers which have been clearly demonstrated to inhibit service use by needy populations are distance and economic expense (Acosta, 1979). With Mexican-

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American populations, language also serves as a formidable barrier to health care utilization (Miranda, 1976; Barrera, 1978).

The clinic, to a great degree, mitigates several of the access problems: the economic barrier is virtually eliminated by the sliding scale payment plan; distance is minimized as a barrier by the location of the clinic within the community it serves; and the language barrier does not exist due to bilingual staffing.

Because compliance, as defined and used in this study, includes the keeping of scheduled appointments by hypertensive patients as well as their following of dietary recommendations and medical prescriptions, the factors associated with the utilization of the clinic's services are important. Given that language and distance barriers were largely eliminated, it was assumed that the breaking of appointments (nonutilization) could be attributed to other factors.

With respect to sampling, fifty hypertensive Mexican-American patients over the age of 60 were randomly selected from the clinic's computerized patient chart files. An attempt was made to contact each of these 50 patients by telephone to arrange an interview at their homes. Of the original sample set, only 20 were successfully contacted via phone on the initial attempt. Three of these patients refused to participate. The other 30 patients could not be reached by phone at all.

The computer print-out provided addresses, so an effort was made to locate the remainder of the sample by driving to the indicated addresses. Two patients had expired since last reporting to the clinic, 11 had relocated without reporting a change of address, 3 had apparently given false addresses and phone numbers, and 1 broke several appointments to visit him in his home. The total number of patients interviewed, then, was 30.

The instrument was a 135 item interview schedule administered in the patient's home by a bilingual/bicultural male research graduate student. Respondents were given the option of having the interview conducted in Spanish or English -- all chose Spanish. Interviews ranged from 40 minutes to an hour and a half. The interview took place during the months of July and August of 1982.

To measure the cultural factors, 5 scales were utilized. The first two scales, which measured familism -- or the centrality of the family in the life of the respondent -- were a family integration scale and a family assistance scale. The integration scale incorporated items from the "Integration with Kin Scale" by Chandler (1974), and the "Family Integration Scale" devised by Mindel (1980). The family assistance scale was taken directly from Moreno (1980). The third scale, fatalism, integrated the "Activism Scale" of Chandler (1974), and the fatalism items used by Farris & Glenn (1976). The authoritarianism scale used came from Simpson (1972). The fifth scale came from Nall & Spielberg (in Martínez, 1978), who constructed a scale for the measurement of "commitment" to nontraditional medical beliefs. The factor of religion was assessed by simply asking for religious affiliation.

Finally, a hypertension appendix was added at the end of the questionnaire. This included items that measure the keeping of appointments, the following of diets, and the types of medication taken and possible side effects.

Analysis

Using SPSS, crosstabs were run on compliance by sex, religious affiliation, family assistance, authoritarianism, fatalism, family integration, and non-traditional medical beliefs.

The crosstabulation of compliance by sex revealed that 58.3% of the males were compliant and 55.6% of the females were compliant. These results were insignificant.

Crosstabulations on compliance by religious affiliation, with religion reported as "Catholic" or "other" revealed that 52.4% of the Catholic patients were compliant, 47.6% were not. In the "other" category, 66.7% were compliant and 33.3% were not. This category was not statistically significant.

The crosstabs on compliance by family assistance revealed that 69.2% of those patients rating high on this scale (receiving and giving more assistance) were compliant; 30.8% were not compliant. Of those rating low on family assistance, 40% were compliant and 60% were noncompliant. A Pearson's r value of .293 was significant at the .1 level.

Compliance by authoritarianism did not meet the requirements for valid computation.

Compliance by fatalism reported that 38.5% of the compliant patients were high on the scale, while 61.5% were low. Of the noncompliant, 87.5% were high on fatalism, while 12.5% were low. The Pearson's r was -.48, significant at the .05 level. This correlation indicates that compliance and fatalism are significantly correlated in a negative direction.

Compliance by family integration indicated that of the compliant, 68.8% were high on integration, while 31.3% were low. The noncompliant had 11.1% rate high on family integration; 88.9% rated low. The Pearson's r of .553 was significant at the .01 level.

Crosstabs on compliance by nontraditional medical beliefs were not significant, as 100% of the compliant believed in traditional medicine, and all but one of the noncompliant also believed in traditional medicine.

Discussion

In light of the compliance literature which contains many studies in which the reported compliance rate is only 30% and even lower (Marston, 1970; Bloom, 1978), the finding of a compliance rate of 56.7% in the present study is not surprising,

Writers in the field of gerontology have noted the overriding concern that the elderly have for health matters (Jackson, 1980; Bengston, 1980). The near obsessions that the elderly display in regard to their personal health may account for their willingness to be more compliant with their medical regimens.

Of the hypotheses proposed for this study, it was found that factors relating to family assistance, religion, nontraditional health care, and authoritarianism were not significant. Only fatalism and family integration were found significant and to have a measurable influence on compliance or noncompliance.

Implications

The cultural factors in this study that were found to be associated with compliance and noncompliance could be used to develop what Bloom (1978) refers to as a "targeted delivery model." This targeted model would incorporate the information

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from the research to augment the early detection of potential noncompliers, and institute preventive measures with those patients identified as "high risk" for noncompliance.

The early detection phase could consist of developing a short standardized questionnaire that measures the relevant cultural factors and administering it to every newly diagnosed hypertensive patient. This could be done by clerical staff, and in the case of new clinic patients could be included as part of the intake process. Those hypertensive patients that the questionnaire indicated to be more prone to noncompliance behaviors would be routed on to the preventive phase.

The preventive phase would consist primarily of compliance enhancement techniques. While patient education programs may suggest themselves at this point, Levy (in Bracht, 1978) and Toledo (1979) have both concluded that education alone is generally insufficient in the reduction of noncompliance to health regimens. Levy also pointed out that compliance enhancement strategies have not been used, by and large, on ethnic minorities; almost nothing is known about their "transcultural" application.

A few of the compliance enhancement techniques that have generally proven effective are: 1) behavior modification, particularly with monetary incentives; 2) the arousal of fear through mild scare tactics, especially if applied in conjunction with specific recommended courses of action; and 3) active participation strategies that increase the patient's involvement with his/her own treatment (Levy in Bracht, 1978; Amarasingham, 1980). A notable example of the third type of technique is patient self-monitoring. With hypertensive patients, this might include training the patient to take his/her own blood pressure readings and having the patient chart medications and/or exercise regimens as they are followed at home. The charting may require additional training for those elderly patients who may be illiterate; then again, the procedure could be simplified to the point of making it easy enough for the most illiterate individual to follow.

This study continues to confirm the belief that understanding, identifying and absorbing cultural factors in treatment and prevention will not only be cost effective, but improve the quality of health delivery to all Hispanic communities.

For copies of the full report and references, please contact the author at the Graduate School of Social Work/ Box 19129/University of Texas at Arlington/Arlington, TX 76019.

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REVIEW NOTES

The Health Revolution in Cuba
by Sergio Díaz-Briquets. Austin, Texas: University of Texas Press, 1983.

Reviewed by David E. Hayes-Bautista, School of Public Health, University of California, Berkeley.

This is a very suggestive book -- its title suggests an interesting topic, the data suggest some trends, and some possible explanations are offered. And, there is nothing wrong with suggestion. Given the nature of the data worked with, suggestion is about the best that one can hope for.

However, the suggestive title of this book might create some confusion. This is not so much a book on changes in health policy, delivery structures and disease patterns as it is on demography. A much better title would have been "The Demographic Revolution in Cuba."

The backbone of this book is the change in demographic patterns in Cuba, especially during the period from the Spanish-American War to the early 1950s. Díaz-Briquet notes the steady decline in mortality since the turn of the century; a phenomenon not uncommon to countries going through similar stages of development. In Díaz-Briquet's view, the more recent drops in mortality attributed to post-revolutionary policy changes are to be seen as continuations of much larger, macro trends in mortality decline.

The analytic point posed is this: if there were declines in mortality before the Revolution, to what could they be attributed? Is there a larger framework that could explain mortality declines by a series of multiple factors rather than relying on a single variable, such as economic development or income distribution?

The idea is an intriguing one, and a number of suggestions are made. However, they can only be suggestions, for there are severe limitations on the data that impede any more rigorous analysis.

In a suggestive fashion, Díaz-Briquet hints at a multifactorial model in which mortality decline may be explained by a number of variables and the interaction between them. The major factors are: political will; economic development; public health measures; and medical technology. Different combinations of these factors affect mortality in different ways. In this suggested model economic development is not seen as the sole explanatory factor: its influence may be mitigated by the others. For an example, he looks at the period right after independence from Spain and dependence on the United States. The level of economic development was very low, yet there was a rapid decline in mortality, in excess of what one might expect due to economic growth alone. This decline he attributes to the factors of political will (the U.S. Army wished to protect its personnel), and public health measures (institution of a campaign to eradicate yellow fever and install basic public health safeguards.)

But, the economic factor is a powerful one. During the economic decline of the Depression years, rate of decline was substantially slowed down. Conversely, in post-revolutionary Cuba, the author's opinion is that there has been a steady economic decline, which has not translated into any increases in mortality because of political will, i.e., the post-revolutionary government has equalized income, standardized housing and sanitation, and provided easy access to services, such the gains in longevity have continued.

The model, as presented, is an intriguing one, and one which merits further development. However, it receives very little attention, conceptually -- it is suggested in the last chapter of the book, and in a very tentative sketchy fashion. One would prefer a more rigorous handling of the notion. The linkages between the factors and declines in mortality are only apparent chronological relations; it would be good to see some more rigorous measures of correlation introduced.

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One would also like a bit more information on the distribution within Cuban society of mortality and access trends. National aggregate figures might cover as much as they present. Throughout the book mention is made that there might be rural/urban differences. A more incisive analysis could have been made if there were breakdowns by racial groups and/or economic class. It might then be possible to see who was benefitting most from the interplay of the four variables.

Books written about Cuba tend to be somewhat biased, depending upon the opinion of the author about the direction Cuba has taken since the Revolution. This book is written by a Cuban-American, but is a well-balanced presentation, with only a phrase here and there to betray predisposing sentiments. This book should probably be read along with recent works by Laurissa Lomnitz and Asa Cristina Laurel from Mexico, in order to get a full flavor of the influence of macro process on micro health.

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LANGUAGE & DISCOURSE

Prepared by Richard P. Durán/ETS/Princeton, NJ 08541/(609) 734-4704.

Research Abstract
Intergenerational Perspectives on Bilingualism: From Community to Classroom, Language Policy Task Force/Center for Puerto Rican Studies/Hunter College/695 Park Avenue/New York, NY 10021, 1982. ($13 plus shipping.)

This 500 page report documents the findings of a major study of bilingualism among a group of 16 Puerto Rican children and their parents residing in East Harlem, New York City. The children studied were in kindergarten through second grade and in the fifth or sixth grade. Within an intergenerational context and utilizing earlier research conducted with this sample, it was possible to develop a rich historical and social framework by which to understand children's language behavior. The main issues under investigation concerned how children's language choice and use was affected by the characteristics of social settings with attention also directed at code-switching and to factors that affect children's differential learning language varieties.

The research methods included ethnography and participant observation, attitudinal and sociolinguistic interviews, assessment of linguistic proficiency utilizing standardized tests, and quantitative sociolinguistic analysis of speech characteristics.

A general finding demonstrated that children learn quickly that the language variety they choose to speak and how effective they are at using this variety affects their competence in social interactions. The findings suggest that individuals vary in their development of a communicative repertoire which is related to individual differences in attitudes and previous sociocultural experiences. In the community at large, attitudes towards different language varieties and ethnic and sociopolitical identity directly affect language behavior. Operations of these factors is shaped and determined by the social structure of experiences at home, at school, and in the community.

An important finding demonstrated that children showed more reliance on English than their parents, but that the shift towards English usage is not coupled with a loss in the ability of children to use Spanish, or to use code-switching when speaking in English. Evidence suggests that integration of words or phrases from one language to the other conformed to the grammatical requirements of the two languages.

Analysis of the findings of research suggests the possibility that East Harlem Puerto Rican children's classroom experiences might be enhanced if teachers were more aware of how children's out-of-classroom communication experiences affect their classroom behavior.

The present report is important for persons interested in learning about how sociolinguistic research is tied to the interests of the community studied. The work of the Language Policy Task Force demonstrates the importance of drawing on a policy analysis of community relations to larger social and national contexts. The power of this approach, when combined with rigorous methods of sociolinguistic and ethnographic research leads to findings which can have an immediate effect on practice. The subsequent step of "praxis" completes a feedback loop through which change in social and educational behavior may come more under the control of the community studied. Hopefully, a future report of the Language Policy Task Force might document this matter in the context of the research described in the present report.

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RECRUITMENT & SCHOLAR SUPPORT

American Sociological Association - Minority Fellowship Program
Doctoral Fellowships in applied sociology designed to assist in the preparation of persons from minority backgrounds for careers as researchers and applied sociologists. Recipients are expected to pursue a program of research, with emphasis on the application of sociological knowledge to the identification, analysis, and reduction of group mental health problems. Contact the Minority Fellowship Program/American Sociological Association/1722 N Street, N.W./Washington, DC 20036. **AD: 2-1-84.**

Comparative Culture - UC, Irvine
The Program in Comparative Culture is accepting applications for its PhD program for the 1984-85 academic year. Comparative Culture is an interdisciplinary ethnic studies program with emphasis on dominant and minority cultures of the U.S., as well as Third World cultures. Direct inquiries to Raúl Fernández, Director/Program in Comparative Culture/UC, Irvine/Irvine, CA 92717. **AD: Unspecified.**

Counseling Psychology - U of Illinois
Predoctoral internships in counseling/clinical psychology are available at the U of Illinois at Urbana-Champaign. The internship training program is designed to offer supervised experiences to predoctoral interns in counseling and clinical psychology and related areas. Contact Judy L. Ellickson/Counseling Center/U of Illinois/212 Student Services Bldg./610 East John Street/Champaign, IL 61820/(217) 333-3701. **AD: 1-9-84.**

RECRUITMENT & SCHOLAR SUPPORT

Educational Testing Service - Visiting Scholar Program
ETS invites applications for its Visiting Scholar Program which supports research pertaining to the education of black, Hispanic, and other minority students. Visiting scholars will work closely with senior National Assessment of Educational Progress (NAEP) staff, and may use NAEP data. Eligibility requirements include the PhD and evidence of prior research relevant to the education of minorities. Contact Marion Epstein, NAEP Visiting Scholar Program/Educational Testing Service/Princeton, NJ 08541. **AD: 1-1-84.**

The Minority Advancement Program (MAP) - Rutgers University
The Minority Advancement Program in Testing and Research is a university-wide program designed to support minority students at the PhD level. One of the goals of the program is to develop minority faculty for New Jersey colleges and universities in key subject areas where they are underrepresented in the state and in the nation. For information on the graduate programs involved, contact Arnold G. Hyndman, Director/Minority Advancement Program/Graduate School-New Brunswisk/25 Bishop Place/New Brunswick, NJ 08903/(201) 932-7908. **AD: Unspecified.**

Minority Graduate Opportunities - Bowling Green
Project Search is a minority recruitment program designed to facilitate the identification and recruitment of minority students for consideration for admission to the Graduate College at Bowling Green State University. Graduate assistantships and teaching fellowships are available. Contact Project Search/238 Administration Bldg./Bowling Green State U/Bowling Green, OH 43403.

National Research Council - Fellowships for Minorities
The Ford Foundation is sponsoring 35 postdoctoral fellowships for minorities in a program designed to provide opportunities for continued education and experience in research to American Indians and Alaskan Natives, Black Americans, Mexican Americans, and Puerto Ricans. Awards will be made in the areas of behavioral and social sciences, humanities, engineering sciences, mathematics, physical sciences, life sciences, and for interdisciplinary programs of study. Contact the Fellowship Office/National Research Council/2101 Constitution Avenue/Washington, DC 20418. **AD: 1-16-84.**

Postdoctoral Fellowship Program - UCLA Chicano Studies Research Center
A limited number of graduate and post-doctoral fellowships in the area of Chicano Studies are available for the 1984-85 academic year. For details, contact Carlos M. Haro/Program Director/UCLA/Chicano Studies Research Center/Los Angeles, CA 90024/(213) 825-2364.

Preventive Medicine and Community Health - UT, Medical Branch, Galveston
The University of Texas Medical Branch in Galveston, Texas is offering a PhD program in preventive medicine and community health which provides students with the opportunity for careers in research and teaching. Emphases include the promotion of health, determinants of illness, the delivery of health services, and the recovery process. For application information, contact David Jenkins, Director/Division of Sociomedical Sciences/Dept. of Preventive Medicine and Community Health/UT Medical Branch/Galveston, TX 77550. **AD: 4-1-84.**

Rockefeller Foundation - Research Fellowship Program
Fellowship awards in support of research designed to influence the understanding and resolution of minority-group issues in America are available. Fellowships will be awarded for a one-year period. The program will enable fellows to undertake policy-oriented social science and humanistic research on high priority problems in areas such as education, employment, housing and civil rights. Contact the Research Fellowship Program for Minority Group Scholars/The Rockefeller Foundation/1133 Avenue of the Americas/New York, NY 10036/(212) 869-8500. **AD: 1-15-84.**

Sally Butler Memorial Fund for Latina Research
The Business and Professional Women's Foundation Research Grant Program's goal is to improve the economic status of working women. By means of small grants, these programs aim to support vital feminist scholarship by women and men on women's employment and economic issues. Applicants are required to write a preliminary letter requesting an application no later than **12-15-83.** For detailed information, contact the Business and Professional Women's Foundation/2012 Massachusetts Avenue, N.W./Washington, DC 20036. **AD: 1-1-84.**

Smithsonian Institution Fellowships
The Smithsonian Institution offers fellowships to postdoctoral scholars, doctoral candidates and graduate students in the sciences, arts and social sciences. Fellows are in residence at the Smithsonian, in association with the staff, using collections, laboratories and facilities. For further information on their programs, contact the Smithsonian Institution/Office of Fellowships and Grants/Room 3300/L'Enfant Plaza/Washington, DC 20560. **AD: 1-15-84.**

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ANNOUNCEMENTS

Hispanic American Periodicals Index (HAPI), now in its seventh year, lists annually by subject and author, articles, reviews, documents, and original literary works appearing in nearly 250 journals published throughout the world which regularly treat Latin America or people of Latin American heritage living in the United States. Included are scholarly journals in all major disciplines of the social sciences and the humanities. The latest volume of HAPI indexes forty-two Mexican and ten Chicano journals published in 1980. For additional information, contact HAPI's editor, Barbara G. Valk/UCLA/Latin American Center/Los Angeles, CA 90024.

Borderline, a major research effort of the UCLA Latin American Center, is a long-range program which studies the U.S.-Mexico border. This interdisciplinary project is expected to extend through the decade. It involves the participation of scientists, social scientists, humanists, and professionals in a number of disciplines from many institutions in the U.S. and Mexico. Borderline was created in 1981 as the bibliographic arm of the border studies program, and operates an online, database of library materials which bring together widely scattered information on the area. For more information on **Borderline**, contact Barbara G. Valk at the address above.

ANNOUNCEMENTS

The National Hispanic Council on Aging (NHCoA) was founded in 1980 as a response to the needs of the Hispanic elderly by a group of Hispanic administrators, educators, and service providers in gerontology. NHCoA functions around the needs of program administrators, policy makers and those providing services for the Hispanic elderly as well as to the elderly themselves. For information on NHCoA's goals, present functions and programs, background and membership categories, contact Marta Sotomayor/ The National Hispanic Council on Aging/1913 Alabaster Drive/Silver Spring, MD 20904.

Hispanic Arts News is the newsletter of the Association of Hispanic Arts, an umbrella service organization based in New York City. The newsletter's new editor, Dolores Prida, welcomes any and all news about Hispanic arts and culture. Beginning in 1984, it will be published 10 times per year. For details, contact the Association of Hispanic Arts/200 East 87th St., 2nd Floor/New York, NY 10028.

COLMEX'S Programa Mexico-Estados Unidos is one of the few institutes in Latin America dedicated to the study of the United States and of U.S.-Mexican relations. The long-term goal of the program is to organize research in order to understand what is happening within the U.S. that has particular relevance for Mexico. This broader understanding of the U.S. is viewed by the program as vital for Mexico. For more information regarding the Programa and its activities, contact Manuel García y Griego/Centro de Estudios Internacionales/El Colegio de Mexico/ Camino al Ajusco 20/10740 Mexico, D.F./(905) 568-6033, Ext. 312.

Chicano/Puerto Rican Law Professors Organization met in December, 1982 to begin organizing themselves for collegial and professional purposes. The goals are to: 1) identify other Chicano and Puerto Rican law professors and to improve professional communication with each other; 2) increase the number of Chicanos and Puerto Ricans holding law faculty positions (this has included identifying candidates and working with law schools recruiting faculty); 3) increase professional exchange and solidarity in order to improve professional standing, access to information, and scholarly resources; and 4) work to improve recruitment and retention of Hispanic law students, and to increase the quality of the Hispanic bar. For details, contact Michael Olivas/ IHELG/415 FH/U of Houston/Houston, TX 77004/(713) 749-2557.

Summer Institute in Child Development and Social Policy, sponsored by the Society for Research in Child Development, and hosted by the College of Human Ecology at Cornell University, is slated for June 17-29, 1984. The program features a case study approach to illustrate interplay between child development research and policy making in three areas: nutrition, health, and safety; adolescence and youth; and parental employment. Leading scholars and policy makers will present a variety of perspectives in each area. Participation is limited; advanced graduate students, recent PhDs and faculty from a broad range of disciplines are encouraged to apply. Contact the Washington Liaison Office/SRCD/ 100 North Carolina Ave., S.E., Suite 1/Washington, DC 20003/ (202) 543-9582. AD: 1-15-84.

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EMPLOYMENT OPPORTUNITIES

FACULTY/RESEARCH

Art - Morehead State U
Head of the Art Department (assoc. professor level) is sought to provide leadership and development in a department emphasizing studio art and art education as well as teaching courses in specialty at undergraduate and/or graduate levels. PhD or MFA required. Contact the Art Department Search Committee/ c/o Robert L. Burns, Dean/School of Humanities/Morehead State U/Morehead, KY 40351. AD: 12-2-83.

Computer Science - U of Utah
The Dept: of Computer Science at the University of Utah solicits applications at all professorial ranks. Starting date for appointments is July 1, 1984. The department currently has 14 tenure-track faculty members, as well as an additional 7 serving in research capacities. For specifications and information, contact Richard F. Riesenfeld, Chair/Dept. of Computer Science/U of Utah/Salt Lake City, UT 84112. AD: 2-1-84.

Extended Education - U of Northern Colorado
Coordinator of extended education, associate professor rank, is sought. Candidate should have experience/training in adult/ continuing education, evening, external, off-campus, and summer educational programs. PhD required. Contact Ronald E. Childs, Chair/Extended Education Search Committee/College of Education/U of Northern Colorado/ Greeley, CO 80639. AD: 12-31-83.

U of Northern Colorado is also seeking an associate professor of educational technology. PhD as well as experience in the implementation of technology in educational settings, are required. For details, contact John B. Cooney, Chair/Educational Technology Search and Screen Committee/Division of Research, Evaluation and Development/U of Northern Colorado/Greeley, CO 80639. AD: 12-31-83.

Mexican-American History - U of Houston
History Department seeks new faculty member to develop a regional Mexican-American history program. Tenure-track position, PhD essential. Will consider applicants at all professorial ranks. Will interview at AHA. Send vita and letters of recommendation to the Mexican-American History Search Committee/Dept. of History/U of Houston, University Park/Houston, TX 77004. AD: 12-9-83.

Library Science - U of Arizona
Social science/science catalog librarian sought. ALA-accredited degree, working knowledge of AACR 2; experience with LC classification; knowledge of at least one foreign language. Contact W. David Laird/University Librarian/ U of Arizona Library/Tucson, AZ 85721. AD: 12-1-83.

Library Science - California State College, Bakersfield
Director of the Library position available to begin April 1, 1984. ALA-accredited MLS and an additional advanced degree required. Successful library managerial experience required, with both public and technical services experience desirable. Contact the Chair, Search and Nominating Committee/Office of the Vice President/California State College/9001 Stockdale Highway/ Bakersfield, CA 93311. AD: 12-30-83.

EMPLOYMENT OPPORTUNITIES

Nursing - U of Nevada
Full-time position available January 1984 for an individual with an MS in nursing and teaching experience. Salary, rank, and determination of tenure or non-tenure track placement will be dependent on educational background and experience. Contact Rosemary Witt, Chair/Dept. of Nursing/U of Nevada, Las Vegas/4505 Maryland Parkway/Las Vegas, NV 89154/(702) 739-3360. **AD: 12-15-83.**

Political Science - U of Oregon
Applications are invited for a fixed-term tenurable position at the rank of assistant or associate professor to begin fall 1984, or earlier. Preference given to candidates whose research interests include broad theoretical or practical issues in general, and systemic international relations. PhD required. Contact L. Harmon Zeigler, Chair/Dept. of Political Science/U of Oregon/Eugene, OR 97403-1212. **AD: 12-1-83.**

U of Oregon has another position opening starting sometime during 1983-84, rank negotiable, depending upon publications and experience. PhD required. Some preference may be given to candidates concerned with natural resources, energy, land use or to policy analytic skills outside the usual political behavior repertoire. Contact L. H. Zeigler at the address above. **AD: 12-1-83.**

Political Science - UC, Santa Barbara
The Dept. of Political Science seeks to fill an assistant professor position in American political institutions embracing at least two of the following subfields: the Presidency, the legislative process, or political parties. PhD required. Candidates must be committed to research and teaching. Contact John Moore, Chair/Dept. of Political Science/UC, Santa Barbara/Santa Barbara, CA 93106. **AD: 12-15-83.**

Political Science - UT, El Paso
Assistant professor (tenure-track) position teaching graduate seminars in public administration and American government. PhD required. Contact Thomas J. Price, Chair/Dept. of Political Science/UT, El Paso/El Paso, TX 79968. **AD: 3-1-84.**

Psychology - Colorado State U
Senior psychologist for the University Counseling Center is sought to direct services to students, supervise interns and other trainees, and develop and deliver programs and outreach services. A specific responsibility included in this position is the provision of outreach services to Hispanic students and consultation to El Centro Chicano. PhD or equivalent. Contact Nancy E. Downing/Search Committee Chair/University Counseling Center/Colorado State U/Fort Collins, CO 80523. **AD: 1-1-84.**

Puerto Rican Studies - Hunter College, NYC
The Dept. of Black and Puerto Rican Studies has two tenure-track positions at the assistant professor level available for fall 1984, to teach Puerto Rican history and literature. Teaching experience required. Contact Ana Celia Zentella, Director/Puerto Rican Studies Sequence/Hunter College/695 Park Avenue/New York, NY 10021. **AD: Unspecified.**

Sociology - U of Nevada
Applications are invited for an assistant professor, tenure-track position beginning fall 1984. Teaching and research interest in at least two of the following areas required: occupations/professions, work, leisure, and sociology of aging. PhD in sociology required. Contact James H. Frey, Chair/Hiring Committee/Dept. of Sociology/U of Nevada, Las Vegas/4505 S. Maryland Parkway/Las Vegas, NV 89154. **AD: 3-1-84.**

A second position is available in the Dept. of Sociology at the assistant professor level, tenure-track, beginning fall 1984. Training and competence in demography, urban studies, or mass communications. PhD in sociology required. Contact the Hiring Committee/Dept. of Sociology/U of Nevada/4505 S. Maryland Parkway/Las Vegas, NV 89154. **AD: 1-1-84.**

Sociology - UC, Berkeley
Pending final budgetary confirmation, the Dept. of Sociology anticipates appointing an assistant professor to begin fall 1984. Teaching sociological theory and combination of creative use of theory with empirical work, are a plus. Dissertation should be completed by 8-1-84. Contact the Personnel Committee/Box B/Dept. of Sociology/UC, Berkeley/Berkeley, CA 94720. **AD: 12-15-83.**

Women's Studies - San Diego State U
Full-time, tenure-track position available to begin fall 1984. Teaching psychology of women and also courses in the following areas: sexism and racism, gender and bio-ethics, science and technology. PhD in appropriate field and completed research relevant to Women's Studies. Contact Barbara Watson, Chair/Dept. of Women's Studies/San Diego State U/San Diego, CA 92182. **AD: 1-1-84.**

ACADEMIC/ADMINISTRATIVE SUPPORT

Counseling Services - U of Santa Clara
Director sought for student counseling and crisis intervention services program beginning January 1984. Earned PhD required in counseling or clinical psychology and eligibility for state licensure plus four years of university counseling/crisis experience. Interested persons should contact the Personnel Department immediately at the U of Santa Clara/Santa Clara, CA 95053.

Provost - Oakes College
UC Santa Cruz invites nominations and applications for the position of Provost of Oakes College. Candidates must have academic qualifications sufficient for a tenured appointment in an academic department of UC and show evidence of leadership abilities. Experience working with minority students or research experience in minority communities is preferred. Contact Susan S. Burcaw, Executive Assistant to the Chancellor/UC, Santa Cruz/Santa Cruz, CA 95064. **AD: 12-2-83.**

Vice President for Academic Affairs - California State College, Bakersfield
Cal State College invites applications and nominations for the position of Vice President for Academic Affairs. Candidates should have successful academic administrative experience within the past five years, equivalent at least to service as a dean. Contact the Search and Nomination Committee for Vice President for Academic Affairs/ c/o Tomás A. Arciniega/Office of the President/California State College, Bakersfield/9001 Stockdale Highway/Bakersfield, CA 93311-1099/(805) 833-2241. **AD: 2-6-84.**

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RECENT PUBLICATIONS

Cornelius, W.A. & Anzaldúa Montoya, R. (Eds.). International inventory of current Mexico-related research (Vol. 2). Center for U.S.-Mexican Studies, University of California, San Diego, fall 1982.

Cortés, C.E. "Teaching about human migration in global perspective." Occasional Paper No. 4. New York: Global Perspectives in Education, June, 1983. (218 East 18th St./New York, NY 10003).

Ferguson, C.A. & Brice Heath, S. (Eds.). Language in the U.S.A. Cambridge University Press, 1981. ($15.95) This 600-page volume features articles by a wide range of scholars in the field on American English, languages before English, languages after English and a section on language in use.

Fischer de Figueroa, M.C. Relaciones México-Estados Unidos: Bibliografía anual (Julio 1980-Junio 1981), Vol. 1. Para mayor información, escribir al Colegio de México/Camino al Ajusco 20/10740 México, D.F.

García, E. Early childhood bilingualism. Albuquerque, NM: New Mexico University Press, 1983.

García E. The Mexican American child: Language and social development. Tempe, AZ.: Arizona State University, 1983.

García, R. Frida Kahlo: A bibliography. This 48-page volume is billed as "the most comprehensive bibliography about Frida Kahlo ever published." And, it includes a biographical essay and eight photographs. It is beautifully bound in an attractive glossy cover with a rich illustration of Kahlo by author Rupert García. Write to the Chicano Studies Library Publications Unit/3404 Dwinelle Hall/UC, Berkeley/Berkeley, CA 94720. ($10. Ltd. ed.).

Kennedy, J.H. Estampas de la America Latina: A supplementary cultural reader. (A 58-page Spanish language reader containing short essays on the Afro-Caribbean experience for use in university and secondary Spanish language courses.) Order from the Department of Romance Languages/Howard University/Washington, DC 20059. (Price unspecified.)

Lindholm, K.J. & Willey, R. Child abuse and ethnicity: Patterns of similarities and differences. Spanish Speaking Mental Health Research Center Occasional Paper No. 18, 1983.

Lindley, R.B. Haciendas and Economic Development: Guadalajara, Mexico, at Independence. Austin, Texas: University of Texas Press, 1983. ($19.95 hardcover).

Mitchell, G. Credit & marketing practices among low income Spanish Americans: An exploratory study. 1983. Write to the author at VPISU/206 Human Resources Annex/Blacksburg, VA 24061.

Mujeres en Marcha, University of California at Berkeley. Chicanas in the 80s: Unsettled issues. A 30-page monograph highlighting remarks from a panel at the 1982 NACS conference in Tempe, Arizona. Write to the Chicano Studies Library Publications Unit/3404 Dwinelle Hall/UC Berkeley/Berkeley, CA 94720.

Padilla, R. Theory, technology and public policy on bilingual education. Rosslyn, VA.: National Clearinghouse for Bilingual Education, 1983.

Pochteca Workshop and Press. A sacred history of the Meshica, is a volume depicting the "history of the reed people, the crane people, the island people and the lake people, who are today known as the Mexica and as the Aztec of Mexico. Write to Pochteca Workshop & Press/P.O. Box 777/Los Angeles, CA 90027.

Rivera-Gonzales, L.R., Hartman, R.B., & Morris, R.W. Opening the human services system to Hispanics: Policy and practice issues. Write: Hispanic Family Advocacy Network/1300 Spruce St./Philadelphia, PA 19107.

Texas Migrant Council. The prevention and treatment of child abuse and neglect: A focus on the Mexican American family. Proceedings of the Second Annual Conference on Child Abuse and Neglect and the Mexican-American Community, 1983. Write to the Texas Migrant Council/P.O. Box 917/Laredo, TX 78040. ($5).

Valdez, A., Camarillo, A. & Almaguer, T. The state of Chicano research in family, labor and migration studies. Proceedings of the First Stanford Symposium on Chicano Research and Public Policy, 1983. Write to the Stanford Center for Chicano Research/Stanford University/Stanford, CA 94305. ($10 individual; $15 institutions.)

Warren, R. & Passel, J.S. "Estimates of illegal aliens from Mexico counted in the 1980 United States Census." Contact Jeffrey Passell/Population Division/Bureau of the Census/Washington, DC 20233/(301) 763-5590. (Free).

The Borderlands Journal, Vol. 6, No. 1, fall, 1982 includes the following articles: Labor unions and undocumented workers, L.R. Negrete; Perils of multidisciplinary research in borderlands studies, E.R. Stoddard; Six community colleges share resources to meet the needs of Mexican-American students linking together to solve a community need, M.J. Justiz; Chicano households, the structure of parental information networks, and family use of child-related social services, M.L. Carlos; Liberation theology of Latin America and the influence of the sociological analysis of Karl Marx on the Catholic Church, T. Hidding; Researching the Mexican Revolution: Sources and suggestions, D.W. Richmond; and A note on cultural assimilation in South Texas, L.W. Miller. The Borderlands Journal is published biannually for $8 individual subscription, and $16 for institutions. Write to the Borderlands Journal/Texas Southmost College/Brownsville, TX 78520.

Estudios Sociológicos, Vol. 1, No. 1, enero-abril 1983 incluye los siguientes artículos: El éxodo rural en México y su relación con la migración a Estados Unidos, Lourdes Arizpe; Estado y sociedad en el capitalismo periférico: Notas sobre México, Ricardo Cinta; El sindicalismo en el sector automotriz, Ian Roxborough; La política de inmigración de Estados Unidos: Un análisis de sus contradicciones, Jorge Bustamante; y Redistribución de la población y principales corrientes migratorias en Mexico, Claudio Stern. Estudio Sociologicos es la nueva publicacion trimestral del centro de estudios sociológicos del Colegio de Mexíco. Precio del ejemplar: $7.50; ejemplares atrasados: $8; suscripción anual en los Estados Unidos; $20. Escribir a Estudios Sociológicos/El Colegio de México/Camino al Ajusco 20/10740 México, D.F.

Health Careers Network is a monthly newsletter loaded with articles and information. It is published by the Health Opportunity Information Network/15 Shattuck Square, Ste. 202/Berkeley, CA 94707/(415) 848-9505.

CALL FOR ACTION

Dear Readers:

Through feedback garnered over the years by way of the newsletter response form, we have been repeatedly reminded of the importance that you place on the employment opportunities listings in **LA RED.** It is largely for that reason that we offer the following announcement for you to duplicate and place in the hands of the appropriate personnel at your institution. By making copies of this rate sheet available to departmental chairs, affirmative action officers and other prospective employers, you will not only help to ensure a steady flow of new postings every month, but you will also be helping us to secure the future publication of the newsletter in its present form and possibly expanded. Won't you take a few moments now and help us to usher in our advertising campaign so that we may continue to serve your professional needs? Thank you, and please feel free to comment and share your ideas with us.

Winter 1984

LA RED/THE NET

Classified Advertising for Employment Opportunity Listings

DESCRIPTION: LA RED/THE NET, monthly newsletter of the National Chicano Council on Higher Education, began publication in 1977. The newsletter features research summaries, book reviews, state-of-the-art reports, employment ads, and announcements of meetings and conferences, recent publications, research and grant opportunities, a readers' problem and idea exchange, calls for papers and more -- all pertaining to Hispanic higher education and contemporary education issues.

ISSUANCE AND CLOSING DATES: LA RED is published twelve times per year, and mailed on the first Friday of every month. Deadline date for the receipt of ads is the fifteenth of the preceding month in order to appear in the next month's issue (i.e., January 15, for the February issue). Employment ads will be published in the next issue following receipt, providing the application deadline does not fall within the same month of publication (e.g., employment ad with a January 15, deadline will not be accepted for publication in the January issue even if received by December 15).

LENGTH: Standard employment ads must not exceed 60 words exceluding institutional name and address. For special employment listings, contact us.

RATES: $65 per entry. **Remittance** (check or institutional purchase order) **must accompany the listing,** made payable to NCCHE, and sent to: LA RED/THE NET Advertising and Publication/600 W. 28th Street, Suite 201/Austin, Texas 78705.

CIRCULATION INFORMATION: As of November 1983, 2650 copies were distributed. Paid as part of membership dues in NCCHE and separate paid subscriptions. Circulation area is primarily in the United States, with small numbers in Mexico and abroad. Annual subscription rate is $15 for individuals and $25 for institutions.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION STATEMENT: Employers are expected to acknowledge all responses resulting from publication of the ad. Only those employers who do not discriminate on the basis of race, sex, color, national origin, or sexual preference may submit vacancy listings.

MEETINGS AND CONFERENCES

EVENT: National Association for Chicano Studies 12th Annual Conference

DATE: March 8-10, 1984 LOCATION: Austin, Texas

THEME: Voces de la Mujer

CONTACT: Gilbert Cárdenas/ c/o Mexican American Studies Program/UT Austin/Austin, TX 78712/(512) 471-4557.

* * * *

EVENT: Seventh Annual National Legal Conference on Immigration and Refugee Policy

DATE: March 29-30, 1984 LOCATION: Washington, DC

THEME: Immigration and Refugee Policy

CONTACT: Lydio F. Tomasi, Executive Director/Center for Migration Studies/209 Flagg Place/Staten Island, NY 10304/(212) 351-8800.

LA RED/THE NET RESPONSE FORM No. 74 NOVEMBER 1983

1. Comments regarding content (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. 74 NOVEMBER 1983

4. Recent publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

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Newsletter of the National Chicano Council on Higher Education

No. 77
February 1984

REPORT TO THE NETWORK

Traditionally, most doctoral fellowship programs have provided financial support, prestige and generally little more. The newly-created NCCHE Doctoral Fellowship Program for Hispanics in the Sciences, in addition to offering the traditional financial support, is characterized by several features designed to enhance the academic development of the fellows.

First, fellows will be selected in their junior year rather than at the graduate school level. Early selection will enable the fellows to take full advantage of their graduate school experience. For example, a diagnostic service to fellows will pinpoint academic areas requiring further development and suggest different courses of action. Research internships will be secured; appropriate supplemental coursework will be identified; in short, the particular course of action for each fellow will be tailored to their specific needs.

The program's most notable feature will be the establishment of formalized relationships between each fellow and a mentor during the graduate school years. The guidance offered by mentors will be invaluable to fellows for learning the explicit as well as implicit means of succeeding in academe. It is expected that each mentor-fellow relationship will result in collaboration in scholarly research. NCCHE will provide a research award to each mentor-fellow pair for presentation of the results of collaborative research either through publication or conference papers.

A third feature of the program is an annual Fellows' Seminar to which prominent scholars in science and mathematics will be invited. The seminar will feature presentations by outstanding scholars who will discuss not only their research, but also the factors contributing to their success in academia. Advanced graduate students will be invited to share insights and information about graduate education that will benefit their junior peers. Finally, fellows will have an opportunity to present the results of their research and to

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

LA RED welcomes news items and letters from all readers. Address correspondence to the Editor at the address below. Items must be received by the fifteenth of the preceding month in order to appear in the next month's issue (i.e., January 15, for the February issue).

LA RED/THE NET (ISSN 0274-8567) is published monthly for $15 per year by the National Chicano Council on Higher Education/ 600 W. 28th St., Suite 201/Austin, TX 78705/ (512)479-8497. Second-class postage paid at Austin, TX. POSTMASTER: Send form 3579 to NCCHE/600 W. 28th St., Ste. 201/ Austin, TX 78705.

DEADLINE FOR MARCH ISSUE: February 10

MICRO ONDA

Chicana Labor History: A Critique of Male Consciousness in Historical Writing

by Cynthia Orozco, Dept. of History, UCLA.

At a Chicano Studies curriculum development workshop in June, 1983, female participants agreed that sexism and exclusion characterize the manner in which they have been represented in research and publications. While such practices are widespread in all fields and disciplines, this critique focuses specifically on Chicano history and Chicano historians, for it is the historians who decide who and what will be discussed and which broad patterns of social change will be analyzed. As is the case in nearly all fields, men dominate the history profession so it is they who pose and answer questions, and it is in their writing that their bias is revealed.

Women and men experience history in similar, yet different ways. Historian Kathryn Kish Sklar argues that there is a need to distinguish what is human-specific (experienced by both men and women), and what is female-specific or male-specific (experienced only by one gender). What has been specific to a particular sex in the past has largely been determined by the relations of power. The relation between the sexes cannot solely be characterized by love and cooperation; it must also be characterized by conflict between the two groups since the male group has historically relegated women to subordinate positions. Feminists argue that this has largely been achieved through the sexual division of labor. Men have subjugated women to the domestic sphere -- the home -- where the major societal decisions are not made. While women's biological capacity to bear children helps to account for this, it should be viewed as the basis, and not the cause of women's inferior position.

One way that men maintain privilege and power is through the realm of ideas and the control of information. In the writing of history, this means that men exclude women from history and that the power relations between the sexes throughout the past are ignored or masked. History is important in that it focuses on key social problems and attempts to explain them. Male historians have rarely identified patriarchy or male domination as social problems since these issues attack the basis of their power. More importantly, male consciousness sees the world only through a man's perspective so that what we call history promotes male consciousness -- female perspective is rarely accounted for. History, then, may assure that men will continue to think in a sexist way which can also indoctrinate women to think as men and submit to the status quo. The only way to escape male consciousness is through feminist consciousness-raising.

What a male consciousness means in the interpretation of Chicana history is evident in an article by sociologist Tomás Almaguer and historian Alberto Camarillo entitled, "Urban Chicano Workers in Historical Perspective."* This article has been selected for scrutiny because it is a review of the literature and thereby reflects the state of the field in terms of content and analysis. This

*See La Red No. 68, May 1983.

piece discusses dissertations, books, and articles about Mexican urban workers in the Southwest from 1840-1930 in terms of: 1) the development of the Chicano working class in the 19th century; 2) Chicanos in the early 20th century urban occupational structure; 3) Chicano labor organizing and unionization; and 4) Chicana workers.

About Chicana workers, Almaguer and Camarillo make three interpretative statements, all of which highlight male consciousness. They state: 1) "The traditional literature on Chicanas has been dominated by the focus on the family -- she is seldom depicted beyond the role of wife and mother." 2) "Realistically, women have been paid workers outside the home for over 100 years." 3) "To pose key questions for future scholarly investigation would be useless, for virtually all areas of research past and present are necessary." Each of these points will be considered in relation to male consciousness.

It is true that most of the literature on Chicanas is on the family. Most of this contemporary work is sociological and rarely deals with how the family has changed. Scholars usually analyze the family from a functionalist perspective arguing that each family member has a role and each member's role works to make the family function as a system. Cooperation and harmony, then, allow for stability and family cohesion.

At the Berkeley Workshop, sociologist Beatríz Pesquera argued that scholars of the Chicano family have depicted it as "a haven in a heartless world." The family, they argue, serves as a refuge in which Chicanos can escape racism and domination, and within this "harmonious" unit, all members act out their designated roles: men as "providers" and women as homemakers. The characterization of family members' participation within the unit rarely depicts the inequitable distribution of work and the unequal relationships among its members. Conflict among members, especially husbands and wives, is assumed not to exist. Moreover, families outside of the stereotype of "family" -- man, wife, and children -- are rarely mentioned.

While Almaguer and Camarillo note that women are rarely defined beyond their roles as wives and mothers, they fail to critique sex role theory. "Roles" obscure both the work and the social relations between men and women in the home. To speak in terms of "roles," is to mask the most common and historical form of labor exploitation: that between men and women in the home.

While the authors note that women do not experience history only as family members, it is important to recognize that women's relationships to the family have been crucial determinants of their past. (In fact, Carl Degler's recent synthesis of women's history in the United States contends what feminists have argued for years: that the family has served to oppress women.) Much of women's activities and thoughts cannot be understood except as reflections of women's identity as wives and mothers.

Ignoring the most important form of female labor, the authors suggest that women be studied as wage-earners. Since they did not suggest studying women's domestic labor, it can be assumed that they seek to study women only when the female sex does the same things that men do, in this case, bringing in wages. After all,

MICRO ONDA

they note, women have been paid workers for 100 years. Yet this alone does not reveal the nature of women's historical participation in the labor force. We need to know how women's participation differed from that of men and what it meant in terms of their domestic work. Indeed, the experience of women working in, say, a cannery versus those working in the home, both paid laborers, were quite distinct. The experience of women who had boarders, and who ironed or washed for others probably was more similar to women who did not work outside of the home. These women brought in money and perhaps cared for the children and the home, yet the kind of consciousness that they developed was distinct from those women working outside the home. We must know more about workers than just the fact that they were paid. This is especially true for women since where they worked (home vs. factory vs. fields, etc.) and with whom (alone, with other women, with men and women) are important factors in understanding worker's class consciousness and female identity.

Women historians have raised various questions about female labor force participation. How does the state of the economy determine or affect employment, they ask. How does age, marital status, and family size affect their decision to work away from the home? How do women's patterns of employment relate to the female life-cycle and the family-cycle? How has the ideology of women's place acted to keep women outside of the job market and in the home? How does the type of work women perform relate to class consciousness? Chicano historians have yet to consider such questions. Although Almaguer and Camarillo note that Chicana history must be written within the context of Chicano, women's, and working class history, they have expressed little familiarity with questions women historians have asked.

Chicano historians must pose new questions and reconsider traditional questions in light of women's experiences. Though most Chicano historians speak of the development of the Chicano working class between the Mexican American War and the 20th century, they have focused their studies on men. It can be said that the Mexican people as a whole became a working class community due to land displacement which affected all Mexicans, but it cannot be said that a Chicana paid labor force proportional to men's developed at the same time or in the same fashion. Perhaps more importantly, we need to know more about the work of various sectors of women during the Mexican period in order to understand what the development of the working class meant for women. Development implies transitions and processes, and we need to follow women's work as it changes. Moreover, periodization, the years marking key beginnings and endings of processes, must be scrutinized to fit the female past. We must begin to critique existing periodization if it does not adequately fit the female experience, but changing it to fit Mexican women's actual experiences will not be possible until more research is conducted.

In their article, Almaguer and Camarillo chose not to pose questions about Chicanas given the paucity of literature on women in all areas. To ask no questions, however, is to imply that the subject inspires no thoughts, and to wait for research is to assume that once research is conducted, the facts speak for themselves, void of any ideas or biases or questions in the historian's mind. Questions should be asked and an agenda for research must be set.

Before this will occur, a thorough assessment of the state of Chicana history must be made. Unfortunately, the authors do not acknowledge the sad state of Chicana history. For instance, the authors claim that Rudy Acuña did "much of a better job of incorporating more information on women than the first edition." Acuña's first and second editions of Occupied America hinge on compensatory and contribution history -- exactly what white historians did to the Mexican past. Acuña's conception of history excluded women; that is why he can only try to "incorporate" them. Likewise, the authors praise Mario Barrera who "has done an effective job of surveying what has been written on both male and female workers." But even Barrera knew that he was hardly referring to women, especially when he titled his book Race and Class in the Southwest, and not Race, Class, and Gender in the Southwest. His theory of inequality does not fully explain Chicana oppression since he does not integrate patriarchy with racism and classism to explain how Mexican women have been oppressed. That Almaguer and Camarillo do not recognize the weaknesses of such books on the issue of gender is not promising. This truly reveals how absent women are from men's thinking.

The issue of women's history is not simply a matter of filling in gaps. A new conceptualization of history, new categories of analysis, and new periodization schemes must be thought out. Women's history can only proceed with an understanding of women's and men's varied experiences in the past and present, experiences which have been mediated by power. Understanding these experiences can emerge only from a familiarity with a feminist or at least a female conception of the world that only consciousness-raising can inspire. Chicano historians can begin to improve their work by asking themselves, "Where are the women?" and "Why haven't I included this source on women?"

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A longer version of this critique was previously published in UCLA's La Gente, Vol. XVI, No. 2 (Nov./Dec. 1983).

REVIEW NOTES

Images and Conversations: Mexican Americans Recall a Southwestern Past
by Patricia Preciado Martin, Tucson, Arizona: University of Arizona Press, 1983. Photographs by Louis Carlos Bernal. ($12.50)

Reviewed by Steven López, Department of Psychology, University of Southern California.

Images and Conversations is a collection of the life histories of thirteen elderly Mexican Americans living in and around Tucson, Arizona. The contents of the book are drawn from each informant's recollection of their ancestral roots, their parents' accounts and their childhood memories. Only occasional references are made to recent historical events; accounts primarily focus on the past, from as far back as the early 1800s up to the 1940s and 50s. Earlier memories are based

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on what they remember their parents and **abuelos** telling them.

Being a fifth generation Tucsonian, and having a deep interest in my family history, I looked forward to reading this book with enthusiasm and apprehension. My enthusiasm was based on the hope that steps were finally being taken to document a historical period which has been largely neglected. Too often, historical accounts of the Southwest, and more specifically Arizona, fail to consider the contributions of **los Mexicanos** and fail to consider their perspective. On the other hand, my apprehension was based on the fear that this first effort might misrepresent, sentimentalize, or inaccurately capture the life of the **Mexicano** in and around Tucson at this time. We certainly do not need inaccurate accounts of our people that reinforce stereotypic notions.

Upon completing the book, my enthusiasm increased and my apprehension dissipated for the most part. I feel that this book accurately captures the **ambiente** or ambience of Tucson life. The reader learns how mesquite, adobe, and the ribs of the saguaro cactus were used to construct small homes **en los ranchos**; how people used burlap and water to "refrigerate" their food; and how a good pot of beans was made using the beef bones that remained from the slaughter. The reader also learns how **los Mexicanos** survived adversity which came in abundance. In one case, when the father passed away, the mother returned to washing and ironing clothes for money as she did as a youngster, and the son performed such odd jobs as selling newspapers and flowers. In another case, the grandmother wisely saved money in times of prosperity in order to make due during times of need. You also learn about discrimination, particularly in regard to land swindling. One informant recounted times when the famed Arizona rangers assisted swindlers in stripping land from Mexican families. Even, the national parks were implicated in selectively declaring land belonging to Mexicans as part of the parks, while land in the same vicinity belonging to white families went untouched. More recently, the condemning of inner city homes in the name of urban renewal was cited.

Despite the adversity, a feeling of pride associated with the life and times of the informants is clearly communicated. Throughout these personal accounts, the themes of work, land, family and religion are reiterated. The importance of working one's own land is still evident in the life of one of the informants. The adherence to various religious rituals, such as **mandas** are described. The family get-togethers are remembered by many. The heritage of our people is indeed rich and well communicated throughout these recollections.

Technically, the book fares well. The layout of the text in conjunction with the headings is attractive. The photographs of the people and related settings complement the text and add to the personalized view of these life histories. The footnotes clarify and identify specific locations, places, folktales, or historical events that are specific to Tucson. For the reader who is not familiar with Tucson (and even for the reader who is), this is particularly helpful. The use of Spanish terms in the text also provides a nice touch. It contributes to the sense of "being there" -- that you are listening to the people reflecting on their past. Overall, the content of the text reads smoothly, and because of this, I am led to believe that a great deal of editing took place. Also, there is very little redundancy; when a theme or event is repeated, it serves to further elaborate the particular theme or event. These technical aspects allow the reader to fully engage in learning about the lives of those selected **ancianos**.

As a collection of personal stories, such as the folktales described by a number of the informants, they are interesting and engaging. However, as a contribution to our understanding of Mexican American history, this collection falls short. The methods of any scientific contribution must be open to evaluation, and for this collection there is no documentation of the methods used in the compilation of these oral histories. Three methodological questions are of particular importance. First, how were these individuals selected to be interviewed and what criteria were used in the selection process? Answers to these questions may help the serious student of Mexican American history to assess how representative these individuals are of their peers. For example, there was less focus on the urban life of Tucsonians than on ranch and farm life. While the latter are significant elements of life, Tucson also had a local government, commerce, and a railroad. In each, **Mexicanos** contributed at all levels. Although one or two individuals present some narrative of urban life, there could have been much more. Second, how were the interviews conducted? Was a particular format adhered to? Were they collected in English only? Knowledge about the data collection procedures may be useful to others interested in replicating these efforts. And finally, how were the data reduced? A note regarding the editing of the transcripts would have been helpful. Were any systematic procedures adhered to? What criteria guided the editing of the interviews? Were any editorial liberties taken in making the respondents' stories read smoothly? Information regarding data collection and data reduction could assist the reader in evaluating to what extent the views of those interviewed might be biased by the interviewers and author. The book clearly met its stated objective of presenting personal narratives of life histories. However, with a bit more detail it may have better contributed to our scientific understanding of Mexican American history. It is recommended that any future efforts include a presentation of the methodology used.

Despite the lack of methodological documentation, this book is recommended to all regardless of ethnicity or discipline. The personal accounts capture the rich heritage that our elders have left us. We all have much to gain from learning about our families' past. Patricia Preciado Martin and those who opened their lives in order to make this book possible should all be congratulated for taking this important step toward documenting the personal history of **nuestra gente**.

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REVIEW NOTES

New Mexico -- "Land of Enchantment." A review essay on A Dictionary of New Mexico and Southern Colorado Spanish, by Rubén Cobos, New Mexico: Museum of New Mexico Press, 1983, and Tunomás Honey, by Jim Sagel, Ypsilanti, Michigan: Bilingual Press/Editorial Bilingue, 1983.

Reviewed by Arturo Madrid, Department of Spanish and Portuguese, University of Minnesota.

EXOTIC: 1: from another country; not native to the place where found; 2: archaic: outlandish, alien; 3a: strikingly out of the ordinary; rarely met with; b: excitingly strange; having the appeal of the unknown: MYSTERIOUS, ROMANTIC, PICTURESQUE, GLAMOROUS (Websters' Third New International Dictionary).

For many years I have had in mind an essay about New Mexico, the land of my birth, and to this day -- despite my many wanderings and residences -- the place I consider home. The subject is an on-going theme in my writings on literature and culture: the interpretation of our realities, originally and almost exclusively by Anglo-Americans, but most recently and increasingly by our own writers. New Mexico presents a particularly interesting case. Dispossession, displacement, deracination and their consequences have created a complex and fascinating society, but the historical tensions that form that society have been overshadowed by the exotic (in the sense of "strikingly out of the ordinary: rarely met with") character of the land and the people, which has resulted in an exotic (in the sense of "excitingly strange: having the appeal of the unknown") interpretation of the landscape and humanscape.

The topography has always had its celebrants; not so the population. Fascination with the strange and unknown has its obverse side; revulsion for that which is different, alien, not native. Furthermore, aversion for the "other," particularly the Indian and Mexican "other," has deep historical roots in the Anglo-American psyche. Our earliest interpreters, the apologists for 19th century U.S. imperialism, extolled the land, but described the population as depraved or degenerate. Although paid to glorify the geography, the propagandists for the railroad and land companies were truly moved by the beauty of the land. Their attitude towards the populace was a different matter, but given the need to counteract the smear job that the dime novelists et al. had done on the population (and which had the potential of scaring off clients), it had to be rendered innocuous and/or trivial. This was done by relegating the society to the background and portraying it as picturesque and romantic. The repeated "discovery" of New Mexico by the American artistic community has not altered this interpretive process significantly; in fact, it has intensified it. Our 20th century interpreters have not only continued to apotheosize the landscape, but in addition have romanticized and mythicized the people and the culture through an inordinate and misguided emphasis on the mysterious (exotic societies, rites, practices, beliefs, etc.). Moreover, apparently benign texts frequently hide malignancies, undercurrents of antipathy, distaste, disdain, even contempt that express a continuing ambivalence towards the other. Small wonder thus that our self-interpretation has always been characterized by a defensive nativism that aggrandizes and/or sentimentalizes that world and its inhabitants. In recent years, there has also been an unfortunate tendency to imbue the land and the populace with extra- or supra-natural dimensions, which completes the apotheosis of the landscape and the mythicization of the humanscape.

As a consequence, the paisanos (which is how we refer to each other privately) of New Mexico and their world are rarely successfully captured artistically (or otherwise, for that matter). At worst they have been denigrated or trivialized; at best, romanticized or sentimentalized. To be sure, the latter is preferable to any of the former, but all diminish us, make us stick figures, stock characters, caricatures . . . and ultimately deny us significance and importance.

One of the most problematic areas in that interpretation has been that of language. Schooling in Spanish was for the most part limited to the elite; education in English for the population at large is a rather recent phenomenon. The vernacular of the Hispano (the public term we use to refer to ourselves) community is a Spanish that has its roots in the 16th century and that has progressively accumulated a varied vocabulary of American, Indian and Mexican origins and grammatical structures proper to the English language. Although far from being standard Spanish, it is a legitimate dialect of that language. More importantly, it is vitally and richly expressive of the complexities of the society that has produced it and who speaks it. Those interpreters hostile to us have skillfully misrepresented the language in order to caricaturize us; those sympathetic to us have all too often used it ineptly with much the same consequences.

The foremost student of the Spanish of New Mexico and its geographical and cultural extension, Southern Colorado, is Rubén Cobos, Professor Emeritus of Spanish, University of New Mexico. His book, **A Dictionary of New Mexico and Southern Colorado Spanish** is -- **para decirlo en español -- una labor de catedral.** He began collecting the speech and writings of the Hispano community in the early 1940s and continues doing so to this day. From that corpus he has culled out the vocabulary that in form and meaning is uniquely Hispano. It is a simple yet elegant book, clearly laid out, easy to consult and even to read, informative but not pedantic. Professor Cobos does not limit himself to providing the origins, variants and definitions of words, but in addition gives examples of their usages. Best of all, **nos da dichos, rimas, versos, refranes y adivinanzas** that flesh out an already meaty work. I should know -- as students, his "Spanish for Native Speakers" course struck terror in our hearts. But at the same time that he was making us competent and fluent in standard Spanish, he was also providing us with an understanding of the place and function of linguistic variance.

Bilingual Press/Editorial Bilingüe has recently published a handsome bilingual edition of a work by a resident interpreter of that world: Jim Sagel's **Tunomás Honey**, which won the Premio Casa de las Americas in the 1981 cuento competition. **Tunomás Honey**, a collection of 11 cuentos, takes its title from the lead story, which is about a womanizer known by that name who whispers those words in the ears of the objects of his advances. In his introduction to the Bilin-

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gual Press edition, Sagel writes: "In writing the Spanish versions of these stories I have attempted to capture the local sound and flavor of the Spanish spoken in northern New Mexico." I regret to say that I do not believe that he has been successful.

The main problem is the use of dialect for narrative purposes, specifically for narration in the third person. It is artificial and forced and does not serve any useful artistic purpose that is apparent to me. It sounds like an inept translation from the English. The first person narrative (which does lend itself more readily to the use of dialect) and the dialogue, while in principle authentic, are at worst awkward and at best uninspired (with one exception: a sequence entitled "Conversaciones," which features a grandmother **rememorando cosas** to her grandson). Both emphasize more the "curious" way in which these people talk than what they say. And the problem, as I have stated above, is not in the speech of my paisanos. The speech of any linguistic community (interlingual ones included) flows naturally and is expressive of the realities of that given community. The real issue is whether the writer (as he or she narrates or reports speech) can capture the rhythms, the nuances, the "flavor" that make language sound authentic and then use it to say something significant or striking. The transcription of "curious" pronunciations and lexicon does not suffice.

The collection has a second failing. For the most part, the stories (and the characters) are one-dimensional. They explore superficially and even tritely (as in the case of "El americano," "La criada," and "Nosotros, los cieguitos") a situation, feeling, event or condition . . . and predictably so. As a consequence, the stories end up being entertaining vignettes and the characters picturesque and charming or (unfortunately) laughable and pathetic. And that's a shame, because the realities that Sagel deals with, whether the loneliness of old age, the pain of marginalization, or the shame of deracination are the stuff of good storytelling and many of the situations he bases his stories on have considerable comic potential. But they don't quite make the leap from being authentic to being vital, from well-intentioned to substantive, from sympathetic to significant, or from entertaining to engaging.

Of this book could be said what is normally reserved for a homely child: that only a mother could love it. Fortunately for Jim Sagel and the Bilingual Press, the book will have many mothers, as many as there are Hispanics (whether resident or part of the diaspora) and aficionados of New Mexico. Jim Sagel has captured enough of the spirit and the language of Northern New Mexico that my paisanos can and will say: **Así merito hablaba mi tío Roque . . . Igualito era Mana Eduviges . . . Esta podría ser mi nana grande . . . Este es el chiflao del Hipólito.** Moreover, the English language versions are smooth and entertaining and will appeal to all who find New Mexico a unique and unusual place . . . exotic, in the best sense of the word.

RECENT PUBLICATIONS

Bixler-Márquez, D.J. Education on the Mexican railways. Border Policy Issues, 1983, 9(11). Available from the Center for Inter-American and Border Studies/U of Texas/El Paso, TX 79968.

Bixler-Márquez, D.J. Translated Latin American magazines in the ESL classroom: A motivational and learning tool for Hispanic adolescents. English Teaching Forum, 1984, XXII(1).

Carrillo, C. Storms of the heart/Tempestad en el corazón. 1983. (This fotonovela is a superb way of "popularizing" messages and conveying useable, readable information to our communities.) Copies may be ordered from Rebecca Ona/Mission Mental Health Center/2940 16th St., Room 319/San Francisco, CA 94103-3698. ($1.50)

Cortés, C.E. The mass media: Civic education's public curriculum. Journal of Teacher Education, November-December 1983, XXXIV(6), 25-29.

De La Cancela, V. & Zavala Martínez, I. An analysis of culturalism in Latino mental health: Folk medicine as a case in point. Hispanic Journal of Behavioral Sciences, 1983, 5(3), 251-274. Reprints available from the authors at P.O. Box 1355/Jamaica Plain, MA 02130.

Gómez, A., Moraga, C. & Romo-Carmona, M. (Eds.) Cuentos: Stories by Latinas. 1983. (Collection of stories by Latinas from the U.S. and Latin America in English and Spanish.) Order from Kitchen Table Press-Women of Color Press/P.O. Box 2753/New York, NY 10185. ($8.95 incl. postage).

La Raza Law Journal (LRLJ) is a student-edited law journal of the School of Law at the University of California at Berkeley. LRLJ focuses on legal issues of interest and importance to the growing Latino population of the United States. While primarily law oriented, LRLJ will not limit its coverage to legal matters, but will build upon existing social science literature on Latinos. The Journal's inaugural issue (spring, 1983) is a symposium on Mexican immigrant labor. To subscribe, write to La Raza Law Journal/Boalt Hall/UC, Berkeley/Berkeley, CA 94720.

Moraga, C. Loving in the war years, Lo que nunca pasó por sus labios. 1983. (A collection of writings by a Chicana feminist.) Order from South End Press/302 Columbus Ave./Boston, MA 02116. ($7.)

Nicholson, H.B. with Quiñones Keber, E. Art of Aztec Mexico: Treasures of Tenochtitlan. 1983. National Gallery of Art, Washington, D.C. ($17.95). (This is an illustrated catalog of an exhibit displayed in fall 1983 complete with scholarly essays on each piece. It was reportedly the most comprehensive exhibition of Aztec art ever organized in the United States.)

Somoza, O.U. (Ed.) Nueva narrativa Chicana. (Presenta diez narraciones cortas escritas en español que ofrecen una visión panorámica de las experiencias del Chicano desde su condición histórica y de trabajador indocumentado, hasta sus padecimientos puramente abstractos e intelectuales.) 1983. Mexico City: Editorial Diógenes. Order from the author at the Dept. of Foreign Languages and Literatures/University of Denver/Denver, CO 80208. ($7.)

U.S. Commission on Civil Rights. "A Growing Crisis: Disadvantaged Women and Their Children." Clearinghouse publication no. 78, 1983. (An excellent report and summary of current statistics on women's marital status, employment, health and education, with special focus on minority women and the growing "feminization" of poverty." Available free from the U.S. Commission on Civil Rights Publications/621 N. Main St./Alexandria, VA 22314.

MEETINGS & CONFERENCES

EVENT: **National Association for Interdisciplinary Ethnic Studies (NAIES)**
DATE: February 29 - March 3, 1984 **LOCATION:** Kansas City, MO
THEME: Ethnic and Minority Studies
CONTACT: NAIES/203 Ross Hall/Iowa State University/Ames, IA 50011.

EVENT: **Health, Long Term Care and the Hispanic Population**
DATE: March 17, 1984 **LOCATION:** Anaheim, CA
THEME: A one-day program sponsored by the National Hispanic Council on Aging in conjunction with the annual meeting of the Western Gerontological Society.
CONTACT: Marta Sotomayor/1913 Alabaster Dr./Silver Spring, MD 20904/(301)384-3172.

EVENT: **Regional LULAC Conference**
DATE: March 23-25, 1984 **LOCATION:** Des Moines, IA
THEME: (March 23) The Significance of Expanding Foreign Language and International Education;
(March 24) Public Policy Analysis and Potential Hispanic Impact Resulting through Political Involvement;
(March 25) Leadership Dynamics and Regional LULAC Business Meeting.
Concurrently, there will be a youth agenda on Exploration of Post High School Opportunities and Leadership Dynamics
CONTACT: Ila R. Plasencia/LULAC Council 306/P.O. Box 8371/Des Moines, IA 50301/or call Miguel Teran at (515) 281-4080.

EVENT: **Fifth Annual International Human Rights Symposium**
DATE: June 4-8, 1984. **LOCATION:** New York City
THEME: Health and Welfare Rights: Women, Children, and the Family. The purpose of these annual symposia is to promote human rights research in different disciplines, including law, international relations, political science, economics, health, social work and other social sciences.
CONTACT: Center for the Study of Human Rights/704 International Affairs Bldg./Columbia University/New York, NY 10027/(212) 280-2479.

EVENT: **Fiesta Educativa on Developmental Disabilities for Hispanic Parents and Professionals**
DATE: June 15-17, 1984 **LOCATION:** Chicago, Il.
THEME: State-of-the-art presentations for planning and service delivery. Program includes workshops, seminars and exhibits.
CONTACT: Julieta Rosales Pasko/Developmental Disabilities Center/913 W. Wellington/Chicago, IL 60657/(312) 975-1600, ext. 5580.

REVIEW NOTES

Discourse Strategies
by John J. Gumperz, Cambridge University Press, New York, 1982
and **Language and Social Identity**, by John J. Gumperz, Ed. Cambridge University Press, New York, 1982.

Reviewed by Richard P. Durán, Educational Testing Service.

Sociolinguistics is recognized as an important paradigm for the study of Hispanic language behavior. Within the field there are numerous schools of thought and approaches to language in social contexts. The work of John Gumperz and his colleagues stands out because of its theoretical insights and its attention to discourse in interethnic settings. The volume **Discourse Strategies** was authored solely by John Gumperz, while the volume **Language and Social Identity** is a collection of 13 papers edited by Gumperz. The first volume offers Gumperz' theory of interpersonal communication, and a discussion of how this theory evolved from linguistic and anthropological research. Papers in the second volume are authored by John Gumperz, Jenny Cook-Gumperz, and by colleagues who have participated in research applying Gumperz' theory.

The theory of interpersonal communication discussed in **Discourse Strategies** has much of its roots in a European school of linguistics associated with Ferdinand de Saussure. According to Gumperz, interpretation of the meaning of language and accompanying communicative behavior such as gesture, intonation, pace of speech, etc., is tied intimately to social and cultural interpretations of reality. More generally, language behavior is intimately tied to other historical processes which create social groups and which sustain them. Communication can be described in terms of inferential processes carried out by participants in a speech event. There are many layers and types of meaning that may be shared by speakers in a setting, and the literal content of what is said is but one dimension of the total meaning that is possible, and indeed, the field of possible meaning extends to the way people perceive each other in terms of social roles and social background. As speakers converse with each other, they rely on forms of signalling behavior termed "contextualization cues" which go beyond the grammatical form and literal content of what is said. In order to make a point and to convey added dimensions of meaning, speakers control their choice of language, their intonation patterns, speed and rhythm of speech, emphasis on words and word parts, use of facial and body gestures, and control of space. In conversation, speech behavior is synchronized across participants. Individuals attend carefully to the implications of contextualization cues and to how they affect meaning and the ability to sustain conversation.

By means of contextualization cues and speech, at certain junctures in communication, speakers and listeners may negotiate how they wish to continue their communication and what they wish to communicate about next. As discourse proceeds, participants strive to achieve coherence and clarity in the ideas they communicate, and this need affects the unfolding of strategies they follow. One of the most important factors affecting communication is agreement on the nature of the speech activity at hand; knowledge of this sort is described in terms of "frames," i.e., expectations about how everyday events are structured

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and proceed. The entire activity of communication and its subprocess is termed "conversational inference."

Gumperz explores in-depth how study of interethnic communication serves as an important base by which to understand communication in general. Persons from different social and cultural backgrounds may have knowledge of different contextualization cues and different preferences for languages and language varieties in which communication might occur. Communication among persons from different ethnolinguistic backgrounds sometimes shows incomplete understanding or else misunderstanding of meaning which arises precisely because of lack of a common repertoire of contextualization cues that go beyond the literal and grammatical content of what is said. In addition, speakers who share in more than one social and cultural background may develop speech varieties and contextualization cues which are special to a shared background. Gumperz explores this latter matter in his chapter on conversational code-switching and he draws extensively on Hispanics' code-switching for this discussion.

The chapters in **Language and Social Identity** largely describe empirical studies of conversational inference in the course of concrete examples of interethnic or male-female communication. Among the topics covered are the threading of meaning across portions of a discourse, cultural styles in the patterning of information in a discourse, negotiations surrounding which language to use in speaking, and language in job interviews, committee negotiations, and courtroom testimony. In each case, central attention is given to differences in understanding and attempts to correct understanding which arise from differences in the social and cultural background of communicators.

The technical descriptions of language covered in **Discourse Strategies** and **Language and Social Identity** are explained well, and these descriptions do not inhibit readability of the books by those who lack linguistics training. Indeed, it is possible for readers to learn about these descriptions, e.g., prosodic coding by noticing the correspondence between the coding and the simulated sounds of the speech which is alluded to. Readers with some training in linguistics and sociolinguistics can begin to learn how they would apply similar coding to speech of special interest in their own research projects.

All told, these two books make excellent reading for persons interested in Hispanic sociolinguistics and in sociolinguistics generally. The two books are especially useful as readings for a college level course or seminar on spoken discourse; they may also be valuable as readings for classes or seminars on bilingualism and Hispanic language behavior.

CALLS FOR PAPERS

The Department of Bilingual Education, Indiana U invites papers on the theme of **Bilingualism in a Multicultural Society** for presentation at the 1984 Indiana Association for Bilingual Education conference, slated for May 4-5, in Gary, Indiana. Persons interested in submitting papers should send a 200 word abstract to John Attenasi/Dept. of Bilingual Education/ Indiana U/Gary, IN 46408/(219) 980-6536 or 980-6879. **SD: 3-15-84.**

Movimiento Estudiantil Chicano de Aztlán (MECHA) at Yale, and the East Coast Chicano Student Forum are issuing a call for papers on **The Role of Hispanics in the 1984 Elections** for possible presentation at a conference at Yale University in the spring of 1984. Papers may address the general topic or any of the following subtopics: 1) impact and future of Hispanic congress members; 2) political power of Hispanics (in the Southwest); 3) redistricting and voting rights; and 4) the role of Hispanic women in politics. Contact David Abalos/40 Fairview Ave./South Orange, NJ 07079. **SD: 2-20-84.**

Language Panel, National Association for Chicano Studies (NACS) invites Chicanas currently working on their thesis or dissertation and/or who have done research in areas that pertain to language usage in social, cultural, and educational context (i.e., bilingual education and sociolinguistics) to submit 250 word abstracts to Leticia Galindo/5411-A Tallow Tree Drive/Austin, TX 78744. **SD: 3-1-84.**

The Editorial Board (a research component of Chicano Studies at the University of Texas, El Paso) invites interested persons to submit papers for their **Occasional Paper Series.** The Series is based on serious contemporary research. The Series also underscores the need for publication and dissemination of ideas pertaining to the Mexican American experience, with emphasis on the Chicano-Mexican American of the Southwest. Contact the Chicano Studies Dept./Graham Hall/UT, El Paso/El Paso, TX 79968.

Mexican Studies/Estudios Mexicanos is a forum for presentation and discussion of multidisciplinary and interdisciplinary research which relates to Mexico and its people. The journal sets up an alliance among scholars from all disciplines to address issues which have broad implications for the country. Contributions may be synthetic, interpretive, analytical, or theoretical, but must contribute in a significant way to the understanding of cultural, historical, political, social, economic, or scientific factors affecting the development of Mexico. Contact Jaime E. Rodríguez, Executive Editor/ Mexican Studies/Estudios Mexicanos/155 Administration/UC, Irvine/Irvine, CA 92717.

The 1984 Conference on Religion and Society in the American West organizing committee invites submission of papers examining the process by which ideas and institutions have been transplanted to the American West and penetrated politics and social life. Periods covered are the Spanish colonial era to the recent past. Contact D. Alvarez/Religion in the West Symposium/Box AO/St. Mary's College/Moraga, CA 94575. **SD: 3-1-84.**

RECRUITMENT & SCHOLAR SUPPORT

Religious Studies - Catholic Theological Union
The Catholic Theological Union is recruiting lay persons interested in getting either an MA, M.Div., or MTS's in any religious field. Financial aid available. Contact Rubén Armendáriz/Hispanic Ministries Program/McCormick Theological Seminary/5555 South Woodlawn Avenue/Chicago, IL 60637/(312) 241-7800.

RECRUITMENT & SCHOLAR SUPPORT

Psychology - University of Texas, Austin
The Department of Educational Psychology, UT-Austin, has traditionally had a significant number of outstanding Chicano students in its doctoral programs in cognition and instruction, developmental and social psychology, quantitative methods and evaluation, school and counseling psychology, and its Med program in school counseling. The Department is presently accepting applications for its programs for 1984-85. Some fellowship funds are available through the University's Minority Fellowship Program. Contact the Graduate Advisor/Dept. of Educational Psychology/UT, Austin/Austin, TX 78712.

Dance - California State U, Long Beach
The School of Fine Arts and its Department of Theatre Arts are pleased to announce the implementation of the Master of Fine Arts in Theatre Arts program beginning fall 1984. The two areas of concentration are acting and design. Interested persons should contact Jane Milley/School of Fine Arts/Cal State U, Long Beach/Long Beach, CA 90840.

Council for Opportunity in Graduate Management Education (COGME) Fellowship
COGME joins ten schools in a collective effort to promote the flow of minority-group members into positions of managerial responsibility. Towards this end, the Council's programs of recruitment and fellowship assistance seek to increase the number of minority students graduating from the Master's degree programs in management at the ten member schools. For details, contact COGME/Central Plaza/675 Massachusetts Avenue/Cambridge, MA 02139.

ANNOUNCEMENTS

The George I. Sánchez Centennial Endowment Fund - U of Texas, Austin
In celebration of UT's 100th birthday, the Mexican American Centennial Action Committee is establishing funds for an endowed faculty position in honor of the late George I. Sánchez. George I. Sánchez served as professor of Latin American education in the department of history and philosophy of education. An early proponent of the Mexican American cause, Sánchez encouraged bilingual education in Texas and served as the national president of the League of United Latin American Citizens (LULAC). He was the author of many books and articles and is remembered for his excellence in teaching and his outstanding service to students. Contributions are being accepted. Individuals contributing $50 or more to the Endowment Fund will receive a commemorative poster by artist Amado Peña, nationally recognized artist with paintings and lithographs in several art galleries and museums in the United States. Contributions should be made to the University of Texas at Austin and mailed to the George I. Sánchez Centennial Fund/P.O. Box 7699/Austin, TX 78712.

Spanish for Spanish Speakers - UC, Santa Cruz
The Spanish for Spanish Speakers Program at UC, Santa Cruz, is interested in establishing contact with other colleagues and/or programs who are developing courses, researching innovative pedagogical approaches, and/or teaching Spanish for Spanish speakers. Since its inception five years ago, the program has offered a multi-level, seven course curriculum. Contact Clara Lomas or Elba Sánchez/Spanish for Spanish Speakers Program/Oakes College/UC, Santa Cruz/Santa Cruz, CA 95064/(408) 429-4011 or 429-4688.

Perspectives on Bilingualism: 1984 - Ferkauf Graduate School of Psychology
The Bilingual Developmental Psychology PhD Program, Ferkauf Graduate School of Psychology, Yeshiva University, and the New York Bilingual Education Multifunctional Support Center (Hunter College, CUNY, and Teachers College, Columbia University) will sponsor an annual one-day invitational conference during the first week of June under the general title **Perspectives on Bilingualism.** The first conference in this series will be devoted to the topic **Bilingualism in School and Community.** The program is now being planned and will consist of invited papers only. For information concerning participation and attendance, contact Joshua A. Fishman/Ferkauf Graduate School of Psychology/Yeshiva U/1165 Morris Park Ave./Bronx, NY 10461.

Howard Karno Books, Inc. - Santa Monica, Ca
Karno Books is interested in purchasing books, magazines, articles and manuscripts written by or about Chicanos to serve their university library clients who are trying to build up reference collections. Contact Howard L. Karno/P.O. Box 431/ Santa Monica, CA 90406/(213) 458-1619.

A Who's Who of Spanish-Heritage Librarians in the U.S.
The U of Arizona Graduate Library School has announced that the 1981 edition of **Quien Es Quien** is currently being updated. This invaluable reference tool identifies Spanish-speaking librarians in the U.S., and provides basic biographical data, such as education, work experience, publications, awards and Spanish language skills of the librarians listed. Arnulfo D. Trejo, editor of **Quien es Quien,** invites anyone who qualifies, or who knows of other qualified librarians, to write to him at the University of Arizona/Graduate Library School/1515 E. First Street/Tucson, AZ 85721.

Intercambios Femeniles - Newsletter of Hispanic Women in Higher Education
Intercambios Femeniles, a quarterly national publication for Hispanic professional women in public/private sectors, invites information on current research, project/training models and announcements of recent appointments, tenure and awards to Hispanas. The newsletter is a publication of the National Network of Hispanic Women which is housed at Stanford University. Presently, the project is compiling a Guide to Hispanic Women's Resources which will be available for $10 to individuals, and $25 to organizations and businesses by April 1984. Individuals interested in submitting information for the resource guide should submit a 50 word annotation to the Editor by **3-1-84.** Contact Sylvia Castillo/P.O. Box 4223/Stanford, CA 94305/(415) 497-2733.

Women, Health and Healing Project - 1984 Summer Institute
Applications are invited for the 1984 Women, Health and Healing Project Summer Institute. The first of its type, the Institute will use a residential format to bring together specialists in

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women's health to work with participants teaching courses in this area. For information on the Institute or the larger project, contact Patricia Anderson/Project Coordinator/Women Health and Healing Project/Dept. of Social and Behavioral Sciences/School of Nursing/U of California/San Francisco, CA 94143/(415) 666-2453. AD: 4-15-84.

C.S. Ford Cross-Cultural Research Award
Graduate students are eligible for the $250 award given to the best social science student paper in cross-cultural research. Contact the Student Research Prize Competition/Human Relations Area Files, Inc./Box 2015 Yale Station/New Haven, CT 06520. SD: 3-15-84 (for manuscripts).

Multi-Ethnic Literature of the United States (MELUS)
MELUS is interested in publishing an issue devoted to the study of American literature of the Southwest. Essays on Southwestern writers, native American, anglo American, Chicano or Mexican American, black, Chinese American, and ethnic writers of the Southwest would be particularly welcomed. MELUS seeks to highlight both past and present writers in this issue. Submit essays by 6-1-84 together with a stamped, self-addressed envelope to MELUS/Marco A. Portales, Associate Director/U of Houston, Clear Lake/Bayou Bldg./Houston, TX 77058.

Amigos of Chicano Literature Guild - UC, Irvine
For the past nine years, the Department of Spanish and Portuguese at UC-Irvine has sponsored its highly successful Chicano Literary Contest. This year, the program is celebrating the Contest's 10th anniversary and sponsors are inviting the support of all persons interested in Chicano culture and literature. Presently, sponsors are forming a Literary Guild to guarantee the continuation of the contest on a yearly basis, and are recruiting prospective patrons to join in their effort. For details, contact Héctor H. Orjuela/Dept. of Spanish and Portuguese/UC, Irvine/Irvine, CA 92717.

Cadena - Chicano/Latino Political Network of California
The focus of Cadena, a statewide (California) Chicano/Latino political network is to link together Chicano/Latino organizations, groups and individuals doing political and community work throughout the state. On February 18-19, Cadena will be hosting a statewide "Raza Youth Leadership Conference" to be held in San Francisco, California. Featured participants include Rodolfo Gonzales, Rudy Acuña, Rubén Sandoval, La Unión del Barrio, the Draft Information Alliance, and many more. The goal of the conference will be to raise political awareness, stimulate political activity and develop a resource network of organizations. Cadena is inviting community agencies, organizations and individuals who work with youth and who have a record of progressive involvement in issues affecting their communities, to participate. Contact Allen J. Napolis/2000 Grove St. #6/San Francisco, CA 94117/(415) 752-2588.

* * * * *

EMPLOYMENT OPPORTUNITIES

Employment Ads
Listings may not exceed 65 words. They will be published in the next issue following receipt, but listings with application deadlines during the same month of publication cannot be accepted (i.e., advertising with a January 15, applicaton deadline will not be accepted for publication in the January issue even if received by December 1).
Rates: $65. Remittance (check or institutional purchase order) payable to the National Chicano Council on Higher Education, must accompany the listing and be sent to LA RED/Advertising and Publication/600 West 28th St., Suite 201/Austin, TX 78705
Employers are expected to acknowledge all responses resulting from publication of the ad. Only those employers who will not discriminate on the basis of race, sex, color, sexual preference, or national origin may submit vacancy listings.

FACULTY/RESEARCH

Dance - Colorado College
Full-time regular faculty position beginning fall, 1984 available at the assistant professor level. This is a teaching position in a two-person department offering a liberal arts major in dance. Teaching of technique at all levels in ballet and jazz with an emphasis in modern choreography for dance concerts is encouraged. Strong performance and training background together with teaching experience and interest in the liberal arts context. A strong music and improvisation background preferred. MFA or PhD required. Women and minorities are encouraged to apply. Contact James J. Malcolm/Chair, Drama and Dance/The Colorado College/Colorado Springs, CO 80903. AD: 3-1-84.

Elementary Education - Cal State College, Bakersfield
Two tenure-track positions available at the assistant professor level to supervise elementary student teachers and other field experiences as well as teach undergraduate and graduate courses in elementary education beginning fall, 1984. PhD required. Ability and strong commitment to supervise student teachers in multi-cultural and/or ethnolinguistic settings. Position one has a strong emphasis on language arts; position two has a strong emphasis on educational psychology. Contact Deborah Osen Hancock, Dean/School of Education/California State College, Bakersfield/9001 Stockdale Highway/Bakersfield, CA 93311-1099. AD: 3-23-84.

Instructional Designer II - Maricopa Community Colleges
Applications are invited from persons with demonstrated specialized, applied experience in instructional design and development. Master's degree in instructional design, instructional psychology, educational technology or related field required. Graduate level coursework in statistics, program evaluation, measurement and instructional techniques. Knowledge of current techniques and procedures used in the design and development of instructional methods and instructional instruments. Skills in questionnaire design, formative and summative evaluation test validation. Submit letter of intent and resume to Maricopa Community Colleges/Personnel Dept. NN/3910 E. Washington Street/Phoenix, AZ 85034. AD: 2-29-84.

Political Science - U of Southern Colorado
Tenure-track position in political science at the assistant

EMPLOYMENT OPPORTUNITIES

professor rank available beginning fall 1984. Position entails teaching American government survey courses, and advanced specialized courses in public policy and administration, elections and public opinion, political parties and pressure groups, the Presidency, and urban government. PhD required. Contact Kathy Eberling, Chair/Search and Screen Committee/Dept. of Political Science/U of Southern Colorado/Pueblo, CO 81001/(303) 549-2538. AD: 3-16-84.

Psychology and Institute of Gerontology - U of Michigan
Tenure-track assistant professor position in developmental/life-span/aging. Candidates should be developing their own research programs and teaching courses in life-span or gerontology from a developmental perspective. Persons with expertise in any area relevant to the topics of aging, gerontology, and life-span development are encouraged to apply. Submit vita and three letters of recommendation to John W. Hagen/Dept. of Psychology/3433 Mason Hall/University of Michigan/Ann Arbor, MI 48109-1027. AD: 3-1-84.

Sociology - U of Utah
The Department of Sociology invites applications from new or recent PhDs for a tenure-track, assistant professor position, beginning fall 1984. Areas of specialization include: minorities, inequality, and quantitative methods. Applicants should submit a vita, names and addresses of at least three references, and a list of published and unpublished manuscripts. Send application materials to Search Committee/Department of Sociology/University of Utah/Salt Lake City, UT 84112. AD: 3-1-84.

Women Studies - San Francisco State U
The Women Studies Program at San Francisco State U invites applications for a full-time tenure-track position beginning fall 1984. PhD preferred, ABD considered. Expertise in the history, culture, status and/or roles of women of color in the U.S. required. Should also be qualified in at least one of the following: women's studies in social science, feminist theory and methodology, or lesbian studies. Responsibilities include teaching four undergraduate courses per semester, advising Women Studies students, and serving on Women Studies and University committees. Send resume and three letters of recommendation to Roberta S. Bennett, Chair/Women Studies Search Committee/Women Studies Program/San Francisco State U/1600 Holloway Avenue/San Francisco, CA 94132. AD: 3-1-84.

ACADEMIC/ADMINISTRATIVE SUPPORT

Bilingual Curriculum & Instructional Specialist - California State U, Fresno
Applications are invited for the position of Bilingual Curriculum and Instructional Specialist for the Bilingual Multifunctional Center at CSUF campus. The program provides bilingual education, technical assistance and support services to Title VII and other federal projects in a designated service area. MA required, PhD preferred. Background in in-service training for bilingual education is necessary. Contact Marti Quadro/CSUF, Foundation/ Maple & Shaw/Fresno, CA 93740/ (209) 294-2421. AD: 3-2-84.

Dean of Graduate Studies and Research - California State College, Bakersfield
The position of Dean of Graduate Studies and Research entails the responsibility for furthering the development of graduate programs and policies, the promotion of research efforts, locating sources of external support, assisting in the development of proposals, and for the administration of funds designated specifically for the encouragement of research. PhD required as well as a record of demonstrated scholarship and teaching. Experience in administering graduate programs as well as participation in federal grants and contracts is desirable. For details, contact the Search and Nomination Committee for Dean of Graduate Studies and Research/ c/o Tomás A. Arciniega/ Office of the President/California State College, Bakersfield/ 9001 Stockdale Highway/ Bakersfield, CA 93311-1099/(805) 833-2241. AD: 3-31-84.

Director Financial Aid & Scholarships - U of Arizona
Applications are invited from persons with five to seven years experience in financial aid administration; supervisory experience; working knowledge of state and federal aid rules and regulations; and experience in working with automated support systems. Bachelor's degree required; advanced degree preferred. Contact the Chair, Search Committee for Director of Financial Aid/U of Arizona/SUPO 10,000/Tucson, AZ 85720. AD: 3-1-84.

Academic Administrator - U of California, San Francisco
Academic administrator to serve as Director of Preventive Medicine Residency and Community-oriented Primary Care programs. The programs are conducted jointly with the School of Medicine, UCSF. The successful candidate will have an MD or MPH degree, be board certified in preventive medicine (or certification to be awarded within one year of appointment) and have three or more years of experience in public health. Send vita, selected publications, letters of reference, and a statement indicating how you match the specifications for the position to the Chair, Search Committee/19 Earl Warren Hall/School of Public Health/UC, Berkeley/Berkeley, CA 94720. AD: 4-15-84.

Assistant Dean for Student Affairs - University of Texas, Austin, School of Law
The School of Law invites applications for the position of Assistant Dean for Student Affairs to begin August 1, 1984. The Assistant Dean will have primary responsibility for interpreting and enforcing University and Law School rules and regulations concerning student activities, academic performance, and course selection. A substantial part of the job involves the informal counseling of students on academic, career, and other matters. Law degree or experience in law school administration required. Background in student counseling and education desirable. Contact Associate Dean Mark G. Yudof/ University of Texas/School of Law/727 East 26th Street/Austin, TX 78705. AD: 3-15-84.

OTHER

Social Work - St. Paul, MN
Bilingual-bicultural social worker sought to do individual, family and group counseling in a Hispanic mental health agency. MSW or equivalent degree required. Send letter and resume to Donna Sherlock, Executive Director/Chicanos-Latinos Unidos y Servicios/220 S. Roberts St./ St. Paul, MN 55107/(612) 292-0117. AD: Open until filled.

PROBLEM & IDEA EXCHANGE

Silvia Astorga, Public Affairs Director/KSEE/1544 Van Ness Ave./ P.O. Box 24000/Fresno, CA 93779 is currently exploring the possibility of a special television presentation on "images" of the campesino life. For that reason, she is attempting to collect **rare photographs of farmworkers from the 30s and 40s or earlier.** The photographs will be presented in a special production in celebration of an agricultural event in October. Great care will be exercised in the handling of the photographs (reproductions will be made) until they are returned to their owners.

Héctor Garza/Graduate School/Eastern Michigan U/Ypsilanti, MI 48197/(313) 487-0048 has been actively involved in various organizing efforts for the upcoming meeting of the American Association for Higher Education. Currently, he is seeking the **names and addresses of Hispanic deans** to contact for a roundtable series for Hispanic academic, administrative and student services deans, sponsored by the AAHE Hispanic Caucus on March 14, in Chicago. Persons interested in participating in other <u>position</u> or <u>topical</u> roundtable sessions as part of the forum are encouraged to contact Garza immediately. Additional activities of the <u>Forum on Hispanics in Higher Education</u> include: presentations about issues relevant to Hispanics in Higher Education; curriculum vitae solicitations (please bring one copy to submit to the AAHE Hispanic Caucus resource bank); and various social events including a business meeting, a brown bag lunch seminar and a reception.

REPORT TO THE NETWORK (Continued)

compete for an award. All of these activities will be aimed at reinforcing the scholarly productivity of the fellows and establishing a communications link that will provide important future contacts and stimulate joint scholarly activity between fellows and more established scientists.

The Fellowship Program will publish a Fellows' newsletter which will aid in all aspects of the program. It will keep members of the science/mathematics network (both fellows and scientists) in regular contact with each other and will provide a vehicle for the steady flow of valuable information. Suggestions for selecting ideal graduate programs will be printed; the "how-to's" of mentor selection will be shared; and short articles and reviews relating to graduate education will be included.

Finally, a challenging aspect of the Fellowship Program will be to contribute to the professional "polish" of the fellows. Fellows must not only gain mastery of their discipline, but in addition need to communicate that knowledge effectively to others; learn the process of fundraising for scientific research; develop an adequate sense of the relationship of science to society; and attain an awareness of Hispanic and other minorities' needs regarding scientific research and science education. Various activities will be developed for these extra-curricular topics.

To obtain additional information about the program, write to NCCHE Doctoral Fellowship Program for Hispanics in the Sciences/600 W. 28th St., Ste. 201/ Austin, TX 78705. Application packets will be available in mid-February with applications due May 1, 1984.

LA RED/THE NET RESPONSE FORM No. 77 FEBRUARY 1984

1. Comments regarding content (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.)

4. Recent publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

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Newsletter of the National Chicano Council on Higher Education

No. 78
March 1984

REPORT TO THE NETWORK

On a not too infrequent basis, many of us are called upon to participate and contribute to resource files, membership rosters, reference guides and various other forms of information collection. Indeed, more than once LA RED has called upon its readers and friends to complete or update a mailing list questionnaire in an effort to create a comprehensive resource file and locator service. On another occasion, we solicited information from librarians around the country for the compilation of our Guide to Hispanic Bibliographic Services in the United States (National Chicano Research Network, 1980).

Utility notwithstanding, the single most important lesson to be gained in undertaking these projects is the absolute necessity of backtracking, nudging, urging, and occasionally even twisting an arm or two in order to obtain the information needed to produce the most comprehensive reference aids possible. No one will dispute the need for such tools or their usefulness, yet we continue to grapple with outreach problems, and procedures for enlisting the aid of our target populations.

Perusing the Center for U.S.-Mexico Studies' third volume of the International Inventory of Current Mexico-Related Research, we find, and the editors and publishers confirm, that the Inventory's section on Chicano Studies is but a fraction of what it might be with the active participation of our broad network of chicanistas. Currently, the Inventory lists in a concise and simple format, brief descriptions of 230 projects in Mexican studies; 42 projects on Mexico and the world; 60 projects on Border studies; 13 agricultural science projects; 23 biological science projects; 31 health studies; 7 marine science projects; 10 physical science projects; and only 35 Chicano studies projects.

We urge all LA RED readers with current or impending research projects to contact the Inventory Editor, Ricardo Anzaldua Montoya at the Center for U.S.-Mexico Studies/UCSD Q-060/La Jolla, CA 92093/(619) 452-4503.

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

LA RED welcomes news items and letters from all readers. Address correspondence to the Editor at the address below. Items must be received by the fifteenth of the preceding month in order to appear in the next month's issue (i.e., January 15, for the February issue).

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DEADLINE FOR APRIL ISSUE: March 15

MICRO ONDA

Midwestern Farmworkers and the Farm Labor Movement

by W. K. Barger, Indiana University, Indianapolis, and Ernesto Reza, University of Michigan

The Farmworker Movement in the Midwest

About 65,000 farmworkers come into the central Midwest every growing season to plant and harvest tomatos, cucumbers, beets, strawberries, cherries, apples, and other vegetable and fruit crops. Most of these people are Mexican Americans who originate from lower Texas and, more recently, from Florida where they can work fruit crops during the winter season. Farmworkers are a hard-working people who make significant contributions to the agricultural economy in the areas where they work. They also experience among the most deprived socioeconomic conditions of any group of American workers. Moreover, farmworkers are specifically excluded from key labor laws, and even where they are covered by legislation, standards are reduced and laws are not enforced. These conditions have been well documented for over half a century, but the same basic problems persist generation after generation.

There have been few effective solutions for addressing farmworkers' poor living and working conditions. Historically, the only solution that has proven to be effective in significantly improving farmworker conditions has been the farm labor movement, specifically in the case of the United Farm Workers (UFW).

In the Midwest, a sister farmworker organization to the UFW has emerged, the Farm Labor Organizing Committee (FLOC). FLOC is currently leading a major social movement that draws upon ethnic and labor ideology. FLOC has organized over 2,000 tomato workers in the central Midwest, and has tried to negotiate three-way contracts with large agricultural corporations and growers. After attempts to negotiate failed, FLOC farmworkers went on strike against all Campbell Soup and Libby tomato fields in the region, and have called for a national citizens' boycott of all Campbell's and Libby's products in support of Midwestern farmworkers.

A Survey of Midwestern Farmworkers

In the summer and fall of 1983, a survey of Midwestern farmworkers was conducted with two purposes in mind. First, almost all of the information about farmworkers has been based on the nonrepresentative records of publically supported migrant agencies; therefore, one purpose of the survey project was to provide representative, population-based data to identify more clear patterns and variations among farmworkers, particularly their living and working conditions. A second purpose was to document population-based experiences and views regarding labor rights and the farmworker movement in the Midwest.

The main method of the project was a cross-sectional study of Midwestern farmworkers. The study population was defined as the estimated 15,000 farmworkers involved in the 1983 tomato harvest in Indiana, Ohio, and Michigan. In order to control for confounding sociocultural factors, the study population was further defined as those estimated 3,000 Mexican American migrant farmworkers who are adult male heads of household. The research design consisted of stratified sampling on the basis of state (Indiana, Ohio, Michigan), labor camp, and residential cabin.

During August, September, and October of 1983, 42 personal interviews were conducted by the investigators and by Mexican American interviewers with farmworker backgrounds. The interviews averaged one and a quarter hours, almost all of which (92%) were conducted in Spanish as per respondents' preference. Six sampled individuals declined to be interviewed, giving a response rate of 87.5%. Four of those interviewed were not included in the analysis because they did not fit the defined study population (married, Mexican Americans).

Given a significance level at .1 with a confidence interval of .13, there is a 90% probability that the responses reported here do not vary from those of the total study population by more than 13%. Where more than 10% of the sample did not respond to or were not asked about a particular item, this is indicated in the tables that follow.

Survey Findings

(Due to space limitations, two additional tables are not here shown; they are: Views on Farmworker Labor Rights, and Endorsement of the Farmworker Movement.)

Table 1: Demographic Background

Home base		Place of Birth		Citizenship	
Midwest	3%	Mexico	19%	Mexico	11%
Florida	34%	Florida	22%	U.S.	89%
Texas	63%	Texas	59%		

Religious Affiliation		Political Party Preference		Labor Union Membership	
"Evangelical" Protestant	3%	None	58%	None	79%
Roman Catholic	97%	Democratic	39%	Industry/trade	0%
		Republican	0%	Farm Labor	21%
		Other	3%		

Individual Characteristics*		Family Characteristics*	
Age	36.2 years	Family size	5.6 persons
High grade completed	6.8 grade	No. of workers+	3.6 persons
Some English speaking ability	71%	No. of adult (18+) workers+	2.6 persons
Some English reading ability	61%	1982 total household income before taxes	$6,447
Registered voter++	13%	Total household income in Midwest**	$3,395
Voted in last national election	13%	Total household spending in Midwest***	$1,650

*values refer to averages.
**53% of annual income.
***29% of annual income, 49% of Midwestern earnings. Total estimated spending of tomato workers while in central Midwest is $5 million.
+missing data on 29%. ++missing data on 58%.

MICRO ONDA

Table 2: Farmwork Experience

Average Lifetime Farmwork Experience		Average Monthly Employment Breakdown per year	
Years worked in farm labor	18.9	Farmwork employed	7.3 mos.
Generations worked in farm labor	2.1	Non-farmwork employed	1.7 mos.
		Farmwork in Midwest	3.4 mos.

What like most about farmwork?		What like least about farmwork?	
Nothing, not like anything	11%	Nothing, dislike nothing	5%
Doing physical work	11%	Physical problems	29%
Working outside	14%	No control of weather	3%
Provides money/job	14%	Low pay	32%
Set own work schedule/pace	16%	Not steady work	8%
Work for self/family	16%	Hard work	8%
Family together	11%	Long hours	8%
Travel	11%	Other	8%
Other	5%		

How much like farmwork in general

Not at all	Not much	Some	Very much
3%	16%	59%	22%

Table 3: Living and Working Conditions

Months of annual employment	9.5	Child labor per family*	1.0

Attitudes towards machines replacing farmworkers:

Negative	Positive	Neutral
65%	16%	19%

Have been displaced by agricultural mechanization 24%

Feelings of societal isolation in Midwest	84%	Negative social interactions in Midwest	8%

Perceived problems of farmworkers in comparison with Midwesterners:

Poorer housing/sanitation	92%	Poorer education	74%
Greater exposure to pesticides/hazardous chem.	79%	More child labor	76%
More diseases/health problems	84%	Greater discrimination	61%
		Promised job but none when arrived in Midwest**	25%

*Based on survey data, it is estimated that about 3,000 children are involved in harvesting tomato crops in the central Midwest.
**Missing data on 37%.

Table 4: Health Conditions

Average blood pressure:+ Systolic 134 Dyastolic 79 Pulse 71

Months since last saw doctor	26.3	Would like see doctor about current problem	26%
No. of health problems in last 12 months*	9.3	Annual presentations for health care	5.4
Told by doctor/nurse in last year of disease/problem	24%	No. of times sprayed/ exposed to pesticides++	6.6

Table 4: Health Conditions (continued)

Of those reporting YES, seriousness health problem:		Self-reported general health condition:	
serious incapacitating	0%	Poor/fair	48%
Somewhat incapacitating	78%	Good/excellent	52%
Mild health problem	22%		
Feeling of things 5 years ago:		Feeling of things in 5 years:	
Happier	11%	Happier	35%
About the same	74%	About the same	43%
Not as happy	16%	Not as happy	22%
General feelings being happy	84%	Strong negative sense of well-being*	11%
Feeling strain/pressure past month	45%	High level of Psychosomatic distress*	11%
Feeling tenseness relaxed past month	54%		

+Missing data on 16%.
++Missing data on 11%; reports of being sprayed ranged from 0 to 40 times, with 21% having been sprayed ten times or more.
*Based on self-reported symptoms from a standardized HANES instrument (Health and Nutrition Evaluation Survey, National Center for Health Statistics, U.S. Dept. of Health and Welfare).

Table 5: Psychosocial Resources

Strong internal locus of control	45%	Feelings of strong emotional supports	51%
Feelings of strong conceptual supports+	53%	Feelings of strong practical supports	41%
Degree of participation in religious activities:		Reported degree of religiousness:	
Not at all	5%	Not at all religious	3%
Once a year or so	11%	Not very religious	22%
Once every few months	26%	Somewhat religious	68%
Once every few weeks	42%	Very religious	8%
At least once a week	16%		

+Missing data on 11%.

Table 6: Knowledge about the Farmworker Movement

Have heard of UFW	61%	Have heard of FLOC	53%
Of those who heard, understand UFW's main purpose	96%	Of those who heard, understand FLOC's main purpose	89%
Aware of UFW boycott of grape/lettuce few years ago	61%	Aware of current FLOC boycott of Campbell Soup	32%
		Aware of FLOC tomato strike against Campbell/Libby	46%

MICRO ONDA

Table 7: Active Support of the Farmworker Movement

Of those aware, participated in these boycotts (28% of the total sample)	52%	Of those aware, are participating in this boycott (32% of total sample)	92%
Ways involved with farmworker organization:		Degree of involvement with farmworker ogranization:	
None	82%	None	76%
Regular contact and info	13%	Not much	21%
Participates in events and activities	3%	A lot	3%
Involved in strikes/ organizing, etc.	3%	Interviewer rating on degree of participation in movement:	
		None	74%
		Not much or a little	16%
		Some or a lot	11%

Table 8: Active Participation in the Farmworker Movement

Currently belong to a farm labor organization*			22%
Of those not belonging, is interested in belonging to organ. like UFW/FLOC	57%	Of those belonging, member:	
		UFW	50%
		Both UFW and FLOC	50%
Main reason joined/would join a farm labor organization:			
Get better conditions self/ family	46%	Not interested in joining	17%
Get better conditions for farmworkers in general	9%	Other	14%
Work together with other farmworkers for better conditions	14%		

*An additional 11% indicated that they had belonged to UFW, but had let membership lapse.

Conclusions

At least four major conclusions can be drawn from the survey findings:

1) Existing information on farmworkers compiled from agency, employment, and case history records is sometimes incomplete and biased, and caution must be exercised in using non-representative information about farmworkers. The survey indicates that only 16% of the migrant farmworkers in the Midwest come in contact with service agencies, and only 3% indicate any extensive involvement with these agencies; furthermore, the survey also shows that farmworkers are in the Midwest only about four months of the year. As an example of the gap in agency records, nowhere is it reported how much of an economic contribution farmworkers make in the Midwestern regions where they work. Not only do they make the basic contribution to economic production in the agricultural industries in which they work, but they contribute significantly to the economies in the areas where they work through local purchases.

2) The popular view that farmworkers experience deprived socioeconomic conditions is shared by Midwestern farmworkers themselves. In a 1982 survey of popular views about farmworkers, an overwhelming proportion of the public believes that farmworkers have poor housing, poor education, poor health, child labor, and other disadvantaged conditions (Barger and Haas, 1983; Barger, Haas, and Reza, 1984). Farmworkers themselves also feel that they have substandard conditions, and such factors as poverty-level income and underemployment bears this out. Thus it is safe to conclude that farmworkers are one of the most disadvantaged groups of American workers.

3) Midwestern farmworkers almost universally endorse basic labor rights for themselves, particularly those currently sought by FLOC and UFW. Though they experience substandard conditions, almost all farmworkers actually desire much higher living and working standards for themselves and their families, which are comparable to those of other American workers. In addition, farmworkers feel some threat from agricultural mechanization for losing what little they do have. Such a discrepancy between aspirations and realities is thought to be a major factor that motivates social movements and change. (See Killian, 1964; Morrison, 1971; and Nicholas, 1973, on relative deprivation). According to the 1982 public survey, this same discrepancy is held by the general population, and with both farmworkers and the public holding similar unachieved values it is possible that the general atmosphere is ripe for major socioeconomic changes in the agricultural system in which farmworkers are involved.

4) Midwestern farmworkers also largely endorse the farm labor movement, both in general and in the Midwest. Most farmworkers see UFW and FLOC as viable means for achieving their unfulfilled standards, and many are actively involved with these movement organizations. The 1982 public survey indicates that there is strong popular endorsement of the farmworker movement as well, and both surveys jointly indicate that there is substantial internal and external potential for the success of the farmworker movement in the Midwest. Furthermore, it is clear that FLOC represents Midwestern farmworkers, and that claims along these lines are valid.

In summary, the current study is one of the few of its kind which investigates the population-based profiles of farmworker conditions and experiences or the views and involvements of farmworkers themselves regarding the farmworker movement. This survey may be considered a pilot study, and more research is needed and planned with larger and more generalized samples, which investigate cohort/longitudinal changes, and which compare farmworkers involved in the ongoing FLOC struggle to gain basic rights with those working under UFW contracts where the primary goal of union representation has been achieved. For more information on the 1983 survey of Midwestern farmworkers, contact Ken Barger/Department of Anthropology/Indiana University, Indianapolis/425 Agnes Street/Indianapolis, IN 46202.

REVIEW NOTES

America Without Ethnicity
by Gordon D. Morgan. Kennikat Press, 1981.

Reviewed by John A. García, Dept. of Political Science, University of Arizona.

This book represents an attempt to respond to the negative impact of the concept of cultural pluralism on America's value system and its basic survival. The author's sense of mission lies in the "examination and analysis of cultural pluralism in which the primary components are to separate people, hide behind and serve as a defensive posture due to a lack of self-confidence or security." These divisive consequences of pluralism should not be uncritically accepted, according to the author.

Assimilation or Melting Pot Thesis

What proponents of cultural pluralism have created is a movement away from the ideas of "Americanization, amalgamation, assimilation . . . a process of change over time."

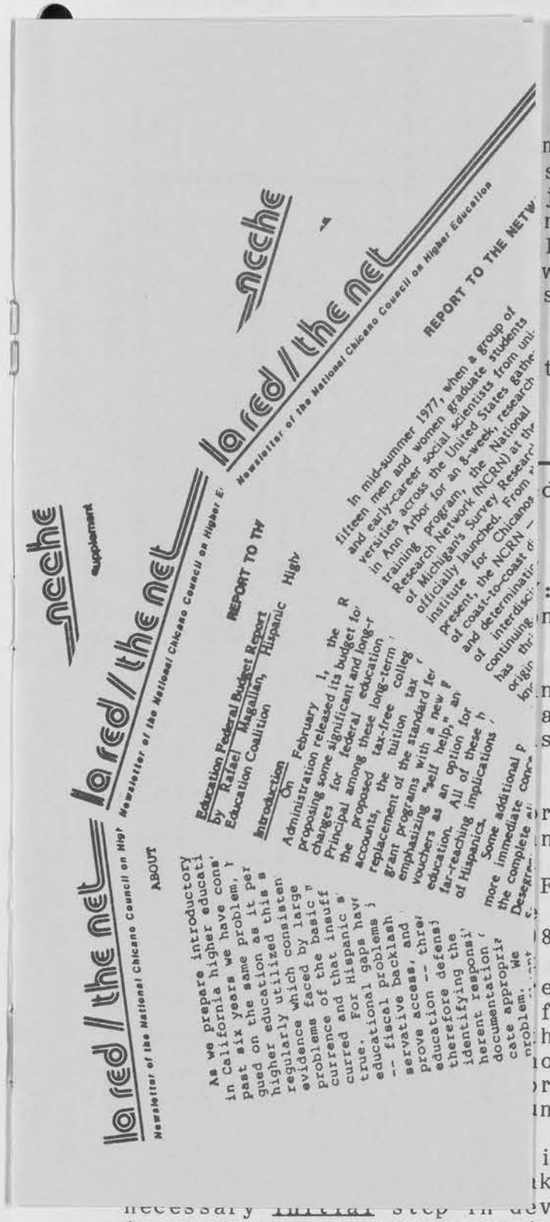
The tenets of American assimilation include "patriotism, Judeo-Christian values, upward mobility, a college education, and the values of fair play, human equality . . . and prosperity." The attackers of the melting pot do not admit that ethnicity has lost its meaning and any limitations for individual opportunities is due to class, which "even that is disappearing. The strengths of America do not lie with its diversity, but by tapping the strengths of the greater (larger) culture."

Cultural Pluralism

Now let us briefly outline, according to the author, the perils of cultural pluralism and the major exporters of this concept. Essentially, this concept accents separation, psychological defensiveness (to compensate for insecurities), conflict orientation, limits one's life's chances and a fundamental conservative ideology. The latter point is illustrated by rationalizing a strong central government to maintain control over all essential institutions. Therefore, proponents of cultural pluralism advocate separation and disunity which serve to justify a strong central government. These exporters and communicators of cultural pluralism are basically intellectuals, academicians/scholars (particularly white scholars). The author continues by arguing that the revitalization of black culture (in the 60s) as well as the black power movement was largely influenced by white scholars (or ethnic manipulators).

"The Depluralization of Blacks and Others"

With Gordon's mission ardously presented, he also has clear remedies to overcome all the dysfunctional impact of pluralism. Assimilation is equated with fairness and equity for all. If ethnics seriously seek absorption and assume responsibilities as an unidentifiable member of the host culture, then you abandon your ethnicity. "To depluralize, an ethnic needs to change one's attitudes toward the host country" and mobility will follow. Unfortunately, the author observes that more recent ethnics are attracted to the U.S. for personal economic gains, but not emotional investment in America. "Secure individuals do not need the security blanket of ethnicity;" those that do "remain pluralistic out of fear. If one sees the majority culture as fair, then the pull of joining is successful in selectively accepting the culture of incoming minority groups" the dynamics and patterns of ethnicity and American society certainly go beyond the limited view of the author's perspective and definition of pluralism, ethnicity, class, race, group movements . . . If the fundamental questions that this author sought to pose are -- does ethnicity persist in America and what impact does it have -- most readers will not find the answers here.



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This work attempts to generalize about Latinos yet emphasizes the great variation in this population. Chapters 1 and 2 summarize the history and demographic characteristics of the U.S. Latino population. Chapter 3 focuses on key family issues in Latino communities including sources of support and stress affecting families. Chapter 4 outlines a conceptual model for health promotion strategies in Latino communities. Chapter 5 addresses such crucially important issues as program design and community participation. The concluding chapter points out that institutional orientation or philosophy will determine the success or failure of any program venture. Invaluable appendices include: 1) additional sources of information on Latino organizations; 2) networks; 3) listings of references; and 4) listings of curricula and materials on Latino families. This volume attempts something that has not been done before -- it establishes dialogue among indigenous leaders from

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MEETINGS & CONFERENCES
BOOK REVIEWS
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American Without Ethnicity

At times, a reviewer's account of the principal themes and components of an author's work serves to accent the major problems of the book. Viewing ethnicity and cultural pluralism as pathological maladies in which missionary zeal must alert us of its destructive powers, does not serve to either "examine or analyze the concept." Despite America's inability "to be successful in selectively accepting the culture of incoming minority groups" the dynamics and patterns of ethnicity and American society certainly go beyond the limited view of the author's perspective and definition of pluralism, ethnicity, class, race, group movements . . . If the fundamental questions that this author sought to pose are -- does ethnicity persist in America and what impact does it have -- most readers will not find the answers here.

REVIEW NOTES

Latino Families in the United States: A Resource Book for Family Life Education (Bilingual Edition) by Sally Andrade (Ed.). New York, NY: Planned Parenthood Federation of America, Inc., 1983.

Reviewed by María Luisa Urdaneta, Dept. of Social and Behavioral Sciences, University of Texas at San Antonio.

Six primary authors coordinated the input of 30 outstanding Latino professionals who met at the first national Hispanic Family Life Education Conference in San Antonio, Texas, April 1982. The final bilingual document had the benefit of a community review process which included over four hundred Latinos throughout the United States -- these Latinos represented major national origin groups and twenty-four communities throughout the nation.

The goals of the book, its editor notes, are: 1) to take a necessary initial step in developing a curriculum guidebook for Hispanic family life education; 2) to increase knowledge and understanding about Latinos by family life educators; and 3) to increase advocacy by Latinos for appropriate family life education programs in their communities. The long range of the publication, according to the author, is not only sex education, but also the promotion of la salud and el bienestar of Latino families.

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REVIEW NOTES

diverse Latino communities and acknowledges, honors, and utilizes the diverse experiences and perspectives within this heterogeneous group. This was achieved through an innovative process which could serve well as a potential model for program planning and development in Family Life Education.

Salient features are: 1) it focuses on the strengths of Latino families and Latino communities; 2) it succinctly pulls together several key issues yet it is not too academic; 3) it utilizes both Spanish and English in its content for flexibility of use by monolingual people; and 4) it introduces an innovative process for program planning and development.

Some minor drawbacks are: 1) most family life educators, health care providers, teachers and Latino community members -- for whom the book is geared -- do read English; and 2) there are political overtones that detract from the information for other Latinos (e.g. Guatemaltecos, Argentinos) in their use of the resource book. These and other shortcomings, however, are far overshadowed by the many positive points in Andrade's collection. Its listing of resources, networks, or bibliography -- any one of these alone -- is worth the price of the book.

RECENT PUBLICATIONS

Cota-Robles Newton, F., Olmedo, E.L. & Padilla, A. Hispanic mental health research: A reference guide. Los Angeles: University of California Press, 1982. (See review in LA RED No. 57, August 1982, pp. 5.)

Figueroa, R.A. & Ruiz, N.T. The bilingual special education dictionary. Oakland, CA: The National Hispanic University Press, 1983. Write to the National Hispanic University/255 East 14th St./Oakland, CA 94606. ($11.95 plus 10% tax and handling.)

O'Brennan, J. & Smith, N. The crystal icon. Austin, Texas: Galahand Press, 1981. (The jacket describes this book as a "political novel exposing the quixotic misadventures of two liberal white knights who joined the besieged Chicano revolutionaries in the capital of Aztlan.") Galahand Press/P.O. Box 951/Austin, TX 78767.

Sheets, P.D. Archeology and volcanism in Central America: The Zapotitan Valley of El Salvador. Austin, Texas: University of Texas Press, 1984. ($35 hardcover.)

Wyman, D.L. (Ed.) Mexico's economic crisis: Challenges and opportunities. Monographs of the Center for U.S. Mexican Studies, 1983, 12. Write to the Center at the University of California, San Diego Q-060/La Jolla, CA 92093.

Yglesias, K.D. Language and regional autonomy in the Northwest: Galicia and bilingual education. International Education, fall 1983. 13(1), 30-36.

* * * * *

The Spanish Speaking Mental Health Research Center at UCLA has recently released its publications list for the period 1974-83. The list includes books, dissertations, monographs, articles, bibliographies, various reports, reviews and more. For copies, write to the SSMHRC/UCLA/Los Angeles, CA 90024.

RECRUITMENT & SCHOLAR SUPPORT

Osteopathic Medicine - Health Careers Opportunity Summer Study Program
The American Association of Colleges of Osteopathic Medicine (AACOM) extends an invitation to interested persons to explore osteopathic medicine through its Health Careers Opportunity Summer Study Program. The eight-week intensive Summer Study Program is designed to enhance the preparation of students from ethnic minority and economically disadvantaged backgrounds for admission to osteopathic medical schools. The Program is sponsored by the Office of Special Opportunities of the AACOM in conjunction with a consortium of twelve colleges of osteopathic medicine and will be conducted on the campus of the Ohio University. For information on the program content, selection criteria, and student support, contact Tamara B. Coward, Director/ Health Careers Opportunity Summer Study Program/Office of Special Opportunities/AACOM/6110 Executive Blvd., 4th Floor/Rockville, MD 20852/(301) 654-5600. **AD: 3-15-84.**

Community Clinical Psychology - Pepperdine U
The Department of Psychology is now accepting applications to its two-year training program for fall 1984, in community/clinical psychology. Applications for teaching assistantships which may cover up to two thirds of tuition costs are available. Latino or bilingual students are encouraged to apply. Contact Tomás Martínez, Graduate Director/ Social Science Division/ Pepperdine U/24255 Pacific Coast Highway/Malibu, CA 90265/(213) 456-4350. **AD: Unspecified.**

School of Education - Indiana University
The Bilingual-Multicultural Education Department invites interested persons to apply to its doctoral Fellowship Program for 1985-86. The program provides students with the opportunity to specialize in one of the following areas with an emphasis in bilingual-multicultural education: curriculum, reading education, school administration, higher education administration, adult, elementary, and special education. Contact A. Reynaldo Contreras/Director of Bilingual-Multicultural Education Program/ Education 326/Indiana U/Bloomington, IN 47405/(812) 335-9042. **AD: January, 1985.**

Congressional Hispanic Caucus (CHC), Inc. Fellowships
The CHC Fellowship is designed to enable students to gain insight into the legislative process at the national level, provide a format of independent study in the arena of public policy for graduate students, and help promote non-partisan Congressional employment of Hispanic professional legislative staff assistants. The fellowship consists of a placement with a Congressional committee. All fellows are required to attend regularly scheduled seminars which introduce them to the federal level of government and focus on the relationships that exist among the executive, legislative, and judicial branches and the interest groups that impinge on them. Candidates must be students completing gradutate degrees in public policy or policy related fields. Students currently enrolled in law school are not eligible. The Fellowship covers one academic term. Contact the Fellowship Coordinator/ Congressional Hispanic Caucus, Inc./504 C Street, N.E./ Washington, DC 20002/(202) 543-1771. **AD: Unspecified.**

EMPLOYMENT OPPORTUNITIES

Employment Ads
Listings may not exceed 65 words. They will be published in the next issue following receipt, providing the application deadline does not fall prior to the 20th of the month in which the newsletter is published, (i.e., advertising with a January 15, application deadline will not be accepted for publication in the January issue even if received by December 15).
Rates: $65. Remittance, (check or institutional purchase order) payable to the National Chicano Council on Higher Education, must accompany the listing and be sent to LA RED/Advertising and Publication/600 West 28th St., Suite 201/Austin, TX 78705.
Employers are expected to acknowledge all responses resulting from publication of the ad. Only those employers who will not discriminate on the basis of race, sex, color, sexual preference, or national origin may submit vacancy listings.

FACULTY/RESEARCH

University of Texas - El Paso
Computer Science - Chair, associate professor or professor rank. Doctorate in computer science or related field. Skills for leadership of growing program. AD: 4-2-84.
Modern Languages - two faculty positions at assistant professor level in Spanish; elementary, intermediate, and upper level courses. AD: 4-2-84.
Nursing and Allied Health - instructor, assistant/associate professor to teach undergraduate and graduate programs. AD: 5-1-84.
Biology - geneticist sought, PhD required, postdoctoral experience desirable. AD: 4-2-84.
Mathematics - assistant/associate professor to develop an area of applied mathematics. Position available fall 1984. AD: Unspecified.
Criminal Justice - assistant professor to teach undergraduate and graduate courses. AD: 5-15-84. Interested applicants should contact the appropriate departments at the University of Texas, El Paso/El Paso, TX 79968.

Chicano Studies - Eastern Washington U
EWU has two position openings in the Chicano Studies Department:
1) **Director of Chicano Education Program** - PhD in Chicano Studies or related field and six years of professional teaching experience, curriculum development at college/university level and fluency in Spanish to plan, design, implement, and administer the Chicano Education Program, as well as to initiate research, develop program resources and grant writing as needed. Send letter of application, vita, and three reference letters to S. James Pérez, Assistant Director/Chicano Education Program/Eastern Washington U/Cheney, WA 99004. AD: 3-15-84.
2) **Assistant/associate professor of Chicano Education** - PhD or ABD in Chicano Studies or related discipline, and bilingual (Spanish) proficiency desired; or Master's, three years of professional teaching or research at college/university level, and bilingual proficiency required. Position entails teaching Chicano history, culture, and development of courses defined by the university and/or of interest to the instructor. Participation in community service/relations program, in-service activities and seminars. Send letter of application, vita, and three letters of recommendation to Ysidro Esparza, Acting Director/Chicano Education Program/Eastern Washington U/Cheney, Wa 99004. AD: 3-15-84.

Health Sciences - U of California, Berkeley
The Department of Social and Administrative Health Sciences is seeking a tenure-track faculty member at the assistant professor level with expertise in public health nutrition and competence in some specialized area of public health nutrition. Candidates with prior teaching, research, and practical experience are preferred, but recent doctoral students will be considered. Position requires development of active research programs, supervision of research activities of doctoral students, and participation in the masters and doctoral programs in public health, especially in public health nutrition. Send vita, a selection of publications, and a statement of research and teaching interests to the Chair/Dept. of Social and Administrative Health Sciences/508 Warren Hall/School of Public Health/UC, Berkeley/Berkeley, CA 94720. AD: 5-1-84.

History - Pan American U
Non-tenure-track lecturer in U.S. history department, beginning fall 1984 (F84-13). MA minimum academic preparation, with concentration in U.S. history. Twelve hour teaching load primarily U.S. survey and Texas history. Teaching experience preferred. Submit letter of application, resume, transcripts and three letters of reference to Rondel Davidson, Chair/Department of History/Pan American U/Edinburg, TX 78539. AD: 4-1-84.

History - Southern Methodist U
American historian, visiting assistant professor for the 1984-85 academic year to teach U.S. diplomatic or twentieth century U.S. history courses. Teaching experience preferred. Send dossier to Ronald L. Davis/Dept. of History/Southern Methodist U/Dallas, TX 75275. AD: 3-28-84.

Psychology - U of Michigan
Assistant professor (tenure-track) position in psychobiology, teaching undergraduate and graduate psychobiology courses and supervising students in the graduate program. Development of a research program in brain-behavior relations is expected. Exact area of research interest open, but emphasis on integrating biological and behavioral approaches desired. Postdoctoral experience is an advantage. Send vita and letters of recommendation to William Uttal, Chair/Psychobiology Search/U of Michigan/P.O. Box 1248/Ann Arbor, MI 48106. AD: Unspecified.

Psychology - U of Utah
The Department of Educational Psychology currently has two tenure-track openings. The first is an assistant professor position in the Counseling Psychology Program beginning fall 1984. Final approval of funding for the position is pending. PhD in counseling psychology with preparation in the major areas of measurement and scaling theory, computer applications, or developmental theory of counseling required. Experience in cultural diversity and counseling minorities and women desirable. Send letter of application, vita, and three letters of recommendation to Addie Fuhriman, Chair/Search Committee/327 Milton Bennion Hall/Dept. of Educational Psychology/U of Utah/Salt Lake City, UT 84112. AD: 4-1-84.

The second position is for an assistant professor in the School Psychology Program beginning fall 1984. PhD in school psychology, eligibility for licensure as a psychologist in Utah, experience in the schools, and research

EMPLOYMENT OPPORTUNITIES

competence required. Experience with culturally diverse, ethnic, or other minority school age populations desirable. Send letter of application, vita, and three letters of recommendation to Thomas J. Kehle, Chair/Search Committee/327 Milton Bennion Hall/Dept. of Educational Psychology/U of Utah/Salt Lake City, UT 84112. AD: 4-1-84.

ACADEMIC ADMINISTRATION
Dean, College of Liberal Arts - U of Iowa
The U of Iowa is seeking an individual to provide intellectual leadership and administrative direction to the departments, schools, and programs of the College of Liberal Arts. Qualifications include broad interests, a strong commitment to high intellectual standards and its communication to the community, and the ability to inspire others to meet such standards as well as securing resources necessary to fulfill the College's mission. Nominations are invited and must include a summary of the nominee's qualifications. Minorities, women, and members of underrepresented groups are encouraged to apply. Applicants should submit a letter and resume to S.L. Becker, Chair/Dean Search Committee/224 Jessup Hall/U of Iowa/Iowa City, IA 52242. Screening beginning 2-15-84.

CALL FOR PAPERS

Papers on the "Hispanic community" are invited for presentation at the 1984 meeting of the American Sociological Association on August 27-31, in San Antonio, Texas. Persons interested in submitting papers should send abstracts to Gilbert Cárdenas/Dept. of Sociology/U of Texas, Austin/Austin, TX 78712/(512) 471-1122.

OTHER
Training Research Managers - US Navy
The Training Laboratory at the Navy Personnel Research and Development Center, San Diego, California, is accepting applications for **Supervisory Research Psychologists**. Current research thrusts include the following: computer-based training; cognitive science; functional context training basic skills; performance testing; applications to Navy systems; training Navy civilians; training management; Marine Corps training; embedded training; team training; artificial intelligence; prototype training systems; equipment maintenance; career systems; and technical training. Responsibilities include supervising two or three research groups of eight or more research scientists, managing a set of related research thrusts, planning and developing future projects, and representing the laboratory within the Navy, the Defense Department, and the scientific community. A doctoral degree with two years of higher level experience in the field of specialization is required. U.S. citizenship necessary; Federal Civil Service. Send resume to the Navy Personnel Research and Development Center/Personnel Office/Code OOB, Attn: Ann. 3D-1/San Diego, CA 92152. AD: Unspecified.

MEETINGS & CONFERENCES

EVENT: 1984 Eastern Michigan University Conference on Foreign Languages for Business and the Professions
DATE: April 5-7, 1984 LOCATION: Dearborn, Michigan
THEME: Importance of bilingualism and cultural knowledge in the context of business and other professions.
CONTACT: Geoffrey M. Voght/Eastern Michigan U/Bilingual Studies/Ypsilanti, MI 48197/(313) 487-0130 or 487-0178.

EVENT: League of United Latin American Citizens (LULAC) Hispanic Business Exchange
DATE: May 15-17, 1984 LOCATION: Saginaw, Michigan
THEME: Communication of mutual concerns between the Hispanic business community and leaders of industry, banking, and government to promote common potential growth.
CONTACT: Gloria López McKnight/Michigan LULAC State Director/335 Piper Blvd./Detroit, MI 48215/(517) 373-3046, or Ramiro González/Saginaw LULAC Council #11055/2435 South Outer Dr./Saginaw, MI 48601/(517) 790-4487.

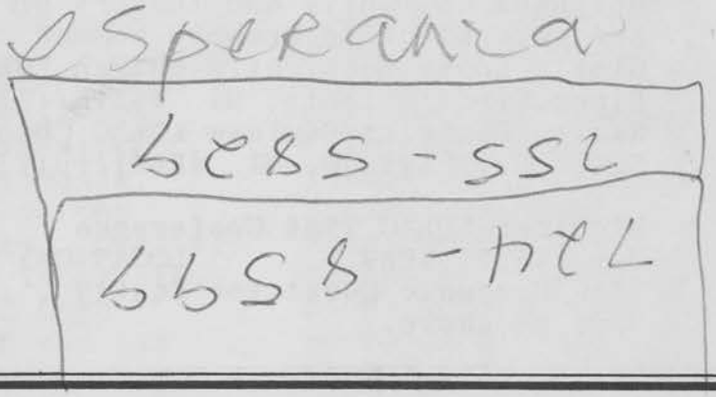
EVENT: Michigan LULAC 1984 Conference
DATE: May 17-19, 1984 LOCATION: Saginaw, Michigan
THEME: "The Hispanic Quest for Equity . . . SI SE PUEDE"
CONTACT: Same as above.

LA RED/THE NET RESPONSE FORM No. 78 MARCH 1984

1. Comments regarding content (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.)



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4. Recent publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

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Newsletter of the National Chicano Council on Higher Education

No. 79
April 1984

REPORT TO THE NETWORK

Did you forget? This month's issue is being randomly sent to approximately one-half of the non-renewed March 31, expirees, compliments of NCCHE. Cut-off date for LA RED subscription renewals for the May issue is April 13. Current annual subscription rates for LA RED are as follows: $15 - individual; $25 - institutional; and $5 - student. LA RED is, of course, available to new subscribers as well, and current subscribers are invited to spread the word about LA RED to colleagues and friends alike.

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And for all LA RED recipients new and old, we call your attention to the spec sheets that appear in this issue for submitting book reviews and research reports (MICRO ONDAS). Submissions are invited.

DEADLINE FOR MAY ISSUE: April 16

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

LA RED welcomes news items and letters from all readers. Address correspondence to the Editor at the address below. Items must be received by the fifteenth of the preceding month in order to appear in the next month's issue (i.e., January 15, for the February issue).

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MICRO ONDA

Note

LA RED's MICRO ONDAS is a column which features concise reports highlighting new and specific developments in Hispanic research. The column is intended to enhance the readership's awareness of current research efforts; to provide Hispanic researchers with an additional outlet for publicizing and sharing their findings; and to increase the quality and quantity of "networked" information in LA RED. Researchers who have contributed MICRO ONDAS since the column was initiated in December 1979, report that publication of these brief articles on their work generated many responses from other researchers across the country and, in several instances, invitations to contribute longer pieces to Hispanic libraries and to scholarly publications. As such, MICRO ONDAS serves successfully as a two-way resource -- it complements the content of LA RED, and it promotes and disseminates the work of Hispanic researchers.

Persons submitting MICRO ONDAS should follow these guidelines; 1) reports must be based on new studies (from primary research, field work or secondary analysis in a previously unexplored or underreported area); 2) the research must have direct relevance to or application for Hispanics; 3) reports may be written in English or in Spanish; 4) the reports must be typed, and double-spaced, 4 to 6 pages in length. MICRO ONDAS should be sent to: LA RED/600 W. 28th St., Ste. 201/Austin, TX 78705.

Accepted articles may be revised to fit the editorial style and space allowances of LA RED.

The Chicano English Dilemma: Deficit or Dialect?

by Francisca S. Sánchez,
Department of Spanish, University of California, Davis.

In any discussion of Chicano English, at some point the question arises: What do we mean by **Chicano**? Attempting to define **Chicano** is as difficult as attempting to define **love**. Each person has a unique answer. Everyone agrees it exists, and most people seem able to recognize it, yet no one has offered the one definitive description that will satisfy all. Attempting a definition of **Chicano** is difficult in part because the group that we are attempting to define is by no means a homogenous one. There is such diversity among Chicanos that simply asking Chicanos for a definition provides a wide spectrum of answers as will be seen ahead. However, there do seem to be some common elements that we can extract to form a working definition.

Meier and Rivera in their **Dictionary of Mexican American History** (1981), define **Chicano** as a "controversial term made popular by activists in the 1960s referring to Mexican Americans and **especially to those who demonstrate a militant pride in their ethnicity**" (pg. 83) (emphasis added). They elaborate, saying that "in its narrowest meaning it signifies a proud, militant ethnicity with connotations of self-determination, rejecting accomodation and assimilation, and favoring confrontation strategies" (pg. 84). It is interesting to note that while **Mexican American** appears to be purely an ethnic label, a somewhat neutral term signifying a citizen of the United States either by birth or by naturalization who is of Mexican descent, **Chicano** implies a political label. **Chicano** also seems to imply a choice. People choose to call themselves **Chicanos** rather than **Mexican Americans**, and this indicates a political statement. Those who choose to call themselves **Chicanos** do so with a certain political purpose in mind. They are conscious of the situation of Mexicans or Mexican Americans in the United States. They are educated or try to learn of the economic, social, political and cultural history of the Chicano people. They recognize the oppression and make a conscious effort to change and improve society. They are not individuals working alone, but rather, identify with the entire community.

Being Chicano is, it seems, a frame of mind, a way of living. A Chicano is aware of the oppression of other minorities and is willing to work towards the liberation of all oppressed peoples.

Chicanos like themselves and are proud of their people because of their rich culture. They have a unique opportunity to choose between two different sets of values. They choose from both societies and create their own identification.

All of the above are statements made by Chicanos about the meaning of **Chicano**. From this, two important aspects emerge. Being Chicano means a CHOICE, and it means being AWARE, being socially, politically and culturally conscious. Phrased another way, a Chicano is a Mexican American who has recognized that s/he's culturally different from the Anglo and from the Mexican. This realization often involves a political ideology. This may perhaps be the only functional way of defining **Chicano**.

There are similar problems involved in attempts to define Chicano English. Often, there is little differentiation made between the English of Spanish speakers learning English as a second language, and the English of English speakers who learned English as their primary language (perhaps in conjunction with Spanish) and who happen to be of Mexican ancestry. The issue becomes even more complicated when one considers that neither the Spanish nor the English spoken in various regions of the United States is the same throughout the nation. Regional differences do exist, and so when we speak of Chicano English, do we mean California Chicano English or Texas Chicano English or New Mexico Chicano English? Can we identify (for lack of a better term) a generic Chicano English?

Most researchers have agreed that the English speech of Chicanos does seem to differ from what is considered to be Standard American English and even local Anglo dialects of English. These same researchers have yet to agree on the nature of that difference, and only in the past twenty years or so have they even begun to approach consensus on the issue of whether or not that difference constitutes a dialect. I say "approach" rather than "reach" consensus because it is evident still that there are those who persist in explaining away the aforementioned difference solely with references to direct linguistic interference.

Before we can consider a serious discussion of Chicano English and the literature surrounding it, we must come to terms with the notion of **interference**. We must give its place and define its relevance, particularly in Chicano English because here the potential interferer (Spanish) is still around.

Perhaps the best source for

such a discussion is Weinreich's **Languages in Contact** (1953), where we are provided with the classic definition of interference.

> Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e., as a result of language contact, will be referred to as **interference** phenomena . . . The term interference implies the rearrangement of patterns that result from the introduction of foreign elements into the more highly structured domains of language (pg. 1).

Although here Weinreich seems to restrict the possibility of interference to those situations involving bilinguals, he goes on to make a further distinction which has particular relevance to Chicano English. Since there are a large number of Chicano English speakers who are monolingual speakers of English; that is, although previous generations were bilingual, these speakers learned English as their first language and display no proficiency (at any level -- comprehension, speaking, reading, writing) in Spanish, Weinreich's distinction addresses the issue of speech versus language, and he points out that if we wish to understand what language contact means to the individual who experiences it, then this theoretical distinction is critical, for it explains an apparent dichotomy: the historical linguist may find X to be an example of interference from another language, yet this same X may not be one to the user of the language.

> In speech, it (interference) occurs anew in the utterances of the bilingual speaker as a result of his personal knowledge of the other tongue . . .
> In language, we find interference phenomena which, having frequently occurred in the speech of bilinguals, have become habitualized and established. Their use is no longer dependent on bilingualism. When a speaker of language X uses a form of foreign origin not as an on-the-spot borrowing from language Y, but because he has heard it used by others in X-utterances, then this borrowed element can be considered, from the descriptive viewpoint, to have become part of language X (pg. 1).

This distinction is of special importance in a discussion of Chicano English, for it allows the possibility of intergenerational influencing. This notion of interference is vastly different from that posited in much of the early work done on Chicano English, work which attributed features of Chicano English to direct interference from the speaker's own knowledge of Spanish. Virtually all early studies, in discussing Chicano English, viewed it as a sort of interference phenomenon, and it is clear that by interference the researchers meant interference in speech. The possibility of indirect interference, that is, interference in language, seems to have been ignored. Yet even as far back as 1953, Weinreich points out that parents' errors in both L_1 and L_2 are transmitted to the next generation and that features of extinct languages can survive for many generations (pp. 84, 104).

Equally important, and equally overlooked in these early attempts at describing Chicano English, is Weinreich's emphasis on consideration of extra-linguistic features in any full account of interference in a language contact situation.

> It is a matter of sociocultural conditions whether the speakers of the "losing" language learn the new language so well as to leave no trace on it, or whether they learn it in an imperfect manner, bequeathing the phonetic and grammatical peculiarities of their speech to future generations in the form of a substratum. Hence, in a language shift, the scholar must look not only for the pressures that determine the choice of language, but also for those which decide the thoroughness with which the new language is learned and the flow of leveling, equalizing forces from the unilingual bulk which tend to eliminate traces of the old languages. The educational system, geographical accessibility, the rural or urban character of the shifting population are essential factors for the understanding of how substrata are formed (pg. 109).

Weinreich clearly cautions us that:

> No easy way of measuring or characterizing the total impact of one language on another in the speech of bilinguals has been, or probably can be, devised. The only possible procedure is to describe the various forms of interference and to tabulate their frequency (pg. 63).

Unfortunately, many studies have continued to place heavy emphasis on Spanish interference as the "cause" of Chicano speech differences while seemingly ignoring Weinreich's cautions. In many studies, we still find the assumption that interference by itself can explain these speech differences. It is important to note that what is being said here about Chicano English is quite similar to what has been said about other non-prestige varieties of language. Even more recently, although the existence of a Chicano dialect of English heavily influenced by Spanish has been conceded (Ortego, 1970), studies continue to attribute variation to language interference (e.g., García, Rodolfo, 1973; Politzer and Ramírez, 1973; García, Ricardo, 1974; Sosa, 1976; Matluck, 1980). And this in light of William Stewart's review (which although it does not rule out interference, does make a case for distinguishing between the second language learner and the native speaker), which as far back as 1964 specifically cited Chicano English as a dialect of American English: "Here I do not refer to the kind of English which a monolingual Spanish speaker in Mexico may end up with after having taken English in school. Rather, I refer to a special dialect of American English spoken in the Southwest by a considerable number of Americans of Mexican descent, who are usually bilingual in it and some variety of Mexican or Southwestern Spanish" (pg. 6). It seems few researchers have echoed and amplified Stewart's belief. Even Janet Sawyer (1970), who has been recognized as an authority on Chicano English since the late 1950s, declined emphatically to concur with Stewart's proposal of dialect status for Chicano

English: "The term dialect is curious in this context for in order to merit the term, a particular variety of language should be fairly stable in its structure so that it can be learned by succeeding generations in the speech community. (There are many parallels to this in studies of English around the world, e.g., DeCamp in **Pidginization and Creolization of Language**, or Cassidy and Alatis, **Teaching Standard English to Speakers of . . . in Jamaica** (1969).) Nothing that could be called a Mexican American dialect of English was found in San Antonio, Texas. The English spoken by the bilingual informants was simply an imperfect state in the mastery of English." Sawyer's remarks imply that the English of Chicanos is not systematic, yet she fails to account for the fact that her informants seemed to have a perfect knowledge of what they were using.

Garland Bills (1981) tackles this issue (although his own statements are problematic) when, admitting that a distinction between dialect and interference may be impossible, proposes that Chicano English may "conceivably both be a systematic and distinct variety of English and show influence of the native language, Spanish" (pg. 1). This is a far cry from Sawyer's conviction that Chicano English is "simply an imperfect state in the mastery of English" (1970: pg. 19). Bills points out that acceptance of the interference theory of Chicano English necessitates acceptance of three accompanying assumptions: 1) Chicano English is **predictable** "from a contrastive analysis of the two languages (or language varieties) involved" (1981: pg. 3). 2) Chicano English is **unstructured** or "unstable in structure, in that it is explicable only as a reflection of speakers' relative proficiency in English and Spanish" (1981: pg. 3). 3) Chicano English is a **temporary**, "transitional phenomenon associated with bilingualism" (1981: pg. 4).

With few exceptions, the literature has given support to these assumptions, leading to a serious lack of investigation of Chicano English by American dialectologists. It is unfortunate that Chicano English has been and all too often continues to be regarded as a proper area of investigation for second language acquisition specialists rather than dialectologists, particularly since the evidence supporting consideration of Chicano English as solely interference phenomena is, at best, inadequate. (There are, for example, mistakes which cannot be attributed to interference, e.g., simplification and rule generalization.)

Bills argues that if we consider the three assumptions linked with the interference theory of Chicano English, we can readily perceive their flaws and so the ultimate fallacy of the theory.

While Bills' efforts to establish Chicano English as a valid dialect and to demonstrate the weaknesses of arguments which attempt to explain Chicano English as the result of interference from Spanish are laudable, his argument needs to be closely examined. Unfortunately, there are problems with all three of the assumptions he poses to develop his explanation. Bills ignores the distinction offered by Weinreich between strong and weak interference. Bills' first assumption, for example, is true only if we are talking about a strong definition of interference. Bills also talks of the unstructured nature of interference, yet Weinreich stresses how

structured interference is and suggests that it is a very systematic process. Whereas Bills sees interference as being a reflection of the speaker's relative proficiency in the two languages, this is only one of the many variables to consider. Finally, Bills stresses the temporary nature of interference, while Weinreich indicates that, on the contrary, language contact with populations can continue for a very long time, even over several generations. Bills also seems to ignore Weinreich's distinction between interference in languages versus interference in speech. Where we have interference in language, it seems that we also have transference, that is, patterns spread to monolinguals.

Despite the problematic nature of Bills' argument, however, the evidence is overwhelmingly in favor of consideration of Chicano English as a viable dialect of American English. While Spanish influence is not to be denied, nonetheless Bills is correct in insisting that "the speech of very many Chicanos appears to exhibit clear signs of temporal stability, structural consistency, and internal (not just external) predictability. In other words, it seems to represent a systematically distinct competence -- a dialect. This dialect is what should probably be labeled Vernacular Chicano English" (Bills 1980: pg. 7).

With the admonitions of several linguists in mind (e.g., Ornstein and DuBois, 1976; Bills, 1980) that Chicano English is certainly a dialect, the question now becomes, "How is Chicano English what it is?" That is, what are the distinctive features of Chicano English, how is variation structured, what are the rules that govern Chicano English? Several researchers have attempted to answer these questions although, to date, only a few have made significant progress. Most of these attempts have not utilized what are now considered standard sociolinguistic field methods in the elicitation and collection of the data. Most have not rigorously controlled for established social variables such as age, sex, social class and ethnicity (distinguishing between Mexicans and Chicanos, for example). Neither have quantitative analyses been in abundance, most of the studies remaining at a preliminary stage of simple description of the occurrence of particular features.

An overwhelming number of the studies available have concentrated on the phonological features of Chicano English. Although the literature repeatedly asserts that "differences between Mexican American English and Anglo dialects remain minimal until we turn to phonology" (Metcalf, 1972: pg. 17), it seems more likely (in view of work in progress by García, Wald and others) that phonological differences tend both to be more obvious and to be more easily elicited. Certainly they are more trackable. The development of the Variable Rule Model came about as an attempt to effectively analyze phonological data. Consequently, it has been Chicano English phonology which has received the most attention and study. This has been a problem generally in quantitative studies.

Clearly, there is a striking paucity of research on Chicano English; and what literature does exist is, for the most part, of a very unsophisticated nature. The early literature tended to confuse the issue by attributing the linguistic differences exhibited by Chicanos solely or primarily to direct interference from a

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previously learned linguistic system (Spanish). These studies, relying on the deficit theory of Chicano English, furthermore suffered from serious methodological and theoretical problems as well as from problems of limitations in scope. Later attempts to more accurately describe individual linguistic features tended to focus almost exclusively on the phonological aspects of Chicano English and often offered little more than an identification of features. Quantitative analyses of Chicano English and studies which venture beyond phonology are quite recent and rare.

What is needed still is a comprehensive, ethnographic, quantitative, sociolinguistically-sound analysis of a Chicano English speaking community. Only such a study will grant Chicano English the stature it deserves as an emerging dialect, complete and rule-governed, in its own right, offering the linguist the opportunity to view the birth and growth of a dialect in progress.

RECENT PUBLICATIONS

Ballesteros, O.A. Bilingual-bicultural education: An annotated bibliography, 1936-1982. (This bibliography contains over 500 sources with an author and subject index.) Write McFarland & Company/Box 611/Jefferson, NC 28640. ($15.95 softcover.)

Bracamonte, J.A. The National Labor Relations Act and undocumented workers: The de-alienation of American labor. San Diego Law Review, 1983, 21(1), 29-86.

Buriel, R. Teacher-student interactions and their relationship to student achievement: A comparison of Mexican-American and Anglo-American children. Journal of Educational Psychology, 1983, 75(6), 889-897.

Center for U.S.-Mexican Studies. International inventory of current Mexico-related research, Volume 3. December 1983. Write to the Center for U.S.-Mexican Studies/UC, San Diego (Q-057)/La Jolla, CA 92093. ($12-libraries/institutions; $5-individuals).

Cortés, C.E. Hispanics and the humanities in California. In F.A. Rosales & D.W. Foster (Eds.), Hispanics and the humanities in the Southwest: A directory of resources. Tempe, AZ: Center for Latin American Studies, Arizona State University, 1983.

García, S.O. Sociolinguistics and language planning in bilingual education for Hispanics in the United States. International Journal of the Sociology of Language, 1983, 44, 43-54.

Moore, J.W., Vigil, D. & García, R. Residence and territoriality in Chicano gangs. Social Problems, Dec. 1983, 31(2), 182-194.

Moyano Martin, D. (Ed.) Handbook of Latin American Studies: No. 44 (Humanities) 1982. (This 700+ page collection includes abstracts on bibliography and general works, studies in history, art, literature and more.) Austin, Texas: The University of Texas Press, 1983. ($65 hardcover.)

Pietri, P. The masses are asses. Maplewood, N.J.: Waterfront Press, 1984. (This is a one act play which opened recently off-Broadway at Miriam Colón's Puerto Rican Traveling Theater.) Write Waterfront Press/52 Maple Avenue/Maplewood, NJ 07040. ($6.95 softcover; $13.95 hardcover.)

Roseberry, W. Coffee and Capitalism in the Venezuelan Andes. Austin, TX: University of Texas Press, 1984. ($22.50 hardcover.)

REVIEW NOTES

Note

LA RED's Review Notes section represents the editorial staff's desire to keep readers abreast of current developments and significant additions to Hispanic research literature. Like the "Recent Publications" listing of La RED, this section serves primarily to publicize literature on the Chicano population by highlighting significant new book-length contributions.

Individuals interested in submitting review notes or having suggestions of publications for review, should note the following: 1) reviews should focus on new or recent Hispanic-related publications pertaining to sciences, humanities, and social studies; 2) complete citations should be provided to allow for the retrieval of publications, and when publishers or authors propose books for review, review copies should accompany the request; 3) reviews may be written in English or in Spanish; and 4) reviews should not exceed 2 pages in length, typed with double space, and submitted to: LA RED/600 W. 28th St., Ste. 201/Austin, TX 78705.

Accepted reviews will be printed within six months of the date received and may be edited to fit the editorial style and space allowances of LA RED.

Aspects of American Hispanic and Indian Involvement in Biomedical Research
by J.V. Martínez and Diana I. Marínez (Eds.). Published by the Society for Advancement of Chicanos and Native Americans in Science/P.O. Box 30040/Bethesda, MD 20814, 1982. ($21.50)

Reviewed by Jimmy Luzod, NCCHE, Austin, Texas.

Aspects is a collection of papers presented at the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) conference entitled "Biomedical Research and its Impact on the Hispanic and Indian Communities" held in Albuquerque, New Mexico in November 1980.

This conference outlined five areas of importance: 1) evaluating health problems among Hispanic and Indian communities and determining to what extent these problems are tractable to biomedical research; 2) ascertaining the biomedical research being conducted by scientists representative of these two minority groups and by scientists interested particularly in the medical problems affecting Hispanics and Indians; 3) enhancing network links among Hispanic and Indian scientists trained in biomedical research and developing a communication link between these scientists and the principals responsible for effecting biomedical research in the U.S.; 4) motivating and assisting aspiring young Hispanic and Indian students to pursue careers in science and to impress upon them the personal rewards and satisfaction inherent in biomedical research, assuring by example that these careers are accessible and attainable to them; and, 5) identifying key elements necessary to formulate an agenda to aid the increased participation of Hispanics and Indians in biomedical research.

The topics and issues covered in this collection are truly unique in that the organization of papers build upon one another to demonstrate the grave injustices and misunderstandings of both Hispanic and Native American scientific involvement by the mainstream scientific community. Furthermore, the collection demonstrates that sound scientific

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research is being done by Hispanic and Native American scientists which will significantly contribute to a better biomedical understanding of our respective communities and environments.

Aspects consists of twenty-two articles. Although space limitations prevent an in-depth review of its entirety, I will focus only on two of the five general themes presented: 1) factors necessary to increase participation of Hispanic and Native Americans within the fields of science and math; and 2) institutional barriers which impede the full participation of Hispanic and Native Americans within the mainstream science community.

Patricia Gándara begins by identifying mainstream factors which indicate "high risk" of non-achievement within the Mexican American community. In her investigation, Gándara looked at Chicanos who have obtained a professional degree (i.e., M.D., J.D., or PhD.) and who were raised in a low-income (high-risk) family. Attempting to determine the factors which contributed to their success, despite the "predictions" by socioeconomic indicators of non-achievement, Gándara isolates a strong mother, integrated schools, and a healthy community as having profound effects on the educational attainment of some Chicano students. She further emphasizes that a key person (role model) who took an early interest in the student was a repeated story by many of her respondents.

Patricia MacCorquodale undertook a study which looked at high school and junior high school students' attitudes toward adult roles and school subjects, students' educational and occupational aspirations, and family background and personal characteristics in relation to taking science and math courses -- an obvious prerequisite toward increasing the number of Hispanic scientists. Her findings suggest that the decision making process of course selection is influenced more by affective factors for Mexican Americans than for whites. MacCorquodale suggests that career education is necessary to convey the importance of a quantitative foundation in relation to the many scientific career opportunities of which students are simply unaware, as well as strengthening the relationship between the applicability of science course materials to the students' understanding of the world in which they live.

Building upon MacCorquodale's work and programs aimed at increasing women's participation in mathematics fields, Luis Ortiz-Franco presents a comprehensive overview of influences which affect minority students and how these influences may be utilized to increase students' awareness and interest in math and science careers. Ortiz-Franco suggests a need to mediate simultaneously on all external variables (counselors and teachers, parents, peers, and school curriculum) which significantly affect the minority student thereby influencing the affective variables leading to increased desire in science or math. The possibility of such programmatic intervention (as outlined by Ortiz-Franco) is made more concrete by Ciriaco Gonzales who addresses the advancements made by SACNAS in increasing Hispanic and Native American involvement within the National Institutes of Health.

Although the above results appear to be simplistic, the authors have recognized the complexities of altering the status quo. Of course, simply increasing the pool of potential Hispanic and Native American students is not enough to bridge the gap and impart credibility and integrity to Hispanic and Native American-oriented scientific research by the mainstream scientific community.

The next set of articles which I shall discuss deal with the institutional obstacles encountered by Hispanic and Native American scientists. Gabriel Navar demonstrates that beyond the individual's basic interest, capabilities, and available opportunities, there are inherent philosophical factors which negatively affect the participation and acceptance of minority scientists within the mainstream science community. Navar questions those who ask "As long as good science is being done, what difference does it make if very little of it is being done by Chicanos or Native Americans?" To these individuals or groups, he replies, ". . . as long as there are major endeavors of great national significance from which a substantial element or portion of our population is excluded from participation, regardless of the reason, we are doing a grave injustice not only to those people but collectively to our society" [pg. 9]. He goes on to encourage those who can influence the future generations of Hispanic and Native American scientists to persevere even in the most difficult of circumstances in order to provide direction and visibility of minority involvement in science to them.

From a slightly different perspective, Bernard Ortiz de Montellano also questions the ability of the "scientific" or Western structure. He puts into historical perspective the rise of scientific medicine to preeminence and analyzes this within the framework of traditional native treatment procedures. Ortiz de Montellano points out that: 1) although the cost of medical treatment in the U.S. is increasing, there is no corresponding improvement or decline in the mortality rate; 2) due to the extreme costs, the World Health Organization finds the scientific medical model inappropriate for most of the world; 3) despite the prestige achieved by scientific medicine, traditional medicinal systems persist among minority groups; and, 4) challenges to the scientific model, and an upsurge of new medical systems (i.e., holistic approaches) are occurring.

According to Ortiz de Montellano, less than 20% of Western medical practices have actually been validated scientifically, and that in fact, it shares several key concepts with traditional medical systems. For example, the women's movement's demand not to consider pregnancy a "disease" with all the "scientific" medical implications and corresponding relinquishment of power of women to doctors, has put the Western medical structure on the defensive. In an attempt to provide health care at a more affordable level, they urge the right to choose a natural, at home, mid-wife birth as a viable alternative to hospital-based, medically-managed births. Ortiz de Montellano urges a similar movement to demystify the science in medicine and to get the state to rescind the delegated authority that has created the professional medical monopoly in order to return the autonomy of choice to patients. Although lengthy, his arguments are direct and well substantiated.

Michael Logan, utilizing the logic voiced by Ortiz de Montellano, suggests some methodological and research considerations utilizing the "folk medicine" or "ethnomedical" model. He exa-

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mines traditional practices and demonstrates that empirical validity may, in fact, be given to these forms of treatment. He further acknowledges that although current methodological procedures in studying herbal and other native medicinal treatments are lacking, he believes that with increased demand for sophistication in ethnographic research, the integration of traditional means with "modern" medicine will provide a system of health care which may improve the overall health status of indigenous peoples worldwide.

The final paper relating to institutional barriers to Hispanic and Native American research does not deal with the institutions themselves, but rather, with researchers -- the development of a code of ethics. Rayna Green's major emphasis is the fear of exploitation of native/traditional peoples who receive little or no remuneration for their involvement. Green urges that a more reciprocal process be developed which ". . . would insist on a discovery of, adherence to and respect for community-based research -- that is, work done on and in that community, based in a real definition of need in that community, and operated primarily for the benefit of that community, no matter what the peripheral uses and applications" [pg. 80]. She feels that the mutual respect between researcher and subjects/respondents could make major contributions to the spiritual and cultural strength of indigenous peoples while potentially contributing to their physical well-being.

Thus far, I have only touched upon half of the Aspects collection. This is not to say or imply that the other areas are of less importance or interest, but rather, only serves to demonstrate the amount of information conveyed. My aim has been to provide a sampling of the problems, issues, research considerations and hopes of Hispanic and Native American scientists in their quest for expanded participation.

The remaining articles may be categorized into three major groupings: 1) **mental health:** issues relating to acculturation (Margaret Cortese), social and cultural factors in the design of mental health services (Randolfo Pozos), quality of mental health care (Steven López), and cultural traits and value systems of Native Americans which relate to mental health (Edwin Strong-Legs Richardson); 2) **health issues:** Raza health status 1980 indicators (Stanley Padilla), risk factors associated with excess lung cancer mortality rates of Mexico-born women in the U.S. (Joseph Spielberg), alcohol abuse among Spanish speaking people (Anthony Alocer), and identification of high risk pregnancy (Richard Perkins); and, 3) **biomedical research** such as ethnopharmacognosy of Amazonian psychoactive plants (Jan Clymer and Eloy Rodríguez), clonal heterogeneity of small cell carcinoma of the lung (Raúl Alvarez), and studies of the pathophysiology of trypanosoma cruzi (Teresa Mercado).

It is evident that Aspects provides a stimulating compilation which truly reflects its title. Progress toward these tasks for organizations such as SACNAS can indeed be seen and should be highly praised. It is a collection which directly confronts the variety of issues facing Hispanic and Native American scientists -- not too different from the struggles found in other fields of study and life, in general. I feel that Aspects is an excellent means of demonstrating to all interested individuals as well as to future Hispanic and Native American scientists, in particular, that as indigenous peoples, we are entering the scientific arena, but even more important, that we are making significant contributions toward the understanding of science, in general, and are making the mainstream scientific community take notice and learn of the survival mechanisms used by our ancestral origins.

DIALOG

Response to Cynthia Orozco.

Dear La Red:

Some issues back (La Red No. 77, February 1984), I read Cynthia Orozco's article on history. While I partially agree with her assessment, there are differences which deserve attention.

First, while it is true that early Chicano (who I always thought included females and males) scholarship was based largely on a criticism of Anglo scholarship and their exclusion of Chicanos, that criticism served a purpose for that time. It was followed by a period of inner-group cannibalism in which the few published works by Chicanos were ripped apart by Chicano prophets who demanded methodological purity.

Today, Cynthia is passing through a similar stage of discovery in which she is attempting to impose her own views of history on others. She should, however, learn from the past -- too much criticism produces little. The critics of the mid-70s created little dialog, a lot of division, and failed to justify why they were in the universities. The critics themselves published few books and allowed their university programs to decay. Many, including the most heavy handed, have abandoned all progressive struggle. Unfortunately, many Chicanos and Chicanas thought only in terms of me.

In lengthy, but amiable discussions with Cynthia, I have attempted to explain to her, that activist social scientists write for different reasons than academicians. The former attempt to expose contradictions, to motivate and agitate people to produce changes, while the latter strive for academic acceptance. The activist makes history; she or he strives toward a praxis, while the academician is a spectator. Cynthia however, genuinely believes that her struggle lies inside of the academy, and that scholarship in itself is a form of struggle. She has stated that she does not have to commit herself outside of academic groupings. Her constituency is the Chicana.

One of my problems with Cynthia's perspective is that it is too narrow. I have never perceived myself as an advocate solely for the male Mexicans; my demands have always included all Mexicans as well as other poor people. My works are intended to attack the contradictions in this society. And, while it is Cynthia's prerogative to follow the example of those promoting the "Great Man's" thesis of history and transform her story to the tale of the "Great Woman," I cannot write that kind of history. In fact, I actively purge this tendency in my own work. For years, friends have requested that I note that Thomas Edison was a Mexican. There is good documentation to indicate this probability. But, what does it matter, he was a bigot and never recognized that he was a Mexican.

DIALOG

That kind of trivia belongs on beer calendars, not in political works.

Another problem with Cynthia's perspective is that nowhere in her many articles does she ever talk about the responsibility of historians to the community. Nor does she talk about the responsibility of graduate students to undergraduate students. As long as she is criticizing, it is not unfair to make friendly criticism about her. It is also not unfair to criticize graduate students. They have less work than most workers. A full load for a doctoral student at UCLA is two classes. A full load for a California State University professor is four courses. There is also the committee work, the correction of exams, term papers, research and publication. Still, in my case, I am active giving speeches to high school and college student groups and I am on the coordinating committees of two coalitions -- one on plant closures, and the other dealing with a mobilization drive for the 1984 Olympics around the themes of JUSTICE, PEACE, AND JOBS.

By limiting her own struggle to the university, Cynthia is repeating the chauvinism of the male academicians whom she criticizes. She is perpetuating the division of labor that capitalism has produced even among radicals. In our advanced society, the scholar is not the vanguard. She or he has responsibility to fight injustice -- to participate in popular struggles. If she or he does not, she or he is invalid.

Cynthia has personalized her struggle too much. She accuses male social scientists of "a male consciousness . . . in the interpretation of Chicana history . . ." However, she is equally guilty of limiting her consciousness to gender. The struggle is not male versus female, but much broader. On several occasions, she has told me that the reason why she and other Chicanas lack opportunity in Chicano Studies is because Chicanos screwed it up. This assessment is simplistic: 1) It is true that many Chicanos messed up, but there are some good programs out there. California State Northridge has a Chicano Studies Department of over 20 full-time instructors. 2) She ignores the subversion of the academy of ethnic studies programs. I was a plaintiff in the spy case against the Los Angeles Police Department. We learned that in our department alone, there were at least four undercover police officers and no less than six paid informants from 1970 through 1978. A lot of strange things happened! We are now in the process of preparing a similar suit against the campus police. 3) Cynthia must realize that class oppression does not limit itself to gender.

Lastly, I hope that my criticisms are taken fraternally -- for I have not intended them to be antagonistic. Sexism does exist within our community, and it should be exposed. I, however, question whether the struggle can be confined to the academic arena. Scholars also have a responsibility to take risks, to sacrifice their careers, their lives, and to struggle against the capitalist system itself.

In closing, I want to quote a poem. I hope that Cynthia does not find it offensive because it uses the term hombres -- it applies equally to males and females:

Hay hombres que luchan un día y son buenos,
Hay otros que luchan un año y son mejores,
Hay quienes luchan muchos años y son muy buenos,
Pero hay los que luchan toda la vida, esos son los imprescindibles.

Sincerely,

Rodolfo Acuña
Cal State University, Northridge.

RECRUITMENT & SCHOLAR SUPPORT

Science/Math Fellowships for Hispanics - NCCHE
The National Chicano Council on Higher Education invites individuals pursuing science and mathematics degrees to apply to the Doctoral Fellowship Program for Hispanics in the Sciences. The program will support approximately 25 Hispanic undergraduates who are currently at the junior level. Candidates must be U.S. citizens and residents of California, and have plans to enroll in a California doctoral program leading to an academic career in sciences or mathematics-based fields. Professors/academics are urged to nominate potential candidates. For more information regarding eligibility, awards or application packets, contact Jimmy Luzod, Fellowship Coordinator/NCCHE Doctoral Fellowship Program for Hispanics in the Sciences/600 West 28th Street, Suite 201/Austin, TX 78705/(512) 479-8497. **AD: 5-1-84.**

Volunteer Interns - Inter-American Foundation
The Inter-American Foundation selects approximately six to eight students each year to work as volunteers, interns at the Foundation offices in Rosslyn, Virginia. In exchange for the volunteer services, the Foundation provides a challenging educational experience. Students have the opportunity to learn about development problems in Latin America and the Caribbean by participating in a range of Foundation activities. Applicants must be advanced undergraduate or graduate students enrolled at least half-time with a demonstrated interest in Latin America and Caribbean affairs and able to write and speak Spanish, Portuguese or French. For details, contact Elizabeth Veatch/Inter-American Foundation/1515 Wilson Blvd./Rosslyn, VA 22209/(703) 841-3864. **AD: 5-1-84.**

Minority Access to Research Careers (MARC) Program - National Institute of General Medical Sciences (NIGMS).
The MARC Program is a unique research training support program administered by the NIGMS in collaboration with other institutes of the National Institutes of Health (NIH). The primary goals of the program are to increase the number and capabilities of minority scientists engaged in biomedical research, and to strengthen science curricula and research opportunities at institutions having significant numbers of minority students for careers in biomedical research. For details, contact MARC Program/National Institute of General Medical Sciences/National Institutes of Health/Westwood Bldg., Rm 9A-18/Bethesda, MD 20205/(301) 496-7941. **AD: 6-1-84.**

Law School Scholarship Program - Mexican American Legal Defense and Education Fund (MALDEF)
MALDEF invites individuals interested in pursuing studies in law to apply for the MALDEF Law School Scholarship Program. The program is designed to increase the number of Hispanic attorneys who are sensitive to the unique problems, culture, and language

RECRUITMENT & SCHOLAR SUPPORT

of their own community. Contact R. Margarita Recinos, Director/ Law School Scholarship Program/ MALDEF/28 Geary Street/San Francisco, CA 94108. AD: 7-31-84.

CALLS FOR PAPERS

The Latin American Studies Program at the University of Illinois, Chicago invites individuals interested in Latin American, Caribbean and U.S.-Latino issues to submit papers or organize panels for the Eighth Annual Meeting of the Illinois Conference of Latin Americanists (ICLAS) which will focus on migration to, from, and within Latin America and the Caribbean. The meeting will stress interdisciplinary approaches involving literature, culture, history, and sociology. Contact Otto Pikaza, Director/Latin American Studies/1401 University Hall/Box 4348/Chicago, IL 60680/(312) 996-2445. SD: 5-7-84.

The Department of Spanish, Italian, and Portuguese, University of Illinois at Chicago invites papers on the theme of **The Spanish Language in the United States** for presentation at the conference **El Español en los Estados Unidos V** slated for October 5-6, 1984, in Chicago, IL. Preference will be given to comparative studies both within and across speech communities. Papers may be written in English or Spanish. Persons interested need to submit an abstract up to 250 words to Lucía Elías-Olivares/Dept. of Spanish, Italian, and Portuguese/U of Illinois, Chicago/Box 4348/ Chicago, IL 60680/(312) 996-5217/3235. SD: 5-15-84.

ANNOUNCEMENTS

Social and Public Arts Resource Center (SPARC)
SPARC has recently announced the launching of the "California Chicano Mural Documentation Project," which will allow documentation and preservation of Chicano murals. The Chicano artwork that now landscapes barrios and boulevards throughout California is linked to visual expressions as diverse as modern street graffiti and the pachuco style of the past. Taken together, the murals stand as community-oriented statements of pride, even as they remain a reflection of social defiance. Beyond their intrinsic value to the Chicano community, the murals represent one of the greatest cultural achievements in recent California history. For a press kit and further information, contact Kate Vozoff/SPARC/685 Venice Blvd./Venice, CA 90291/ (213) 822-9560.

Project Grasp - University of Texas Medical Branch, Galveston
Project Grasp's main objective is directed at attracting more minorities into the medical professions. The project focuses its efforts on "matching" potential students (at one of the eight medical schools in Texas) with successful medical students on a one-to-one basis, in order to provide the support and contacts needed to enter medical school which are complementary to high test scores. Project GRASP is sponsored by the Texas Association of Mexican American Medical Students. For details, contact G. T. Lusero/165 Gail Borden Bldg./UT Medical Branch/ Galveston, TX 77550/(409) 761-3256 or 1-800-252-9708.

EMPLOYMENT OPPORTUNITIES

Note

Listings may not exceed 65 words. They will be published in the next issue following receipt, providing the application deadline does not fall prior to the 20th of that month's issue (i.e., advertising with a January 15 application deadline will not be accepted for publication in the January issue).

Rates: $65. Remittance (check or institutional purchase order) payable to the National Chicano Council on Higher Education, must accompany the listing and sent to LA RED/600 West 28th Street, Suite 201/Austin, TX 78705.

Employers are expected to acknowledge all responses resulting from publication of the ad. Only those employers who will not discriminate on the basis of race, sex, color, sexual preference, or national origin may submit vacancy listings.

FACULTY/RESEARCH

American Studies - U of Michigan
Visiting Assistant Professor, 1984-85, to teach courses and develop new curriculum. Prefer PhD with emphasis in Hispanic American experience and/or history as manifested in literature, history, social relations, values, arts, etc. Applicants should possess knowledge of Hispanic American history and culture and be familiar with history and culture of Latin America. Send letter and vitae to James McIntosh, Chair/Hiring Committee/Program in American Culture/U of Michigan/Ann Arbor, MI 48109/(313) 763-1460. AD: 4-30-84.

Communications - California State U, Chico
Three tenure-track positions available for fall 1984. **Information Systems & Telecommunications** - teach undergraduate and graduate courses in application of new information media in business and public communications. Develop new courses in microcomputers, video disc, interactive video, and telecommunication technology, including satellite teleconferencing, audio bridging and electronic information networks. **Public Relations and Corporate Communications** - teach undergraduate and graduate courses in public relations, with emphasis on corporate communications, and the emerging business applications of teleconferencing, office automation and electronic mail networks. **Graphic Design and Media Production** - teach undergraduate and graduate courses in contemporary theories, principles, and practices of print and nonprint media production, including computer graphics, interactive video, and microcomputer software development. All positions require a PhD or substantially equivalent professional experience. Contact Henry T. Ingle, Dean/School of Communications 145/California State U, Chico/Chico, CA 95929/ (916) 895-4015. AD: 4-15-84

Comparative American Cultures - Washington State U
Department Chair position, senior joint appointment in social science or humanities department. Candidate expected to teach in one of the Department's four programs (Asian American, Black, Chicano, and Native American Studies). PhD required. Send letter of application, three letters of recommendation, and vitae to the Chair, Search Committee/Comparative American Cultures/Washington State U/ Pullman, WA 99164-4010. Screening begins May 1, 1984. AD: Open until filled.

EMPLOYMENT OPPORTUNITIES

Designer/Technical Director - Colorado College
Designer/Technical Director being sought to design or supervise four or five shows each year, teach design courses, collaborate with students and faculty in the development of a varied and distinctive undergraduate program in a liberal arts environment. One year appointment with option to be considered for the permanent position. MFA or PhD preferred. Send application letter, vitae, recommendations, slides, etc., to James Malcolm, Chair/Drama and Dance/The Colorado College/ Colorado Springs, CO 80903. Women and minorities are encouraged to apply. **AD: 5-1-84.**

Spanish - U of Iowa
Visiting assistant professor sought for the 1984-85 academic year, beginning August 1984. (One year replacement.) PhD by August 1984 required. Position entails teaching junior/senior level syntax; introduction to bilingualism; and Chicano studies. Native/near native Spanish proficiency required. Send vitae, and 3 letters of recommendation to George De Mello, Chair/ Spanish & Portuguese/U of Iowa/ Iowa City, IA 52242. **AD: 6-1-84.**

University of Texas - El Paso
Electrical Engineering - One and possibly two tenure-track positions beginning January or September 1985 to teach undergraduate and graduate courses. Background in electronics or computer engineering preferred. **AD: Unspecified.**
Criminal Justice - assistant professor to teach undergraduate and graduate courses in police policies and practices, courts and criminal justice agencies, and criminal justice management. **AD: 5-15-84.**
Mathematical Sciences - Assistant or associate professor being sought to develop area of applied mathematics to begin September 1984. PhD or near completion required. **AD: Unspecified.**
Nursing & Allied Health - (two positions): 1) Instructor with MS in nursing and minimum two years of successful clinical experience. **AD: 5-1-84.** 2) Assistant or associate professor to teach undergraduate and graduate programs in nursing. MS in nursing required, PhD preferred. **AD: 5-1-84.** Interested applicants should contact the appropriate departments at the University of Texas, El Paso/El Paso, TX 79968.

ACADEMIC ADMINISTRATION
Dean, College of Liberal Arts - U of Iowa
The U of Iowa is seeking an individual to provide intellectual leadership and administrative direction to the departments, schools, and programs of the College of Liberal Arts. Qualifications include broad interests, a strong commitment to high intellectual standards and its communication to the community, and the ability to inspire others to meet such standards as well as securing resources necessary to fulfill the College's mission. Nominations are invited and must include a summary of the nominee's qualifications. Minorities, women, and members of underrepresented groups are encouraged to apply. Applicants should submit a letter and resume to S.L. Becker, Chair/Dean Search Committee/224 Jessup Hall/U of Iowa/Iowa City, IA 52242. Screening is continuous.

Public Policy - UC, Berkeley
An academic coordinator for the Graduate School of Public Policy to work directly with the Dean in developing and implementing school programs and projects, including assisting and determining budget priorities is sought. Qualifications include professional training with advanced degree. Background in areas related to public policy, experience with academic administration, and working knowledge of a large university system are highly desirable. Interpersonal skills very important. Send resume and 3 letters of recommendation to Dean Allan P. Scindler/Graduate School of Public Policy/UC, Berkeley/2607 Hearst Avenue/Berkeley, CA 94720. **AD: 5-21-84.**

OTHER
Communications Director - Southwest Voter Registration Education Project
Communications Director being sought to write and produce weekly radio programs and press releases about research on public policies affecting Latinos. Responsibilities include production of radio and TV public service announcements in Spanish on voter registration and education, writing releases about Mexican American public opinion polls and voter registration efforts for national press corps. Degree in journalism or communications, experience in bilingual journalism, fluency in English and Spanish, and production experience in radio required. Permanent position to begin immediately. Contact William C. Velásquez/Southwest Voter Registration Education Project/201 N. St. Mary's, Suite 501/San Antonio, TX 78205/(512) 222-0224. **AD: Unspecified**

LA RED/THE NET RESPONSE FORM No. 79 APRIL 1984

1. Comments regarding content (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.)

MEETINGS & CONFERENCES

EVENT: Symposium on Recent Trends in Chicano Research
DATE: April 14, 1984 LOCATION: Mt. Holyoke College, South Hadley, MA
THEME: Chicano History: Past Trends and Future Promises, Social and Political Studies, Chicano Literature and Culture.
CONTACT: For information and registration, write to Edward J. Escobar/Dept. of History/Mount Holyoke College/South Hadley, MA 01075/(413) 538-2451, or Rudolph D. Torres/School of Social Science/Hampshire College/Amherst, MA 01002/(413) 549-4600 ext. 391.

EVENT: League of United Latin American Citizens (LULAC) Hispanic Business Exchange
DATE: May 15-17, 1984 LOCATION: Saginaw, Michigan
THEME: Communication of mutual concerns between the Hispanic business community and leaders of industry, banking, and government to promote common potential growth.
CONTACT: Gloria López McKnight/Michigan LULAC State Director/335 Piper Blvd./Detroit, MI 48215/(517) 373-3046, or Ramiro González/Saginaw LULAC Council #11055/2435 South Outer Dr./Saginaw, MI 48601/(517) 790-4487.

4. Recent publications. (Furnish complete citation including price, publication date, publisher and publisher's address. Include a review copy.)

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Newsletter of the National Chicano Council on Higher Education

No. 80
May 1984

REPORT TO THE NETWORK

It is with pride and satisfaction that we celebrate the completion of our first year of operation in Austin, Texas. With over 22 years of combined experience in the area of Hispanic academic affairs, a clarity of aim, unity of spirit, and plenty of hard work, we have completed our enormous transition from an institutionally-based project to a free-standing nonprofit organization.

Reorganization notwithstanding, we have continued newsletter production during the past 12 months, while actively pursuing funds through various program development efforts. These include our newly-launched fellowship program in the sciences; a professional development program for early-career Hispanic academics; and negotiations for a self-standing computer. In addition to these areas, NCCHE is prepared to embark on a major new effort. Recognizing the proliferation of microcomputers and their place in academic writing and research, NCCHE will initiate a service program that will make available a wide range of demographic, bibliographic, and selected documentary data on Hispanics on easy-to-handle, relatively inexpensive floppy diskettes. **Look for further details on these and other new NCCHE programs in future issues of LA RED.**

Presently, we are preparing for an intensive NCCHE membership campaign, including renewals for current members. This year, NCCHE membership will include an annual subscription to LA RED, a free copy of NCCHE's guide to grants and fellowships for Hispanic research and study, and various other support services for Hispanics in higher education. **Details on NCCHE membership may also be found in upcoming issues of LA RED.**

DEADLINE FOR JUNE ISSUE: May 15

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

LA RED welcomes news items and letters from all readers. Address correspondence to the Editor at the address below. Items must be received by the fifteenth of the preceding month in order to appear in the next month's issue (i.e., January 15, for the February issue).

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DIALOGUE

Chicano Historiography: A Critique

by Mario T. García, Research Fellow, Woodrow Wilson International Center for Scholars.

The early development of Chicano history during the late 1960s and early 1970s was accompanied by a strong emphasis on a radical tradition. Militant Chicano historians, as well as those in other disciplines, looked to a radical past to legitimize the emergence of a contemporary Chicano protest movement. Juan Gomez-Quiñones and other writers in Aztlán, for example, stressed the engagement of Mexican workers in labor conflicts during the early twentieth century. In a study by Camarillo and Castillo, so-called "Mexican bandits" in nineteenth-century California, as well as elsewhere, became "social bandits," and Chicano cultural heroes as in the case of Gregorio Cortez who was rediscovered in the early work of Américo Paredes. The anarcho-syndicalist movement of Ricardo Flores Magón, especially during the Magonista exile in Southern California at the time of the Mexican Revolution, became integrated as part of the Chicano radical tradition through the work of Gomez-Quiñones. In Rodolfo Acuña's Occupied America, Chicanos personified colonized people fighting to liberate themselves from a system of internal colonialism. Such studies created an inspirational, albeit questionable, interpretation that assumed a direct line between the radicals of the past and those of the present.

This attraction to a radical tradition is understandable given the militant temper of the late 1960s and early 1970s. Furthermore, what these studies lacked in original research was offset by a positive new orientation stressing, as anthropologist Octavio Romano had urged in his classic essays in El Grito in the late 1960s, that Chicanos not only had a history but one steeped in action and protest. Rather than passive and accommodating, Chicanos struggled for freedom.

Since the appearance of these early studies, we have witnessed a more sophisticated Chicano historiography influenced by the radical tradition, but also moderating it. Monographs such as those by Martínez, Camarillo, Griswold del Castillo, García, De León, Romo, and Balderrama -- by their focus on Mexican communities in the United States involving generational, class, political, and cultural variables -- suggest that these communities rather than being uni-dimensional, as proposed by the radical tradition, have instead been multi-dimensional. They have displayed various political tendencies and ideologies including radicalism, liberalism, and conservatism. They further suggest the differences as well as the similarities from one historical period to another, something avoided by the radical tradition. It is the exposure of such diversity that is giving recent Chicano history a distinct quality.

Despite this welcomed evolution in the writing of Chicano history, there is an occasional lapse. Such, unfortunately, is the case with Douglas Monroy's recent article, "Anarquismo y Comunismo: Mexican Radicalism and the Communist Party in Los Angeles During the 1930s," in Labor History (Winter, 1983). Monroy, in his effort to advance the radical theme in Chicano history has instead written a confused piece based on assertions that are inconclusively documented. Radicalism, while

only one phase of Chicano history, has certainly its place, but not in the romantic and idealistic way in which Monroy treats it. Rather than clarifying the role of Chicano radicalism, Monroy obfuscates it with sweeping generalizations.

Monroy's thesis is that Mexican workers in the 1930s (and here he never delineates between Mexican nationals and Mexican Americans -- as if both were objectively and subjectively completely similar) proved to be the real radicals of the depression decade in Southern California. Their radicalism stemmed from the heritage of the Mexican Revolution, the Partido Liberal Mexicano (PLM), and the Industrial Workers of the World (IWW). This contrasted with the role of the Communist Party which, according to Monroy, failed to understand Mexican radical nationalism and instead attempted to impose an unrealistic Marxist-Leninism on Mexican workers.

In his analysis, Monroy seems to suggest that every Mexican worker who came to the United States after 1910 was somehow a revolutionary or a potential revolutionary. To Monroy, these workers rather than fleeing the Mexican Revolution were fighting it north of the border. He discounts the work of Chicano historians who have documented that while some Mexicans entered as political exiles (many of them being conservatives and reactionaries), the majority arrived looking for a way to survive and to earn a living. They were interested in the results of the Revolution, since most hoped to return to "la patria," but were too engaged in daily labor to participate consistently or at all in political affairs. They defended themselves, to be sure, but their work-stoppages and community organizations were in many cases conservatively aimed at protecting and advancing what little economic gains they had acquired. The fact that they occasionally went on strike does not mean that they were class-conscious revolutionaries or even potential revolutionaries, despite the wishes of the radical school of Chicano historians. This is not to imply that class-consciousness has no relevance to Chicano workers, but only to suggest that it is part of a historical process that evolves with changing material and ideological conditions. It is the work of the historian to ferret out these nuances and not to impose a static and mechanical typology as Monroy employs. Avoiding conservative "cultural baggage" brought by immigrant-workers (such as aspects of family life and religion), Monroy incorrectly interprets the Mexican Revolution (rather than just one fragment of it) as a leftist one and hence sees Mexican immigrant-workers as a pool of radicalized proletarians. Few legitimate historians of Mexico, outside of apologists for the ruling PRI, would dare today make such a case for the Mexican Revolution as a whole.

The crux of Monroy's argument is thus centered on two unproven counts. The first is his view that Mexican workers in the U.S. possessed a revolutionary tradition and culture based on the anarcho-syndicalist influence of the PLM and the IWW as well as the legacy of the Mexican Revolution. Monroy interprets Mexican workers as class-conscious nationalists in the 1930s awaiting the opportunity to engage in revolution or at least militant rebellion. Why then didn't these workers revolt in the 1930s, Monroy asks. This question leads to his second and likewise unproven point. The Communist Party undercut the

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potential revolutionary ferment of Mexican workers by failing to organize them around their nationalist class-consciousness. This interpretation of the CP is a highly complex subject and quite debatable. Unfortunately, rather than exploring deeply into the CP-Mexican workers relationship, Monroy merely sets up the CP as a "straw-man" to be blamed for the inability of Mexican workers to engage in revolution during the great Depression although, according to him, predisposed for revolution or radicalism. The key to Monroy's argument was for him to document this revolutionary tradition and potential. In this, he fails.

How does Monroy fail to do this? He first asserts, for example, that Mexican workers since at least 1910 had been strongly influenced by the radical politics of the PLM and the American IWW. "This radical tradition," Monroy suggests, "accounts for the solidarity, tenacity, and consciousness of Mexican workers. Far from being closed to radical doctrines and activity, Mexican workers by the 1930s may have actually been predisposed to it because of the influence of the Revolution and the tradition of the PLM and the Industrial Workers of the World" (p. 35). Monroy correctly notes, however, that the PLM was marginal to the Mexican Revolution. Moreover, outside of perhaps Los Angeles, it is not clear just how much influence the PLM exerted on Mexican workers north of the border. Its lasting influence is certainly open to question. Nevertheless, what proof does Monroy provide to establish this lingering PLM and IWW tradition? Besides mentioning early Wobblie organizing activities among certain Mexican farm, railroad, and urban laborers, Monroy can only cite accounts of apparent PLM and IWW proselytizing in La Placita of Los Angeles where many Mexicans congregated since the 1910s. Such proselytizing, according to Monroy, radicalized Mexicans: "These inflammatory words did not fall on deaf ears" (p. 37). As proof of this, he notes corroborating interviews with only two people conducted by anthropologist Manuel Gamio in the late 1920s. On these less than convincing grounds, plus the fact that some twenty years earlier the PLM newspaper, Regeneración, had a fairly wide readership, Monroy concludes that Mexicans maintained a "nationalist and class conscious tradition" (p. 38). Yet, Monroy is not even certain that such speakers by the 1920s and 1930s were PLM or IWW members. "They must have been (emphasis added) the remains of the PLM/IWW who either remained in Los Angeles or migrated there to join their comrades in exile" (p. 37). Monroy can offer no conclusive proof of this. No quotations are provided from such speeches and no evidence is given that such proselytizing actually led to any specific political action on the part of Mexican workers.

Part of the problem in Monroy's attempt to link PLM/IWW activity with Mexican workers during the 1930s is that he jumps from one historical period to another with no respect for chronological order. To stress the influence of PLM/IWW proselytizing in Los Angeles in the thirties, for example, he refers to their activities twenty years earlier! He mentions the receptive audience that the PLM found in the 1910s and from that extrapolates that they must have had the same audience in the 1930s. "No wonder that the nationalist and class conscious tradition continued to thrive among some elements of the Mexican population who frequented La Placita in Los Angeles," he weakly argues (p. 38). What elements? What influence? How did this influence manifest itself? Monroy is quite sketchy or quiet on these questions.

Having conceded that almost nothing in an organizational sense remained of the PLM/IWW by the 1930s, Monroy attempts to show how this "tradition" remained alive. Here again he asserts but gives little conclusive proof.

For example, he concludes that the Confederación de Uniones de Obreros Mexicanos (CUOM) founded in Los Angeles in 1927 followed the anarcho-syndicalist line of the PLM. How does Monroy prove this? He inserts brief quotations from the CUOM containing references to class struggle that he claims are identical to the PLM position. Monroy, however, cites only a short and general reference from the PLM to support this contention. Beyond this, he utilizes no other documents such as constitutions, by-laws, minutes, correspondence, diaries, or lists of members who might have previously been PLM members. The fact that the CUOM referred to class struggle did not necessarily in practice make it anarcho-syndicalist or revolutionary. Indeed, a closer examination of Monroy's source on the CUOM, Governor C.C. Young's Mexican Fact-Finding Committee, reveals a pragmatic rather than a revolutionary strategy on the part of the CUOM. While among its aims, the CUOM endorsed organizing Mexican workers in the U.S. "according to Sindical principles" (p. 125), it at the same time called for moderation in labor disputes. Its Manifesto of January 9, 1928, for example, states:

> . . . it must be understood that this movement aim is not to agitate, nor to spread or instigate disolvent ideas. All that is desired is to equalize Mexican labor to American labor and to obtain for them what the law justly allows them.
>
> The active group recognizes that the laboring Mexican has not come to this country to legislate and consider absurd propagation of disolvent doctrines which only lead to the ruin of the workers, much more since he is a foreigner. (p. 125).

These quotations from the CUOM Manifesto indicate that while the CUOM may have adhered to certain anarcho-syndicalist beliefs, it also had a sober realization of the precarious status of Mexican immigrant workers whom it desired to organize. This pragmatic, non-doctrinaire side of the CUOM receives only cursory acknowledgement by Monroy. In effect, he refuses to examine the complete meaning of CUOM principles and strategies -- containing certain contradictions and ambivalences -- by only alluding to excerpts which are supportive of his contentions.

Having now "proved" that Mexicans were predisposed to leftist politics, Monroy then proceeds to provide a rationale for why they did not revolt or at least become more militant in the 1930s. This, of course, is a complex question that has also occupied much attention with respect to the U.S. working class with no definite conclusions, although with a diversity of opinion. In the case of Mexicans, as with other workers, it would seem that both internal factors peculiar to the Mexican working class as well as external

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factors relative to the political climate of the period would be involved. Rather than exploring these complexities, Monroy instead takes a simple approach and using a "straw-man" method argues that the CP in its relationship with Mexican workers obstructed revolutionary sentiment.

Yet, in his analysis of the CP, Monroy is filled with contradictions. He admits, for example, that it played a positive role in many Mexican struggles. This included providing leadership through the Trade Union Unity Leagues in particular labor conflicts. "The Communists and the TUUL (Trade Union Unity League)," he writes, "while not always successful, stood uncompromisingly for the organization of 'all sectors of the working class, the especially exploited Negroes, the women, the youth; the unskilled as well as the skilled; the foreign-born workers side by side with the native worker'" (p. 45). Indeed, this sounds strangely similar to the ideology Monroy praises the PLM and IWW for holding. Monroy also credits the CP-led International Labor Defense for aiding Mexicans in cases of welfare discrimination, police abuse, and school segregation.

Still, Monroy scorns the CP for not being able to reconcile its Marxism with Mexican "revolutionary nationalism." He asserts: "Yet Bolshevism could not connect with Mexicanismo. The Party gave lip service both to using the revolutionary tradition of national minorities as an organizing and class consciousness-raising tool, and to the militance of Mexicans. Yet, they could not reconcile these points of view in their programs" (p. 42).

The evolution of the CP must, of course, be taken into account in analyzing the political posture of the left during the thirties. Yet, in this evaluation it is not entirely clear, as Monroy claims, that the CP was unable to relate to Mexican nationalism or sense of ethnicity. The CP to a degree successfully organized Mexican workers in both rural and urban areas. It attracted and recruited a cohort of Mexican members. Monroy notes that some were active in predominantly Mexican labor unions or in CP organizations such as the Benito Juárez Branch of the Young Communist League. In addition, Monroy gives credit to an article in The Communist (1939), written by Emma Tenayuca and Homer Brooks in which they correctly assess the Mexican struggle as a dual one, composed of both class and national questions. "Tenayuca and Brooks provided an analysis of the situation of Mexicans in the Southwest which was both reasonable and sympathetic," Monroy concludes. "They observed Mexicans to be a closely bound but separated ethnic group and this separation resulted in their superexploitation as workers" (p. 43).

Monroy may be on more convincing ground when he suggests -- as other historians have previously done -- that the CP focus on reform and coalition politics by 1936-37 stalled and prevented the development of militant class consciousness. This is a controversial position and one that historians, especially on the left, are still debating. Monroy's contention in this debate, however, is somewhat unique. While other historians have criticized the CP for not fostering class consciousness, Monroy argues that the CP was too class-conscious in its dealings with Mexican workers. Instead, he believes that it should have promoted nationalism. It was, after all, so Monroy claims,

nationalism steeped in the anarcho-syndicalist Mexican revolutionary tradition that constituted the most potent variable in arousing revolutionary or radical sentiment among Mexican workers. "The issue of nationalism," he writes, "simply did not enter the Communists' frame of reference in their interaction with Mexican labor struggles" (p. 51).

This quote returns us to Monroy's basic thesis. He believes that nationalism among Mexicans in the U.S. equalled revolutionary class-consciousness. Yet, this is precisely what Monroy fails to prove. He might be correct, but where in this article is there conclusive proof based on documentary research? Instead, relying on impressions and weak evidence, Monroy contends that every Mexican worker was either a Magonista or a Wobblie! But where is the proof? To Monroy, every Mexican worker in the 1930s was still fighting the Mexican Revolution! But where is the proof? Indeed, a more realistic argument would center on the heterogeneity of consciousness among Mexicans in the U.S. The strongest nationalists in the Mexican communities as exhibited through such newspapers as La Prensa (San Antonio), and La Opinión (Los Angeles), would seem to be "los ricos" -- the wealthy political exiles, many of whom were ex-Porfiristas and staunch Catholics. Mexican workers in one degree or another were nationalist, but not necessarily in a revolutionary fashion. Some Mexican workers, and it would appear that they were mostly Mexican Americans, were gaining class-consciousness, but others were still not there. Moreover, Mexican Americans -- both working and middle class -- in one degree or another were attracted to the reform programs of the New Deal and the CIO out of their own objective and subjective conditions irrespective of the CP. It should also be noted that many recent arrivals from Mexico had not entered to engage in radical movements, but to earn a living that would enable them to return to a better life in Mexico. Many of them were quite aware of how politically vulnerable they were as "aliens." The deportations and repatriations of the thirties only served to underscore this vulnerability.

Monroy needed to explore all of these internal complexities, contradictions, and dynamics within the Mexican communities in order to better grasp the consciousness of Mexican workers as well as the existence of rival ideologies competing for allegiance and hegemony. Professor Alex Saragoza, for example, in a highly suggestive article has recently called attention to the affect of Mexican films, mostly romantic depictions of Mexican life, on the consciousness of Mexican workers in the U.S. To simply propose, as Monroy does, that the predominant ideological strain among Mexicans north of the border was revolutionary nationalism is too simple and is reminiscent of what Gunnar Myrdal called in another context "romantic ethnicity." In any event, Monroy does not document this proposal.

Perhaps the most telling argument against Monroy's thesis and of his use of the CP as a "straw man" are the following questions: if Mexican workers were so predisposed to anarcho-syndicalism, revolutionary nationalism, and leftist politics, why didn't they move in a revolutionary class-conscious direction on their own? Why couldn't they have developed their own political vanguard to lead them in this direction? Why would they have

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to rely on an external group such as the CP? The fact that all of this did not occur has something more to say about the internal contradictions within the Mexican communities and their particular position in the U.S. society and less to say about the role of the CP.

These are questions that Monroy does not explore. Hence, he is left with an article that while having the germ of an important, albeit controversial discussion, simply remains at the level of a poorly documented and impressionistic piece with an unproven thesis. Monroy is dealing with debatable issues, but what is not debatable is that as a historian he failed to utilize the "nuts and bolts" of his trade -- documentary evidence -- to prove his hypothesis. This is unfortunate. It is precisely this type of scholarship that will prevent us from reaching a realistic and useful analysis of the Mexican working class in the U.S. that may aid in the political organization of our communities.

At best, Monroy's piece brings attention to an important but little stressed controversy amongst Chicano historians. This involves those, such as Monroy, who wish to equate Chicano history primarily with radicalism and labor militancy and those who believe that Chicano history must encompass the full range of class, ideological, cultural, and political internal stratification that has historically characterized Chicanos. One stresses continuity of working class conflict while the other recognizes the presence of accomodation, adjustment, and non-revolutionary class conflict encompassing both workers and the middle class as additional variables in the Chicano experience. It is the difference between a singular view of Chicano history and a pluralist one. Some scholars have wondered whether Chicano history has produced any significant debates. I believe that there is a debate; one that is becoming more obvious, but which Chicano historians have been shy to engage in. We have nothing to fear from debate. Indeed, out of it perhaps will come both stimulating and sound scholarship.

* * * * *

DIALOGUE

In Support of Lapses into Radicalism: A Response to Mario García

by Douglas Monroy, Colorado College.

Referring to something or someone as radical quickly conjures up a variety of images. In our profession one visualizes an academic frustrated by his or her inability to make change in the real world engaging in passionate, biased scholarship trying to prove that everyone was once, or should be now, a militant opponent of the established powers. What radical social scientists should be doing, in my view, is hardly so corrupt. Radical historians try to dig to the root of reality rather than remain satisfied with the appearance of things. Radical academics seek to develop a dynamic explanation of the relationships between various aspects of reality. Conflicts which express, condense, and clarify the usually latent, but still, ever present tensions in society, thus assume crucial significance. Radicals offer an alternative set of values and a vision of a better future. People in the past, Mexican anarchists for example, may offer us something of worth if we treat them critically and

with regard. Furthermore, transcendent vision in the past tells us that humans are capable of transcending racism or violence or despair now. I feel comfortable doing this in my work.

What is a "radical tradition?" What is, or was, a "radical?" One who objects to the alteration of traditional family relations by the penetration of industrial capitalism? One who organizes a militant union to earn a decent wage in support of one's family? One who takes up arms in desperation to get back the extended families' lands after they have been gobbled up by "modern" liberals armed with law books and concepts of the "citizen?" One who takes direct action against the progressive destruction of the earth? García has hit upon a crucial issue, that of "radicalism," but he missed the most useful target of debate. Radicalism seems to emerge out of conflict between something old, such as ways of organizing production on a more independent basis and accompanying social relations, and something new. That "something new" in recent history has been industrial capitalism. Some have adored this new system on the historical scene and found its effects liberating. Others have been tragically oppressed by it. A few have been passed over by it and many have taken things as they came along and adapted by paying as little attention as possible. This is part of the diversity of the <u>human</u> experience. Different historians write about different aspects of this experience. "Anarquismo y Comunismo . . .," and others of this so-called radical tradition, have brought out, yes indeed even emphasized, the often heroic efforts of those whom historical development has run over or even bludgeoned. Hardly is this all that there is of worth or validity in the historical record or in my own meagre writing. What is strongest about García's own work, is how people adapted to their experience. This helps us go beyond the "oppression-resistance" dynamic in which Chicano history is sometimes stuck. Nevertheless, I will continue to bring to the surface this aspect of the diverse Mexican experience in the United States. I urge readers of <u>La Red</u> to see my response in the winter, 1984 edition of <u>Labor History</u> to Professor García's criticisms of my article about the interaction of Mexican radicals and labor militants and Communists in the 1920s and 1930s. Better yet, I urge a serious reading of the original article. Hardly do I claim that "every Mexican worker was either a Magonista or a Wobblie." I quote a Magonista living in Los Angeles in the 1920s who wrote ". . . los I.W.W. de la ciudad de Los Angeles, contaban en su rama latina cerca de cuatrocientos miembros activos, en su mayoría Mexicanos." (p. 37) This is typical of the criticisms which García makes. He claims I contend that the CUOM "followed the anarcho-syndicalist line of the PLM" when I say only that "Its ideology clearly <u>surfaced</u> in the CUOM" (p. 39). That I "simply propose . . . that the predominant ideological strain of Mexicans north of the border was revolutionary nationalism" is at best silly. I say that it was predominant among those four hundred that I mention above and, with typical academic caution, that anarcho-syndicalism had <u>some</u> resonance in the rest of the community. What I wrote several years ago in <u>Aztlán</u> (Winter, 1981) best sums up my position: "From the description of the work lives of Mexicans, one imagines

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that such experiences must have been morally debilitating. Life and labor confused some into passivity and self-blame . . . Just as surely this new life and labor angered others into active resistance . . . Many, if not most, were probably motivated by sentiments of assertiveness and passivity, supporting their most militant union leaders depending on the time and circumstances."

What I think my article genuinely accomplishes, and the "radical tradition" (how nice that we already have a tradition) in general, is to show exactly what García desires -- the multi-dimensionality of the Mexican communities of the United States. "Anarquismo y Comunismo . . ." demonstrates one aspect of the expression and experiences of Mexicans in the U.S. The subtitle of the article refers specifically to "Mexican Radicalism," not "all Mexicans." I clearly do not claim that this experience was the dominant one among Mexicans.

I will say now that I think this radical tradition is an important one. Historically the vast majority of Mexicans in the United States have been wage workers and they have generally held low positions in the labor market; on this there is consensus. But different historians see relationships between facts in different ways. What this basic fact of the working class nature of Mexican communities says to me is that improvement in the condition of Mexicans has come through union organization as much if not more than any other factor. My work shows that Mexican workers actually participated in the leadership and in the rank-and-file of the CIO of the 1930s out of proportion to their numbers. This is part of the history of Mexicans in the United States, the opposition of many other Mexicans to such activity notwithstanding. American employers have consistently and earnestly fought unions, Mexican and otherwise. As often as not, to engage in union activity meant to be branded a "radical" in free market capitalist Anglo America. This includes for example, the largely recently migrated Mexican nationals who struck the Orange County citrus groves in 1936-37. I suspect that such people knew little about formal politics, radical or otherwise. But in the context of Orange County and the assumptions about docile and generally inferior Mexicans, their efforts to organize a union and bring a living wage and some self-respect were "radical" in those mean and constraining times for Mexicans. I am not saying that Mexicans were always radicals when they were being super-exploited. Again, I claim that Mexicans "were probably motivated by sentiments of assertiveness and passivity," and that conflicts condense and clarify ever present tensions in society. I hope that people will read this article. Some of the issues which García raises are good ones, though one journal article is hardly space enough to include all the facets on which García seems to insist.

Why slaves, or workers, or women, or the Third World do not engage in resounding revolution against their oppressors has intrigued politicos and academicians alike. The vision of justice which so many revolutions certainly contain, compels many towards a different world through agitation and organization. While social scientists' role in such efforts may be debatable to be sure, many seek to take hold of history and proceed with thoughtfulness and conscience. The left has traditionally provided a vision of justice, even if sometimes corrupted and misguided. In this nuclear age I'm not so sure that those who seek to bury this tradition even deeper are doing us a service.

In part, their conscious and unconscious love for their status and power leads most academicians to reject "radicalism" -- whatever that is, but so too has an honest and genuine reading of history. The apparent reluctance of people to free themselves up, and the pitifulness of so many rebellions, leads others to accept the status quo as the real and the natural with some amelioration of condition as the only feasible or desirable end. History's practitioners inevitably make it partisan. The stance of neutrality is a false one. Such an affirmation usually means that one's subject matter and conclusions take few risks and say little of substance or vision.

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FILM CRITIQUE

The Ballad of Gregorio Cortez

by Tatcho Mindiola, Jr.,
University of Houston.

In the last five years, at least three significant films have been made which deal with Mexicans in the United States: Seguín (Jesús Treviño, Producer, 1980, Public Broadcasting Corp.), which focuses on Juan Seguín and the role he played in helping Anglos emigrate to Texas; Zoot Suit (Peter Burrell, Producer, 1981, Universal Pictures), which concerns pachucos and the Sleepy Lagoon incident in Los Angeles, and The Ballad of Gregorio Cortez (Moctesuma Esparza, Producer, 1980, Public Broadcasting Corp.), the story of a Mexican ranch hand in South Texas who kills an Anglo sheriff in self-defense and his flight from capture. Chronologically the films portray Mexicans in the United States at three different time periods: the early and middle 1800s (Seguín), the turn of the century (Gregorio Cortez), and the early 1940s (Zoot Suit).

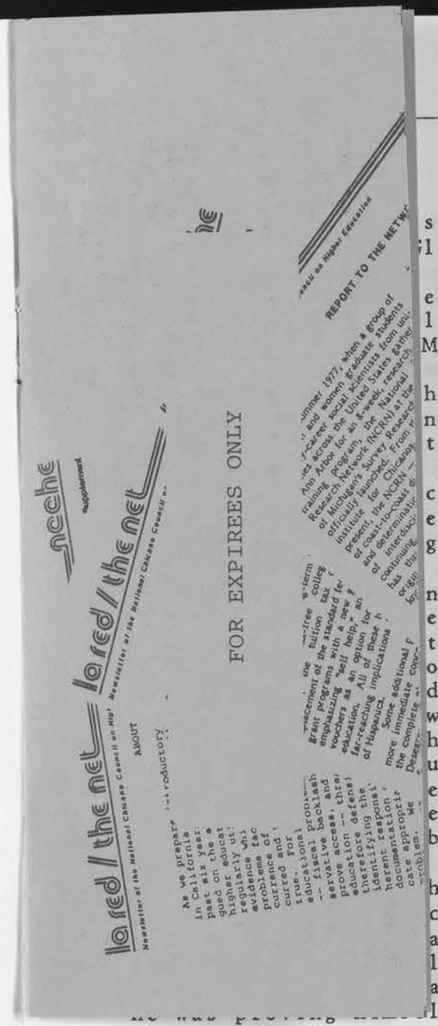
These films are important because they each have significant Chicano involvement in terms of producers, writers, directors and actors and also because they convey historical information about our experiences in the United States. This means that for the first time in the United States, Chicanos in the film industry have the opportunity to offer their interpretation of important events involving the Mexican American community. The topics which are covered by the films are indeed diverse, but Seguín and Zoot Suit differ from The Ballad of Gregorio Cortez with regard to the perspective from which the stories are told. What Seguín and Zoot Suit have in common is a Mexican viewpoint of the events involving the Mexican people. Seguín is based primarily upon the personal diary of Juan Seguín, one of the principal actors in the complex occurrences that led to Texas independence. The circumstances surrounding the Anglo settlement in Texas, the Alamo and Seguín's experiences as the first Mexican mayor of San Antonio are told from Juan Seguín's own point of view. This is noteworthy since the role of Mexicans in Texas history has largely been ignored by Anglo historians and filmmakers alike. Granted, the point of view offered by Seguín is one which is colored by his family's position as major landowners, but it is nevertheless an important description from a Mexican who witnessed the subordination of the Mexican community.

FILM CRITIQUE

A Mexican or Chicano point of view also pervades Zoot Suit. Previously, the descriptions of the pachucos have come from outside of the Mexican American community and they have been uniformly negative. In Zoot Suit, however, the pachucos offer their own interpretation of their existence, and consequently the film and play are important examples of Chicanos interpreting their own existence.

The Ballad of Gregorio Cortez, however, is not told through the eyes of the Mexican community. Rather, the film deals primarily with the Anglo community and its reaction to the killing of an Anglo sheriff by Gregorio Cortez. The film is based upon the well-known book by Américo Paredes, With His Pistol in His Hand (Austin, TX: UT Press, 1958). In his book, Professor Paredes analyzes the origin and development of the "Corrido de Gregorio Cortez" and places it within the cultural, social and interracial conditions of South Texas in 1901. The film, however, does not deal with the development and function of "Gregorio Cortez" as a corrido, instead it appears to draw primarily upon Chapter 3 of Paredes' book which provides the documentary history of Cortez as one of the most hunted Mexicans in Texas.

In brief, on June 12, 1901, W.B. Morris, the sheriff of Karnes County, Texas, visits the home of Gregorio Cortez to inquire about a horse which had recently come into Cortez's possession. Sheriff Morris is cooperating in an investigation in which a Mexican reportedly has stolen a horse in nearby Atascosa County. Sheriff Morris, trying to determine if Gregorio Cortez is the Mexican involved, is accompanied by Boone Choate, an Anglo who has acquired the reputation of being able to "speak Mexican." A third party, Mike Trammel, is also with Morris and Choate, but he is dropped off before they reach the Cortez home presumably to conduct an investigation of his own. Through Choate the sheriff asks Cortez if he has recently traded for a horse. Cortez answers in Spanish that he did not trade for a horse but for a mare. In Spanish (as in English) there are separate words for male and female horses. Choate apparently is not aware of the distinction in Spanish and tells Sheriff Morris that Cortez denies trading for a horse. Sheriff Morris, having information to the contrary, becomes suspicious and instructs Choate to tell Gregorio that he is going to be arrested. When Choate conveys the message, Cortez asks why and says (in Spanish) that he cannot be arrested for anything. Choate translates Cortez's response incorrectly to Sheriff Morris as "no white man can arrest me." By this time the Sheriff has approached Cortez and upon hearing the translation of Cortez's response from Choate, draws his gun. Romaldo Cortez, Gregorio's brother, thinking that Gregorio is unarmed, lunges at Sheriff Morris and is shot through the mouth. The sheriff then shoots at Gregorio, misses, and is in turn shot by Gregorio. The sheriff is knocked to the ground but he manages to fire two or three more shots at Gregorio missing each time. Gregorio, in retaliation, shoots the sheriff twice more. The remainder of the chapter is devoted to how Gregorio Cortez eludes the Texas Rangers and upwards of three hundred men over a ten-day period. During Cortez's escape there is another major shootout at the home of Martín Robledo where Cortez is hiding and resting. In the exchange of



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To further complicate the incident, in 1901, the Texas Rangers are under criticism as an unnecessary police force. Had Gregorio Cortez escaped to Mexico, as was his plan, the Texas Rangers may have ceased to exist. Cortez, however, was finally captured and this apparently gave the Texas Rangers the political boost it needed in order to continue as a law enforcement agency. They took full credit for the capture despite his betrayal by another Mexican, Jesús Gonzales.

After his apprehension, many Anglos changed their views about Cortez. He possessed a personality which made him easy to like and the Anglos who came into contact with him found him pleasant and polite. Also, the Anglo community had high regard for those who could handle themselves with a horse and in the rugged frontier environment. Paredes tells us that many Anglos grudgingly respected Cortez for his expertise as a horseman on the range. Further, as the events of the killings became known, many Anglos began to believe that Cortez killed Sheriff Morris in self-defense and that he was trying to escape only because he feared for his life if he were ever caught. Thus, many Anglos came to the defense of Gregorio Cortez, especially his attorney, A.P. Abernathy.

In the Mexican community of South Texas, Cortez was well known. He had traveled throughout the area extensively working as a ranch hand and most of the Mexicans living in South Texas knew what kind of person he was. They knew that he would not shoot a person, especially an Anglo sheriff, unless in self-defense. Cortez, therefore, was admired for standing up for his rights and the community aided his escape by providing him with horses, shelter and food, and also warning him of the authorities' whereabouts. Also, in light of the "superiority" flaunted by most Anglos, the Mexican community took pride in the fact that Cortez proved to be a superior horseman and a crafty fugitive. He became a hero and the Mexican community, in word and deed, flocked to his defense once he was captured. They also paid

FILM CRITIQUE

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Sheriff has a
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draws his gun. Romaldo Cortez, Gregorio's brother, thinking that Gregorio is unarmed, lunges at Sheriff Morris and is shot through the mouth. The sheriff then shoots at Gregorio, misses, and is in turn shot by Gregorio. The sheriff is knocked to the ground but he manages to fire two or three more shots at Gregorio missing each time. Gregorio, in retaliation, shoots the sheriff twice more. The remainder of the chapter is devoted to how Gregorio Cortez eludes the Texas Rangers and upwards of three hundred men over a ten-day period. During Cortez's escape there is another major shootout at the home of Martín Robledo where Cortez is hiding and resting. In the exchange of gunfire, Cortez kills another sheriff, Robert M. Glover of Gonzales County.

During the chase, Cortez receives a great deal of notoriety in the Anglo and Mexican communities. The Anglo community initially believes that Cortez and a gang of Mexicans shot both sheriffs (this emanating from the belief, according to Paredes, that no one Mexican could measure up to an Anglo, therefore, it must have been a gang.) All Mexicans in the area therefore are suspected of being part of the gang and many are terrorized and used as scapegoats. The norms of the Anglo community held that a Mexican should not be allowed to get away with killing Anglos, especially sheriffs. Thus, the Anglo community is spurred on to capture Cortez in order to reassert the existing order and relations between Anglos and Mexicans. The Anglo community, however, has to suffer indignation in silence when it is discovered that it was not a gang of Mexicans that killed the sheriffs, but only one man and that he was proving himself most cunning in eluding one of the largest manhunts in the history of the area. In the ten days that Gregorio Cortez is chased, he displays clever horsemanship and expert knowledge of the terrain as he walks 120 miles and rides another 400. Furthermore, Cortez twice eludes his would-be captors after he has presumably been surrounded.

To further complicate the incident, in 1901, the Texas Rangers are under criticism as an unnecessary police force. Had Gregorio Cortez escaped to Mexico, as was his plan, the Texas Rangers may have ceased to exist. Cortez, however, was finally captured and this apparently gave the Texas Rangers the political boost it needed in order to continue as a law enforcement agency. They took full credit for the capture despite his betrayal by another Mexican, Jesús Gonzales.

After his apprehension, many Anglos changed their views about Cortez. He possessed a personality which made him easy to like and the Anglos who came into contact with him found him pleasant and polite. Also, the Anglo community had high regard for those who could handle themselves with a horse and in the rugged frontier environment. Paredes tells us that many Anglos grudgingly respected Cortez for his expertise as a horseman on the range. Further, as the events of the killings became known, many Anglos began to believe that Cortez killed Sheriff Morris in self-defense and that he was trying to escape only because he feared for his life if he were ever caught. Thus, many Anglos came to the defense of Gregorio Cortez, especially his attorney, A.P. Abernathy.

In the Mexican community of South Texas, Cortez was well known. He had traveled throughout the area extensively working as a ranch hand and most of the Mexicans living in South Texas knew what kind of person he was. They knew that he would not shoot a person, especially an Anglo sheriff, unless in self-defense. Cortez, therefore, was admired for standing up for his rights and the community aided his escape by providing him with horses, shelter and food, and also warning him of the authorities' whereabouts. Also, in light of the "superiority" flaunted by most Anglos, the Mexican community took pride in the fact that Cortez proved to be a superior horseman and a crafty fugitive. He became a hero and the Mexican community, in word and deed, flocked to his defense once he was captured. They also paid

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him tribute by composing and singing a corrido about how he stood up for his rights and eluded the infamous Texas Rangers.

The film, however, does not develop a perspective which puts the viewer within the Mexican community looking out. The audience is not given a sense of how Mexicans lived and how they were involved with Gregorio Cortez individually or collectively, nor of his importance as a symbol. This is unfortunate since Paredes provides more than ample material for such a perspective in his book.

What the film presents to the audience is how the Anglo community -- especially the Rangers and the posse chasing Cortez -- felt and behaved as they tried to apprehend him. Consider, for example, how the film develops the story. A San Antonio Express reporter, Bill Blakley, joins the posse which is chasing the Cortez "gang." The story of how Cortez killed Sheriff Morris and the aftermath is told primarily through interviews the reporter conducts with Boone Choate, Mike Trammel and Frank Fly, three of the main characters in the film. The flashbacks provided by Choate, Trammel and Fly are broken up by scenes which show the reporter on the trail with the posse. These scenes are useful in conveying how the Anglo posse must have looked, talked and behaved during the pursuit, but the point is that throughout the film the viewer is constantly in the company of Anglos since the story of Gregorio Cortez is told primarily by the Anglo participants. Thus, the film is slanted towards the Anglo point of view. One scene in particular seems to magnify the Anglo orientation of the film. After Cortez is captured and jailed, the Anglo possemen sit down for a meal. The group includes Frank Fly, Bill Blakley (the Anglo reporter), Captain Rogers of the Texas Rangers, Boone Choate, Mike Trammel, "Skin," the Indian tracker and several other men. The group is in a self congratulatory mood. They look freshly bathed and they are eating a hearty meal, drinking and smoking cigars. There are several conversations going on at once: the difference between urban and rural life, the changing nature of law enforcement, a teasing of "Skin" about scalps. Choate talks about his future plans. One man gets up and twirls his gun and gets a round of applause. There is a toast to the state of Texas, to the men and women of Texas, and finally, to Gregorio Cortez who extended the life of the Texas Rangers. Whether such an event took place is not known. Paredes does not describe such a scene in his book. The fact that capturing Cortez saved the life of the Texas Rangers is referred to in an earlier scene, thus this scene is not necessary for conveying this piece of information. Its purpose seems only to show how the Anglo posse reacted to capturing Gregorio Cortez and it is effective, but it also reveals in a very significant manner the Anglo bias of the film.

This is not to say that the film is totally devoid of a view of the Mexican community and of its interpretation of events. After Cortez is captured there is one scene which shows his tearful reunion in the jail with his family. Also while in jail, Cortez gives his version of what happened when Sheriff Morris and Boone Choate came to his home: Cortez is interviewed through an interpreter by his attorney and in the ensuing flashbacks, the audience catches a glimpse of Cortez and his family. Moreover, throughout the first part of the film, the viewer is at times with

Gregorio Cortez as he runs from the posse. A sense of how Cortez might have acted is given. There is also a scene which shows Cortez eating in a restaurant and the audience hears but never sees a group of Mexicans discussing his case in Spanish. They are praising Cortez as a man who uses his head and they comment on the reward being offered for his capture and the fact that Cortez's family is in jail and that his brother is dead. All the while, the camera is on Cortez as he eats and reacts to what he is hearing. The voices in Spanish make up part of the background and give the film a slight Mexican flavor and, for the person who understands Spanish, a sense of the Mexican community's sentiment is conveyed. But even this is dominated visibly by a group of Anglo men in the background who are reading, in a much louder voice, a newspaper story about Gregorio Cortez. Indeed, the voices in Spanish are almost drowned out by the Anglo voices and the faces behind the Spanish words are never seen. There is also a scene which shows Mexicans raising funds for Cortez's defense and a few lines of the "Corrido de Gregorio Cortez" are sung.

But beyond these scenes, most of which are brief, the film does not provide a Mexican perspective of Gregorio Cortez. The audience does not come away from the film with a sense of how Mexicans in South Texas lived in 1901 and more importantly, how they felt and reacted to the events involving Gregorio Cortez. A sense of injustice against Mexicans is conveyed in the film but again it comes from the Anglos and the manner is which they acted and talked about the Mexicans. How the Mexican community feels about the injustices they encounter is never presented.

The lack of Mexican perspective cannot be attributed to unavailable information. As mentioned, Paredes offers a wealth of information which could have been used to develop such a view. He discusses in detail how the Mexican community defined the Anglo system of justice. Paredes describes the various ways in which the Mexican community helped Gregorio Cortez. There is, for example, the Robledo family whose home was raided by the posse. Cortez is fed at the Robledo home and is going to hide there for the night. Paredes informs us that Cortez discusses the shooting with Martin Robledo and his older sons and that they joke about what they will do if "los rinches" show up. After the shootout, Cortez escapes from the Robledo home and goes to the home of Cerafino Flores. Flores takes Sheriff Morris' gun from Cortez and hides it and then gives Cortez a gun, a horse and a saddle. The posse traces Cortez to Flores' home where Flores is given the "rope treatment." For his role in helping Cortez, Flores is sentenced to two years in the penitentiary. Also, at one point in his ten day escape, Cortez is without a horse and walks into the town of Cotulla trying to look like any other Mexican ranch hand. The Mexicans who see him, however, know who he is and they warn him that the authorities are looking for him. Cortez denies that he is the person they are looking for. Before he leaves Cotulla, Cortez is fed at the home of a Mexican woman. Also, Cortez is captured because Jesús Gonzales, known to the Mexican community as, El Teco, turned him into the authorities for the reward. El Teco is later ostracized by the community for his complicity with the Anglo authorities. After Cortez is captured,

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Mexicans from every segment of the community in Texas rally to his defense. Two important figures in this effort are two San Antonio newspaper editors and publishers, Pablo Cruz, publisher of El Imparcial, and F.A. Chapa, the publisher of El Regidor. They help raise funds for Cortez's defense and they give his cause coverage in their newspapers. F.A. Chapa also helped Cortez eventually secure a pardon from prison. After Cortez is released, he travels to Houston, San Antonio, Austin and throughout South Texas thanking the people who helped him win his release. Wherever he goes, crowds gather to see him because he has become a hero. Also, several women play a major role in Cortez's life, especially in securing his release from prison. While some of these events are shown or alluded to in the film they are for the most part brief and they are not sufficient to convey a sense of the Mexican community.

It is ironic that the film fails in this regard. Among the many contributions of Paredes' book is his description of the Mexican community in terms of its social structure, ideology and interpretation of Gregorio Cortez. In describing the Mexican community, Paredes destroys many of the stereotypes that Anglos have perpetuated about Mexicans and their purported passive and fatalistic nature. Paredes' book is important because of what it teaches us about Mexicans, but the film fails to recognize this point. Second, Gregorio Cortez is one of the examples which Chicanos use as a symbol of Mexican resistance to Anglo encroachment. Because of Gregorio Cortez, today's Chicanos engaged in resisting Anglo injustices know that their efforts have historical antecedents, but again the film does not tell us of Mexican resistance in 1901. This is tragic since the film has the potential of reaching more Chicanos than Paredes' book.

Why does the The Ballad of Gregorio Cortez have an Anglo orientation? Several points about the production of the film can be noted. Although there is substantial Chicano involvement in the making of the film, Anglos occupy strategic positions. Michael Hausman, for example, is listed in the credits along with Moctesuma Esparza as a producer of the film. Michael Hausman is also listed as the first assistant director. Also, even though the screen version of the film is written by Victor Villareal it is adapted by Michael Young, who also directs the film. The money for the film did not come from a Chicano organization but from the National Endowment for the Humanities. The National Council of La Raza played a major role in helping secure the funds for the film and the credits say the film is a National Council of La Raza project, but the funds nevertheless, came from an Anglo institution. Given the strategic position of Anglos in the making of the film, one wonders if subtly or otherwise they influenced its orientation. These speculations bring to mind an interview with Chicano playwright Luis Valdez in a recent issue of Revista Chicano-Riqueña. Valdez discusses how he struggled with the owners of capital in the film and stage industry over artistic control of Zoot Suit. In exchange for financial support, Valdez was asked to drop the character of the pachuco. Fortunately for Chicanos, he refused. But Valdez says that the pressure to give up artistic control in exchange for support is great and that the instant fame which the film and stage industry can shower upon a struggling artist is so tempting that he expects artistic compromises to be made in the future. While The Ballad of Gregorio Cortez and Zoot Suit cannot be compared on even terms, Valdez's comments are nevertheless instructive since they illuminate the issue of ideological control and content and how they can be influenced because Chicanos do not have the capital to finance their own films. Only time will tell if Valdez is correct and one can only hope that The Ballad of Gregorio Cortez is not the beginning.

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PROBLEM & IDEA EXCHANGE

Juan J. Callejas/160 Paddock Dr. E., Apt. A4/Savoy, IL 61874 seeks information on studies on **career/occupational guidance and counseling services provided to Spanish-surnamed students** in public or private high schools in the U.S.

Max Camarillo/Counseling & Psychological Services/UC, Santa Cruz/Santa Cruz, CA 95064 is interested in literature and/or studies on **ethnic identity and psychological adjustment of Mexican American college or university students.**

Juan C. García/County of Merced/Community Counseling Center/480 E. 13th St./Merced, CA 95340 is interested in **pathways/models for intercultural communication between Hispanics and Indochinese refugees** regarding mental health concepts and how the Hispanic experience can facilitate refugee adjustment processes more realistically.

Agapito Mendoza/La Casa Cultural Latina/U of Illinois at Champaign-Urbana/510 East Chalmers/Champaign, IL 61820 is compiling a list of **touring lecturers, theatre groups, and cultural performances** that might visit the U of Illinois campus during the year. Any information, flyers, or press releases will be appreciated.

Rebecca Rangel/575 N. 2nd St., #4/San Jose, CA 95112 and Vivian Calderón Zaks/866 Noe St./San Francisco, CA 94114 are organizing a **mutual support group for academic writing among Latinas.** Inquiries are invited.

Julián Samora/Department of Sociology & Anthropology/U of Notre Dame/P.O. Box 534/Notre Dame, IN 46556 is collecting data on **Chicano Studies Programs across the country** and would like to receive brochures with complete descriptions of as many centers as possible. The data will serve to prepare a paper on Chicano Studies programs. Exchanges will be greatly appreciated.

Ed Smith/Office of Equal Employment Opportunity/The University of Wisconsin/1802 Van Hise Hall/1220 Linden Drive/Madison, WI 53706 is soliciting materials on **Hispanic/Black relations in this country** for possible publication. The collection will be national in scope, yet will focus attention on sub-national geographical localities (i.e., Miami, Florida) which require specialized analyses. Of special interest are papers on the themes of cooperation and/or conflict in intergroup relations. Contributions are invited. Inquiries will be accepted until **6-30**, and papers must be submitted before **12-31-84.**

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ANNOUNCEMENTS

Summer Seminar on Pre-Columbian Mexican Society and Religion - Boulder, Colorado
This intensive seminar will meet daily from July 16 - August 3, and be led by Professors Eduardo Matos Moctezuma, General Coordinator, Proyecto Templo Mayor in Mexico City, and David Carrasco of the Department of Religious Studies at the University of Colorado, Boulder. The seminar will be an interdisciplinary exploration of Aztec religion, art, and architecture from the perspectives of the history of religions, archaeology and art history. It will focus on the discoveries of the Templo Mayor excavations in Mexico City as the case for the study of the history of religious symbolism, architectural and sculptural developments which began with the classic capital of Teotihuacán and culminated in the Mexican capital of Tenochtitlán. The seminar will study photographs of the excavations of the Templo Mayor under the direction of Professor Matos Moctezuma who will provide a narrative of the five years of discoveries in Mexico City. For further information, call or write D. Carrasco/Department of Religious Studies/C.B. 292/U of Colorado/Boulder, CO 80309/(303) 492-8455). AD: 6-1-84.

Pueblo to People (PTP) Program - Houston, Texas
Pueblo to People, a non-profit non-sectarian organization, is working with base-level cooperatives and peasant groups in Central American to improve conditions for the poor majority. PTP is opening channels of equitable economic interchange between Central America and the world through the sale of various crafts made in Guatemala, Honduras and Nicaragua. If you would like to help PTP, you may do so by purchasing, donating, or promoting products and information. Contact Jimmy Pryor or Monte Tidwell for brochures and details on **Pueblo to People** at 5218 Chenevert (5244)/Houston, TX 77004/(713) 523-1197.

Lector - Review Journal of Spanish Language and Bilingual Materials invites reviewers in all areas, from children's literature and popular adult fiction to technical work on education, library and information science, computers, ethnic studies and other specialties in the arts and sciences. Lector is published bimonthly by the California Spanish Language Data Base, a non-profit bilingual automated data base established to meet the information needs of the Spanish speaking population within and beyond California. Interested reviewers contact Lector-LR/P.O. Box 4273/Berkeley, CA 94704/(415) 893-8704.

Center for U.S.-Mexican Studies at the University of California, San Diego is now accepting descriptions of Mexico-related research projects for publication in the fourth edition of the International Inventory of Current Mexico-Related Research (see LA RED "Report to the Network," March 1984). The Center invites parties to submit abstracts on current research on Mexico, or a Mexico-related topic for inclusion in the Inventory. For Inventory questionnaires and further information, contact Wayne A. Cornelius or Ricardo A. Anzaldúa Montoya/Center for U.S.-Mexican Studies (D-010)/UC, San Diego/La Jolla, CA 92093. SD: 9-15-84.

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RECRUITMENT & SCHOLAR SUPPORT

Summer Institutes for Educators - University of Texas, San Antonio will be offered by leading scholars from throughout the country in conjunction with UT, San Antonio faculty members. Participants may choose courses in anthropology, history, mathematics and computer sciences, educational management, curriculum and instruction, criminal justice, early childhood and elementary education, educational psychology, bicultural-bilingual studies and music. Classes meet from one to three weeks and offer from one to three graduate credit hours which can be applied to degree programs and certification requirements. Registration will be held on May 31 or July 9. For details, contact the Office of Admissions and Registrar/UT, San Antonio/San Antonio, TX 78285/(512) 691-4532.

Minority Graduate Student Assistantships - State University of New York is offering approximately forty assistantships reserved until **June 1** for minority applicants. Entering minority graduate students may apply to study in several disciplines in the sciences, social sciences, humanities, and business. Interested individuals must be admitted to a graduate degree program prior to receiving the award. Contact the Office of Graduate Admissions/SUNY at Binghamton/Vestal Parkway East/Binghamton, NY 13901/(607) 798-2284. AD: 5-28-84.

Graduate Research Fellowships, Agricultural Economics - U of Nevada are available for individuals to work in the department 16 hours per week during the school year and full-time during the summer. Work involves research activities that may or may not be related to thesis research. Bachelor's degree or equivalent required. Agricultural and research experience valuable. For details, contact Gordon Myer/Dept. of Agricultural Economics/College of Agriculture/U of Nevada, Reno/Reno, NE 89557. AD: 6-15-84.

Scholarships for Graduate Studies in the American Republics - Institute of International Education (IIE) announces the availability of fifty-nine grants provided under the Fulbright and other programs during 1985-86. Applications will be accepted from well-qualified students in most fields of study. Candidates must be U.S. citizens, and possess a good command of Spanish or Portuguese. Grants provide round-trip international transportation, tuition, maintenance for one academic year, and health and accident insurance. Contact IIE/809 United Nations Plaza/New York, NY 10017. AD: 10-31-84.

Congressional Science Fellowship Program - The Society for Research in Child Development invites applications from scientists and professionals at the post-doctoral level with interest in child development and public policy. Early and mid-career applicants are encouraged to apply. Fellowships provide the opportunity to spend one year as member of Congressional staff. Contact Barbara Everett, Director/Washington Liaison Office/Society for Research in Child Development/100 North Carolina Avenue, S.E., Suite 1/Washington, DC 20003/(202) 543-9582. AD: 11-1-84.

Council on Hemispheric Affairs (COHA) has several intern positions available for qualified candidates. The positions are voluntary and schedules can be arranged to meet applicant's convenience. COHA is concerned

RECRUITMENT & SCHOLAR SUPPORT

with a full-range of inter-American economic, political and diplomatic matters. Its major activities include monitoring human rights violations by Latin American military governments, investigating corporate and fiscal relationships, evaluating policy initiatives and surveying legislation which affects the hemisphere. Candidates should have some background in Latin American affairs, international relations, political science, Spanish/Portuguese language ability, or related preparation. COHA is a non-profit independent research and information organization. For details, contact COHA/1900 L Street, N.W., Suite 201/Washington, DC 20036 or COHA/303 Mercer Street/New York, NY 10003.

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CALLS FOR PAPERS

The Chicano Studies Program of the University of Texas at El Paso invites interested scholars to submit manuscripts for their **Occasional Paper Series** and/or **Monograph Series**. The Occasional Paper Series is based on contemporary research, and underscores the need for the publication and dissemination of ideas pertaining to the Mexican American experience, with emphasis on the Chicano/Mexican American of the Southwest. The **Monograph Series** addresses significant policy and non-policy issues that adhere to the Chicano/Mexican American experience in the southwestern border context. For details, contact the Editorial Board/Chicano Studies Program/Graham Hall, 104/The University of Texas, El Paso/El Paso, TX 79968. SD: unspecified.

Mujeres Activas en Letras y Cambio Social is initiating a working paper series written by raza women on the experience of raza women in the Americas. Papers are invited. For details, contact Adaljiza Sosa-Riddell, Director/Chicano Studies Program/UC, Davis/Davis, CA 95616. SD: 6-30-84.

The National Association for Interdisciplinary Ethnic Studies (NAIES) invites interested persons to present papers, media productions or panels on the theme, "Ethnicity: Aging, Mental Health, and Sexism." Cross-disciplinary and multi-ethnic approaches are encouraged. For details on topics and specifications, contact Gretchen Bataille/Dept. of English/Iowa State U/Ames, IA 50011/(515) 294-3448. SD: 10-31-84.

CONFERENCE

EVENT: **First International Seminar of Psychology in Health**
DATE: December 3-7, 1984 LOCATION: Havana, Cuba
THEME: Condition of psychology in health in developing countries.
CONTACT: Gerardo Marín/Psychology Department/University of San Francisco/Ignatian Heights/San Francisco, CA 94117-1080.

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EMPLOYMENT OPPORTUNITIES

Note

Standard listings may not exceed 65 words, but longer listings are negotiable by calling (512)479-8497. They will be published in the next issue following receipt, providing the application deadline does not fall prior to the 15th of that month's issue (i.e. advertising with a January 20 application deadline will not be accepted for publication in the January issue).

Rates: $65. Remittance (check or institutional purchase order) payable to the National Chicano Council on Higher Education, must accompany the listing and sent to LA RED/600 West 28th Street, Suite 201/Austin, TX 78705.

Employers are expected to acknowledge all responses resulting from publication of the ad. Only those employers who will not discriminate on the basis of race, sex, color, sexual preference, or national origin may submit vacancy listings.

FACULTY/RESEARCH

Brazosport College - Lake Jackson, Texas
Brazosport College has teaching position openings in physics, computer technology and office education. Requirements: **physics** position (master's degree plus 18 graduate hours in physics); **computer technology** (bachelor's degree minimum plus 3 years experience in field); and **office education** (master's degree with major in business or office education). Brazosport College is a two-year community college located on the Gulf Coast of Texas, approximately 50 miles south of Houston. Contact the Personnel Office/Brazosport college/500 College Drive/Lake Jackson, TX 77566. AD: Unspecified.

Chicano Studies - UC, Santa Barbara
Subject to availability of funding the Department of Chicano Studies, UC, Santa Barbara will offer one La Chicana Program Dissertation Fellowship for the 1984-85 academic year. The fellow will work toward the completion of a dissertation while at UCSB. Duties include teaching one undergraduate course and one undergraduate seminar in the fellow's area of dissertation research. Duration of the fellowship is nine months. Applicants must submit a vitae and two letters of recommendation to Manuel Carlos, Chair/Chicano Studies Department/UC, Santa Barbara/Santa Barbara, CA 93106. AD: 5-15-84.

Director, Mexico/Chicano Program - UC Irvine
Nominations and applications are being invited for a tenured appointment at the rank of associate professor in an academic department, and as the Director of the Mexico/Chicano Program effective as early as July 1, 1984. The Mexico/Chicano Program will coordinate and support the work of Irvine faculty and students in the areas of: 1) Mexican Studies; 2) Chicano Studies; 3) U.S.-Mexico relations; and 4) collaboration between UCI and Mexican scientists. It is expected that the program will eventually become an Organized Research Unit of the University. Candidates should possess an outstanding research record, knowledge of Mexico and its institutions, a minimum of two years administrative experience in an area studies center or equivalent academic organization, and demonstrated success in obtaining extramural funding. Applicants should submit a vita and other pertinent materials to Eloy Rodríguez, Chair/Organizing

EMPLOYMENT OPPORTUNITIES

Committee for Mexico-Chicano Area Studies/ c/o Mexico-Chicano Program/144 Administration Bldg./UC Irvine/Irvine, CA 92717/Attn: Geneva López. AD: 5-25-84.

Psychology - U of Michigan
Post-doctoral traineeships in social psychology are available beginning July 1 and September 1, 1984. Training and research opportunities are possible in the areas of social cognition, small group processes and social communication. Stipend range depends on post-doctoral experience. Send vita, three letters of recommendation, publications or research papers to James S. Jackson, Chair/Social Psychology Training Program/P.O. Box 1248/ Ann Arbor, MI 48106. AD: 7-1-84.

Urban Education - U of Houston, University Park
An urban education professorship is available, rank and salary open and competitive as in function of the applicant's credentials. An ambitious research agenda is expected, and practitioner experience in an urban education/educational administration setting is preferred. The person selected will begin fall 1984. PhD required. Candidates should provide a current vitae; three letters of recommendation supportive of teaching, research, service and practice; and samples of scholarly writing. Send materials or direct inquiries to Michael Olivas, c/o Faculty Search Committee/U of Houston, University Park/415 Farish Hall/Houston, TX 77004/(713) 749-2557. AD: 6-15-84.

ACADEMIC ADMINISTRATION
Asst. to Chancellor - U of Wisconsin, Milwaukee
Asst. to the Chancellor for Equal Opportunity is sought. He or she is responsible for program design, revisions, and implementation of the University's equal opportunity and affirmative action programs for women, minorities and the handicapped. Related responsibilities include monitoring and auditing the University's hiring, promotions, and terminations for compliance with federal, state, and University of Wisconsin requirements. This University has a strong tradition of faculty governance and a demonstrated commitment to Equal Opportunity and Affirmative Action. Letters of nominations or applications should be sent to Rodolfo Cortina, Chair/Search & Screen Committee/U of Wisconsin, Milwaukee/Chapman Hall 210B/P.O. Box 413/Milwaukee, WI 53201. AD: 5-15-84.

Reference Librarian - U of Colorado, Boulder
Reference librarian sought by U of Colorado to fulfill the following duties: conduct computer searches; train computer literature searchers; promote and publicize computer searching, reference service, and bibliographic instruction. Degree from an accredited library school required as well as an undergraduate degree in the social sciences or humanities. Experience in professional reference, computer literature searching, and group instruction preferable. Send letter of application, resume and names, current titles, addresses and phones of three references to Benedict LoBue, Chair/Reference Search Committee/University Libraries/Campus Box 184/U of Colorado, Boulder/ Boulder, CO 80309. AD: 6-15-84.

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RECENT PUBLICATIONS

Blank, M., Rose, S.A. & Berlin, L.J. Prueba para el diagnóstico del lenguaje pre-escolar. (This is the Spanish edition of the preschool language assessment instrument.) New York: Grune & Stratton, 1983.

Brana-Shute, R. with Hoefte, R. (Comp./Ed.) A bibliography of Caribbean migration and Caribbean immigrant communities, 1984. (This bibliography contains over 2500 citations and is a first attempt at bringing together pertinent historical and contemporary literature dealing with the massive migration of peoples into, within, and out of the Caribbean region.) Write Caribbean Migration/217 Library West/U of Florida/Gainesville, FL 32611. $11.50 payable to the U of Florida Foundation.

Calder, B.J. The impact of intervention: The Dominican Republic during the U.S. occupation of 1916-1924. Austin, Texas: University of Texas Press, 1984. $22.50 hardcover. (A thorough examination of the Dominican Republic during the U.S. occupation -- a time of great social and economic upheaval -- in this contribution to Latin American and North American history.)

Chiswick, B.R. (Ed.) The gateway: U.S. immigration issues and policies. Washington, D.C.: American Enterprise Institute,

LA RED/THE NET RESPONSE FORM No. 80 MAY 1984

1. Comments regarding content (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.)

RECENT PUBLICATIONS

1982. (Proceedings of a conference cosponsored by the American Enterprise Institute for Public Policy Research and the College of Business Administration, University of Illinois, Chicago Circle, on April 10 and 11, 1980.)

Council on Hemispheric Affairs (Comp.) A survey of press freedom in Latin America. June 1983. (This report is the first annual survey issued under the joint sponsorship of the Council on Hemispheric Affairs (COHA), and the Newspaper Guild, an organization of some 32,000 newspaper workers in the U.S., Canada and Puerto Rico.) Write Council on Hemispheric Affairs/1900 L Street, N.W., Room 201/ Washington, D.C. 20036. $3.95.

Gándara, P.C. with Samulon, M. Factors influencing the implementation of language assistance programs. The Rand Publication Series, 1983, N-1940-ED. Write to the Rand Corp./Santa Monica, CA 90406.

Ruiz, V. Working for wages: Mexican women in the Southwest, 1930-1980. Working Papers of the Southwest Institute for Research on Women, 1984, No. 19. Write SIROW/Women's Studies/U of Arizona/Tucson, AZ 85721. $3 payable to the University of Arizona.

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

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Newsletter of the National Chicano Council on Higher Education

SPECIAL EDITION
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Winter 1984

PUBLIC POLICY RESEARCH AND THE HISPANIC COMMUNITY: RECOMMENDATIONS FROM FIVE TASK FORCES

A Report Commissioned by the Ford Foundation

I. INTRODUCTION

Over the past few years, the Ford Foundation has received several proposals requesting funds for public policy research on issues of concern to Hispanics from a diverse group of academic, community service, and advocacy organizations. Recognizing that an Hispanic policy research agenda could be useful to it and to other grantmakers in considering such proposals, the Foundation convened a group of consultants to consider how best to establish research priorities surrounding Hispanic public policy concerns. These initial consultations led to the creation of an advisory committee which in turn recommended the appointment of expert task forces to identify research priorities in five areas: Statistical Policy and Data Needs; Civic Identity and Political Participation; Education; Employment and Economic Well-Being; and Social Services and Community Development.

In the selection of the Task Forces, efforts were made to draw on the broadest possible spectrum of pertinent academic and professional disciplines, as well as to include representatives of the diverse Hispanic national origin groups. Recognized Hispanic scholars and leaders were then appointed to the Task Forces in accordance with their respective interests and areas of expertise. As a result, Task Force membership included administrators, educators, economists, attorneys and political scientists, as well as civil rights activists, and community service practitioners.

While each group addressed a different content area, the Task Forces shared the same mission: assessing current research, identifying gaps, and making recommendations for future actions by grantmakers and researchers. Examples of the criteria utilized by the Task Forces in determining priorities were: value to the Hispanic community; public policy importance; contribution to the understanding of the

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diversity and commonalities among Hispanic subgroups and their regions of geographic concentration; and value in filling a serious research gap.

The Task Forces found many unmet policy research needs and generally concluded that these inadequacies seriously hamper the policymaking process. The following summaries highlight the most important observations, findings, and recommendations of each Task Force. Each follows the format and style that its authors chose. By necessity, these summaries are brief, providing only the key points of the Task Forces' reports. Readers are encouraged to review the individual reports in their areas of interest for additional background, elaboration, and recommendations.

II. SUMMARY OF TASK FORCES' OBSERVATIONS AND RECOMMENDATIONS

A. TASK FORCE ON STATISTICAL POLICY AND DATA NEEDS

Marta Tienda, University of Wisconsin at Madison.

Over the past two decades -- in response to a rising interest in the Hispanic population and a critical shortage of information about Hispanic-origin groups -- some data collection agencies (notably the Bureau of the Census, the Bureau of Labor Statistics, the National Center for Education Statistics, and the National Center for Health Statistics) gradually began to include Hispanic identifiers that allowed researchers to distinguish Hispanics from other minority groups. The single most important stride in this direction was the inclusion of an item in the 1980 Census "100 percent" questionnaire (in contrast to the more detailed but coverage-limited sample instrument) to identify Hispanics and to classify them according to the major national-origin groups. However, there still remain substantial gaps limiting the extent to which policy research about specific demographic topics can be conducted. For purposes of examining the topic of this Task Force and identifying these gaps, six subcategories of inquiry were established and separate reports prepared on each. These are: 1) Population and Housing; 2) Employment and Discrimination; 3) Education; 4) Immigration; 5) Vital and Health Statistics; and, 6) Criminal Justice. The first two are particularly related to the U.S. Census and to attendant Census policy issues. The others were examined in light of data collection policies and efforts of other agencies such as the Bureau of Labor Statistics, the Immigration and Naturalization Service, the National Center for Education Statistics, the National Center for Health Statistics, the U.S. Justice Department and administrative units of local government.

1) Population and Housing

Although significant design improvements were made for the 1980 Census, certain Census policy shortcomings remain, especially with respect to Hispanic population and housing statistics. For example, technical problems with questionnaire design have produced some confusion between national origin and race classification questions and have resulted in instances of Hispanic groups being misclassified either by race or by national group. Another problem is deficiencies in small area (such as Census tract) data on Hispanics.

Despite these deficiencies, the Census Bureau is the most extensive data source on Hispanics. Its Current Population Survey (CPS) is the major intercensal national survey studying changes in the social, economic and demographic characteristics of the general population, and the source of the nation's monthly unemployment data. However, there exists an Hispanic undercount problem in the CPS which has yet to be corrected using the more accurate data produced in the 1980 Census. In addition, the current CPS design does not provide information to analyze internal migration. Because the Hispanic population is heterogeneous and rapidly changing, it is especially important to have some form of census data available at mid-decade. In view of the importance of the CPS as an intercensal data source and the need to redesign it to provide more accurate socioeconomic indicators for the Hispanic population, a top priority for grantmakers should be support to: 1) correct the CPS undercount problem; 2) add questions on migration; and, 3) conduct a special intercensal CPS supplement on the Hispanic population in 1985 or 1986 to measure the rapid changes in the Hispanic population at mid-decade.

Another area of concern involves the lack of available detailed, published data on Hispanics for small geographic areas, that is, less than county level. Although good profiles on Hispanics within local areas can be constructed using Census computer tapes, access by state and local users requires modern computers and substantial funds. To overcome these access problems, the Task Force recommends that funds be provided for the development of demonstration project data centers in three or four states with significant Hispanic populations.

Finally, further design improvements should be incorporated into the 1980 Census to allow for the study of the socioeconomic progress of immigrants and to refine the disaggregation of demographic statistics according to national origin groups.

2) Employment and Discrimination

In explaining patterns of employment, prevailing statistical research stresses the "supply" side of the labor market, that is, individual worker characteristics such as education and language ability, rather than "demand" side factors such as employers' workforce composition, job requirements and hiring patterns. The result of this approach is an incomplete picture of the factors and processes involved in the labor market, especially of discrimination. Therefore, a more comprehensive research approach should be supported to correct this imbalance. An improved conceptual framework would recognize the relationship between the demand and supply sides of the labor market and would provide researchers an opportunity to link new studies on employers to information developed by comparable studies on workers. Such an approach would also make it possible for demographers to systematically examine the role of race and ethnicity in the labor market and the impact of discrimination.

To aid in this effort, the CPS supplement recommended above should also gather data about the characteristics of the firms in which individuals in the sample are employed. Until these changes can be made, however,

grantmakers should provide financial support for interim research into both sides of the labor market equation. Funding sources should also support efforts by researchers to analyze the National Longitudinal Survey of Youth, initiated in 1979, under Labor Department sponsorship, to track the labor market experiences of more than twelve thousand young persons between the ages of fourteen and twenty-one. Research should especially focus on those NLS youth cohorts for which employer data are available.

Finally, researchers are increasingly concerned with the economy of ethnic enclaves, or barrios, and their ability to provide employment and upward mobility to Hispanics. Studies on the dynamics of ethnic enclaves, their effect on employment, and their implications for labor market integration processes should also be encouraged.

3) Education

A critical problem facing researchers and educators is the absence of studies to explain the mix of school, student and community characteristics that determine the progress -- or lack of progress -- in educational achievement among the various Hispanic subgroups. More data is needed on educational transitions between school levels, on delay-in-grade advancement, dropping-out and on the transition from school into the labor market. Good national-level data sets on Hispanics and education are currently available to support such analyses. These include the previously mentioned National Longitudinal Survey of Youth, and High School and Beyond. Sponsored by the National Center for Education Statistics (U.S. Department of Education), High School and Beyond tracks the secondary and postsecondary education experiences of a youth cohort, starting in 1980. Both studies include data on the school-to-work transition.

State-level educational data about schools and students also exist, but researchers confront a problem in bringing incompatible data sets from different states together with federally collected data to help answer questions concerning how individual performance depends on features of the school system and local community. Therefore, the Task Force recommends that, as a major priority for education research, a pilot project be established to test the feasibility of merging Census-based survey data with state-level administrative data. The purpose of such research must be to relate the educational experiences of Hispanics to the nature of their school curricula, the characteristics of their teachers, and their immediate environment. Pending the merger of the existing data bases, grantmakers should encourage research to identify characteristics peculiar to high school drop-outs when compared to graduates, to use creative methodologies with available data to compare their labor market experiences, and to profile and compare high and low attrition rate schools.

4) Immigration

Data on immigration issues now being collected by the Immigration and Naturalization Service (INS) could be used by researchers for immigration policy studies to contribute to the national data base in this area. Such data is now stored temporarily and then discarded. Other data sources could also be used more effectively for

immigration research. For the most part, however, reliable information on undocumented entry into the United States is virtually non-existent. One way to fill this gap is to conduct a longitudinal demographic study of a cohort of immigrants and refugees in order to develop a better understanding of immigrants', migrants' and refugees' characteristics and patterns of mobility and adjustment. Information should be gathered not only on such variables as education, health care, and occupation, but also on socioeconomic conditions at place of origin as well as destination.

Also of significant concern to specialists is the migration of Puerto Ricans not only to and from Puerto Rico, but also to the various states on the mainland. We know very little about these patterns and their impact on the socio-economic success of Puerto Ricans. More studies are also needed to understand why mainland Puerto Ricans as a group are not achieving socioeconomic progress at a rate comparable to other Hispanic subgroups. A related recommendation is that studies of the local impact of immigrants and refugees be commissioned for specific geographic areas such as Southern California, New York City, Chicago, and Miami, where Hispanic researchers already possess information on regional conditions. Such studies would enlarge our understanding of the effects of immigrants and refugees on the societies and economies in which they work.

Another area of concern is the dearth of information on widely diverging naturalization rates among resident aliens of different Hispanic origins and the factors that explain them.

5) Vital and Health Statistics

There are numerous problems with the policies, practices and procedures of the state and local public agencies responsible for vital records. For example, analyses of the accuracy of ethnicity reported on birth and death certificates show that the policies and methods of the responsible agencies lead to considerable error in public statistics on Hispanics. This is especially true in the U.S.-Mexico border region. Therefore, the Task Force recommends that funding sources support extensive evaluations of the quality and validity of the vital records data in states with large Hispanic populations, and of the data collection methods used by local agencies.

At the national level, related problems occur in state reporting to the National Center for Health Statistics. For example, to avoid misreporting of Hispanic origin and to provide consistency across data bases, the use of the ethnic identifiers which have proven most successful -- those used by the Census Bureau -- should be required of all states. Other inconsistencies in data collection and reporting also hamper the accuracy and usefulness of national data on Hispanic health and vital statistics. Therefore, the Task Force recommends research illustrating the importance of reporting Hispanic ethnicity on all vital statistics records and research to demonstrate ways of improving the accuracy of reporting.

Though experts acknowledge that the availability of Hispanic health statistics has improved considerably in recent years, problems still occur in the timely dissemination and accessibility of such data to state and local groups. National surveys which have collected

Hispanic data do not publish as frequently or as extensively as is the case for black and white populations. Now, however, a major study sponsored by the Public Health Service is underway. Known as the Hispanic Health and Nutrition Examination Survey (Hispanic HANES), this $28 million study will be completed by 1986 and will develop a data base on a sample of the Hispanic population with respect to illness, disability, health care needs, nutritional status and other health profile factors according to national origin. Its methodology, unfortunately, does not distinguish immigrants or undocumented residents. Moreover, its approach is that of a one-time "snapshot" sampling, and its sponsors have announced no plans for data dissemination or follow-up research. Therefore, the Task Force recommends that efforts be made to develop a research agenda and dissemination plan based on the results of the study. We further recommend that grantmakers support a national conference of Hispanic health researchers expressly for this purpose. In addition, to ensure future improvements in the accuracy of Hispanic health statistics, we recommend that grantmakers support the establishment of a national clearinghouse on such statistics, as well as the creation of a binational U.S.-Mexico Border Health Initiative to deal with similar concerns affecting the transborder population.

6) Criminal Justice

To date, social policies suggested by criminologists have not significantly reduced the burden of crime in Hispanic communities. This "burden of crime" is readily apparent in high rates of criminal victimization, as well as in the disproportionate number of Hispanics (especially Hispanic youths) caught in the criminal justice system. As a result, Hispanic leaders have called for greater Hispanic participation in criminal justice policymaking.

Another aspect of this problem is the need for improved collection, analysis, and distribution of data and information on Hispanics and criminal justice. Existing data are inadequate for basic research or policymaking, and historical data are all but non-existent. Funding sources could play an important role in at least three significant ways: 1) by supporting Hispanic efforts to keep abreast of information on Hispanics and criminal justice; 2) by funding several regional clearinghouses for the retrieval, cataloging and dissemination of information; and, 3) by supporting research responsive to the identified needs of the Hispanic community with regard to criminal justice. The specific primary recommendation of the Task Force is that funding sources support the creation of several regional clearinghouses to collect, manage and catalog such data and other materials (newspapers, pamphlets, etc.) on Hispanics and criminal justice. A secondary recommendation is a series of ethnographic community studies on crime and criminal justice activities in the barrio. Such research could help to unravel and explain the complex interconnections among race, ethnicity, crime and barrio life.

B. TASK FORCE ON EMPLOYMENT AND ECONOMIC WELL-BEING

Leobardo Estrada, University of California, Los Angeles.

This Task Force's purpose was to consider the role of the Hispanic worker in the United States and to develop a research agenda addressing key gaps in available research on Hispanics in the labor market. The deliberations of the Task Force emphasized the need to develop a research and policy agenda which integrates macro-level factors, such as the changing occupational structure of the United States, with micro-level factors, such as individual achievement. The overarching framework which emerged from the deliberations of this Task Force was the major restructuring of the U.S. economy and its implications for Hispanic workers. This restructuring process has been referred to by some as the shift from the smokestack economy to a "high tech," or information economy.

The patterns that characterize the "new economy" include the expansion of the service sector, especially "advanced" services such as finance, management and other technical services; the growth of high tech research and production centers; a decline in traditional manufacturing sectors; the internationalization of the economy, with production increasingly occurring outside U.S. borders; the expansion of high-income professional, technical and managerial occupations, and, at the same time, a dramatic increase in low-wage jobs.

The primary impact of these changes, for Hispanics, is that labor demand is polarizing into two divergent trends. The first is a pronounced expansion in the supply of high-income professional and technical jobs associated with the growth of advanced services and headquarter complexes in areas such as New York, Los Angeles, and major regional centers. The second is a pronounced expansion of low-wage jobs associated with the recomposition of industry, an outcome of: a) the technological transformation of the work process which has, besides upgrading, also downgraded a vast array of jobs through the transfer of skills into machines; and, b) changes in the industrial mix, notably the decline of older, established manufacturing industries and the rise of high tech industries.

The obvious implication of these trends is that Hispanic workers must be prepared for the changing employment structure of the emerging economy. It is possible to document a long-term structural problem in which Hispanics have been left behind during major changes in the economic structure of the United States. For example, Hispanic agricultural workers were displaced by the mechanization of agriculture, moved late into the industrial structure, and then occupied the lower rungs of the occupational ladder. If Hispanic workers are not to be left behind once again, significant efforts must be made to increase their participation in the emerging occupational structure. Such efforts clearly involve the appropriate orientation of job training programs, small business development, and labor organization.

At the same time, however, it must be recognized that the emerging growth sectors, as yet, represent a relatively small proportion of all jobs, and that the magnitude of their future role in the U.S. economy is not clear. The overwhelming majority of jobs are not in the new growth sectors and the issues for Hispanics remain the same: their relatively high unemployment rate, especially among Hispanic youth; their undereducation and lack of appropriate job skills; and their con-

centration at the lower ends of the occupational strata where mobility is limited or nonexistent.

RECOMMENDATION I: That the research suggested by the Task Force on Employment and Economic Well-Being be conducted at all the appropriate sub-ethnic, regional, migration status, and industry levels to ensure the identification of relevant employment issues, problems, and solutions.

A great deal of research is needed regarding the present Hispanic labor force. All such research should analyze the major ethnic subgroups (i.e., Mexican origin, Puerto Rican origin, etc.) separately. Historically, each ethnic subgroup has had distinct patterns of occupational entry, concentration and mobility. Such research should also be conducted at appropriate regional and industrial levels to ferret out patterns hidden within national statistics. Still another significant level of analysis is to compare the occupational strata of native-born, long-term resident, and immigrant Hispanics. These categories may also be linked through appropriate intergenerational studies.

RECOMMENDATION II: An immediate funding effort to encourage international studies of labor flows from Latin America and Mexico to the United States, and the impact of immigrant workers on the employment of native-born Hispanics, long-term Hispanic residents of the United States, and non-Hispanic workers.

The present patterns of growth and decline have significant implications for the status of Hispanics in the U.S. economy during this decade. One of the most controversial of these has to do with immigrant labor. It is important -- for policy purposes -- to recognize that immigrants are filling low-wage jobs primarily created by economic growth, rather than by economic decline. It is a misconception that low-wage jobs are primarily generated in declining sectors and that immigrants mostly provide labor for these sectors, which, in the absence of cheap labor, would not survive. It is the expansion of low-wage jobs generated by major growth sectors that is a key factor in the continuation at ever higher levels of the current immigration.

This fact raises two major questions for policy and research. First, what is the link between the changing international economic and social conditions in Mexico and Latin America and the nature and magnitude of immigration flows? Second, what impact do immigrant flows have on the domestic economy and on employment opportunities for domestic workers? Presently, too little is known about the direct and indirect displacement of workers or job-seeking Hispanics with equivalent job skill levels by new immigrants.

RECOMMENDATION III: As the future U.S. economy comes to depend upon low-wage Hispanic labor, the improvement of their economic condition will focus upon efforts to organize this sector of the labor force. A major funding effort is requested to analyze the relationship of organized labor to Hispanic workers.

Presently, the vast majority of Hispanic workers are still in the lower levels of the occupational spectrum. As

indicated above, a few of the more fortunate, better-trained Hispanics will have multiple occupational opportunities in the near future. Most Hispanic workers will continue to seek jobs in the ever-growing service sector. While these jobs have limited mobility, are repetitive and of an assembly line nature, they represent countless opportunities for Hispanics to gain some degree of economic stability. Wages in and of themselves, however, will probably remain level or show little increase over time due to international competition from other low-wage countries. Non-wage benefits, however, gained through collective bargaining could serve to improve the status of Hispanic workers. Thus, organizing workers, particularly those in major growth areas, becomes a crucial element to improving the economic well-being of Hispanic workers. Hispanic workers' past experiences with organized labor and the changing roles of organized labor require empirical attention. Studies are needed to understand the role of unions in the areas where Hispanics are concentrated.

RECOMMENDATION IV: The restructuring of the economy appears to imply some reorientation of job training programs from old growth sectors to producer services and high-tech sectors as well as certain kinds of service sector occupations. New Job Training Partnership Act (JTPA) programs should be analyzed for their ability to provide regionally-oriented training and employment opportunities for Hispanics in all sectors.

The replacement of the Comprehensive Employment and Training Act (CETA) by the Jobs Training Partnerships Act (JTPA) is of major concern to Hispanics because of the important training and placement opportunities that federally sponsored employment and training programs have represented to Hispanics in recent times. However, studies on the impact of such programs on Hispanics are lacking. Therefore, it is recommended that funding sources support research on the results of the JTPA with respect to Hispanic workers.

RECOMMENDATION V: Programs to encourage research on the relation of Hispanic small business to community development should be given priority in research and policy development.

The future role of Hispanic small business development should be viewed in terms of the changing status of the Hispanic labor force, the emerging economy and job development. Hispanic small businesses are emphasized here as one of several stabilizing factors which are capable of creating jobs, providing economic opportunities, developing community leadership and enhancing the development of the community.

Small businesses are perhaps best able to provide transitional work opportunities for Hispanics. While most small businesses have limited promotion and mobility possibilities, even short-term employment can provide new workers with meaningful work experiences, new skills, and act as a point of departure for other employment opportunities. Several observers have noted that Hispanic small businesses usually employ other Hispanics. This role, along with the growth of the economic base provided by small businesses for community development, has been overlooked

by researchers.

RECOMMENDATION VI: Funding should be provided to encourage research and the development of a theoretical framework to analyze how macro- and micro-dimensions of the labor market differentially structure employment outcomes.

The barriers to employment for Hispanics must be understood within the context of education, immigration history, ethnicity, job training, employer biases, and unionization -- all ultimately structured by, and inseparable from, the industrial, regional and occupational patterns that are part of the emerging economy. Past research has provided an understanding regarding the individual (human capital) factors related to employment outcomes. Studies are now needed which link individual factors to job recruitment, employer biases and discrimination, and within-firm interactions which enhance or inhibit employment, placement, and promotion.

RECOMMENDATION VII: To assist in the development of a broader perspective on Hispanic employment issues, this Task Force recommends the formation of a Policy Group on Hispanic Employment and Economic Well-Being.

The well-being and economic status of Hispanics is inseparable from the large and complex changes taking place in the U.S. economy. Hispanic advances in socioeconomic status depend, in part, upon micro-level factors such as personal incentives, creation of opportunities, and matching of ability to job skills. Improvement in the well-being and economic status of Hispanics as a whole, however, requires a broad perspective, a Policy Group should be created having three purposes:

1) To prepare reports which focus on the consequences of the changing economy for Hispanic workers.

2) To serve as an information source on Hispanic concerns for funding agencies, departments of the federal government, congressional appropriations committees, and program agency heads.

3) To serve as a communication link between the federal government and Hispanic groups.

C. TASK FORCE ON SOCIAL SERVICES AND COMMUNITY DEVELOPMENT
Raul Yzaguirre, National Council of La Raza.

The substantive scope of this Task Force covered the following topic areas: community development; income security; community services; and health and mental health. The Task Force assigned itself three major purposes:

1) To develop an Hispanic research and policy analysis agenda in social services and community development specifying the relative priority of recommended studies and analyses;

2) To identify networking models for research partnerships among national Hispanic organizations, community-based organizations, and research units within universities; and,

3) To recommend procedures to the Ford Foundation and other grantmakers to encourage and provide support for research networks, and to assure that Hispanic-focused research has practical value for Hispanic community-based organizations.

Priorities

Community development was selected by the Task Force as its highest-priority topic area. It includes a wide range of issues and activities, such as planning and land use, housing, business and industrial development, public facilities, and transportation. Together, these components determine, to a large extent, the physical environment in which Hispanics live, what jobs will be available and where they will be located. Thus, community development and revitalization have a tremendous impact on the lives of Hispanics. Yet, there has been very little field-based research on community development issues. For example, too little is known about the obstacles to Hispanic business ownership, the factors which impede Hispanic community development organizations in their efforts at community revitalization, and the possible effects of full Hispanic participation on local development efforts. For officials who wish to assure strong Hispanic community involvement in development projects, few tested models exist. Approaches which have worked in one community tend not to be documented and disseminated, so they do not become known to other communities with similar needs and concerns. The public agencies which carry out research in this topic area -- such as the Minority Business Development Agency, the Department of Housing and Urban Development, and the Economic Development Administration -- have given minimal attention to Hispanic-focused research.

As Hispanics gain increasing political and economic influence, there appears to be, in some communities, a growing interest in assuring Hispanic involvement in community development decisions. Even with such good will, however, the lack of research makes it difficult to provide sound advice to policymakers who want to know how best to accomplish this. Thus, research is badly needed as a basis for action to improve Hispanic participation in community development activities at the local level, and to encourage the adoption of community development policies beneficial to Hispanics at the local, state, and national levels.

In summary, then, community development was selected as the top-priority subject area by the Task Force because of the tremendous research gap in this area, and the great potential value of such research for Hispanics.

Income security was the second-ranked topic area, primarily because very little research concerning Hispanics and income security programs has been conducted. Some client data bases for entitlement programs do not use an Hispanic identifier in collecting such data, and an Hispanic subgroup identifier is even less common. It is widely believed that Hispanics are less likely than other population groups to request and receive assistance under both cash and in-kind benefit programs, but there has been very little formal research on this question. There is considerable controversy, but too little hard data, concerning

the extent to which undocumented aliens both contribute to and benefit from income assistance programs such as Social Security, unemployment compensation, and the various forms of public assistance. While national studies on income security issues may sometimes be very costly, local or area studies could be carried out at far less cost, and could be most helpful to local officials and community-based groups in their planning and programming decisions.

Community services was the third-ranked topic area, with **health and mental health** ranked fourth, but just slightly lower, by the Task Force members. Community services is an extremely wide-ranging topic area as defined by the Task Force, including social services, municipal services, criminal justice services, and media and information services. Health and mental health was defined by the Task Force to include substance abuse, domestic violence, and counseling services related to health and mental health issues, as well as public and environmental health, health care and health maintenance.

While major research gaps exist in all four topic areas, research in the social services, mental health, and substance abuse areas has been somewhat more extensive than in the others, probably because of somewhat greater federal funding and support for such research. For example, the National Institute on Mental Health (NIMH)) has for some years supported research and evaluation of minority-oriented treatment programs, as have the National Institute on Drug Abuse (NIDA) and the National Institute on Alcohol Abuse and Alcoholism (NIAAA). There is, however, a perceived need for additional local studies in both community services and health and mental health topic areas, primarily to identify service needs and to document promising service models. Health status and health care delivery issues, on the other hand, remain severely underresearched. The proposed Hispanic HANES Study, described earlier, is an attempt to begin to address this research gap.

Across all four major topic areas, there should be a strong focus on research which, while adding to the body of knowledge in a particular field, will have immediate practical application. Both within the Task Force and among the participants in field meetings held in California, Texas, Michigan, Illinois, and Florida, representatives of community- based groups and other service and development groups stressed a need for "applied" research. Of special interest are the following:

* Research which documents promising project models for use in Hispanic communities or with Hispanic populations;

* Analyses of community needs and problems, not only to provide the information base for local planning, but also to provide methodological models for needs assessments which can be replicated in other locations;

* Specific analyses of Hispanics' status with regard to various problems and programs, from health, substance abuse, and juvenile delinquency, to access to public transportation;

* Studies of Hispanic participation rates and outcomes for various types of service programs; this includes evaluation of outcomes of traditional service programs not designed specifically to meet Hispanic needs; and,

* Policy analyses of proposed and existing programs or policies with significant impact on Hispanics, such as block grants and the New Federalism, proposed immigration legislation, and "workfare."

Area Studies

In conducting community development research, the Task Force recommends that top priority be placed on "area studies" research which combines national-level analysis with a series of local or regional case studies. All the case studies should be carried out using the same basic methodology, and generate information valuable for decision making and program action at the local level. In addition, cross-site comparisons should be carried out to identify similarities and differences in conditions, needs, program models, and resources in various geographic areas and among various Hispanic subgroups. To provide an overall national perspective, national data bases such as the Census should be tapped where appropriate data are available. Thus, area studies would meet local as well as national research needs, and would be helpful in identifying successful program models and in identifying those factors affecting Hispanic participation and success in the community development process.

Networking Models

An extremely significant problem is the lack of involvement of Hispanic community-based organizations in research. Unlike blacks, Hispanics lack an established system of educational institutions that they control. Furthermore, and most Hispanic service and advocacy organizations are relatively young. Too often, research is assumed to mean only quantitative data collected in a highly controlled setting using closed-ended, pre-coded questions. The value of ethnographic and case study data -- of critical importance in preliminary research, needs assessment, and evaluation research -- is often overlooked or not given credibility by the research community. Moreover, research opportunities are lost through the lack of consistent cooperation between Hispanic researchers within research and educational institutions, and Hispanics within national and community-based organizations. Traditional researchers too often do not adequately consider questions of policy relevance, timeliness, or other aspects of utility. Because of the fledgling status of many Hispanic institutions, they tend to be overlooked as potential research entities. Questions of accountability may be raised where research on the community is conducted without community control or substantive involvement. Staff of community-based groups can provide accountability and help frame practical research questions, but often lack the technical skills to design sound, practical research which can meet their own needs. As a result, much of the Hispanic-focused research which is conducted has limited policy or program relevance, and community-based groups and policymakers suffer from a lack of such research. As a means of overcoming these problems, and to help meet the

research needs of Hispanic community-based service and economic development organizations, the Task Force recommends the development and encouragement of research networks linking practitioners and researchers. Such networks may be entirely local, involving community-based organizations and research entities such as Hispanic research centers within universities; or may be national/regional/local, including a national or regional Hispanic organization, research organization, or local groups.

The Task Force strongly urges action by funding sources to encourage the development and growth of such networks, and to ensure that Hispanic community-based organizations are provided with the training and technical assistance needed to participate as active partners in Hispanic-focused research relevant to their communities and their missions.

Reporting, Dissemination and Utilization of Research Results

One of the major obstacles to the development of policies and programs responsive to Hispanic needs is the lack of access to Hispanic-oriented research. Part of the problem is that many research gaps exist, particularly in fields such as community development. Another aspect of the problem, however, is that research findings often remain unknown to other researchers or to practitioners who could use the results. Several factors contribute to this problem, and thus must be addressed in its solution. They include: the tendency of service agencies not to adequately assess, document, or publicize programs which effectively serve Hispanics; the tendency of researchers to report their results primarily in academic and technical publications which are not read by or readily comprehensible to practitioners; the lack of media coverage of the results of Hispanic research; and the frequent failure of researchers to examine the policy implications of research findings, or if they do, to present such policy analyses in formats which are inaccessible to policymakers.

Funding sources can contribute to improved reporting, dissemination, and utilization of research results in several ways:

* By supporting specific efforts to improve reporting and dissemination of findings of Hispanic-oriented research so that they reach practitioners, policymakers, Hispanic communities, and the broader American public, as well as the research and academic community.

* By supporting specific systems to disseminate research results to practitioners and policymakers, such as newsletters and conferences.

* By increasing practitioner access to available research through the establishment of one or more Hispanic research clearinghouses which specialize in providing information to practitioners. A recurrent theme of the Task Force's field meetings was the need for a central source of Hispanic data and research findings.

D. TASK FORCE ON EDUCATION
Michael Olivas, University of Houston.

If our nation is truly "at risk" due to the declining quality of education, as recent commissions have concluded, then majority America is confronting a situation minority parents have historically encountered in schooling for their children. Disenfranchisement and marginalization incontestably characterize Hispanic education in the U.S., and evidence is mounting which suggests an overall deterioration of this condition. For example, available data establish that Hispanic children were more segregated in the public schools in 1980 than in 1970, and reveal that more than two-thirds of all Hispanic students attend schools in which fifty percent of the enrollment is minority. Scholars are convinced that a consequence of such segregation is poor academic achievement.

The pronounced high school attrition rate for Hispanic students is another cause for concern among Hispanics. Hispanic students are less likely than their counterparts to complete high school or to graduate with their age group. Attrition rate data show that only thirty-four percent of Mexican Americans at or above the age of twenty-five held high school diplomas compared to sixty-seven percent for non-Hispanics in the same age group.

In the area of language ability, most programs for limited English proficiency students remain inadequate in most states, both in diagnosing linguistic competence and in providing bilingual instruction and personnel. Diagnostic tests, for example, are often used inappropriately. Fewer than half of those students diagnosed as "limited English proficient" are receiving bilingual instruction services. Furthermore, there are few Hispanic or bilingual teachers in schools serving Hispanic children.

The problems facing Hispanics in higher education are similar to those encountered at lower levels. At the postsecondary level, issues of limited access and high attrition disproportionately affect Hispanic students. Hispanic enrollment in institutions of higher learning has not shown the growth that policymakers and scholars anticipated from the various affirmative action programs of government and private institutions to increase minority student enrollments. The relatively few Hispanic postsecondary students are disproportionately concentrated in a small number of institutions. For example, fifty-one colleges account for 43 percent of all U.S. Hispanic students (including Puerto Rico). Thus, Hispanic students are enrolled in fewer than two percent of the more than three thousand American colleges and universities. Contributing to this marginalization is the lack of a network of historically Hispanic institutions.

There is also a need to develop Hispanic educational leaders. However, the lack of Hispanic access to higher education serves as an impediment to the emergence of these leaders. Only 1.4 percent of all faculty (and 1.1 percent of all tenured professors) are Hispanics. And because many Hispanic professionals in higher education are engaged in special assignment or affirmative action capacities, few are positioned to move into key policy-making roles.

Efforts to address questions of Hispanic participation and success as students, faculty and administrators in education are

hampered by the large problem of a general lack of demographic and statistical data to fully characterize the status of Hispanics in this area. Although Hispanic researchers are taking a lead role in addressing this gap, the resources to support this effort remain meager, and the underrepresentation of Hispanics in educational research continues to hamper progress in this area.

The serious conditions discussed above indicate the urgency of new responses. The recommendations which follow are provided as a step to identify and acknowledge the severity of the crisis.

Of highest priority is research into the root causes of the elevated drop-out rates of Hispanic students. Funding sources should support reanalysis of existing data, new surveys, and case studies of school conditions which may contribute to this phenomenon. Investigations into the social influences involved in dropping-out, including surveys of youths, should be treated as priorities for funding.

Research into bilingual education and its relationship to Hispanic achievement is also recommended as a priority area. Studies which would generate a more precise understanding of the processes involved in second language acquisition are needed. Because of the diverse practices labelled "bilingual education," there is little agreement regarding the effectiveness of these various programs. To address this problem, research attention should be directed at developing testing and evaluation criteria that accurately measure achievement of Hispanic children and the success of bilingual programs. Also, the Task Force recommends that grantmakers support research which would elaborate on the distinctions between the important pedagogical merits of bilingual education and the social and political arguments which have confused the public debate over bilingual education.

Although Hispanic college students constitute only 3.8 percent of the nation's undergraduates, they are the professional future of the Hispanic community. Therefore, research into the individual and group characteristics of Hispanic college students and their postsecondary experience is also recommended. Information from such studies would help educators and researchers understand why many Hispanic students are underrepresented in postsecondary education institutions. Special problems also exist for Hispanic students attempting the transition from community colleges to senior colleges or universities. Studies in this area would shed light on these problems and lead to a better understanding of the numerous transition problems which students experience at this level.

There is a considerable lack of data on the career patterns of Hispanic educators and therefore the basis for informed policies for promoting greater Hispanic participation as professionals in higher education institutions is not available. To help remedy this gap, funding sources should support research to develop profiles on Hispanic academics, with an emphasis on such factors as work patterns and social backgrounds. Information gleaned from such studies would help fashion program action to increase the number of Hispanics in faculty and administrative positions in higher education.

In addressing these and other educational concerns particular to academic performance, grantmakers should adopt approaches which examine both institutional level and student-specific factors. Thus, inquiries into Hispanic education issues would include school characteristics, such as expenditure levels and student characteristics drawn from psychological, anthropological and historical profiles. Such approaches would help researchers cast a clearer picture of the factors which determine the present educational situation of Hispanics.

Given the urgency of these problems, in addition to the research agenda recommended above, grantmakers should also consider supporting specific program actions to help meet the needs indicated in the suggested research areas. This would include support for programs addressing the high drop-out rates, bilingual education and academic achievement, as well as projects to build a cadre of Hispanic educators, researchers and administrators and to strengthen the Hispanic institutions and service support networks which serve these professionals. Programs promoting the advancement of migrant and low-income children and their families should also be viewed as priority funding areas by grantmakers.

E. <u>TASK FORCE ON CIVIC IDENTITY AND POLITICAL PARTICIPATION</u>
Joaquin Avila, MALDEF, and Carlos H. Arce.

The following principles guided the work of this Task Force and served as the cornerstone of its agenda:

* First, research on Latino civic identity and political participation should recognize the diversity of nationality groups within the larger Latino grouping and the diversity found within each of these nationality groups. While there exist common experiences, orientations and behaviors which mark the distinctiveness of Latinos across nationality groups from others in this country, there are a variety of differences both between and within Latino nationality groups. Research designs must develop approaches, strategies and models sensitive to such diversity.

* Second, research on Latino civic identity and political participation should ultimately contribute to the empowerment of Latinos to fully exercise their political will. This means that research resulting from this process cannot be simply an academic exercise, but must contribute to the understanding standing of the dynamic nature of Latinos' psycho-political orientations, political participation, and ultimately, the variety of factors associated with limited participation in civic/ governmental decision-making at all levels.

* Third, Latino researchers and policy analysts should be centrally involved in any research on Latino civic identity and political participation. The complexity of the Latino political experience, and the diversity of the Latino peoples calls for researchers to be knowledgeable about such dynamics. The desire

and ability of Latinos to redefine central concepts in civic identity and political participation and to reframe long-established areas of political science within a context suited to the Latino experience(s), suggest their appropriateness for this research. While we recognize that technically competent researchers come from all ethnic and racial backgrounds, the additional dimension brought to the task by Latino researchers makes them particularly well suited to undertake this work.

For the Task Force, the topic of civic identity and political participation embraces the question of an individual's psycho-political orientation -- his or her perceptions of the political world and their sense of self within that world; their influence and participation in community affairs, organizing activities, and public institutions, political activities, and especially, the electoral process. In the early deliberations of the Task Force, consensus was reached on the fact that there is a severe dearth of adequate baseline data essential for understanding the political world of Latinos and to serve as the basis for further research. The Task Force does not see consolidation of baseline data as a research activity per se, but recognizes the need to include it in the research agenda because it is essential for further basic and applied research.

A National Latino Political Data Bank

The most promising way to fill the need for baseline data is the initiation of an effort to gather, maintain and disseminate the needed information. Therefore, the Task Force recommends that a "National Latino Political Data Bank" be created, gradually expanded, and permanently maintained. This facility could ensure uniform, high quality standards for data collection, management and dissemination while maximizing the participation of Hispanics in its implementation.

The creation and management of the Data Bank should be undertaken by a consortium of a diverse group of Hispanic-oriented research centers, individual researchers not affiliated with centers, and non-university organizations involved in activities requiring the use of political data of the type that would be kept in the Data Bank. In its fully developed and implemented form, the suggested Data Bank should maintain data on:

1) Latino electoral activity, including fully compatible and integrated information at the following levels: a) basic demographic information on Latino population characteristics and on other information relevant to the study of their political access and participation, categorized by political jurisdiction and geo-political entity; b) for all jurisdictions with significant Latino populations, information regarding registration and voting turnouts, voting results, and related information, down to the precinct level; c) for the same jurisdictions, information on structural characteristics of elections and governance, including the process for registration, nomination, voting, and the method and type of election system; and, d) for the same jurisdictions, basic information on elected and appointed officials, and if these are Latinos, detailed background information on them.

2) Latino community/organizational activity, in order to systematically survey and identify the parameters of such activity. Basic information is needed on the kind of activity undertaken in Latino communities. Broadly defined, such activity would encompass that of highly structured and formalized organizations, as well as that of less formally defined organizations, and nationally representative groups, as well as grass-root and local endeavors. Basic data would include the names of organizations and groups, their goals, purposes, membership, location, etc.

The Task Force recognizes that the collection and systematic storage of these data are complex and costly. The level and detail of coverage can greatly affect the complexity and expense. However, the difficulty and cost can be greatly reduced if systematic procedures are established and adopted by a wide network of collaborators. While the Task Force recognizes that this Data Bank cannot be established immediately, we recommend that the first steps now be taken. We further recommend careful review at each planning stage by various individuals so that the data to be collected are maximally useful.

As mentioned above, the establishment of the Data Bank would be a preliminary effort toward addressing the larger research needs in the area of civic identity and political participation. This step should be viewed as a part of the first phase of an overall effort to develop a comprehensive research approach for this topic. The recommended first phase also includes research on other priority subjects, while a second phase would consist of suggestions for a long-term research agenda.

Additional Phase I Research Priorities

The following are selections from an extensive set of recommendations developed for inclusion in an agenda on immediate research priorities:

1) Research on the effect of ethnicity on Latinos' political attachment, behavior and involvement with the political system.

The scope of this research topic encompasses: a) the definition and operationalization of ethnicity for Latinos; b) Latino political attachment (i.e., psychological orientations toward political values, institutions, actors and activities) to the various components of the political system; and, c) Latino political behavior and the relative influence of ethnicity and psychological orientation.

2) Research defining the characteristics of election structures and the impact of such structures on facilitating or inhibiting political participation.

Election structures can present significant obstacles to participation in the political process. Primary among these structures are the methods of election, most frequently at-large and single member district election systems, and laws governing registration. Critical questions about the impact of such structures on the levels of participation in the electoral process remain to be answered. Among these are the following: Can Latinos

effectively participate in at-large election systems, and under what circumstances? Do single member districts result in increased participation and success by Latino voters? Can registration laws that will facilitate Latino voter registration be formulated while not opening the system to fraudulent voting behavior?

3) Research to develop a baseline mapping of Latino community/organizational activity, including information on types of organization efforts and their effect on Latino political behavior, and the development of a framework for analyzing Latino community activities.

The collective efforts of a group to improve its status in society, to articulate its interests, and to foster social change are critical components of that group's interactive relationship with the political system. Thus, Latino community/organizational activity is a fundamental and integral part of Latino attempts to influence the political system.

Moving toward an understanding of how organizational activity figures into Latino politics addresses the question of empowerment. That is, research efforts in this area should, in the end, shed light on how to strengthen Latino mediating structures -- formal organizations and other groups -- making them significant and important mechanisms for enhancing Latino political interests.

4) Research on the Latino community's political participation, their policy orientations, and sources of political information.

Many localized studies have examined various aspects of Latino political participation, beliefs and attitudes. There are significant problems in comparing the findings of these studies. The proposed research effort should examine the political attitudes and behavior of different Latino groups in different areas with the purposes of: 1) describing differences among these subgroups; 2) making comparisons with national opinion data or surveys of majority group political participation; 3) drawing conclusions about correlates of Latino political attitudes and behavior; and, 4) comparing the political opinions of the Latino electorate with those of persons in leadership positions.

5) Research on the assessment of accountability of elected and appointed officials to the Latino community and its needs.

Despite a growing number of Latinos in elected and appointed offices, problems in accountability from both Latino and non-Latino officials are almost universal for Latino communities. Why this is so has not been clearly and systematically explored. We do not know the extent to which this situation is principally the result of biases in existing structures outside of Latino communities or some characteristics of Latino communities and the manner in which they are organized.

The Task Force suggests that research on accountability of elected and appointed officials to the Latino community be undertaken both at the national and local levels. There is a particular need for state-level accountability data, given "new federalism" initiatives.

6) Systematic and on-going research on the issue priorities of Latino elites, including elected and appointed officials

and community opinion leaders, and the communication networks and strategies utilized to achieve their objectives.

In view of the rapid and recent success of Latinos in political endeavors across the United States, this topic is in dire need of substantial, basic descriptive material as well as more analytical and conceptually advanced efforts. More specifically, very little is known about how Latino elites define the issues of greatest concern to them and their presumed constituencies. There are at least two related but distinct dimensions of this question which merit research: 1) How do Latino and non-Latino elites define and rank the issues of concern to the Latino community and to society generally? and, 2) With whom do Latino elites interact as they define salient issues and attempt to address them, and what strategies do they employ as they deal with these issues?

Phase II Research Priorities

In addition to the major data gathering/efforts and initial basic research activities recommended above, numerous other research questions and issues merit attention. These were grouped into a second phase, longer-term part of the research agenda. Topics include: the role of the family and the schools, and other agents in determining/influencing Hispanic political participation; in-depth studies on how Hispanics influence policy and become participants in policy-making environments and settings such as political campaigns; studies on the role played by non-Hispanic elites in shaping Hispanic involvement in political processes; and examinations of the extent and character of Hispanic participation in political party delegate selection processes, in party primaries and other forms of party decision-making.

III. SUMMARY AND CONCLUSION

The Task Force reports espouse several common themes: one is clearly the dearth of policy research concerning the Hispanic population and the relationship of research to the population's well-being. In our information society, data often forms the basis for developing new legislation or executive policy, or revising current policies and programs at the national, state, and local levels of government. Because many Hispanics are disadvantaged, the relative lack of public policy-related information and analysis is particularly acute with respect to identifying and measuring their socioeconomic problems and progress and demonstrating, where appropriate, a need for new or expanded policies, programs and services. For funded programs, allocation formulas, particularly, but not exclusively federal, are often based on a demonstrated need for services. If data remains inadequate, so too does the response to Hispanic needs. For example, Hispanic undercounts in pre-1980 decennial censuses negatively affected allocation formulas for many federal categorical programs leaving

Hispanics underserved.

In addition to the value of data for defining policy responses and targeting resources, local groups require needs assessments at the community level as a basis for priority setting and program development. Similarly, evaluative program data are needed to assure that the services provided to Hispanics are effective. Other areas also have gaps. For example, data are needed to assess the progress of Hispanics trying to enter the political mainstream and on the factors that help or hinder Hispanic political participation. Little, too, is known of the impact of new Hispanic immigrants on the economic well-being of Hispanics and non-Hispanics already here, or of the net benefit or costs of their presence in the economy as a whole. In short, Hispanic-focused research, both basic and applied, is critically important to Hispanic communities. It is also critical to the nation as a whole as it seeks to adjust to a growing Hispanic population.

In addition to specifying particular needs and setting priorities in their areas of focus, the Task Forces raised a number of other concerns that are found as common themes throughout their reports.

Hispanic and Country of Origin Identifiers

Through the "Roybal Amendment" (P.L. 94-311), enacted more than six years ago, federal agencies are required to collect data on Hispanics as a separate ethnic category. Many federal agencies and other researchers still do not provide a separate "Hispanic" category when collecting or presenting aggregate data on minorities. Hispanics may be included as "whites" or "others," with blacks the only minority separately reported. In the past several years, this problem has decreased. Hispanics have been oversampled in some major national surveys, and the 1980 Census is the first to provide data on Hispanic descent for all Americans. This trend should be encouraged, and grantmakers and researchers are urged to identify Hispanics separately in minority studies wherever possible.

A more common problem is the absence in large data bases of both the necessary categories and the sample sizes needed for separate presentation of the major Hispanic country-of-origin groups -- Mexican Americans, Puerto Ricans, Cubans, and Central and South Americans -- despite significant differences among these groups. In addition, there is a dearth of comparative research that explores and highlights inter-group differences within the Hispanic community for policymaking purposes. There is, in short, an inclination among researchers to lump the distinct national origin groups into an artificially homogeneous whole. Therefore, the Task Forces stress the importance of research approaches that disaggregate Hispanics according to national origin, and urge comparative research wherever appropriate and feasible.

Greater Access and Dissemination

Even after good research is conducted, the data are often not adequately analyzed or disseminated. In large, aggregate data sets, including the Census, Hispanic data can remain virtually unused, unless researchers can obtain the original data, usually in the form of computer file tapes, for new analyses. Given that this usually requires access to mainframe computers and other resources, many potential users (such as Hispanic social scientists outside major research universities and service providers at the community-level) are denied access to useful information. Funding sources are urged to support innovative access projects that would help overcome these obstacles.

An additional problem is one of dissemination. Many of the most valuable studies of Hispanic communities and programs are not adequately disseminated either inside or outside of these communities. For example, a study of an effective program in community development is usually seen only by the funding source, with little likelihood of it being shared with other groups and organizations which might benefit from its findings. In this way, Hispanic communities lose the opportunity to profit from and build upon each other's experiences. Furthermore, because most fully documented research is done in universities and disseminated primarily through academic journals, it may never reach non-academic policymakers, opinion leaders and practitioners. Compounding these problems are reductions in federal funding for research and technical assistance which have contributed to breakdowns in previously operational information-sharing systems and informal networks. National and regional Hispanic organizations with strong networks find it increasingly difficult to obtain funding for dissemination, and local groups affiliated with them are less often asked to share their research for national distribution. Therefore, the Task Forces recommend support for research and information clearinghouses to collect and distribute important research studies and findings to analysts and practitioners alike.

The Focus of Research

In attempting to understand why Hispanics fare less well in areas such as education, employment, community development, and politics than the average American, researchers have generally looked to group characteristics such as language, socioeconomic status, and cultural values and mores for their explanatory factors or variables. Such characteristics are easy to measure and intuitively appealing in explaining the relative success or failure of any group in "making it." However, more difficult to measure institutional and contextual factors can also play an important part in determining group outcomes. The role and structure of changing regional labor markets, for example, can help determine employment outcomes. School plays an important, if difficult to measure, role in determining educational success, particularly for language minorities. Resource allocation decisions made outside of the Hispanic community help determine whether community development is an option for Hispanic barrios. And, the structure of election districts can determine whether Hispanics can elect officials who represent their interests or whether Hispanic voting is an exercise in futility. To date, researchers have generally overlooked the examination of institutional structures as potential barriers to socioeconomic and political success and the complex relationship between institutions and individuals. Funding sources are therefore urged to support

research that examines the role and impact of institutional characteristics and practices on group outcomes, and that attempts the difficult challenge of "marrying" institutional analyses with more traditional analyses of group or individual characteristics.

Support for Hispanic Researchers and Institutions

Since Hispanics remain underrepresented as graduate students, as doctoral-level researchers, and as faculty and staff of institutions of higher learning, the cadre of individuals most likely to focus on Hispanic research remains small. This problem is related to the lack of funding for Hispanic researchers in both Hispanic and non-Hispanic institutions. Frequently, funding agencies direct their support to non-minorities to conduct research on minority-related questions overlooking talented minority researchers familiar with the issues and eager for the opportunity to study them.

Because there remains a continuing need to develop and support a policy research capacity within the Hispanic community, the Task Forces urge grantmakers to pay particular attention to support for Hispanic researchers when considering research on Hispanic concerns and related topics. Such support could be provided through Hispanic institutions, in partnerships between Hispanic and non-Hispanic research organizations, or by supporting Hispanics within mainstream institutions.

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