

Farmworker Futures

By René Pérez Rosenbaum

All indications are that in the foreseeable future the demand for migrant workers in U.S. agriculture will continue to remain stable if not increase. The fruits, vegetables, and horticultural specialties are the fastest growing components of U.S. agriculture today. An affluent and health-conscious population in the U.S. will continue to increase its consumption of these labor intensive items, translating into an increasing demand for migrant workers. Moreover, although the North American Free Trade Agreement will shift some of the production of fruits and vegetables to Mexico, Mexico currently does not have a comparative advantage in many perishable commodities. This makes it unlikely that labor intensive production will shift to Mexico, thus sustaining the use of migrant labor in the U.S. Mechanization of perishable commodities is also not an option to replace the migrant worker. Mechanization of agriculture is less competitive so long as growers continue to prefer workers over machinery and so long as farm wages continue to fall relative to the price of machinery (Martin, 1994).

In the U.S. the need to do something about the migrant labor system has been recognized for a long time. The plight and position of the migrant worker near the bottom of the American labor market has prompted many calls for action since the 1960's. Presently, federal efforts begun in the mid-1960's to help migrant and seasonal workers and their families, run over \$600 million annually. Yet migrant farmworkers remain one of the most economically disadvantaged occupational groups in the United States (Oliveira, 1992). As Martin (1994) has noted, although the federal assistance programs enabled many individuals and migrant workers to escape agriculture, these programs did little to raise the income level of migrants in the farm labor market. Moreover, when farmworkers were able to leave the migrant stream, other migrant workers simply replaced them. Hence, the migrant labor system has not changed as a result — only the faces of the workers who need help.

Continued on page 4

JSRI is Recipient of National Planning Grant

The Julian Samora Research Institute has been awarded a planning grant for \$25,000 to develop a multi-million dollar proposal for a “National Resource Center for Rural Latinos, Communities, and Labor Intensive Agriculture and Food Processing.” It is one of only 35 such grants awarded nationwide in a competition that involved hundreds of applicants.

This award is part of the U.S. Department of Agriculture program known as “Fund for Rural America,” which was established under the Federal Agriculture Improvement and Reform Act of 1996. The USDA award provides funds for rural development programs and a competitive grant program to support research, education, and extension activities.

JSRI's proposal was rated highly for its emphasis on establishing a center that will bring together multidisciplinary, cross-national, academic, and community teams concerned with rural Latinos and intersecting issues of rural community development and enhancement. The Center's goal will be the application of research to address the issues emerging from the dramatic increase of the Latino population in rural areas and the growing role played by Latinos in food and agriculture industries, according to the project coordinator, Dr. Refugio Rochín. These increases have taken place as a consequence of the restructuring of various sectors of agriculture and food

Continued on page 15

Inside

Director's Letter	2
News From JSRI	11
People	13
JSRI Pubs.....	14
Call For Papers	18
Employment	20
Fellowships & Grants	21
Upcoming Events.....	22
Data Bytes.....	22
News You Can Use.....	23

FROM THE DIRECTOR'S DESK

JSRI RESEARCH AND PUBLICATIONS:

Information Hub of the Future

From its inception, the Julian Samora Research Institute has had as its mandate the filling of the void of credible information on Latinos, i.e. addressing the paucity of research and attention to issues affecting Latinos and by supporting the work of top scholars in the field. In addition, the core operating staff has taken on the task of producing and disseminating the knowledge and information that emerges from the activities of its faculty, staff, and Visiting Scholars.

In a few short years the Institute has provided a very active publication series which includes items ranging from works in progress (Working Paper Series), Statistical Briefs (CIFRAS), scholarly presentations, oral histories and the like (Occasional Papers) to full fledged Research Reports and paperback books. The Institute has also brought a multitude of scholars from a wide range of professions and academic positions to the MSU campus to speak about their research and work in Latino Studies. As of this date, the JSRI scroll of scholars lists approximately 80 experts from almost as many different campuses of the United States and Puerto Rico. JSRI's first book, *Immigration and Ethnic Communities: A Focus on Latinos*, contains original contributions from 18 national scholars of the topic. JSRI's second book, *Rural Latino Resources: A National Guide*, contains a reference to over 150 Latino scholars, business and educational resources that have commitments to America's rural communities of Latinos. JSRI's third book (to be published by MSU Press), *Towards a New Chicana/Chicano History*, contains a rich blend of the history of Mexico and the United States as they have been forged into the emerging history of Chicanos in America



In process are two new books that are unique and important in their own respects. *Transforming the Social Sciences through Latino Studies* is a volume of studies of how the social sciences have depicted Latino issues and how Latino scholars have developed their studies through an intersecting variety of social science disciplines. *Rural Latino Communities: Comparative Regional Perspectives* will become a valuable benchmark from which to understand and gauge the processes and conditions facing Latinos in rural America. This book, in particular, will have accounts of Latinos as a people who develop, settle, and transform rural communities and economies throughout diverse regions of the United States.

More important than this list of accomplishments is knowing that there is growing interest in and tremendous potential for research and studies of America's Latinos. As our scholars have noted, the wealth of our nation is being augmented by Latino workers in a number of new places and valuable sectors of the economy. The prospects look good when one comes to realize and see the value being added by the new generations of Latinos who are taking up occupations and residence in a number of different areas. Our publications have also taught us to appreciate the importance of research and publications for Latino leaders and communities. Such audiences are looking for answers, not problems. Our audiences want to know about the history and role of Latinos for building pride and awareness among our youth. Our audiences want to know how education, employment and training can be enhanced for Latino youth and adults. Our audiences want to have suggestions for better community conditions and social relations with different ethnic and racial groups. And our audiences ask if the Julian Samora Research Institute can be extended to more community groups.



Community Connections

by Danny Layne

I am pleased to say that JSRI is taking aggressive action to take advantage of the latest advances in information technology to further its role as an information hub of the future. JSRI piloted the first didactic web for elementary school children anywhere in the country in a local elementary school in Lansing (Grand River School) in 1992. There, children exchanged information with students in Russia and other points abroad. From that starting point, JSRI moved to develop its own web server, putting all its research and publications online. The server not only includes a powerful network of "links" to other Latino-oriented web sites across the country, it is also being extended to incorporate an original service called "Community Connections."

Through this service, JSRI will invite non-profit organizations and service groups to list their programs and activities of relevance to Latinos and communities throughout the United States. More about this service can be found in the adjacent article.

We hope to continue being visionaries at JSRI. From our perspective, JSRI will soon be THE place to come to for information on Latinos, whether through our publications, our electronic connections, or the resources of our faculty and reference collection. To make our hopes come true, we invite you to participate in this vision. We would like your comments and suggestions for improving and extending the work that we do.

We invite community leaders and academic scholars to share their ideas with JSRI. We also look forward to serving Latino communities with applicable research and knowledge.

If you cannot contact us through our web connection <<http://www.jsri.msu.edu>>, please send a letter to me at JSRI.



Refugio I. Rochín
Director and Professor

As another step in strengthening the link between the Julian Samora Research Institute and the Midwest's Hispanic communities, JSRI is establishing a "Community Connections" link on the world wide web.

JSRI's home page, located at www.jsri.msu.edu on the Internet, is a unique and often-visited site for researchers, students, and educators from around the world. JSRI's web pages already include current and ongoing Hispanic research material, original manuscripts and papers, and an assortment of information like a national newsletter, event flyers, and resource guide. What has been missing, according to JSRI's Director, are local ties to community-based organizations and individuals that continually support Hispanics in the nation's Midwest.

"This is an innovative approach to providing a direct link to the communities of greatest need," said Dr. Refugio Rochín.

The "Community Connections" web site will, besides helping JSRI to fulfill its mission, provide information on regional job opportunities, community resources and assistance, and conference and seminar announcements. Special stories about organizations and people will also be featured. While some of this is already promoted through JSRI's newsletter, NEXO, "Community Connections" will permit the broader posting of materials and information not available to NEXO readers because of time constraints. NEXO is published three times a year; the web pages can be immediately updated as new information becomes available.

The "Community Connections" link will hopefully attract web "surfers" who may otherwise miss JSRI's educational and research info, according to Dr. Rochín. Submissions to JSRI's new web service may be mailed or delivered to the institute, 112 Paolucci Building, MSU, East Lansing 48824-1110, or e-mailed to jsamorai@pilot.msu.edu. A contact name and phone number are required before information will be considered for posting.

Current plans call for the new web pages to be added sometime in November.

Farmworker Futures

(continued from front page)

The latest and most insightful account on the problems of the migrant labor system, and the need to increase wages and improve conditions of the migrant farmworkers in the U.S., is provided by Philip Martin in *The Endless Quest* (1994). Martin asks us to consider the following public policy question: "What would it take to alter the migrant labor system so that special federal assistance programs are unnecessary?" The prospects are poor for a revival of unions that can raise farmworker wages, according to Martin. Effective collective bargaining will be impeded by the same factors that slow mechanization, the ample supply of workers. So long as unauthorized immigration continues, there is likely to be little mechanization that eliminates the need for migrant workers, or successful self-help union efforts that make farmworker service programs unnecessary. Not only does undocumented migration retard the improvement of farmworker living and working condition, it also tends to retard mechanization as well as unionization. For Martin, the single most effective step for the long-term improvement of farmworker conditions is to reduce the number of workers competing for farm jobs by better enforcing immigrant and labor laws. He proposes that the federal

government move from a policy of providing services for migrant farmworkers to regulation of the labor market in which they work.

There is no doubt that the organization and unionization of farmworkers is made more difficult by an oversupply of workers. But even if, for purposes of unionization, we agreed that undocumented migration needed to be restricted and labor laws enforced, it does not necessarily follow that workers will automatically see the benefits of unionization, and organize, much less that growers will automatically embrace unionization or pay higher wages. In addition, the principles of collective bargaining (Craypo, 1986) teach that to attain effective collective bargaining, the product market from which labor demand is derived is equally as important as the labor market in which workers participate. More specifically, for purposes of effective collective bargaining, the ability to pay of the employers is as important as controlling the labor supply and organizing the relevant work force for effective strike activity.

In the Midwest, where contractual vertical integration in the food processing industry dominates, the growers' ability to pass on higher labor costs are constrained by pre-harvest contracts previously negotiated between them and the processors. The processors not only control the growers' ability to pay, but also much of the production process. These structural conditions suggest that strategies for effective collective bargaining for farmworkers merit consideration not just of the extent to which labor supply is controlled and the labor market is regulated, but also the degree to which contractual vertical integration hinders the growers' ability to pay higher wages and improve the workers' working conditions.

This latter consideration is being addressed by the Farm Labor Organizing Committee (FLOC) through its three party agreements for cucumber and tomato workers that involve the union, the growers and the food processors. By involving the processors in the collective bargaining agreements to improve the conditions of farmworkers, FLOC, in effect, has acted to change the previous relationship that tied the economic well-being of the farmworker to the economic well-being of the grower.

Rather than support Martin's national political response to reform immigration and labor laws, Baldemar Velásquez (1995,1992) president of FLOC has called for an international organizing response to the farmworker problem. According to Velásquez, the United States does not have, at this time, the necessary administrative bureaucracy that aggressively enforces pro-labor laws to enable such a political response to work. About his own proposal, which recognizes the increasing globalization of the fruit and vegetable industry, he writes:



MUSHROOM HARVESTER— A young harvester picks, cuts, and sorts mushrooms in a Southern Pennsylvania facility. The role of farmworkers is changing as Americans' dietary demands change. (JSRI photo by Refugio I. Rochín)

“We must fashion a union with workers in alliance, state by state, country by country. We must create such alliances as would secure unions nationally and internationally in companies for whom we work. We in FLOC, for example, should not have a contract with Dean Foods only in Ohio, but also in Wisconsin, Michigan, North and South Carolina, California, Mexico, and everywhere else they grow their pickles. We must insist that workers’ rights of wages and benefits such as health, education, environmental safety, etc., be protected everywhere. It does not matter if Dean Foods grows pickles from Ohio to Michoacan, Mexico. As Americans and Mexicans alike, we are now less citizens of the nation in which we are born, and more citizens of the company for whom we work. This makes us common and equal. We must insist that this equality be reflected in our pay checks, our work conditions, our living conditions, our environmental conditions, for which the common company is responsible. This should impact the security of our jobs here and in Mexico” (Velásquez, 1995).

Martin’s national policy proposal argues for the federal government “to take deliberate steps to improve conditions for migrant farmworkers... (and)... reduce the number of workers competing for farm jobs by better enforcing immigration and labor laws.” Although such an economic approach confronts the basic economic cause of low wages, namely an excess in labor supply, agribusiness reaction would appear to make this approach politically infeasible. In the past, agricultural workers have been exempted from labor laws that protected most workers in the United States because of their ethnic and class status, and because of the strong agricultural lobby that protects the interest of growers. Consequently farmworkers generally have lost the struggles to determine policy in their favor. Our private interest power-driven public policy making system makes it unlikely that policies to address the farm work problem at the expense of the grower will be enacted anytime soon. As Friedland (1991) observed in the early 1990’s, it is unlikely that agricultural labor will become an arena for major policy initiatives in the 1990’s.

However, even if it were politically feasible to better enforce existing immigration and labor laws, there is the distinct possibility that growers would merely increase the use of certified foreign labor. That is already occurring in many states across the country. In recent months, major agribusiness employer associations have introduced a number of guest worker proposals (*Farmworker Justice News*, Vol. 8, No. 1).

In addition to the above considerations, there is a more basic reason to believe that Martin’s national policy response to the farmworker problem will be difficult to implement politically. The reason is suggested by Fried-



GREEN BEAN PRODUCTION— Farmworker production impacts many people, from the food processors, like these in a Michigan food processing plant, to the consumer. (JSRI photo)

land’s (1991) notion of “the distinctive price characteristics of agricultural production,” which makes labor one of the few production expenditures over which agricultural producers have some margin of discretion. This distinct price characteristic in agriculture suggests that growers will most likely resist reforms that attempt to reduce the labor supply in order to increase farmworker wages. The broader public policy implication suggested by Friedland’s analytical distinction is that any policy that places the burden of support for the farmworker solely on the grower is less politically feasible than if the burden of support was shared across other members of society. From this perspective follows the more general principle that says that the institutional acceptability of any policy to improve the migrant labor system will increase if it is designed so that, *ceteris paribus*, the income security of the farmworker is somehow uncoupled from the income security of the grower.

We can use the principle of uncoupling the income security of the farmworker from that of the grower to assess the feasibility of the recommendations made by both Martin and Velásquez. Other things being equal, Martin’s national policy recommendations, which presuppose that the burden of support of the farmworkers rests solely on the grower, will likely be more prone to

Continued on next page

Farmworker Futures

(Continued from previous page)

political resistance compared to other political strategies that could be designed where the income security of the growers is separated from that of the farmworkers. Because of the difficulties associated with organizing internationally, the Velásquez strategy also faces an uphill battle. Nevertheless, his strategy does begin to shift the burden of support of farmworkers away from just the growers. As a result of three party agreements established by the union, processing companies have begun to take some responsibility for the welfare of farmworkers. Grower antagonism towards unionization in the region has been lessened by this three party mechanism.

Other policies and strategies to improve the farmworker condition can be identified and analyzed based in terms of the degree to which they uncouple farmworker income security from grower income security. During the “perturbation” in the labor situation in the 1970’s, for example, Kathryn Bissell (1976) proposed an alternative labor supply scheme whose funding method would place the burden of the support of farmworkers on all those who profit most from cheaper farm commodities. Bissell’s policy recommendation, in effect, uncouples the income security of the farmworkers from the income security of the grower by calling on all food consumers to share in the burden of support for the farmworkers. Bissell’s proposal is briefly discussed below. Despite the fact that the proposal is over 20 years old it offers, in my estimation, what seems to be an effective way to improve the lives and working conditions of farmworkers for the next century.

Bissell proposed a farmworker Corporation (FWC) as an alternative supply system. The FWC would be an autonomous federal agency that would serve the employers of record for all farmworkers. It would hire all U.S. citizens and legal resident aliens who wish to be employed as farmworkers. To arrange the supply of workers needed at required times it would supplant the current labor-jobbing system, i.e., the crew leaders, foremen, labor con-

tractors, etc., with existing federal-state structures for collecting and publicizing job openings, such as the State Employment Service, farming corporation and private grower applications.

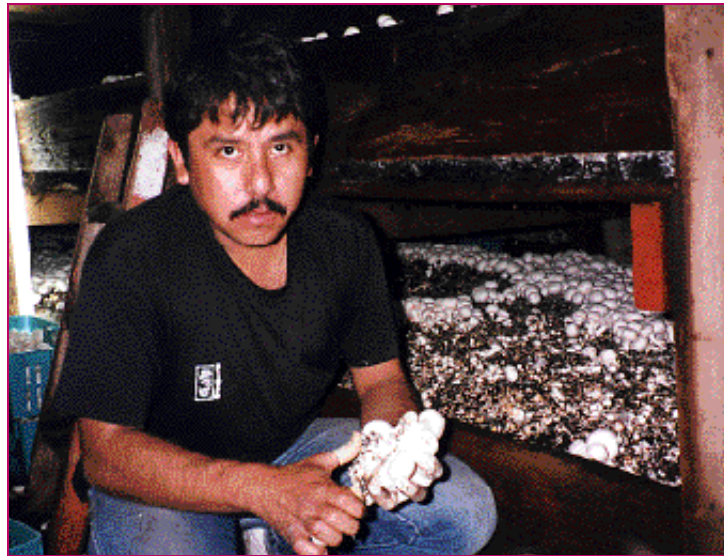
As the employer of domestic farmworkers, the FWC would also have the responsibility for supplying their needs. The FWC would be structured so as to relieve the basic economic, political, and legal deprivations which farmworkers, especially migrants, suffer in the U.S. society. It would be responsible for providing adequate, safe, and sanitary housing for farmworkers, for providing field supervision and adequate health and sanitary facilities, and for developing and providing adequate formal and informal educational opportunities. The FWC would also have the power to supply the benefits industrial labor enjoys but which today allude farmworkers: unemployment compensation, social security, workmen’s compensation, etc. Finally, the FWC would also furnish those

services previously supplied by the labor contractor like field needs, supervision, record-keeping, etc.

The FWC would also act as the agent of farmworkers, collectively negotiating wages and working conditions with farming corporations, grower associations and independent growers. However, a farm union, national in scope, would be created (or an existing union expanded nationwide) in order to protect farmworkers from possible abuse by the FWC.

The FWC would be federally funded not by the payroll tax route which would add to the food bill, but preferably by a very small levy on the gross income of all farm and non-farm production units. The grower would continue to pay the hourly wage or the piece rate as at present. However, he/she would make the payments to the FWC.

The key to the political feasibility of a proposal like the FWC, is institutional acceptability of the program by the agricultural industry, which has generally always opposed reforms that benefit the farmworkers. There are many aspects of the FWC that are beneficial to farm operators: they would have reduced non-wage expenses of labor, and the expense of field management would be eliminated, as would be certain bookkeeping responsibil-



IN THE DARK — Mushroom harvesters in Pennsylvania work in subdued light and controlled climate conditions so that harvesting can occur on a scheduled basis. (JSRI photo by Refugio I. Rochín)

Continued on page 9

Do We Need A National Migrant Student Database?

by Edgar León

Historical Background

It has been over three years since the national migrant education student database (MSRTS) was closed by the U.S. Department of Education. This national database was designed to track migrant students all over the nation, especially for the transfer of education and health records to accelerate the student placement process. A migrant student is a student (between the ages of 3 and 21) whose parents work in temporary or seasonal agriculture or fishing as their principal means of livelihood. Migrant student eligibility is limited to three years unless the family makes a qualifying move. It should be understood that language or ethnic origin has no bearing on eligibility status. In practice, migrant education is often confused with bilingual education. It is possible that a student may qualify for both services, but they are not directly related.

The MSRTS system may have started as the means for transfer of educational and health data, but in the final years of its existence that was far from the main purpose. History should not blame the administrators of the system in Little Rock, Ark. The blame must go to the users who may have taken the wrong direction. Users were more concerned with counting children for funding than for having their records transferred to other states.

The system was also highly political and much of the time and activities in some states was spent preparing special reports which had no relevance to the program goals and objectives. Now that it is gone forever, each state has been told by the United States Department of Education, Office of Migrant Education to come up with their own system for counting migrant children and to use the best way possible to transfer student academic and health records in state and out of state.

Has Michigan complied with the mandate? Our state has a system, the Michigan Education Data System (MEDS), that is in operation in all of our 46 migrant education school program sites around the state. It is still a reality that the data system is going through some debugging and that the school data entry personnel who did not attend the state training sessions are having a problem with the system. Some staff find it confusing and some find it easy and useful. This is all related to their academic preparation, the time on task, problems with hardware and software, and the level of commitment of school personnel towards migrant education.

Is our database system enabling us to store student academic and health data? Not yet. Our state is using this sys-

tem only for funding purposes. Are we using the data system only for the final federal performance report? This author reserves the right not to comment on this issue until more data is collected. Based on feedback from migrant school personnel, it does appear at this time that in Michigan, the system is being used for student count and not for the transfer of academic and health records.

Other States' Responses to the Mandate

States like Florida and Texas have their own database. A small group of states have joined Texas in using a system called the "New Generation System." The idea of the Texas-endorsed system was to create a national database system, regardless of any federal mandate, with the hope that all states would buy into this idea. In reality, even if they call it a national system, it only includes Texas and a handful of other very small states who do not share any migrant students with Michigan.

However, using the influence of some Michigan Education State Board members, Texas tried to force their migrant student data system into our state. This resulted in a very confusing situation and the parties had to explain the need for another database from outside the state which had not been designed for Michigan and which was very expensive.

Although there are indications that the Michigan Department of Education may not join the Texas system, pressure continues to do so. History has shown that Texas was not able to transfer student data to our state even when we had the MSRTS system in place. Do we have an assurance that it will happen at this time? Only the future and the results of their performance with other states will provide us with the answer to this question.

It is also a fact that Texas will not be able to input all their own data for the total number of migrant students who travel in and out of state. The thousands of Texan migrant students moving would require large amounts of data entry personnel, computer terminals, phone lines, and internet access. This would require an outrageous budget for equipment, software, data entry and processing which is impossible at this moment. So, if we wouldn't have their data why should we buy into their system? Should we pay them forty thousand dollars every year to send our own data back to our state? We must also remember that only 29.3% of our migrant students come from Texas. Regard-

Continued on next page

Migrant Student Database

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less of these numbers, Texas wants Michigan to pay for all the students if we join their system. The majority of the children move within Michigan (51.8%), and many also come from Florida (12.3%) and Mexico (2.8%).

The Texas data system will have very limited amount of educational information. Even if we had the information it would not translate to any meaningful school placement. Schools in the valley are the ones in need of more interstate and intrastate coordination. Schools in Texas still need more technical support, phone lines, internet access connections in each of the schools, computer terminals, and staff to make an electronic system work. It will take many years before we could see this change.

The Florida state student database system is functional and it includes all children. Their system enables them to identify all migrant students and provide means for placement. The system is still trying to find a way to exchange data with Texas and other states of the nation.

This state is not trying to push their data system onto any other state because it was tailored to the specific needs of the Florida education system. They are willing to send any data to any of the migrant student sending states free of charge. This is what many states should take as an example of true educational exchange.

Out of State Experiences and Recommendations

After the author spent several days in Texas, Mexico, and Puerto Rico talking to teachers and administrators during the months of July and August, it was clear that, in reality, these states use means other than electronic databases for transferring student records. Most school officials use the fax and also have their local measurement instruments for student placement. The lack of uniformity in the curricula, the non-flexible school regulations and class schedules, the lack of bilingual teachers, the rigid compliance with local health department vaccination regulations, the highly political state and local school boards that ignore migrant student needs: these are only a few of the issues that negatively impact the education of migrant students and require attention.

Migrant education programs around the nation must use educational and health data transfer systems for their intended purpose. They should not pay for expensive electronic data systems just to count students. Student counts could be done by using the certificates of eligibility (COE) as the main source and not an electronic database. The COE is the official paper document required by the federal government to be used as proof for state migrant student counts. The duty of counting children

could be given to a less expensive private vendor and the count could be made based on statistical sampling.

Migrant Education funds and state personnel could be better used if their focus was on the development of effective educational programs during the early grades. Schools should teach migrant students English: reading, writing, and oral language. In addition, all programs must start using certified and qualified bilingual teachers instead of tutors which only perpetuates the lack of formal instruction. Some of the funds should also be used for other health, advocacy, and outreach services.

If states start collecting data and have teachers use it for something meaningful, maybe they can start making a significant change in migrant students' lives. The reality is that almost every state has its own system for student placement and uses its own local curriculum. Teachers, parents, and administrators need to know the importance of collecting academic and health data. Once migrant parents move they should know what to do with the student paper records they possess and how to communicate directly to teachers that this information is available for student placement and progress.

Maybe states should invest in a common migrant student curriculum which would include the basics regardless of the local requirements. Maybe states need to provide national correspondence schooling which could give migrant students the opportunity to progress regardless of where they move. Additional educational radio, television, and video tape lessons could be considered as a viable, effective, low cost alternative such as has been done in Mexico for many years.

Federal Legislation, Funding and Recommendations

As federal and state school funds decrease, the temptation for using migrant education dollars for other dubious purposes may increase. The 1994 amendment to the 1965 — Elementary and Secondary Education Act (ESEA) included PART C — Education of Migrant Children legislation which states that migrant funding is to be used mainly for the education of migrant children. Migrant education funds should not be used for other political or personal reasons. This legislation is in place and should dictate the priority for all states in the nation.

States must have as their top priority the education of migrant children and not their electronic database systems. A significant percentage of state efforts, time, and funding is going towards helping the electronic system and not the migrant children. This type of direction will only hurt migrant students in the near future.

Dr. Edgar Leon was a 1996 Scholar in Residence with JSRI and maintains an ongoing affiliation, conducting research on migrant education.

Farmworker Futures

Continued from page 6

ities. In addition, a sufficient supply of field workers, having better health care, education and a more adequate diet would be assured. Above all, however, the FWC proposal provides for a significant uncoupling of farmworker income security from grower income security. The funding scheme of the FWC achieves this objective because although gross farm incomes would be taxed to fund the FWC, the rate would be very small (compared to the case where the grower is the party solely responsible) because the largest percent of the funds would be derived from taxes on non-farm production. Given its broad tax base, the FWC concept also appears more politically acceptable than a private sector solution such as vertical unionization of the food industry, (Spielberg, 1997) which would restrict the solution to the farmworker problem to only the food processing industry.

When the FWC was being proposed, Bissell argued that widespread use of non-resident aliens (green-carders) had a harmful effect on both sides of the border. In Mexico, American dollars earned by work in the U.S. enlarge the money supply while the goods created by the work remain in the U.S. side of the border, leading to inflation. In the U.S., the non-resident aliens, like the undocumented workers today, created a labor surplus that produced downward pressure on the wage rate. In addition, Bissell argued, the undocumented worker took jobs the government, by its immigration policies, ought to have reserved for its own citizens.

In today's context American society has to consider how much responsibility it has to reserve jobs for its own citizens. If this is a high priority, the FWC is an instrument by which domestic workers get a first crack at farmworker jobs. This preference, however, does not necessarily have a negative effect on foreign workers overall. In the long run, an instrument like the FWC could be used to minimize the abuses in the use of foreign workers as well as to put upward pressure on the wages they receive. Although FWC likely would have the effect of increasing the aggregate income of indi-

vidual foreign workers, it would also make the jobs available to foreigners fewer in number.

Although the idea of having a governmental entity be the farmworker employer goes against today's political climate, from a historical perspective, the idea is not as farfetched as it first appears. The federal government has in the past assumed some responsibility for the farmworkers. Under the Bracero program, the Mexican government persuaded the U.S. government to guarantee the contracts issued to Braceros (Martin, 1994). In this way, the government becomes responsible for fulfilling any contractual provisions that U.S. farmers failed to satisfy.

But the political feasibility of the FWC, or any other policy instrument that uncouples the income security of the farmworker, will require a national consensus, if the burden of support of the farmworker is to shift to all who gain from cheap food. Arriving at such a national consensus will require us to break down the myth that improving the lives of the farmworkers will threaten our abundant supply of cheap food. This should not be too difficult since data is now available that can be used to uncouple in people's mind the notion of cheap food from the notion of cheap labor. Martin (1994) has observed, for exam-

ple, that "doubling farm wages, and thus practically eliminating farmworker poverty, would only raise retail food prices by less than 10%."

For the future, the migrant labor system looks more intractable than ever. As Americans rely increasingly on more packaged fruits, vegetables, and horticultural specialties, Americans will, in turn, continue their indirect demand for the labor that sustains cheaper and better quality. When will farmworker income security become uncoupled from grower income security and consumer demand? The answer may depend on how soon the idea of cheap food is uncoupled from the idea of the need for cheap farm labor.

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FIELDWORKERS— *Migrant farmworkers still play a vital role in the planting and harvesting of much of America's produce. (JSRI photo by Refugio I. Rochín)*

To My Friends at JSRI and in Michigan

by Victor Garcia, Ph.D.



It was extremely difficult to settle back into a routine in Pennsylvania after my 7 month stay at JSRI. I recall that, as I arrived in January in the midst of what appeared to be a blizzard, I was wondering whether I had done the right thing by taking a leave of absence from Indiana University of Pennsylvania (IUP) to pursue a post-doctorate at JSRI. In retrospect, I am absolutely sure that I did the right thing. My postdoctoral tenure at JSRI is one of the most rewarding and intellectually stimulating experiences in my academic career.

In my relatively brief stay, I met colleagues from different disciplines and institutions who were carrying out research in distinct regions of the country. I learned quite a bit from them. For example, I acquired sound knowledge of agricultural economics and social capital from my friend Marcelo Siles. Lourdes Gouveia, my sociology colleague and post-doctorate cohort, taught me much about globalization, the many social processes that accompany it, and its detrimental effects on U.S. Latino and Latin American communities. Juan Marinez, true to his calling in the field of agricultural extension, was instrumental in reminding me and others to apply our research findings in order to improve the plight of Latino workers and their families.

From the very beginning, Refugio Rochín, the director of the institute, made sure that Lourdes Gouveia and I would have a rewarding experience. He included us in as many JSRI, MSU, and community-at-large activities as possible, and his generosity allowed us to attend national and international conferences where we could share our research findings. He was also a gentle, patient, and wise mentor who has made a difference in our professional development.

I was also touched by the students who I interacted with at the institute, among them Catalina Burillo, Emily Marroquin, Mark Torres, Aivy Navarro, Jodi Fox, and let's not forget Michael Erb. The staff, all of whom make JSRI a special place, should be praised for their hard work and dedication. Without Rosemary Aponte, Laurie Briseño, Lucinda Briones, Visha Samy, Jeanie Limon, and my high-tech friend Danny Layne, the institute would lack character.

Of my many activities while at JSRI, two stand out: the tour to Adrian and the visit to Oceana County, Mich. I was impressed with how the Latino community of Adrian, together with local government and school officials, worked as a team to host a group of scholars who wrote chapters for a JSRI-sponsored book on rural Latinos in the United States. Seldom do I see this level of organization and cooperation in a community. The Lenawee County Latinos, community residents, school officials, and the mayor should be complimented for giving the group a warm reception. The numerous families who took time from their busy schedules and gave us mini tours that allowed us to see Adrian through their eyes will never be forgotten. They gave us an insiders view of their city. Members of the Oceana County Migrant Inter-Agency Council were equally as generous with their time and hosted an informative meeting on migrant and settled farm worker families in their region. Rosa Gody, Chair of the Oceana County Migrant Inter-Agency, and Tanya Jeffries, Director of the Oceana County Family Agency, together with her assistant, Catalina Burillo, an MSU student, did an excellent job in setting up the meeting for the MSU visitors. A special thanks goes out to the Adrian community and the folks at the Oceana County meeting. I wish I could list and thank each of the community groups, families, and individuals who went out of their way in Adrian to host the visitors. However, the large turnout and this limited space do not permit it.

I learned much at JSRI and, in the process, made many friends in Michigan. I look forward to seeing them again.

Most sincerely,
Victor Garcia,

Associate Professor, Department of Anthropology, Indiana University of Pennsylvania.

Dr. Victor Garcia was a JSRI Postdoctoral Fellow from January to August 1997. He continues his collaboration with JSRI through his participation in the development of the National Center on Rural Latinos and co-editorship of a book on the topic.

Save the Date...

Recognizing the importance of addressing the mental health needs of Chicanos, JSRI is organizing a conference on the topic of "Chicano Psychology." This conference will address topics related to Chicano mental health by exploring areas such as counseling, research, and direct services. It will include a component on how Chicano culture can be incorporated when working with Chicano/as in a mental health setting by presenting recent research and techniques. Nationally recognized scholars will provide strategies for culturally appropriate interventions when working with Chicano clients. Panels will focus on the following themes:

- *Psychological Diagnosis and Assessment of Chicanos*
- *Professional Careers of Diverse Chicano/a Psychologists*
- *Chicano Families, Elders, and Adolescents*
- *Innovative Mental Health Programs and Interventions for Chicanos*

In addition to the panel discussions, workshops will be held on the following topics:

- *College Persistence of Chicano Students*
- *Ethnic Socialization of Chicanos*
- *Group Therapy with Chicanos*
- *Chicano Health Psychology*
- *Developing a Chicano Psychology Course*
- *Chicano Gay and Lesbian Issue*
- *Substance Abuse*
- *Chicanos & HIV*
- *Chicano Migrants*
- *Domestic Violence*



Graduate psychology students will also be presenting their "new ideas" on Chicano Psychology. JSRI intends to publish an edited collection of the conference proceedings.

This national conference has been scheduled for April 17-18, 1998 on Michigan State University's campus grounds. It will take place in MSU Brody Hall (located directly across from the MSU Kellogg Center). It is considered to be the only conference to be held on a nationwide basis addressing the mental health needs of Chicano/as since 1982.

For further information on the conference, and to be added to our mailing list, contact JSRI via e-mail at conf98@mercury.jsri.msu.edu or by calling (517) 432-1317. Feel free to browse our website at <http://www.jsri.msu.edu> for continuous updates and additional details on the conference.

This announcement was prepared by JSRI staffer, Laurie Briseño, who will serve as conference coordinator for this event. The Planning Committee also includes Myra Gonzales, Associate Editor of the Journal of Multicultural Counseling and Development; Dr. Roberto Velasquez, Professor of Psychology at the University of California, San Diego; and JSRI Director, Dr. Refugio I. Rochín.

News from JSRI

Visiting Scholars Sought

The Julian Samora Research Institute of Michigan State University invites applications from minority scholars with a doctoral degree in anticipation of one or two positions as a Visiting Research Associate to begin early in 1998. JSRI is the Midwest's premier Hispanic research institute committed to the generation of knowledge on issues of relevance to the Hispanic community within the realm of the social sciences.

We seek scholars who share our commitment to the Hispanic community and can contribute to our research agenda. Knowledge areas are open, although we have a particular interest in the following areas of the social sciences: health services and access to care; identity, race, and ethnic relations; human resource development and education; migration and immigration; rural Latino studies; criminal justice; and labor and industrial relations. Applicants who would like to teach a course during this period are asked to submit an outline or syllabus for consideration by an appropriate department in the College of Social Science.

The selected scholars must be in residence for the period of the appointment. Specific research activity to be undertaken and period of appointment will be determined by mutual agreement. This opportunity is open to minority scholars ranging from new Ph.D.'s (must be complete at the time of appointment) to higher rank scholars. Proof of a doctoral degree is a condition for this appointment. Salary is commensurate with experience.

To apply, send a letter of interest including a statement of your research interests and goals, copies of your publications or research papers, course outline, and vitae. Please include three letters of reference and submit all materials to the address below by Dec. 5, 1997. Review of applications will commence immediately thereafter.

Attn: Visiting Minority Scholar Program
Dr. Refugio I. Rochín, Director
Julian Samora Research Institute
112 Paolucci Bldg. • MSU
East Lansing, MI 48824-1110

A View from the Catbird Seat

by Lucinda M. Briones

JSRI has undergone many transformations since I came to work as a student employee shortly after its establishment. The staff still consists of a core administrative staff, faculty associates, and student employees, although the number of employees has grown and new positions have been added to accommodate our changing needs. The mission of the Institute is still essentially the same as it was in the beginning, but it, too, has grown and changed somewhat. Now more than ever, JSRI is dedicated to bringing to light the various issues pertaining to the Latino community and to serving as a resource for people interested in those issues. As we have grown, the need for our services has also grown. More and more people are turning to us as a resource. Now that I have taken on the position of secretary at JSRI, I have come to see just how important a role the Institute plays as *the* information resource on Latinos.

With all of the research JSRI is producing, the amount of information which flows through here, even on a daily basis, is incredible. I am responsible for coordinating, processing, and disseminating that information, and for knowing the projects in which the Institute is involved in order to be able to answer questions or direct them to the appropriate person. I am usually the first point of contact for people calling or visiting JSRI.

Being that first point of contact, I know firsthand that JSRI receives requests for information and assistance on a frequent basis. The most common requests we receive are related to our publications and research. Oftentimes people call to get more information on JSRI publications which were cited elsewhere. JSRI has been developing a Latino Studies curriculum, so we also receive calls in regards to the Latino Studies specialization at MSU. We also get calls from people who need financial support for research, programs, and activities, help with translating documents, and help with promoting job vacancies. Our goal is to be able to provide responses to inquiries and requests or to direct them to the appropriate resources.

Part of my job is also to work directly with Dr. Rochín, to assist him in coordinating his day to day schedule. This is probably one of the most challenging aspects of my job, as it seems his time is very much in demand. Whether he is being asked to help develop curriculum, present a paper, represent the university on issues of diversity, speak to student or professional groups, or serve on national committees, his time and expertise is always in demand.



Since I started this job three months ago, Dr. Rochín has already traveled to Washington D.C., Delaware, Pennsylvania, Ohio, Toronto, Indiana, California, and Florida, and he is soon to go to Argentina. Each time he goes on the road, he takes along samples of JSRI's latest research, publications, and information on the Institute and returns with even more information. Thanks to his promotion of the institute, and the numerous contacts he has made since he started, JSRI is now recognized among academic, government, and community leaders nationwide as *the* information resource on Latinos.

Recently Dr. Rochín attended a conference in Delaware on "The Changing Face of Rural America." There he met with national scholars and with local residents to discuss issues which are facing small towns across America. In Georgetown, Delaware, a poultry-processing plant drew a large influx of Latinos into a small, predominantly White community in a relatively short time. The community leaders were at a loss in terms of ideas for how to deal with the situation. Having visited other parts of the country which have experienced the same phenomena, Dr. Rochín was able to provide some insight, comparisons, and suggestions. His travels have definitely paid off.

He has earned a national reputation as an expert on many subjects. In the last three months alone, he has been asked to present papers, give talks, write articles, and answer questions on the browning of the Midwest and rural America, the educational attainment of Latinos, and immigration. His reputation, along with the reputations of JSRI faculty associates, was the key to landing a planning grant from the Fund for Rural America. JSRI, in partnership with UC-MEXUS and the California Institute for Rural Studies, will develop a proposal for establishing a National Center of Excellence focusing on issues related to Latinos in rural areas.

In a large part, Dr. Rochín's reputation is JSRI's reputation. He is setting the standard for JSRI's work and the rest of us are all trying to keep up. As JSRI grows and changes, my role here will surely transform as well. I feel fortunate to be part of the team and look forward to the continued learning which comes with this job.

In my role as "traffic cop" directing callers to JSRI's resources I may be talking to some of you in the future. I look forward to that, too.

Lucinda started at JSRI as a student employee more than 5 years ago and currently serves as the secretary.

New MCLR Director Named

The Board of Directors of the Midwest Consortium for Latino Research announced the recent appointment of Rosemary Faiver as MCLR Director.



Faiver replaces Maria de Lourdes Kuthy, who accepted a faculty position at Western Illinois University after serving two years as MCLR Director.

Kuthy's new role at WIU will be as Assistant Professor in the university's Department of Educational Foundations and Multicultural Disciplinary Studies. Faiver, a registered music therapist with a Master's Degree in Music, has been active in the Latino community for many years. She has assisted individuals, families, and students in gaining access to health care, social services, and educational benefits.

"I look forward to working with MCLR," she said, "networking with others in the academic communities, and being involved in collaborative research." To find out more about MCLR, contact them at (517) 432-1150.

PEOPLE



STUDENT MODELS — Three JSRI student workers, Adrian Valerio, Luis Mendoza, and Catalina Burillo, model a variety of attire available through JSRI. Polo shirts, tees, and sweatshirts are among the JSRI fundraising collection, which also includes other novelties like JSRI mugs and keychains. A list of items and prices is available by calling or writing JSRI; an on-line, full-color catalogue will eventually be part of JSRI's home page (www.jsri.msu.edu).

A Sad Note

JSRI's faculty, staff, and students mourn the loss this month of former student employee and friend, Joe Schulz. He was instrumental in creating JSRI's web pages, establishing the unit's internal electronic and internet capabilities, and providing advanced technical support.

He completed his degree at MSU and worked for the Michigan Information Technology Network in Ann Arbor when he unexpectedly died. Joe will be greatly missed.



JSRI OPEN HOUSE — Refugio I. Rochin (left), Javier Pescador, Teresa Melendez, and Scott Michaelson pause during a JSRI-sponsored Open House on Oct. 3 which honored MSU's Hispanic faculty and students. The event coincided with the MSU community's recognition of National Hispanic Heritage Month. Pescador, Melendez, and Michaelson are newly-hired faculty members at Michigan State University. (JSRI photo by Danny Layne)



PROUD FATHER — Congratulations to JSRI Student employee Daniel Soza on the Oct. 8 birth of his daughter, Tonatzin.

With the recent release of two new research reports documenting the lives and livelihood of Latinos in rural communities, the Julian Samora Research Institute's collection of publications now tallies more than 100.

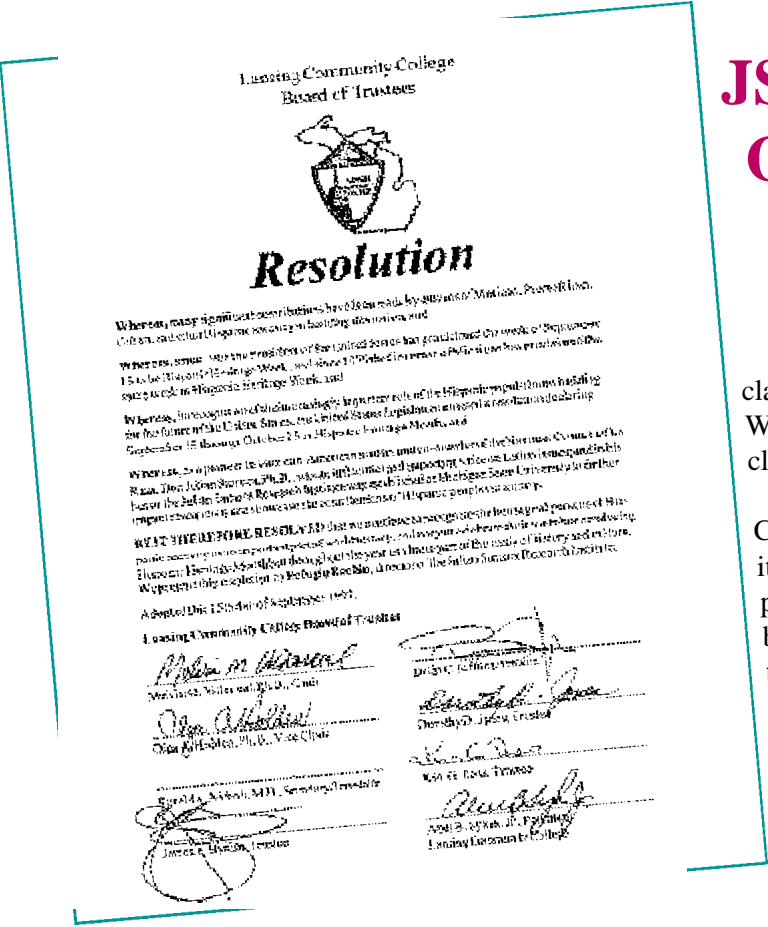
The two newest additions, Research Reports No. 26 and 27, focus on Latino workers in Nebraska's meatpacking and Pennsylvania's mushroom industries. The in-depth studies bring to the forefront Latinos' roles in those industries and communities.

"Latino Immigrants, Meatpacking, and Rural Communities: A Case Study of Lexington, Nebraska," or RR-26 by Drs. Lourdes Gouveia and Donald Stull, is a detailed look at the companies, communities, and environment where today's Latinos work. While public attention has recently focused on the working and sanitary conditions at the American meatpacking plants, this report looks at the composition and history of the Lexington area, its new meatpacking industry, and the ebbing pool of the workforce.

The exclusive report also details the household composition, education and language skills, and work history of the Latino workers. Also provided by the authors are interpretations and assessments of the accumulated data and their recommendations for communities facing similar situations.

Garcia's publication, "Mexican Enclaves in the U.S. Northeast: Immigrant and Migrant Mushroom Workers in Southern Chester County, Pennsylvania," is an intricate look at the established and growing enclaves of U.S.- and foreign-born Latinos who are changing the demographic characteristics of select communities. These changes affect culture, diversity, the ethnic composition of the neighborhoods, and the economic impact on the communities.

Garcia, from Indiana University of Pennsylvania, and Gouveia, from the University of Nebraska, Omaha, spent several months at Michigan State University working under JSRI's "Visiting Scholar" Program. These Research Reports, and other JSRI publications, are available by writing JSRI or visiting our web site at www.jsri.msu.edu.



JSRI Gets Recognition in Observance of Hispanic Heritage Month

Since 1968 the President of the United States has proclaimed the week of Sept. 15 to be Hispanic Heritage Week, and since 1976 the Governor of Michigan has proclaimed the same week as Hispanic Heritage Week.

Be it therefore resolved that the Lansing Community College Board of Trustees continue to recognize the heritage of persons of Hispanic ancestry as an important part of world history, and not just celebrate their contributions during Hispanic Heritage Month but throughout the year as a basic part of the study of history and culture. We present this resolution to Dr. Refugio Rochín, Director of the Julian Samora Research Institute.

Chicano History at MSU

by Daniel Soza

If you were going to teach a course in Chicano history at a university that was offering the course for the first time, where would you start? Juan Javier Pescador, the instructor for Michigan State University's new Chicano history class (History 327 — History of Mexican-Americans in the U.S.), chose to start with the Chicano Power Movement of the 1960's. It was the struggle and determination for change which led to the implementation of Chicano Studies courses and programs at many academic institutions, he said. "Without the Chicano movement of the 1960's, there would be no Chicano studies," he noted in a recent lecture. In fact, the first day of class students watched Part 3 of the PBS Chicano special, "Taking Back the Schools," which details the East LA and Los Angeles "blowouts" or walkouts. High school students at several predominantly Chicano high schools walked out of schools which they viewed as unequal to predominantly White schools. The "blowouts" led to the formation of Chicano Studies courses in many area high schools as well as the development of Chicano Studies programs at many California universities.

Pescador teaches a class of about 35 students the history of a people which had been ignored by MSU up until this point. Incorporating a wide range of learning tools like videos, first-hand accounts, corridos, poems, and the Internet, Pescador relates the experience of being a Chicano in the United States to a class that is more than half African-American and Caucasian.



MAKING HISTORY - Visiting Professor Juan Javier Pescador teaches Chicano History at MSU this Fall 1997. He will teach another course, *Borderlands: Chicana/o History and Memory*, in MSU's Spring Semester.

A more unique aspect of the class is the several projects that are planned outside the classroom. Students will participate in a Chicano ambassador program in which they will visit several local schools to give informal talks about Chicano history; this will be coordinated by JSRI. An "Oral History" project, also coordinated through JSRI, will be informal talks with distinguished members of the Michigan's Chicano community. Pescador also plans to take the class to view the Cesar Chavez collection at the MSU library and participate in an offering (ofrenda) for Dia De Los Muertos (Day of the Dead), a traditional Mexican holiday dating back prior to the arrival of Columbus.

When reflecting on the class, some students said they are learning things only briefly touched on in high school. The course deals with race relations between Chicanos and Whites, the history of which is abound with accounts of oppression and racially motivated attacks. Despite the sensitivity of the material, "Prof. Pescador has a non-threatening way of teaching the course," said Romelia Widders, a Human Resources Senior. With the addition of this course, many students hope that a Chicano Studies program/major will soon be available at MSU. "Anytime we experience and explore other cultures, it's a good idea," added Brad Finegood. "Chicano studies is especially a good idea in Michigan with its high number of Migrant farmworkers," said Widders.

Daniel R. Soza, III is a senior majoring in social relations in the James Madison College of MSU. He is a member of MEXA (Movimiento Estudiantil Xicano de Aztlan), Xicano Studies Student Association, and the Brown Berets de Aztlan.

JSRI is National Planning Grant Recipient

Continued from front page

processing which have developed a greater reliance on Latino labor. Latino population growth is the single most important component of net population growth in many rural communities throughout the nation.

Participating partners in the development of the National Resource Center include: Dr. Rochin, Professor of Agricultural Economics and Sociology, MSU and Professor Emeritus, University of California, Davis; Dr. Lourdes Gouveia, Associate Professor of Sociology, University of Nebraska, Omaha; Dr. Victor Garcia, Associate Professor of Anthropology, Indiana University of Pennsylvania; Dr. Rogelio Saenz, Professor and Chair of Sociology, Texas A&M, College Station; Juan Marinez, MSU Extension Coordinator and JSRI Community Liaison; Dr. Don Villarejo, Executive Director of the California Institute for Rural Studies in Davis; Dr. Juan Vicente Palerm, Professor of Anthropology and Director of the University of California Center for Mexico-U.S. Studies, Riverside campus; Elaine Allensworth, Ph.D. candidate in Sociology, Michigan State University.

Migrant Kids

by Jennifer Mayman

Eight-year-old Jessica's full cheeks pushed her half-moon eyes smaller as she searched for approval with a smile and an upward gaze. Nurse Kathy's nod told her she was doing the right thing, and she continued to heal Jesus' "wound" during the first-aid demonstration put on by the Monroe County Health Department. Jessica raised her eyebrows in concentration, casually tossed a piece of long, thick, brown hair over her shoulder, and finished her procedure. Her warm brown eyes returned to their half-moon shape as she directed her next smile towards the audience. She reacted gratefully to the applause of her peers who were impressed with a job well done.

Applause and optimism were commonplace around the children enrolled in the Ida Migrant Program, a day-care in Temperance, Mich., providing recreation and summer schooling to children of migrant farmworkers. I have held various teaching and coaching positions with many different groups of children, and never have I encountered a group of children so warm, sincere, welcoming, and dedicated to the well-being and betterment of themselves and their peers. Many were brothers, sisters, and cousins, but these relations were only revealed by last name. Each took care of the other like a sibling.

My role at the daycare was that of an assistant teacher. I taught along side Brad Roberts, a first grade teacher in Ida, Mich. Roberts had a personal and encouraging teaching style which mixed well with the positive attitudes of the children. The children attacked their studies in this encouraging atmosphere. They seemed to enjoy the process of solving math problems and answering reading comprehension questions. They took great satisfaction in completing their lessons, and were quick to help their peers who may have been having difficulty with the lessons or with the English language. What made the children seem even more academically gifted was the ease with which they switched between English and Spanish. I found myself incredibly envious of their bilingual skills, and often became a student by asking for the Spanish word for almost everything I read and saw.

Academic success was not the only idea encouraged in the classroom. Determination towards continuing one's education was also a focus. Every class session began with a song, with titles ranging from "We're glad we're

back to school," to "School is a place where dreams come true." Along with lessons in math and reading, were discussions of each child's dreams for his or her future.³ Jessica's dream was to be a doctor. Seven-year-old Julissa's dream was to be a lifeguard; 9-year-old Josue's dream was to be a policeman. When asked how they would achieve their dreams, the universal response was to stay in school and study hard. Even children who hoped to become professional athletes named education as the means towards achieving their goals. I was pleased with the children's unanimous commitment to education, but extremely dismayed when I learned about the current educational policies affecting them.

The school year for these particular children starts in Michigan and continues until the harvest season ends. For some, this season lasts until the end of September, and for others, it lasts until the snow falls in November or December. When the season is over, some families move to Texas, Florida, and Mexico, where the children enroll in their "home schools." Most of the children finish the school year in these schools, but some migrate north around Easter time. Reports from the Michigan schools to the home schools attempt to inform the teachers at the home schools of the children's progress while in Michigan, but because the United States does not have a national curriculum, the students start in a different place in class every time they switch schools. Class is also missed due to travel time. I learned these educational policies from Roberts, but it was the children who taught me what this broken-up schooling is really like.

Julissa doesn't like returning to her Texas school because of all the difficult standardized tests she has to take. However, she had a tough time deciding which school she liked better. She doesn't like her Texas school because of all the hard tests, but she doesn't like her Michigan school because the "kids who are not my color call me stupid." She says she would much rather stay in one place than migrate. Though her summer work would indicate otherwise, school is discouraging, according to Julissa, but she plans to stay in it to achieve her dreams.

Jessica, the aspiring doctor, much prefers her Texas school to her Michigan school. She described kids in her Michigan school as "mean," and said that in Texas things are much different. Her friends are there, her teachers are Mexican, and she is "average." Like Julissa, Jessica plans to stay in school and wants to go to college. Like Julissa, Jessica would rather stay in one place than migrate.

The determination of these children to stay in a school system where they miss class, enter in the middle of a school year, and are forced to feel like an “outsider” is inspiring to me. I greatly admire the children’s commitment to attain an education. It is true that these children have never known any other system, but it is inspiring that they would want to stay in one that seems so easy to withdraw from. Reform is clearly needed in the education of these migrant kids to decrease the high dropout rate among migrant workers.

A recent proposal for educational reform is the national curriculum. This technique is used in many other countries to insure that all children learn the same material. On the surface, a national curriculum could benefit children of migrant workers because it would allow them to enter the classroom in either Michigan or Texas on the same page as other students. The challenge in a national curriculum is deciding what that curriculum would be.

Teaching one history to such a heterogeneous population would be quite difficult.

The student population in Temperance, Mich., is very different from the student population in Weslaco, Texas, as pointed out by Julissa and Jessica.

Whether students in these two different places should learn the same material is the challenge of a national curriculum. It would be ideal for students all across the country to learn as much about Pancho Villa and Cesar Chavez as they do about George Washington and Benedict Arnold. I have strong doubts that, in a national curriculum, equal attention would be paid to Villa, Chavez, Washington, and Arnold. Some things would be emphasized, and others would be glossed over. It seems unfair

to teach students all about Washington and Arnold while depriving them of the knowledge of Villa and Chavez, but it is also unfair to teach only of Villa and Chavez, and ignore Washington and Arnold. It will be very difficult to find a balance between these two, while still providing students more than a general survey of history.

Changes clearly need to be made in the education of children of migrant workers. These changes need to be made not only for personal enrichment, but also to allow these children to explore their options, and have an equal opportunity at achieving their goals. Neither Jessica, Julissa, nor Josue want to be migrant farm workers. It is necessary that they are given the same opportunities as other children to become what they choose.

Jennifer Mayman is a senior history major at the University of Michigan. She is focusing her studies on Latino and Asian immigrant and migrant populations in this country. She first became interested in this area from a class she took entitled “Immigrants in the American Imagination.” This class forced her to challenge her definition of “America,” and she is still in search of her own definition.

She hopes to continue her studies at the graduate level, and eventually work with the above mentioned populations in public policy, education, or social welfare. She is originally from the San Francisco Bay area.

Ed. Note — Additional information about Michigan’s Migrant Education Program, and its policies and procedures, can be found in the JSRI publication, CIFRAS 8, by Dr. Edgar Leon and Dr. Mazin Heiderson. The publication, “Patterns and Trends in Migrant Education,” is available by writing JSRI or by visiting our web page at www.jsri.msu.edu.

Farmworker Health A Concern

The National Center for Farmworker Health (NCFH) is a national non-profit organization dedicated to improving the health status of farmworker families. It provides technical assistance to Migrant Health Centers in the U.S. and Puerto Rico and provides direct services to farmworkers through its “Call for Health” program. This service provides bilingual (Spanish/English) health information and referral services for farmworkers. The toll free number, 1-800-377-9968 can be reached by farmworkers from anywhere in the United States or Puerto Rico. Service hours are 8:00 a.m. to 4:30 p.m. Central Standard time. At other times, calls are answered by a bilingual answering service. All calls are confidential.

NCFH recently organized the 7th Annual Midwest Farmworker Stream Forum, held in Indianapolis, Ind. The Forum provided an opportunity to update those who provide health and social services to migrant and seasonal farmworkers on a number of health and policy issues.

In the same venue, the National Advisory Council on Migrant Health took testimony from migrant farm workers and those who work with them in preparation for its report to the Secretary of Health and Human Services. JSRI attended these hearings in an observer status to gain background for its work in rural communities. Testimony made clear that problems persist in many aspects of farmworkers lives, despite Federal programs implemented to address them.

CALL FOR PAPERS

The Midwest Consortium for Latino Research 4th Conference/Roundtable Indiana University-Bloomington, is soliciting submissions for papers and panels. Topics discussed are in the following areas; Emerging Issues In Latino Studies: Mid-west Focus. Public policy, health, education, new technologies, Latino studies, Latino Arts, Latino studies in the mid-west, Latina feminism, rural-urban Latinos, Latino identity and diaspora. Round table topics include: The tenure process, linking universities and communities, scholarship and activism, Latino mentoring, faculty-student recruitment and retention, and university environment. Three hard copies of the proposal must be sent to the MCLR Conference/Roundtable Committee, Midwest Consortium for Latino Research, 202 Paolucci Building, East-Lansing, MI 48824-1110. Proposals will be judged on the basis of overall quality. All proposals for panels and papers can be sent immediately but, must be received no later than Nov. 1, 1997.

The National Association for Chicana and Chicano Studies XXV Annual Conference, June 24-27, 1998. "Chicanos/as y Mexicanos/as Dos Comunidades Un Mismo Pueblo" seeks submission of papers for their Mexico City conference. The complete submission request consists of a 250 word abstract and a completed proposal form. Types of panels: A collaborative research presentation by three or four members of the research team; a panel of paper presentations addressing common themes or otherwise complementary issues; a panel reporting on programs, teaching endeavors, or relevant issues. Please type title of paper and/or panel proposed, name of affiliation of presenter(s). Return proposal form to Prof. Julia Curry Rodriguez, Attn. NACCS '98 University of California, Department of Ethnic Studies, 506 Barrows Hall, Berkeley CA 94720-2570. For general conference information please call Kathryn Blackmer Reyes, Conference Site Coordinator (525) 550-8043.

The University of Houston's Social Science Quarterly is soliciting original research reports from scholars in all social science disciplines for its 1999 issue devoted to the topic of "Hispanics in America." Articles should not exceed 30 double-spaced pages. Research notes should not exceed 18 double-spaced pages. Deadline for submission is April 1, 1998. Direct manuscripts to: Prof. Robert Lineberry, Editor, Social Quarterly, Department of Political Science, University of Houston, Houston TX 77204-3474.

The National Association of African American Studies and The National Association of Hispanic/Latino Studies are requesting abstracts for their national conference Feb. 10-14, 1998 in Houston Texas. Send abstracts to Dr. Lemuel Berry, Jr. Executive Director, NAAAS and NAHLS. Morehead State University, 212 Rader Hall, Morehead, KY 40351 -1689. Abstracts not to exceed two pages, topic related to any aspect of African-American and/or Hispanic and Latino experience. Subjects may include, but are not limited to, literature, demographics, history, politics, economics, education, health care, etc. Deadline for abstracts is Dec. 5, 1997. For additional information e-mail Marisa Rivera: marisa@iastate.edu.

The Journal of Borderland Studies is looking for high quality manuscripts on border issues. Work from any discipline that illuminates border problems, characteristics, issues and realities in any part of the world is acceptable for manuscript review. Inquiries and manuscripts should be sent to Joan B. Anderson, School of Business Administration, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110. Please submit four copies of the manuscript and a cover letter identifying the author(s), institutional affiliation and academic rank, and the name, address, telephone, fax and e-mail of the person responsible for contact with respect to the submitted article.

American Education Research Association (AERA). The Call for Proposals for the 1998 AERA Annual Meeting in San Diego, Calif., on April 13-17, 1998, is now online at the AERA website. To access, see <http://aera.net>, click "Annual Meeting," and you will see links to the 1998 Call for Proposals.

Essays are solicited for "Critical Approaches to Chicana and Chicano History: The next generation." It's a collection which remaps the fields of Chicana/o history by academics who went to graduate school in the 1980's and 1990's and who are beginning to make their presence felt in the profession. Deadline for submission is Nov.1, 1997. Send to Montye Fuse, Department of English, Arizona State University, P.O. Box 870302, Tempe AZ 85287, or to Ron Lopez, Department of History, University of California at Berkeley, Berkeley CA 94720.

CALL FOR PAPERS

Latin American Studies Association (LASA) requests submission of papers for the XXI International Congress September 24-26, 1998, Palmer House Hilton Hotel, Chicago Illinois. Overall theme of congress: "Social Justice: Past Experiences and Future Prospects." Deadline for proposals is Nov. 1, 1997. Two hard copies must be sent to LASA 98 Department of Sociology, Box 571037, Georgetown University, Washington, D.C. 20057-1037. E-mail inquiries may be sent to lasa98@gunet.georgetown.edu. For additional information visit LASA's web site: <http://www.pitt.edu/~lasa/>.

Articles pertaining to: Theories of Ethnicity, Identity and Racial Formations, Latino Student Politics, Latino Activism and Third World Politics, The Construction of Gender and a Gender Critique Among Latinos, The "Hispanic" Generation and the Birth of an "Entrepreneurial Class" Among Latinos, Postmodern Latinos, the Construction of Migrant Experiences, and the Construction of Localized Community and Group Formation Identity sought. Submit articles by Dec. 1, 1997 to Managing Editor, Latin American Perspectives, P.O. Box 5703 Riverside, CA 92517-5703. Call (909) 787-5037 ext. 1571, or e-mail laps@mail.ucr.edu.

The Business Association of Latin American Scholars will be conducting its 1998 conference in South Padre Island, Texas April 1-4, 1998, hosted by The University of Texas Pan-American. Those interested in submitting a paper for this conference please refer to their web site: <http://w3.panam.edu/~balas>.

The Editorial Board of the Harvard Educational Review, in recognition of the 150th Anniversary of the signing of the 1848 Treaty of Guadalupe Hidalgo, is interested in publishing articles regarding historical and present day educational challenges and issues faced by Chicanas/os. Topics of interest to the board include, but are not limited to: the historical and current status of Chicana/os and education; the implications of mainstream systemic reform on Chicana/o education; language and literacy acquisition; issues of race and ethnic identity; and the development of Chicano based-curricula. Length of articles can range from three to 35 double-spaced manuscript pages. Authors are encouraged to submit their manuscripts by Feb. 1, 1998. Send to: Harvard Educational Review, Attn. Chicana/o Education Committee, Gutman Library Ste. 349, 6 Appian Way Cambridge, MA 02138.

Contemporary Educational Psychology, a research journal published by Academic Press since 1976, invites articles exploring the application of psychological science to education. Articles and research of all types is encouraged including empirical research, discussion of theory, and reviews of the literature. Both quantitative and qualitative methodologies are desired. Manuscripts should be submitted to the Editor, James M. Royer, Department of Psychology, University of Massachusetts, Amherst, MA 01003. For more information visit: <http://www.apnet.com/www/journal/ep.htm>.

READING MATTER

Border Theory: The Limits of Cultural Politics. Edited by Scott Michaelsen and David E. Johnson. (ISBN: 0-8166-2962-5 (hardback); 0-8166-2963-3 (paper) University of Minnesota Press, 1997.) An anthology of scholarly work - drawn from the fields of language studies, anthropology, and history - which critiques the terrain, limits, and possibilities of border theory.

The Terror of the Machine: Technology, Work, Gender, and Ecology on the U.S.-Mexico Border. By Devon G. Peña (Center for Mexican American Studies, distributed by University of Texas Press; 460 pages; \$45 hardcover, \$19.95 paperback). A study of Mexico's *maquiladoras* — foreign-owned assembly plants along the U.S.-Mexico border.

Ventana Abierta: Revista Latina de Literatura, Arte y Cultura. A new Spanish language journal publishing articles, essays, and reviews on the literature, art, and culture of the nation's Latino communities. Published biannually, subscriptions are available by writing the Center for Chicano Studies, University of California, Santa Barbara, CA 93106.

EMPLOYMENT OPPORTUNITIES

The Department of Sociology at the University of California, Santa Barbara anticipates an Assistant Professor's opening in the department's Race Ethnicity and Nations (REN) program. Subspecialties are open. Applicants whose scholarship and teaching focuses on major racial/ethnic groups in the U.S., and/or issues of race and ethnicity should send vita, letter of application, and three letters of reference to: Chair, REN Search Committee, Department of Sociology, University of California, Santa Barbara, CA 93106-9430. Deadline is Nov. 15, 1997. EO/AA employer.

Chicano/a Studies at the **University of California, Santa Barbara** invites applications for a tenure-track, Assistant Professor position. Preference is for Contemporary Chicano/Latino Political Issues and Contemporary Immigration Issues in any discipline. Send dossiers, including a writing sample and three letters of recommendation, to: Dr. Francisco A. Lomeli, Chair, Department of Chicano Studies, University of California, Santa Barbara, CA 93106. For additional information call: (805) 893-3012, by Dec. 1, 1997.

The University of Wisconsin-Milwaukee invites nominations and applications for the position of Director of the Roberto Hernandez Center for Latino Studies. Candidates should be scholar-teachers in the area of U.S. Latino Studies, with substantial records of publication and professional service, and commitment to community involvement. Fluency in Spanish is highly desirable. Application deadline is Jan. 9, 1998. Send inquiries to: Prof. Gregory Jay, Chair, Search Committee, Roberto Hernandez Center, College of Letters and Science, University of Milwaukee, Milwaukee, WI 53201.

Tenure-track position in Chicano Studies/Sociology. Ph.D. in Sociology, scholarship, and expertise in Chicano Studies, knowledge of Chicano/Latino communities; interest in program and community building; one year's teaching experience. Application review begins Jan. 15, 1998. Mail letter of interest, current vita, and three letters of recommendation to: Hiring Committee, c/o Laurie Wermuth, Chair Department of Sociology and Social Work, **California State University, Chico**, Chico, CA 95929-0445.

The University of Oregon English Department seeks applications and nominations for a specialist in one or more ethnic literatures (especially African-American, Asian-American, Hispanic-American, or Native American) to be appointed to the rank of Associate or Full Professor. Applicants should send a letter and c.v. by November 5 to: John Gage, English Department Head, University of Oregon, Eugene, OR 97403-1286.

The Program in American Culture and the Program in Film and Video Studies are seeking authorization for a tenure-track faculty appointment, rank open, in Latino film studies. Candidate should have a primary specialization in U.S. film history or genre criticism with an emphasis on Latino film and issues of race and ethnicity. A Ph.D. is required, as well as a record of substantial publication (for a tenure-track appointment). Submit a letter of interest, curriculum vitae, list of references with phone numbers, and samples of written work to: Chair, Latino Film Studies Search Committee, Program in American Culture, G410 Mason Hall, **The University of Michigan**, Ann Arbor, MI 48109-1027.

Anthropology/Sociology/ and American Studies. Race and ethnicity. Joint appointment in two departments, with expectation of teaching in both. Research and teaching should focus on the Asian-American or Hispanic-American experiences. Submit CV, brief description of research and teaching interests, one or two samples of writing, and three letters of reference by Dec. 31 to Jerry Himmelstein, Chair, Search Committee, Department of Anthropology and Sociology, Box 2226, **Amherst College**, Amherst, MA 01002-5000.

Arizona State University seeks an Assistant Professor (tenure-track) for Chicano/a Studies in the area of sociology and public policy. Ph.D. required with training in sociology, anthropology, psychology, or related social/behavioral science. Qualifications also include evidence of teaching and research, a defined research agenda, and the ability to teach in family/urban studies, health, or immigration. Application deadline is Nov. 24. Send letter of application, indicating teaching and research interests, and three letters of recommendation to: Edward Escobar, Dept. of Chicana/o Studies, Arizona State University, P.O. Box 972002, Tempe, AZ 85287-2002. AA/EOE

FELLOWSHIPS AND GRANTS

The Woodrow Wilson International Center for Scholars awards approximately 35 fellowships annually in an international competition to individuals with outstanding project proposals representing the entire range of scholarship, with a strong emphasis on the humanities and social sciences. The Center especially welcomes projects that transcend narrow specialties. Further information and application forms may be obtained from: The Fellowships Office, Woodrow Wilson Center, 1000 Jefferson Drive, S.W. SI MRC022 Washington, DC 20560. E-mail wcfellow@sivm.si.edu Fax (202) 357-4439 Phone (202) 357-284. URL <http://wwics.si.edu>

NALEO Educational Fund announces its 1998 summer legislative intern program. The National Association of Latino Elected and Appointed Officials, Educational Fund and Shell Oil Company, have begun a nationwide search for qualified Latino college and university students interested in an intensive summer legislative internship program. Applications must be received by 5 p.m. PST Friday Feb. 27, 1998. Applications and program information are available at <http://www.naleo.org> or by writing to NALEO SLIP Program, 5800 S. Eastern Ave. Ste. 365, Los Angeles, CA 90040.

The American Sociological Association's (ASA) Minority Fellowship Program (MFP) announces its competition for the pre-doctoral fellowship training program for the 1998-99 academic year. The MFP is intended for minority students who are applying or have been accepted into doctoral programs in sociology and have substantial academic and research interests in the sociology of mental health. One or two General Sociology Fellowships will be awarded. For application forms and details contact: The American Sociological Association Minority Fellowship Program, 1722 N. Street, NW Washington, DC 20036 (202) 833-3410 ext. 322 FAX (202) 785-0146, e-mail minority.affairs@asanet.org

National Institute of Mental Health Minority Dissertation Grants for students in an accredited doctoral degree program in the behavioral, biomedical, or social sciences. Minority applicants who are conducting or intend to conduct research on any problem related to mental health or mental disorders may apply. NIMH anticipates funding up to 25 Minority Dissertation Grants. The application deadline is Dec. 13. Potential applicants should contact NIMH staff regarding current program priorities before applying for a grant. Program Announcements can be obtained directly from the NIMH FAX4U line by calling (301) 443-5158, and request the Program Announcement: PAR 940053.

Social Science Research Council, Fellowships and Grants for Training and Research. 810 Seventh Avenue New York, NY 10019. (212) 377-2700 fax (212) 377-2727. Web: <http://www.ssrc.org>

Public Policy and International Affairs (PPIA) Fellowship Program. Educational fellowships for people of color in public service for a changing nation and world. Contact PPIA to place your name on the distribution list. The Academy for Educational Development (AED) serves as Administration for the PPIA Fellowship Program: AED, 1875 Connecticut Ave., N.W., Washington, DC 20009-1202. Phone: 1-800-613-PPIA (7742). Web site, <http://www.aed.org/ppia>

National Physical Science Consortium (NPSC) for Graduate Degrees offers graduate fellowship program for underrepresented minorities (Black, Hispanic, or Native American) and women in the physical sciences (astronomy, chemistry, computer science, geology, material science, mathematics, or physics). Fellows will pursue graduate degrees (both MS and Ph.D. levels) in the physical sciences. For more information visit: <http://web.fie.com>.

The Ford Foundation is offering approximately 50 Pre-doctoral Fellowships and 29 Dissertation Fellowships for Minorities. Awards will be made for study in research-based doctoral programs and selected academic disciplines that will lead to careers in teaching and research at the university or college level. Deadline for all applicants is Nov. 15, 1997. For more information, see: <http://fellowships.nas.edu>.

Five College Consortium in Western Massachusetts offers a fellowship of \$25,000 to a minority scholar to complete a dissertation. For information and application materials contact: Carol Angus, Five College Fellowship Program Committee, 97 Spring Street, Amherst, MA 01002-2324 or call (413) 256-8316.

UPCOMING EVENTS

Third Annual Conference on Emerging Literature of the Southwest, Nov. 7-9, 1997. University of Texas, El Paso. This conference provides a forum for discussion of issues relevant to multi-cultural literature of the Southwest, including regional, Native-American, Chicano, Mexican, and International writings. For information write to: Conference Services Professional and Continuing Education University of Texas, El Paso, 500 W. University, El Paso, TX 79968-0602 or call (915) 747-5142.

Charting the Course of the Puerto Rican Community for the Next Millennium, Nov. 12-14 at the Crowne Plaza Hotel, New York City, 20th Anniversary celebration. Public policy forums: Welfare Reform and State Implementation Plans, Managed Care and Our Health, HIV/AIDS, Charter schools in Education, Housing and Economic Development. Special activities: Bell Atlantic Virtual Not for Profit Training Institute, Young Puerto Rican/Latino Leadership Forum, Culture. For more information call (202) 223-3915.

XVI Conferencia Mundial de Promoción de la Salud y Educación para la Salud. World Conference on Health and Promotion and Health Education June 21-26, 1998, Caribe Hilton Hotel and Expo Center, San Juan, Puerto Rico. For registration info, write: Secretariat, XVI World Conference, P.O. Box 365067, San Juan, Puerto Rico 00936-5067, or e-mail: hir_arroyo@rcmaca.upr.clu.edu.

The Border Academy is an intense 2-week program that will examine the political, economic, and social issues shaping present-day life on the border. Fifty people will be selected to participate June 21-July 4, 1998. For more information contact the University of Arizona Mexican American Studies and Research Center by telephone (520) 621-7551, or e-mail: ttg@u.arizona.edu.

An interdisciplinary conference, **Constructing Latina/Latino Studies: Location and Dislocation**, will be held April 2-3, 1998 at the University of Illinois, Urbana-Champaign. Speakers and participants will analyze the construction of universities' Latino/a studies programs beginning in the 1960's. The conference will examine how scholarship and traditional teachings are affected by new trends, issues, and developments. For more info, write: Latina/o Studies Program, University of Illinois, 510 E. Chalmers, Champaign, IL 61920.

DATA BYTES

- In March 1996, 9% of Hispanic teens aged 16-17 were not in school and not working; this compares to 4% of non-Hispanic White and 6% of Black in that category (Black-White difference not statistically significant). In that same period, 6% of Hispanic 16-17 year old females had given birth to and were living with one or more children; this compares to 9% of Black girls and 1% of White girls in that category (Black-Hispanic difference not statistically significant). (Census Brief, America's Children at Risk, September 1997.)

- Between the years 2000 and 2020, projections are that the number of Hispanic 14-17 year olds will increase 61%, as compared to an increase of 20% for Black children and a **decrease** of more than 10% for White children. In the same period, Hispanic 5-13 year olds will increase 47%, as compared to an increase of 15% for Black children and a **decrease** of more than 11% for White children. (The Condition of Education 1997: The Social Context of Education, National Center for Education Statistics, July 1997.)

- Of Hispanic drop-outs aged 16-24 in October 1995, more than 46% were foreign-born; 18% were U. S. born. Among all youth in that age group, the status drop-out rate for immigrants was almost three times that of the native born (29% vs. 10%). However, if the immigrants in that age category who never enrolled in U. S. schools are excluded, the rate falls to slightly less than 20%. This compares to a status drop-out rate of 12.1% for Blacks and 8.6% for Whites. (The National Center for Education Statistics, Dropout Rates in the United States: 1995, August 1997.)

- In 1994, only 20.2% of Hispanics 21 years of age or older voted for any office or issue; 47.3% of White and 37.1% of Blacks did so. Only 31.3% of voting age Hispanics registered to vote; 64.6% of White and 58.5% of Blacks did so. (U.S. Bureau of the Census Data, August 1996.)

- Although family poverty decreased somewhat for Hispanics between 1995 and 1996, they were still more likely to be poor than any other group. While 8.6% of White families were poor in 1996, 26.1% of Black and 26.4% of Hispanic families are. Of married couple families, 18% of Hispanic families were poor, compared to 9.1% of Black families and 5.1% of White families. (U.S. Bureau of the Census, Poverty 1996 Data.)

- Of cities with 200,000 or more population, those with the highest percentage of Latinos are: El Paso, Texas (69%); Santa Ana, Calif. (65.2%); Miami, Fla. (62.5%); San Antonio, Texas (55.6%); and Corpus Christi, Texas (50.4%). In terms of absolute numbers of Latinos, New York ranks first, followed by Los Angeles, Chicago, San Antonio, and Philadelphia. (U.S. Bureau of the Census, 1990 Census Data)

NEWS YOU CAN USE

Census Bureau Product Combines Local Data from 12 Popular Products on Single Disk. For the first time, the Census Bureau will assemble, upon request, on a single CD-ROM, virtually all its demographic, economic and mapping information for any of the nation's 3,140 counties. The product, called CountyScope, provides data from 12 leading Census Bureau products for the specified county, as well as its sub-county areas, such as cities, census tracts, block groups, blocks and zip code areas. For additional information contact the Census Bureau's Information Office at (301) 457-3030 or Fax to (301) 457-3670

CSAP Cultural Competence Series: A Hispanic/Latino Family Approach to Substance Abuse Prevention. This monograph examines issues of the Hispanic/Latino family, culture and society as they relate to the design and evaluation of substance abuse prevention programs. It recognizes the role family and culture play in prevention and describes several model programs. To order a publication, contact the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345 or call: 1-800-729-6686.

Good News About SSI For Legal Immigrants. The SSI welfare reform law has been changed. Legal Immigrants who were receiving SSI on Aug. 22, 1996, will continue to receive SSI payments. A notice will be sent to all affected recipients. Refugees, asylees and individuals whose deportation has been withheld can be eligible for SSI for up to seven years. Previously, the time limit was five years. If your immigrant status changes, contact Social Security. Certain legal immigrants who were residing in the United States on Aug. 22, 1996, and who are blind or disabled are eligible for SSI. This eligibility will be regardless of age or the date their disability or blindness began. For more information about SSI eligibility rules, call Social Security toll-free at: 1-800-772-1213, or contact your Social Security Office.

Leave Your Mark on the Web

When visiting JSRI's web pages (www.jsri.msu.edu), please take a minute to "sign" our guest book. This will automatically place you on our mailing list so you can receive updated information and our NEXO newsletter.



Information on the World Wide Web



JSRI Home Page. The latest updates, publications, and info from the Midwest's premier Latino research center. This site is continually updated to include local events and recent releases of interest, as well as other web links.
<http://www.jsri.msu.edu>

El Centro de la Raza. The web site of the Latino/Chicano, community-based Civil Rights Organization. Discover the group's origins and its six principles of non-violence. Current issues affecting the Latino/Chicano community are presented.
<http://www.cyberspace.com/~elcentro/>

National Network for Immigrant and Refugee Rights. The National Network is composed of community-based, religious, civic, and labor organizations. Legislative updates, news, and useful web links about immigration are provided.
<http://www.nnirr.org/>

United Farm Workers. This site reveals the people associated with the UFW's rich history, including Cesar Chavez. The site also tackles current issues.
<http://www.latinoweb.com/UFW>

Impacto 2000 Bookmarks. A website of ever-changing links to other Latino/Chicano web pages. Some research links.
<http://serve.com/impacto/links.html>

Minority On-Line Info Serve. A ground-breaking online database of 164 minority institutions.
<http://web.fie.com/com/web/mol>

NALEO Educational Fund. A leading organization that empowers Latinos to participate fully in the political process, from citizenship to public service.
<http://www.naleo.org>

IUPLR has changed its web address. Their homepage is now located at <http://iuplr.utexas.edu>

Will We Get an Accurate Count?

Immigrants, Migrants, and Census 2000

By Victor Garcia, Ph.D.

In past censuses, economically disadvantaged, ethnic minorities who do not reside in a domicile with a fixed address have been problematic. The poor in inner cities and recently arrived immigrants who cluster in affordable housing were often missed. However, Latino farm workers, more than any other group in the nation, have been the greatest challenge for the Bureau of the Census. This population, immigrants and migrants in particular, has suffered serious census undercounts.

As the U.S. Bureau of the Census makes its final preparations for the rapidly approaching decennial census, we, as scholars and researchers, community-based service providers, and community residents and advocates who live and work in farm worker communities, must do the same. Inquiries about how the enumeration problems of the past will be remedied this time around must be made as soon as possible. Additionally, the Bureau of the Census must be reminded that it has funded studies (e.g., Garcia, 1992a; Garcia & Gonzalez, 1994) designed to improve the enumeration of farm workers. Will it incorporate the findings?

The Need to Enumerate Farm Workers

U.S. and foreign-born Latinos are becoming the largest ethnic group in the farm worker population (Runyan, 1997); and in some regions of the nation, their numbers increase with each passing year (Garcia & Gonzalez, 1994; Palerm, 1991). Given their size and rapid growth, an accurate enumeration, or at best a close approximation, is important in the next census. Census figures, as we know, are used by the federal government to allocate housing, educational, and other resources to states. In the past, since farm workers have been undercounted, their communities have not received their share of entitlements.

See "Census" on page 4

Handling Racial/Ethnic Identity on Census 2000

The U. S. Bureau of the Census has tested various alternative formats to determine how best to collect racial and ethnic information on the upcoming Census 2000. Possibilities include: adding a multiracial category to the race question; allowing respondents to check all racial groups that apply; placing the Hispanic-origin question before the race question, combining race and Hispanic-origin questions in the first part of a two-part question that include

See "Handling Identity" on page 5

Inside

Director's Letter	2
Data Bytes.....	10
Electronic Media.....	12-13
JSRI News	14-17
My Turn	18
Upcoming	19
Money Matters	20
Employment	21
Reading Matter	22-23

FROM THE DIRECTOR'S DESK

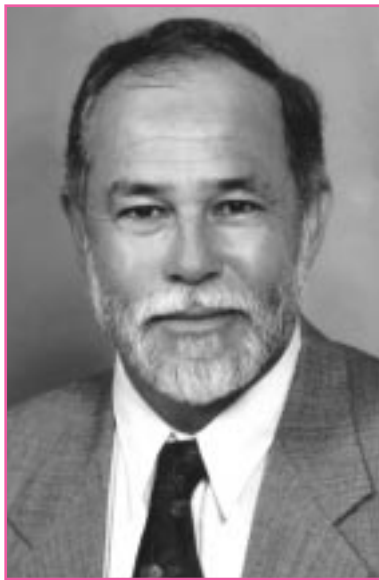
Promote Incentives for Latino Education

I recently gave the closing remarks at the awards ceremony of the Michigan Educational Opportunity Fund, known in Michigan as MEOF. This annual event has become an inspiration for Michigan leaders to see the advances of Latino youth. It has also become a credit to the hard work and dedication of numerous volunteers and contributors who have developed MEOF into a well-known competitive source of scholarships for high achieving Latinos continuing their way through college. It is my hope that the following remarks will motivate our readers to donate more time and money to Latino education. We face major challenges. What follows is the content of my speech delivered April 30, 1997 in Lansing, Mich.

I want to congratulate tonight's recipients of the MEOF awards. Your accomplishments serve to honor all of us. They remind us of the wonderful talent and skills which come from our communities. The recipients of these awards also show the many benefits and contributions that can be reaped from the hard work and academic success of Latinos.

I would be remiss, however, if I ignored the challenges ahead. Most Latino youth are still at the threshold of accessibility to academe and success in college. They are barely beginning as a group to assure that the future will be well-served by educated Latino students.

We are likewise in a period of time that calls for more advanced, specialized knowledge and more years of schooling. This is a period marked by dynamic changes in the way we carry out our tasks and work together; marked by growing demands to keep up with new computer technology, more complex work environments, changing institutions and new roles for minority workers.



The challenges we face are going to be increasingly important for Latino youth. If the demographic projections are correct, the number of Latinos in the U.S. will grow from its current level of 27 million to 31 million by the year 2000; and to 60 million by 2025. In less than 10 years, Latinos will be the largest numerical minority in the United States, surpassing all other minority populations in schools, work places, and many communities.

With these projections in mind, it will soon come to pass that the so-called "burden of support" will weigh greatly on Latinos who are currently enrolled in school. For in almost no time, one-fifth of the nation's wage earners will be Latinos. Latinos will be called upon to pay local, state and federal taxes, to lower the federal deficit, and to pay for the amenities that we have come to expect from our communities. Latinos will be called upon to fill vital positions in the economy in order the help the nation sustain its position in the global order. Latinos will be depended upon to support the retired and aging population,

made up mostly of Anglo-Americans.

Will Latino youth be prepared for a greater role in America? As our research from the Julian Samora Research Institute shows, however, a disproportionate number of Latinos do not enter college and of those who do, only a tiny fraction will become professors or leaders in education and public administration. The facts indicate that while the Latino presence in higher education increased 84% over the last decade, that growth represents only a scant 6% of total enrollment. Today, Latinos should represent 10% of college enrollment. Similarly, while Latinos earning doctorates increased by 41% between 1982-92, the actual number of Latino doctorates represents barely 3% of all new doctorates. The number of Latino doctorates should be twice the current number. More troubling at the national level is that the "status dropout rate" for Latino tenth and twelfth graders is more than double that of non-Latino youth,

30% versus 11%. By “status dropout rate,” I am referring to the proportion of the students aged 14-18 who have not completed high school or entered college and are not enrolled in a school at the given point in time. Thirty percent “dropout” (or absent) rate for any group is extremely high.

One wonders why? Why is it that we have such wonderful talent, as represented among us, yet in our communities we have so few Latinos completing school and joining other Latinos in academe and prominent positions of government? Is it a matter of time before Latino youth advance (through school) or a matter of overcoming serious barriers to progress?

One wonders what is happening? Why is it that so many Latinos drop out of school when they reach age 15? What are the factors affecting student progression through high school and through college? As an aside, I do not believe that the students themselves are “the” problem. To me, they don’t dropout without reason, they have few incentives to stay.

One wonders, who cares? Why is there so much attention going to imprisoning our youth, eliminating educational programs that Latinos want, like Chicano/Latino Studies? Why do political leaders seem to blame foreign born Spanish-speakers for educational problems? Why the unstiffled campaigns for English-only when the world situation calls for better understanding and communication in multilingual settings? Are two languages really worse than one?

One wonders what to do in this situation? How do we meet the challenges? What can we do to encourage more school completion and a greater succession of Latinos through higher education? What can we do to put to rest negative perceptions of Latinos? What can we do to place the national spotlight on the positive contributions of educated Latinos and on the benefits derived locally from our students?

Questions like these should be with you tonight, tomorrow and until the questions are addressed in our communities and society at large. Although we are clearly here for a time of celebration, a program for reaping awards and recognitions, let us not forget the immensity of the challenges ahead. As we leave this event, think of what you can do to broaden the base of recipients of MEOF awards. Think of “incentive-building” for Latino education.

In closing, let me offer these insights:

(1) First, education is still the key to success for Latinos. To have more Latinos progress through higher education, we need to become more pro-active. We need to face our challenges as opportunities. We need to help our youth of all ages. We need

to donate more time and support to foundations like the Michigan Educational Opportunity Fund and, I would add, the Julian Samora Endowment Fund at Michigan State University. Such programs provide scholarships where financial support is truly needed. They give positive reinforcement to role models who achieve through education.

(2) Second, to become more pro-active, we need to learn how the Latino student moves through school and into higher education. We need to understand and address the concerns of Latino youth as they contemplate dropping out, and as they plan their futures. We need to empower students in our programs so that their voices and concerns are heard and attended. We need more student/adult involvement in Parent Teacher Groups, student mentoring and work learn programs.

(3) Third, to build effective incentives, we need to do more than give scholarships and awards once a year. We need to recruit more Latino youth into service programs that build their opportunities for recognition; i.e. into extra-curricular and academic enrichment activities that teach them how learning can be valuable and, maybe, easy. We need to make sure that Latino students see the benefits of college and meaningful careers. If we want to make opportunities happen, then we have to take more time to make sure that opportunities will happen daily in our Latino youth.

(4) Fourth, to become more effective, we should not become cynical or discouraged. We need to keep in mind that the fruits of our efforts can be more bountiful. Just look at the recipients tonight. They have worked hard and contributed in ways that help us all. Realize too that many more Latino youth have the same qualities and potential to be winners like our fine examples with us tonight. What we need to do more of is “address the challenges and build incentives so that in the future we can all reap the returns from our educated youth.”

Thank you — *y buenas noches.*



Refugio I. Rochin

For further information about the Michigan Educational Opportunity Fund, a volunteer, non-profit foundation, please call (517) 482-9699. For contributions to the Julian Samora Scholarship Endowment Fund, you may send a check to JSRI written out to “Michigan State University.”

Census 2000

(continued from page 1)

States also consider census figures when redrawing boundaries of congressional or state legislative districts and determining the number of congressmen and state legislators. Immigrants need political representation as nativistic legislation, such as English Only initiatives and welfare reform bills, designed to disfranchise them of basic rights and hard earned entitlements, is passed across the country.

Additionally, many of us who research farm workers or write funding grants require accurate censuses to bring attention to needs, to design programs, and to defend budgets of existing programs from being slashed. Ethnographers and other qualitative researchers have discovered first-hand that the official census enumeration falls short in its mission in farm worker communities.

Transnational migrants (migrants whose permanent base is in a country other than the United States) were a major dilemma for the Bureau of the Census in 1990. At issue was whether or not they should be enumerated. Census analysts took the stand that these migrants should not be included in the census because their home base is outside of the country. However, researchers and Latino community advocates argued for their inclusion, and correctly so. Their position was that transnational migrants are an integral part of many farm worker communities. The migrants live with or near US-based kin and friends; work in local agricultural enterprises; pay rent and sale taxes; and shop in local stores, keeping businesses open and contributing to the local economy. In some instances, they may reside in their host communities for years, up to five years consecutively, only returning to their homeland for a couple of weeks out of the year.

Transnational migrants, a growing segment of the farm worker population, excluded basic demographic information on farm workers, such as gender, age, and marital status, is skewed. Because of these problems, community-based service providers, especially grant writers, have had a very difficult time

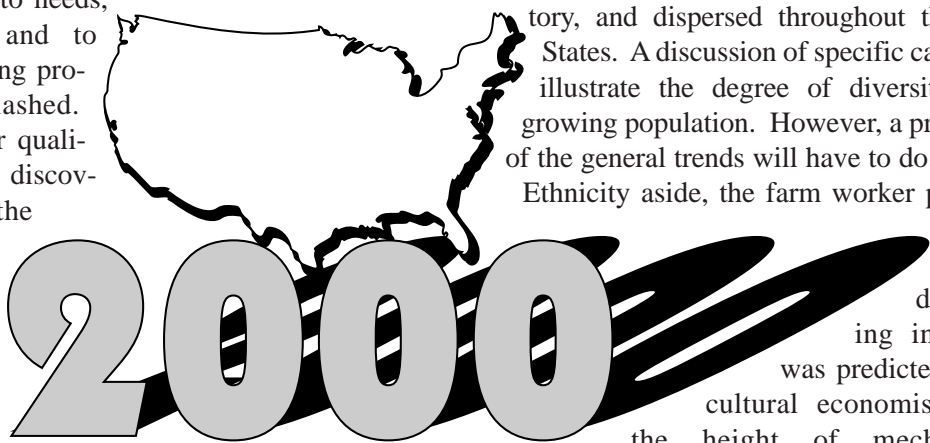
arguing for and developing grant proposals for community development programs that will capitalize on the determination and hard work of farm workers. If incorporated into community development schemes, this population may be a positive force in rebuilding towns and their economies.

The New Latino Farm Worker Population

In the next decennial census, the Bureau of the Census will enumerate a Latino farm worker population that has grown in size and undergone changes since 1990. It is increasingly becoming foreign in origin, indigenous [Native American in stock], migratory, and dispersed throughout the United States. A discussion of specific cases would illustrate the degree of diversity in this growing population. However, a presentation of the general trends will have to do.

Ethnicity aside, the farm worker population in general is not diminishing in size, as was predicted by agricultural economists during the height of mechanization research at land grant universities a couple of decades ago (Martin, 1994; Palerm, 1991). Instead, as Palerm (1991), Garcia and Gonzalez (1994), and Griffith and Kissam (1995) found out, the number of farm workers is increasing in different parts of the country, such as California, Pennsylvania, and Florida. In California, the move from capital-intensive field crops, such as grains and alfalfa, to labor-intensive ones, such as vegetables and fruits, has increased the need for more farm workers. Closely related, crops are being grown for a longer period in areas with mild climates, such as the valleys of coastal California. This extended production period has augmented the number of farm workers needed over a given year.

Farm workers are also increasingly foreign in origin (Griffith & Kissam, 1995; Palerm, 1991). Immigrants and transnational migrants from Mexico, Central America, and the Caribbean region are the majority in the agricultural work force. In some areas of the United States, such as the West and Southwest, this has been the case for some time; but in others, such as the South and East, it is a new phenomenon. Likewise, the ethnic composition within the Latino farm worker population is becoming indigenous; that

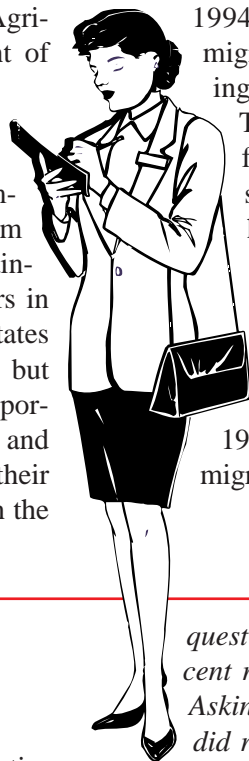


is, native peoples from Mexico and Central America are immigrating and migrating to agricultural regions in the country. For example, *mixtecos* and *zapatecos* from Oaxaca are harvesting crops in Texas, California, and Washington. Mayan natives from Guatemala and southern Mexico are doing the same in Michigan, Delaware, New York, and New Jersey.

In areas of the country where agricultural production takes place on a year-round basis, such as California, farm workers are mainly foreign-born immigrants (Garcia, 1992b; Palerm, 1991). They were migrants early in their career and obtained their “permanent resident status” (permission to reside and work in the United States) through the Special Agricultural Workers (SAW) Program, a component of the Immigration Reform and Control Act of 1986, commonly known by its acronym, IRCA. However, outside of these regions, where farm production is seasonal, the work force is comprised of transnational migrants. Many of them were granted “permanent resident status” and maintain their primary residence and family members in their native country. Their stay in the United States may range from under one year to three years, but regardless of the duration, the migrants send a portion of their earnings home on a regular basis and return to their homeland periodically to visit their families, maintain their homes, and participate in the local harvests.

Additionally, Latino farm workers are no longer mainly concentrated in the Southwest, as was once believed. Today, they harvest tobacco leaves in Kentucky and South Carolina; pick berries, cucumbers, and other crops in Michigan; and harvest mushrooms in Pennsylvania, and apples and vegetables in New York, New Jersey, and Delaware. In fact, as Garcia (1994) and Nodin Valdez (1991) have documented, a large number of Latinos have lived and worked in some of these regions for decades. Since the 1980s, however, there has been a resurgence of the Latino population in these areas as ex-migrant workers settle down with their families (Aponte & Siles, 1994;1997). In Michigan, for example, migrants, traditionally from Texas and surrounding states, are settling down (Marinez, 1997). They are joined by transnational migrants from Mexico and Central America on a seasonal basis. In many communities, when hundreds of migrants are in town to harvest crops, the Latino population doubles, at least, in size (Burillo 1997).

The “settling out” of domestic migrants outside of the Southwest has been gradually occurring since World War II (Marinez, 1997; Nodin Valdez, 1991). They leave the migrant stream because they get tired of the life



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Handling Identity

(continued from page 1)

ancestry in the second part; and using alternative racial and ethnic terms for some groups.

Researchers found that when race and Hispanic origin questions are combined, a high percentage of responses included both Hispanic origin and a racial category. They also found that combining the race and Hispanic origin question significantly lowered the non-response rate found with asking the two questions separately. In fact, the combined race and Hispanic origin questions tested resulted in high levels of multiple responses, with over 90 percent of these designating Hispanic origin and a racial group. Placing the Hispanic origin question before the race question reduced the nonresponse rate to the Hispanic origin question.

Whether the question regarding Hispanic origin is asked alone or in combination with a race

question, the overall response in terms of percent reporting Hispanic origin did not change. Asking separate questions regarding ancestry did result in a better response rate on specific Hispanic origin ancestry, however.

Accurately representing the diversity of the U.S. population is as important as obtaining an accurate population count so that data is available for civil rights enforcement as well as equity in programmatic disbursement. Census data is also used in establishing legislative districts and for other administrative purposes. It provides a social and historical record of change in the nation's population useful for informing public policy decisions. Although the extent of the undercount of Latinos in the last U. S. Census remains a topic of dissension, Latino leaders are pushing the Census Bureau to implement changes in their data collection methodology to prevent it recurrence. (See the article by Victor Garcia, this issue of NEXO).

Census 2000

(continued from previous page)

on the road, or are fortunate enough to find gainful employment, among other reasons. The arrival of migrants from Mexico and Guatemala into these regions was initiated by the recruitment and new labor-hiring practices of growers and other agricultural producers. Later on their own, additional migrants from these countries found their way north through established kinship and friendship networks.

Ethnographic Census Studies

Since the 1990 census, the Bureau of the Census has designed and sponsored two major ethnographic studies to discover impediments to an accurate enumeration of farm workers and to come up with suggestions to overcome them in the next census. The two studies were projects of the Undercount Behavioral Research Group of the Center for Survey Methods Research.

The first of the two, the *Alternative Enumeration Project*, was conducted in 1990. In this study, anthropologists who were studying ethnic minority communities were recruited and contracted to conduct alternative enumerations in selected housing tracts, where they were well known and trusted by the local populace. In all, 25 sites were selected across the country, including in Puerto Rico, on the basis of the concentration of Latino (including Haitian), African-American, Native American, and Asian populations. Ten were Latino sites, of which only three were chosen because of their farm worker residents. Within a month after census day, April 1, the researchers set out to count the residents at the sites, using traditional



TWO GENERATIONS — Families of Michigan Migrant workers, like countless others around the nation, travel and work together. Their mobility is a major obstacle in obtaining an accurate count of their numbers. (JSRI photo by Refugio I. Rochin)

ethnographic methods, such as participation observation, informal interviewing, and drawing up genealogies. The figures of the alternative enumeration were compared with those of the official census. Discrepancies between the two, such as omissions of household members (in both the alternative and official censuses) or incomplete information, were examined and explanations were given. Enumeration recommendations were made, as well.

In 1993, the *Migrant Project*, less ambitious in size and scope than the 1990 undertaking, was initiated by the Center for Survey Methods Research. This time the focus was strictly on migrant farm workers, and the number of researchers was smaller. Four anthropologists known for their field work among migrants were contacted and hired for the project, and their research communities were selected as the study sites. They were situated in California, Illinois, Pennsylvania, and New Jersey. The aim of the project was to gather information useful in the enumeration of migrants. Employing ethnographic methods, they

were to gather data on a variety of subjects, such as citizenship, gender, immigration status, education, labor and migration history, to name a few. They were also to make recommendations for a better enumeration of this hard-to-find population in the next decennial census.

A number of impediments to an accurate enumeration of the Latino farm worker population were documented in the studies. The following are five of the major ones.

Mobility. Mobility was a major obstacle to an accurate count of farm workers, especially of the migrants. Many of the farm workers missed in the official census count were migrants who had just arrived into an area or were on route to another harvest site during the mailing of the census forms and, as such, did not have a fixed address of their own.

Language and Illiteracy Barriers. Language and illiteracy were major hindrances to completing census forms and communicating with enumerators. Many farm

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NEXO Spring 1997 Vol. V No. 3

workers, immigrants as well as migrants, are monolingual Spanish speakers who may not be able to comprehend the English language and, thus, not be able to complete English language census forms. In addition, many of the adults may have little or no education and, as a result, may be unable to read and write in their native Spanish language, which would prevent them from completing the Spanish Language census forms on their own.

When census forms are not returned or are submitted incomplete, a census enumerator is sent to collect the information. Given the language constraints of monolingual Spanish-speaking farm workers, monolingual English-speaking census enumerators are of little or no help in soliciting what they were sent out to collect.

Unconventional Housing and Household Arrangements. Non-traditional housing, such as garages, basements, or parked campers converted to living quarters, were also a impediment to an accurate enumeration of farm workers. Due to zoning ordinances prohibiting this type of housing, householders (heads of households) did not report the occupants on census forms nor to enumerators. Another reason for not including occupants is that their rents were not reported in income tax statements. The householders feared that the Bureau of the Census would make this breach of the law known to the IRS.

Sharing a home is another form of housing arrangement among farm workers. By coming together in a home, regular householders and renters share a shelter, its furnishings and amenities, and the costs of maintaining it. They divide the rent and the cost of utility bills, such as electricity, gas, water, and garbage collection. Lease holders who provided this kind of housing were concerned that their landlords, if they should find out, would object to the additional occupants and possibly evict all of them. Home owners were fearful that they might be reported to the city or municipality and, as a result, would be cited and fined on the grounds of creating unsafe or unsanitary living conditions in the community. Consequently, these farm worker renters, or semi-clandestine residents, were not revealed to enumerators.

Arrimados, or temporary members of households, are also a difficult lot to find and enumerate. Seldom are they reported in census forms by householders who are under the impression that, since *arrimados* are temporary household members, they should not be included. In addition, they are not dis-

covered by census enumerators because *arrimados* often move from one home to another in search of better living arrangements, such as more living space, fewer domestic chores, or a cheaper rent contribution. As housing becomes scarce in farm worker communities, a greater number of migrants will become *arrimados* in the homes of kin and friends until they can find a place of their own.

Make-shift housing, such as abandoned cars and homes, or ditches or cardboard huts out in agricultural fields, was also an obstacle to an accurate enumeration. Farm workers living in these conditions were missed altogether. Evidence of this kind of housing was found in California and Washington, where migrants would live out in the open under shrubs or along water canals.

Grower-provided housing, or labor camps, as they are called, was also an obstacle to enumerating farm workers. A major problem is clandestine labor camps hidden from public view. Workers in these camps are seldom included in enumerations. Growers want to keep it that way. They fear being reported to housing inspectors or the immigration authorities. Registered camps pose a challenge to census efforts, as well. The migrants in these camps do not have street addresses like the average citizen, except for the domicile of the company where they are employed. However, they are not permitted to use their employers' address; instead they receive their correspondence at P.O. boxes in local post offices. In some cases, up to 20 migrants share a box, because of the shortage of P.O. boxes.

Passive and Active Resistance as a Strategy to Deal with Outsiders. Mistrust of census enumerators was also a problem. Transnational farm workers, more than any other farm worker group, are suspicious of strangers. Many of them lived in small, tight-knit rural communities back home, where outsiders are looked upon with apprehension. They avoid intruders or ask them to leave their area.

A major reason for their mistrust in the United States, however, is fear of being discovered and turned over to immigration authorities. Many of the transnational migrants are undocumented workers; that is, they entered the United States without proper documents and inspection. In other words, they are "illegals" and, as such, should not be living nor working in the United States. If apprehended by the Border Patrol or immigration inspectors, they will be held and deported to their native land.

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Census 2000

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Concealment to Protect Resources. The concealment of household resources is another enumeration barrier. U.S.-born farm workers and, to a lesser extent, immigrants and transnational migrants make use of government programs, such as Assistance for Families with Dependent Children [AFDC] and Food Stamps, to make ends meet in between harvests. Fearing that the Bureau of the Census is in contact with governmental departments in charge of these programs, householders will only list on the census forms the members of their households known to “eligibility workers,” hiding the true size and composition of the household.

AFDC and the Food Stamp programs only provide assistance to parents and their children who are under 18 years of age. This aid is not to be shared by others who are not entitled to the benefits. In fact, if it is learned that adults other than the parents live at home, the family may lose its eligibility because the income of these adults is considered in determining whether or not the family is in need of assistance. Often, what the temporary household members can pay in rent is not enough to make up for the loss of aid.

Suggestions for a Better Enumeration

Based on their findings, the anthropologists who participated in the two ethnographic projects made suggestions for locating and enumerating farm workers, especially migrants, who are the most difficult of all. The following are some of their recommendations that the Bureau of the Census should implement in the next census.

Enumerators. A more accurate count of Latino farm workers in the next official census depends on the availability and use of enumerators. They are the solution to many enumeration problems. In the past, they have been used sparingly in farm worker communities. Only when households failed to return their census forms or returned them incomplete, were enumerators sent out to knock on doors.

In areas with a large number of Latino farm workers or areas with farm labor camps or make-shift dwellings, enumerators should be put into service regardless of the return rate and the thoroughness of the information in the census forms. Well-trained enumerators will be able to locate and include newly arrived migrants, arrimados, dwellers in nontraditional

housing, and undocumented workers. Without them out in the field, these “hidden” members of the Latino farm worker population will go undetected.

The enumerators should be bilingual and bicultural. Such a person will have a better chance of communicating with and understanding the residents at a farm worker site. In addition, as mentioned earlier, many of the transnational migrants are distrustful of outsiders, fearing that they may be government agents or housing inspectors. A bilingual and bicultural enumerator, especially if he lives in the community, may put this fear to rest.

Equally important, the enumerators should know the census sites and their residents. Ideally, the enumerators should be from the community: individuals who are known locally and trusted. Such persons will know the families in the neighborhoods, and will have a general idea who may be missed in census forms.

Assistance from Community-Based Service Providers. An accurate enumeration and demographic composite of the farm worker population is important to community-based service agencies. Many of them use census figures to show need in the community and



TURKEY PLANT WORKERS — Today's rural migrant workers are just as likely to be found in Midwestern manufacturing jobs, meatpacking plants, or on assembly lines as they are in agricultural-related roles. (JSRI photo by Refugio I. Rochín)

to qualify for state and federal programs. An undercount, as they well know, will shortchange the local low-income population for years to come. Figures from the 2000 census will be used in grant proposals until the census of the year 2010.

In the next decennial census, staff members of community-based service agencies, especially outreach workers, should be consulted, if not hired as enumerators. They know the whereabouts of farm workers, especially their clients, and have rapport with them. They may be of assistance in the following manner:

One, they can provide the Bureau of the Census with a listing of all the non-traditional housing structures, such as make-shift camps and converted garages, and labor camps that they are familiar with. In addition, they can give directions to these places.

Two, months prior to Census Day, the staff should inform their farm worker clients of the importance of being enumerated in the census as they visit or seek the assistance of the agency. Outreach workers can make trips to the labor camps to make formal presentations on the subject to transnational migrants.

Three, staff, with the financial assistance of the Bureau of the Census, can put together and train a team of special enumerators whose sole objective is to go out and count “hidden” and “hard-to-find” farm workers. In the best of situations, the outreach personnel should be the enumerators because they are known and trusted by the local population.

Grower Assistance. Another major group that must be contacted for their help in future enumerations are the growers. Without their assistance, an accurate enumeration of the farm worker population is not possible. The growers may assist in three ways:

One, growers can provide the Bureau of the Census with a listing of their labor camps. In addition, they can include directions to the camps.

Two, months prior to Census Day, growers, supervisors, and foremen can encourage the migrants to be counted in the decennial censuses. The Bureau of the Census should print posters and literature encouraging farm worker participation.

Three, growers should give census enumerators access to their labor camps. If approached correctly, growers are willing to give agencies access to their property. They must be reassured that census information will not be shared with others. However, there will be growers who remain skeptical and reluctant to help, especially if they have a large number of undocumented workers on their payroll. These pro-

ducers should be approached through grower associations and fellow growers who are willing to assist in the enumeration effort. Reluctant growers may change their minds if approached and convinced by their influential and willing peers.

In 1980, the motto developed by the Bureau of the Census to encourage Latinos to be counted was “The 1980’s, the Decade of the Hispanics.” However, as we now know, the 1980s were not the decade of the Hispanics. Many Latinos were missed in the enumeration. In 1990, attempting to avoid the shortcomings of the previous decade and the threats of lawsuits by Latino civil rights organizations, census analysts launched a major Spanish-language media campaign directed at the Latino community, hoping to convey the importance of being enumerated. This campaign



LOADING THE TRUCK— Migrant farmworkers in Michigan load crated asparagus onto a truck, which carry the produce to Midwestern markets. (JSRI photo by Refugio I. Rochín)

did not work. Many Latinos, especially those engaged in farm work, were missed and civil rights groups followed through with their threats and sued the government.

The Bureau of the Census has another opportunity in the year 2000 to address the enumeration problems of the past. Will it consider the findings and implement the suggestions made in the Alternative Enumeration and Migrant Projects?

Dr. Victor Garcia, an Associate Professor of Anthropology at Indiana University of Pennsylvania, is a JSRI Postdoctoral Fellow through June. He has been a consultant for the Bureau of the Census, and headed one of the 25 Alternative Enumeration Projects and one of the four Migrant Projects discussed in this article. Reference citations will be available on the web <www.jsri.msu.edu>.

Snippets

- If immigration continues at its present level, the U.S. population will grow to 387 million people by 2050 with immigration accounting for about two-thirds of this growth. Under current immigration policy, 26% of Americans will be of Hispanic ancestry, growing from 27 million to 85 million by the year 2050 (*National Research Council, Committee on Population news release*).
- Hispanic children are the fastest growing ethnic group in public schools... their enrollment increased from less than 6% in 1973 to nearly 12% in 1993 (*NCES 95-767*).
- Twenty-one percent of White children lived with only one parent in 1995, compared to 56% of Black children and 33% of Hispanic children (*CPR P23-193*).
- Of persons 25 years of age or older, just over 53% of Hispanics have a high school diploma as compared to almost 74% of Blacks and 83% of Whites (*CPR P20-489*).
- In 1992, 26% of Hispanic students, as compared to 11% of Black and 12% of White high school seniors planned to continue their education at 2-year colleges (*NCES97-372*).
- California, Texas, and Florida are expected to account for 45% of U.S. population growth from 1995 to 2025. Current projections are that one in 7 Americans will live in California by 2025 (*Census Brief, 96-1*).

Latinas in the Labor Force

On June 5, 1997 JSRI participated in the National Working Women's Summit, organized via satellite by the U.S. Department of Labor. The event, entitled, "Economic Equity: Realities, Responsibilities and Rewards," was opened with a call to action by Labor Secretary Alexis Herman and continued with remarks by Vice President Al Gore.

Ida B. Castro, Director-designate of the Women's Bureau, moderated two panels on issues such as equal pay for equal work, child care, changing labor markets and employment/training issues, and strategies for helping women access entrepreneurial development opportunities. The discussion made it clear that women have a long way to go in achieving equity in the workplace and in finding a reasonable balance between work, household, and family responsibilities.

A February U.S. Department of Labor publication, "Women of Hispanic Origin in the Labor Force," provides data on a number of variables related to the employment status of Hispanic women. The following is based on that report.

- Between 1986 and 1996, the population of women of Hispanic origin increased by 54.1%, compared with increases of 18.1% for Black women and 7.1% for White women. Of the 61.9 million women in the civilian labor force in 1996, 8.3% were Hispanic.
- In 1996, 59.3% of all women were in the labor force. Hispanic women had the lowest rates of participation: 53.4%, as compared to 59.1% of White females and 60.4% of Black females.
- Hispanic women who worked year-round, full-time had median earnings of \$17,178 in 1995. This was 84% of what Hispanic males earned, 83% of what Black women earned (\$20,665), and 75% of what White women earned (\$22,911).
- In 1996, 46% of all Hispanic women age 25 and older had less than a high school diploma, 27% were high school graduates with no college, 13% had some college, 9% were college graduates, and 5% had associate degrees.
- 12.2% of families maintained by women in the U.S. in 1995 were headed by Latinas. Such families had lower median incomes (\$13,474) than did similar White (\$22,068) and Black families (\$15,004).

A Look at the Foreign Born in the U.S.

Almost one in ten of those living in the United States is foreign born according to a new report from the U.S. Census (CPR P20-494) More than 25% of these have come since 1990; approximately 34% came during the 1980's. The more recent arrivals of the foreign born living in the United States are more likely than the native born to be unemployed, to have lower income if employed, and to receive assistance from public programs, according to the Census report. However, the study found that over time the economic circumstances of the foreign born appear to improve to levels equivalent to that of the native born. For example, the study notes that those who arrived during the 1970's are doing as well as the native born in terms of income today.

Table 1 shows the regions and country of birth of the Foreign-Born in 1996. Slightly over 27% of the foreign-born are from Mexico; the next largest group is of Asian origin, 26.7%. Those of European birth constitute 16.9%, and the majority of the remainder come from the Caribbean, Central and South America. Nearly half of all foreign born living in the United States are of Hispanic origin.

Table 1. Region or Country of Origin of the Foreign Born Living in the U.S., 1996

Country of Birth	% of Foreign Born Population
Mexico	27.2
Asia	26.7
Europe	16.9
Caribbean	10.5
Central America	7.0
South America	4.9

Table 2 provides data on selected characteristics of the foreign born population by year of entry to the United States and information on the native born population for 1996. Hispanics are the predominant component of the foreign born population, as compared to just over 7% of the native born population. Although those foreign born who arrived post-1970 are more likely to be living in poverty and less likely to be a high school graduate, pre-1970 arrivals actually are doing better than the native born population. Less than 10% of the pre-1970 foreign born arrivals live in poverty compared to almost 13% of the native

born. The most recent arrivals have the highest poverty rate, 33.3%, are more likely to have no income, and are more likely to be unemployed. They are also less likely to be high school graduates.

Table 2. Foreign Born Population: Selected Characteristics by Year of Entry, 1996

	NATIVE	PRE-1970	1970'S	1980'S	1990-96
Hispanic	7.4	32.2	47.4	49.4	43.0
Non-HS Grads	16.0	30.7	35.8	38.5	36.8
Employed	62.4	45.4	69.2	65.6	52.4
Without Income	6.0	5.8	8.9	15.7	27.2
In Poverty	12.9	9.9	16.8	23.7	33.3

The foreign born are not evenly distributed across the United States. Of the 24.6 million foreign born in March 1996, 8 million live in California, comprising more than 25% of that state's population. New York has the second highest number of foreign born: 3.2 million. Other states with at least one million foreign born include Florida, Texas, New Jersey, and Illinois. Table 3 presents data on the percent of the U. S. population who were foreign born by state for states with at least 10% foreign born persons.

California heads the list with more than 25% of its population in that category. Except for Hawaii, states with the highest percent of the foreign born are located in the Southwest or Northeast, perhaps suggesting something about patterns of migration.

Table 3. States with More than 10% Foreign Born Population

STATE	PERCENT
California	25.1
New York	17.7
Hawaii	16.6
New Jersey	14.6
Nevada	11.4
Texas	11.1
Arizona	10.9
Rhode Island	10.4

Source for all Tables: U.S. Bureau of the Census Data, P20-494

JSRI Tasked with Providing Info

by Danny Layne

“Get the word out.”

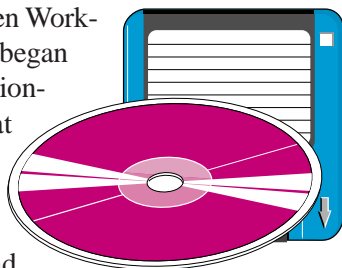
That’s the straightforward guidance from JSRI Director Refugio I. Rochín, and getting the message out has become the focal point of the Institute’s growing electronic media department.

Armed with an arsenal of electronic gadgetry, which includes everything from desktop publishing systems and web authoring programs to scanners, printers, and network servers, a small crew of staff and students feverishly work to deliver JSRI’s message to an information-hungry Latino audience.

JSRI has been in the “information delivery” business ever since the Institute was founded in 1989 at Michigan State University. Public information began flowing soon afterward in the form of four monographs of empirical research (Research Reports), three original papers (Occasional Papers) presented at MSU, and a dozen Working Papers. By 1991, JSRI began production of NEXO, its nationally-known newsletter, that reaches almost 10,000 readers annually.

As JSRI’s reputation grew, so did the need to find new ways to continue the flow of information. JSRI works with the Midwest Consortium for Latino Research, a 9-campus membership organization based at Michigan State University that promotes, encourages, and enhances Latino support and scholarship throughout the Midwest. The organizations now co-publish a “Reprint Series” of scholarly articles detailing research about the Midwest’s Latino communities. JSRI also releases information via MCLR’s ListServ, the country’s first Latino electronic network, to reach an ever-growing audience of scholars, students, community leaders, and politicians.

In 1993, with the appointment of Dr. Rochín as JSRI’s first “permanent” director, MSU reconfirmed its commitment to JSRI through additional financial, facility, and faculty support, and JSRI’s mission was honed to promote ethnic studies on campus.

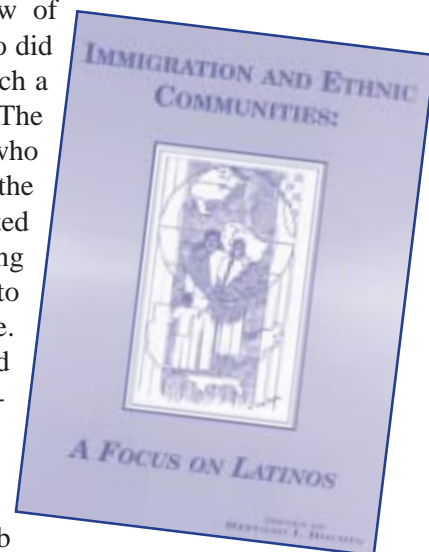


The pace of “information transmission” then intensified. JSRI utilized its ever-popular printed publications program and supplemented it with on-site lectures and new electronic distribution methods.

More publications are now being produced, and in a variety of ways. The complete, or nearly-complete, number of JSRI publications now totals 25 Occasional Papers, 24 Research Reports, and 32 Working Papers. Editors are currently scrutinizing about 30 other submissions from authors around the nation. A Statistical Briefs Series, CIFRAS, was also developed to disseminate facts and figures on Latino issues and conditions; nine have been published in the past two years.

Immigration and Ethnic Communities: A Focus on Latinos, published in 1996, became JSRI’s first book. A second and third are currently in production.

Just as the flow of information grew, so did JSRI’s ability to reach a wider audience. The staff and students who worked to deliver the printed word accepted the task of guiding JSRI’s messages into the Information Age. JSRI established and operated a text-based server as early as 1994, and later adapted a globally-linked web site utilizing new equipment and cutting-edge technology. Many of the same publications people are reading in “hard-copy” form are now available in electronic version on JSRI’s home pages. Readers can now download text files and artwork, or print many publications directly on their own printers.



The number of “hits” on JSRI’s home page has steadily risen over the past year, too. The 45-day total from May 7 to June 16 is already over 7,000. The most commonly accessed publications were *Occasional Paper No. 7*, Roberto Rodriguez’s “The Origins and History of the Chicano Movement,” and *Occasional Paper No. 5*, “Show and Tell the Difference: Contemporary Women Narrators in Puerto Rico” by Maria Sola.

To better serve its Web readers and researchers, the race for faster equipment and better technology continues. JSRI has added several top-of-the-line Macintosh computers, to assist with publication pro-

duction, and a new, dual-processor server to handle the massive flow of information moving through JSRI. The Pentium-based server has two 266Mhz co-processors and 192Mb of RAM to not only handle JSRI's web pages and supporting files, but also the Institute's e-mail traffic and inter-office file management. The Macintoshes permit the easy transition from printed documents into web page publications.

Software-wise, JSRI continually updates and purchases "off-the-shelf" programs, then adapts them for use in both an educational and production environment. Besides publication and web page production, JSRI's staff uses a variety of software for communications, finance and personnel records management, and research.

JSRI continually builds its own unique library of visual images and artwork, too. Besides digitizing original artwork, unique photographs of Latinos throughout the Midwest are being added to the JSRI collection. Compilation of this artwork is ongoing because the "face" of today's Midwestern Latino is continually changing... their lifestyles, their environment, and their influence in an evolving America.

With new studies and current research becoming readily available, JSRI is able to fulfill its Director's desire to "get the word out." JSRI also continues its commitment to the MSU and Latino communities by delivering this information to scholars, students, governmental officials, and community and business leaders in an assortment of ways.

You can access a variety of information by visiting the JSRI Home Page at www.jsri.msu.edu.



This article was written by Danny Layne, who was recently promoted to manager of JSRI's electronic media.

Information on the World Wide Web



JSRI Home Page. The latest updates, publications, and info from the Midwest's premier Latino research center. This site is continually updated to include local events and recent releases of interest, as well as other web links.
<http://www.jsri.msu.edu>

Diversity Web. Links U.S. colleges and universities. Developed by the Association of American Colleges and Universities and the University of Maryland, its priorities include institutional leadership and systemic change as well as curriculum transformation.
<http://www.inform.umd.edu/diversity>
<http://www.inform.umd.edu/connections>

Hispanic Business, Inc. A calendar of events.
<http://www.hispanstar.com/events/calendar>

Chicano Civil Rights History Page. For all La Raza interested in the "History of the Chicano Civil Rights Movement" and other Chicano issues, access this feature of the Brown Beret website.
<http://www.brownberets.org/history.html>

Electronic Discussion Group for Intermountain Southwest Region. This list, sponsored by LaRed Latina, CLnet (UCLA) and LMRI-Net (UCSB), is an open forum, where important socio-economic, educational, and political issues related to the Hispanic community can be addressed. It also provides information on cultural events.
<http://www.inconnect.com/~rvasquez/LARED-L.html>

AERA Website in Spanish. A majority of AERA's website has now been produced in Spanish. Go to the URL and click "en spanol" at the bottom of the page.
<http://www.aera.net>

Institute for Puerto Rican Policy. The home page for this private, non-profit, and non-partisan policy center in New York City.
<http://www.iprnet.org/IPR/>

JSRI Conference Promotes Latino Studies

On April 7 JSRI hosted a conference, “Transforming the Social Sciences Through Latino Studies” which focused on the role that Latino studies, or studies of relevance to Latinos, ought to play in higher education and what its relationship to existing disciplines should be.

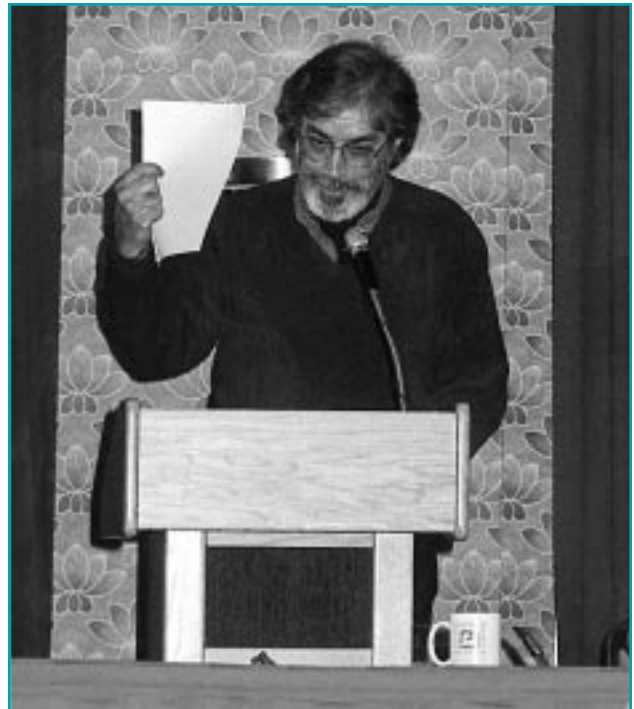
Since all undergraduates must take social science classes as part of the required curriculum, the manner in which Latinos are portrayed, discussed, analyzed or ignored is of concern to those focusing on the education of Latino youth, as well as those concerned with the preparation of the general student population to function in a society where minorities will soon be the majority, and where Latinos will soon be the largest component of the minority population.

JSRI’s Director **Refugio I. Rochín**, with co-host Dr. **Maxine Baca Zinn**, Professor of Sociology, organized panels on “Latina/o Borders,” “Identity and Latina/o Studies: the Discipline,” “Latina/o Politics, Work & Immigration,” and “Latina/o Narratives & Issues.” Conference participants included professors: **Richard Griswold del Castillo**, **Carlos Velez-Ibanez**, **Joan Moore**, **Deena Gonzalez**, **Rafael Chabran**, **Ramon Torrecilha**, **John Garcia**, **Silvia Pedraza**, **Victor Garcia**, **Alfredo Mirande**, and **Mario Barrera**. Specific detail on the speakers/presentations for each panel can be viewed on the JSRI Web Page.

The conference identified a number of themes which highlighted the contributions of Latino studies to the social sciences. It reinforced the changing nature of Latino studies and the growth of interdisciplinary connections. In the presentations, the Latino scholars presented their research as being shaped by boundaries of academic pursuits and traditional disciplines. Latino anthropologists, for example, wanted to be known as anthropologists, first and foremost, in their knowledge of Latino studies. Latino sociologists, for the most part, expressed themselves as “sociologists” who center their research and teachings on the sociology of Latinos. Nonetheless, Latino scholars showed general support for the evolving field of Chicano/Latino Studies.

The conference will produce a book that will be edited by Professors Maxine Baca Zinn and Refugio I. Rochín, in which the content of the presentations and the insights generated will be highlighted.

This event was supported with funds from the MSU Office of the Provost and from the College of Social Science, as well as a grant from the Social Science Research Council.



EMPHASIZING THE POINT — Mario Barrera, Professor of Ethnic Studies at the University of California, Berkeley and producer of the award-winning film “Chicano Park,” was one of 12 scheduled panelists at JSRI’s spring conference.

Rural Latino Book In Progress

JSRI’s Rural Latino Network met at JSRI to finalize its forthcoming book on rural Latino workers and communities, *Rural Latino Communities: Comparative Regional Perspectives*. National in perspective, the book examines the roles of Latinos as environmentalists, community leaders, farmworkers, and the issues related to their status and well-being.

This activity was co-hosted by book editors **Victor Garcia** (Pennsylvania), **Lourdes Gouveia**

(Nebraska), and **Jose Rivera** (New Mexico). The group had presentations from book contributors: **Enrique Figueroa** (New York), **Philip L. Martin** (California), **Luis Plascencia** (Texas), **Rene Rosenbaum** (Michigan, also of JSRI), **Rogelio Saenz** (Texas), **Rosario Torres-Raines** (Texas), **Dennis N. Valdes** (Minnesota), and **Ruben Viramontez** (Michigan). Watch for future updates on JSRI’s web pages <www.jsri.msu.edu>.

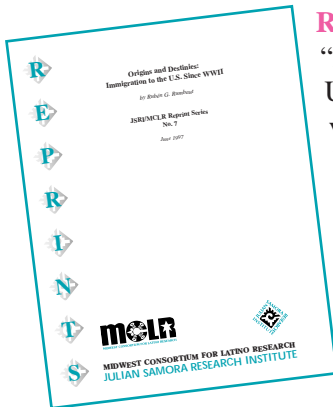
“Reprint Series” highlights published articles

by Laurie Briseño

JSRI, in collaboration with the Midwest Consortium for Latino Research (MCLR), has established a reprint series of articles containing information pertaining to issues affecting Hispanics nationwide: education, immigration, poverty, and the expanded growth of the overall Hispanic population. In the first stage of its development, JSRI has gathered a number of articles written by various scholars including several of our own JSRI faculty associates. JSRI seeks to promote, as well as enhance, the accessibility of such scholarly productions.

The following reprints are available:

- RS-01**, Robert Aponte, “Hispanic Families In Poverty: Diversity, Context and Interpretation.” Originally published in *Families in Society: The Journal of Contemporary Human Services*. Families International, Inc.
- RS-02**, Robert Aponte, “Definitions of the Underclass: A Critical Analysis.” Originally published in *Sociology in America*. American Sociological Association Presidential Series. Sage Publications.
- RS-03**, Robert Aponte, “Urban Hispanic Poverty: Disaggregations and Explanations.” Originally published in *Social Problems*. University of California Press.
- RS-04**, Maxine Baca Zinn, “Social Science Theorizing for Latino Families in the Age of Diversity.” Originally published in *Understanding Latino Families: Scholarship, Policy, and Practice*. Sage Publications.
- RS-05**, Ruben Rumbaut, “A Hunger for Memory: A Thirst for Justice.” *Law Quadrangle Notes*. University of Michigan Law School.
- RS-06**, Maxine Baca Zinn, Janet Bokemeier, Clifford Broman, Christine Velez-Badar. “Labor Force Participation Among Mexican and Mexican American Women in the Urban Southwest: A Comparative Study.” *Latino Studies Journal*. Northeastern University.
- RS-07**, Ruben Rumbaut, “Origins and Destinies: Immigration to the U.S. Since World War II.” Originally published in *Sociological Forum*. Plenum Publishing Corporation.

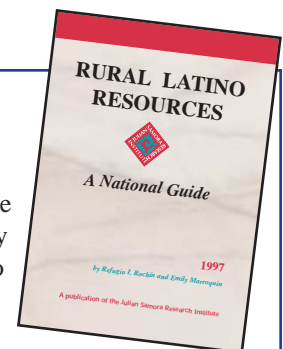


For a special introductory period, single copies of our reprints are available *free of charge*. JSRI is seeking permission to post the documents on our web page. Feel free to browse our website at <http://www.jsri.msu.edu> for these and other publications. Anyone interested in submitting a previously-published article for consideration may contact JSRI at (517) 432-1317, or MCLR at (517) 432-1150.

Rural Latino Resources guide completed

JSRI is often asked about rural Latinos as a rapidly-growing population. In response, we have compiled an important resource guide. The *Rural Latino Resources* guide, sponsored primarily by the W.K. Kellogg Foundation, lists rural Latino educators, scholars, and researchers. It also includes information on organizations relevant to rural and Latino populations, as well as publication listings. The project was guided by a national advisory group; Dr. Refugio I. Rochín, JSRI Director, headed the project.

As research has shown, the demographic transformation of America has been profound in rural areas where Latinos have settled. We want to emphasize this emerging population by identifying individual scholars and their work. Compiling this directory is ongoing and, even after the initial printing, additions will continue. To access a copy of this guide, visit the JSRI web site at www.jsri.msu.edu. Hard copy versions will be available at a nominal cost. E-mail JSRI at jsamorai@pilot.msu.edu or call (517) 432-1317 for more information.



NEWS FROM JSRI

JSRI, MEOF, and Samora Scholarship Winners Recognized

Congratulations go out to winners of the **Julian Samora Endowment Scholarship!** **Aurora Elicerio**, an Anthropology junior, and **Yalile Ramirez**, an International Affairs freshman, were recognized as the first recipients of the award during a reception following the JSRI Latina/o Social Science Conference at the MSU Student Union on April 7. Latina/o Undergraduate/Graduate students who were enrolled in the College of Social Science and maintained at least a 2.5 grade point average were eligible.

A personal essay reflecting their active participation and involvement within the Latino community was submitted to a scholarship selection committee headed by JSRI Faculty Associate, Dr. Rene Rosenbaum.

The Julian Samora Endowment Scholarship was established with a personal donation from Dr. Samora, along with generous contributions from private donors. It is intended to assist students interested in Latino issues to help continue their education. Dr. Samora was known for his sincere devotion to providing mentorship to Latino students, many of whom completed Ph.D. degrees. Today his legacy lives on and continues to influence new generations.

PEOPLE

Dr. Richard A. Navarro, JSRI Faculty Associate, recently took part in a conference with the Comparative and International Educational Society Annual Meeting in Mexico City. As a panel organizer, chair, and discussant, he also presented a paper. He also greatly advanced his research on this trip with visits to several universities and organizations, including the Universidad de Guadalajara, the Universidad de Monterrey, and the Asociacion Nacional de Universidades y Instituciones de Educacion Superior de Mexico (ANUIES). Overall, the trip contributed to his knowledge of the transformation of the university and the current status of higher education in Mexico.

JSRI congratulates **Myra A. Gonzales**, Graduate Student at Michigan State University, for her work as Associate Editor of *The Journal of Multicultural Counseling and Development* and her article "Use of the MMPI-2 With Chicanos: Strategies for Counselors" in the April 1997 edition.

Dr. Refugio I. Rochín presented papers at the annual meeting of the Latin American Studies Association (Guadalajara, Mexico), the strategic planning meeting of California Rural Legal Assistance, Inc. (Asilomar, California), and the keynote address on "Multiculturalism" at Creighton University, Nebraska.

JSRI Staffer **Juan Marinez** is on the mend after a recent racquetball bout sent him to the hospital with a torn muscle. Juan will soon be back in action as JSRI's Assistant Director for Outreach.



SCHOLARSHIP WINNERS — Seven MSU students were the recent recipients of JSRI/MEOF scholarships; five, Allison Daniels, Lara Dulcinea, Emily Marroquin, Julia Almenarez, and Leslie Elizonda, attended the awards ceremony during JSRI's Spring Social Science Conference.

Other JSRI scholarships provided awards with funds from the Michigan Educational Opportunity Fund (MEOF). MEOF is an organization recognizing and honoring the educational achievements and contributions of Hispanics throughout Michigan. The awards include: the **JSRI/MEOF Student's Excellence in Scholarship Award** — awarded to the Latina/o undergraduate demonstrating the highest cumulative grade point average. The winners of this \$400 award were **Allison Daniels**, a Humanities junior, **Lara Dulcinea**, a Communication Arts freshman, and **Emily Marroquin**, a James Madison senior; the **JSRI/MEOF Student's Scholastic Achievement Award** — awarded to the Latina/o undergraduate who has maintained excellence in scholastic achievement. The winners of this \$250 award were **Julia Ann Almenarez**, a James Madison junior, **Leslie Elizondo**, an Arts & Letters senior, and two-time scholarship winner **Ramirez**.

Staff Changes

Visha Samy, who has served as the primary voice of JSRI through her telephone/reception duties, will shortly return to her home country in the Fiji Islands. Her husband, Sam, has completed his studies at Michigan State, receiving an M.B.A.. Visha has become an important part of JSRI in her brief tenure with us and will be sorely missed. She leaves behind a devoted cadre who have benefited from her culinary tutelage in Indian curry. Visha is known for her “hot stuff,” in more ways than one.

As JSRI says a sad farewell to Visha, we welcome to permanent status, **Lucinda Briones** who has served with JSRI in numerous part time capacities since her student days at M.S.U., most recently as coordinator of our publication series. Lucinda will now join the JSRI staff as secretary and first point of contact for public inquiry. Lucinda has long roots in the local Lansing community, as well as familial connections at JSRI: sister **Laurie Briseño** is JSRI Visiting Scholar Coordinator.

Danny Layne steps into a newly created position as JSRI’s Hardware/Software/Desktop Publishing Coordinator. Danny began his career with JSRI as Secretary, but quickly proved his talents in managing JSRI’s office technology. We are pleased to announce his promotion into this new position. Danny will have primary responsibility for managing JSRI’s web server, as well as all of our computer information systems. He is also in charge of design/layout activities for JSRI’s print material. While we were designing this new position, we decided to make him master of all technology for JSRI — the camera, the VCR, the camcorder... whatever has a motor and obscure moving parts. All questions related to JSRI technology should be directed to Danny who may be found mumbling to himself in the computer room.

Visitors

JSRI has, in addition to its core group of staff, researchers, and student employees, two interns working throughout the summer.

Jennifer Godinez, a Woodrow Wilson Fellow and recent graduate from Drake University, and **Elizabeth Sibrian**, a Senior English Writing major at St. Edward’s University in Austin, Texas, are utilizing JSRI resources for several projects.

NEWS FROM JSRI

Godinez has been extensively involved with the Latino student organization, La Fuerza Latina, on the Drake campus and the Hispanic Advisory Committee, which advises the university on issues pertaining to Latino recruitment and retention. She also worked with the National Hispanic Institute as an intern and senior counselor for high school student programs nationwide. She is researching various aspects of Welfare Reform in regards to the U.S. Latino population. Next fall she will study at the University of Minnesota’s Hubert H. Humphrey Institute of Public Affairs to pursue her Master’s Degree in Public Affairs with a concentration in non-profit management. She is originally from Elgin, Ill., and her parents immigrated from Mexico.

Sibrian graduates in December and will start her graduate work the following fall. She is currently doing research on migrants as part of the Developing Research Expertise at MSU (DREAMS) program.



JSRI INTERNS — Elizabeth Sibrian, left, and Jennifer Godinez are working at JSRI throughout the summer.

At St. Edward’s she is a third grade mentor for “at risk” children under the Community Mentor Program where she has worked for four years. “I feel most useful in my community when I can help a child smile because he or she has accomplished something new and positive,” she said. She is also a regular contributor to *The Aesthetic Voice Literary Magazine* at St. Edward’s. She attributes much of her passion for writing to her mother, Maria. “She’s the one who taught me that most things in life do not come easy,” Sibrian explained, “and that I need to make *el esfuerzo* to make life happen for me.”

I'm Still Smiling

by Elizabeth Sibrian, JSRI Summer Intern

While Papa and my brother, Junior, board up the windows of the house, Mama and I finish packing the pans and dishes into a cardboard box to be put in the truck. Papa locks the chain on the front door, and we all get in the truck. Mama snaps her seat belt, se percina, and stares at our house as we drive away. She mumbles a prayer asking that our house doesn't get broken into again this year.

We're a migrant farm-working family. Every one migrates together. Aunts, uncles, cousins, and grandparents. We leave our homes to pick asparagus in the fields in Michigan, by the Great Lakes. Our road trips take longer than a day.

As soon as we arrive, my sister and I stay behind to clean the house that we will live in for the season. Papa and our abuelitos go shopping for groceries. I don't like to join them when they go into town because I hate to see the gringas clutch their purses when we pass them in the aisles. They get this terror-stricken look on their faces. We're honest, hard-working folks in search of seasonal crops. We don't travel 2,000 miles to rob them. Oh, how ignorant art thou.

The first day is always the hardest on the body. We sit on a tractor-pulled platform, our feet spread out, back bent and arms extended to pick the asparagus.

When wind picks up speed, I close my eyes and wait for debris that blows in my eyes to wash out. I grind sand in my teeth. I hate it when the wind blows, but it's better than when it rains. It's hard to pick asparagus when cold rain beats on my face.

At the end of asparagus season, the cherry trees are in bloom. The air smells like a perfume shop. It makes me smile.

This part of the summer also means that we get Sundays off. We go to the pulga. I like being in a place with other Mexicanos. It beats going to malls or parks where all we get are stares. Makes me feel like I'm in a cage at the zoo.

Mid-summer. The asparagus season is over. I smile. We pack up the truck once again. We head for Illinois. The corn stalks are neck-high by then. The tassels need to be removed.

The first day is the hardest on the body. By the end of the day, new calluses and blisters have formed on top of old calluses and blisters.

We wake at four a.m. Some fields we detassel are many miles away. We need to be on the bus by five. We pack tacos and sodas.

The contractors rent school buses to transport the piscadores from the trailer park to the fields. It seems like forever until we arrive. Some mornings I wish the ride was longer, especially on days when it rains. Rain makes the ground all mushy. I haul like two inches of mud under my feet. It's tiring when this happens.

When it doesn't rain, the temperature rises to nearly 100 degrees a bit after noon. By three, I can't stand the weight of the heat on my back. The longer the sun beats on my back, the heavier it feels. It's like carrying a backpack full of stones.

All corn fields are different. Some have stalks that reach way over our heads. Sometimes we can't reach the tassel. The wind doesn't blow inside the rows. I can see the leaves fluttering overhead, but I don't feel the wind down here.

I feel sticky when the rain begins to evaporate. Now I know how a chicken must feel inside a Crock Pot.

When I finish my row, I go out to the water jugs. I stand on a hill and look out. The wind blows the tops of the stalks, moving them rhythmically like waves in the ocean. Those aren't little sailboats in the horizon, though. They're sombreros barely peeking over the stalks. The waves move them along. I smile.

Packing up and moving around different states in search of work is tedious. We must make a living, though. The bills have to be paid. We complain of aches and pains, but we accept the fact that the older generation of my family lacks and American education.

We have to migrate for work. We have to survive.

I'm in college now. I still have calluses on my hands. And I'm still smiling.



WORKING FAMILY — Familia Sibrian y Lopez of Texas in Michigan, June 1997. (JSRI photo by Refugio I. Rochín)

UPCOMING EVENTS

Hispanic Student Leadership Conference. This student employment and education conference will be held in Washington, D.C., from July 18-19. For more information on this 1-day conference, please call (301) 270-4945.

National Council of La Raza Annual Conference. NCLR will be holding this year's conference from July 20-23 in Navy Pier, Chicago. "Latinos: No Challenges Unmet — No Issues Unanswered" will include sessions and workshops on relevant major issues in contemporary U.S. Hispanic communities. For more information, call (202) 785-1670.

Changing Face of Rural America. The 4th Annual "Changing Face" conference will be held from Sept. 11-13 at the University of Delaware. Conference segments include overviews of U.S. immigration patterns as well as examinations of new federal and state immigration policies. Participation will be limited. For more info, e-mail Dr. Philip Martin (martin@prim.al.ucdavis.edu) or access the Rural Migration News home page at <http://www.migration.ucdavis.edu>.

ELLAS Conference. Educated Latinas/Chicanas Leading America will host its first conference,

"Redefining Leadership: Mujeres del Sexto Sol" at Washington State University from Oct. 3-5. Registration packets are currently available. For more information, contact Maria Cuevas (cuevas@mail.wsu.edu) or Esther Fernandez at (509) 335-4554.

United States Hispanic Leadership Conference. This annual conference, which takes place Oct. 8-12, will be held at the Sheraton Hotel in Chicago. Workshops, panels, exhibits, and an awards banquet will be featured. For more information, contact (312) 427-8683.

The Minority Student Today Conference. This conference will be held from Oct. 19-22 in South Carolina. To find out more, contact the Regional Campuses and Continuing Education Office, University of South Carolina, 937 Assembly Street, Suite 108, Columbia, SC 29208 • Phone (803) 777-9444 • Fax (803) 777-2663 • E-mail confs@gwm.sc.edu.

Call for Papers/Proposals

Immigration Policy at the Local Level. Research proposals and manuscripts are being collected for a special symposium issue of the Policy Studies Journal or the Policy Studies Review. Also, a book-length publication is expected to be produced using the submitted works. Suggested topics include the role of the nonprofit sector in immigration and the fiscal consequences of legal and illegal immigrants on host communities. To submit a proposal or currently completing research in this area, please contact Clifford P. McCue at (330) 672-2060 or cmccue@kent.edu or Dorothy Norris-Tirrell at (901) 678-3368 or dnrstr@memphis.edu.

(De)Constructing the Mexican-American Border. The editors of *Latin American Issues* invite contributions for inclusion in their forthcoming monographic issue. The typed, double-spaced manuscripts should be 20-30 pages, be in MLA style, written in English, and on a 3.5" disk in WordPerfect format. Authors should send two copies of their manuscript to the following editors: Fernando Valerio, Jaume Marti-Olivella, *Latin American Issues*, Modern Languages Department, Box 63, Allegheny College, Meadville, PA 16335.

American Education Research Association (AERA). The "Call For Proposals" for the 1998 AERA Annual Meeting in San Diego on April 13-17, 1998 is now online. To access the information, go to <http://www.aera.net>, click "Annual Meeting," and you will see links to the 1998 "Call For Proposals."

MONEY MATTERS

Minority Financial Aid Directory: A Guide to More Than 4,000 Scholarships, Loans, and Grants. By Lemuel Berry, Jr., Ph.D. (Kendall/Hunt Publishing Company, 752 pps., \$45.95, ISBN 0-8403-9944-8). This resource lists the entry criteria, the number of awards and amounts available, the application deadline, and the contact person for a variety of financial aid sources available to minorities. 184 different disciplines are represented. For further information, call (800) 228-0180 or FAX (800) 772-9165.

Funding Opportunity for Early Career Sociologists. To facilitate the entry of beginning investigators into the field of behavioral science research, the National Institute on Drug Abuse (NIDA) is providing funding for small-scale, exploratory research projects. Direct inquiries to the Division of Basic Research, National Institute on Drug Abuse, 5600 Fishers Lane, Rm. 10A-31, Rockville, MD 20857; phone: (301) 443-6300; fax: (301) 594-6043.

Juan Andrade Scholarship for Young Hispanic Leaders. Applications are currently invited for this scholarship, to be awarded during the U.S. Hispanic Leadership Conference. Scholarships for the amount of \$1,000 are available for undergraduates enrolled for Fall term 1997. To obtain application information, please call (312) 427-8683 to request a USHLC brochure.

United States Institute of Peace Fellowships. The U.S. Institute of Peace currently invites applications for Senior Fellowships as part of the Jennings Randolph Program for International Peace. These annual awards can be used for up to one year's study on projects involving international peace and conflict resolution. Direct inquiries to the Jennings Randolph Program, U.S. Institute of Peace, 1550 M Street NW, Suite 700CHE, Washington, DC 20005, phone: (202) 429-3886, fax: (202) 429-6063, e-mail: jrprogram@usip.org, web: www.usip.org.

Tinker Field Research Grants. All recognized Centers or Institutes of Ibero-American or Latin American Studies with graduate doctoral programs at accredited U.S. universities are eligible to apply. These annual institutional grants may cover travel costs for graduate students conducting research in Spain, Portugal, and the Portuguese- and Spanish-speaking countries of Latin America. For further details on the program, write: Field Research Grants, The Tinker Foundation Incorporated, 55 East 59th Street, New York, NY 10022.

Fullbright Awards Applications for postdoctoral awards for research and lecturing abroad in the humanities, physical and applied sciences, social sciences, or related fields. Contact: Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5M, Box CHE, Washington, D.C. 20008-3009; (202)686-7877, cies1@ciesnet.cies.org, <http://www.cies.org>. The deadline is Aug. 1.

Welfare Reform Applications for grants for welfare-reform studies and analyses. Contact: Administration for Children and Families, Office of Planning, Research, and Evaluation, 270 L'Enfant Promenade, S.W., Washington, D.C. 20447; Nancy Campbell, (202) 401-5760, or Mark Fucello, (202) 401-4538. The deadline is July 28.

The National Hispanic Scholarship Fund provides competitive scholarships to undergraduate and graduate students of Hispanic origin. You must be a U.S. citizen or permanent resident who has completed at least 15 units of college work prior to applying for funds. Applicants must be attending an accredited college or university as full-time, day-time students. Annual application period is Aug. 15 to Oct. 1. Awards are based on financial need and range from \$500 to \$1,000. For further information, contact: Selection Committee, National Hispanic Scholarship Fund, P. O. Box 728, San Francisco, CA 94948.

EMPLOYMENT OPPORTUNITIES

English with an Emphasis in Latina/o Studies. Pennsylvania State University Department of English currently seeks applicants for this position. A 20th Century Americanist is preferred. For details, contact Ylce Irizarry at yxi101@psu.edu or Elizabeth Archuleta at exa10@psu.edu.

Director of Center for Research on Women. This Center, in the Department of Sociology at the University of Memphis, is currently seeking applications for this Fall 1998 position. Position responsibilities include the promotion and management of research focused on race, class, and gender regarding women. Applicants must have obtained a Ph.D. in Sociology or a related Social Science discipline and must have experience in higher education administration. For further information, please call (901) 678-2770 or fax (901) 679-3652.

Program Supervisor for the U.S. Bureau of the Census. Requirements for this position include a bachelor's degree from an accredited college or university and PC experience. Duties include the supervision of data collection as well as the supervision of office clerical processing. For further information, contact Betty Hughes at the U.S. Bureau of the Census in Detroit, Michigan at (313) 259-0056 or (800) 432-1495.

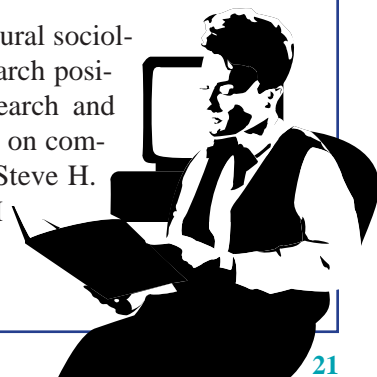
Chicana/o Studies Position. The UCLA Cesar E. Chavez Center invites applications for this tenure-track position; preference will be given to candidates with interdisciplinary interests. The Center is an academic unit within the Division of Social Sciences in UCLA's College of Letters and Science. Applicants should send dossiers and a writing sample to Prof. Raymund Paredes, Chair, Cesar E. Chavez Center for Interdisciplinary Instruction, UCLA, 7349 Bunche Hall, P.O. Box 951559, Los Angeles, CA 90095-1559.

Education Policy Researcher and Senior Research Manager. The Tomas Rivera Policy Institute invites applications for these fulltime positions. Important functions for the first include public policy research in elementary, secondary, and higher education. The second includes a variety of projects, including development of research methodology and supervision of research associates. Excellent writing and interpersonal skills essential. Contact TRPI/Education, 241 East Eleventh Street, Steele Hall, Third Floor, Claremont, CA 91711-6194.

Coordinator of Educational Programs. DePaul University's Department of Multicultural Student Affairs currently seeks applicants for this position. Position duties include working with a variety of areas of the university to provide academic-enrichment seminars and workshops for students. Direct inquiries to DePaul University, Human Resources, Job Code: CEP, 1 East Jackson Blvd., Chicago, IL 60604.

Political Science with a Specialization in Latin American Studies. Agnes Scott College invites applications for this full time visiting assistant professor position. A Ph.D. is required and Latin American/Latino Politics will be emphasized areas in addition to international relations. Access their homepage for further information at <http://www.AgnesScott.edu> or contact Dr. Catherine Scott, Chair, Dept. of Political Science, Sociology, and Anthropology, Campus Box 740, Agnes Scott College, Decatur, GA 30030-3797.

Assistant/Associate Professor Research Position. Texas A&M's Department of Rural sociology is seeking applicants for a 12-month position to begin this fall. This is a research position in the Texas Agricultural Experiment Station. Applicants should have research and teaching experience with special emphasis on U.S. rural and metropolitan areas and on communities whose residents are primarily Hispanic. For further information contact Steve H. Murdock, Department of Rural Sociology, Special Service Building, Texas A&M University, College Station, TX 77843-2125.



READING MATTER

Researching Chicano Communities: Social Historical, Physical, Spiritual and Psychological Space. By Irene I. Blea, Ph.D. This recent book has three objectives: to teach the student how to do research in the Chicano community, to render what is understood about research in these communities, and to define the nature of Chicano Studies, the 25-year-old discipline that has fashioned this understanding. For further information, contact Liz Murphy or Ann Newman at Praeger (202) 226-3571; FAX (202) 222-1502; Greenwood Publishing Group, Inc., 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007.

Let There be Towns: Spanish Municipal Origins in the American Southwest, 1610-1810. By Gilbert R. Cruz (Texas A&M University Press, ISBN 0-89096-677-X). Six of the early settlements of New Spain are presented in this book: San Antonio, Laredo, Santa Fe, El Paso, San Jose, and Los Angeles. The author assesses their importance in light of the Spanish government's policy for implanting the linguistic, social, religious, and political values of the crown in North America.

Gonzales/ Rodriguez: Uncut and Uncensored. (ISBN 0-918520-22-3, \$17+\$2 shipping and handling). The first compilation of the bold and articulate insights of the only Chicano husband and wife team of newspaper columnists, this book is a chronicle of the Chicano/Latino experience in the 1990's. This publication contains fifty two columns as the authors intended them to be read. They are excellent for classroom use. For more information, contact The Ethnic Studies Library Publications Unit, 30 Stephens Hall #2360, University of California, Berkeley, CA 94720-2360, phone: (510) 643-0552, FAX (510) 642-6456, csl@library.berkeley.edu.

Pursuing Power: Latinos in the Political System. Edited by F. Chris Garcia (University of Notre Dame, March 1997, 480 pps., \$25 paperback). This book focuses on the interface between Latinos and policymakers and the future of Latino political power.

Visual Artists and the Puerto Rican Performing Arts, 1950-1990: The Works of Jack and Irene Delano, Antonio Martorell, Jaime Suárez, and Oscar Mestey-Villamil. By Nelson Rivera (Peter Lang Publishers; 232 pps., \$70). This recent work provides an exploration of the work of Puerto Rican visual artists in experimental and mainstream theater.

So All is Not Lost: The Poetics of Print in Nuevomexicano Communities, 1834-1958. By A. Gabriel Meléndez (University of New Mexico Press, 284 pps., \$50 hardcover, \$24.95 paperback). This account follows the history of Spanish-language journalism in New Mexico up to the last edition of Santa Fe's *El Nuevo Mexicano*.

Fifteenth Annual Status Report on Minorities in Higher Education. (American Council on Education, \$24.95). This report details the enrollment of the nation's four largest minority groups in U.S. colleges and universities in recent years. Important findings include that of all minority groups, Hispanics enrollment increased by the greatest margin. To order, or for further information, contact ACE, Publications Department M, One Dupont Circle, N.W., Washington, D.C. 20036.

READING MATTER

Baseball on the Border: A Tale of Two Laredos. By Alan M. Klein (Princeton University Press, 291 pps., \$29.95). Through a study of a baseball team playing in and representing the two cities of Laredo, Texas and Nuevo Laredo, Mexico, this work explores the culture of the U.S.-Mexico border.

Hispanic Advertising Impact and Shopping Study. This study examines the grocery shopping habits of the nation's fourth largest Latino market, located in the San Francisco area. For a free copy, contact Rebecca Abravanel at (415) 595-5028 or write Hispanic & Asian Marketing Communication Research, Inc., 1301 Shoreway Road, Ste. 100, Belmont, CA 94002. More information can also be accessed at <http://www.hamcr.com>.

Hispanic Americans, A Statistical Source Book, 1997. (280 pps., \$50). This book has up-to-date information on Latinos, including population, education, labor force, and crime, draws on the most current federal data available. For more information, call (415) 965-4449, e-mail infopubs@hooked.net or access <http://www.hooked.net/users/infopubs>.

The Irish Soldiers of Mexico. (Fondo Universitario Editorial, \$16 + postage). This work draws heavily on the anti-Catholic crusade in the U.S. during the 1840's which resulted in the burning of churches and the murders of Irish immigrants. This Mexican-produced book is a critical look at U.S. history. For further information, contact S. Barlow, 2 Nicol Terrace, Newport, RI 02840.

A Biographical Handbook of Hispanics and United States Film. By Gary D. Keller (ISBN 0-916950-32-8, Bilingual Review/Press, 192 pps.). This work documents the participation of Hispanics in American film from 1894 to the present.

Double Exposure (Poverty and Race in America). Foreword by Bill Bradley, Preface by Julian Bond, Edited by Chester Hartman (ISBN 1-56324-961-8 (hardcover), ISBN 1-56324-962-6 (paperback) M.E. Sharpe, Inc. 258 pps.). This book provides the most up-to-date and comprehensive review of the major topics surrounding our country's most troublesome and seemingly intractable social problem: the intersection of race and poverty. Sixty-three contributions organized under seven topics, affirmative action, the "permanence of racism" thesis, the use and utility of racial and ethnic categories, multiculturalism, immigration, and the "underclass."

Sociological Perspectives (Special Issue on Immigration and Incorporation). Edited by Rubén G. Rumbaut and Charles F. Hohn (Jai Press, Inc., Vol. 40, No. 3, Fall 1997). This issue of the Official Journal of the Pacific Sociological Association is dedicated to a wide range of topics from the paradoxes of assimilation to social capital among recent immigrants to New York City. For further information, access <http://www.csus/psa/journal.html>.

Las Mujeres Olvidadas (The Forgotten Women). By Cristina Jose Yacaman (Kampfner) and Elena Azaola (ISBN 968-12-0687-8, El Colegio de Mexico). A book-length study of women's prisons in Mexico. Based on research conducted in 85 centers in Mexico during 1993 and 1994.

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