

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.

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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

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FROM THE DIRECTOR'S DESK

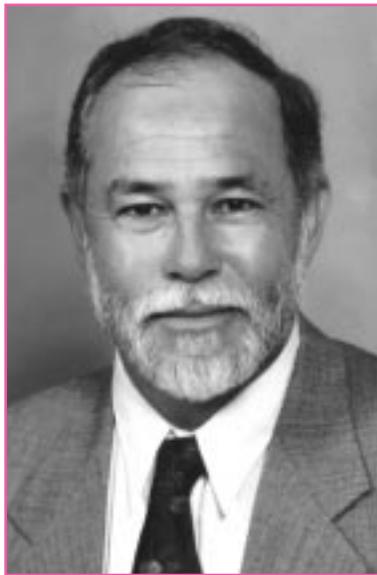
Promote Incentives for Latino Education

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

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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

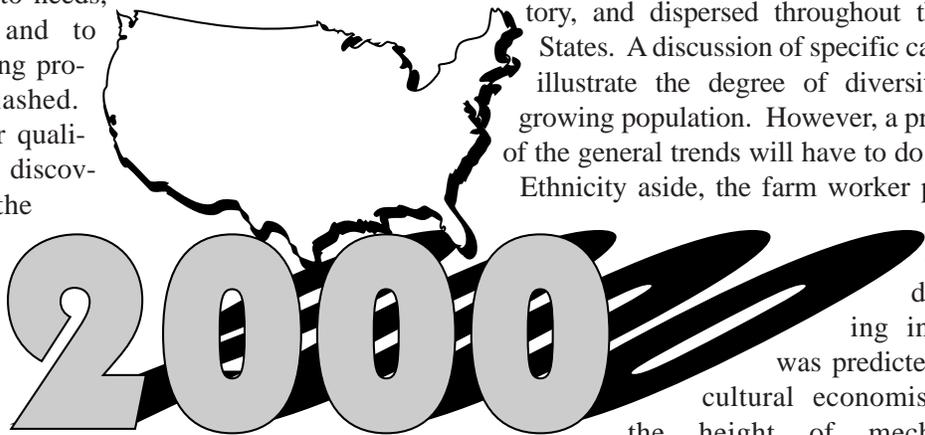
arguing for and developing grant proposals for community development programs that will capitalize on the determination and hard work of farm workers. If incorporated into community development schemes, this population may be a positive force in rebuilding towns and their economies.

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

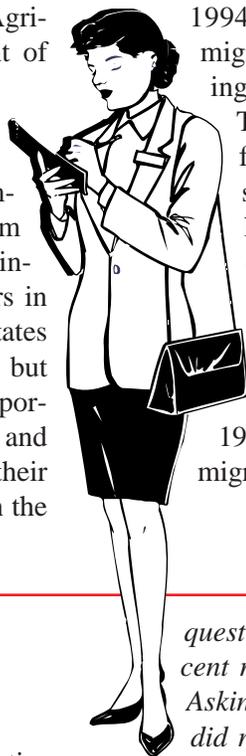


is, native peoples from Mexico and Central America are immigrating and migrating to agricultural regions in the country. For example, *mixtecos* and *zapatecos* from Oaxaca are harvesting crops in Texas, California, and Washington. Mayan natives from Guatemala and southern Mexico are doing the same in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

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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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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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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.”

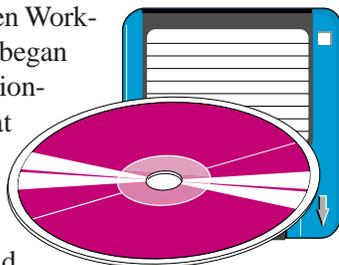
That’s the straightforward guidance from JSRI Director Refugio I. Rochín, and getting the message out has become the focal point of the Institute’s growing electronic media department.

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.

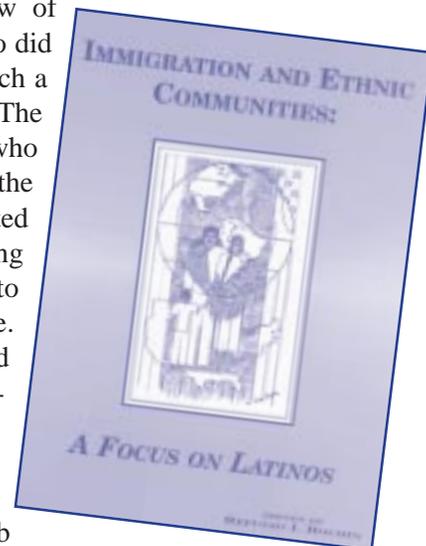


The pace of “information transmission” then intensified. JSRI utilized its ever-popular printed publications program and supplemented it with on-site lectures and new electronic distribution methods.

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.

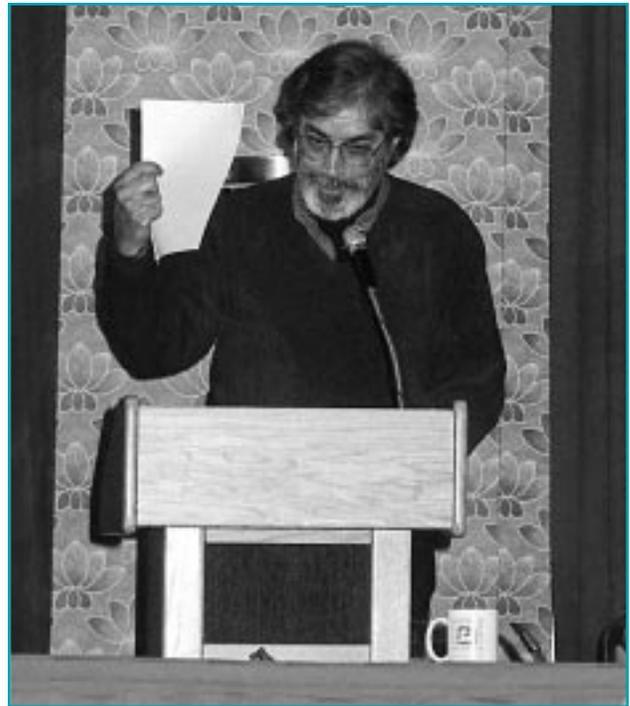
Since all undergraduates must take social science classes as part of the required curriculum, the manner in which Latinos are portrayed, discussed, analyzed or ignored is of concern to those focusing on the education of Latino youth, as well as those concerned with the preparation of the general student 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.

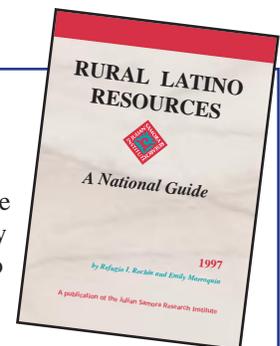


For a special introductory period, single copies of our reprints are available *free of charge*. JSRI is seeking permission to post the documents on our web page. Feel free to browse our website at <http://www.jsri.msu.edu> for these and other publications. Anyone interested in submitting a previously-published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

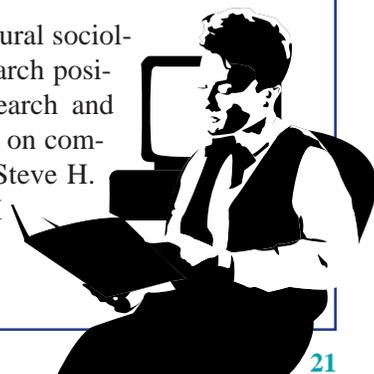
Chicana/o Studies Position. The UCLA Cesar E. Chavez Center invites applications for this tenure-track position; preference will be given to candidates with interdisciplinary interests. The Center is an academic unit within the Division of Social Sciences in UCLA's College of Letters and Science. Applicants 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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