Gómez-Pompa First UC MEXUS Director

Editor’s Note: In this issue, we are pleased to feature the work of Arturo Gómez-Pompa, recently appointed the first Director of the University of California Consortium on Mexico and the United States. Gómez-Pompa, a distinguished Mexican botanist, has attained significant international distinction for his work in tropical forest conservation and regeneration, and the application of traditional techniques to the management of tropical resources. The founding director of Mexico’s National Research Institute of Biotic Resources (INIREB) in Veracruz, Gómez-Pompa also has chaired UNAM’s Department of Botany, and has served as ecology advisor to three Mexican presidents. He chaired the International Coordination Council of UNESCO’s Man and the Biosphere Programme where he made substantial contributions to its success. In the United States, he has been a Guggenheim Fellow, Mercer Research Fellow, and Charles Bullard Fellow at Harvard University, and has served on several committees of the National Academy of Sciences. Gómez-Pompa also has been appointed Professor of Botany at UC Riverside, where he will continue work begun at INIREB on floristics and on data-base development for the management of botanical and environmental information, including the Flora of Veracruz (for example, see Taxon, 1985, Vol. 34, No. 4) and the Ethnobotany of Yucatan projects in collaboration with his colleagues and students.

In accepting the UC MEXUS position, Gómez-Pompa accepted "both a challenge and an opportunity, to realize dreams I hold for the future of both Mexico and the United States. UC MEXUS can, I believe, be a major facilitator to scholarship which seeks solutions to the problems which face us, as people and as nations, and can help to overcome those obstacles which inhibit our joint efforts."

The UC MEXUS News welcomes Arturo Gómez-Pompa to the University of California, and is proud to present the following article about his work.

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New UC MEXUS Fellowship Program

UC MEXUS has announced a new fellowship program for Mexican students pursuing masters’ or doctoral studies at University of California campuses in technical fields which will potentially benefit scientific and technological development in Mexico. The fellowships, which provide full support of the student through the award of the advanced degree, are sponsored by the international corporations of Mexico through the Mexican Secretariat of Commerce and Industrial Development (SECOFIN).

The selection process is now underway for fellows beginning their studies in the Fall of 1986. Application information for those students desiring support beginning in the Fall of 1987 will be available from UC MEXUS by the end of this year.

UC MEXUS Announces 1986 Grants

(please turn to page 7)
Politically, California was once part of Mexico. Culturally, it has always been tenaciously linked to Mexico. And now, demographically, California is becoming increasingly connected to Mexico. This occurs at a propitious time for California, although it is not often appreciated. But in order to maximize the usefulness of this link, it is important to understand both those conditions in Mexico which contribute to it, and the dynamics of the largely Mexican-origin population in California.

The research agenda of UC MEXUS serves to stimulate basic research that will help understand precisely this demographic linkage and its importance to the state. In many ways, UC MEXUS, and research organizations with similar concerns in other states, may play a very important role in policy making activities which can greatly affect the future of their societies.

The potential of such relatively small groups to influence policy might be better appreciated by taking a quick glimpse into California's demographic future.

The Aging Anglo Population

The population of the state is gradually growing older. The proportion of elderly to the rest of the population will nearly double, from 10.8% (in 1980) to nearly 23% by the year 2030. This increase in the elderly will be due to two phenomena. First is the enormous size of the Baby Boom generation, born between 1945-1965. This large generation was followed by the Baby Bump, in which fertility dropped dramatically. Thus was born a "bump" in the population, which by virtue of sheer size has since had a disproportionate effect upon social policy of the state. Second is the increase in longevity. Not only are more people going to achieve age 65, more of them will live many years beyond that.

Such a large proportion of elderly (nearly one person in every four will be over age 65) will be very expensive to maintain. The costs of income maintenance (whether by public means such as Social Security, or private means such as real estate, IRAs, pensions, etc.) and health services (usually largely publicly-funded) will be great. Beginning in the year 2010, this disproportionately large generation will turn to the younger, working-age population for support. Under any circumstance, that younger generation will have to provide heroic sums to the older at great sacrifice to their own life-style and that of their children.

The Young Latino Population

The Latino population of California, largely of Mexican origin, is growing rapidly. This growth is fueled both by immigration from Mexico (and other Latin American countries) and high fertility. In 1960 Latinos were nearly 20% of the state's population and will easily be at least 25% by 1990.

The nature of the demographic link between Mexico and California is most easily appreciated when one considers the difference in age structure between the Anglo and Latino populations. In California, the median age for Latinos was 22. For the country of Mexico it was 17 years! The population movement from Mexico to California, therefore, is from a pediatric society to a geriatric society. Not only is the Latino population in the state growing, it is much younger than the Anglo population. This age difference will influence the future demographic composition of the state.

We have developed a population model to simulate trends in demographic change from 1980 to 2030. The major trend may be seen in the two figures. Figure 1 shows the ethnic composition of the three major age groups in the state. Latinos were 32% of the children, 17% of the labor force, and 4% of the elderly. A projection to the year 2030 was made, using a number of assumptions, including: 1) declining fertility among Latinos so that it will be below replacement levels by 2030; 2) increased female labor force participation; and 3) a modest net immigration gain of 70,000 foreign-born Latinos entering the state annually. Under these assumptions the population will change over time in the manner shown in Figure 2. By the year 2030, among the young, Latinos will have the largest representation, comprising 44% of all children. By contrast only 35% will be Anglo. Among the prime age adults, Latinos will be 57.5%, nearly matching the Anglo participation of 40.7%. The elderly will be preponderantly Anglo 59.9%.

In short, after the turn of the century, there will be an increasing correlation between age and ethnicity; the younger age groups will be largely Latino and the older ones largely Anglo. The demographic link between California and Mexico will become translated into the generational link between the by-then-aged Baby Boom generation that will be largely Anglo, and the younger labor force that will largely be made up of Latinos and other minorities. The burden of support for the elderly will fall upon a younger generation whose productive capacity will be greatly affected by the productivity of Latinos.

The largely Latino and minority-prime-age population, which will support the Baby Boom generation, should be seen as a human resource to be invested in. Currently, the Latino population does not actively participate in all levels of California life. In education, health, employment, income, politics and other areas, Latinos are not well represented and their participation is not well rewarded. If this resource is invested, it will be able to pick up the burden of support, avoiding possible breakdown of social cohesion. Without this investment, social strains could easily develop as the inter-generational links come to be seen strictly as inter-ethnic ones.

The policy implications of such a demographic shift are many. Many policy areas will require bi-national efforts. Social welfare, support of the aged, medicine and health services, education, employment and income, corrections, mental health, political representations, even business, research, and overall economic policy will be affected by the ways in which the Latino population does and does not participate now and in the near future.

Policy activity in these and other areas will require a knowledge of Latino populations particularly those of Mexican origin. Such policy will also require a firm understanding of the situation in Mexico and of the linkages between the U.S. and Mexico, especially in the border region.

Aboard this knowable public policy will be developed in a vacuum. Present this knowledge, perhaps some certain amount of rationality can be introduced into the policy process.

And fortunately, these areas requiring research are precisely those areas of concern to which scholars of Mexico and Mexican Americans are increasingly turning their attentions. Perhaps the importance of these studies to the policy arena has not been clear to many before, but by 1990 (by which time the Mexican-origin Latino population will be very noticeable in many states) such issues should be highly placed on every policy maker's agenda.

The present and future contributions of Mexican and Chicano studies scholars across the country are important for all of society. Literally, the future of state and national policy may well rest upon the activities and projects begun in the mid-1960s by the relatively small number of people in both Mexico and the United States who have had the foresight to target these areas as worthy of research and scholarly activities.

---David Haynes-Bautista

Evidence of prehispanic raised fields in Versucruz, Mexico. Photo by Alfred Siemens.

no. 2). According to Gómez-Pompa, INIREB’s founding director, "We decided very early in our research to include, as one of the natural resources of Mexico, the knowledge of local people and their traditional methods of dealing with the environment. In some instances we discovered sets of biological information entirely new to us and on other occasions these people’s practices suggested lines of research we had not previously considered important."

Part of the understanding of the uses of the products of the tropics comes from careful study and appreciation of what people have traditionally done. In many instances indigenous uses of and theories about the plants of the tropics are based on generations of observation and careful experimentation. One of the goals of ethnobotany is to try to understand the modern "scientific" bases for these beliefs and practices and to build additional knowledge on them.

Gómez-Pompa cites a long list of studies which expose indigenous practices as those most suitable for the particular area, and based on sound principles of ecological management. "We must be willing to accept farmers’ statements and actions as the results of a long history of successful resource manipulation. Then we must try to understand and explain the science governing these actions. Finally, we should attempt to apply this science to similar situations in other areas."

A frequently mentioned example of this process is the reintroduction of raised bed cultivation into some lowland tropical areas of Mexico. The archaeological evidence from these areas indicates that raised beds had been extensively in use before the arrival of the Spaniards. In Xochimilco, the so-called "floating gardens" have been in continuous use from before European contact to the present day. These chinampas provided the model for the reintroduction of artificially raised field cultivation to the lowland tropics.

*The philosophy behind INIREB, and what we continually used as our guide, was to integrate research into rural development and to separate this integrated whole from politics as much as possible. Yet we still tried to address the basic question of costs; that is, we were painfully aware that conservation demands a long-term economic commitment in addition to the short-term costs. The chimpanpas that were constructed at the suggestion and with the assistance of INIREB in Tabasco are one example of this philosophy.

Gómez-Pompa refuses to allow his work, its implications, or his point of view to be classified as supporting either the preservation or the development of the tropical forests. "The pressure on tropically rich countries to preserve these areas will be far out of proportion to their ability to do so. While preservation would most definitely be a beneficial resource for humanity in general, there are costs for such a benefit. Most tropical rain forests are located in those countries least able to afford the monetary burden of simple preservation. Local or state governments are even less able to put their resources into some sort of bank for humanity. There are costs other than merely monetary ones. What do we do about the people whose subsistence and traditional livelihoods are derived from resources that would seem to be rightfully theirs? If the only goal is preservation, we must first come to terms with the many associated costs. I also strongly believe that the loss of the tropical rain forests would be a catastrophe for all of us now and in the future. We must find ways to simultaneously use, study, conserve - in a word, manage - this irreplaceable treasure."

UC MEXUS Director (continued)
Universitywide News

In Memoriam

Professor Ralph C. Guzman of the Boards of Study in Politics and Community Planning at UC Santa Cruz died on October 10, 1985. Born in Moroleón, Guanajuato, Guzman immigrated to the United States during the Depression and worked for several years with his family in the Texas Panhandle before settling in East Los Angeles. During the 1950’s Guzman contributed substantially to the political mobilization of the barrio as a community organizer and journalist. He decided in middle life to pursue an education for service as a scholar-activist and university professor. After completion of his B.A. and M.A. in political science at Cal State Los Angeles, he served for three years as associate director of the Peace Corps in Venezuela and Peru, returning in 1973 as one of the first Chicano students to receive a Ph.D. in political science at UCLA. He collaborated with Leo Grebler and Joan Moore on the pathfinding work, The Mexican Americans: Our Second Minority (NY, 1973). That book was followed by his Political Socialization of the Mexican-American People (NY, 1976), and a great number of other articles. In later years, his research interests expanded to include population policy issues and the formulation of American foreign policy toward Latin America.

Guzman began his teaching career at Cal State Los Angeles and Mount St. Mary’s College. In 1959 he joined the faculty at UC Santa Cruz, where he co-founded Oakes College, served as Provost of Merrill College, and contributed to the Educational Opportunity Program, the Latin American Studies Program, the Third World Teaching Resource Center, and the Merrill Field Pro-
gram for Experiential Learning. He was a member of commissions appointed by local, state, and national governments on a wide range of affairs of concern to the Chicano community and to society at large – education, human rights, immigration, housing, drug and alcohol abuse. In the Carter Administration, Guzman served as Deputy Assistant Secretary of State for Latin America – the highest position yet attained by a Chicano in the Department of State.

Ralph Guzman’s life in the United States spanned half a century of the experience of Mexicans and Chicanos in this country. In the words of his colleague, Santa Cruz professor David Sweet, “his infectious enthusiasm for both ideas and people made him a warm counselor and a beloved teacher to hundreds of young Californians of all ethnic backgrounds over a period of nearly three decades. Never comfortable with angry confrontations, he chose the path of hopeful but determined public advocacy of political and cultural pluralism. Ralph Guzman took pride in being a respected and responsible American citizen who could make himself heard as an advocate of social and economic justice for the disadvantaged.”

David W. Robinson, professor of animal science and director of the Small Ruminants Research Support Program at the Davis campus, died December 26, 1985. Appointed by former President Clark Kerr to the Executive Committee of UC MEXUS at the program’s inception in 1980, Robinson served with particular distinction as Davis’ representative until his resignation in early 1985. His research was aimed at improving food resources in underdeveloped countries, and Robinson became a recognized expert on the role of educational institutions in dealing with the problem of world hunger. In 1984, addressing the U. S. House Select Committee on Hunger, he said, “This university has a mandate: it is a mandate to seek the truth, to search for new knowledge, and to make the truth and knowledge available to all the family of mankind. We hope to train a cadre of people who not only understand the problems of hunger and poverty but who have the sensitivity and the courage to resolve them.” These philosophies were consistently apparent in Robinson’s work for UC MEXUS. Under his chairmanship at Davis, significant new programs were established on the campus which sought to address agricultural and health science problems shared by Mexico and the United States. The program at Davis has been particularly successful in leveraging UC MEXUS “seed” funds into major extramural projects with important applications which will make a difference in the lives of people, both in Mexico and in the United States.

A memorial scholarship is being established in Robinson’s name to benefit students from Third World countries studying at UC Davis.

UC MEXUS Announces 1986 Development Grants

The UC MEXUS Executive Committee is pleased to announce the award of 13 development grants totaling nearly $95,600 for the 1986-87 academic year. The grants support proposal development activities of UC researchers in the areas of Area Studies (Chicana studies, Chicano studies, U.S.-Mexico relations, and scientific collaboration with Mexican scholars). Major proposals for extramural support of the projects are expected to be submitted under the auspices of UC MEXUS within the year. Those proposal awards receiving awards, the project titles, and primary UC and Mexican collaborators in the work are listed below.

Anderson, Daniel W. - Davis. Environment, Agriculture, and Urban Ecological Relations in the Central Valley of Mexico (UC-Davis; M. A. Mora - Secretaria de Agricultura, Ganaderia y Desarrollo Rural, Mexico) (Davis; M. A. Mora - Secretaria de Desarrollo Urbano y Ecologia; L. A. Albert - Instituto Nacional de Recursos Biologicos)


Braveanu, Paul and Robert Drickey - San Francisco. John Doe Program for Development of Educational and Research for Primary Health Care: University of California, Hastings College of the Law (UC-Hastings College of the Law) (Braveanu, Paul - University of California, Hastings College of the Law; Drickey, Robert - University of California, Hastings College of the Law) (San Francisco; M. A. Mora - Secretaria de Agricultura, Ganaderia y Desarrollo Rural, Mexico) (San Francisco; M. A. Mora - Secretaria de Agricultura, Ganaderia y Desarrollo Rural, Mexico)

Butler, Edgar W. - Riverside. A Geo-Social Demographic Analysis of All Municipalities in the Republic of Mexico (UC-Davis; P. Leck - Riverside; M. Batista - San Francisco; M. C. Marqués - Instituto Nacional de Estadística Geografía e Informática; J. L. Martinez Hurtado - Instituto Nacional de Estadística Geografía e Informática; J. L. Martinez Hurtado - Instituto Nacional de Estadística Geografía e Informática; J. L. Martinez Hurtado - Instituto Nacional de Estadística Geografía e Informática) (Riverside; P. Leck - Riverside; M. Batista - San Francisco; M. C. Marqués - Instituto Nacional de Estadística Geografía e Informática; J. L. Martinez Hurtado - Instituto Nacional de Estadística Geografía e Informática; J. L. Martinez Hurtado - Instituto Nacional de Estadística Geografía e Informática) (Riverside; P. Leck - Riverside; M. Batista - San Francisco; M. C. Marqués - Instituto Nacional de Estadística Geografía e Informática; J. L. Martinez Hurtado - Instituto Nacional de Estadística Geografía e Informática; J. L. Martinez Hurtado - Instituto Nacional de Estadística Geografía e Informática)
UCLA Anthropologist Receives Medal Award

Susan Scribner, associate professor at the UCLA School of Public Health, has received the 1985 Margaret Mead Award in recognition of her work in anthropological sociobiology. The award was sponsored by the Society for Applied Anthropology and the American Anthropological Association. Scribner was presented December 7 at the AAA annual meeting in Washington, D.C.

Initiated five years ago in memory of the noted anthropologist, the annual award recognizes a young scholar for work "which integrates anthropological data and principles in ways that make them meaningful to a broadly concerned public." It recognizes a person's skills in broadening the impact of science, a quality for which Mead was widely admired. Scribner studied under Mead at Barnard College and Columbia University. "Margaret Mead taught me the importance of being willing to speak out and try to translate anthropological insights for the public," Scribner said. "She had a wonderful ability to relate to people. I've never stopped being her student."

Scribner has taught at the UCLA School of Public Health in the Division of Population, Family and International Health since 1975. She is also associate professor of anthropology and associate director of the UCLA Latin American Center. Her work focuses on cultural factors in health care delivery, including such areas as medical anthropology, human reproduction, demography, applied anthropology and cultural change.

A sampling of her most recent cross-cultural field research includes a survey of stress and other psychosocial factors in complications of pregnancy in high- and low-risk women; a survey of Latino, Anglo and black patients and families with epileptic and asthmatic children; and a study of the cultural and medical contexts of birth in Latinino women. She has conducted fieldwork in Guatemala, El Salvador, Honduras, Ecuador, Barbados, and Bolivia on cultural aspects of contraception and reproduction.

"Anthropology is an essential component of public health because much of public health deals with preventive efforts and not curative efforts," said Scribner. "People's acceptance of public health measures depends on what they believe about health and illness."

Scribner, who is currently president-elect of the Society for Medical Anthropology, has authored and co-authored more than 40 journal articles, book chapters and reports.

"I Am Celso" Presented at UCLA

The exclusive Los Angeles premiere of the stage adaptation of writings by New Mexican poet Leo Romero, was presented Friday, February 21, at MacGregor Hall Little Theater as part of the 25th anniversary celebration of the UCLA College of Fine Arts, and as the second presentation of this year's Mexican Arts Series. This performance one-man show, directed by UC San Diego Drama Department Professor Jorge Huerta, featured Ruben Sierra, Artistic Director of the Group Theatre Company of Seattle, as the antihero Celso.

Speaking through the character of a drunken misfit named Celso, a bachelor storyteller and prank-playing wino "somewhere between 50 and 100 years old," Leo Romero's poetic voice possessed astounding simplicity and wisdom.

Drawing together material from Romero's books, During the Growing Season (1978), Aquitas Negro (1981), and Celso (1985), plus some unpublished pieces written for this production, Huerta and Sierra adapted the poems into a nearly seamless monologue recounting the character's simple life and complex ruminations about death, religion, women, wine, and song. Set in Celso's mountain shack, the show read like a picaresque novel, a realm where ghost stories, Chicano legends, memories of childhood, and erotic tales of pueblo society are jumbled together to render a shrewd commentary on life as witnessed by a knowing, earthbound spirit.

The production of "I Am Celso" has been performed throughout the country. It was one of the highlights of Joseph Papp's 1985 New York Latino Festival, and a special presentation of San Diego's Tony Award winning Old Globe Theatre.

Mexican Attorney General Speaks at UCLA

On September 13, 1985, Dr. Sergio Garcia Ramirez, Mexico's Attorney General and chief law enforcement officer, visited the University of California, Los Angeles, at the invitation of the UCLA Program on Mexico.

Dr. Garcia Ramirez has a distinguished academic career, having long been active in legal research in his country, and has published many important works on such subjects as penal reform. As a government leader, he has spearheaded major penal reform efforts in his country and, in addition, has been a vigorous participant in the struggle against drug abuse.

At a luncheon held in his honor, Dr. Garcia Ramirez spoke about current issues of major concern to the U.S. and Mexico. He called special attention to Mexican President Miguel de la Madrid's annual address to the nation in which the president emphasized that the United States and Mexico are neighboring countries but they possess different characteristics. He spoke of equity in a relationship, whereby fraternal neighbors can still be different. The two countries have different cultures and histories. The style of colonization, national proceedings, and level of development differ from one country to the other as well.

Garcia Ramirez also pointed out that population growth is a very severe problem in Mexico, especially for Mexico City which is unfortunately approaching the world's lead in the matter. However, Mexico is presently de-voting great efforts to improving this situation, in part by reviewing demographic policies, and has been able to reduce rates of population growth from 3.5 to 1.5 percent in less than ten years.

Mexico's Attorney General also spoke about his nation's economy, emphasizing that the most serious economic problems are foreign debt and inflation. Mexico's foreign debt is the second largest in Latin America. Servicing the internal and foreign indebtedness of the country absorbs 37.5 percent of the federal budget. In addition, he said that even though Mexico's income from exported products has decreased and that the problem has not been resolved, Mexico has determined to pay its debt, and in order to pay, the country must have economic growth. The other severe economic problem is inflation and Mexico is devoting great efforts to solve it. As a result, the inflation rate has been reduced in the last three years.

Dr. Garcia Ramirez drew special attention to two other important issues: security and narcotics. Security problems developed faster in other parts of the world, and are relatively new in Mexico. No place is free of these problems. Mexico is working hard on this challenge, and is also watching the experiences of other countries in order to improve its own situation. Regarding the difficult issue of narcotics, Mexico is conscious of the U.S. interest, and is taking steps to deal with the problem. Mexico recognizes that narcotics is an international problem that should be attacked with an international effort.

Dr. Garcia Ramirez concluded by saying that there are differences between our two countries, but differences between friends cannot rupture the basic relationship. The friend that divides us, he observed, can also unite us.
UCLA Creates Language Research Center

The University of California, Los Angeles, has received a five-year contract from the Office of Educational Research and Improvement (now the National Institute of Education) to establish a Center for Language Education and Research (CLEAR). The goal of CLEAR, which includes the education of the Spanish-speaking population among its high priorities, is the development of a language-competent society. Consequently, CLEAR will conduct both basic and applied research of relevance to educators of English proficient students as well as students of foreign languages. Specifically, CLEAR is committed to assisting non-native speakers of English in developing the highest degree of proficiency in understanding, speaking, reading, and writing English. Likewise, English speaking individuals should have the opportunity to develop the ability to understand, speak, read, and write a second language. The research to be conducted addresses numerously educationally relevant issues, considers different ethno linguistic communities, and will be completed in various school sites around the country. Other objectives of the Center will include a program of professional development activities with practitioners and development of educational materials, curriculum, and programs for second language education of both the language minority learner and the second language learner.

Amado Padilla, professor of psychology at UCLA, will serve as the director of the Center. The two associate directors are Russell Campbell, professor of English (TESU/Applied Linguistics) at UCLA, and G. Richard Tucker, executive director of the Center for Applied Linguistics in Washington, D.C. Other professionals from UCLA, Yale University, Harvard University, University of California at Santa Barbara, and the Center for Applied Linguistics in Washington, D.C., are also involved in CLEAR’s work. As a multidisciplinary staff of social science and educational researchers and a group of individuals from diverse ethnic backgrounds, the CLEAR team is uniquely equipped to tackle the major goals set out the Center. Another important objective of the Center for Language Education and Research will be to conduct research that is relevant to and informed by the educational community. To implement this aim, the Center will seek input from a variety of individuals in educational practice, such as school teachers, aides, principals, school board members, and school district supervisors. Parents and community groups will also be participating in the Center’s activities.

UCLA Music Literature Project

The UC MEXUS Executive Committee has announced the award of a grant to develop a computerized index of musical manuscripts in the U.S. Southwest. Under the direction of Professor Robert Stevenson of the UCLA Music Department, the project is a collaborative venture with Esperanza Pulido Silva, director of the leading Mexican musical magazine, and Abraham Lopez, director of research at the Mexican National Conservatory. In the first phase of the project, Mexican conservatory students working in the Mexican National Conservatory will read and catalogue articles in nineteenth- and twentieth-century newspapers and periodicals, and catalogue music in nineteenth-century publications (many of them women’s magazines). The card index will then be transferred to a computer base. According to Stevenson, many Mexican music magazines are found in less than a half-dozen research libraries elsewhere than the Hemeroteca Nacional in Mexico City. Some of the best, such as the Revista de Artes Musicales (1904-11), are not found in any U.S. library, including the Library of Congress. The computerized index resulting from this project will greatly assist scholars in making readily available the contents of invaluable treasures of Mexican musical lore.

Jorge Bustamante Honored

The UCLA Mexico Program has honored Jorge Bustamante, President of El Colegio de la Frontera Norte (COFRON), previously known as CEFNOMEX, for his many contributions to joint research efforts between the two institutions. El Colegio de la Frontera Norte has offices throughout the Mexican United States Borderlands region. A major goal of COFRON is to overcome the obstacles hindering cooperative interaction between the United States and Mexico. Thus, working within the same context as CEFNOMEX, COFRON will continue to support interdisciplinary research on such border area issues as migration, economic development, water resources, and communication between the two nations.

Review


This first book in this series, Second Language Acquisition in Childhood: Volume I, Preschool Children, (1985) discussed the transfer of first to second language, various interlanguage phenomena, and individual and collective socialization factors. Volume 2 focuses on school children, and begins by presenting a cohesive historical overview of the theoretical advances on the learning of a second language. Second-language education throughout the world demonstrates a diversity of goals and models which are determined by economic, political and social factors rather than by pedagogical considerations. In the first three chapters McLaughlin reviews the research findings on second language acquisition from Sweden, West Germany, the Soviet Union, and Canada. The discussion includes descriptions of various models of second-language education used in those countries, some evaluation of their success in terms of both learning and public acceptance, and the unique demographic and political factors which influence each country’s methods. Particularly useful is the section dealing with Sweden’s “mainstream + home language” and “language selection” models. In Sweden the dominant approach is the mainstream + home language model, (i.e., schooling in Swedish with two hours of home language instruction). This method is resisted by parents who don’t want their children to lose their home language. A less dominant approach is the “mother tongue” or “language shelter” approach. Here, the home language is used exclusively for instruction until grade 3, when the use of Swedish begins, and increases until all instruction is in Swedish by grade 7. Some scholars (Toutouni & Skutnabb-Kangas, 1977) argue that unless the latter approach is used children may become "semiologists." McLaughlin amplifies the argument by noting that: "Semilingualism may be a useful way of describing those cases where, through extreme social deprivation, bilingual children do not learn to function well in either language. At issue here, however, is whether it is a useful concept when talking about bilingual children in general. If the concept of semilingualism is defined as meaning that bilingual children do not perform as well as native speakers in either language, then there is some agreement that in fact this may be the case in certain points in the development of their languages." (p. 33)

According to McLaughlin, the advocates of the language shelter approach feel that "the ability to understand the meaning of abstract concepts and synonyms, and the ability to deal with highly decontextualized language" are affected by semilingualism, which is a period of low level of linguistic competence that prevents continued development in the first language, and interferes with development in the second. Semilingualism results in cognitive deficiency and low achievement level (pp. 33-34). This controversy has prompted additional studies which place importance on age as a key factor explaining differential levels of second language proficiency.

The Canadian experience is better known to the public and has often been discussed in the literature. The author, however, does an excellent job summarizing the literature and makes important comparative reflections. He points out, for example, that while the United States, where ten times the population of Canada, spends $150 million annually in bilingual education, Canada spends $170 million. The author maintains that Canadian research, while more systematic and providing evidence of program effectiveness, also has neglected the issues of learners’ individual differences, language proficiency across different language groups, and the effects of teaching practices and sociocultural factors on second language acquisition.

The author’s exposition of the historical development of second language education in the United States in Chapter 4 is indeed a masterpiece of wisdom, logic and judgment. It presents a political and historical context that allows understanding of the instructional models and curricula for or against them. In contrast to other countries the United States has never formulated a policy in favor of bilingualism. The teaching of foreign languages has been under continual attack. Bilingual education developed out of the Civil Rights movement of the 1960s and 1970s and was offered as a key rationale in prompting the equality of educational opportunity for language minority children. This educational rationale contradicts some parents’ perception that such programs segregate their children and result in their being "treated differently and even held back by being instructed in their own language." (p. 106) Ultimately, the success of bilingual education (particularly maintenance models) depends on the acceptance of cultural differences (continued on page 12)
ences by mainstream society. The variations of instructional models and their relative success are intimately related to the availability of trained bilingual/bicultural teachers and the local support. These models are examined in detail in Chapter 5, in the context of the literacy needs of different social groups, students' socioeconomic status, and their immigrant status. Chapter 6 examines classroom organization and student identities and social action patterns. This chapter offers a good review of existing ethnographic research about bilingual classrooms.

Differences in cognitive styles and existing controversies about field dependence and independence are discussed critically in Chapter 7, but with moderation. The theoretical and methodological problems involved in this research lead McLaughlin to believe that "the evidence from research suggests that the differences among the members of different cultures in cognitive style have been exaggerated" (p. 167), and that it is not clear how cognitive style relates to second-language learning. Second-language learning is a complex process and the measurement of learners' individual differences is too crude to explain variance. Everything being considered, early instruction in second language should be favored. Early instruction in second language reading and writing should be preferred because it is the stronger language, and then transition can be made to second-language learning and writing.

Differences in social background affect children's second-language learning through the home, school and surrounding society because of the differential exposure to language. The second-language learner's attitude towards language learning, teacher responses to children's social status, and overall integration processes into mainstream society. While McLaughlin agrees with Cummins that "it is not enough merely to look at the social context of second-language acquisition, he states that the attitudes of ethnolinguistic minority groups towards their own identities need to be examined as well. Assessing language proficiency continues to be a difficult problem, full of uncertainty and unproven claims, and yet crucial in influencing future academic careers of students. Researchers who hide behind their authors' technical jargon or statistics make educational practitioners view tests as dangerous drugs that must be "accurately labeled and used with considerable care" (borrowed from Spolsky by McLaughlin, p. 223). The issues in language testing have not changed much.

Grammarmatical competence, sociolinguistic competence, verbal and non-verbal communicative competencies/deficiencies, etc., must be viewed in the context of what language is: a symbolic system that does not lend itself to assessment; a complex syntactic entity that cannot be measured in a single dimension; part of the child's experience and highly variable per domain, setting and situational changes. "The skepticism of educators seems to be justified. Chapter 10 looks at the political context of evaluative efforts, national debate and the media. The reviews of the studies by the American Institute for Research (AIR) and the rebuttals, disputes and counterattacks, including follow-up on the Baker-de Kanter Report. The author's critique is dispassionate, fair and scholarly. McLaughlin concludes that the reaction against the AIR and the Baker-de Kanter Report shows "the problems researchers have in attempting to carry out large-scale studies of the effectiveness of bilingual education programs" (p. 239). The chapter presents a summary of developments in evaluation research which use more creative means of assessing program effectiveness (including ethnographic methods) and concludes that "there are no simple answers to the question of the effectiveness of bilingual education" (p. 245).

The last chapter, Chapter 11, draws the content of the entire volume around central questions regarding differences between first and second-language learning, language abilities needed for school, best instructional models for second-language teaching/learning in the classroom, the role of individual and social background differences among learners, and the effectiveness of bilingual education in general. It is well written and most helpful in grasping the intimate relationships between each of the parts of the book.

This book has the potential for becoming a classic in the increasing collection of volumes dealing with the study of second-language learning and bilingual education. It is written in a clear style, it offers a substantive discussion of the most important issues, and summarizes in a fair and scholarly way the most important research available on matters both inherently difficult and politically explosive. The knowledge in this volume is indeed indicative of the progress made in an area which has been beset by politics and confusion of issues, terms and purposes. I strongly recommend this volume to all bilingual educators, teacher trainers, faculty involved in second-language and bilingual education, and to the "experts." There is much to learn. This book is particularly suitable for courses in second-language acquisition, curriculum and instruction, and related fields.

- Henry T. Trueba

Barry McLaughlin is Professor of Psychology at UC Santa Cruz. Henry T. Trueba is Professor of Cross-Cultural Studies in the Graduate School of Education at UC Santa Barbara.
Announcements

Meetings

During the week of June 9, 1989, the Center for U.S.-Mexican Studies at UC San Diego will hold its Sixth Annual Briefing Session for Journalists. The purpose of the briefing is to provide reporters from the print and electronic media with timely, accurate information that will explain what is happening behind headline stories. Major subjects to be addressed include immigration, political and economic developments in Mexico, including the implications for Mexico of the softening of international oil prices, Mexico's foreign debt, and developments in Central America. Speakers will include international experts drawn from government, business, and academic institutions in Mexico and the United States. For additional information contact Donald Wyman, Acting Director, Center for U.S.-Mexican Studies, D-010, UC San Diego, La Jolla, CA 92093. (619) 452-4503.

The Los Alamos National Laboratory has announced the fourth offering of SAGE: Summer of Applied Geophysical Experience, a six-week field course in advanced applied geophysical exploration located in the Central Rio Grande Rift. Organizing institutions include the Laboratory, UC campuses at Los Angeles, Riverside, and Santa Barbara, San Diego State University, University of Texas - Dallas, and the Centro de Investigación y Educación Superior de Ensenada. For additional information, contact SAGE, Mallotop 452, Los Alamos National Laboratory, Los Alamos, New Mexico 87545, (505) 667-2631.

UC Irvine will hold its Fourth Annual Mexican/Chicano Symposium on Saturday, May 17. This year's symposium, co-sponsored by Irvine's Mexican/Chicano Program and El Colegio de la Frontera Norte, will address "industrialization in Mexico." Participants will discuss such topics as the historical background of industrialization, finance, regional developments, border industrialization, and technology transfer. Participants include José Arce Efrain, Caro Plaza, Bernardo González-Arechiga, Carlos Gratzberg, and Barbara Driscoll of El Colegio de la Frontera Norte as well as William Glade (University of Texas-Austin). Stephen Haver (Columbia University), Barbara Tannenbaum (University of South Carolina), Linda A. Rodriguez (UCLA), and Luis Suarez-Villa, Steven Topik, and Jaime E. Rodriguez (UC Irvine). For more information contact Ms. Genava López, Mexico/Chicano Program, University of California, Irvine, CA 92717 (714) 856-6832.

ThePresidio and Militia in the Northern Frontier of New Spain. Edited by Thomas H. Naylor and Charles W. Polzer. (University of Arizona Press, 1986, Pp. 980, cloth $50.00.) This is the first of two volumes documenting civil-military relations in the early history of the Southwest. Volume 1, 1570-1700, traces this history through reports, orders, journals, and letters of the times. The setting and context for the documents of each chapter are provided along with English translations.

La educación en Guadalajara durante la Colonia, 1552-1821. By Carmen Castilloeda. (El Colegio de Mexico, 1984, Pp. 513, paper, in Spanish) Relations the details of formal and institutional education in Guadalajara to the changes and diffusion of culture in the north of Spain during the colonial period. All levels of education are included in the descriptions of curricula, methods of instruction, and organization of instruction.

Appointments

UC Santa Barbara Spanish Professor John Baptista Avalle-Arce has been named cultural correspondent for Radio Nacional de España and for Euskadiko Eradiko, Spain's Basque government radio network. Avalle-Arce is a renowned Carmenista scholar. The author of 30 books, he has written extensively on colonial Latin American literature and Spanish literature of the 18th and 19th centuries.

The UCLA Program on Mexico has announced the appointments of Jorge Bustamante, Paul Garstner and Steven Haver as Research Associates. Bustamante, a distinguished professor of sociology, is President of El Colegio de la Frontera Norte (COLFRON); Garstner is Director of the Institute for Regional Studies of the Californias at San Diego State University; and Haver is a member of the history department at Columbia University.

New Publications

Transnational Corporations Versus the State: The Political Economy of the Mexican Auto Industry. By Douglas C. Bennett and Kermit E. Sharp. (Princeton University Press, 1985, Pp. 300, cloth $42.00, paper $9.95) Traces the development of the Mexican automobile industry, the manufacturers involved, and the political and economic environments in which the industry began and grew. The study details the forms of ownership, structure of the industry, and the policies of both the Mexican government and the manufacturers which the authors conclude have generally led to additional forms of dependency within an existing set of dependent relations.

Lawrence in Oaxaca. By Rose Parmenter. (Gibbs M. Smith, 1984, Pp. 384, cloth $22.95) A detailed study of D. H. Lawrence's time and writings in Oaxaca and Mexico's influence on his work. Moreover, through the re-creation of the social setting and its impact on Lawrence, Parmenter presents a lively and human historical sketch of Oaxaca in the mid-1920s.
The Center for United States-Mexican Studies at the University of California, San Diego has issued Nos. 16, 17, and 18 in its Monograph Series.

Regional Impacts of U.S.-Mexican Relations. Edited by Ina Rosenthal-Urey. (Monograph No. 16, 1986, paper $11.00) A collection of essays first prepared for a 1984 UCSD conference on region, linkage, and processes in U.S.-Mexican relations. Issues addressed include water, migration, oil, technology transfer, industrial and agricultural development, and each in terms of systems of exchange and the linkages of individuals and groups across international boundaries.

The Route to Food Self-Sufficiency in Mexico. By Cassio Luiselli. (Monograph No. 17, 1985, Pp. 65, paper $6.00) This essay by the former director of the Sistema Alimentario Mexicano outlines a plan aimed at enabling Mexico to overcome technological, infrastructural, and economic impediments on the way to achieving self-sufficiency in food production. As a model for an integrated food system independent of foreign production and investment, Luiselli's plan includes policy recommendations at the various levels of production, distribution, and consumption. Recommendations are included regarding the relationship between Mexican agriculture and the U.S. food system.

The Mexican Left, the Popular Movement, and the Politics of Austerity. Edited by Barry Carr. (Monograph No. 18, 1986, paper $9.00) The papers in this edited volume, originally presented at a 1984 workshop of the Mexican left held in La Jolla, provide a survey of the problems facing the organization of a viable leftist political alternative in contemporary Mexico.

To order these monographs, or to request the current publications catalog, write to: Publications Department, Center for U.S.-Mexican Studies, D-010, UC San Diego, La Jolla CA 92093.

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