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HISPANICS AND THE MILITARY: A SELECTED ANNOTATED BIBLIOGRAPHY

JOHN R. WOOD
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John R. Wood

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This annotated bibliography presents a selected survey of almost 350 published, unclassified articles, reports, and books considered relevant to understanding the historical, current, and future participation of people of Hispanic origin in the Armed Forces.
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HISPANICS AND THE MILITARY:
A SELECTED ANNOTATED BIBLIOGRAPHY

August 13, 1985

Prepared by:

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The BDM Corporation

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This annotated bibliography presents a selected survey of published, unclassified information considered relevant to the general subject, "Hispanics and the Military." The references selected for annotation here cover a broad spectrum of information, including material on the history and current status of people of Hispanic origin (Mexican American/Chicano, Cuban, and Puerto Rican) in the Armed Forces, as well as on recruitment patterns, aptitude characteristics, educational background, socioeconomic status, and other attributes of this segment of the American population. The bibliographic entries describe both literature and research done on Hispanics in the military (which at this time represents only a disparate and limited body of work), and pertinent research on the Hispanic civilian population.

The annotations vary in form, depending upon the reference. In all cases, and particularly for major works in different subject areas, the annotations describe the reference's content, thus allowing the reader to decide if the reference would be relevant to his or her needs. Where possible, the reference's data base is also noted to give an idea of the scope of information upon which the reference is based. In addition, a brief summary of results is presented for some papers, short reports, or references which may be more difficult to obtain. All of the annotations are brief and designed to allow an efficient review of the literature.

The bibliography is divided into two sections. The first section lists the literature by subject area. The lists are arranged alphabetically by author and include the reference titles, which in many cases describe the particular subject of the reference. The second section includes complete bibliographic information and the annotation. These are listed alphabetically by author.
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SECTION II
COMPLETE REFERENCE AND ANNOTATION
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One of the major themes brought out in this collection of articles, essays, and market analyses is that there is so much cultural and social variation existing among the different Hispanic subgroups that the accepted generalities about the American Hispanic population (that Hispanics are younger, live in larger households, are more loyal to church and family, and are poorer and less schooled but are increasing their income and education levels) do not make it any easier to "reach" the Hispanic market as a whole. Hispanic subgroup differences are made particularly evident in the series of Hispanic Market profiles, including Albuquerque, Brownsville, Chicago, El Paso, Houston, Los Angeles, Miami, New York, San Antonio, and San Francisco.


This general policy statement emphasizes that education is the primary vehicle by which Hispanics can enter American society and suggests education program orientations should support Hispanic strengths.


This older but significant article describes the persistence of linguistic and cultural background traits of foreign- and native-born Mexican American soldiers who were functionally illiterate by Army standards and were sent to a special training center. The author notes that there was more maladjustment among the American-born Mexicans than among the foreign-born Mexican American soldiers. Native-born Mexicans also did not test as well. Such differences between native- and foreign-born Hispanics continues to be an important theme in research.

The author usefully distinguishes the "creation generation" (pre-1900 Mexican settlers in the U.S.); the "migrant generation" (post-1900 Mexican immigrants); the "Mexican American generation" (including Mexican-origin citizens who began, after World War II, to feel a collective consciousness which increasingly turned its sense of cultural loyalty to the U.S.); and the "Chicano generation" (beginning in the later 1960s, those who developed a new ethnic consciousness through evaluation of their social position in the pluralistic American society).


The authors present an overview of demographic and structural characteristics of Mexican American families. The same book includes a similar description of Puerto Rican families by Joseph P. Fitzpatrick.


Bringing together statistics from a number of government agencies, this 18-page report provides a useful overview of Hispanic educational attainment and compares it to that of black and white segments of the American population. Some tables give information on Hispanic subgroups.


This comprehensive profile of both Hispanic male and female youth is based on both the National Longitudinal Survey (sponsored by the U.S. Department of Labor and coordinated by the Center for Human Resources Research at Ohio State University) and the High School and Beyond Survey (sponsored by the
National Center for Educational Statistics of the U.S. Department of Health, Education, and Welfare. The authors note relative differences and similarities of the labor market experiences of young Hispanics, blacks, and whites. The National Council of La Raza has sponsored a number of such studies.


These documents are interesting in that they say how the military preferred not to use Puerto Rican units in critical areas as the Puerto Ricans were considered to be inferior troops; when Puerto Ricans were used in other units, those with lighter skins were picked. Otherwise, these documents primarily present a record of unit activities.


A very general article, this presents cautionary notes on testing minorities.


This is noted as being one of the more comprehensive evaluations of Mexican American educational achievement.


Disclaimer activity is verbalization in which a person places one's self in a passive position with respect to one's action. With regard to a general culture and personality question concerning whether or not Hispanics display a greater degree of
disclaiming activity compared with Anglos, this study analyzed 374 subjects, Mexican Americans and Anglos, and found no significant difference.


Realizing the increasing number of minority students enrolling in college, and that therefore the student body may not be uniform in background and needs, this study looks at demographic differences among Anglo, black, Chicano, and "other Hispanic" samples of students. Particularly striking differences were found between the two Hispanic groups, with the "other Hispanics" often having a profile closer to that of Anglos than to that of Chicanos.


The edited collection of articles presented in this book concern the nature of the contemporary Chicano family, testing and admission of Chicano students in higher education, and several mental health issues such as the underutilization of health facilities by Mexican Americans. Some of these articles are treated separately in this bibliography.


This general discussion compares fertility levels and trends of a number of ethnic groups in the U.S., including the Hispanic subgroups, to explore the question of why racial and ethnic group membership is associated with differential fertility. Specifically, the authors argue that minority group status affects reproductive behavior.

The authors discuss the discrepancy between limited use of health facilities and higher frequency of mental health problems by Hispanic Vietnam veterans. They suggest that the military experience may have compounded or precipitated problems arising from the social background from which many Hispanic veterans came. This work represents one of the few examinations of Hispanic veterans.


The only major work in this area, this study is based on survey information from 559 Hispanic veterans living in Los Angeles County; survey information from 234 Hispanic and 295 Anglo veterans who recently had been admitted to V.A. facilities in Los Angeles; and lengthy interviews with 32 Hispanic individuals selected from the Los Angeles County survey. The data provides a wealth of material on the background characteristics of facility users, whether Hispanic or Anglo, Hispanic and Anglo reasons for using facilities, and the differential use of facilities by Hispanics and Anglos. Examples of the kinds of conclusions reached were that both the Anglo and Hispanic user were usually poor and had multiple medical problems. Use of the facility was, however, only as a treatment of last resort; Anglos used the facilities more often than did the Hispanics. Hispanics were less satisfied with the care they received than Anglos. Those who were the most satisfied were those who received help from someone with enough clout to smooth their way through cultural- and linguistic-based problems encountered during evaluation and treatment. Almost all mentioned bureaucratic delays that interfered with care; although some accepted these hinderances as inevitable, others became so frustrated that they remained bitter about their experiences or abandoned their pursuit of V.A. care altogether. Hispanics were at a disadvantage in manipulating the system. One of the most interesting parts of this 158-page work is the chapter which presents interview text, portraying Hispanic views with regard to V.A. services and health care.

This notes how Hispanic veterans do not use health services unless they cannot get help elsewhere. The reasons why this occurs are unclear. This pattern is particularly true for Mexican Americans in both the military and civilian life.


This 90-page report discusses different concepts of minority officer representation in the Armed Forces; describes minority representation in the officer ranks at the time of the report; and, in a final chapter, looks at means through which the Army could increase minority representation. Hispanics are treated as a group.


The author outlines a variety of aspects of language and thought which can be involved in the acculturation process. This kind of information contributes to an understanding of the current social situation of Hispanic immigrants and of Hispanic adjustment to military life.


The author defines the following purpose of this study: (1) to assess the accuracy of public images of the composition of the enlisted force currently and in earlier periods of American history; (2) to show how constituency preferences and political processes account for the observed discrepancies between image and reality; and (3) to identify and begin to assess constituencies' assumptions about what particular individual or group
characteristics imply for their military manpower objectives. Hispanics, usually treated as a group, are mentioned in a number of places in this 140-page analysis.


General trends in education and the place of minorities are the subject of this article. Hispanics are compared with blacks and American Indians; all three groups show little educational advancement over time when compared with that of whites. The position of Hispanics, however, is particularly difficult to evaluate because of substantial in-migration during the 1970s.


The authors present an evaluation of the racial and sex composition changes of the Armed Forces since the end of the draft. With the greater proportion of women and minorities currently in the military, a number of new issues have developed concerning minority overrepresentation, female underrepresentation, and consequential changes in recruit qualification, testing, and performance. These issues are addressed with comparisons made between male and female Hispanic, white, and black components of the civilian and military populations.


Although not directly relevant to Hispanics in the military, this is included as one of the major works on minority participation in the military; it raises many pertinent issues and includes some comparative material on Hispanics. A unique feature of this and the previous reference is that some of the information presented comes from previously unpublished Defense Manpower Data Center statistics.

This is one of the few articles that compares job satisfaction of civilian and military personnel, noting differences among male and female white, black, and Hispanic youth (21 years old or less). The data came from the National Longitudinal Survey.


Based on the Profile of American Youth project, this is a comparison of test performance of subjects classified by their background characteristics, including age, sex, geographical region of residence at age 14, sociocultural group membership, economic status, highest grade completed in school, and mother's education. Results of these comparisons are interpreted in light of relevant existing research from the social sciences. Hispanics are treated as a single group and compared with blacks and whites.


This 8-page paper describes how a foreign language test could be developed and some problems in interpreting the results of such a test.


The authors describe the historical nature of Puerto Rican migration to and from the U.S. mainland, noting that during World War I, thousands of Puerto Ricans were exported as laborers to Army camps and war industries.

This article is indirectly related to the subject of this bibliography in that it described work orientations of residents living in ghettos, a situation in which many Hispanics, especially mainland Puerto Ricans, find themselves.


This study looks at performance of minority and other Navy students who were fully qualified and marginally qualified for paramedical training. Although the sample incurred only two percent Hispanic, the low and medium aptitude minority group members generally tended to perform better than did whites at comparable aptitude levels. The implication is that aptitude measures may not provide as useful a forecast of potential occupational success for the minorities as they do for the majority group.


Based on a sample of 1091 blacks, 192 Hispanics, 186 Asians, and 1785 white recruits who entered paramedical training in 1973, this article compares aptitude scores, motivation measures, training performance, and job survival rates. Although the minority groups were found to have lower aptitude and motivation scores on the average than the majority group, minority group members tended to do as well as the majority group in terms of job performance.


This article looks at differences among Hispanic subgroups in rates of economic mobility. Compared with other Hispanic groups, Cubans have higher rates, based partly on the heavy
educational investment of the initial Cuban immigrants. This article is one of several which looks at general differences in assimilation by Hispanics who immigrated for economic reasons and those who immigrated for political reasons.


Born discusses the problems faced by Hispanics as an immigrant population; the article is useful as background material.


These yearly reports contain basic information on the status of Hispanics in American society derived from the National Longitudinal Surveys of Youth Labor Market Experience. The youth cohort (annually surveyed through 1984) includes a nationally representative sample of 12,686 young people born in the calendar years 1957 through 1964, who were thus between the ages of 14 and 21 on January 1, 1979. Of these, 11,406 were civilians selected from over 70,000 households in 160 Standard Metropolitan Statistical Areas and counties; the sample was stratified in order to yield approximately equal numbers of men and women; oversampled Hispanics; non-Hispanic blacks; and non-Hispanic, non-black youths from families with incomes below the 1978 poverty line. The rest of the sample included 1280 persons of the same age group who were serving in the Armed Forces on September 30, 1978. This sample was selected to yield approximately two-thirds males and one-third females. The reports are organized into chapters which present selected analyses of the data, including employment status, job search patterns, job aspirations and expectations, and differential effects of schooling on employment. Some chapters discuss Hispanics to a greater degree than others; in all cases, Hispanics are treated as a single group.


This is a 70-page analysis of the size and racial composition of the U.S. population as it changes between 1980 and 2080.
One of the unique features of it is that changes are adjusted by different immigration levels, something census material does not do. Both Asian and Hispanic population components are shown to be significantly increasing at all levels of immigration; the black component shows a more moderate increase; and white non-Hispanics show a decrease. At moderate to high immigration levels for Asians and Hispanics, white non-Hispanics will clearly not constitute a majority of the U.S. population by 2080.


The author presents a comparatively systematic explanation of the higher average fertility of Mexican American women, discussing age at marriage, percent of women marrying, circumstances of pregnancies, and other variables. By piecing together census information, the authors also document historical trends in Mexican American fertility.


This longitudinal study compares the actual school completion and the age grade retardation of children whose parents migrated to a northern city with those of their counterparts who remained in the Southwest. The children who migrated to the northern city were found to show a clear advantage, with the community/environment change being attributed for much of the success.


In this economic history of Mexican Americans, Briggs argues that many of their current employment characteristics stem from the historical connection with agribusiness in the Southwest which ill-equipped most of the population for urban life. This industry, along with ranching and mining, came to rely on unskilled labor, whose need for education and knowledge of English was minimal. The basically exploitive nature of these
industries, combined with the general effects of social discrimination, has been a major force in preventing much of this group from acquiring the education and labor skills which would be marketable in an industrial society.


This early article discusses the advantage of the military as a bridging occupation with which minorities may enter mainstream society.


Using a cross-section of over 3000 Navy recruits from Orlando, Great Lakes, and San Diego, this study found significant geographical differences in English proficiency, with higher percentages of failure in the South and West.


This 268-page report presents one of the most comprehensive compilations of statistical information on Hispanics. The report consists primarily of tables and charts based on material from a number of government agencies and departments.


This is an evaluative summary of minority and female performance in the Army's Initial Entry Rotary Wing Flight training program. The purpose of the project was to determine if there were differences in performance and/or attrition between the study groups and their counterpart white males when the students were matched in terms of their scores on flight-related selection tests and on military experience. No significant differences were found in performance grades or flight
performance grades across the stages of training. Blacks and Hispanics were found to be recycled more than the white counterparts.


Based on the 1960 census data, this study finds that black and Mexican American veterans have higher average income than non-veterans. At least for this period of American history, that finding is relevant to the question of how military service may function as a bridging occupation for minorities.


This study uses data from the High School and Beyond longitudinal study conducted by the National Opinion Research Center in collaboration with the National Center for Education Statistics. It seeks to identify a set of predictor variables that can provide a picture of one's Level of Vocational Aspiration, in that this is thought to constitute a primary antecedent to one's level of attainment.


This presents an overview of Mexican American employment patterns. Emphasis is placed on the influence of cultural values on employment and the discriminatory treatment Mexican Americans receive from business.


Based on a study of 80 children, this looks at cognitive style trends within a generational cross-section of Mexican Americans by comparing their expected differences in field independence to a group of completely assimilated Anglo American children.
Field dependence did not increase in a linear pattern from first to third generation; the third generation group showed greater field dependence compared with the second generation group. The implication is that the more "Mexican" first- and second-generation subjects are more acculturated in terms of cognitive style than the third-generation subjects who have had the least direct contact with traditional Mexican culture.


This study of 120 adolescents drawn from populations of first-, second-, and third-generation Mexican Americans or an Anglo-American population, found that Mexican Americans showed a decline in their belief of positive group stereotypes with each generation. Likewise, later generations of Mexican Americans tended to disbelieve positive stereotypes of their group. Such may provide background insight into native- vs. foreign-born performance differences among Mexican Americans.


Based on an investigation of 80 children from four population (first-, second-, and third-generation Mexican Americans, and an Anglo American population) between the ages of seven and nine years old, this study found that there was a linear pattern of field independence from the first to the third generation. Instead, the relationship between cognitive style and generation is curvilinear, with first- and third-generation subjects showing greater field dependence in relation to second-generation children. This pattern may partly result from the motivation behind immigration and the social circumstances in which many Mexican Americans find themselves after immigration.

Useful for background information, this contains a number of relevant articles which are annotated separately.


This article argues for the establishment of bilingual programs for Puerto Rican communities. Because of extremely high return migration rates of Puerto Ricans, Puerto Rican children become outcasts of both mainland and island monolingual cultures, reflected by their high rate of educational failure. This article includes an overview of the demographic characteristics of the Puerto Rican return migrant.


In this general evaluation of Mexican American educational status, the author notes that the most significant factor to cause a drastic change in the educational opportunities was World War II and the GI Bill.


Based on data from the 1971 Current Population Survey, this study found that the lowest return rates were for blacks, with Chicanos faring only slightly better. "Other Spanish" and Puerto Ricans had the same return to education rate as did Anglos. Cubans and Central/South Americans had return rates considerably higher than that of Anglos. The study suggests that reasons for these differences may be more related to such differences as class background, discrimination, and quality of schooling rather than to differences in nativity, mother tongue, age, years of education, or marital status.

This is one of the primary references on the current educational status of this Hispanic group. Along with pulling together a wealth of information on the subject, the authors usefully review theories about what are thought to be the important variables concerned in the comparatively low educational achievement of Mexican Americans.


This 50-page analysis projects the rates of increase of the Hispanic population in general and by subgroup. Two unique features of this analysis are that the projections separate population increase resulting from immigration from increase resulting from growth of the resident population, and that the projections are based upon alternative higher or lower rates of fertility and immigration.

Center for Human Resource Research.

This agency is responsible for the National Longitudinal Surveys of Labor Market Experience. The project has involved repeated interviews over a 15-year period with four groups: older men, middle-aged women, young men, and young women. The data are collected for 20,000 individuals by the U.S. Bureau of the Census. Since 1979, the NLS has followed an additional cohort of 13,000 young men and women between the ages of 14 and 21, which includes a sub-cohort of people serving in the Armed Forces during the initial interview. Because of this and the fact that Hispanics were oversampled, the data pool is a major resource of information with regard to the general subject, Hispanics and the military. A handbook for the NLS is available from the Center for Human Resource Research, Ohio State University, 5701 North High Street, Worthington, Ohio 43085.


The authors present a general and rather theoretical discussion of the interplay of Hispanic and Anglo cultures and languages,
noting major themes of the Hispanic culture and suggesting that Anglification means the loss of many of the native orientations.


Based on a survey of 300 Mexican Americans from an urban setting, this study supports the proposition that younger Mexican Americans, those with more education, and those who have attained relatively high occupational positions do possess "modern" value orientations. These value orientations are defined as the belief that one can actively control one's fate, planning for the future brings rewards, and family ties should not hamper one's individual career, all of which typify the Anglo philosophy. Mexican Americans generally did not hold to such values to the degree of Anglos.


Only indirectly relevant, this notes how the number of generations can be an indicator of acculturation.


The author documents and discusses the fact that of the eight major ethnic/racial groups in the United States, female labor force participation has declined between 1950 and 1970 only for the Puerto Ricans. There is wide city-by-city variation, however, depending upon market conditions.


This analysis looks at whether ethnic differences in labor participation rates between Mexican Americans and Anglos or between Mexican Americans and blacks in the Southwest in 1960 and 1970 can be accounted for by differences in socioeconomic factors. Two important factors for both Mexican American and black women were education and presence of preschool children.
For Anglo women, the important factors were presence of preschool children and husband's income. Interestingly, Mexican American wives with either a college education or with preschool children had higher rates of labor force participation than did comparable Anglo groups. This kind of information suggests important changes have occurred within the Mexican American family in the last decade.


Based on the 1976 Survey of Income and Education, this contributes to information on labor market participation patterns of native- and foreign-born Hispanic populations. Subgroups are discussed individually.


Indirectly relevant, this includes discussion of minority incentives for participation in organizations.


This 50-page bulletin from the Population Reference Bureau presents a concise demographic profile of the American Hispanic population. It treats subgroup differences as well.


The authors look specifically at the effects of unemployment and pay rates on Army enlistments.

In this indirectly relevant article, the authors seek to quantify the effects of the business cycle and other factors on enlistments of non-prior service high school graduates.


Relevant to documenting the educational achievement of Hispanics, this presents a record (including disciplinary stratification and location) of minority educational achievement at the college level. Blacks, Asians, and Native Americans are the other minority groups represented in this data source.


One of the classic references on Mexicans and Mexican Americans, this includes essays covering mental health, cultural values, and ideas about working.


This 672-page report presents a massive body of demographic, economic, behavioral, and attitudinal information about officers and enlisted personnel in the Armed Forces based on: (1) the 1979 Department of Defense Survey of Personnel Entering Military Service (including 30,000 enlistees); (2) the 1978-1979 Department of Defense Survey of Officers and Enlisted Personnel (including 54,000 men and women on active duty in the four Services); and (3) the 1979 Reserve Force Studies Survey (of over 30,000 reservists in the Army Reserve and Army National Guard). Although ethnic identifiers were used in the surveys, most tables presented do not treat tabulations of questionnaire responses by ethnicity. Hispanics are treated as
a group in pay grade distributions and in a chapter presenting useful information concerning relations among ethnic and racial groups in the Armed Forces.


Duran's work draws together much of the existing survey data and research relevant to understanding the current educational status of Hispanics. Issues surrounding the relationship of demographic characteristics to educational attainment are treated in this basic reference.


The survey results from 280 native- and foreign-born Mexican American students and community residents found that the native-born had more negative attitudes about Anglos than did the foreign-born subjects; some possible reasons for this difference are discussed.


This article describes discrimination against Mexican Americans and the beginning of the GI Forum.


This is a useful 50-page overview of issues concerning the test performance of persons in different population categories. The areas covered include sex, age, race, social class, ethnicity, and "other" (education, geographical location, and physical characteristics). Particular attention is given to testing
carried out by the American military. The annotated bibliography is selective and arranged by subject; it includes important or pivotal works in each area.


This is part of a semiannual report on participation in the new Post-Vietnam Veterans' Educational Assistance Program (VEAP), covering the first full year of the program's operation (1977). The report includes several selected studies of VEAP minority participation, with racial/ethnic groups being white/non-Spanish, white/Spanish, black, and "other." Another report in this series, entitled Survey of Participants and Inactive/Former Participants in the Post-Vietnam Era Veterans' Educational Assistance Program: Results and Conclusions, provides information on the background, methodology, and results of a survey conducted in early 1980.


This monograph extends work undertaken in Screening for Service (Eitelberg et al., 1984). First, the history of the military work force is examined through data from the Civil War to present. A brief history of standards used for selection and assignment of new recruits is then presented, along with a description of the criteria used by the Military Services for assigning individuals to occupational training. The monograph then examines the effects of standards on (a) the basic enlistment eligibility and (b) the military job eligibility of persons in different population groups--focusing on racial/ethnic groups (white, black, and Hispanic) and the sexes. Finally, the author evaluates the effects of selection and classification standards on the actual participation of women and minorities, including detailed information on the period of the enlistment test misneming (1976-80). A technical appendix is also presented that contains the expected "rate" at which American youths (18-23 years old) would probably qualify for every occupation in each of the four Military Services--by racial/ethnic group and sex--based on education and aptitude standards used during fiscal 1984.
Written for a general audience, this monograph analyzes results from the Profile of American Youth study, in which the Armed Services Vocational Aptitude Battery was given to a nationally representative sample of approximately 12,000 young men and women participating in the National Longitudinal Survey (NLS) of Youth Labor Force Behavior. The authors discussed the historical background of entry standards used by the military, focusing mainly on education and aptitude criteria. The monograph presents enlistment "eligibility rates" and historical participation rates for whites, blacks, and Hispanics, and explores the implications of testing on the present and future enlistment of minorities in the military. A chronology of aptitude standards appears in the appendix. Hispanics are treated as a group although in some cases females are separated from males.

Although Hispanics in the American military are not discussed, this reference is relevant to the subject in that it presents a general discussion of the role minorities play in police and military organizations. Cross cultural and historical examples are employed to show patterns of how central governments politically exploit minorities in the interests of national security.

This provides background information on the political development of Mexican Americans; it notes the close relationship between educational development and political activism.

Estrada outlines the unique demographic features of the American Hispanic population (mainly that it is large, youthful and growing), and stresses the importance of policy planning to meet the Hispanic population's impact on society.


This discussion of demographic and economic conditions in Mexico, and incentives existing in the United States, supports the argument that there is no reason to believe that the flow of undocumented migrants from Mexico will diminish in the near future.


This provides a detailed profile of Cubans who came to the United States between 1959 and 1962.


The author interviews several Hispanics in the Army to find they are positive and pragmatic.


Related to the subject of this bibliography only in an indirect sense, this discusses various motivations for joining the military, such as family tradition, educational opportunities, and national spirit, some of which may be particularly important in considering minority participation in the military.

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This general discussion outlines forms of discrimination an organization may exhibit. For that reason, it gives insight into how the military may discriminate against minorities and others who may not have accepted qualifications.


This study evaluates the relative importance of family background, school socioeconomic climate and school racial-ethnic composition to Mexican American self-concept and educational achievement. Data comes from a larger, 3-year study of students in Waco, Texas. For Mexican Americans, self-concept and the racial-ethnic composition of the school were consistently the largest influence on academic achievement and dropout rates. Positive self-concept encouraged high achievement test scores; negative self-concept was associated with dropping out. Racially and ethnically segregated school climates raised barriers to the academic achievement of Mexican Americans, while promoting dropout behavior.


This is a general discussion of what has been diagnosed as an anxiety or conversion reaction among Puerto Ricans in the Armed Forces.


The author calls this book an "interpretative essay" which focuses on the impact of immigration on the cultural identity of New York Puerto Ricans. In this effort, he draws together much information relating to the structure of the Puerto Rican community, themes supported within Puerto Rican families, the school experience, and mental health, all of which is very useful in developing a basic understanding of the mainland Puerto Rican population. Information from this book particularly concerning Puerto Rican families is printed as a


This report is based on data from the High School and Beyond Longitudinal Study of some 158,250 high school seniors and sophomores in 1980 (6,700 of whom were Hispanic). Hispanics generally were found to rank below blacks and far below whites with regard to their aspiration and expectations in work and schooling. Among Hispanic subgroups, Puerto Ricans ranked the lowest, followed by Mexican Americans. Cubans had the best self-image and the greatest amount of confidence in their ability. They also had the highest socio-economic status of the Hispanic groups. Family status seemed linked to this in that less educated parents tended to have children with lower education expectations; highly educated Hispanic parents had higher expectations for their children's education and career plans than did less educated parents. Hispanic mothers in particular were found to have greater influence on their children than black or white mothers.


This report describes the results of analyses investigating the relationships between attrition and membership in various racial/ethnic groups, based on a sample population of over two million male and female recruits enlisting during the period FY 1973-1979. Attrition rates were determined for this population in respect to Service, race, ethnic group, educational level, AFQT, and sex. Among the findings were that Hispanic male recruits experienced lower attrition than white or black enlistees. Among female recruits, black women were least likely to attrite, followed by Hispanic women.
This 64-page overview of current and future trends explores the causes and consequences of unemployment; Hispanics are mentioned in comparisons with blacks.


This is a technical description of the Profile of American Youth sample base (derived from the National Longitudinal Survey of 1979). Because it includes an oversampling of Hispanic, black and poor white youth, as well as a sample of 17-21 year olds in the military, it is an extremely important source of information on the behavior of these groups. For an analysis of results, see U.S. Department of Defense, 1982.


The information for this article comes from the author's data base noted in the following annotation. In the article, they treat educational levels, aspirations, and expectations of blacks, whites and Hispanic youth cohorts. Particularly interesting are the white-minority differences which emerge, such as whites in the military having lower educational attainment than their civilian counterparts but blacks and Hispanics in the military having higher levels of educational attainment than their civilian counterparts.


Based on the 1979 National Longitudinal Survey of Labor Force Behavior, Youth Cohort, the authors compare whites, blacks, and Hispanics in socioeconomic characteristics, attitude toward the military, and educational attainment. Although Hispanic sub-
Group differences are not treated, differences between foreign- and native-born Hispanics are noted. This reference also considers the effects of vocational training on earnings, difficulties in locating jobs, and job satisfaction but does not address these issues with regard to Hispanics separately.


Gandara presents a succinct discussion of the background characteristics of high educational achieving Mexican Americans. Important positive influences included parents' regard for hard work, the mother's family role, the school environment, and the nature of the community from which the subject came. This 8-page paper is based on information from 45 interviews.


The data upon which this article is based came from a survey conducted in schools with 50 percent or more Spanish-surnamed students in two geographical areas in California; a total of 1,254 schoolchildren participated. Cognition of verbal symbols of the United States was found to come later for the Mexican American, however the Mexican American youngster demonstrated a high degree of affect towards the national community. Yet, as their perceptions of the United States became sharper and based on more experience, disillusionment and rejection of the United States was likely to occur.


Indirectly relevant, this is an analysis of Hispanic political behavior.
This article discusses influences and consequences of the significant degree of non-naturalization of Mexicans. It includes information from the 1979 Chicano Survey, one of the first attempts to conduct a probability sample on a national basis on individuals of Mexican origin. One point brought out which may influence Mexican incentives for obtaining citizenship is that one of the primary reasons for immigration has been for work; Mexicans in this country are primarily workers and secondly potential citizens.

Based upon a secondary analysis of the Survey of Income and Education (1976), this article explores sociodemographic trait differentiation of individuals identifying themselves as Mexican American, Chicano, Mexican, Mexicano, or "Other Spanish."

Using the data base from the 1979 National Longitudinal Survey, this is one of the few examinations of Hispanic youth in the labor market and their job search methods.

Based on both the 1970 census and 1976 Survey of Income and Education, this study finds that the earnings among Mexican immigrants continued to be retarded by restricted wage opportunities. Because even native-born Mexican Americans appeared to have more in common with the more marginally employed adult immigrants and therefore were more likely to encounter unemployment, downturns in the economy may have offset gains in socioeconomic status.

Based on both the 1970 census and the 1976 Survey of Income and Education, this study finds that the earnings among Mexican immigrants continued to be retarded by wage opportunities. Because native-born Mexican Americans appear to have more in common with the more marginally employed adult immigrants and therefore are more likely to encounter unemployment, downturns in the economy may offset gains they may make in socioeconomic status.


One of the very few studies of Hispanic veterans, this is based on a questionnaire examination of a group of 373 subjects with regard to their usage of and attitudes toward veteran services, as well as to their general background characteristics. Mexican Americans and Puerto Ricans are treated separately; the sample component of Cubans was too small to allow conclusions about Cuban veterans. Generally Hispanic veterans did not avail themselves of veteran services to which they were entitled because of cultural, language and accessibility barriers. Unlike Anglos, Hispanics tended to rely on a very strong family support system that helped them emotionally and otherwise when they were in trouble. Of the major treatment services provided to veterans (general medical and surgical, chemotherapy, individual psychotherapy, groups psychotherapy, social work therapy, educational, occupational and corrective therapies), medical and surgical treatment was the most often used by Hispanics, suggesting to the author that Hispanics tend to psychosomatize their illnesses more than do Anglos. Much other information is provided by this 250-page work.


Based on test results of a sample of 204 freshmen and sophomore students (including 88 Anglos, 86 Mexican Americans, 9 blacks, and 21 individuals from other ethnic groups), this study found Mexican Americans to be significantly less external than Anglos. The authors explain this difference in terms of cultural values held by Hispanics which are family-centered.
Other results are discussed are related to Anglo stereotypes of Mexican Americans.


This 15-page examination of the economic role of Hispanics in U.S. work force draws together information from the census and other sources. Hispanic subgroups are treated.


Based on interview results from a sample of members within 85 Hispanic families in the Yakima Valley of Washington State, this study reached the general conclusion that migrants had a more positive and favorable view of themselves than did settled Mexican Americans; migrants appeared to be more firmly rooted in structural sources of identity (family, religion, work, ethnicity) than settled counterparts, possibly reflecting psychological consequences of acculturation.


Based on questionnaire responses of a sample of 5,019 former servicemen, this paper discusses attendant problems with the use of Spanish surnames as a way to identify persons living in the U.S. with Latin-American birth or ancestry.


This study of minority male youth enlistment seeks to gauge the propensity of black and Hispanic youth to enlist and their attitudes, awareness and perceptions of military service. The
study is based on a national sample of 1019 black and 434 Hispanic 16-21 year-old males who had no military experience and were not enrolled in four-year college, and a second survey of 390 black college students at 10 predominantly black and 10 predominantly white colleges which offered ROTC. Although in most of the report, minority subjects are pooled together, one section compares responses of blacks, Puerto Ricans and Chicanos.


This reference is included because it is now a classic study of minority integration into American society; it includes a chapter describing the historical background and the then current social position of New York City Puerto Ricans.


This study questions the validity of applying traditional Mexican family sex roles to Mexican Americans in that a certain amount of culture change is likely to have taken place. About 450 undergraduate students from California State University were interviewed. The subjects included groups of male and female Chicanos and Anglos. Significant differences were found between ethnic groups and sex groups; the traditional view of Mexican family sex roles was not supported.


Based on a collection of more than 200 interviews with second language soldiers (primarily from Puerto Rico) undergoing basic and advanced individual training, drill sergeants, first sergeants, military instructors, medical personnel, and others, this study seeks to point out cultural adaptation problems of second language soldiers during initial entry training. The report's format consists primarily of interview texts, making it a unique published record of, among other things, discrimination against Hispanics. The following themes were drawn from these interviews: (1) because these soldiers are placed in MOS's based on the ASVAB which is given in English, soldiers
who are less proficient in English are placed in non-technical MOS's and in combat arms, (2) although the average Puerto Rican enlistee is better educated, motivated and disciplined than enlistees in general, many are not able to overcome linguistic and cultural barriers and leave the Army at or before the expiration of their first term of service; the ones that can overcome these barriers make "excellent career soldiers," (3) lack of English proficiency is the primary problem for these soldiers, (4) there are widespread incidences of cultural misunderstanding between these soldiers and Anglos.


This study looks at the career experiences of 111 Mexican American college graduates (in San Antonio, Texas) and defines variables positively associated with those who are considered to be upwardly mobile. In addition, the study notes organizational characteristics the upwardly mobile minority member should look for in looking at career alternatives.


The author, a medical doctor who served in a Puerto Rican hospital, describes the symptoms of a mental reaction which has been reported among Puerto Ricans living in both Puerto Rico and New York City. He suggests that the reaction has been differently diagnosed, however, among the two sub-populations.


Based on a complete review of relevant literature and a series of interviews with Puerto Rican job seekers, union officials, public officials, and others, this informative work seeks to distinguish problems of Puerto Ricans finding employment. The text is 70 pages long.

Designed by the Mexican-American Study Project at the University of California, Los Angeles, this 1963-1968 study represents one of the most comprehensive evaluations of Mexican American carried out to date. Chapters detail historical background information, existing socioeconomic conditions and Mexican-American participation in general society, religion, and politics. The work is almost 800 pages long and, although may be out of date in some respects, includes a wealth of valuable insights concerning this ethnic group.


In this exposition of the military's prejudicial treatment of minorities, the author includes several paragraphs about the high rate at which Puerto Ricans, both from Puerto Rico and the mainland, were inducted during the Vietnam War.


This 50-page report usefully draws together information from the 1976 Survey of Income and Education; Hispanic subgroups are discussed separately.


Based on a questionnaire given to 786 students in grades 7 through 11 in Crystal City, Texas, (86 percent of whom were Mexican American), this study attempts to distinguish the political awareness and personal aspirations of students who classed themselves as Chicanos, compared with those who classed themselves as Mexican Americans. Some differences were found. For example, students who identified themselves as Chicanos were more likely to disagree with the classic conceptualization of the U.S.'s justice system, that a person is innocent until
proven guilty. Chicanos were more likely to have a cynical (or more realistic) view of life in Anglo society.


Useful as a background source, this includes chapters on patterns of leadership among Mexican Americans and on generational differences in responses to leadership.


This is a unique reference in that such information is difficult to obtain.


Somewhat useful as a historical reference, this notes reasons for migration to the mainland. It also notes in passing that there was discrimination against Puerto Rican Army units.


This brief article reports a round-table discussion among five Hispanic soldiers about their reasons for joining the Army and about some of their experiences in the military. If much more detailed information of this type were given, it would be very useful.


Although this is useful as a historical chronicle of activities, it lacks details of interpersonal relations among members of the unit and between members of the unit and other units which would give valuable insight into the military experience.
of Hispanics. Harris was assigned to Puerto Rico as the commander of the 65th, which, he says, was what "the Pentagon brass referred to as a 'rum and Coca Cola' outfit."


Short but useful, this reference provides guidelines for defining Hispanic subpopulations.


Useful to the understanding of the social context in which Hispanics find themselves, this reference notes that although aspirations for social mobility and status exist, all immigrant populations concentrate at the bottom of the socioeconomic ladder. Mobility begins with the second generation. The question of whether Mexican cultural traits such as family obligation and manliness are conducive to mobility in industrialized societies is addressed.


This is an early attempt to examine mobility among Mexican American youth. It is based on interviews and fieldwork carried out primarily in Los Angeles, 1960 census data, and a variety of other sources; information on Hispanics at that time was very limited. Chapters cover their school experience, delinquency, and ambitions, particularly with regard to work; views about the military do not occur.

This surveys the number of Hispanics employed by various agencies within the federal government. At the time the article was written, the Department of Defense was noted as the only agency that had a special program for Spanish-surnamed Americans as well as job placement centers dedicated to the placement of Hispanics in jobs with government contractors.


This provides a very useful evaluation of the (1950, 1960, and 1970) census methods of distinguishing this subgroup from the rest of the population. Problems in the enumeration of the population are indicated by the estimate that from 3 to 50 percent of the Mexican Americans was not counted.


This interesting historical study is indirectly relevant in its finding that each new immigrant group coming to the United States came in at the bottom of the economic ladder partly because later groups were less literate than those having arrived before. This is something to keep in mind in considering Hispanic socioeconomic achievement and English proficiency.


One of the few studies of this type, this presents questionnaire data which indicate the way black and white supervisors feel and act toward their black, Puerto Rican, and white subordinates. Out of 138 squad members, only 16 were Puerto Rican. However, some differences were detected in the way white supervisors treated minority group members; white leaders seemed to single out their Puerto Rican squad members for proportionately heavier doses of praise than their white subordinates. This occurred with blacks as well.

This briefly describes how several Hispanics like serving in the Navy.


This 164-page report provides one of the most useful collections of data about Hispanics in the United States. It includes basic demographic information on Hispanics as a group, as well as on the Hispanic subgroups. It also includes Hispanic demographic profiles of the 20 largest Hispanic markets, including information on socioeconomic status, population size and growth, age-sex distributions, income, educational status, and other material drawn primarily from the 1980 census.


This is a report by the National Commission on Secondary Schooling for Hispanics, which was created by the Hispanic Policy Development project. It attempts to define reasons why so many inner-city public high schools are not more successful in educating Hispanics. The Commission included 16 members, drawn from different professions and backgrounds, who held meetings in New York, Miami, Los Angeles, Chicago, and San Antonio with students, parents, teachers, administrators, and others. The report presents insights from these interviews as well as evaluations of existing research and programs dealing with Hispanic education.


This 25-page report presents survey interview/questionnaire results from 448 Hispanic elected or appointed officials (including a member of the U.S. Congress, state legislators, city council members, school board offices, and others) who were asked various questions regarding the current and future status of Hispanics in American society.

This gives further results of the survey noted in the previous annotation.


Representative of the developing interest in the Hispanic population, this article provides a demographic profile.


Based on a sample of 161 Navy recruits (about half of whom were Hispanics from three areas of the country), this 7-page report compares religious orientation, beliefs in the occult and supernatural, and locus of control of the Hispanics with the mainstream group.


This account is not directly related to the subject of this bibliography, but is included because its useful ethnographic description of Army life at the enlisted level presents a context in which to consider the nature of Hispanic interaction within unit groups.


One of the few references on this subject, this article presents historical material, showing that the U.S. military has been a relatively open institution with respect to immigrants and has contributed to their assimilation into American society. The article concludes with comments about the potential numbers of aliens who could serve in the Armed Forces and
the idea that citizenship earned through military service (which does not now exist) may be more politically acceptable than a blanket amnesty program.


This 426-page book is said to be the most intensive analysis of a body of census data ever published. Chapters cover general demographic characteristics, labor force participation patterns, educational statistics, fertility rates, economic standing and other information drawn from the 1970 census for the following Hispanic subgroups: Hispanics, Mexican Americans, Puerto Ricans, Cubans, and Central/South Americans.


This indirectly relates to the subject of Hispanics and the military in connection with the question of whether or not the military serves as a supportive institution for the development of nationalism, whether it be for citizens or aliens.


This is a comprehensive study of military leadership which illuminates the context in which Hispanic behavior in the military may be better understood.


Aside from presenting a useful overview of issues and trends of the AVF, this evaluation includes passing comments regarding the change in the social/ethnic composition of the military to include more blacks and Hispanics. Thus, the qualification and backgrounds of entering recruits are different from those of
the traditional mainstream recruit. This, according to the authors, has broad implications in general personnel performance.


Although this paper focuses on the policy implications of black overrepresentation in the military, some of the discussion applies to minority representation in general as well. For example, one point made is that the military is especially attractive to minorities deprived of social advantage for the education and skill training it offers. From the military's viewpoint, the cost of this additional training by enlisting a larger minority component may be questioned.


This is a detailed analysis of historical and current Puerto Rican political participation. Reasons for the lack of development of Puerto Rican political organizations are explored.


Johnson presents a useful review of historical and current demographic characteristics of migrant Puerto Ricans.


This is one of the few studies of the job search methods used by adult (33-35 year old) Mexican Americans. The study is based on 817 in-person interviews with subjects in Orange County (California) and Harris County (Texas).
primary job search handicaps were lack of English proficiency, lack of labor market information, and low level of schooling.


This brief argument suggests that various forms of culture conflict may be a greater barrier to the acculturation, assimilation, and achievement of Mexican Americans than is language.


Based on survey responses of Mexican Americans in Santa Paula, Santa Barbara, and Oxnard, California, between 1975 and 1977, this research finds that the extended features of the Mexican American family do not decline in size or strength along with acculturation.


Information in this article contributes background insight to the question of whether being in the military makes a difference in the socioeconomic mobility in later life of minorities by noting that the core leadership of Mexican American Chicago settlements were composed of veterans.


Both this and the following report are based on data from a youth cohort, aged 14 to 21, from the 1979 National Longitudinal Surveys of Labor Force Experience. The magnitude of the sample, along with the fact that the 1979 survey included oversampling of black, Hispanic, and poor youth (in approximately equal numbers of men and women), a sample of 1,300
persons of the same age group who were serving in the Armed Forces, and a military component to the questionnaire, this 150-page report is a preliminary analysis of data to indicate to the Department of Defense the potential directions further research of the information may lead. Among other things, this report compares the social and educational background and the quality of employment and job satisfaction of civilian and military counterparts. The report also examines the reenlistment intentions and post-service status of persons who have left the military. In most cases, Hispanics are compared with black and white groups; Hispanic subgroups are not differentiated.


Using the same data base as described above, this 130-page report also treats Hispanics as a group.


Kincaid's report evaluates a verbal skills improvement program given to 45 Navy recruits who were deficient in English skills prior to regular recruit training. Most of the subjects were natives of Puerto Rico. One result was that the attrition rate was significantly lower for the recruits participating in the program than for a control group. The report also includes an economic analysis of operating the program.


This article is based on testing of 144 Anglo and Mexican American fourth, fifth, and sixth grade children from a "traditional" Mexican American community. From second to third generation, the Mexican American children were found to become increasingly like Anglos with respect to field independence,
reading achievement and math achievement; opposite trends were obtained with respect to self-esteem; locus of control did not seem to change with generation.


This reference is included as a background source in that it notes how serving in World War I and II helped Mexican Americans gain entry into mainstream American society.


Among a series of articles covering Hispanic history and subgroup profiles, this issue includes a section on Hispanics in the Armed Forces. The history of Hispanic participation is recounted. Short biographies of Hispanics who served more recently are also presented along with other notes about Hispanics in the military.


This 1978 study was based on responses from 700 Mexican American youth, 9 through 14 years old, residing in El Paso, Texas. The subjects were clustered into generational cohorts and presented questions to gauge their acceptance of prevailing political orientations in the U.S. Examples of these questions were, if they thought "... the U.S. is the best country in the world," and, if they were "glad to be living in the U.S." Among the findings were that all the subjects showed only a limited commitment to the American political community; on a self identification question none of the cohorts preferred the label "American" over identification tags more reflective of their national origin; and only weak relationships were found between economic class and generation and between matriculation in school and political assimilation. In addition, third generation subjects showed a decline in political assimilation.
compared with first and third generation subjects. The assimilation pattern suggested by this last finding has been replicated in other studies of Mexican American integration into American society.


Langness builds a case for the cross-cultural classification of this anxiety reaction which is precipitated by stress. Among the cases described are those reported by Army doctors in Puerto Rican units.


This is useful as a background reference, as it presents an overview of concepts and research which attempts to distinguish learning style differences between Mexican American and Anglo children.


The groups included Central Texas Mexican Americans, Miami Cubans, and New York Puerto Ricans. Considerable variation between children and adults and among the Hispanic subgroups was found. The Puerto Ricans showed the greatest degree of maintenance of the mother language. In contrast, the Mexican Americans showed the greatest degree of language shift. Greatest variation between adult and child occurred with Mexican Americans and Cubans.


This is very useful as a background reference in that it presents a comprehensive picture of New York Puerto Ricans.

Primarily based on published references, this presents an overview of the themes of Puerto Rican migration to and from the mainland. The author notes how the Puerto Rican National Guard, which became a component of the Army during World War II, was an important source of employment and support for Puerto Ricans, and introduced on a large scale training in non-traditional urban skills.


Useful as a secondary reference, this includes discussion of Chicano and Puerto Rican political participation.


Useful for the understanding of Hispanic cultural background, the work of Lewis is noted in this bibliography; this anthropologist conducted a number of what have become classic ethnographic studies of Mexican American, Mexicans, and Puerto Ricans. *Five Families* is representative of the style of his monographs. Through detailing the daily lives of focal characters, he presents portraits of a cross section of families in Mexico. *La Vida, A Puerto Rican Family in the Culture of Poverty - San Juai and New York*, and *The Children of Sanchez, Autobiography of a Mexican Family* are two other works of this type.


Almost 300 pages long, this is a comprehensive review of 1960-1980 social science literature dealing generally with the effects of Hispanic culture on their social behavior and specifically with the effects on interpersonal relations. This vast amount of information is organized around a series of
relevant dimensions defined by Dr. Harry Triandis, who has conducted extensive research for the Navy on Hispanic recruits. These dimensions fall into the areas of patterns of thought (ideologism vs. pragmatism, associative vs. abstractive), values (mastery-subjugation to nature, time orientation, doing/being activity orientation, individualism vs. collectivism, uncertainty avoidance, masculinity vs. femininity), behavior patterns, social organization (self concept, identification, ingroup-outgroup definitions), and social differentiation (power distance, sex, age, family, language, religion, race, casts, nationality), relations among Hispanics. Importantly, the studies included are evaluated in terms of the experience of their authors, the methodology used in research, and the time period in which the study was done. In addition, the literature is divided according to the Hispanic subgroup it treats.


Written in an informal and blunt manner, the author's insights into New York Puerto Rican employment patterns, livelihood, attitudes toward education, linguistic integration, and political behavior make this a valuable background reference work.


This does not treat Hispanics but does raise relevant questions about the positive influence of the military as a bridging occupation for minorities. The study uses a sample from the 1970 U.S. census and found that service had a positive effect on later earnings of blacks. This is usually not the case with whites who served.


Useful background information and insights occur in this book. A chapter on the 1940-1950 period notes that the promise of American citizenship prompted many Mexican nationals to join the Armed Forces. In addition, President Manuel Avila Camacho of Mexico urged Mexican citizens in the United States to join the American military in order to stave off European dictatorship. Lack of job deferments for Mexican American draft-age
youth and the view that the military could be a step toward upward social mobility attracted other Hispanics to military service.


Among other historical information, this describes Mexican American labor shifts during World War II.


This is a 2-page overview of Hispanic political participation at the national and state level.


This presents 12 pages of demographic description pulled from a number of sources, full references for which are given.


This 12-page report summarizes the major Hispanic surveys and defines important issues as seen by the participants: lack of Hispanic educational achievement, high rates of Hispanic unemployment, lack of Hispanic voting participation, and U.S. immigration policy.


This is the primary account of Cuban interest and participation in Miami public schools, particularly beginning in the late 1950's and early 1960's. The initial waves of Cuban immigrants during this period established a tone of development for this ethnic group unlike that of other Hispanic immigrant groups in
that many of the immigrants were businessmen or professionals, or had other experience which gave them an advantage in adapting to life in the United States.


This contains general background information on Mexican Americans, including some notes on their labor market participation during World War II.


Based on the 1979 National Longitudinal Survey of Youth Labor Market Experience, this is one of the few detailed studies that examines the Hispanic school-to-work transition. Two groups of Hispanic youth were analyzed: one included youth out of school at the time of the survey (January - May, 1979); the other group were Hispanic youth out of school for at least one year and therefore assumed to have ended formal schooling and to have permanently entered the job market. Differences in the labor market experience of these youth are compared with that of black and white 14- to 22-year-old youth cohorts.


This is a basic anthropological description of a Mexican American community; Hispanic views toward the military not mentioned.


Based on data collected in public schools of a medium-sized southwestern U.S. city at two grade levels (7th and 10th), this study tests the hypothesis that Mexican American students' cliquishness is related to their minority status and that this may be tested in schools by comparing variance in achievement (GPA). The schools studied were arranged on the basis of
whether Mexican Americans represented a majority, minority, or a half of the student body. Even if the hypothesis was not completely confirmed, the following trends were noted: (1) middle-class Mexican American students did not seem to stick together, as expressed by their GPA, when they were a minority (2) working-class Mexican American students, when a minority in a school, showed more cliquishness and smaller population variance on GPA, (3) when the Mexican Americans represented a majority, their GPA variance seemed larger.


Using information from a survey given to 100 Anglo college students in Los Angeles, the author establishes stereotype components for the following groups: Hispanics, Puerto Ricans, Americans, Mexican Americans, and Chicanos. A unique feature of the survey was that the subjects did not select traits from a list but were allowed to freely generate their thoughts.


Based on a sample of 75 Hispanic and 83 mainstream Navy recruits, this study defined the perceptions that Hispanic and Anglo respondents had of immigrants keeping or losing their native language and various cultural customs. Generally both groups showed a preference for biculturalism on the part of the immigrant; Hispanics were somewhat more accepting of the immigrant using only his or her native language. This report is 8 pages long.


This study tests for response differences when bilinguals answered two similar questionnaires concerning cultural values.
Answers were given in Spanish on one questionnaire and therefore were assumed to represent the native's perspective. The other questionnaire was answered in English. Closeness of the two responses for each question was then judged; evidence was found that the answers given in English were not the same as those given in Spanish.


This is a yearly report of a study initiated in the Fall of 1975 to track the self-reported attitudes, perceptions, and preferences of 16 to 21 year olds with respect to future service in the military. The data base includes between 4 and 6 thousand subjects; Hispanics are represented approximately in the proportion as they exist in the general population and are treated as a group in the instances where they are mentioned in the analyses. For example, in the 1983 analysis, blacks and Hispanics were found to comprise a larger proportion of the positive propensity group (to enlist) than did the negative propensity groups.


Taking the perspective that the military is a bridging occupation, this study uses 1970 census data and, among other things, looks at earnings of a cohort of Mexican American veterans and non-veterans. The results provide support for the hypothesis that military service may have a positive influence on later civilian earnings of Mexican Americans.


One conclusion reached by this analysis of 1970 census data from eight U.S. urban areas, is that Hispanic segregation from whites is no greater than that of other recently arrived ethnic
groups during and directly after the period of their rapid immigration. Based on what has happened in the past, Hispanic segregation will decline with time. Subgroup variations are noted.


This is a general discussion of recruitment policy and practices of the Navy in the all-volunteer environment, especially with regard to their impact on minorities. Blacks are the focus, although Hispanics and other minorities are mentioned in passing.


This includes general notes on Mexican American participation in World War II and on the development of political organizations.


This review article outlines the arguments against use of standardized tests for Chicano and other minority students.


The authors construct a multidimensional model for acculturation using data on Mexican Americans.

"Minority Recruitment at Indian Head." All Hands (No. 744, 1979): 42-45.

This article describes how a Navy station recruiter both increased Hispanic representation at his station and gained
needed manpower by recruiting directly from Puerto Rico. His
effort was particularly successful because the recruiter con-
tinued supporting the recruited Hispanics as they integrated
into their new work environment.

Mirande, Alfredo. "The Chicano Family: A Reanalysis of Conflicting

The reanalysis concludes, among other things, that the Chicanos
place strong emphasis on familism; that although the father is
accorded much deference and respect, the mother has great
informal influence; and that the family is basically nuclear
and not extended. The author points out that part of the
strength and persistence of the Chicano family to maintain its
ethnicity results from its historical context of helping to
counter the encroachment of colonialism by Anglos; the family
is not necessarily a hinderance to ideals surrounding urbaniza-
tion, industrialization, and acculturation.

Mittelback, Frank G. and Moore, Joan W. "Ethnic Endogamy - The Case of
Mexican Americans." In Mexican-Americans in the United States: A

Based on an analysis of 7,492 Hispanic marriage licenses issued
in Los Angeles County during 1963, this study looks at Mexican
American exogamy as an indicator of ethnicity maintenance.
Rates of out-group marriage were generally higher than expected
with the general rate being similar to those of Italian and
Polish ethnic populations in Buffalo, New York, a generation
ago. The rates also increased by generation. The general
implication is that, given the decline of historical social
barriers, Mexican Americans will assimilate into mainstream
culture as have other minority groups.

Montenegro, Marilyn. Chicanos and Mexican-Americans: Ethnic Self-
Identification and Attitudinal Differences. San Francisco: R. and E.

This survey, done in 1971 in a Los Angeles high school, is
interesting because four questions about the military were
included. These questions had to do with whether or not the
subject saw military service favorably. Those who considered
themselves to be Chicanos were more negative about the military and did not plan to enter at the same rate as those who considered themselves to be Mexican American.


This study determined attitudes of Mexican Americans who attended college and compared this to similar data for Mexican Americans who did not attend college. Some of the findings were that the influence of the Mexican cultural background persisted for both groups but more so for the non-college group; more individuality and freedom was shown by members of the college group in community affiliations; and the college group was comparatively more aggressive in pursuing goals.


The author presents a useful summary of the workforce characteristics with note of subgroup differences.


This reference is useful for background information on the history and current status of relations between the INS and the American Hispanic community.


Morales' work is one of the few (non-survey) studies of Hispanics in the military and probably the only one presenting case studies of Hispanics in the Air Force as they face various kinds of discrimination. He argues for further study of the nature of hispanic participation in the military.

In a sense this is one of the primary works on Hispanics in the military in that it is the first major documentation of positive contributions of Hispanics to the Armed Forces. It is written in a popular style with the hope of bringing to the attention of the general American public the heroic deeds of Hispanics. In contrast, William Morales' book, noted in the previous annotation, presents what probably is a more realistic perspective of the role relegated to most Hispanics in the military.


This classic book is listed here as a background information reference; it describes in detail the social and peer group environment existing in the military. It is essential to have this kind of information in order to understand the military social context in which Hispanics participate.


Muller's summary, and the book upon which it is based, is a demographic portrait of the recent Mexican immigrants.

Muratti, Jose A. *History of the 65th Infantry 1899-1946.* San Juan: (mimeo with no publisher given; received from the U.S. Army Military History Institute, Carlisle Barracks, Pennsylvania), 1946.

This is primarily a documentation of the activities of this unit; it gives little insight into the quality life and military experience of this Puerto Rican unit.

Murillo discusses the degree to which characteristics attributed to Mexican American families actually apply.


The data for this 14-page report comes from 1974-75 and 1979-80 reading performance assessments conducted by the National Assessment of Educational Progress. Although Hispanic students made some significant gains during the period, their reading performance remains below the national level, below the average for whites, but above the black average. By age groups, improvement for Hispanics at age 9 greatly exceeded the national average; at age 9, 13, and 17, Hispanics in modal grades (the grade in which the majority of students at a particular age are found) did better than Hispanics in general; Hispanics in all age groups did better than blacks in corresponding age groups.


This 9-page bulletin gives a summary of findings from a major study, Hispanic Students in American High School: Background Characteristics and Achievement (listed under F. Nielsen and M. Fernandez) by NCES. These findings included the tendency of Hispanic students to have lower educational aspirations than blacks or non-Hispanic whites; Hispanic students also have lower average scores on math, reading and vocabulary tests and non-Hispanic whites; among Hispanic subgroups, great variation is found in both academic achievement and background characteristics.
This 15-page report presents relevant highlights of this census analysis, covering correlations with marriage patterns, family structure, prenatal care, and educational attainment.

A complete health status profile of Hispanics and Hispanic subgroups is presented in this 88-page analysis of 1978, 1979, and 1980 National Health Interview Survey data.

Much of the information in this 38-page paper comes from interviews with leaders of national black and Hispanic organizations as well as from published material. Although this reference is tangential to understanding Hispanics in the military, the views expressed are interesting in that they reflect the interplay of political interests of the two competing minorities which to some degree forms a basis for race relations between individuals within the groups.

Originally published in the Monthly Labor Review (December, 1978), this is a concise summary of the Hispanic labor force characteristics. Subgroup differences are noted.


This is a basic reference on the educational status of Hispanics. The data and analysis is based on the 1980 National Center for Education Statistics study, High School and Beyond, and covers demographic characteristics, language use, and academic achievement of Hispanic subgroups.


Although this does not directly treat Hispanics, this analysis may be useful for the model it develops to measure discrimination, based on a comparison of actual and expected numbers of blacks in certain situations or having certain characteristics.


This is one of the earlier important works that examines the nature of minority participation in these services as well as service response to affirmative action and equal opportunity mandates. While the emphasis is primarily on blacks, many issues raised are relevant to the consideration of Hispanics in the military. Chapters cover recruiting policy and practices, occupational structure, advancement processes, and other aspects of the Navy and Marine Corps as they affect minority participation.

This article portrays the success with which Cubans have adapted to life in the United States.


This short report first discusses the issue of whether certain cognitive or learning styles may be incompatible with the teaching methodology used in public schools, then gives the results of a study of 32 Mexican American 1st and 2nd graders in a Chicago public school. Being Mexican American and being younger/less experienced were associated with field dependence, indicating that attention should be given to cognitive style differences of children from non-mainstream culture backgrounds.


The collection of articles in this book provides useful background information and discussion of the important issues concerning Hispanics in schooling. Some of the particularly relevant articles are noted separately in this bibliography.


This is one of a small body of studies in this area. It is based on information from the Youth Cohort of the National Longitudinal Surveys of Labor Market Experiences (1979), and considers how variables of family of origin characteristics, high school experiences, and family attitudes and events influence the educational experience (dropping out of high school, not pursuing college studies following high school graduation, and dropping out of college), and labor market behavior.

The information contained in this summary (24-page) report was derived from a re-analysis of data collected in the Survey of Career Information System in Secondary Schools, conducted by the Educational Testing Service in 1980 for the National Institute of Education and the National Occupational Information Coordinating Committee. The report attempts to characterize (1) how career delivery programs in schools with high Hispanic populations vary from those in schools in general, and (2) how Hispanic students respond to career information sources differently than do students in general. Conclusions reached were, (1) Hispanic students tended to use school counselors and parents less as sources of information than did other students, but were more likely to turn to teachers, friends, and outside-school resources, (2) Hispanic students could not rely on counselors alone to provide adequate career information and education; there were too few Hispanic and/or bilingual counselors and other counselors who have received adequate training to deal with culturally different youth; and counselors tended to pursue rather passive strategies, waiting for youth to seek them out for information, which Hispanic youth did infrequently.


Pulling information together from a variety of statistical sources, this 21-page report provides an educational status report on Hispanics through tables and some text.


This 25-page report explores the question of why Chicanos drop out of high schools in such high numbers. It looks at how the high school environment (school size and peer group size) contributes to the problem. Using a subset of students who responded to the 1980 High School and Beyond Survey, this study found that particularly for Chicanos, small school size was positively related to attitudes and behaviors which predisposed
students for dropping out of school. Other results were less conclusive but the importance of school environment as an influence in student attrition was stressed as an area for more research.


This evaluates three Army English programs (a 3-week, 3-month, and 6-month) whose students primarily consisted of Puerto Ricans with high school diplomas but with particularly weak skills in speaking English. Although the programs differed, all three produced gains in English proficiency. The programs also were found to have a positive influence on attrition, particularly of the lower-scoring students.


This important source underscores the necessity of planning for an increased Hispanic component of military manpower through the end of this century by presenting projections which show substantial growth in the number of Hispanics, especially Puerto Ricans, entering the military. The report itself is 15 pages long; much additional information is presented in the appendix.


Among the interesting historical information, this documents how, because the Caribbean theater was quiet, it was considered a good location for troops whose fighting ability was questioned on racial grounds, particularly blacks and Puerto Ricans.

This general discussion of post World War II Mexican American history notes how this ethnic group became more politically active after the war.


This study examines determinants of earnings among two groups of recent immigrants (Cubans and Mexicans). Subjects were interviewed at the time of entry into the United States, and three years later. The results tended to support the idea that the structural characteristics of the market were somewhat more important in determining earnings of immigrants than were background characteristics which immigrants brought with them or the education and occupational skills which they acquired in the United States.


Based on data from the 1960 census, this study examines to what extent income differences between Mexican Americans and Anglos are due to educational and occupational differences, and to what extent they are due to minority status.


One of the few studies which actually looks at the nature of Hispanic participation in the military, this study determines why Hispanic cadets are not being commissioned in the same proportion as their enrollment in the ROTC. At the time of the report, Hispanics comprised 4 percent of the nation's ROTC cadets, yet only 1 percent of the Army's officers who received their commissions through the ROTC program. Some of the findings were that the two ROTC programs in Puerto Rico constituted
the majority of the nation's Hispanic cadets; High cadet admission standards were not maintained in Puerto Rico in order to meet high ROTC enrollment objectives; cultural and linguistic problems which affected Hispanic cadets to a lesser degree elsewhere in the United States became exaggerated in Puerto Rico and subsequent high attrition resulted in fewer qualified officers being commissioned, which in turn decreased Hispanic officer production and representation nation-wide. The study is based on a survey of 37 ROTC units whose Hispanic cadets comprised 90 percent of the nation's total, as well as a firm foundation of historical and social contextual information surrounding the ROTC programs.

Profile of American Youth. See U.S. Department of Defense.


This 80-page report examines the impact that participation in government sponsored employment and training programs had on the occupational aspirations of Hispanic, black and white youth, aged 14 to 21 years old. The data comes from the 1979 National Longitudinal Survey. The review of relevant literature and major issues concerning the subject is useful as is a discussion of basic differences between minority (primarily black and Hispanic) youth labor participation patterns and those of non-minority (white) youth.


Based on information from a national longitudinal study of almost 8,000 youth (21 percent of whom were Hispanic) who were 14 to 22 years of age in 1979, this is one of the few efforts that examines the attitudes and knowledge of Hispanic youth about working, their family orientation, and their occupational aspirations and expectations. The results presented in this 30-page paper included the following points: (1) Hispanic youth had less knowledge of the world of work than did white non-Hispanic youth, (2) Hispanic youth had the same commitment and willingness to work as did white non-Hispanics, (3) Hispanic youth had a more traditional view of the female role within the family and expected larger families than did the
white non-Hispanic youth, (4) Hispanic youth had lower educational aspirations and expectations than white non-Hispanic youth, (5) Hispanic and white youth had the same level of occupational aspirations, and (6) Hispanic youth who dropped out of school did so for externally related problems, compared with white non-Hispanic youth, who were more likely to drop out of school for school related problems.


This article argues that there are differences in cognitive styles, and therefore there are differences in the ways that people learn. Because mainstream educational institutions may not be sensitive to such differences certain minorities, such as Mexican Americans, may be placed at an educational disadvantage.


Based on responses of 180 4th grade children from Catholic parochial schools in Houston, Texas, the reported research looks at achievement motivation of Mexican American, black, and Anglo children. Cultural based motivations for achievement are shown to be important because, when achievement was considered in terms of a family context, Mexican Americans and blacks scored higher than Anglos. Otherwise, Anglo subjects scored highest of the three groups. In earlier research the definition of achievement has been based upon a Western view of psychodynamics, which must skew the results against the favor of non-Anglo groups when applied cross-culturally.


The research reported here attempts refinement and validation of a model that might be used to understand and predict the development of certain bicultural characteristics including social flexibility and cross-cultural understanding. A group of 402 Mexican American college students were used to test the model.

The authors present a concise overview, combining pre-1980 census material and ethnographic research. The newer research suggests (1) the large network of family relations which characterize Chicano families is not necessarily incompatible with social mobility in industrialized society, (2) the family structure is not necessarily being undermined with socialization into mainstream society but remains viable and provides important emotional support, and (3) changes in the traditional view of male dominance, conjugal decision-making, and masculinity indicate that the Chicano family roles are not static but may be quite dynamic.


This publication presents a detailed profile of the ethnic, racial, male, and female populations of 1983 graduating seniors who participated in the Admissions Testing Program of the College Entrance Examination Board. A similar publication profiles 1982 and 1981 seniors. These are very useful reports on Hispanic educational status partly because Mexican Americans and Puerto Ricans are treated separately and compared with American Indian, Asian/Pacific American, black, white, and "other" groups. Complete demographic information is provided along with details of test performance for these groups. The reports for 1982 and 1983 are over 100 pages long.


Survey responses from over 2400 graduates of Pan American university from 1966 through 1974 were used to generate data to study the extent of ethnic differences in annual earnings rate of return on the educational investment in higher education, fields of study, and various aspects of job search and job satisfaction. Among the findings were that entry level earnings discrimination against Mexican American males was statistically significant although small, but increased over time; that job dissatisfaction tended to be higher for Anglos than for Mexican Americans; and that the rates of return on an
investment in a bachelor's degree from the university were quite high for all groups other than Anglo male education majors. This report is almost 300 pages long and contains a useful bibliography on the subject.


Based on interviews conducted with 21 Navy recruiters (who were mostly Hispanic) and 30 Hispanic youth (both groups from the major Hispanic population areas and from Puerto Rico), this report briefly explores the recruiting experience from both the perspective of the Hispanic recruit and the recruiter. Among other things, the Hispanic youth were found to prefer Hispanic/bilingual recruiters, while recruiters favored a bilingual recruiter over an Hispanic recruiter. Both groups thought that the image of the Navy in Hispanic communities would be better if recruiters took a more personal and active role in the community.


Based on data from the 1976 Survey of Income and Education, this analysis finds that lower Hispanic wage levels may result from the American labor market's discrimination against demographic characteristics such as lack of English proficiency and recency of immigration, rather than from discrimination against Hispanics per se. Subgroup variations are noted.


As the study listed above, this is based on data from the Survey of Income and Education (U.S. Bureau of the Census, 1976) This is a statistical analysis which looks at various sources of wage loss for Hispanic subgroups.

Relevant as background to the question of fairness of aptitude testing for minorities, this concise treatment of the issue stresses that attention should be given to factors which can potentially influence test performance of minority groups: language, prior course work, short-term instruction, testwise-ness, anxiety, and test speededness. Mexican Americans are included in this discussion.


Based on the Army Experience Survey and an Enlisted Personnel Questionnaire given to 1,000 Spanish-ethnic soldiers and 600 black or white soldiers at four posts in the United States and five communities in Germany, this report is the first major study to obtain data on the Hispanic soldier's self concept, attitudes toward Army personnel, and problems and needs. Hispanics were divided into Puerto Rican or Chicano groups. Both groups were found to have lower self-concept than black or white enlisted men; Puerto Ricans expressed more problems and needs than any group; and, Chicanos and Puerto Ricans expressed more negative attitudes toward Army personnel than whites, but more positive attitudes than blacks. Other results are given in 45 pages of text; survey response distributions are given on another 116 pages.


This general statement is 6 pages in length, including tables. The profile does note Hispanic representation in state, local, and federal government, based on information collected by the Equal Employment Opportunity Commission.

Based on five months of participant observations, this is an anthropological description which constructs a profile of the Hispanic community. Sections of the 50-page ethnography cover resident attitudes toward working and work organizations as well as interactions among particular subjects in a work environment. One objective of the research was to provide a better understanding of the population as a source of Navy recruitment. An example of the kind of conclusion reached through such an analysis was that, because of the quality of interpersonal relationships typically found among these Hispanics, observations of the interactions of Hispanics youth in Anglo work groups suggested that acculturated Hispanics can help unacculturated Hispanics to function effectively in such groups.


This study is unique in that it is an anthropological description of Hispanic behavior in a recruit training center in San Diego. The 50-page report arrives at the following kinds of conclusions: (1) Some of Hispanic behavior during training is influenced by their attempt to remain "ethnically anonymous" in order to avoid possible negative stereotypes about them found among mainstream recruits and officers. Therefore Hispanics were anxious in the Anglo environment. (2) Hispanics were less familiar than mainstream recruits with the Navy organization, including what kinds of careers were available, and the link between kinds of training and activities which would move them towards career goals and those which did not. This confusion was amplified by the fact that many of the Hispanics did not qualify for assignment to a technical school and therefore were assigned to one of various apprenticeship schools which often led to more menial categories of jobs in the Navy. (3) Rooted in Hispanic cultural themes, most Hispanics had difficulty in separating the office of commander from the person occupying that office. Unlike mainstream recruits, who were likely to link the commanding officer to the concept of a boss, most Hispanics linked the commanding officer to the concept father.
Criticism therefore was taken personally rather than as a suggestion for better performance. Hispanics were more willing to extend a personal kind of respect to their commanding officers, expecting some approachability toward them and expecting them to return a degree of personalistic respect; Hispanics were often frustrated when this did not occur.


Full of insight derived from using an anthropological approach, this is a detailed examination of how Hispanics go through the Navy recruiting process. Local variations are noted because the study was carried out at various Hispanic population centers, including San Antonio, Texas; Miami, Florida; Chicago, Illinois; New York, New York; and Albuquerque, New Mexico. Problems for Hispanics in the recruiting process were suspected because only about one in five potential recruits was enlisted. The major barrier was something the Navy could not do anything about initially, inadequate academic preparation. However, this study brings out finer problems. For example, the intense family attachments of Hispanics were seen not as being compatible with Navy life. Another problem was identified in the recruiting process itself, at the point recruits were classified and selected a particular career. The amount of time to make the decision was inadequate, particularly for Hispanics who preferred consulting with family. Also, with the frequent language problem, Hispanics may not obtain an adequate understanding of career options in the Navy. The situation was exacerbated by the recruiter's need to meet quotas and intimidating use of computers. If the decision was made to enter, assuming that the recruit was qualified, the career choice often may be a poor one for the individual, and this may affect both performance and re-enlistment rates.


This is an interesting discussion of both the meaning and political implication of the term "Chicano" and other Mexican American self-identification tags.

Although this is based on 1960's census material and other early data, this intensive study is useful in that it outlines the major patterns and influences on residence, employment and mobility of New York City Puerto Ricans.


This 42-page reports the results of a study using 79 mainstream recruits and 81 Hispanic recruits (including one Cuban, 25 Puerto Ricans, 30 Mexican Americans, and 17 other Spanish-origin subjects) which attempts to find differences in attitudes about work between the two ethnic groups. Although the groups were similar in some aspects, Hispanics were found to be somewhat more ideological and collectivistic than the mainstream group, emphasizing interpersonal cooperation and help in the work situation. Both groups had moderately positive attitudes toward work. The Hispanic group was slightly more positive, however, which may reflect the attempt of Hispanics to make a good impression to a greater extent than mainstream recruits. Also, as with all this series of studies of Hispanic Navy recruits, the Hispanic sample may not be representative of Hispanics in general because the Navy selection process may include only those Hispanics who have acculturated to the degree that they have values similar to the values of mainstream recruits.


This study finds that the estimated ratio of income gains to costs was significantly lower for Mexican Americans than for non-Mexican Americans. In addition, a traditional career path for Mexican Americans was education, which, compared with other fields, offered little or no economic reward for the training investment.

This and the following article are unique in that they discuss American Hispanic sentiments toward U.S. policies in Central and South America. Based on an examination of Chicano press responses, one conclusion reached was that Mexican Americans and other Latinos can unite behind some Latin American issues, unlike some of the other ethnic groups in this country. "Chicanos have a better reason than most minorities to look beyond U.S. national boundaries when seeking to confirm an ethnic identity," because of the historical relation between Mexico and the U.S., and because of the current ties between native- and foreign-born Mexicans. However, lack of organization, cohesion, persuasive ability, economic leverage and general influence probably will prevent the Chicano community from having significant impact on U.S. policies.


This is a more general discussion than the one presented in the previous article concerning non-U.S. allegiances of the Chicano community.


This article provides background information on Mexican American political development, particularly noting the interplay of stereotypes held by mainstream society and their political image. For example, the article notes that although Mexican Americans outnumber blacks in California two to one, they have not been in national public attention, especially in the East. If they are thought of, then they are thought of in terms of stereotypes: "wetbacks," farm laborers, etc. Some of these ideas have been enforced by the fact that the few successes they have had in getting national attention, have been through farm-labor issues; most Mexican Americans are not in agriculture.

This is an anthropological description of a Mexican American border community. It includes particularly useful background information about the nuclear family, roles within the family, and how members of the family view others in the community who are not relatives. The nuclear household is seen as a refuge from the threatening larger society.


Based on a tabulation of information on patients during a period of one year, behavior characteristics and precipitating factors of this reaction are described.


Russell presents an interesting profile of Hispanics, including information from advertising agency research as well as usual census sources. Unfortunately, some of the report notes are not referenced.


This study related to the question of how the use of English by an Hispanic may reflect his or her orientation toward mainstream society. The study looks at adolescent Mexican American attitudes about language by examining 58 subjects at a Catholic high school in Chicago. It found that the students who possessed Spanish as their family language had a cultural allegiance favoring Mexico, yet had a positive attitude toward bilingualism; students who were English dominant showed a slight preference for use of English and were more oriented toward mainstream society.

In this 50-page report, Sahai provides background and summary information on the National Center for Education Statistics' major national survey of high school sophomores and seniors with respect to their SAT scores, ASVAB scores, and estimated AFQT scores. He reports the results by age, sex, race/ethnicity, socioeconomic status, and Army recruiting brigades. Among other things, the results show that Hispanic average scores are higher than those of blacks but lower than those of whites.


Based on a review of the literature, this is a 21-page socio-demographic summary of the American Hispanic population.


One hundred and two Navy Hispanic recruits were tested and interviewed at RTC Orlando to determine the extent of a language problem with recruits who speak English as a second language. The sample scored significantly below recruits in general on both the Work Knowledge subtest of the ASVAB and on the Gates-MacGinitie Reading Test; a higher proportion of the sample had reading abilities below the sixth grade level, which is considered necessary to function in recruit training. A higher proportion also had severe difficulties with oral English. Higher attrition rates and higher rates of referral to Academic Remedial Training programs were also associated with this lower test performance.

This is a review of the historical patterns of Mexican immigration.


Motivated by the fact that Hispanics are not proportionately represented in employment in numbers indicative of their representation within the general population, this study explores the issue of how attitudes of (Anglo) administrators in personnel offices may work to exclude Hispanics from the labor force. Research on this question came from a survey questionnaire given to 150 non-Hispanic and 150 Hispanic administrators from central and southern Californian cities who were in a variety of professional and white-collar occupations. While conclusive proof of discrimination was not found, questionnaire responses did indicate that there were cultural differences in attitudes within the administrative ranks of organizations which would influence Hispanic access to employment. Furthermore, there were not enough Hispanics in management positions to institute employment policies aimed at Hispanics; there were not enough management development programs. Comprehensive employment and training service programs tend to fall to those persons who seek positions in the trades and in non-professional occupations.


This is one of a small group of articles dealing with various political affinities American Hispanics may have with their original homelands. The article is primarily a policy statement suggesting that Hispanics participate more in, and at a higher level of, government agencies such as the Department of Defense.

This is a complete compilation of information on the subject.


This article is relevant to the question of how the military works as a bridging occupation for minorities in that it describes how the military experience of both World War I and II expanded the education and perspectives of many Mexican Americans beyond that of barrio life. "They returned with strong motivations to educate their fellow Mexican Americans about their political rights," but Hispanic political organizations were characterized by quiet policies of accommodation and adaptation rather than by aggressive action.


In this general survey of the subject, various measurements of minority representation in the military are discussed, such as representation in the general population, in the work force, and in different levels of educational attainment; current minority participation in the Department of Defense, in active or reserve status, is evaluated as of FY 1974, noting sources of procurement and attrition rates; and various Department of Defense equal opportunity programs are discussed.


This provides background and attitudinal information on Hispanics in the Navy through describing the development of a projective test given to fourteen Mexican American and Puerto Rican subjects in the Navy.

Useful as a historical reference, this details Hispanic participation in World War II.


This useful study examines variables which influence the labor market experience of inner-city Puerto Ricans who attended the eighth grade in Wilmington, Delaware, in the 1966-71 period. Partly because the Puerto Ricans are relative newcomers to the mainland, many lack education and job skills necessary in this country's labor force. The study found Puerto Ricans generally to be "work oriented" but doing poorly in career planning, job searching and choosing the appropriate job training; as a partial consequence unemployment was high and primarily voluntary. Years of schooling was particularly related to career success, as was family background. Interestingly, Puerto Ricans from Puerto Rico were found to be more ambitious and less inclined to accept failure in the labor market. A similar pattern has been suggested for native- and foreign-born Mexican Americans.


Patterns and motivations of Puerto Rican migrants are described in this interesting background article.


This edited series of articles provide general background information.

This article details the post-World War II status of Mexican Americans; it contains no direct reference to Hispanics in the military.


Shannon describes a longitudinal (1960-1971) study of the economic absorption and cultural integration of a cohort of Mexican Americans, blacks, and Anglos in Racine, Wisconsin. Methodological problems of such a survey and results are treated. A general finding was that Mexican Americans have probably improved their socioeconomic status over the 11-year period at a faster rate than have blacks. In any case, they still rank below blacks and far below whites.


This includes brief descriptions of national Mexican American political organizations.


At a general level, this discusses trends of minority participation in the military. For additional information along this line, see, The Determinants of Service in the Armed Forces During the Vietnam Era (Worthington, Ohio: Center for Human Resource Research, Ohio State University, 1977).

Simmons looks at differences in self-images between native- and foreign-born Mexican Americans by testing 280 subjects. The native-born held more negative attitudes about themselves and about Anglos than did the foreign-born.


This 17-page report summarizes the discussions and conclusions reached during a workshop sponsored by the Manpower Research and Development Program of the Office of Naval Research on increasing the numbers of Hispanics in the naval services. The objective of the meeting was to bring together researchers, personnel managers, and others who were concerned with the topic; specifically demographics, psychocultural patterns, training and education, recruitment strategies for high-skill jobs, and history of military participation are discussed.


We include Thomas Sowell's books in this bibliography as background references which are helpful in gaining a general perspective of Hispanics as an immigrant group which is in the process of integrating into general society. Sowell specifically discusses Mexican Americans and Puerto Ricans, comparing their cultural traits and paths of social integration with those of other immigrant groups.


This includes a chapter on Puerto Ricans and a chapter on Mexican Americans, each of which presents an overview of the background and current status of the group within American society. A concluding chapter makes general comparisons between these Hispanic groups and discusses influences on the integration of these groups into general society. Other relevant books by


This article briefly notes the background and accomplishments of a number of Hispanics in the Navy.


Useful for historical information, this article talks about reasons for desertion of Americans during the Mexican War, noting that some who deserted were Mexican immigrants who had not yet become devoted to their adopted country.


This should be noted as a secondary reference on the general characteristics of military personnel.


Using interviews (and attitudinal/personality tests) of a sample population of 40 veterans from rural and urban areas of Southern California, this study seeks to differentiate between those veterans who experience adjustment problems in civilian life and those who appear to have been able to cope with their war experience and successfully become reintegrated into civilian life. Race was distinguished in the sample (black, Mexican American, and white). Those veterans who were high in authoritarianism were the ones to best cope; Mexican Americans are not characterized as such and the data implied that they experience more sensitivity and confusion in the Vietnam experience and, along with black veterans, were more often unemployed after Vietnam, had lower goal orientations, and the like, compared with white counterparts. What the study does
not mention is that the minority members drafted during the Vietnam conflict originally came from lower socioeconomic backgrounds and a more periphery position in relation to mainstream society.


Useful for understanding employment patterns, this article explores various dimensions and interpretations of labor force participation rates. Hispanic subgroups are compared with other ethnic groups at several points in the discussion which generally argues that labor force participation rates should be considered in conjunction with, among other things, social stratification in order to be meaningful.


This 250-page report focuses on the question of differential labor market success as a function of economic or political motivation for immigration. Based on 1970 census data, the socioeconomic achievement of Cubans, representing political immigrants, and Mexican Americans, who immigrated primarily for economic reasons, are compared. The argument has been that political immigrants have stronger incentives for social mobility in the new country in that they cannot return to their homelands in most cases. Economic immigrants, in contrast, do not have such pressing achievement needs because they have the alternative of returning to their homelands. In addition to these basic motivation differences, Mexican Americans as economic immigrants did not receive the comprehensive program of government services as did Cubans, and this probably has had great influence leading to the higher socioeconomic achievement of Cubans.
Based on 1970 census material, this is an interesting cross-ethnic comparison of family demographic and structural characteristics.

This report seeks to define a complex of perceptions and attitudes about one's self, one's family, and the larger surrounding society which characterize Hispanics in contrast to Anglos. It is hoped that this information is useful at a general level in the understanding of Hispanic behaviors, in that the defined complexes can be taken as "points of departure for intercultural understanding and communication, providing a background against which specific behaviors and incidents can be placed." Such is particularly useful to Anglo medical personnel, for example, for a more culturally sensitive appreciation of Hispanic patients.

Following the line of research indicated in the previous study, this is a comparative study of five Hispanic American student samples, representing the major Hispanic subgroups, to define distinguishing perceptions and motivations which may be relevant to recruitment and service satisfaction and retention.

Based on a sample of 151 middle-class Mexican Americans residing in Texas, this study finds that early socialization patterns incorporating a discontinuous status sequence and a
lack of reinforcement as Mexican American increase the probability that the individual will assimilate into the broader American cultural system.


The bias is suggested by, among other things, the fact that the Navy Basic Test Battery scores were more accurate in the prediction of the grades of white students than of black students. The implication one can draw from this study is that a similar bias may also exist in testing Hispanics or others from a non-Anglo background.


This contains historical information.


Using data from the 1979 Chicano Survey, this study finds that, among other things, close ethnic attachment, measured by language and association, does not lower socioeconomic attainment. In fact, Spanish competency has a positive effect upon the status of first job.


Based on information from the 1976 Survey of Income and Education, this research seeks to evaluate differences in the prevalence of extended living arrangements among female-headed and husband/wife families, and relates these to the socioeconomic characteristics of the family heads. The analysis
does find that the higher prevalence of extended household structure among female-headed units is a function of economics and social adaptation.


This study examines the theory that foreign-born workers, and especially the unskilled, do not compete with native-born workers because most immigrants hold jobs that native-born workers would not accept, by looking at the relationship between market segmentation (whether core or periphery) and the work earnings of native- and foreign-born Hispanic workers. Data for this 25-age report came from the 1976 Survey of Income; based on constraints desired, the subsample included over 3,000 individuals, of whom 1,899 were Mexicans, 348 were Puerto Ricans, 369 Central/South Americans, and 581 other Spanish origin workers. The findings indicate that market location is an important variable to be considered along with individual worker characteristics for an understanding of income attainment differences.


About 370 pages long, this report represents a major exploration of the Hispanic subsample of the Survey of Income and Education (1976), which included over 8,000 Hispanic respondents aged 18 through 64. The report is divided into chapters, the first of which presents an employment and earnings profile of Hispanic workers. Following chapters cover in detail various factors influencing Hispanic employment patterns, including household composition, nationality, education, language, and job search methods. Hispanic subgroups are treated separately.


This is a handbook for individuals in a command position where additional knowledge and guidelines for counseling minorities
would be useful. Blacks and Hispanics are considered separately in two chapters; a synopsis of Puerto Rican and Mexican American cultures is provided in 13 pages. Although the author does warn against it, readers of this may have a tendency to take generalizations in this to support negative stereotypical views held by Anglos about Hispanics. For example, a clear association is made between being "culturally disadvantaged" and being Hispanic. The text goes on to say that "if the airmen fit the basic mold as 'culturally disadvantaged' they will probably exhibit some of the following general characteristics to varying degrees. They: (some listed)
- come from a rural background
- have had excessive reliance on welfare
- feel rejected by society
- have a poor self-concept
- are aggressive
- have a poor attention span
- are linguistically handicapped" (pages 19-20)


After a review of the relevant literature concerning acculturation, mental health, and the Puerto Rican family, this paper describes personal adjustment/self-image tests given to 72 male Puerto Ricans living in Pennsylvania. Significant relationships were found between level of acculturation, level of education, and family and sex-role attitudes among the subjects. This suggested that the traditional Puerto Rican family and related values are changing with increased education and exposure to American society.


Some of the conclusions reached through this survey were that, on the average, battalion commanders considered nearly 5 percent of their soldiers to have problems with English language comprehension; 50 percent of the commanders surveyed considered this to adversely influence performance; however, 70 percent of the commanders felt that on-duty English language instruction
hindered effective accomplishment of military duties. This report is 82 pages long and primarily consists of a tabulation of survey responses.


Prompted by findings of other research of Triandis' project on differences between Hispanic and mainstream Navy recruits, this 50-page report presents a literature review regarding allocentric-idiocentric behavior patterns as well as an evaluation of ways to measure this dimension of behavior. The argument is supported that Hispanics are allocentric, in that their behavior is strongly influenced by consideration of how it will affect other people. Mainstream members, on the other hand, are idiocentric in that they give more weight to the effect that the behavior will have on themselves than on others.


This 28-page report tabulates interview responses from 88 Hispanic Navy recruits (representing all three major Hispanic subgroups proportionately) on their impressions of the Navy. A comparison of their responses with those of a group of Illinois Anglo college students showed basic similarities between the two groups. However, the Hispanics showed concern about losing their cultural heritage and being cut off from their families by joining the Navy.


Based on the analysis of two tapes obtained from the Navy Recruit Command, which included limited numbers of Hispanics, two conclusions were reached: (1) the basic profile of Hispanics differed from that of mainstream recruits in that the Hispanics were more likely to be older, married, have more dependents, and were less likely to pass the AFQT, and (2) clues based on this analysis and on other research done by

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Triandis suggest that the Navy should take a more "personal" approach in Hispanic recruitment and in the way the Navy organization is presented to potential Hispanic recruits. This report is 11 pages long.


In other Triandis studies, no differences in locus of control between Hispanic and mainstream Navy recruits were found. This raised the question whether the Navy samples are representative of the U.S. population or the Navy selection process includes only those Hispanics who match the attributes of the mainstream recruits. The study reported here seeks to answer this question, as well as whether Hispanic and mainstream men and women of low or high socioeconomic levels employ the same meaning of locus of control, by an examination of locus of control in a nationwide sample from the National Longitudinal Survey data base, including youths aged between 14 and 24. The study found no differences in externality between the Hispanic and mainstream populations sampled by the NLS; the meaning of locus of control was not the same for various military samples.


Based on questionnaire responses of 106 Hispanic (representing the three main Hispanic subgroups) and 119 mainstream male Navy recruits, this 10-page report explores potential differences in the meaning of various concepts among Hispanic and mainstream Navy recruits. Meanings among the Hispanic subgroups were found to be similar, arguing for the homogeneity of the Hispanic groups; meanings among the Hispanic groups generally contrasted with those of the mainstream group.


Based on questionnaire responses of 80 mainstream and 80 Hispanic (as in most of the Triandis studies, proportionately
representative of the general Hispanic population) Navy recruits, this 7-page paper presents among other results, that the Hispanic Navy recruits are slightly higher in achievement motivation than the mainstream subjects. Thus, it is hypothesized that the Navy's recruiting process either excluded those Hispanics of more moderately positive attitudes toward work or attracted those of higher need achievement, or did not attract mainstream recruits of higher achievement motivation.


Based on questionnaire responses of 80 mainstream and 80 Hispanic Navy recruits, this 7-page explores differences in attitudes concerning social issues between the two groups. Among the kinds of findings of this psychological analysis was that Hispanics, at least the Navy recruits of this sample, were no more religious than the mainstream subjects, contrary to the stereotype of Hispanics as being very concerned with religion. In addition, the Hispanics group exhibited a political factor, suggesting that they may be more concerned with this dimension than the mainstream Navy recruits. The authors suggest that this supports other research that found Hispanic Navy recruits to have a more complex perception of political stimuli than the mainstream subjects. This difference may be linked to the Hispanics having more information or a greater inclination toward idealism.


In a further exploration of basic cultural differences between Hispanic and mainstream individuals, this study examines 200 subjects from the El Paso high school population. An instrument was used to measure such personality dimensions as individualism-collectivism, power distance, masculinity, uncertainty avoidance, work and family orientation, and role relation perceptions. The findings were then compared with those of similar tests given to groups of Hispanic and mainstream Navy recruits. The "simpatia" cultural script (identified by Triandis which includes a pattern of social interaction
which is characteristic of Hispanics) and a high level of power
distance previously found among Hispanic recruits were again
identified in the high school sample. These and other results
are discussed in this 21-page paper.

Triandis, Harry C., et al. Acculturation Indices as a Means of Con-
Champaign, Illinois: Department of Psychology, University of Illinois,
1983.

Based on questionnaires given to a series of groups of main-
stream and Hispanic Navy recruits, this study explores the use
of indexes of acculturation to establish the existence of cul-
tural difference and finds that, in general, the more accultur-
ated Hispanics were closer to the mainstream subjects on most
items. Detailed discussion occurs in 30 pages of text.

Triandis, Harry C., et al. Acculturation and Biculturalism Among His-
Department of Psychology, University of Illinois, 1982.

This 22-page report develops indices of acculturation and
biculturalism, such as (1) the number of U.S. born relatives
and (2) the extent to which the subject wishes to have
mainstream co-workers and have his or her children attend main-
stream schools. This report is based on a Personal Information
Questionnaire given to samples of mainstream and Hispanic Navy
recruits.

Triandis, Harry C., et al. Attributions of Success and Failure Among
Champaign, Illinois: Department of Psychology, University of Illinois,
1982.

This contains five pages of text and is based on questionnaire
responses of 49 mainstream and 41 Hispanic male Navy recruits
where the subjects were asked to rate the likelihood of par-
ticular causal explanations for various events. Both groups
showed similar response patterns, supporting the hypothesis
that Hispanic and mainstream recruits do not significantly
differ.
The dimensions of Hispanic and mainstream familism (the emphasis on family relationships and family interdependence) were explored using a sample of 73 Hispanic and 81 mainstream Navy recruits. This 12-page report presents the finding that the Hispanic subjects seemed slightly more willing than mainstream recruits to sacrifice to attend celebrations involving second and third degree relatives, indicating that they have somewhat broader family boundaries.

Based on questionnaire responses of 73 Hispanic and 81 mainstream Navy recruits, ethnic differences in perceptions of supervisor-subordinate relations, power distance, uncertainty avoidance, collectivism, and masculinity were the focus of this study. The 20-page analysis shows that Hispanics were higher than the mainstream recruits in power distance, uncertainty avoidance, collectivism, and lower than mainstream recruits on masculinity. However, much of the data suggests that the two groups share similarities but together are different from the general population, indicating that the Navy is recruiting Hispanics who are quite similar to the mainstream recruits; there may be a "military culture" exhibited by the Navy which attracts individuals who are high on particular personality dimensions, irrespective of ethnic group.

This 50-page examination, based on several techniques used with samples of mainstream and Hispanic Navy recruits, found that mainstream subjects experience both a push out of the family, and a pull toward the family, as well as a pull toward work roles, the total sum of these forces favoring work roles; Hispanic subjects experienced essentially no push out of the family, a strong pull toward the family, and therefore see work roles with ambivalence.

Based on questionnaire responses of 80 Hispanic and 80 mainstream Navy recruits, this 42-page report explores whether hypotheses concerning similarities and differences among Hispanic and mainstream self-concepts and values derived from a review of relevant literature could be supported. The Hispanic characteristics included such orientations as subjugation to nature, a present orientation, and lower educational aspirations. The hypotheses were not supported, which suggested that the literature may not be dependable and that the Navy sample may not be representative of the general American Hispanic population. This report includes a complete bibliography of relevant literature.


Using questionnaire responses from 41 Hispanic and 49 mainstream Navy recruits, this 21-page paper defines a pattern of social interaction which is characteristic of the Hispanic group. Part of this pattern includes an emphasis on positive behaviors in positive situations and the de-emphasis of negative behaviors in negative situations. Based on this, one could expect that Hispanics in the Navy may feel underrewarded in situations where they do a good job and do not receive proportionately more recognition. In addition, they may expect less expression of criticism when they do a poor job; even mild criticism may be seen as extreme criticism.


Based on questionnaire responses of 73 Hispanic (representing Cubans, Puerto Ricans, and Mexican Americans) and 81 mainstream Navy recruits, this 24-page paper examines mainstream and Hispanic recruits' perceptions of blacks, whites, Puerto Ricans, Cubans, Mexican Americans, and Chicanos. The mainstream sample saw themselves as well socialized, and go-getting but not calculating. Hispanics saw themselves in a generally positive way, as well socialized and socially oriented and not backward or anti-social; as a group their impressions were not as uni-
form as were those of the mainstream group, indicating the geographic heterogeneity of the Hispanic group. The heterostereotypes of Hispanics and mainstream members were positive, although Hispanics indicated some ambivalence. One point made was that the negative autostereotyping attributed to Hispanics generally did not exist among the Hispanic Navy recruits. Their heterostereotype of the mainstream was also more positive than reported in the general literature.

Tuck, Ruth D. *Not With the Fist, Mexican-Americans in the Southwest City.* New York: Harcourt, Brace, 1946.

This older sociological work provides some background information on Hispanics and the military; it notes that Mexican American participation in World War II gave them motivation to initiate civil rights activities in later civilian life.


Tugwell's monograph offers a few notes about discrimination against the Puerto Rican military units. Other than that, there is little else about Puerto Rican participation in the military.


This study seeks to develop a theoretical model which will help to predict attrition by detailing the processes of interaction between the individual and the Navy. It includes a review of relevant literature, particularly that by Szalay and his associates.


This includes several useful background information articles which are annotated separately.

Prompted by the realization that historians have neglected the role of black and other minority women in the American military, the author presents this 12-page review which notes Hispanic female participation at several points.


At the time of its publication, this was the most extensive treatment of the Mexican American schooling. This series of 5 reports total over 400 pages of interview and questionnaire information.


The Department of the Army established the requirement for annual assessments of the Army's equal opportunity programs in 1975. The annual reports of these assessments include a variety of statistical information, including minority composition, minority representation within career fields, commissioning programs and career development, representation with regard to separation, confinements and serious crimes, and other subjects. Hispanics are treated as a single group.


 Included in this book is a chapter on various tests, test standards, and special programs for English instruction used by the Army for enlisting Puerto Rican men since World War II. This useful discussion raises the question of to what degree is it advisable to apply uniform measures established on one population to a culturally different population.

This includes over 250 pages of demographic statistics on the island population.


This is a 28-page profile of the American Hispanic population based on the 1980 census. In most cases, Hispanics are treated as one group. A particularly useful part of this report is an included index of the Census Bureau reports containing data on Hispanics. Noted in this bibliography are some of the more useful reports.


This includes a brief profile of the Hispanic population.


This report includes over 60 pages of demographic statistics on mainland Hispanics.


This presents an historical and current profile of the Hispanic contribution to the Armed Forces.


In 1979, the National Longitudinal Survey was expanded to begin a new longitudinal study of young men and women for comparative purposes with earlier cohorts of youth and to evaluate expanded employment and training programs for youth legislated in 1977. A national probability sample was drawn for annual interviewing consisting of 5,700 women and 5,700 men, aged 14-21, with over-representation of blacks, Hispanics, and economically disadvantaged whites. Under sponsorship of the Department of Defense, an additional sample of 1,300 persons serving in the Armed Forces (of the same age group) was also selected. The Profile of American Youth is a large scale project using this sample. For purposes of assessing the vocational aptitudes of contemporary American youth and establishing national norms for the Armed Services Vocational Aptitude Battery, in 1980 a research version of the ASVAB was given to nearly 12,000 subjects within this sample. A summary of the results of this major research effort is presented in this 100-page report. Hispanics are treated as a single group and compared to whites and blacks. For a detailed description of the Profile of American Youth data base, see Frankel and McWilliams, 1981. For further description of the NLS, a handbook is published by the Center for Human Resource Research, Ohio State University, 5701 North High Street, Worthington, Ohio 43085.


The Veterans Attitude Tracking Study was designed to provide time series data about the propensity of veterans to enlist in
Reserve Components or re-enlist in the Active Forces. Although this analysis does not treat Hispanics, the interview questionnaire included Hispanic as an identifier, presumably making the data base potentially useful. The survey upon which this analysis is based included about 5 percent Hispanic subjects.


This annotated bibliography of government statistical reports includes a 16-page section with Hispanic references. A description of the primary data bases and information regarding the development of the Hispanic identifier also occurs in introductory sections of this bulletin.


In response to the Selective Training and Service Act of 1940 which was specific in providing that its operation should be equitable and impartial toward all men, this monograph attempts to define issues and problems faced by the System in carrying out the intent of the law with regard to ethnic groups. Volume I defines and evaluates ways in which these difficulties were faced. Blacks and Japanese Americans are treated at length; Puerto Ricans are treated in much less detail, but apparently considered the primary Hispanic population of concern to the military. Volume II includes appendices: relevant Executive Orders, laws, memoranda, various statistics, and other information.


The author, who has written a number of statements regarding minority education, argues against the suggestion made by some social scientists, that Mexican Americans have suffered less discrimination than have blacks, particularly in education.

Arguments against the use of traditional admission practices for minorities are presented, prompted by the fact that the ability to predict which minority students will succeed in college based on traditional admission criteria is no better than modest.


This study substantiates the assumption that Hispanic politics is becoming more active, at least in the Southwest, although reasons why the effort is not and probably will not be strong are explored. This is a useful background reference.


This is one of a small group of studies which explore the quality of the experience of Hispanic youth in the labor market. The data for this study was obtained from the 1979 National Longitudinal Survey, Youth Cohort, and included those youth who were not in school.


Using information from the March 1981 Current Population Survey, this 10-page paper argues that although lack of educational attainment, limited numbers of hours worked, limited opportunities for high-wage occupations, and young age, account for some of the lower Hispanic wage rates, ethnicity accounted for a more significant part when other variables were controlled -- ethnicity alone accounted for 14 percent of the wage differences between white and Hispanic males, and 29 percent of the total difference in earning power between white males and Hispanic females.

Although only indirectly related to the subject, this detailed analysis provides useful background information for an understanding of Chicano political participation. One of the themes of this book is that one of the reasons for the subordinate political position of Chicano concerns a lack of a clear understanding of the true workings of the American political system. The author suggests that in general Chicanos (especially newly arrived immigrants) have an idealized expectation that the government would respond to their needs simply because of the high ideals and altruism purported by the system, and that little if any activity was expected on their part to accomplish that end. Chicano groups that have taken a more active approach have been unable to influence the general political system because they have been unable to marshal enough resources, skills, and incentives to bear in the system.


This 7-page report gives the results from a questionnaire exploration of how Hispanic and mainstream Navy recruits differently viewed supervisors' characteristics. No significant differences were found; both groups indicated a preference for structured (the supervisor tells you exactly what to do), open (you know exactly what your supervisor thinks of you), and considerate (when you do not feel well, the supervisor assigns you an easy job) supervisors.


One of the major studies of Puerto Ricans in New York City, this work draws together especially useful background information concerning employment and educational patterns. Even in the 1970's the mainland population was so young that the author thought it would be difficult to determine the future of Puerto Rican youth in the labor market, although the pattern of Puerto Ricans settling in urban areas with diminishing employment opportunities leads to an obvious conclusion.

This general evaluation of minority educational status in the U.S. includes a chapter which summarizes the important studies of Mexican American and Puerto Rican children.


Based on questionnaire responses from a sample population in two primarily Mexican American counties in Nebraska, this seeks to define variables influencing political participation among Mexican Americans. An example of one finding was that attitudes toward the political process were much more highly related to participation than were social status indicators. Based on this, the authors suggest that if a group is systematically excluded from the political process or perceives that it is not welcomed, it is likely that the political socialization process will not operate as it would for members of the larger community. Those with more education and other attributes of higher socioeconomic status may not automatically assume a role in politics because the education process and other socialization agents do not prepare group members for political roles.


White's article is indirectly relevant in that it discusses the military's treatment of minorities during World War I when issues focused on ethnic units and language problems were raised.


This is based on questionnaire responses from 601 industrial managers (from manufacturing firms in California and Texas), 301 responding to questions concerning only Mexican Americans and 300 others responding to parallel questions containing no reference to Mexican Americans. Data revealed that managers
consistently reflected lower attitudes towards Mexican Americans than non-Mexican Americans; Mexican Americans were perceived to be more dependent, to show less initiative in authority relationships, and were seen to require different supervisory techniques and different standards of performance.


In this older but interesting article, the author describes evidence of the failure of New York City public schools to meet the needs of minority students by comparing schools with primarily Puerto Rican and black students with schools which had primarily Anglo students. Among things mentioned were the higher frequency with which "general diplomas" were issued to minority students. Compared with the "academic diplomas" more commonly granted to non-minority students, these diplomas were given little or no standing among college admissions officials or among employers.


This explores why the Cuban labor market experience differs from that of other Hispanic groups. Current research suggests that immigrants primarily enter the secondary labor market which is linked with small peripheral firms and less stable employment. In the Cuban case, many of the firms in which Cubans are employed are Cuban-owned; this gives the workers some distinct characteristics, including a tendency to return to past human capital investments which is usually absent among immigrant workers in the secondary labor market.


Among the important reasons for the lower average income of Mexican Americans are that they are more likely to begin their lives with a socioeconomic handicap; independent of socioeconomic background differences, they have not attained comparable levels of education; and, even when they do obtain a
similar level of education to that of Anglo counterparts, Mexican Americans do encounter some degree of discrimination, although less so than do blacks. This study was based on a survey of 233 households in Austin, Texas in 1969.


This article includes a review of earlier attempts to define racial/ethnic differences in test profiles and reports on a study of all applicants to whom the test battery administered by the U.S. Civil Service Commission were given in a Western city during one month of 1977. The test battery included sections to measure verbal, judgment, induction, deduction, and math ability differences among black, white, Mexican American, Asian, and Filipino groups.

Youth Attitude Tracking Study, Fall 1982. (See Market Facts, Inc.)


Through a review of the relevant literature, this discusses how in the case of IQ testing of Spanish-speaking children, a verbal factor works against their optimal performance; subtests most dependent on English language skills generally result in poorest performance, indicating a handicap in language ability rather than learning ability.