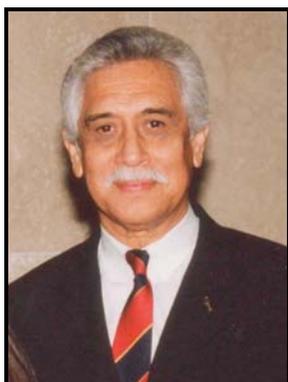




From the Director Dr. Tatcho Mindiola



The Center for Mexican American Studies awarded five graduate fellowships this year rather than the two we normally award annu-

ally. The decision to increase the number of CMAS Graduate Fellows reflects our concern over the small number of Latino graduate students throughout the University of Houston. Only 8% of all graduate students, whether full time or part time, are Latino according to University figures for the 2003 fall semester. In the College of Liberal Arts and Social Science that statistic is only 9%. This small number is of major concern since the intellectual foundation of Mexican American and Latino Studies is the liberal

arts and social sciences.

If we are going to grow as an intellectual class and continue the work that Chicano intellectuals initiated on campuses, the number of our graduate students must increase and it must do so rapidly. It is expected that within the next ten to fifteen years most of the professors who obtained their graduate degrees during the 1960's and 1970's will retire. That generation of Chicano

(continued on page 8)

Rosanna Moreno Heads Up the CMAS Endowment Campaign Committee



Meet Ms. Rosanna Moreno, who has agreed to serve as the chair of the vitally important CMAS Excellence Endowment Campaign Committee, whose goal is to raise an initial five million dollars to fund the Center's activities and programs. Reading the resume of Ms. Rosanna Moreno acquaints the reader with a steady array of accomplishment and success.

Ms. Moreno graduated initially with a B.A. in Spanish from the University of Texas at San Antonio, her hometown. Her second degree was a M.A. from St. Mary's University in International Relations concentrating in both Economics and Latin American History. Less than two years elapsed before Rosanna started law school at South Texas College of Law in Houston graduating with her J.D. In addition to passing the bar exam for licensure, she quickly also passed the exams for her Series 7 and Series 66 securities licenses. At present, she is a Vice President in International Private Banking in the International Private Client Services for Wells Fargo Bank in Houston. This position not only

gives her the responsibility for international business development, but also offers an opportunity for development and expansion of the departmental portfolio working with a team of specialists to meet an international client's needs.

Yet, one of the amazing feats Ms. Moreno has accomplished along with her coursework and professional accomplishments is an impressive record as a volunteer in her daughter's school activities at the Duchesne Academy of the Sacred Heart. Ms. Moreno has also devoted the time to be a Board Member for the Ronald McDonald House, the Fort Bend Estate Planning Council, the UT-Houston Medical

(continued on page 8)

Dr. Monica Perales

The Catchword is Excitement



Another bright academic star brought to the University of Houston by the CMAS Visiting Scholar Program is Dr. Monica Perales, who has this semester begun her appointment as an assistant professor in the History Department. Dr. Perales was awarded a Ph.D. in U.S. History from Stanford University with a concentration in Chicana/o History in January 2004 after passing her University Oral Examination with distinction in May 1999.

Dr. Perales is cognizant of the History Department's unique commitment to hiring scholars in Chicano History. This commitment played a center stage role in Dr. Perales own commitment to being hired here along with her appointment as a CMAS Visiting Scholar. She says, "I'm thrilled to be a part of the energy and excitement here. The University of Houston was willing to put their money into the hiring [Latina/o faculty] and into directing its resources and energy into creating a top-notch Mexican American Studies program, and, importantly, into developing the entire field of Chicano Studies." Even as a junior faculty member Dr. Perales says, "to have a role in strengthening this department's program is a truly unique experience. With four Mexican American specialists in the History department, we can

work together with our colleagues in ethnic, Latin American, and women's studies to broaden our understanding of Chicana/o studies and contribute to the way people think about Chicana/o history."

Central to Dr. Perales' decision to come to the UH is also the availability of being hired as a CMAS Visiting Scholar. She says, "It [the position as Visiting Scholar] made a huge difference. As junior faculty, time is extremely precious. The Visiting Scholar position will provide me the time to step back from teaching and focus on my research again, and come back to my project with new eyes. Being a part of the CMAS intellectual community will enhance the manuscript-writing process. There is a good community of scholars across the disciplines who I know will provide valuable insight."

Dr. Perales' areas of interest include: Twentieth Century U.S. History; Chicana/o Labor and Social History; Race and Migration; Borderlands; American West; and Environmental History/Environmental Justice. Her thesis, "Smelertown: A Biography of a Mexican American Community 1880-1972," gave Dr. Perales the opportunity to examine the formation, development, and eventual demise of a Mexican American community which grew at the base of a copper smelter in El Paso, Texas. She says, "It was something no one had written about before, or if they did, it wasn't focused on the Mexican American community. Part of my interest in the project derived from the fact that my family was from that Smelertown. For me, it was very personal. To tell the story of a community that had been completely forgotten was a meaningful, enlightening, and challenging experience. What I hope to do is to be the vehicle for this community to tell its history and have its voice."

This semester Dr. Perales is teaching an undergraduate seminar in Chicana History. Dr. Perales has welcomed the opportunity to teach in an area not di-

rectly related to her thesis. She says, "This course hadn't been taught in awhile. The course [among other issues] emphasizes, among other issues, the ways in which Chicanas have an instrumental role in shaping American culture and society. It's important to see how we can read through the silences. Chicanas are often left out of the historical records, which are both race and gender biased. I have tried to provide thoughtful and provocative readings in this area for the students."

Of the many scholarships and fellowships she has won, Dr. Perales says that the two which are particularly meaningful to her are the Ford Foundation Dissertation Fellowship in 2001-2002 and the Geballe Dissertation Fellowship in 2002-2003 from the Stanford Humanities Center at Sanford University. Dr. Perales acknowledges both of these fellowships for their "incredible mentoring and support," and for enabling her to meet other fellows in many disciplines thus forging important academic friendships. Of her many awards and honors, Dr. Perales is particularly proud of winning the Ernesto Galarza Prize for Excellence in Research awarded by the Stanford Center for Chicano Research in 1999.

In conclusion, Dr. Perales says, "I feel honored to be in this place at this time. There is an energy that comes from knowing you're going to have a hand in creating something. That the History Department understands that it's so crucial to understand Mexican-American/Chicano History speaks highly of the commitment to serving the state of Texas with its high population of Latinos. There are so many possibilities and that is exciting."



SABE (Students Aspiring to a Better Education) Program

The SABE Program is sponsored by the Center for Mexican American Studies to encourage high school students to achieve high academic standing, to graduate, and to enroll at the University of Houston or other four-year colleges and universities.

Spring is the time of the year for congratulations to those graduating high school seniors in the SABE Program. The achievements of these twenty-one SABE students are inspiring and speak eloquently to the program's success and leadership.

Graduating in the top five percent of their class are Isaac Gonzalez, Jacqueline Ortiz, and Vanessa Perez. Graduating in the top ten percent of their class are Maritza Argueta, Rosalinda Martinez, and Rosa Ramos. Graduating in the top twenty-five percent of their class are Jessica Arredondo, Luis Orozco, Maricela Pacheco, Stephanie Tello, and Maria G. Vega.

Two SABE students are valedictorians of their class: Leonel Rios at Austin High School and Maricela Villanueva at Eastwood Academy. Ms. Erica Solis, another SABE Program member, is Eastwood Academy's salutatorian.

Of the twenty-one graduating SABE members, nine will be attending the UH-Central campus in the fall with nine others attending either the UH-Downtown or Houston Community College. Two students, Leonel Rios and Isaac Gonzalez, will go to UT-Austin as recipients of UT's Presidential Scholarship of \$20,000. Leonel Rios will also receive an additional \$10,000 from the Linda Lorell Foundation Scholarship Foundation. Ms. Erica Solis, Eastwood's salutatorian, will be attending Texas A&M University.

Also receiving scholarships from the Linda Lorell Foundation are seniors Jessica Arredondo and Vanessa Perez, both of whom will be attending UH-Central. Ms. Perez has also received scholarships from the Hispanic Heritage Awards, Harrisburg Rotary Club, and the UH Office of Admissions. Other SABE students receiving the \$1000 scholarship from the UH Office of Admissions are Jacqueline Ortiz, Maricela Villanueva, Maritza Argeuta, Rosalinda Martinez, and Rosa Ramos.

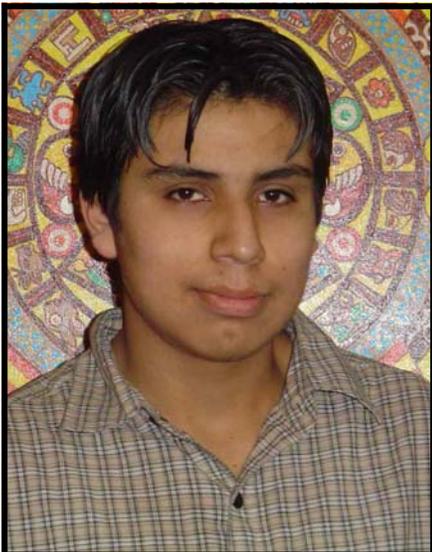
The SABE Program never rests. As it congratulates its current members on their successes, it also plans for future successes. Currently, the SABE Pro-

gram is in the process of recruiting a new cohort of freshman high school students. As in previous years, the majority of these students will come from Stephen F. Austin Senior High School. The remaining students will come from the neighboring charter school, Eastwood Academy. A total of thirty-five students will be recruited. Immediately after enrollment, they will be required to attend workshops in such areas as time management, communications, and study skills. They will also be exposed to SAT test-taking techniques. Because of the scope of this training, the SABE Program staff believes that the summer session is one of the most important aspects of the program. It is important to start as soon as possible to acquire skills for collegiate preparation – skills that might not have been feasible for these students to gain without SABE.

Congratulations to those graduating seniors and to Program Manager, Maria Cobio, for an impressive array of awards and honors.



Cruz Carrasco: Academic Achievers Student Extraordinaire



Mr. Cruz Carrasco was an extraordinary student long before his admission to the Academic Achievers Program (AAP). Despite the tragic deaths of close family members while in high school, he did not neglect his studies. He did so well academically that he was a member of the National Honor Society, the Spanish Club, and an organization at his school entitled the "Senior Men." He also graduated Magna Cum Laude.

As a student at Northbrook Senior High School, Mr. Cruz Carrasco did not have plans to go to college even though he excelled in math. However, a high school counselor told him about

the CMAS-sponsored Career Days at the U.H. During his Career Day visit, Mr. Carrasco found out about the Academic Achievers Program (AAP). Another of his high school teachers, who is known for his help to students, gave Cruz the AAP application.

Cruz received two scholarships in addition to the Academic Achievers Program's upon admission to the UH. He was awarded a U.H. Academic Achievers Scholarship (for the top 10% of students) and the Tzu Chi Buddhist Foundation Scholarship. After the completion of his first semester of college, Cruz was awarded the Academic Achievers Program's Outstanding

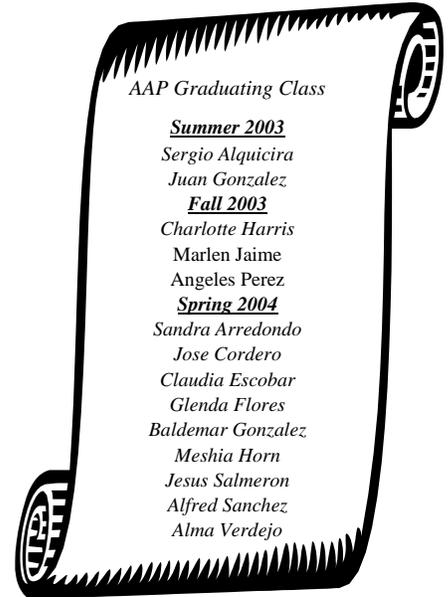
Participation Award for having attending all the monthly meetings, for completing his required study hall hours and workshops, and for earning a 3.23 GPA for his first semester's work.

Now, close to the end of his second semester at the UH, Cruz has this to say about the UEP. "It helps us maintain good grades. Mrs. Treviño, who is such a wonderful person, gives us good advice to help with academics and personal issues. It also helps to meet students with similar interests."

Mr. Carrasco is also a member of the Promes Program, an Engineering Studies program designed to help students with skills needed to go to the higher levels of math and science required in engineering courses. He takes two

workshops: one in Calculus and one in Physics. His intended focus of study is a major in Industrial Engineering.

Cruz's advice for those students who are unsure about college is, "Come to college even if you don't know what you want to be. There are programs like the Academic Achievers Program to help you learn more about yourself and your interests. Therefore, you will make a better decision on what career you want to follow and what your major is going to be. These programs also help you make good grades. There's help available to help you succeed."



The Academic Achievers Program Update



Rebeca Treviño

The Academic Achievers Program is sponsored by The Center for Mexican American Studies to retain students at the University of Houston and to build the academic and leadership skills needed to graduate and contribute to their communities.

There's no shortage of good news to share from Program Manager, Mrs. Rebecca Treviño, and the students in the Academic Achievers Program (AAP).

Early in January 2004 two Engineering AAP members, Edgar Rodriguez and

Oliver Fasterling, were sponsored to attend the Society of Hispanic Professional Engineers Twenty-sixth Annual National Technical and Career Conference in Chicago, Illinois. Also in early January, five new AAP members were admitted to the program and participated in an orientation.

Later in the month, thirty-four AAP students attended the AAP Annual Leadership Retreat in San Antonio, TX. An array of speakers covered topics as diverse as "Self-Determination and Autonomy" and "The Importance of Art in Our Community." In addition to CMAS staff Dr. Tatcho Mindiola, Jr., and Mr. Lorenzo Cano, other speakers from San Antonio and Houston rounded out the schedule: Ms. Diane Gonzalez Bertrand, Writer in Residence for the English Communication Arts Department of St. Mary's University; Ms. Ruby Nelda Perez, actress and comedienne, Dr. Gilberto Hinojosa, Professor of History and Dean of the School of Graduate Studies and Research, University of the Incarnate Word; and, Ms. Sarah Cortez, author and creative writing teacher, University of Houston.

On March 20, 2004 the AAP students

as a group provided the manpower to serve breakfast and lunch to a group of approximately 400 attendees at a "Dare to Dream Houston" Symposium held at the University of Houston-Downtown.

For the semester ending in December 2004, eight AAP students made the Dean's List: Sandra Arredondo, Melissa Cavazos, Francis Escamilla, Glenda Flores, Marlen Jaime, Angeles Perez, Alfred Sanchez, Jr., and Corina Vargas.

The semester ending in May 2004 will see the graduation of fourteen AAP students: Sergio Alquicira, Juan Gonzalez, Charlotte Harris, Marlen Jaime, Angeles Perez, Sandra Arredondo, Jose Cordero, Claudia Escobar, Glenda Flores, Alfred Sanchez, Alma Verdejo, Baldemar Gonzalez, Meshia Horn, and Jesus Salmeron.

There's plenty of good news regarding which students have been awarded summer internships. Ms. Estrella Gonzalez, a sophomore Political Science major, has been awarded an internship from the Congressional Hispanic Caucus Institute (CHCI). This group was founded in 1978 by members of the Congressional Hispanic Caucus as a

non-profit, non-partisan educational entity for Latino leaders. The CHCI's educational services are designed to provide Latino students with the tools and resources they need to attain a higher education. Its leadership development programs seek to help participants search for and understand their identity as professionals, as Latinos, and as leaders. By bringing together individuals who share a commitment to serve their communities, CHCI tries to make its vision of an educated and civic-minded Latino community a reality. Ms. Gonzalez was selected as one of thirty students nationwide in a highly competitive process. She will spend eight weeks in Washington, D.C. working in the offices of U.S. represen-

tatives. Interns' duties may include responding to constituent inquiries, drafting correspondence, monitoring hearings, conducting research, and assisting with office operations.

Ms. Francis Escamilla and Carlos Fernandez will participate in the 2004 NASA Internship Program from May 24 to July 30, 2004. To be accepted into this program, the students must compete on a nationwide basis with other college juniors and seniors in the fields of engineering, computer science, and business. Only forty students are awarded the internships, which give them an opportunity to work, receive training, and acquire experience at various sites of NASA, depending on the

student's interests. Ms. Corina Vargas, a Media Productions major, has received an internship to participate in the Cannes Film Festival in France from May 8-25, 2004.

Congratulations to Program Manager, Mrs. Rebecca Treviño, and to all the AAP students for an outstanding record of achievement.



CMAS Fosters Leadership



Carol Alvarado

From its beginning, the Center for Mexican American Studies has been an inspiration to its students to take an active role in political issues, particularly those relating to social justice. One glance at City Hall serves as a reminder of the extraordinary results from CMAS students who have become inspired to continue their activism as a career.

One of the brightest and most prominent stars is City Council Member, District I and Mayor Pro-Tem, Carol Alvarado. Prior to being elected to City Council Carol served as Senior Executive Assistant to Houston Mayor, Lee P. Brown. In this role, she served as a mayoral liaison to the Harris County-Houston Sports Authority, the Metropolitan Transit Authority, the Port of Houston, the Harris County ALFCIO, and the City's Solid Waste, Library, and Parks Departments. Carol was also responsible for oversight of the Mayor's Citizen's Assistance Offices, the 2000 Census, immigration issues, women's issues, and labor issues.

As a long-time community activist, Carol has supported environmental issues by organizing neighborhoods to build partnerships with industry and local unions thereby raising awareness of health and safety concerns. In fact, her work on environmental issues resulted in the initiation of Good Neighbor Agreements between industry and communities, which gained national recognition.

Carol is also a staunch advocate of women's reproductive rights and serves on the Planned Parenthood Political Action Fund for Houston and Southeast Texas. Recognizing the importance of assist

ing other young Latinas, Carol volunteers as a mentor with Latinas on the Rise.

This is what she has to say about the important role of CMAS in her own political life, "During my time at CMAS is when my activism began. Being a part of the CMAS family made me comfortable and confident about speaking out on issues relevant to our community. The staff of CMAS encouraged us to be mindful of the entire community, not just those on campus."

James G. Rodriguez

James G. Rodriguez is currently Chief of Staff for City Council Member Carol Alvarado, a position he's held since January 2003. He is one of the youngest Chiefs of Staff on the City's history.

In examining his roots, James says, "From an early age I knew I would one day be in politics. I remember being five years old and stuffing envelopes with my grandmother."

James decided to come to the UH when former CMAS-staffer, Mr. Eddie Elizondo, came to Milby High



James G. Rodriguez

School to recruit students. Later, when James came to one of the CMAS-sponsored College Career Days, he was inspired "seeing students who looked like me." Once on campus, James continued his relationship with CMAS. He says, "I had never been in a situation that celebrated my culture."

James became active with the Mexican American Student Organization (MASO) as a way to help to increase other student's exposure to political candidates. During this period of involvement James met Giovanni Garibay, the next person highlighted in this article. During this period as well, James noticed that enough high school students weren't seeing those Hispanic college students who were trying to make a positive difference. Therefore, he initiated invitations to high schools with high Latino student populations to attend presentations by political candidates, thus encouraging and informing a whole new generation of voters.

James recalls many long conversations with both Mr. Lorenzo Cano and Dr. Tatcho Mindiola, Jr. discussing relevant political issues and important theoretical biases. James recalls, "I went there [to CMAS] to get a feeling of belonging, and to make new friends. Seeing Dr. Mindiola fighting for issues, fighting for more opportunity made me want to fight for my community."

After graduating in May 1998 with a B.B.A. in Marketing from the UH, James went to work for Campos Com-

munications. His job as Public Affairs Director afforded him valuable experience in the coordination of political fundraising, public relations, voter consultation, and media activities. Now as Chief of Staff, he supervises staff, oversees the council member's schedule, committee assignments, and special projects, directs media and public relations, and directs constituent services and community outreach. In addition, he also is responsible for the district office and operating budget.

Even with his overwhelming list of responsibilities, James Rodriguez remains energized and inspired. He sums it up by saying, "It's all about service."



C. Giovanni Garibay

Giovanni Garibay graduated from the Chester W. Nimitz Senior High School in the Aldine I.S.D. in 1992. He became aware of the CMAS program through Mr. Eddie Elizondo as a part of the UH Ambassador Program. His transition to the UH was made easier by several scholarships, including the Jesse H. Jones Leadership Scholarship, as well as a scholarship from his high school's soccer program.

Mr. Garibay was rapidly elected the vice-president of his fraternity. He was also elected to the presidency of the Hispanic Student Association (HSA). His election during his junior year to

Student Body President (as the second Hispanic to serve in this capacity) convinced him that more outreach efforts were necessary to bring more groups into dialogue on campus. James Rodriguez and he began to discuss the lack of Latino representation on campus. These discussions evolved into critical issues surrounding the leadership by Hispanics on campus. One of their first projects was to institute a Tejano Night as part of Frontier Fiesta. Giovanni says, "We had to cross cultural boundaries, but we had a vision." During the time period when he served as HSA president, James Rodriguez was vice-president of that same organization. This allowed them to begin fundraising in support of issues for the betterment of Latinos. In addition, the strong leadership examples of other students and of Dr. Mindiola within the CMAS environment encouraged Mr. Garibay. CMAS' political activism to relevant issues felt appropriate and focused. He sums up the positive example and energy by saying, "It felt alive." In fact, it was this later connection with Dr. Mindiola that led to Mr. Garibay's job with Campos Communications.

Mr. Garibay graduated with honors in 1997 from the College of Business, the Center for Entrepreneurship and Innovation. In that same year, he also won the Business Study Abroad Scholarship from the College of Business and studied at the Instituto Tecnológico de Estudios Superiores de Monterrey in Nuevo León, Mexico.

Since graduation, Mr. Garibay has served as Legislative Aide in Austin, Texas to State Representative Joe E. Moreno, as Constituent Director to City of Houston Council Member Carroll G. Robinson, as Transportation Coordinator in Los Angeles, California to the 2000 Democratic National Convention Committee, as Public Affairs Coordinator at Campos Communications in Houston, and as Executive Director of the Texas Senate Hispanic Research Council, Inc.

In addition to these positions, he has Also served as Campaign Director for the first election of State Representa-

tive Joe E. Moreno and for the 1999 Dwight Boykins City of Houston At Large Number Two Campaign. Later Mr. Garibay also served as the Hispanic Field Director for Mayor Lee P. Brown in the 2001 re-election campaign and as Director of the Houston Operations for the 2002 Tony Sanchez for Governor Campaign. Mr. Garibay was also the Hispanic Field Director for the Houston Hispanic Democratic Coordinated Campaign.

Currently, Mr. Garibay is the Chief of

Staff for Houston City Council member Adrian Garcia. He, along with Carol Alvarado, and James Rodriguez are committed to fight to better this city. Mr. Garibay says, "There's so much potential for our community to rise. That vision came from my mom. She helped me get organized to reach goals. The more I learned, the more I felt there were better things out there. With James [Rodriguez] I molded my vision of what the Latino community can become.

Our Community is weakened by lack of education, lack of healthcare, lack of leadership in management. The next challenge for our community is to grow and become leaders in the business community. Positions of power in the business world will bring more funding, better parks, better healthcare, etc."



Mary Helen Meza an Exemplary Employee



It will come as no surprise to those acquainted with the outstanding programs of the CMAS to see that the Center's standards of achievement and excellence are embodied in the Center's Business Administrator, Mrs. Helen Meza.

Mrs. Meza has been with the Center since 1992 when she interviewed with Dr. Tatcho Mindiola, Jr. after being recommended for a job. She says, "To me it was like I had found my roots. I was at home." As time permitted, she began attending some of the CMAS-sponsored events and clearly remembers one presentation by Dr. Guadalupe Quintanilla. "It seemed like she was talking about me. She said, 'Don't be embarrassed to speak Spanish. It's your heritage.'"

In addition to having inspiration such as this provided through CMAS programs and faculty, Mrs. Meza was able to build on the financial and accounting skills she already possessed from other UH positions held since 1983. In every position she held Mrs. Meza was alert to learn more job skills. For instance, while in the Campus Accounting department, she saw the accountants reconciling accounts. She says, "I asked them to show me how to reconcile and they did. That's how I learned."

Even with her native skill with numbers and her love of spreadsheets, Mrs. Meza had not been encouraged in high school to go to college. She says, "I put down my name for an appointment with a counselor but they never called me in. I loved numbers. I told them I wanted to be an accountant." Instead of beginning college directly after high school, Mrs. Meza went to work for Exxon-USA, which also allowed her to help contribute to her parents' household. After six years at Exxon, Mrs. Meza married and began raising her own family. She says, "I always told my girls, 'Go to school. Take care of yourself. Get a degree. If you lose your job but have a degree, you can always find another job.'"

Four years ago, with the graduation of one of her daughters from college, Mrs. Meza began working on her

bachelor's degree at the UH. She says, "I started to school with all my family's support. On the first day I started with a backpack and notebook from my daughter, Lisa. I take one class per semester. I study from 6:00 pm to midnight every night. My kids started calling me a "bookworm". I was studying more than my girls. Then, I saw them start to study harder. As of last semester I had completed 27 hours and have a 3.5 GPA."

A review of Mrs. Meza's job description reveals the complexity of her duties. Crucial skills, such as an intimate knowledge of the university financial accounting systems, supervision of staff, the coordination of the annual conference, preparation and administration of the annual budget, as well as assistance with strategic planning, show her professional competence and amazing administrative capabilities.

We can all benefit from the example of Mrs. Meza's drive, determination, and guts. When tested in high school, Mrs. Meza says they told her the results of the test said she wasn't good with numbers and couldn't be an accountant. She says as a word of final advice, "Don't believe those tests. Go for your goal. I knew I was going to prove them wrong and I did."

Moreno (cont.)

School Faculty Wives and Faculty Women's Association, the Houston World Affairs Council, and La Rosa Family Services. In addition to her deep loyalty to her community, Ms. Moreno has a deep loyalty to her family and enjoys spending quality time with her husband, Dr. Carlos Moreno, her daughter, Analissa, and her mother, Amelia Gomez, who resides with the Morenos.

For someone of Ms. Moreno's professional responsibilities and already busy schedule to commit to direct the CMAS Endowment Campaign certainly might make anyone of us reassess our own lives and the degree to which we give back to our communities. This is how Ms. Moreno speaks of her commitment to helping CMAS, "You've got to give back to your community." She agrees fund-raising in the Mexican American community can be challenging. She says, "It's a challenge because in our community once we reach a certain level of prosperity, we tend not to contribute financially. We don't have a philanthropic history in the Hispanic community because of our day-to-day struggles to get ahead. And when we do, it is difficult – in my opinion – to give away hard-earned money. A culture of philanthropy takes time to build. You have to have disposable time and money to give. However, we give back in other ways by helping our

families and our children. Yet this is our city; we have to give back to the community. So few of us go to college. We have to facilitate the entry of those who do."

Crucial to Ms. Moreno's involvement to helping CMAS is her clear-cut commitment to education. She says, "Education is why I am here [in this position today]. I grew up with my dad working on his doctorate with five kids and commuting back and forth to Austin, while maintaining his position as the Director of Financial Aid at the UTSA. He finished his Ph.D. in Education when I was sixteen."

In today's rapidly evolving and competitive world, Ms. Moreno reminds us all that only one degree is no longer enough. She says that she uses the economic term of "opportunity cost" when she speaks to young Hispanics. "I tell them it's an opportunity cost – you forego today for tomorrow. You give up today to build a future." When asked how students, particularly high school students, respond to this practical advice, she smiles and says, "They stare at me," and continues, "When some kids look at those of us who are successful, all they see is the success. Today we look spiffy and professional but that doesn't mean we didn't struggle. While working on my first degree, I took a full semester load in school and also worked 30-40 hours per week at a bank to help my parents with money."

CMAS if fortunate to have the enthusiastic support and multi-faceted abilities of Ms. Moreno especially during the critical Endowment Campaign. She is an exemplary role model of so many of the values exemplified by the CMAS programs: extraordinary educational attainment, deep loyalty to community and family, and stellar professional success. Ms. Moreno clearly articulates why CMAS is so important for Houston, for the University, and for the Hispanic community. "CMAS is a wonderful incubator for students to realize the value of our culture and our history while learning other disciplines. If we know who we are, people will respect us. We have a wonderful history and there's no reason to ever be ashamed. Let's not forget that CMAS also performs the invaluable service of bringing Hispanic faculty to the university through the Visiting Scholars Program, and in creating an atmosphere conducive to research in the area of Mexican American Studies through such programs as the Graduate Fellowship Program and the Research Fellowship Program." She concludes, "It's important that the kids see the value in CMAS. To me, CMAS is a beacon of light with tremendous success stories of what is possible in helping our students prepare for the future. It gives me hope to see our students attain the level of education that is so necessary today."

Mindiola (cont)

intellectuals was the first significant group of its size. If we are not replaced there will be a huge void on university campuses. The courses, research, programs, and Centers that we worked to establish could be severely threatened. This is especially true in the Southwest where most of our intellectual accomplishments are found.

Thus, we all - those at the university and those in the community -- need to

identify and encourage students who have the intellectual skills and inclinations to pursue graduate studies and become the writers, actors, artists, and professors that are found on university campuses.

At CMAS, we have already awarded graduate fellowships to twenty-seven graduate students beginning in 1993. Of those twenty-seven, thirteen have completed their requirements, eleven

(including this year's fellowship recipients) are pursuing their degrees, and three have dropped out of the educational system. Our completion rate is a respectable 81%. But, it's not enough. Our challenge is to identify Latino students to mentor and encourage them to aspire to graduate studies.

Latino Faculty Updates

Dr. Stephen Applewhite, Associate Professor of Social Work, had the following articles accepted for publication: Applewhite, S. and Torres, C. (In Press). *Rural older Latinos*. In L.W. Kaye & S. Butler (Eds.), *Gerontological Social Work Practice in Rural Towns and Communities*. New York: Haworth Press. To be co-published simultaneously in the *Journal of Gerontological Social Work*, New York: Haworth Press; Torres, C. & Applewhite, S. (In Press). Mexican American Attitudes Toward Crime: A Cross Border Study. *Journal of Ethnicity in Criminal Justice: Special Edition*, Hispanics and the U.S. Criminal Justice System.

Sarah Cortez, Lecturer for The Center for Mexican American Studies, had the following book chapter published: *Visions of the City: A Classroom Experience*, In M. H. Kells, V. Balester, and V. Villanueva's (Eds.) *In-Siting Literacy: Latino/a Discourses and Teaching Composition as Social Action*. : Portsmouth, NH: Heinemann. Sarah Cortez had the following book review published: "Sin Puertas Visibles: An Anthology of Contemporary Poetry by Mexican Women", *The Texas Review*, Fall/Winter 2003. Ms. Cortez had poems published in the anthology, *Riding Low on the Streets of Gold: Latino Literature for Young Adults*, ed. Judith Ortiz Cofer, Arte Público Press. Sarah Cortez had the following magazine articles published: *The Street Officer's Role in Combating Terrorism*, in *Police Officers Quarterly*, Spring 2004; *Telling the Personal Police Story through Memoir*, in *Police Officers Quarterly*, Winter 2003.

Dr. Maria C. Gonzalez, Associate Professor of English, published the following papers: "Transgendered Mannerisms: A Chicana Lesbian Story," essay in *Chicano/o Studies Reader: A Bridge to Writing*, ed. Roberta Orono-Cordova (Dubuque, Iowa: Kendall/Hunt, 2003): 129-32; "Using the Web in the Classroom," essay in *Hands across Borders: A Multicultural Reader for Writers*, ed.

Elizabeth R. Kessler (New York: Longman, 2003): 295-98. Dr. Gonzalez presented at the following conferences and symposiums: "Sexuality and the Chicana Historical Novel: Sor Juana's Other Dream," 38th Annual Western Literature Association Conference, Houston, 30 November 2003; "Sovereignties and Sexualities: Chicana Lesbian Novelists," National Association for Chicana and Chicano Studies, Los Angeles, 3 April 2003; "A Tale of Two Area Studies: Women's Studies and Mexican-American Studies," Women in the World Symposium, University of Hawaii, Hilo, 3 February 2003.

Dr. Nicolás Kanellos, Brown Foundation Professor Chair in Spanish and Director of Arte Público Press, had the following books published, "Hispanic Literature In the United States: A Comprehensive Reference" by Greenwood Press. Dr. Kanellos was named as a Visiting Distinguished Professor at the University of Georgia for a week in October 2003. He also presented a paper at the "History of the Book" Conference sponsored jointly by Oxford and Cambridge Universities in February 2004. A grant for \$341,000 was received from the Ford Foundation for "Recovering U.S. Hispanic Religious Thought and Practice."

Dr. Kanellos served as Curatorial Consultant for the Latino biography exhibition at the Smithsonian Institute National Museum of American History. In this capacity, he wrote the introductions, panels, brochure, and catalogue introduction to the exhibition "Our Journeys/Our Stories/Nuestros Caminos/Nuestras Historias" which opened in February 2004.

Ruben Martinez, Associate Professor of Creative Writing, will see his new book, "The New Americans," published by The New Press in March 2004. It is a companion to the PBS series of the same name that will air nationally this spring.

Dr. Amaury Nora, Professor and Associate Dean for Research and Faculty Development has been named editor,

The Review of Higher Education, the journal of the Association for the Study of Higher Education (ASHE). Dr. Nora has had the following journal articles accepted in refereed publications: Nora, A. The role of habitus and cultural capital in choosing a college, transitioning from high school to higher education, and persisting in college among minority and non-minority students. *Journal of Hispanic Higher Education*; Nora, A., Stage, F.K., & Barlow, L. Structural equation modeling: An introduction and analysis of a decade of research. *Journal of Educational Research*; Stage, F.K., Nora, A., & Carter, H.C. Path analysis: An introduction and analysis of a decade of research. *Journal of Educational Research*; Hagedorn, L.S., Pascarella, E.T., Edison, M.I., Nora, A., & Terenzini, P.T. Does institutional context influence the development of critical thinking? A research note. *Review of Higher Education*. The following publications, including book chapters, have been published in non-refereed publications: Nora, A. (2003). Access to higher education for Hispanic students: real or illusory? In J. Castellanos & Jones' (Eds.) *The majority in the minority: Expanding the representation of Latina/o faculty, administrators and students in higher education*, pps. 47-69. 46-68. Stylus Publishing LLC: Sterling, Virginia. Dr. Nora's professional presentations are: Nora, A. "The impact of perceived support systems on college choice among undergraduates." Presentation to be made at the Annual Conference of the American Educational Research Association (April, 2004); "A reconceptualization of persistence theory." Symposium presentation at the Annual Meeting of the Association for the Study of Higher Education (November, 2003);

"Universal access in higher education: Myth or reality." Symposium presentation at the Annual Meeting of the Association for the Study of Higher Education (November, 2003). Dr. Nora is a Member of the Editorial Board, *Journal of Higher Education* Reviewer and Past

Member of Editorial Board, Research in Higher Education Member of Editorial Board, Journal of College Student Retention: Research, Theory & Practice. He is also a Member of Editorial Board, Journal of Hispanic Higher Education.

Dr. Norma Olvera, Assistant Professor in Health and Human Performance, was awarded the Dorothy Caram Commitment to Leadership Award, sponsored by United Way, November 2003. Dr. Olvera was awarded the following grant: Drs. Norma Olvera (Principal Investigator), Tinker Murray, & Lorraine Killion. Review of Health Interventions for Children and Adolescents. Kelsey Foundation (\$6,500.00). Oct 2003-March 2004. Dr. Olvera had the following article accepted for publication: Taylor, J.E., Poston, W.S.C., Haddock, C.K., Hanis, C.L., Olvera, N.E., & Foreyt, J.P. Factorial validity of the Multidimensional Health Locus of Control Scales (MHLC) in overweight Mexican American women. *Ethnicity & Disease*.

In addition, the following paper was accepted for presentation: Steward, S. A., Poston, W.S.C., Haddock, C. K., Reeves, R., Olvera, N., & Foreyt. (Oct, 2003). Twelve- and 18-month predictors of weight gain in Mexican American women. Paper accepted at the annual meeting of the North American Association for the Study of Obesity, Ft. Lauderdale, Florida.

Dr. Augustina Reyes, Associate Professor of Educational Leadership and Cultural Studies and Director of the Urban Principals' Center, presented the following paper: "Criminalization of School Discipline," at a conference sponsored by the Harvard Civil Rights Project, in Cambridge, Massachusetts, May 16-17, 2003. This study analyzed school discipline data for the state of Texas, based on state policy. The policy defines discretionary student removal from the classroom as removal based on local discretion. This study was cited in the "Nation," Dec. 15, 2003 and will be used by the Children's Defense Fund for a policy study. The original contents of the paper were published in the *Fordham*

University School of and Criminal Justice, (2)1/2:67-89. *Law Urban Law Journal*, Vol. XXXIX, No. 2.

Dr. Avelardo Valdez, professor in the Graduate School of Social Work, published the following articles: Valdez, Avelardo and Sifaneck, Stephen J. (2004). Getting High and Getting By: Dimensions of Drug Selling and Dealing Among Mexican American Male Gang Members in South Texas. *Journal of Research in Crime and Delinquency* (41) 1:82-105. Valdez, Avelardo and Cepeda, Alice. (2004). "Sex Work, High-Risk Sexual Behavior and Injecting Drug Use on the U.S. - Mexico Border: Nuevo Laredo, Tamaulipas," *Journal of Border Health* (7) 1: 84-94. Valdez, Avelardo and Petersen, Rebecca. (2004). "Intimate Partner Violence among Mexican American Adolescent Females," *Journal of Ethnicity and Criminal Justice*, (2) 1/2:67-89.



Mexican American Memoir & Contemporary Significance by Sarah Cortez

The writing of memoir has generally been thought to be the province of people in their later years. Yet, the memoir writing by traditional undergraduate students in the class "Memoir and Mexican American Identity" has shown that the ability for revealing and reasoned self-reflection is a process that begins early in life.

Memoir demands a strong narrative thrust while also affording the writer the opportunity for self-reflection without the veil of fiction. It is necessary that the memorist not only tell an interesting story but also choose the story, decide which parts of the story to tell, choose the most effective form, and show how this story functions in the writer's own current life. This last imperative is where the reader begins to know the author, and this is memoir's most radical act. By knowing the author, the reader comes to know, appreciate, and (in good memoir) understand a different world than his/her own.

The worlds presented by undergraduate writers of memoir have been diverse and compelling. For instance, the experiences of a young boy's shame at his family's move into a trailer during a family crisis, or a high school student witnessing of a near murder of a friend by other friends, or the shock of an immigrant young girl when her name no longer sounds or seems beautiful in the new land of America. While each of these stories is in and of itself interesting, the ultimate payoff is in seeing how the writer him/herself relates to the story, how she/he has chosen to go forward in life imprinted by that incident.

If one concurs with Ramón Saldívar (*Chicano Narrative: The Dialectics of Difference*) in proposing that Mexican American authors use narrative not only to illustrate or translate a particular exotic reality, but, more importantly, to embody new ways of perceiving social reality and significant

how the writer him/herself relates to the story, how she/he has chosen to go forward in life imprinted by that incident.



Sarah Cortez

The Center for Mexican Studies expresses its appreciation to the Houston Chronicle for its endorsement of the Excellence Endowment Campaign

18A ★★ ★ Houston Chronicle Monday, March 15, 2004

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EXCELLENCE

Endow UH's Center for Mexican American Studies

Among the many good causes in need of this community's financial support is the University of Houston's Center for Mexican American Studies. The center, which researches the Mexican-American experience and seeks to increase the number of Hispanic college graduates, seeks to establish a \$5 million endowment fund.

The endowment would support the center's college recruitment and retention activities. These include undergraduate scholarships, an outreach program for high school students and a graduate fellowship program.

The Center for Mexican American Studies gets funds from UH, the state and other sources. But because of economic uncertainties and unexpected financial demands on the state, funding levels are uncertain.

Center Director Tatcho Mindiola says a \$5 million endowment, directed by UH endowment officials, could be counted on to generate \$250,000 a year for scholarships and other support efforts for talented Hispanic students.

The center's successful Urban Experience program has helped students overcome early pregnancy, gangs, violence

and drugs and convinced them to continue their education and graduate. Students recruited by the center make better grades than their SAT scores would predict, and they graduate sooner and with a greater certainty than the general population.

So the Center for Mexican American Studies is a worthy cause. The \$1.5 million it has already raised for the endowment is a good start, but another \$3.5 million is needed to do the job right.

Hispanics are expected to become Houston's majority population within

the next 20 years. For Houston to grow and prosper, the education level of Mexican-Americans must increase.

Helping Hispanic young people to attain a university education benefits the entire Houston community. As a group, educated people earn more, spend more, pay more in taxes and participate more in civic and community organizations and activities.

Houstonians can help young Hispanics and the city's future by building a \$5 million endowment for the Center for Mexican American Studies.

Students recruited by the center make better grades than their SAT scores would predict, and they graduate sooner and with a greater certainty than the general population.

Center for Mexican American Studies Staff

Tatcho Mindiola, PhD

Director & Associate Professor of Sociology

tmindiola@uh.edu

Lorenzo Cano, MA

Associate Director

cano@uh.edu

Mary Helen Meza

Department Business Administrator

mmeza@uh.edu

Rebeca Treviño

Academic Achievers Program Manager

rtrevino@uh.edu

Maria Cobio

SABE Program Coordinator

mgonzal5@mail.uh.edu

Myra Torrez

Secretary II

mgtorrez@mail.uh.edu

Lizett Ceja

Office Assistant II

lceja@mail.uh.edu

Laura Adame

Office Assistant I

ladame@uh.edu

Edited by: Sarah Cortez & Layout by: Myra Torrez

University of Houston
Center for Mexican American Studies

323 Agnes Arnold Hall
Houston, Texas 77204-3001

Phone: 713-743-3136

Fax: 713-743-3130

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