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CENTER FOR MEXICAN AMERICAN STUDIES

Noticias



UNIVERSITY OF HOUSTON
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FROM THE DIRECTOR



Dr. Tatcho Mindiola

Our Endowment Update and Lessons Learned by Several Academic Achiever Students

In the fall semester of 2003, the Center for Mexican American Studies (CMAS) launched a campaign to raise five million dollars to establish the Center for Mexican American Studies Excellence Endowment Fund. This endowment is crucial to the CMAS future for several reasons. First, an endowment continues in perpetuity and through time will provide a growing source of funds for the Center, thus adding stability and permanency to our existence. History has shown that it takes time to increase the number of Hispanic students who attend and graduate from the University of Houston. Our endowment ensures that resources will be available to support more graduate and undergraduate students. Second, there are still several disciplines here on campus crucial to our course offerings where the hiring of Hispanic faculty is lagging. The endowment will allow us to bring in additional faculty through our Visiting Scholars Program to teach and conduct important

additional research on Hispanics in Houston and Texas. We also wish to continue to support the research of faculty who are currently associated with the Center with funding through Research Fellowships. Third, the Hispanic population in Houston continues to grow at a rapid rate. It is expected that the 2010 U.S. Census will show that the city's population is more than 50% Hispanic. This means that the demand for higher education from our community will grow. We cannot afford to be unable to meet our community's need. Thus far, we have raised \$2.1 million for the endowment. We continue to cultivate corporations and individuals who see the need to support higher education for Hispanics. We received important assistance this past spring and summer from Javier Loya, a member of our Endowment Committee, and City Councilman Peter Brown, both of whom held receptions at their homes for potential donors

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Endowment Board Member, Sylvia R. Garcia: Public Servant and Visionary



Sylvia R. Garcia

To be in the presence of Sylvia R. Garcia is to be dazzled by her intelligence and inspired by her incredible grounding in the values of the importance of education and public service.

Commissioner Garcia was born in the South Texas farming community of Palito Blanco as one of ten children. Commissioner Garcia says, "My parents were very high on education. They knew that for us [the children] to do better in life, we had to go to school. They realized it was the only way." Her parents' commitment to their children's education produced the successful high school graduation of all ten siblings. In fact, the community recognized Garcia's mother with a special certificate of merit for helping all her children achieve this crucial educational step.

Commissioner Garcia received a scholarship to Texas Women's University in Denton where she graduated with a degree in Social Work. From there she moved to Houston to attend the Thurgood Marshall School of Law at TSU and received her J.D. in 1978. She then served as an attorney for the Gulf Coast Legal Foundation and on the City of

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MISSION STATEMENT

The Center for Mexican American Studies (CMAS) at the University of Houston was established in 1972, as an interdisciplinary academic program encompassing the liberal arts, education, and social sciences focusing on the Mexican American and broader Latino experience in the U.S. Its mission is to advance knowledge, promote critical thinking and foster the value of service to the community. This involves designing a broad spectrum of public and scholarly programs. Located within the College of Liberal Arts and Social Sciences, CMAS has evolved into an academic unit with several major components: teaching, research and publications, recruitment and retention, leadership training, academic advising and community service.

The Importance of Giving Back

by Jesus G. Vigil



My family consists of my father, mother, two sisters, five brothers, and myself. My father only has a second grade education and is currently self-employed as a carpenter. My mother made it to the eighth grade but, unfortunately, she never had a chance to complete it. None of my older siblings has graduated from high school or received a GED.

As a child, I managed to effortlessly complete my elementary and middle

school years. At the same time, however, I was watching my older brothers abuse drugs, and enter and be released from jail like shoppers through revolving doors.

I began my freshmen year at Jack Yates High School along with one of my older brothers, who was soon incarcerated. Due to the many factors affecting my family, e.g. financial struggles, personal conflicts, and a lack of guidance, I was soon neglecting school. Somehow I was not aware of this until the end of the year when I discovered that I had failed my first year of high school. I had no idea what I was going to do or who to ask for help or advice. I had never failed a grade before and I soon found myself questioning whether school was the right choice for me. The idea of dropping out of school was plausible at the time considering that many of my siblings and friends were dropping out. I began asking myself questions: None of my older siblings graduated high school, why should I? Do I have what it takes to finish school? I thought deeply about my predicament and decided to give school another chance. I resolved to become a role model for all of my siblings by achieving high school graduation.

The following year I enrolled at Stephen F. Austin High School. I became a freshman for the second time. I began my first year at this new school with the understanding that I would try my best and, if I did not do well, I would find something else to do in life. I was off to a good start in all of my classes except for Algebra. My GPA was low and I was on the borderline of failing. I have to admit that my performance in my Algebra class was dampening my plans for my future.

Sometime into the semester my Algebra teacher told me about the CMAS Academic Achievers Program – High Schools, and encouraged me to apply. When she presented me with the application for the program, I was disappointed to discover that I did not meet the GPA requirements. But I

applied regardless. After attending an interview and waiting a short time, I was informed that I had been accepted into the program. I was excited when I discovered the scope of what the program offered. The program assists its members by providing mentoring, workshops, educational field trips, guidance, guest speakers, community service opportunities, and a renewable scholarship upon admission into the University of Houston, among other things. With the assistance the program offered, I began to improve academically and was soon involved in other school-related activities. The program allowed me to be surrounded by students my age who were doing well in school and had plans of graduating from high school and going to college. The mentors for the program offered helpful advice and served as good role models. With the help of the program, I managed to make up for my failed courses by taking evening classes and graduated on time in May 2003. That year I became the first person in my family to graduate from high school and, most importantly, the first to enroll and attend a university. I was accepted by the University of Houston.

I am now a member of the college-level Academic Achievers Program that offers the types of support that the high school level program offers. The program not only has helped me in school, but in many other ways. As I write this, I am employed at the Center for Mexican American Studies as a student worker but, most importantly, I have been blessed with the opportunity to return the favor that was once given to me. I am presently a mentor and tutor for the Academic Achievers Program students at Stephen F. Austin High School. It is a privilege for me to give back to my community. I truly value the opportunity to serve as a mentor and a positive role model for these students at my previous high school because I am a first-hand witness of the impact that this role modeling can have on an individual and on society. It is vital that those who have already acquired the knowledge necessary to achieve success turn around and help those who have yet to be enlightened.

I am presently completing my fourth year of college and am looking forward to obtaining my Bachelor of Arts in Communication with a concentration in Public Relations and a minor in Spanish. Out of the many programs that I have come across and participated in, none have given me the inspiration, support and guidance necessary to accomplish all that I have done, or will do, like AAP. The Center for Mexican Studies has without a doubt greatly molded my future and that of many of my peers. It is everyone's responsibility in whatever way possible to aid programs like these because they are a fundamental component of our country's future and success. Of this, I am living proof.

Networking, Networking, Networking!

by Jorge Sanchez



When I moved to the United States from the small town of Sabinas Hidalgo in Nuevo Leon in Mexico, I did not know a single word of English. I was used to going to school from eight in the morning until noon dressed in our uniform of white shirts and navy blue trousers. Our small school had a room for each grade up through sixth grade. Since it was a neighborhood school, at lunch time our mothers could walk over with a lunch, or we could go home to eat. There were ladies who sold delicious food from carts on the

street for our lunches as well. Each day of the week we covered only one of our subjects. On my first day of fourth grade class in the United States, I thought I was going to die. I did not understand why we had to cram every single subject into each day.

During that first year in ESL class, I remember having a hard time trying to speak the English language. My friends would make fun of my pronunciation, especially when I said the word “three” (it sounded like I was saying “tree”). They were always asking me to repeat it, and then they would laugh again. In fact, I was one of only three students who were promoted into the “English only” classes within two years. I think one of the reasons I learned English so fast was because I did not like when people made fun of my pronunciation. I don’t remember a time when I did not come home crying because I did not understand what was going on in class. My teachers were tough in their approach of trying to get us to learn English. Looking back at that experience, I can see that they were so demanding because they wanted us to learn English well.

It is because of my tough ESL teachers that I decided to go into the field of communication. Ever since I learned English and found a way to communicate to a larger audience, I have wanted to help out those who did not have the resources available to find out information affecting their lives. I believe that by being a reporter, I can bring people news and information that can help them in their everyday lives. It seems to me that many people, particularly in the Hispanic community, rely on information they hear from their friends rather than trying themselves to understand the laws and policies affecting them. I hope to help rectify this situation by communicating with them about issues such as education, health care, and employment. I want to help my community. This is the driving force behind my choice of major. Being a journalist, I would be able to find information that might help my community and bring it to them in an understandable manner. My family and I have faced a lot of struggles, and there has not always been someone there to help us.

When I was younger, every time I asked my mom why we had left Mexico to come to the United States, she told me *para*

ganar más dinero (to make more money). Well, now that we were here, I was wondering where all the money was. My dad was making just enough money to pay for our one-room trailer and our food; our clothes came from hand-me-downs from cousins and garage sales.

These types of struggles have helped me appreciate things much more than others who grew up having everything that money could buy. Now, I never take anything for granted. I work for what I want and I appreciate it. My parents have always taught me that the only way to succeed is to get a good education that would lead to a great career.

My career goals have always been to finish college and get my Master’s degree in Communications (News Broadcasting). I would like one day to be a news anchorman for a television station. My goals also extend beyond being a news anchorman. I hope one day to have a job for an international news station – at this point, I haven’t decided whether in English or in Spanish. I don’t think that I will have arrived in my career until I’m driving down the freeway one day and see my picture on a billboard.

There have been so many benefits for me in the AAP program that it’s hard to know where to begin to talk about them. For instance, the program gave me the information that allowed me to apply for a scholarship from the Houston Association of Hispanic Media Professionals. I was asked to make a two-minute speech at the gala where I received the scholarship recognition. After this speech, the news director of Channel 11 approached me and encouraged me to apply for an internship there. I was so surprised when they told me that I had won the internship, and that it was going to be a paid internship. I have worked at Channel 11 for a whole summer with different reporters, and I have learned from each of them. I have been like a sponge, soaking in everything that I’ve learned. I believe internships are what a person makes out of them. If a person goes in with his or her mind primed to learn from everyone, then the internship experience will be a great one. A person should be ready to do everything, and not be afraid to ask questions. (There is no such thing as a stupid question.)

Something that everyone needs to keep in mind is that networking is a very important asset in every field of study, not just in Communications. Meeting new people and having a conversation with them can make a big difference in a career. Fortunately, many of the AAP workshops and the presentations at the AAP Leadership Retreats have been geared toward helping us learn from other Hispanics who are already successful in their careers. These AAP workshops have helped all of us learn what we can do to succeed.

The only way I can articulate the importance of CMAS and the AAP to me is to say that they are my family. CMAS is my shelter. You see, the parents of students like me – the first family member to graduate from high school and the first to go to college – can’t always help us solve problems at the university. So, it is very important to have a program like AAP that makes the college experience understandable and helps us solve many

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Overcoming Obstacles

by *Viridiana Hernandez*

When I was eleven years of age, my parents made the decision to move to the United States. At the time I couldn't understand why my parents had chosen to leave behind our family, friends, and home. We arrived in Houston in mid-July of 1996. Because it was summer, it felt just like a vacation, and within a very short period of time there was no question that I wanted to stay here—McDonald's, AstroWorld, and Chuck E. Cheese's convinced me.

My parents registered me for Deady Middle School, and I didn't worry about it because I had always been an excellent student in Mexico. I was in for a shock. On the first day of class, my father walked me to my homeroom in a huge school. I had only seen schools with lockers in movies.

When my homeroom teacher walked into the room and started talking, I became breathless. I couldn't understand a word. As soon as the bell rang, everyone walked out of the room except me. I was accustomed to an education system where students stay in one room the whole day with the same teacher. My homeroom teacher screamed at me, and my only guess was that he wanted me to leave the room. I walked through empty hallways for thirty minutes not knowing where to go. I encountered an administrator who asked in Spanish if he could help. He walked me to my next class and told me that every bell meant I had to move to the next class according to the schedule that my homeroom teacher had given me. In the class nothing made sense because all the teachers spoke English. A teacher would scream at me many times if I didn't know what to do. She would accuse me of being lazy, and I had to hold my tears as I was being ridiculed in front of other students. Lunch was the worst because I sat alone and a lot of the other students pointed at me and laughed.

I remember the happiness that overwhelmed me when the last bell rang. I ran so fast to meet my dad outside the school that I felt like I was flying through those hallways. When I finally saw him, I hugged him hard and cried. I cried all the way home and continued after we arrived. My first instinct was to start packing. I did not want to stay in a place where I was treated badly. But, of course, we did not leave and I had to endure each day. For no matter how much I cried, my mother got me up the next morning and made me go to school, telling me that it was the best thing for me. It was her determination that made me want to stay in school, and within a year I was reading, writing, and speaking English. There is no question that I struggled to learn a new culture and language. But I did learn, and to this day I consider it one of my proudest achievements. By the time my middle school years were ending, I was an honor student, and I received statewide recognition when I graduated.

In high school I continued to do well and my mastery of English improved dramatically, but another major obstacle appeared when I began my senior year. I spoke with a high school counselor about attending college. At first she was very



enthusiastic because I had an impeccable academic record, but as soon as I told her I didn't have a social security number and that I was an undocumented student who was on the path for an adjustment status, she had a complete attitude change. She told me there wasn't anything she could do to help me. She said I had no choice but to settle with my high school diploma. I left her office in tears. That night and many nights after, I cried myself to sleep.

A few weeks before winter break I found a flyer that had a bolded heading saying "UNDOCUMENTED STUDENTS CAN GO TO COLLEGE." It explained a new Texas law that allowed students like me to attend state college at in-state tuition rates. I read it five times before I actually believed it. After school I showed it to my parents, my friends, and my teachers. To say that I was overjoyed would be an understatement. I started doing research on the different colleges in Houston and discovered the Center for Mexican American Studies at the University of Houston.

I contacted Mrs. Rebeca Treviño, the program manager of the Academic Achievers Program (AAP). She asked me about my grades and background, and told me that if I came to her office, she would help me with the admissions process. I told her that I didn't have transportation and that I didn't know where the University of Houston was located. To my surprise she offered to go to my high school and help me with the paperwork. I was thrilled. Here was a person I had never met who was willing to come help someone whom my counselor said "couldn't go to college." I asked the main office to add Mrs. Treviño's visit to the daily announcements so more students could show up. The visit was a success. Mrs. Treviño went over the documents we needed to apply for admission and financial aid. She also told us about the UH Academic Achievers Program. She even gave us contact information of other people in different academic institutions who could help us further. It was 7 o'clock in the evening when we finished, and she offered to come back and pick up all our paperwork.

As soon as I got home, I worked on my applications. I also started applying for scholarships, and even if they asked for a social security number I wouldn't disregard them because I was determined. I had approximately 30 interviews, and I was rejected many times because I didn't have that vital 9-digit number. But when I received my first scholarship I knew it was all worth it. One of my most important interviews was for admission to the CMAS Academic Achievers Program.

AAP has helped me in many ways as I have made the transition from high school to college. First, my parents cannot afford to send me to college. They cannot even help me by paying for my books. They can only help me by constantly encouraging me and giving me moral support. The scholarship that I receive from the AAP and their help in finding other financial assistance is invaluable. To put it quite simply, I would not be here were

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My Anchor

by Manuel Batrez



My name is Manuel Batrez. I was born to immigrant parents from a small village in Durango, Mexico. They have since received their U.S. citizenship, and I was raised here in this great city known as Houston. Like most children of immigrants, I was put in ESL classes in school where I had great teachers who encouraged all their students to excel. At the end of my elementary school years, I was put in regular classes. I was also in the Magnet

program during middle school with a concentration in computers. This was a fantastic experience for me both academically and culturally because I was exposed for the first time in my life to students from Asian backgrounds and students who had recently moved here from African countries, such as Nigeria.

At the end of middle school, one of my older brothers started persuading me to enroll at Austin High School. He himself was in the marching band and had a wide array of friends. I remember his logic in convincing me to enroll at Austin. He said, “We need smart people like you to represent the community.” Once I reached his high school, however, I was lost. I did not have many friends when I started my freshman year because all my middle school friends had gone to other high schools. For most of my freshmen year, I wandered around and interacted with only a handful of people. This tendency was heightened because I was shy.

During lunch one day, CMAS had a table set up in the cafeteria. There were college students recruiting. I was not really interested in the program. I just wanted to sit at my table and eat my lunch. What attracted me to the table were the college girls. Yes, I’ll admit they were very cute. But the other quality of theirs that attracted me was that they were in college. You see, among my generation of cousins, my brothers and I were the oldest. We didn’t have role models who had gone to college ahead of us. And, we definitely didn’t have female role models in my family who had gone to college. I went up to the table, signed up, and I thought that was the end of it. A couple of weeks later I was called to go to an interview. I was not sure if I wanted to go. What convinced me was when they told me that they were from the Center of Mexican American Studies at the University of Houston. I knew if the words “Mexican American” were in the name of the center, that I would be able to relate to the people involved.

I have lived close to the University of Houston for many years—since about third grade. It literally takes less than two minutes to drive to the University of Houston from my parents’ home. I used to stare down Cullen Blvd. at the University and

think to myself, “Wow, I live so close to an actual institution of higher learning.” I know that it sounds corny, but I knew that important thinking was happening there. I imagined all the learning that was taking place, thousands of people absorbing information and analyzing it in their minds. It just amazed me. I was proud to live so close to the University of Houston. I had a deep-seated belief in my heart that I would attend. I remember looking down the street where the UH sat almost like a mirage—a little blurry, as if coming from a dream. And, in a way, it did come from a dream—my dream of going to college. From my earliest memory, I had been self-motivated to achieve this dream.

Once in the AAP-High Schools program, I gained many friends. I enjoyed all the workshops that they had for us and also the summer retreats. The real difference in my life that came from the workshops can be illustrated by my reaction to the Leadership Retreat. I had never been told that I could be a “leader.” That was the first time anyone had ever told me I could be a leader, that what I did in my life could help other people. One of the benefits of workshops like these was that they also helped me become less shy.

But what I liked the most about the program was the mentors. They were like older siblings to me. They always encouraged me to do well in school, and they kept me (and everyone else) on track with our studies. Sometimes my mentor, Eric Sanchez, helped me figure out problems in my personal life as well as in my academic life.

At the beginning of my senior year, the program was in full college mode—even more intensely than usual. I liked the fact that the mentors were not really forcing us to look just at the University of Houston as a college option. For instance, Jose Tanguma, an AAP-High Schools program alumnus, has just finished getting his Master’s degree at Texas A&M this past spring. I know that the AAP program has had a big impact on his college career. The program helped me achieve my goal of attending the University of Houston by also helping me with the applications and all the paperwork.

The transition from the AAP-High Schools program to the AAP-UH program was a rocky one at first. My mentors were now my college peers. It took me a while to adjust to that fact. I also had to find my own way to keep focused on my studies. The way I did this was by surrounding myself with people who were taking the same classes I was. Luckily for me, some of those other students were also my fellow AAP peers. During that first semester I was able to figure out what I needed to do to keep myself on track with my studies.

I have gone through a couple of majors, such as Electrical Engineering, but now I have chosen Mathematics. I have always loved math. I clearly remember in second grade when we were introduced to addition and the concept of carrying over from one column to the next. I thought that was just amazing. I was thrilled. I have been in love with math throughout my entire life.

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Consuelo Arbona: Researcher and Award-winning Professor

Almost twenty years ago, the UH was fortunate enough to bring Consuelo Arbona to Houston as an Assistant Professor in the field of Counseling Psychology. The path that led her from her homeland of Puerto Rico, where she had been awarded an M.Ed. in Counseling and Guidance at the University of Puerto Rico, to the University of Houston has been filled with a staggering array of opportunities and publications in her field.

Arbona came to the U.S. and obtained her B.A. at the College of New Rochelle in Economics and Education. Then, she spent a year traveling in Europe. When she returned to Puerto Rico, she worked as a teacher and also began working for ASPIRA, a program created in 1961 by Isabel Pantojas with the goal of reaching out to Puerto Rican youth in New York City and motivating them to aspire to achieve in their lives (*aspira* is the Spanish word for “aspire.”). ASPIRA offers educational and leadership development programs to motivate youth to do well in school and go to college, thus preparing themselves for leadership positions within the Latino community. Arbona worked as a coordinator of a program fostering leadership development in young people. This experience led to Arbona’s discovery of the profession of Counseling, an exciting combination of the fields of Psychology and teaching. To further her knowledge and her ability to help others, she decided to go back to school and get a Master’s degree from the University of Puerto Rico in Counseling and Guidance with a concentration in the field of career development. This specialty led Arbona to apply for and accept a job as the registrar at the Interamerican University of Puerto Rico, a private university of approximately 15,000 students. The academic environment of a university setting was an excellent fit for Arbona and helped her make the crucial decision to continue her studies on the doctoral level. She then moved to the University of Wisconsin-Madison to work on her Ph.D. in the field of Counseling Psychology. One of the requirements for this degree was one year of clinical work, and Arbona spent her year-long internship in a university counseling setting. Following the completion of her Ph.D., Arbona looked for a job in either a counseling center or in a university teaching program. The UH presented an attractive teaching offer in the Counseling Psychology graduate program. In addition, Arbona was excited by the large Hispanic population in Houston and the opportunities to work with many diverse groups within the Hispanic population.

The UH Counseling Psychology program is a graduate level program producing Master’s level counselors and doctoral level psychologists. This program follows the scientist-practitioner model and, consequently, the students experience and

are schooled in the applied part of the field and the research aspect as well. The program has been approved by the American Psychological Association and draws students from across the

U.S. Many of these students have educational backgrounds in psychology, counseling, or the social sciences. One of the major pluses in a large city like Houston is that there is a wide variety of places for internships for the students; e.g., hospitals, community agencies, schools, etc. Since Houston also has a staggering array of nationalities and ethnic identities, students have the opportunity to work with a diverse array of people.

The combination of both teaching and research has allowed Arbona to thrive since she enjoys both. She says, “I love the teaching – the interacting with the students. The teacher learns as well as the students. As I teach on a graduate level, I see myself as constantly learning. I see myself also as an organizer of material.” In fact, Arbona served as the Director of Training for the Ph.D. program in her department for six years – an

incredibly time-consuming, but rewarding assignment. Arbona clearly enjoys research, and says, “I love doing the analysis and the writing.”

A review of Arbona’s publications reveals her wide-ranging research interests. She says, “It is more efficient to pursue one independent variable, but I’m interested in a lot of topics.” A few of her recent and/or upcoming journal articles are: The Relation of ethnic identity, racial identity and perceived discrimination among African American college students (*Journal of College Student Development*), Predicting patterns of adolescent alcohol use: A longitudinal study (*Journal of Studies in Alcohol*), Parental attachment, self-esteem, and antisocial behaviors among African American, European American and Mexican American adolescents (*Journal of Counseling Psychology*), and Relation between assertiveness, academic self-efficacy and psychosocial adjustment among international graduate students (*Journal of College Student Development*). Articles such as these reflect her interest in cross-cultural factors related to academic achievement and career choice.

Arbona has contributed many book chapters in important texts in her field. For instance, the chapter entitled Counseling Puerto Ricans in *Cross Cultural Psychotherapy: Toward a Critical Understanding of Diverse Client Populations*, edited by C. Negy, and Promoting the career development and academic achievement of at-risk youth: College access programs in *Career Development Counseling: Putting Theory and Research to Work*, edited by S. Brown and R. Lent.



Consuelo Arbona, Ph.D.

Academic Achievers Program—Fall Update

UNIVERSITY OF HOUSTON

The AAP-UH program was able to begin the fall 2006 semester by accepting eleven new students: six freshmen and five sophomores. The newly accepted students are: Miguel Andrade, Liceth Castro, Marisol Gonzalez, Jessica Jimenez, Ericka Martinez, Miguel Moreno, Janine Nunfio, Anais Rangel, Eliazar Rodriguez, Yuri Solis, and Kelly Perez. The excitement of having new additions to the program was matched by the feeling of success of the nine AAP-UH students who graduated in May 2006: Vanessa Calderon, Yolanda Cruz, Juan Garcia, Bruno Gonzalez, Estella Gonzalez, Edgar Rodriguez, Esmeralda Rodriguez, Paloma Segura, and Erica Zavala.

Among the many planned tutoring and workshop activities of this semester, the students will have the opportunity to participate in the following job site visits: Page Southerland Page (an architecture firm), State Farm Corporate Agency, and Cage Elementary/Project Chrysalis Middle School. The site visit to Page Southerland Page was arranged by Ms. Gladis Oviedo (an AAP alumna) and by Mr. Arturo Chavez, Senior Vice President and Director of Design. Mr. Chavez is a UH alumnus and has also taught at the UH. The site visit to Cage Elementary/Project Chrysalis Middle School was organized by Ms. Lisa Rodriguez, Assistant Principal and an AAP alumna. This visit incorporated classroom observation followed by a Q&A session.

The guest speaker at the October 2006 student meeting was Mr. Steven Jimenez, an Operations Recruiter in Human Resources with State Farm. Mr. Jimenez spoke about his own experiences in college. He also brought valuable information about State Farm's 2007 Summer Internship Program.

Recently AAP-UH sponsored nine students to attend the Society of Mexican American Engineers and Scientists (MAES) Annual International Symposium and Career Fair held at the Hyatt Regency Hotel in Houston, October 19-21. Mr. Carlos Fernandez, an AAP-



AAP-UH students attending the Mexican American Engineering Society Conference in 2006. Back row (left to right): Carlos Restrepo, Carlos Fernandez; Middle row (left to right): Cruz Carrasco, Harold Gallego, Wendy Morfin, Annais Rangel; Front row (left to right): Daniel Hernandez, Benjamin Mellado

UH senior, is the president of the Houston chapter and has been working for a year on this event.

The Leadership Retreat to be held February 16-18, 2007, at Camp Allen in Navasota, Texas, is in the planning stages.

HIGH SCHOOLS

The first AAP-High Schools student meeting was scheduled on August 16, 2006, with the stated purpose of reviewing the program's senior checklist, the UH application process and freshman requirements, and also informing the students of scholarship opportunities. The following week provided five days of individual meetings with students and Mrs. Maria Cobio, Special Programs Counselor for AAP-High Schools, for academic advising and further college application assistance.

In addition to the regularly scheduled student meetings, the program provided an SAT Mathematics II course of study taught by Mr. Mohamad Elkhatib, an HISD Math and Science Content Specialist from Jesse H. Jones High School. Dr. Joseph Rodriguez, the Director of the Language Acquisition Center at UH, provided another SAT preparation course entitled "Higher Levels of Achievement: SAT Writing and Critical Reading." Dr. Laura Heidel, a Learning Strategies Counselor with UH Learning Support Services, provided two valuable workshops entitled "Getting Ready for College" and "Ignoring Peer Pressure."



Mohamad Elkhatib conducting the SAT Math Workshop for AAP-HS students during the summer.



Dr. Joseph Rodriguez conducting the Young Writers Workshop for AAP-HS students.

This fall the program also provided separate meetings for the male students and the female students geared toward sharing statistics and trends for Hispanic youth in higher education. The goal of presenting this information was to directly motivate the program's students to focus on their educational path and further commit to obtaining a college education. Tatcho Mindiola, Ph.D., presented this information to both groups.

On the night of the Noche Cultural Banquet, the AAP-High Schools students proudly represented their program by assisting with the hosting and seating of guests. This night provides a wonderful opportunity annually for the hard-working students to take a night away from their studies and meet the many people of the greater Houston community who support the program.

Arbona *continued from page 7*

In addition, Arbona has produced technical reports through contracts for the U.S. Department of Education Office of Planning and Evaluation. One of these evaluations, published in 1994, reported on Talent Search, a program helping first-year college students. This report was cited in President Clinton's educational initiative as proof of value for programs for first-year college students.

Not surprisingly, Arbona's professional life includes editorial and review work for journals in her field, such as *The Counseling Psychologist and Cultural Diversity* and *Ethnic Minority Psychology*. In addition, Arbona has presented papers at both international and national conferences.

Arbona is a member of the Latino Faculty Council and served one year as its chair. She says, "I believe CMAS is doing great work reaching out to the Houston community and facilitating access to the UH for Latino youth as well as providing a home for them once they are here. CMAS also provides a home for the Latino faculty on campus by sponsoring interesting programs that help us stay connected, and work towards better services and programs for Latino students at UH."

In 1995 Arbona was awarded the UH College of Education Teaching Award. A year later she was honored by her alma mater, the University of Wisconsin-Madison School of Education Alumni Achievement Award. In 2002 she received the designation of Fellow by the American Psychological Association, Division 17 (Counseling Psychology). All of these awards and recognitions are important to Arbona because they reflect facets of her professional life that she prizes – her commitment to applied research

and her commitment to sharing her knowledge and expertise with those who are becoming the teaching and counseling professionals of tomorrow.

Director's Letter *continued from page 1*

to our Endowment. We sincerely thank Javier and Peter for their ongoing support and are pleased to present photos from the receptions in this issue of Noticias.

We also wish to welcome Rogelio A. Rodriguez from San Antonio to our Endowment Committee. Rogelio is the Senior Vice President and Department Head of Capital Markets–Public Finance at Frost Bank. He earned a Bachelor's degree in Economics from Texas A&M University. We thank Rogelio for his interest in CMAS and look forward to a mutually productive relationship as we work together to ensure the future of CMAS programs.

Also in this issue of Noticias are articles by four university students who are members of the CMAS Academic Achievers Program (AAP-UH). The common thread found in each of the articles is how the academic services provided by the AAP is helping the students achieve their dream of a college education. The stories also contain examples of personal struggles that reveal an amazing tenacity to succeed. Jesus Vigil, a junior Communications major, writes about his difficulties in becoming a successful high school student and of being the first among his siblings to graduate from high school and enroll in college. Viridiana Hernandez, a senior Accounting major, discusses her effort to learn English and enroll in college despite being an undocumented immigrant from Mexico brought to Houston as a child by her parents. Jorge Sanchez, also from Mexico and a senior Communications major, likewise writes about his struggle to learn English and of his aspirations to become a news anchorman on television, while focusing on the importance of internships and networking. Manuel Batrez, a senior Mathematics major, discusses how he grew up near the University of Houston dreaming of attending one day, and how his dream came true through AAP. Each of these students, like the majority of the students in the AAP, comes from modest working class backgrounds and is to be commended for overcoming his or her circumstances and obstacles, and for illustrating that determination is as crucial to achieving a college education as ability and financial support. It is our hope that the articles will inspire support for the AAP and the Center for Mexican American Studies Excellence Endowment Fund.

Tatcho Mindiola, Ph.D.
Director



Sylvia R. Garcia *continued from page 1*

Houston's first Appraisal Review Board. She also ran her own law firm and served as an administrative law judge for the Equal Employment Opportunity Commission.

The year 1986 saw her named both a judge and Night Court Coordinator for Houston's Municipal Court System. Within one year, she was honored by being named the Chief Judge of the Municipal Court System – the first woman, first Hispanic, and the youngest person to serve in that capacity. Her tenure in the job lasted an unprecedented five terms for a total of ten years. In this position she honed her administrative skills by managing a staff of forty-two judges, sixteen administrative support staff, twelve courtrooms and the administration and processing of approximately one million cases each year, along with a multi-million-dollar budget. Her performance brought her many honors, including the American Bar Association's Franklin N. Flaschner Award in 1997, the ABA's highest honor for a judge serving in a court of limited or special jurisdiction. Commissioner Garcia says that she is proud to have won this award from her peers – a professional acknowledgement for successfully leading a legal fight against a strong separatist group using violent tactics targeting judges.

In 1998 a different level of recognition came to Commissioner Garcia as she was elected to the position of City Controller for the City of Houston, the second highest elected position in the City of Houston. Both times she ran for re-election, she was unopposed. Her outstanding job performance garnered the 2001 Distinguished Local Government Leadership Award from the Association of Government Accountants. This particular award was an extraordinary acknowledgement of Garcia's abilities since it was awarded by professionals in the field of governmental auditing to Commissioner Garcia, whose education included the fields of social work and law.

In 2002, Sylvia R. Garcia took on yet another challenge by running for election to Harris County Commissioners Court as Commissioner of Precinct Two. When she took office on January 1, 2003, she became the first woman elected in her own right and the first Hispanic to serve on Commissioners Court.

In her current position, Commissioner Garcia feels that she is able to work using the best of the two arenas represented by her previous positions: the administration of justice, and financial planning and policy-making. In a precinct that is roughly 416 square miles and which holds approximately 900,000 people, she oversees tens of millions of dollars in road and park projects annually. It means a great deal to Commissioner Garcia to be able to make a difference in the daily lives of the almost million people in her precinct by providing direct services, such as street repair, street sign placement, library services, and programs for seniors, veterans, and young people. In her precinct incorporating 15 cities either wholly or partially, NASA, the nation's largest petrochemical complex, and the Port of Houston, the Commissioner is able to address important policy decisions that will influence the future and direction of the region for the next ten to fifteen years.

In sharing her vision for the future, Commissioner Garcia points to the celebration of diversity in the successful and large seniors program in her precinct. In the program, all traditions,

religions, and ethnic identities are celebrated and shared. The emphasis in this program, and in all the Commissioner's work, is on coming together with understanding and a commitment to honor and enjoy the richness of diversity. She says, "What my precinct looks like now, will be what Texas looks like in the future. What we can do now in my precinct, everyone else in the state can do, if they are willing."

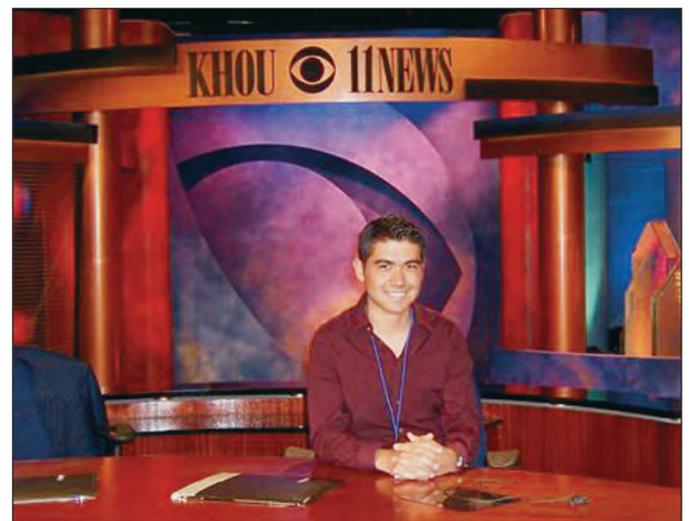
As the Commissioner reflects upon her long friendship with Tatcho Mindiola and her crucial position on the Excellence Endowment/Advisory Committee furthering the education of Hispanics in Houston, she says, "The reason why the CMAS programs with students are so successful with retention is the support and mentoring they provide, with the goal being graduation." She continues with words all of us can take to heart, "For us as Hispanics, the future and the key is education. If we don't do more to ensure that all of our kids make it from first to twelfth grade and beyond, we're in deep trouble. We are the future of Texas. We've got to prepare ourselves and be ready for it. The key is education."

Networking *continued from 4*

kinds of problems.

My experience with Channel 11 has been wonderful. I can't wait to see what comes out of this internship. As for my family's life at home, everything is getting better. We finally have a house with four bedrooms, and we all have jobs. I am working to be the first one in my family to have a college degree. Slowly but surely, we are living the American Dream. We still face struggles with money and trying to pay the mortgage, but I know if I finish college and continue with my career I can help my parents the way they have helped me. I also have the dream of being able to sponsor a scholarship for other Hispanic students so that I can help others the way CMAS has helped me.

AAP has given me the strength to go on with my studies because I know the people there believe in me and want me to succeed.



Jorge Sanchez hopes to be a news anchorman.

My Anchor *continued from 6*

It has been a bumpy road, but I have always had AAP to smooth it out for me. The AAP program has supplied me with tutors, workshops, advice, and a scholarship. A good example of this help has been in situations when I had to have a class in a certain semester but I couldn't get it through the VIP telephone enrollment. I was able to ask Mrs. Treviño to help me, and she was able to straighten out the situation and I could enroll. Without this scholarship, I probably would not be attending the University of Houston right now. The scholarship and program have been my anchors here at the University of Houston these past years.

I am just a few classes away from graduation. I know that I would not have been able to get this far without the AAP program and their full support of me. My mother is planning a big graduation party. She is so happy. Everyone in my family knows that I couldn't have done this without AAP-UH.



Manuel Batrez (first on left) with fellow AAP members Carlos Restrepo, Iris Chapa, and Elizabeth Aleman.

Obstacles *continued from 5*

it not for CMAS' help with the money. Going to college is expensive.

Second, the facilities at CMAS are very helpful. They have computers, a library, and a good environment for studying. Also, I meet people who are like me, and we reinforce each other in our desire to do well and become college graduates. Third, the doors of all the administrators at CMAS are always open, and anytime I have a question or problem, they are there to help or just listen. It is incredible to know people who are as passionate and intense about my education as I am. Fourth is the AAP tutors. My first semesters at the University of Houston were very hard, but every time I needed help the tutors were right there. It didn't make any difference if it was in the evening or the weekends, they were (and are) always available.

The workshops and leadership retreats that the AAP sponsors and which we must attend have provided invaluable information for becoming successful leaders in our community. I also value

them for the bonding and strengthening of friendships with other students in the program. We share our fears and aspirations, and this helps us to get to know each other better. I always return from the retreats feeling motivated and ready to tackle whatever obstacles may come my way. I know they will be there, but I also know that I am better prepared to deal with them not only because I have a college education but also because I refuse to give up.



CMAS Supporter Bob Perry of Perry Homes (second from left) with AAP members Jorge Sanchez, Jesus Vigil, and Viridiana Hernandez.

Tatcho Mindiola, CMAS Director, receives proclamation from Houston's Mayor Bill White.



September 12, 2006, was designated "Tatcho Mindiola Day" by a proclamation from City Hall.

CMAS Faculty Updates, Fall 2006

Gabriela Baeza-Ventura, Assistant Professor of Modern and Classical Languages, published: *La imagen de la mujer en la crónica del "México de afuera."* Ciudad Juárez: Universidad Autónoma de Ciudad Juárez, Serie In Extenso, 2006.

Ivan Bernal, Professor of Chemistry, published the following articles: Mukhopadhyay and I. Bernal, Self Assembled Decameric Water Clusters Stabilized by a Cyano-Bridged Cu(II) Complex, *Crystal Growth & Design*, 6, 363-365, 2006; Ivan Bernal, Uday Mukhopadhyay, Alexander V. Virovets, Vladimir P. Fedin and William Clegg, A previously unrecognised hydronium di-cation in the crystal structure of a cucurbituril derivative, *Chemical Communications of the Royal Society of Chemistry*, London, 2005, 3791-3792; Manas K. Saha and Ivan Bernal, Environment-Controlled Switching Between Cyclic Hexamer and Helical Conformations of a Water Chloride Cluster: An Old Compound Viewed in a New Perspective, *Inorganic Chemistry Communicatins*, 2005, 8, 871-873; U. Muk-hopadhyay and I. Bernal, Self Assembled Hexameric Water Clusters Stabilized by a Cyano-Bridged Tri-metallic Complex, *Crystal Growth & Design*, 5, 1687-1689, 2005. Bernal has also been involved during 2005-06 in setting up a series of academic exchange programs between UH and six leading universities in Poland.

Alice Cepeda, Assistant Professor, Sociology Department, published the following articles: Valdez, A., Kaplan, C., Cepeda, A., and Mata, A.G., Precocious Transitions and Substance Use Patterns among Mexican American Gang Members: A Correlation Analysis, *Free Inquiry in Creative Sociology*, 33(1), 51-62, 2005. Cepeda also made the following presentations: "HCV Risk Factors Among American American Non-Injecting Heroin Using Networks." Society for the Study of Social Problems Annual Meeting, Philadelphia, PA; "Informal Social Control Processes on Adolescent Delinquent Behavior among Two Types of Mexican American Gangs." American Society of Criminology, Toronto, CA; "Brief Strategic Family Therapy: Drug Using Gang Affiliated Adolescents and Their Families." National Association of Social Workers-Texas Chapter, Galveston, TX; "A Paradox of Autonomy and Risk: Substance Use Demands, Negotiations and Dependency Among Mexican Sexoservidores." New School and CUNY Graduate Center; Livelihood and Migration Experiences of Sex Workers on teh U.S./Mexico Border." Johann Wolfgang Goethe-Universitat, Frankfurt.

Irma Guadarrama, Associate Professor of Curriculum and Instruction, edited the following: Guadarrama, I.N., Ramsey, J.M., & Nath, J.L. (Eds.). (2005). Professional development schools: *Advances in Community Thought and Research*. Greenwich, CT: Information Age Publishing Company.

Paul Guajardo, Associate Professor, English Department, published the following articles in the *Encyclopedia of American Ethnic Literature*, New York, Facts on File: Diary of an Undocumented Immigrant, Ramon Perez; Ilan Stavans; and published the following articles in the *Encyclopedia of Multiethnic American Literature*, Westport, CT: Mexican-American Autobiography Thomas Rivera, Ernesto Galarza, Jose Antonio Villarreal. Guajardo also writes a monthly column entitled "The Sailor's Library" for a sailing magazine, *Telltales*.

Sandra Guerra-Thompson, UH Law Foundation Professor of Law and Criminal Justice Institute Director, published The Non-Discrimination Ideal of Hernandez v. Texas Confronts a "Culture" of Discrimination: The Amazing Story of Miller-El v. Texas, 25 Chicano-Latino L. Rev. 97 (2005), reprinted as a book chapter in "Colored Men" and "Hombres Aqui": Hernandez v. Texas and the Emergence of Mexican American Lawyering (Houston: Arte Publico Press, [2006]) Michael A. Olivas, ed.; The Booker Project: The Future of Federal Sentencing, 43 *Houston Law Review* 269 (2006) (invitation). Evading Miranda: How Seibert and Patane Failed to "Save" Miranda, *Valparaiso Law Review* 645 (2006) (by invitation).

Tatcho Mindiola, Associate Professor of Sociology and Director of the Center for Mexican American Studies, was initiated into the Phi Kappa Phi Honor Society on April 2, 2006. Phi Kappa Phi recognizes superior academic achievement in higher education. September 12, 2006, was designated by a proclamation from City Hall as "Tatcho Mindiola Day" in the City of Houston. Mindiola was awarded the Hispanic Heritage Award in Education by the Mayor of Houston on September 14, 2006.

Nicolas Kanellos, Brown Foundation Professor Chair in Spanish and Director of Arte Público Press, received the following awards: Golden Book Award from the Texas Council for Reading and the Bilingual Child, election to the "Wall of Tolerance," chairs Rosa Parks and Maurice Dees, *Hispanic Literature of the United States: A Comprehensive Reference* named an Outstanding Academic Book by *Choice*. The following articles were published: Early Twentieth-Century Hispanic Immigrant Print Culture in the United States, *American Literary History*; Hispanic Intellectuals Publishing in the Nineteenth-Century United Status: From Political Tracts in Support of Independence to Commercial Publishing Ventures. *Hispania* 88/4 (December 2005): 687-692; *El Clamor Público* and Its Place in American Journalism. Article published online by USC Center for Journalism (October 2005); Hispanic Literature of

the United States: The Historical Background, accepted for *The Encyclopedia Británica* (2005). Kanellos published the following reference book entries: *Encyclopedia of Caribbean Literature*. Ed. D.H. Figueredo. Westport, CN: Greenwood Press: Nuyorican Literature (585-588); Judith Ortiz Cofer (596-97); Jesús Colón (182-83); Jesús Abraham "Tato" Laviera (450-51); also in the *Oxford Encyclopedia of Latinos and Latinas in the United States*, Eds. Suzanne Oboler and Deena J. González. NY: Oxford University Press, 2005: Periodicals, Newspapers and Journalists (362-68); Publishers (474-79); Poetry (406-10); Mario Bencastro (169-70); Publishing (479-82); Teatro Nacional de Aztlán (201-2). Kanellos wrote introductions for the following books: *Insularismo: An Insight into the Puerto Rican Character*. NY: Ausubo Press, 2005; *Great Hispanic-Americans*. Lincolnwood, IL: Publications International, 2005. 5-7. Kanellos also served as the consultant for this complete book project.

Rafael Longoria, Professor of Architecture, received the Service Award and Presidential Medal from the Association of Collegiate Schools of Architecture.

Delilah Montoya, Assistant Professor of Art, participated in the following Solo Exhibitions: 2006 Women Boxers: The New Warriors. The Mackinney Avenue Contemporary, Dallas, TX; 2006 Women Boxers: The New Warriors. Patricia Correia Gallery, Santa Monica, CA; 2006 Women Boxers: The New Warriors. Project Row Houses, Houston, TX. She participated in the following Group Exhibitions: 2006 Contemporary Art Houston; Shanghai Art Museum, Shanghai, China; 2006 Caras Vemos, Corazones no Sabemos: the Human Landscape of Mexican Migration to the United States, The Snite Museum of Art University of Notre Dame, Notre Dame, IN. She had the following publications: 2006 Women Boxers: The New Warriors. Delilah Montoya, Arte Publico Press; 2006 Caras Vemos, Corazones no Sabemos/ Faces Seen, Hearts Unknown, Amelia Malagamba, Gilberto Cardenas University of Notre Dame. 2006 FotoFest 2006 The Earth Artists Responding to Violence, FotoFest Inc., Houston, Texas. She was awarded the following grants: 2005 Cultural Arts Council of Houston and Harris County 2005 Small Grants, *Women Boxers: The New Warriors*.

Michael Olivas, William Bates Distinguished Chair of Law and Director of the Institute for Higher Education Law and Governance at the UH Law Center, edited the following book: "Colored Men" and "Hombres Aqui": *Hernández v. Texas and the Emergence of Mexican American Lawyering*, (Houston: Arte Publico Press, 2006).

Monica Perales, Associate Professor of History, has been awarded the Summerlee Foundation Fellowship for the Study of Southwestern America by the Clements Center for Southwest Studies at Southern Methodist University for the 2006-07 academic year.

Romilia Ramirez, Assistant Professor of Psychology, was awarded the 2006 Paul H. Henkins Memorial Scholarship Award for Excellence in Applied Research for the paper presentation entitled "The Development of English and Spanish Reading Skills of Students in Bilingual Education Classrooms." The award was given by the National Association of School Psychologists.

Augustina H. Reyes, Associate Professor of Education Leadership, published *Discipline, Achievement, and Race: Is Zero Tolerance the Answer?* in 2006, Lanham, MD, The Rowman & Littlefield Publishing Group. She has also published the following articles: Criminalization of student discipline programs and adolescent behavior, *St. John's School of Law Journal of Legal Commentary*, Vol. 21, No. 1; Texas state compensatory education, *Journal of Education Finance*. (Vol. 31, No. 3, pp. 427-443). Reyes also published the following book chapters in the *Encyclopedia of Educational Leadership and Administration*, Fenwick English, Editor, Sage Publication: Careerstages; Centralization/decentralization: School budgeting; Clinical education; Contingency theories; Discipline in schools; Expulsions of students in schools; Suicides in schools; Latinos: Issues in principal preparation.

Guadalupe San Miguel, Jr., published the following article: The Impact of Brown on Mexican American Desegregation Litigation, 1950s to 1980s, *Journal of Latinos and Education*, 4, 4 (2005): 221-236.

Avelardo Valdez, Professor, Graduate School of Social Work, published the following articles: Cervantes, R., Duenas, N., Valdez, A. and Kaplan, C. (2006). Measuring Violence Risk and Outcomes Among Mexican American Adolescent Females. *Journal of Interpersonal Violence*, 21 (1), 24-41; Valdez, A. (2005). Mexican American Youth and Adult Prison Gangs in a Changing Heroin Market. *Journal of Drug Issues*, 35 (4), 842-867; Valdez, A., Kaplan, C. D., Cepeda, A. and Mata, A. G. (2005). Precocious Transitions and Substance Use Patterns among Mexican American Gang Members: A Correlation Analysis. *Free Inquiry in Creative Sociology*, 33(1), 51-62; Valdez, A. and Flores, R. (2005). A Situational Analysis of Dating Violence Among Mexican American Females Associated with Street Gangs. *Sociological Focus*, 38(2), 95-114; Petersen, R. and Valdez, A. (2005). Using Snowball-Based Methods in Hidden Populations to Generate a Randomized Community Sample of Gang Affiliated Adolescents. *Youth Violence and Juvenile Justice*, 3 (2), 151-167.

Peter Brown's Reception

From left to right: Tatcho Mindiola, CMAS Director, Carlos Sharpless (Popular Securities), Jorgina A. de Franzheim, community activist, City Councilman Peter Brown, and Antonio Grijalva (Grijalva & Allen)



The plate that City Councilman Peter Brown is holding is part of a larger painting by Luis Jimenez entitled Reflejo del Chuco.



◀Left to right: Alex Sanchez (in back), Vanessa Perez, Jesus Vigil, Lourdes Aguinaco, Mayra Moreno, Viridiana Hernandez, and Jorge Sanchez, AAP-UH students, City Councilman Peter Brown (center)



Karin McClurg of Wachovia Bank and David Ruiz of Bank of America



From left to right: Chris Brown, Yolanda Londono of JPMorgan Chase, City Councilman Peter Brown, Lourdes Aguinaco and Mayra Moreno (AAP-UH students), Arturo Michel, City Attorney, Laura Jaramillo of Wells Fargo, David Ruiz of Bank of America and Rick Jaramillo of Bank of America



John Antel, UH CLASS Dean, addresses attendees at the reception.



From left to right: City Councilman Peter Brown, Viridiana Hernandez, AAP-UH student, Henry Pastrano of State Farm, and Lourdes Aguinaco, AAP-UH student

Javier Loya's Reception



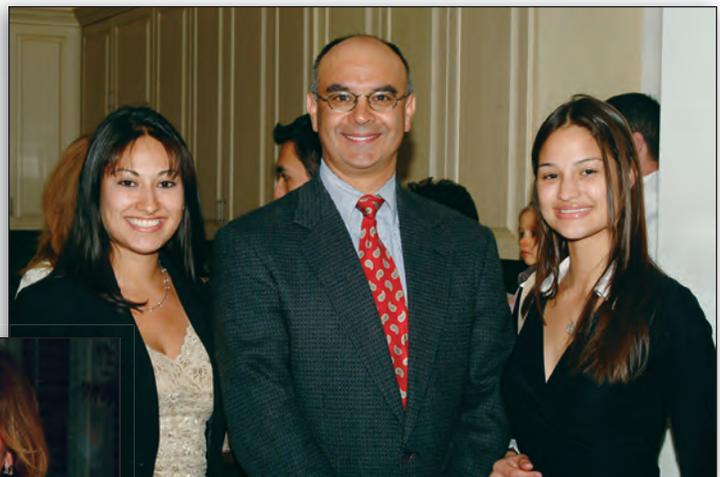
Left to right: Gracie Saenz of Oppel, Goldberg & Saenz, Jesus Vigil and Vanessa Perez, AAP-UH students, and Laura Murillo of Hermann Memorial Foundation



UH President Jay Gogue and Javier Loya, Chairman and CEO of CHOICE! Energy



Roman Martinez of Fiesta Cabs, his wife Diana Davila Martinez, and Tatcho Mindiola, CMAS Director



Mayra Moreno, AAP-UH student, State Representative Rick Noriega, and Vanessa Perez, AAP-UH student



From left to right: Juanita Elizondo of Fiesta Mart, Inc., and Cyndy Garza Roberts of H.E.B.



Kathryn Butcher of Wells Fargo and Tatcho Mindiola, CMAS Director



From left to right: Javier Loya of CHOICE! Energy with his wife, Lucinda Loya, Cindy Mindiola of Exxon/Mobile with her husband, Tatcho Mindiola, CMAS Director

KUDOS

Congratulations to the following Academic Achievers Program students who made the Honor Roll at the end of the Spring 2006 semester at **Austin High School**:

Melina Alvarez

Eva Briones

Joel German

Ninive Gonzalez

Laura Hernandez

Sanjuanita Mottu

Claudia Paez

Karen Perez

Rene Ramirez

Susan Solis

Congratulations to **Sanjuanita Mottu**, a senior at Austin High School, who was recently awarded a college scholarship for \$12,000 by Houston Children's Charities.

Congratulations to the following Academic Achievers Program students who made the Honor Roll at the end of the Spring 2006 semester at the **University of Houston**:

Lourdes Aguinaco

Elizabeth Aleman

Vanessa Calderon

Melissa Duran

Carlos Fernandez

Juan Garcia

Edith Guerra

Vanessa Guerrero

Yesica Meza

Efigenia Morales

Mayra Moreno

Nathalie Ortiz

Monica Martinez

Tania Puentes

Freddy Rodriguez

Jorege Sanchez

Congratulations to the following Academic Achievers Program students who participated in internships during the summer of 2006:

Cruz Carrasco in the NASA Summer Internship Program

Carlos Fernandez at Chevron

Jorge Sanchez at Channel 11

Flor Sifuentes at Memorial Hermann in the TIRR Outpatient Therapy Services and Challenge Program.

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