

THE LANSING MEXICAN-AMERICAN
COMMUNITY: A STUDY OF GENERAL
PROBLEMS AND THE AUDIENCE FOR
THE RADIO PROGRAM, "VARIEDADES EN
ESPAÑOL" AND THE TELEVISION
PROGRAM, "LA REVISTA"

Thesis for the Degree of M. A.
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RAMON L. MERLOS
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ABSTRACT

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By

Ramón L. Merlos

This study attempted to analyze the intended audience for two Spanish language programs produced and broadcast by Michigan State University. Interviews were conducted with 209 Spanish-speaking people in the Lansing, Michigan area.

The first part of the study intended to find out what are the main needs and problems of the Spanish-speaking Lansing Community and what solutions are suggested. Education, housing, employment and discrimination were the most frequently mentioned problems. More interest on the part of the government and more employment for bilingual people were the most frequently mentioned solutions. Respondents also indicated the Community leaders who were most conversant with the problems. The leaders mentioned come from all walks of life: politics to agriculture, social workers, barbers, priests, ministers, civil rights, business, arts, school, government, service class and mass communication. The most

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frequently-mentioned leaders will be asked to participate in a panel for content suggestions and evaluation of the programs. Both programs serve a very high percentage of the potential Spanish-speaking audience. The great majority came from Texas or Mexico. All segments of the programs had a substantial following. The music offered in both programs is the dominant attraction, but the information sections were also highly valued.

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"Non nobis, Domine, non nobis,
sed tibi gloria sit" (Ps.)

CHAPTI

I.

II.

III.

IV.

APPEND

A.
B.
C.
D.
E.
F.
G.
H.
I.

TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION	1
General Background.	4
II. PROCEDURES	12
III. FINDINGS	15
1. "La Revista" Program	15
A. Viewership.	15
B. Program Format.	16
2. "Variedades en Español" Program.	19
A. Listenership.	19
B. Program Format.	21
C. Broadcast Time and Day.	22
3. Investigation of Community Problems.	23
A. Community Needs and Solutions	23
B. Demographic Characteristics	25
IV. CONCLUSIONS.	26
1. "La Revista"	26
2. "Variedades en Español".	28
APPENDICES.	31
A. English Translation of Questionnaire	31
B. Spanish Translation of Questionnaire	39
C. Interview Data	46
D. Instructions for Interviewers.	47
E. Most Liked Features.	49
F. Suggestions to Improve Program	50
G. Definition of Needs.	52
H. Definition of Solutions.	53
I. Most Mentioned Persons as Leaders.	54

TABLE

I.

II.

III.

IV.

V.

VI.

LIST OF TABLES

TABLE	Page
I. Spanish-speaking audience for "La Revista". . .	16
II. Program elements volunteered as most liked by viewers	18
III. Lansing area Spanish-speaking audience for "Variedades en Español"	20
IV. Program elements volunteered as most liked by listeners	21
V. Preferred time schedule	22
VI. Community problems.	24

CHAPTER I

INTRODUCTION

There are two Spanish language programs in the broadcasting services offered by Michigan State University: "La Revista", a weekly half-hour TV program with news, entertainment, music, reports and stories for the Mexican-Americans living in the Central Michigan area and "Variedades en Español", a one-hour radio program with music, news and information for the same audience.

"La Revista" is a program that began broadcasting in the fall of 1968. Its purpose was to serve the whole Spanish-speaking population and originally it had the name of "La Revista Latina". It had more or less the same format as at present. However, due to the fact that "La Revista Latina" attempted to cover so much of South and Central America, there was protest from the Mexican Americans who: a) did not understand the high type of language used by most of the broadcasters who, by the way, were either from Peru, Argentina or Mexico, b) were not interested in the type of news that did not concern them directly, and c) wanted more of the Mexican-American culture and music performed by their own

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people. On the other hand, the non-Mexican-Americans who comprise less than 5% of the population, demanded more of their own news, music, and culture in the program.

With these two alternatives WMSB had to make a decision: either to satisfy the minority of the Spanish speaking, non-Mexican-American population or the 95% who are Mexican-Americans. The decision was in favor of the latter and so in the 1969-1970 season the Spanish language program was changed significantly. The name of the program is no longer "La Revista Latina" but "La Revista" instead. The Aztec Calendar and the triangular shape which is typical of Mexican art and architecture characterize the setting of the program.

"Variedades en Español" has been on the air less than six months and it already shows the great influence that it is having on the Mexican-Americans who have been very receptive according to the results of the present study.

In the most general sense, this study represents an attempt to determine the effect of the programs in the Mexican-American community and to lay the groundwork for establishing an advisory panel for continuing consultation and evaluation of the programs.

More specifically, the survey was designed to determine: 1) the size of the audiences for the two programs, 2) what aspects of the programs are most appreciated, 3) suggestions for desired content not now being presented, 4) the most desirable broadcast time, 5) how people learned about the

radio program (for promotional purposes), and 6) the desirability of additional programming.

It was also intended to determine the special problems and needs of the Mexican-American community so that the programming might be designed to most effectively serve its intended audience. Respondents were further asked to identify leaders in the community whom they thought were most representative of their interests. The intention was to identify, in an unbiased way, a pool of Mexican-American community leaders, who might be later called upon to make program suggestions and evaluations.

It was difficult to locate anything on the listening habits of the Mexican-American audience in Lansing. In 1969 Grafton Trout, Associate Professor of Sociology at Michigan State University, conducted a general study in the communication media for the whole state of Michigan. It did not break out the Lansing area. Trout's general findings on mass communication behavior will be mentioned in one of the following sections. The study reported here deals with the two programs, "La Revista" and "Variedades en Español", which have been in existence for less than two years in an area where no similar service existed before. This is the first analysis of the audience for these programs. The collaboration of bilingual interviewers and community workers and students acquainted with the Mexican-American community made the study possible.

General Background

Mexican-Americans constitute the second largest minority group in the United States. Altogether they number some 10,000,000. If we add to this the rest of the Spanish people coming from South America, Central America and Spain, we arrive at a figure of Spanish-Americans close to 13,000,000. About 6,000,000 are Mexican-Americans located primarily in the Southwest. Texas and California alone have more than 2,000,000 each, with considerable concentrations in the states of Arizona, Colorado and New Mexico, and also in cities like Chicago, New York, Lansing and Kansas City.

Spanish-Americans, direct descendants of the original Spanish settlers, are found mostly in northern New Mexico, southern Colorado, northern California, and parts of Nevada and Utah. They account for some 200,000. There are approximately one and a half million Puerto Ricans, located mostly in New York City, but also there is a great number in other areas such as New Jersey, New York, Massachusetts, Connecticut and Chicago. Cubans number about 500,000, two-thirds of whom are located in Miami, and the rest scattered throughout the country. Flights from Cuba bring about 1,000 every week. Most of them are immediately relocated outside of the Miami area, but eventually many of them resettle at this most Cuban of United States cities. The remaining million

and a half Spanish-speaking represent all of the other Latin American nations. They are either recent arrivals or second generation. It is doubtful whether any United States city with more than 100,000 does not have a sizeable population of Spanish speaking people.

Michigan is one of the states having a very heavy population of Mexican-Americans with 150,000 the year around and close to 200,000 during the summer.¹ The population of the Mexican-American alone in the Greater Lansing area (Ingham county) is more than 13,000 persons, more than 1,200 families in the metropolitan area of Lansing.² The population is continually growing, due in part to many of the migrant families which finally decide to become established in the city. Also, many families arrive directly from Mexico when another member of the family is already a resident of the city.

For more reasons than one it would be inaccurate to regard these 13,000,000 Hispanic-Americans as a foreign community. Close to 90 percent are United States citizens.

¹Based on Michigan Civil Right Commission estimate of Mexican-Americans in the state of Michigan.

²Population estimate for the greater Lansing area as reported by the Lansing City Demonstration Agency, Model Cities Program.

Contrary to popular belief, immigration from Latin America, except for the quite exceptional case of Cubans, may now have reached an all time low. As of July 1, 1968 the new United States immigration law puts a limit of 20,000 immigrants from any single independent country in one year, with a total allowable of 120,000 for the Western Hemisphere which was formerly under non-quota classification and had no numerical limit.³ Since 1930, immigration from Mexico, has not exceeded the 1963 peak of 55,986 for a twelve month period.

The main reason for the non-foreign character of the Spanish-speaking people in the United States is the obvious and undeniable historical fact that they were here first. They were here long before the Pilgrims or Puritans made their appearance. Robert Frost's famous line may legitimately be reversed by Mexican-Americans: "The land was ours before we were the land's". Unfortunately, it was by military conquest that the first Spanish-speaking United States citizens became the land's. Former Mexican and Spanish citizens were left no choice by their defeat in the Texas War of Independence of 1836, the Mexican War of 1946-1948 and the Spanish-American War of 1898. History teaches us that conquered people end being alienated and slaves of their conquistadores. Eventually a stereotype builds around them: simple, nap, mañana, childlike, piñata, and the timely application of legal and

³Immigration Laws of the United States; Immigration and Nationality Act of 1952 (166 Stat. 163), as amended.

economic force by the wielders of power when the assertion of cultural deviancy transcends the restraint of a society committed to melting differences away. It is not my intention to discuss the fact of acculturation that has led to "the melting pot" that comprises the whole United States. However, it should be known that the Mexican-American has been here long before the Irish-American, the German-American, the Italian-American, the French-American or the Russian-American, but only he remains a hyphenate--"Mexican-American". Maybe this is due to the fact that a continuous flux of immigration comes every year from Mexico and Latin America, or maybe it is because the Spanish-speaking people are deeply rooted in their own culture which is older than the one the United States has vainly tried to impose on them.

The ranks of conquered people were later swelled by several waves of refugee immigrants. As early as 1910-1925 Mexicans fled to the United States from the Revolution and its aftermath, and as late as 1959-70 of Cubans abandoning their island to Castro's Marxist experiment. Other waves of Mexican and Puerto Rican immigrants have come and gone since the 1920's, according to the United States demand for cheap agricultural and factory labor. "Prestige" immigration from Latin America has been minimal. The fact still remains that even the professional people had to start from scratch since all of them came from a country where English was not the official language.

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In the melting-pot process of the United States, there is a willingness to accept foreign holidays, foods, and some expressions of speech. However, it is assumed that every acculturated American shares certain core values with the rest of the population. His behavior must be comprehensible and predictable in most situations. Every American is expected to have maximum faith in America, science, and progress. Any ethnic group that fails to display these three tenets of faith will remain outside the mainstream of American life and will be designated by a distinctive label. If such a group is distinguished by recognizable physical gestures or reliance on a foreign language, the process of assimilation may be further slowed.

Today, the Mexican-Americans are undergoing acculturation in the American melting pot but many seem to be well-insulated against the melting process. They cherish much of their Mexican cultural heritage as too precious and universally valid to be abandoned. Many Americans, on the other hand, are recognizing the value of this position and instead of pushing for acculturation, they are in favor of a biculturalism as well as for bilingualism.⁴ This indeed seems to be a more realistic and humane solution to the problem of our Mexican-American citizens. It is commendable that the United States federal government is looking with more favor

⁴Report from Mexican American Affairs Unit, August 1969. United States Department of Health, Education, and Welfare, Office of Education.

on the bilingual system.⁵ It is hoped that over the years this will bring both elements to a mutual understanding and appreciation.

De facto, it was found in the State of Michigan that the majority of adult Mexican-American heads of household are bilingual. Almost all speak at least some English (men, 97%; women, 93%). Adults tend to speak Spanish when they speak to other adults and English when they speak to their children. About one-third of the adult population claims to speak both English and Spanish with equal frequency. Bi-literacy among Mexican-Americans is also high, although it is not as common as bilingual ability. However, more people are able to write English than Spanish, and a greater number prefer to read in English than in Spanish. Nevertheless, the great majority of adult people can write Spanish. This is not so with the children who may lose the bilingual treasure unless the Michigan schools continue the bilingual programs. There are many children who still speak, read and also write Spanish, but this is due to the fact that they were in a Spanish country for at least a period of six years. According to the Trout study, when given the choice, literate heads of household in Michigan prefer reading in English as opposed to Spanish by a ratio of about six to four.

Mexican-American adults in Michigan are frequent users of the principal media of mass communication. They listen to

⁵Ibid.

radio or view television as often as, if not more than, non-Mexican-Americans in urban centers of the state. Their use of newspapers and magazines, although less frequent than among the rest of the population, is nevertheless widespread. Finally, the Spanish language radio programs which are broadcast once or twice a week over stations in most of the counties are listened to by a heavy majority of the Mexican-Americans.⁶ The present study on "Variedades en Español" (radio program on WKAR-AM, Michigan State University) and "La Revista" (television program on WMSB, Michigan State University), bears this out.

The problems and opportunities for serving the Spanish-speaking community are outlined by Eduardo Moreno, a pioneer in Spanish language programming.

The Spanish-speaking market in radio and television is in dire need of self evaluation, if not for ethical or legal reasons, at least for reasons of survival. Its audiences are diminishing, loyalties are changing and there is a concerted effort, nationally, to get the monolingual person out of his state of ignorance and supposed bliss. Things must change radically in the areas of service to the community and protection of the consumer and the educational broadcaster will have to step in to help fill the vacuum. The more aggressive local leadership is already talking of more determinate steps to attract the attention of the federal regulatory agencies, especially the Federal Communications Commission. So the time for action is now. Experience in non-commercial broadcasting shows, at present, many vehicles already tried in radio for community development with interesting results. The British Broadcasting Corporation is a world model in this field. Our own Voice of America prepares for international presentation,

⁶Grafton Trout, "Language, Literacy and Exposure to Mass Media" (unpublished study, 1969).

good quality, non-commercial broadcasts, which can be easily duplicated by a local station. Mexico, Colombia and Bolivia are, among the Latin American nations, excellent examples of the good use of radio and television for educational and community purposes.

In the Spanish-language market, the most pressing needs are for general and consumer education, and for development of local leadership, as well as for services to the community groups. The improvement of intercommunity dialogue, the dissemination of information on good and adequate nutrition, and on health matters and the recognition of the cultural contributions of the minority groups are other important areas of concern.

While the vehicle is person oriented, it will nevertheless require total community participation. A determined merchandising and community relations effort can help it acquire its status of "our own thing". To serve implies a projection beyond oneself, and our Spanish-language communities in the United States are very much in need of such an effort, especially from radio.⁷

⁷Broadcasting and Social Action. National Association of Educational Broadcasters, Washington, D. C., November 1969. "The Spanish Language Market: Promises, Premises and Possibilities" by Eduardo Moreno, pp. 41-46.

CHAPTER II

PROCEDURES

It was impossible to design a probability sample of Mexican-Americans in the central Michigan area. No complete frame, or list, existed. After exhausting all other possibilities, the greater Lansing telephone directory was combed, name-by-name for all Spanish surnames. This provided a convenient list for a telephone survey but, of course, it contained a bias that probably over-represented the better established, higher income families. To reduce the telephone bias, somewhat, it was decided to interview whoever answered the phone. This increased the likelihood that we would reach some of the persons who were unlisted, where two or more families were using one telephone.

A sample was drawn systematically from the list. The starting point was selected randomly and names were taken at a fixed skip interval to exhaust the list and complete a sample of 250. Interviewers completed calls to 209 respondents. The remaining 41 were not at home after repeated callbacks, or had moved. None of the sample who were reached refused to cooperate although some did not answer every question.

Interviewers were instructed to attempt to obtain an equal number of men and women. The actual proportion was 55% men, 45% women. Since it was considered desirable to get a sampling of teenagers, all persons responding to the phone call were interviewed other than youngsters, as indicated by the voice.

An English translation of the questionnaire is included as Appendix A; the Spanish translation is Appendix B. It was written originally in English, translated to Mexican-American Spanish by the author and then translated back to English by still another person. The two English versions were then compared--the original and the back-translation. Minor differences were resolved by the two translators and the questionnaire was reproduced in both Spanish and English. Interviewing was all done in Spanish, unless the respondent indicated a preference for using English. Only 16 percent of the respondents elected to do so.

The instrument was pilot-tested with ten persons. A few minor changes were made as a result.

The interviewer introduced himself as representing Michigan State University in a study of community needs and interests. No mention of the special interest in the Mexican-American community and radio or television programming was made at this point.

The questions opened with an easily-answered item about residence in the area. This was followed by the sequence on

community needs, and then the question on community leaders. The remaining questions were about the two programs and scheduling.

Most of the questions had a discrete number of possible responses which could be checked off by the interviewer (although they were not actually read to the respondent). These were precoded.

Some questions were open end. Each of these were coded by at least two persons according to a category system that accommodated most of the responses. The codes were then written on the questionnaire prior to key punching. Therefore all responses were punched directly from the questionnaire, without any intermediate steps, minimizing error in transfer.

Twelve interviewers, seven men and five women, made the calls. All were bilingual. They were contacted individually by the author who explained the procedures and left a printed set of instructions. Names and occupations of the interviewers are listed in Appendix C; the instructions in Appendix D.

Original calls and callbacks were made over a period of four days in January 1970.

CHAPTER III

FINDINGS

1. "La Revista" Program

A. Viewership

A total of 85 percent of the respondents had been exposed to "La Revista". Of the 15 percent who had not seen the program, only three percent knew about the program. Eleven percent claimed no knowledge of the program. (Two people did not respond to the question.) It is perhaps important to mention that the program had only been on the air for the 1969-70 season for 10 weeks at the time of the survey.

It can be inferred that more than 11,050 persons have seen the program¹ in the greater Lansing area. The station coverage area also includes communities such as Battle Creek, Jackson, and St. Johns, where there is a large Mexican-American population. Including these areas would no doubt substantially increase the audience, although promotion has not been as heavy outside the Lansing area. Of the people

¹This figure is the 85 percent of the population estimate for the greater Lansing area as reported by the Lansing City Demonstration Agency, Model Cities Program.

who had viewed the program, 81 percent said they tried to watch every week. For the entire sample, including those who did not know about the program, the percentage of people attempting to watch every week is 68.

Table I.--Spanish-speaking audience for "La Revista".

	Percentage of total sample (n = 209)	Projected Lansing area
People exposed to "La Revista" at least once	85	8500
View "La Revista" weekly	68	6800

B. Program Format

Thirty percent simply answered that they liked everything in the program, or that they were satisfied with the entire format. Some persons made the comment that before they had nothing in Spanish and the mere fact that "La Revista" was on the air meant a lot to them. Of the 70 percent who specified something as the most liked, the following results were obtained. When asked to identify things most liked about the program, most respondents were willing and able to volunteer some segment or aspect which they received favorably.

11

The section most liked was music. They seem to like all kinds of music, especially Mexican music and Mexican style music from Texas. Seventy-one percent of the people who had seen the program mentioned specifically that they like it.

"Revista Reports" drew 57 percent mentions. This section includes interviews with different leaders of the community or with persons who have prominent positions and want to convey information to the Mexican-American people via the program.

There were 56 percent of the viewers who mentioned that the program is in Spanish. This does not mean that the other respondents did not appreciate the fact that "La Revista" is in Spanish; it simply means that they were specific in mentioning that it is in 'Spanish'.

In the "Revista Calendar" segment, information and news is provided. There were a large number of people asking for more news from Mexico and Latin America as well as for more social news. Forty percent mentioned this segment.

Another program department is named "Ask Revista". Specific problems are treated at the suggestion of the public; subjects such as cyclamates, license plates and civil defense are treated. Thirty-eight percent of the viewers like this section.

Finally, for the department called "Children's Stories" there were 37 percent of the viewers mentioned that they liked the fact that there are some stories for their children.

Table II.--Program elements volunteered as most liked by viewers.

Program Departments	Number of mentions	Percent of people who had seen program; mentioning item
Music	128	71
Revista Report	101	57
Spanish Language	99	56
Calendar	71	40
Ask Revista	67	38
Children Stories	58	37

Other miscellaneous comments about "most liked" features are included in Appendix E. Only five percent of the respondents mentioned dissatisfaction with specific segments of the program. Some of these comments included: "Too short"; "Better pronunciation"; "Not so much repetition"; "Not enough news"; "More music and dances"; "More music--you are giving the impression that the only Mexican music is 'Conjuntos'"; "It is not in color"; "News"; "Prefers the lady who announced last year", etc.

Twenty-six percent suggested ways to improve the program. These comments did not fall easily into general categories. They are reproduced in Appendices E and F.

2. "Variedades en Español" Program

A. Listenership

A large, regular pattern of listenership was found for "Variedades en Español." Almost six out of ten (57%) of Lansing's Spanish-speaking residents say they have heard the program. Sixty percent of the listeners say they hear the program every week; 80 percent listen at least every other week. Assuming the sample is representative of the Lansing area Mexican-American population, these figures project to a weekly Lansing, teenage-adult audience of 3300 people and a cumulative audience for a two-week period of 4500 (see Table III, on the following page).

The survey area includes only a portion of the coverage area of the station. There are approximately 100,000 Mexican-Americans within the coverage area.¹ If there is a similar interest in the program throughout the coverage area the audience could be very large; perhaps as high as 50,000 listeners.

A large number of respondents (25% of the sample) said they would listen to the program if they had known about it. This is a valuable finding in that it suggests the audience might be broadened significantly by further promotional efforts. Continued broadcasting of the program would no

¹Based on a Michigan Civil Rights Commission estimate of Mexican-American residents projected to the grade B coverage contour of WKAR-AM.

Table III.--Lansing area Spanish-speaking audience for
"Variedades en Español".

	Percentage of total sample	Lansing area projection*
Listen every week	33	3300
Listen every other week	12	1200
Listen once per month or less	12	1200
Would listen if had known about program	25	2500
Knew about program and did not listen, or did not know and would not listen	17	1700

* These figures are based on a population estimate of 13,000 Mexican-Americans in the greater Lansing area as reported by the Lansing City Demonstration Agency, Model Cities Program.

doubt eventually attract many of the potential listeners.

The program had only been on the air 20 weeks at the time of the survey; hardly enough time to develop a well-established listenership and for extensive word-of-mouth promotion within the Mexican-American community. It should be noted that the latter was the major source of original awareness of the program. Forty-four percent of the listeners first learned of the program from friends and relatives; twenty-eight percent from the bulletin of Lansing's Cristo Rey Community Center. The remainder discovered the program through other channels including posters and newspapers.

B. Program Format

When asked what they liked about "Variedades en Español", more than three-quarters of the listeners volunteered "music". The Texas-American music played on the program which is relatively unavailable from other area radio stations, is apparently appreciated by listeners. Earlier studies of media habits of Michigan Spanish-speaking people reveal a desire for the presentation, through the mass media, of news of local and community events. And more than half (57%) of the "Variedades en Español" listeners cited the regular community news reports as an element they "liked" about the program. Thirty percent mentioned the program's frequent interviews with community leaders.

Although more than ninety percent of Michigan's Spanish-speaking people consider themselves bilingual, a large number of listeners (40%) specifically mentioned that they appreciated the program because it is presented in the Spanish language.

Table IV.--Program elements volunteered as most liked by listeners.

Program Elements	Percent of Listeners Mentioning
Music	76
News	57
Spanish	40
Interviews	30
Announcers	26
Recipes	19

C. Broadcast Time and Day

An attempt was made to determine how many respondents to the survey would listen to the program more regularly than once a week, and also to discover the best days and times for broadcast of the program.

Ninety percent of the regular listeners and those who said they would listen to the program if they had known about it expressed an interest in a daily program for Spanish-Americans on WKAR.

The most popular (41%) broadcast time for Saturday was late morning, the regular time for the present program. Early afternoon seemed to be the best time (27%) for Sundays, although no time period drew a majority. Early morning (17%) and late afternoon (58%) were the most favored times for week day broadcast. It should be noted that only five percent felt that no time on Saturday would be convenient for listening, and seven percent found Sunday unfavorable.

Table V.--Preferred time schedule.

	Saturday (base=181)	Sunday (n=188)	Daily (n=172)
Early morning	15%	16%	17%
Late morning	41	19	10
Noon	9	14	8
Early afternoon	12	27	7
Late afternoon	17	18	58

3. Investigation of Community Problems

A. Community Needs and Solutions

An attempt was made to ascertain the most significant community needs to provide more appropriate guidelines for the preparation of both programs. All of the Spanish-Americans surveyed, including non-listeners, were asked "what . . . are the most important problems in the Lansing area that concern the Spanish-speaking community?"

Clearly the most frequently mentioned problem (50%) was the need for a more appropriately structured public school system to provide adequate education for its students and preparation for advanced schooling, either technical or college. "Education" was cited more than two-to-one over any other need mentioned by the respondents.

Three other needs received the attention of about one-quarter of those questioned. The increasing cost of living and the burden it places on the lower income groups (25%), the lack of adequate housing (23%), and the scarcity of appropriate employment opportunities (21%) were all identified as major problems of the community (see Table VI on the following page).

Other, less frequently mentioned, problems were: racial discrimination, community political and cultural unity, lack of representation in local and state government, narcotics, Mexican-American youth, and adequate child care for working mothers.

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Table VI.--Community problems.

Problems	Percentage mentioning (n=149)
Education	50
Cost of living	25
Inadequate housing	23
Poor employment opportunities	21
Racial discrimination	14
Lack of community unity	11
Poor governmental representation	5
Miscellaneous	19

The interviewers also asked if the respondent could quickly suggest some potential solutions to these community problems. One-third of those responding cited a more effective community organizational structure to develop unity among Mexican-Americans. Twenty-five percent thought more interest by the local and state governmental representatives, who are not Spanish-speaking, would help alleviate many of the problems. About one-fifth (21%) felt the problems of inadequate education could be solved, in part, if the parents would encourage their children to continue their schooling as long as possible. Twelve percent cited the need for a recognized community leader and more job opportunities for bilingual people as solutions to the problems they had identified.

B. Demographic Characteristics

A large number (71%) of the respondents to the survey could be considered long-time residents of the community (more than five years); only nine percent reporting having lived in the area for less than one year.²

Almost half (47%) of those surveyed came to Lansing from Texas. This finding is of particular significance in news programming. Twenty-eight percent were from other areas of the United States, while seventeen percent reported their prior residence as outside the country.

²This no doubt reflects the telephone bias--telephone homes within the Mexican-American community probably representing established families.

CHAPTER IV

CONCLUSIONS

1. "La Revista"

"La Revista" has established a substantial regular audience in spite of the fact that it is not on the air during prime time. On the other hand, it may owe a part of its audience to the unavailability of network favorites at the time it is offered. In any case, in reaching approximately two-thirds of its potential audience weekly, it is achieving an extremely high exposure to an audience not likely to be frequently tuned to an "educational" channel associated with a university.

There is a small but significant number who did not know about the program. Further publicity could increase the audience to nearly the entire potential audience. For this purpose, there are several local newspapers that are read by the Mexican-American in addition to radio programs that currently exist in the area.

It is evident that the Mexican American people like the Mexican and Texas music very much. As mentioned, 47 percent came from Texas before settling in Michigan.

The news as well as the reports are also appreciated and requested by the people. Nevertheless, there are some persons who have suggested that there be more local news and also news of importance from Mexico. In two of the appendices this can be readily seen. There are, on the other hand, many suggestions and new ideas that can be used in the program for improving it including experimentation with some new sections.

It is of the utmost importance that this type of study be continued. At least that it be done once each year to find out what the public thinks concerning the program. It has the added advantage of letting the people in the sample know that this is their program and that the station is interested in knowing what they think. By means of this study many things of interest have been ascertained. It not only revealed the fact that a large group of persons view the program but supplied such information as the following: what the public liked most, what they wanted to see on the program and what things they did not like. In addition, the study identified major needs of the community. These can serve as a guide to future programming. The community has been brought closer to the station as a result of the study. This has been an interesting dialogue between a sample of people and their program.

It would certainly be advisable that the station maintain contact with those who were identified as leaders of the community by the respondents. There should be a periodic

interchange for the purpose of obtaining their opinion about the program and providing them an opportunity to present their ideas and suggestions for program content. Perhaps this can be done by inviting them to the station frequently and permitting them to preview a program and discuss ways of modifying it for the better.

2. "Variedades en Español"

In many ways the radio program "Variedades en Español" can be termed a success. Surely the fact that a program which has attained a fairly consistent listenership of fifty-seven percent after less than five months of once-a-week broadcasts is gratifying. However, this research reveals many areas for additional improvement in the program's structure and scheduling.

Because such a large number of potential listeners did not know of the program, there is an obvious need for a more concentrated and effective promotional effort. It was originally thought that newspaper advertising of the program would not be effective, but our research reveals a relatively high degree of readership of the local press. Print advertising should be included in any future promotion plans. Since the Mexican-American population is highly concentrated on Lansing's North side, Spanish-language billboards may also be feasible. To further increase listenership among the more than 100,000 Mexican-Americans outside the Lansing area and

within WKAR's coverage pattern, promotion throughout most of the state would be advisable. Since word-of-mouth promotion is extensive, this promotion could be modestly designed to reach only a few, depending on interpersonal channels to complete diffusion.

While the audience appears to be drawn to the program primarily because of the Spanish music and language, there is a large interest in the program's information features. News of the local Mexican-American community and of "back home" in Texas receives a great deal of interest. These findings indicate that the ethnic music should dominate the program format as a greatly-desired service in itself, but also as a vehicle to attract attention to the informational segments which have slightly less appeal but are desired by substantial numbers and probably important to all listeners.

The program's talk segments should reflect the community problems most frequently cited by the respondents. A closer relationship with the Spanish-American administrators and teachers of the public school system should be developed. And more emphasis should be placed on the problems of housing and employment. Perhaps a consumer oriented segment should be included in the weekly programs? And, it is obvious, a job and housing exchange would be useful.

It is also clear that the program would maintain its pattern of listenership if it were expanded in hours or frequency of broadcast. Such an expansion would allow more



time for the development of informational features and news segments.

The study was designed to provide the basis for an ongoing programming input and evaluation from leaders within the Mexican-American community. These leaders were identified by the sample of respondents. The most frequently-mentioned persons could be consulted as an advisory group. They will be interviewed periodically concerning Mexican-American community problems, program format and program content, as mentioned before.

APPENDICES

APPENDIX A

English Translation of Questionnaire

FORM 1

Phone number_____ Interviewer initial_____

Sex_____M_____F_____ Estimate of age_____Adult_____Teen_____

My name is_____. I am calling from Michigan State University where we are doing a study of community needs and interests in the greater Lansing area. It will take just a few minutes.

How long have you lived in Lansing?_____

Where did you live before coming to Lansing?_____

1. What, in your opinion, are the most important problems in the Lansing area that concern the community?

PROBE: Any others?

2. What do you think is most needed in the Lansing area to solve the problems?

3. If the community were to have an advisory committee to the local governments, what leaders do you know personally or know about, who you would want to have on that committee--that

is, people who would be good at talking about the problems and needs of the community that we have just been discussing?

4. Have you ever seen the television program "Revista Latina" on channel 10?

_____Yes _____No

IF NO Do you know about the program?

_____Yes _____No

IF YES Do you try to watch every week?

_____Yes _____No

What do you like about the program most?

_____Spanish language

_____Ask Revista

_____Reporte

_____Calendario

_____Music

_____Other _____

Is there anything that you do not like about the program?

_____Schedule

_____Announcers

5. Now, I would like to ask you some questions about the radio and-television programs. Have you ever listened to the

1

radio program "Variedades en Español"?

_____Yes _____No

IF YES, GO ON TO FORM #2

IF NO, GO ON TO FORM #3

1

FORM 2

1. How often do you listen?

_____ EVERY WEEK

_____ ABOUT EVERY OTHER WEEK

_____ ONCE A MONTH

_____ LESS THAN ONCE A MONTH

2. What do you like most about the program?

_____ NEWS

_____ MUSIC

_____ SPANISH LANGUAGE

_____ ANNOUNCERS

_____ RECIPES

_____ INTERVIEWS

Other _____

3. Is there anything you don't like about the program?

_____ Yes _____ No

IF YES, PROBE FOR SPECIFICS _____

4. Is there anything else you would like to hear on the program that is not now on?

5. At what time of the day on a Saturday is most convenient for you to listen to the program?

_____ EARLY MORNING

_____ LATE MORNING

1

_____ NOON

_____ EARLY AFTERNOON

_____ LATE AFTERNOON

_____ NO TIME ON SATURDAY

6. At what time of the day on a Sunday is it most convenient for you to listen to the program?

_____ EARLY MORNING

_____ LATE MORNING

_____ NOON

_____ EARLY AFTERNOON

_____ LATE AFTERNOON

_____ NO TIME ON SUNDAY

7. If "Variedades en Español" were on every day at a convenient time for you, do you think you would listen?

_____ Yes _____ No

IF YES, at what time of day, on weekdays would you most likely listen?

_____ EARLY MORNING

_____ LATE MORNING

_____ NOON

_____ EARLY AFTERNOON

_____ LATE AFTERNOON

8. How did you find out about "Variedades en Español"?

_____ FRIENDS OR RELATIVES (WORD OF MOUTH)

_____ BUMPER POSTERS

_____ NEWSPAPERS

_____ CRISTO REY NEWSLETTER

Other _____

9. Do you read a newspaper regularly?

_____Yes _____No

IF YES, which one?

_____STATE JOURNAL

Other _____

FORM 3

1. The program is primarily for the Mexican-American people in the Lansing area. It is broadcast in Spanish with news, interviews and music of interest to the Mexican-American community--on Saturday mornings at 10:30.

Would you be likely to listen to the program if you had known about it?

_____YES _____NO _____KNEW ABOUT IT BUT DIDN'T LISTEN

IF NO, OR KNEW, BUT DID NOT LISTEN Why not?

IF YES OR IF REASON FOR NOT LISTENING IS TIME OF DAY IT'S BROADCAST

2. At what time of the day on a Saturday is most convenient for you to listen to the program?

_____EARLY MORNING
_____LATE MORNING
_____NOON
_____EARLY AFTERNOON
_____LATE AFTERNOON
_____NO TIME ON SATURDAY

3. At what time of the day on a Sunday is it most convenient for you to listen to the program?

_____EARLY MORNING
_____LATE MORNING

_____NOON

_____EARLY AFTERNOON

_____LATE AFTERNOON

_____NO TIME ON SUNDAY

4. If "Variedades en Español" were on every day at a convenient time for you, do you think you would listen?

_____Yes _____No

IF YES, at what time of day, on weekdays would you most likely listen?

_____EARLY MORNING

_____LATE MORNING

_____NOON

_____EARLY AFTERNOON

_____LATE AFTERNOON

5. Do you read a newspaper regularly?

_____Yes _____No

IF YES, which one?

_____STATE JOURNAL

Other _____

APPENDIX B

Spanish Translation of Questionnaire

FORMA 1

Número de teléfono _____ Inicial del Entrevistador _____

Sexo: H() M() Edad Aproximada _____ Adulto _____
Joven _____

Mi nombre es _____. Estoy haciendo esta llamada de Michigan State University donde estamos haciendo un estudio de las necesidades e intereses de la comunidad del gran área de Lansing. Nos tomará sólo unos pocos minutos.

A. Cuánto tiempo ha estado Ud. en Lansing? 10

_____ Menos de 1-5 años _____ Entre 1-5 años _____ Más de cinco años
0 1 2

B. Dónde estuvo anteriormente? 11

_____ México _____ Texas _____ California _____ Otro:
0 1 2 3

1. En su opinión, cuáles cree Ud. que son los más importantes problemas en el área de Lansing que le conciernen a Ud y a toda la comunidad?

12

PREGUNTE: Algún otro?: _____

2. Si la comunidad quisiera encontrar un remedio para estos problemas, qué cree Ud. que se necesitaría para resolverlos?

13

3. Si la comunidad fuera a tener un Comité de Consejeros para el gobierno local, qué personas conoce Ud. personalmente o de quien ha oído hablar, a quien Ud. quisiera tener en ese comité--esto es, personas líderes, que serían buenas para hablar de problemas, necesidades e intereses de la comunidad como hemos estado discutiendo?

14

4. Ahora quisiera preguntarle algo acerca de los programas de radio y televisión. Ha visto Ud. el programa de televisión "Revista Latina" en el Canal 10?

_____ Sí _____ No 15
 0 1

SI RESPONDE NO: Sabe Ud. acerca del programa? 16

_____ Sí _____ No
 0 1
 SI RESPONDE SÍ: Trata Ud. de verlo cada semana? 17

_____ Sí _____ No
 0 1
 a) Qué le gusta más acerca del programa? 18

_____ Que es en español
 0

_____ Pregunte a Revista
 1

_____ Reporte de la Revista
 2

_____ Calendario
 3

_____ Música
 4

_____ Historietas de niños
 5

b) Hay algo que a Ud. no le gusta acerca del programa? 19

_____ Horario
 0

_____ Anunciadores
 1

c) Ha escuchado Ud. alguna vez el programa de radio "Variedades en Español"? 20

_____ Sí _____ No

SI RESPONDE SÍ, SIGA A LA FORMA DOS.

SI RESPONDE NO, SIGA A LA FORMA TRES.

FORMA 2

1. Con qué frecuencia lo escucha? 21

- Cada semana
0
 Cada dos semanas
1
 Una vez al mes
2
 Menos de una vez al mes
3

2. Qué le gusta más acerca del programa? 22

- NOTICIAS
0
 MÚSICA
1
 QUE ES EN ESPAÑOL
2
 ANUNCIADORES
3
 RÉCIPES
4
 ENTREVISTAS
5

(Alguna otra cosa)

3. Hay algo que a Ud. no le gusta en el programa? 23

- Sí No
0 1

(PREGÚNTELE QUE SEA ESPECÍFICO)

4. Hay algo que Ud. quisiera oír en el programa y que no hay actualmente? 24

5. A qué hora del día en sábado es más conveniente para que Ud. escuche el programa? 25

- Temprano en la mañana
0
 Tarde en la mañana
1

A medio día
2

 Temprano en la tarde
3

 A las últimas horas de la tarde
4

 A ninguna hora el sábado
5

6. A qué hora del día en domingo es más conveniente para que Ud. escuche el programa? 26

 Temprano en la mañana
0

 Tarde en la mañana
1

 A medio día
2

 Temprano en la tarde
3

 A las últimas horas de la tarde
4

 A ninguna hora el domingo
5

7. Si "Variedades en Español" se pasaran todos los días a una hora conveniente para Ud., cree que escucharía el programa? 27

 Sí No
0 1

SI RESPONDE QUE SÍ: A qué hora del día entre semana lo escucharía más probablemente? 28

 Temprano en la mañana Tarde en la mañana
0 3

 A medio día
1

 Temprano en la tarde A las últimas horas de la tarde
2 4

8. Cómo supo Ud. acerca de "Variedades en Español"? 29

 Amigos o parientes (Oralmente)
0

 Cartelones
1

 Periódicos
2

 Boletín de Cristo Rey
3

 Algún otro: _____
4

9. Lee Ud. el periódico regularmente? 30

0 Sí 1 No

SI RESPONDE QUE SÍ: Cuál? 31

0 State Journal

Algún otro: _____

FORMA 3

a. El programa es primariamente para la gente Mexicano-Americana en el área de Lansing. Se transmite en español, con noticias, entrevistas y música de interés a la comunidad Mexicano-Americana. Está en el aire todos los sábados por la mañana a las 10:30. Habría escuchado Ud. el programa si hubiera sabido de él? 32

 Sí No Supe de él, pero no lo escuché
0 1 2
SI RESPONDE QUE NO, O QUE SUPO Y NO LO ESCUCHÓ: Porqué no? 33

SI RESPONDE QUE SÍ O SI LA RAZÓN PARA NO ESCUCHARLO ES LA HORA DEL DÍA:

1. A qué hora del día en sábado es más conveniente para que Ud. escuche el programa? 34

 Temprano en la mañana
0
 Tarde en la mañana
1
 A medio día
2
 Temprano en la tarde
3
 A las últimas horas de la tarde
4
 A ninguna hora el sábado
5

2. A qué hora el domingo sería más conveniente para que Ud. escuche el programa? 35

 Temprano en la mañana
0
 Tarde en la mañana
1
 A medio día
2
 Temprano en la tarde
3
 A las últimas horas de la tarde
4
 A ninguna hora el domingo
5

3. Si "Variedades en Español" se pasaran todos los días a una hora conveniente para Ud., cree que escucharía el programa?

36

_____ Sí _____ No

SI RESPONDE QUE SÍ: A qué hora del día entre semana lo escucharía más probablemente?

37

_____ Temprano en la mañana
0

_____ Tarde en la mañana
3

_____ A medio día
1

_____ Temprano en la tarde
2

_____ A las últimas horas de la tarde
4

4. Lee Ud. el periódico regularmente?

38

_____ Sí _____ No
0 1

SI RESPONDE QUE SÍ: Cuál?

39

_____ STATE JOURNAL
0

_____ Algún otro: _____

1

APPENDIX C

Interviewer Data

INTERVIEWER DATA

Rosa Ma. Barajas
stenographer, secretary, translator
high school graduate

Luz Ma. Castillo
stenographer, secretary, translator
high school graduate

Carmen Benavides
secretary, school counselor
college student

Gilberto Ibarra
teacher, Director, Migrant and Bilingual Programs,
Lansing Public Schools

Magdalena Figueroa
teacher, Migrant and Bilingual Program,
Lansing Public Schools
PhD candidate, Michigan State University

Lucas M. Barajas
high school graduate

Richard Santos
student, Michigan State University

Pedro Alvarez
Mexican-American community leader

Salvador Herrera
student, Michigan State University

Julie Lunninger
supervisor, Cristo Rey Baby Clinic
student, Michigan State University

Rosendo Reyes
student, Michigan State University

Oscar Mendoza
student, Michigan State University

APPENDIX D

Instructions for Interviewers

INSTRUCTIONS FOR INTERVIEWERS

1. First of all take into consideration that if there are any persons who might want to know what is the reason of this study or if he (she) needs any other explanation regarding the interview, tell them that they can call me and I personally will answer any question they may have: Ramon L. Merlos, Phones: 372-6210 (home) or 355-7440 (WMSB).
2. The schedules of the programs are as follows, in case they want to know them:

 "La Revista": Thursday 7:00 p.m.
 Saturday 12:30 p. m.

 "Variedades en Español":
 Saturday 10:30 to 11:30 a.m.
3. In the Spanish version there are different numbers in the right margin of the page, ignore them; those are numbers that we will use for tabulations. Also, there are small numbers underneath some lines, ignore them too.
4. In number 5, page 2 of the English version, cross out or ignore the words "and television," and the following word should be singular (PROGRAM).
5. On page 5 of the Spanish version there are several written accents missed in the first line after the explanation in the upper part of the page. "Errare humanum est."
6. Each one of you, please try to read the contents of the questionnaire so that when the interviews take place you will know what it is about. This way the interview will be facilitated.
7. Each one of you has 25 interviews. The time to make the interviews should be in the afternoon, after seven o'clock and no later than 10:30 p.m. I will call you every day to find out how the interviews are going and to find out also if you have encountered any problem.
8. Perhaps some persons have changed their phone, please be ready with paper and pencil to get the new phone number from the operator.

9. Even though I have given you a list of males, try to get 50% of both men and women. You can conduct the interview if a woman answers the phone (wife) or even if she (he) is a youngster. (Son or daughter of the family.)
10. I will call some of the persons that you will have called to prove or ratify your results.

APPENDIX E

Most Liked Features

MOST LIKED FEATURES

One way of learning Spanish

Likes everything!

Nothing

More news from California

Reports from Mexico

History but more continuous as Manuel Martinez used to have.

That the program is better than last year--and that she would like to see social news in "La Revista", where Mexican people participate in it.

It is of interest for everybody.

International reports.

More interviews especially about Mexico and Cuba.

APPENDIX F

Suggestions to Improve Program

SUGGESTIONS TO IMPROVE PROGRAM

Modern Mexican music.

Need for more Spanish music.

Cultural History.

Boycott, less discrimination.

Original Mexican music.

Modern Mexican Music.

More information.

Original music from Mexico

Modern Cuban music.

Original Mexican music.

News from Mexico

More news.

More Mexican/American news.

Nothing--all right.

Religion program.

Perfect, just the way it is--Cuban.

More Cuban rhythm music, but feels having a variety of music is more entertaining.

More history of Mexico.

More music.

More of the same during the week.

More commentaries to parents that state the parents responsibility to their children in school.

More information about Lansing and high placed Mexicans in United States government.

More music from Texas.

Commentaries on moral improvements.

Cuban music.

Mariachis--Mexican music.

More news.

There should be something related to jobs, employment offerings for people who are seeking, looking for a job.

More rancher polks.

Better Spanish, more Latin American music.

More time for broadcasting.

Music typically Mexican.

He likes better now than before.

Classical Mexican music, Mariachis and Vals.

To dedicate songs to children who are in orphanages, who are sick or in prison.

More Mexican music with Mariachis: Pedro Infante, Jorge Negrete, Javier Salís.

Commentaries on Mexico and Latin America.

Political news from Mexico.

Mexican music, better dancers.

More music and news from other countries.

To announce dancer and drinks.

APPENDIX G

Definition of Needs

DEFINITION OF NEEDS

EDUCATION:

Need for schools and need for Mexican-Americans to get a better schooling, going to high schools and college.

HOUSING:

Need for better house and more of them.

DISCRIMINATION:

The Mexican-American is an American citizen, he should enjoy not only the obligations but also the rights of an American citizen. More equality in employment, education and everything.

EMPLOYMENT:

Not enough jobs to work, or to choose from.

UNITY:

It refers very especially to a unity of action among the Mexican-Americans living in Lansing. It is hardly believed that there are over 13,000 Mexican-Americans in the greater Lansing area.

REPRESENTATION:

The Mexican-American is not represented in governmental positions as in many other areas. No key positions filled by Mexican-Americans.

COST OF LIVING:

No need of special definition. The common meaning given to this expression by Mexican-Americans and Anglo people.

TRANSPORTATION:

There are many social services, opportunities of school (night) that could profit Mexican-Americans but they lack the means to get to such places.

MISCELLANEOUS:

There were some problems or needs that were mentioned once or twice and here are included: babysitters, Black and Mexican-Americans at school, narcotics, grape boycott, Mexican-American youth, recreation centers, taxes, child discipline, self-centeredness, etc.

APPENDIX H

Definition of Solutions

DEFINITION OF SOLUTIONS

More unity and organization among Mexican-Americans:

They do not feel that the Mexican-American in Lansing is united to each other; they need to have goals and to accomplish them together. There is not one single organization that might get them all together.

More interest on the part of the government:

They felt that since there are not many bilingual people working close to the government, they need to have them more interested in them since they feel they are a large minority.

Somebody to talk to people:

The Mexican-American feels a need for someone to really help them--to get them together. They are looking for a leader able to communicate and speak for them.

Parents to encourage their children to keep on going to school and more interest to learn:

Sometimes children don't want to go to school or they drop out, sometimes their parents put their children to work to help them with money.

More opportunity to Mexican-Americans:

There are many positions that could be filled by bilingual people but a Mexican-American would not have an opportunity to take such positions.

Better communication with bosses:

They express their desire to have a better and more meaningful dialogue respecting differences in culture and origin.

More houses:

Not enough number of houses at low cost.

More jobs available:

This is related with more opportunities to Mexican-Americans in getting a job.

Miscellaneous:

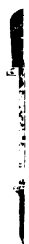
Several solutions were mentioned but not very often. They said things like: more public transportation, not to buy grapes, centers for youth, north side center for youth, less people, let him (the Mexican-American) try, time and patience, etc.--

APPENDIX I

Most Mentioned Persons as Leaders

MOST MENTIONED PERSONS AS LEADERS:

Aldaco, Gene	(2)
Alfaro, Manuel	(2)
Alfaro, Rubén	(21)
Beltrán, Juan	(3)
Benavides, Tony	(26)
Delgado, Manuel	(12)
Díaz, Lucas	(3)
Fuentes, Roy	(7)
García, Ernie Jr.	(2)
Gonzáles, Arturo	(2)
Ibarra, Gilberto	(12)
Lozano, José	(4)
Macías, José	(3)
Marínez, Juan	(2)
Martínez, Gilberto	(7)
Merlos, Ramón	(8)
Patiño, Ubaldo	(9)
Rodríguez, Anselmo	(2)
Sáenz, Demetrio	(11)
Velázquez, Florentino	(2)



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