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This newsletter is published once a semester. The articles that appear
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“Community...sharing the joyous and respectful
expression of cultural diversity through the
reinforcement of the values of equity and
responsibility to and for one another.”

“We need to help students and parents cherish and
preserve the ethnic and cultural diversity that
nourishes and strengthens...this nation.”

Cesar E. Chavez
(1927-1993)
SI SE PUDE
Cesar Chavez
March 31, 1927 - April 23, 1993

As founder of the United Farm Workers of America (1962), Cesar Chavez was a driving force for workers disenfranchised through poverty and struggle. His efforts leading strikes, rallies and boycotts resulted in the first industry-wide labor contracts in American agriculture. As the leader of the farm workers union, Cesar worked diligently to help farm workers achieve dignity, respect, fair wages, medical coverage, pension benefits, and humane living conditions. After a decade of lobbying, the California Agricultural Labor Relations Act (1975) was passed to protect farm workers’ rights to unionize.

Cesar Chavez was not only instrumental in helping farm workers achieve rights and protections but also as a consequence of his public awareness programs impoverished individuals across the country regardless of their ethnic or racial backgrounds benefited. What started out as a campaign for farm worker rights became a quest for all individuals suffering injustice and impoverishment. His humbled presence and communication skills connected him to students, blue-collar workers, middle class consumers, trade unionists, religious groups and minorities.

Among his numerous accomplishments are:

- The first collective bargaining agreement between farm workers and growers in the continental United States was signed in 1966.
- The first union contracts requiring rest periods, clean drinking water, hand-washing facilities, protective clothing against pesticide spraying while workers are in the fields and banning outright DDT and other dangerous pesticides.
- The first union contracts replacing farm labor contractors with union hiring halls to guarantee farm workers seniority rights and job security.
- Establishing the first comprehensive union health benefits for farm workers and their families through the UFW's Robert F. Kennedy Medical Plan.
- The first and only performing pension plan for retired farm workers.
- The first functioning credit union for farm workers.
- The first union contracts - in the mid and late 1960s - restricting use of dangerous pesticides, lengthening pesticide re-entry periods beyond state and federal standards and requiring testing of farm workers on a regular basis to monitor for pesticide exposure.
- The first union contracts regulating safety and sanitary conditions in farm labor camps, banning discrimination in employment and sexual harassment of female workers.
- Abolition of the infamous short-handled hoe that crippled generations of farm workers and extension of state coverage for unemployment, disability and worker's compensation benefits, as well as amnesty rights for immigrants and public assistance for farm workers.
- Establishing in 1966 the National Farm Worker Service Center, a non-profit, tax-exempt organization separate from the UFW. It operates three farm worker-run radio stations. It also builds single-family homes and rental complexes for low-income farm workers and other rural residents.
- April 23, 1990: Chavez signed IMSS agreement with the Mexican government, allowing Mexican farm workers in the U.S. to provide medical benefits to their families in Mexico.

Cesar Chavez was posthumously awarded the Presidential Medal of Freedom (1994), the highest civilian honor in America. Communities that were directly impacted by his efforts and humanitarian service have honored him with the naming of buildings, schools, parks and community holidays. The life of Cesar Chavez reflects the very best a person can do to help the greater community advance.
PHYSICAL ACTIVITY PATTERNS FROM LOW SOCIO-ECONOMIC HOUSEHOLDS
By R.R. Goyakla Apache and Porter Troutman

Abstract

The purpose of this study was to evaluate the association between physical activity habits and anthropometric measurements of students from low social-economic (SES) households. One hundred and twelve students (47 males, 65 females) aged 10-16 years participating in a National Youth Sports Program served as subjects. Students completed a Previous Day Physical Activity Recall survey and underwent evaluation for anthropometric measurements (height, weight, BMI). Self-reported physical activity disclosed that both males and females spent more than 72% of their after-school hours engaged in sedentary activities such as watching TV, playing video games and talking on the phone. The results suggest further research into the physical activity habits of students from low SES households, and intervention strategies to address physical inactivity towards promoting lifelong healthy and active habits.

Physical activity guidelines outlined within Healthy People 2010 (Public Health Service, 2000) recommend that adolescents actively engage in moderate to vigorous physical activity on a daily basis. Previous research has shown that adolescents do participate in moderate physical activity, but not in sustainable vigorous physical activity at appropriate levels (Pate, Long & Heath, 1994; Pate et al., 1997). Participation in regular and sustainable moderate to vigorous physical activity has been found to be beneficial to youth (Baranowski et al., 1992). Among these benefits are improved cardiovascular function and muscular strength, improvements in flexibility and range of motion, and enhancements in psychological well being (Sallis & Patrick, 1994).

On the first day of the summer program (Monday) students were asked to report on their physical activity during after-school hours for the Saturday prior to the camp by completing the Previous Day Physical Activity Recall (PDPAR). Students were broken into small groups of 10 with a staff member fully explaining the instructions on completing the form. The PDPAR increments the after school hours 3:00pm to 11:30pm into seventeen 30-minute segments. Students then recall as accurately as possible their major activity for each of the seventeen time segments and matches the activity to a corresponding code number. This code number is entered in the appropriate time block. The student then determines based on four categories the relative intensity (very light, light, medium, or hard) of the noted activity and places the rating near the activity code. Validity of the PDPAR was established by Weston, Petosa, and Pate (1997); and by Trost, Ward, McGraw, and Pate (1999). The administration and scoring of the completed PDPAR surveys were performed according to standardized protocols outlined by Weston, Petosa, and Pate (1997). The PDPAR allows recalled physical activity to be divided into two categories: moderate-to-vigorous physical activity (MVPA, ≤ 3 METs), and vigorous physical activity (VPA, ≥ 6 METs). The sum of the recalled activities for MVPA and VPA were then utilized as measures of physical activity (Ainsworth et al., 1993).

Discussion

The primary finding of this study was that the students participating in this 5-week sports camp self-reported by recall that they spent approximately 72% (Table 1; 72.2% males, 73% females) of their after-school hours involved in sedentary (≤ 3.0 METS) activities. Favorite activities noted were watching TV, sleeping, talking on the phone and playing video games. Activities not unlike familiar to similarly aged students from other neighborhoods and communities across this country. In terms of the frequency of involvement in MVPA and VPA there was no significant difference by gender. Both males and females selected very few activities requiring moderate and/or vigorous physical activity.

Anthropometric measurements of the students disclosed no significant difference between the genders for weight, height and BMI. This is particularly interesting when gender-based BMI calculations are subdivided
into a rating scale as shown on Table 2. Eighteen males fell within the rating for underweight while twenty-three females were similarly categorized as underweight. The major criteria for entry into this government sponsored 5-week sports camp was that families had to qualify under U.S. Department of Health and Human Services guidelines for poverty level. The presence of 41 students (36%) estimated to be underweight and coming from impoverished households supports the need for programs such as the National Youth Sports Program that provide nutritional lunch and snacks on a daily basis.

This study also sought to examine possible physical activity correlates that could describe the physical fitness status of this group of students. The frequency count of MVPA and VPA by gender was evaluated against anthropometric measures to describe a general physical fitness status. It was hypothesized that sedentary youth would display a decreased physical fitness level. Establishing student physical fitness levels was beyond the scope of this study. The lone significant correlation was self-reported female VPA and total METs. Females reported a lower mean VPA participation (.32 ± 1.17) as compared to males (.43 ± 1.04). However, the lower incidence of VPA participation by females correlated with higher overall total METs calculated. In essence while females participated in fewer VPA it contributed to a greater percent of the total activity comprising the MET total. Since there were no significant differences gender-wise on the anthropometric measurements in terms of activity intensity participation, a comparison was made on the students as a single group in terms of correlates. Again no correlations were noted between MVPA and VPA, and the lone physical fitness measure (sit-ups). In terms of age, there was no significant correlation between age and MVPA and VPA. Both younger and older students demonstrated high levels of physical inactivity.

Future research directions involving this population group include assessing psychological determinants of physical activity, assessing parental physical activity habits, the development of or evaluation of various VO2max protocols for more accurate predictions and the development of community programs to foster increased physical activity in youth from low social-economic households. Shifting student interest away from sedentary activities such as watching TV, playing video games and talking on the phone is a long-term endeavor. The benefits of such a shift will be seen in improved quality of life not only during the teenage years but in adulthood as well.

See Tables on pages 13 & 14

References


**DON'T JUDGE A BOOK BY ITS COVER**  
By A. B. Cooper

I recently volunteered at a disability conference, and a woman whom I had been conversing with earlier approached me and asked me if I was okay. She noticed that I was resting my eyes while waiting for my ride. She asked if she could ask me a personal question. Being an open person, I told her to ask away. She stated that she noticed that I was in a wheelchair, but my legs were not emaciated. She later observed that I leaned forward to adjust myself, and concluded that my spine seemed unaffected. "Why," she asked, "Are you in a wheelchair?"

I explained that once upon a time, I was as mobile as every other biped. However, about 5 years ago, I began feeling pain in my arms when I lifted them. Gradually, the pain became debilitating and extended throughout most of my body. During that time, my HMO could detect nothing out of the ordinary.

During the span of one year, I lost the ability to move my arms, legs and torso. After joining a PPO, I saw a Neurologist who administered some tests and a biopsy. After conferring with others, she announced that I had a textbook case of an autoimmune disease called Polymyositis.

"Myositis is a rare disease. In the United States, it is estimated that each year five to 10 out of every one million people get one of the forms of myositis." (http://www.mda.org.au/). My immune system attacks my muscles, replaces them with tendons and fills the surrounding areas with fat. It is a painful process, which frequently interrupts sleep. The treatment is steroids, chemotherapy drugs and a slew of vitamins and medicines to take care of the side effects.

I almost died before my Neurologist was able to diagnose the problem. I monitor what my immune system is doing to my muscles with a simple blood test for the CPK levels. Over time, I regained the ability to move my body, take a few steps and stand for a few minutes before the pain becomes overwhelming and I must sit down. I fatigue easily, but am determined to turn this disability into an opportunity. I returned to school, attained an Associates Degree from CCSN, and am now attending UNLV for an Elementary Teaching Degree. My goal is to enter the Law School here and study Administrative Law. I want to be an Education Lawyer.

The lady at the conference looked thoughtful, and wished me continued good health as she left for her car. Therefore, the next time you see me in the front of the Carlson Education Building at the lounge area; resting my head on the wall with my eyes closed, please do not be concerned. Like many students, I am just tired!

**2004 NAME CONFERENCE**  
**UNMASKING THE LEGACY OF THE BROWN DECISIONS THROUGH MULTICULTURAL EDUCATION**  
By Porter Lee Troutman, Jr.

14th Annual International Conference  
October 27-31, 2004  
Kansas City, Missouri

From Topeka—the Heartland of the USA—the 1954 Brown Decision trumpeted affirmation that racial equality in education was indeed central to realizing the promise of democracy. The courageous African American children, parents, and activists who led the battle righteously set public education at the heart of
the civil rights struggle. They recognized the essential role of educational institutions in social transformation. Schools both demonstrate contemporary conditions of equality, and propel our future social and economic direction. This focus on legal and educational priorities set the template for the future civil rights endeavors.

People of all colors and religions, men and women, gay and straight joined the struggle for equality to make our democracy stronger.

A series of cases in Kansas, Washington, D.C., Delaware, Virginia and South Carolina, all challenging the constitutionality of racial segregation in public schools, was consolidated by Supreme Court and collectively referenced as the Brown Decision (in plural) to honor all the heroes and heroines of these early civil rights struggles. On the 50th Anniversary of the Brown Decisions, NAME returns to the Heartland and to the heart of our work in Multicultural Education. We gathered to celebrate the unfinished legacy of Brown, examine current conditions in civil rights and Multicultural progress, and set a vision and the course to expedite our movement forward today and for the future.

Major presenters assisting in this forward movement included Cheryl Brown Henderson, Brown vs. Board of Education Family President of The Brown Foundation; Valerie Ooka Pang, San Diego State University; Carlos Cortez, Professor Emeritus, University of California –Riverside; Sandra Robbie, Emmy Award Winning Producer of Mendez vs. Westminster: For All the Children/Para Todos Los Ninos; Deloris Grayson, President, Association for Gender Equity Leadership in Education; Aldar Deer, American Indian Studies Program, University of Wisconsin-Madison & Former Assistant Secretary of Interior for Indian Affairs; Reg Weaver, President, National Education Association; Cherry Ross Gooden Professor of Education, Texas Southern University and Founder of NAME; Jolie Justus, Director of Pro Bono Services, Shook, Hardy, & Bacon L.L.P., Legislative Chair, PROMO, & Missouri LGBT Advocacy Organization.

Scholars included Donna Gollnick, Past President of NAME & Senior Vice President of the National Council for Accreditation of Teacher Education (NCATE); Philip C. Chinn, Professor Emeritus, California State University; Carl Grant, Hoefs-Bascom Professor of Teacher Education, University of Wisconsin-Madison; Peggy McIntosh, Associate Director of Wellesley College Center for Research on Women; and, Sonia Nieto, Professor of Education University of Massachusetts.

Local participants included Larry Mason, CCSD School Board Member, Clara Miranda, CCSD/UNLV MCE Teacher, Doctoral students Benita Dillard, Chizu Jaret and Carli Kyles. Chizu Jaret and Carli Kyles were presenters.

Hats off to all UNLV Doctoral students in attendance!!

The conference also featured opportunities to interact and converse with additional scholars, researchers, authors, and practitioners in over150 concurrent sessions. Well over 1,500 participants were in attendance.

SAVE THE DATE
for
NAME’s 15th Annual Conference
Hyatt Regency Atlanta, Georgia
Nov. 9-13, 2005
Renewing the Dream Through Multicultural Education:
Sharing Power, Valuing Culture and Achieving Social Justice

SCHOOL COUNSELING WITH MINORITY STUDENTS: PROMOTING SELF-ADVOCACY SKILLS
By Randall L. Astramovich and Katrina Harris

Client advocacy has a rich history in counseling as counselors recognize that many clients face significant environmental challenges and limitations to their well-being. In particular, minority status clients may face multiple barriers to their success including racism, oppression, and other systemic forms of prejudice and discrimination. A central philosophy of advocacy counseling is that counselors and clients may play important roles in confronting environmental challenges and barriers to client success. Advocacy counseling is therefore founded upon principles of social action and
social justice, promoting an active role of the counselor and client in confronting social and political barriers to wellbeing and achievement. Today's school counselors have increasingly been called upon to advocate for minority students by helping to close the achievement gap between ethnic minority and Caucasian students. The focus on minority student achievement in school counseling coincides with the heightened emphasis on advocacy among the various counseling professions. The American School Counselor Association's (ASCA, 2003) National Model includes advocacy as a critical component of comprehensive school counseling programs. Furthermore, The Education Trust's Transforming School Counseling Initiative identifies school counselors as key leaders in advocating for the success of historically disenfranchised students. The importance placed on advocacy for minority students underscores the commitment of school counselors to ensure that all students succeed in their education and career goals.

Challenges to Minority Student Success

From a social justice perspective, minority students represent members of historically oppressed groups including people of color, females, lesbian, gay, bisexual, transgendered, or questioning students, students with disabilities, and students from families living in poverty (Bell, 1997). D'Andrea and Daniels (2000) described these populations as "socially devalued" and emphasized that, due to societal stigmatization and marginalization, they frequently have little power in influencing decisions that impact their lives. Furthermore, individuals from oppressed groups are often the targets of verbal and physical violence due to their minority status (Baruth & Manning, 2003; Sanders, 2000). As pointed out by Arredondo and Rice (2004), the oppressive treatment of minority groups ultimately serves to reinforce stereotypes and discriminatory practices within organizations and institutions. Thus, minority students may face barriers to their achievement that are a function of the oppression embedded within the educational system.

Oppression often occurs in the context of routine practices and rules that go unquestioned by society, despite their deleterious consequences (Bell, 1997). In the educational system, Nieto (2004) identified several such policies and practices including tracking, retention, standardized testing, curriculum, pedagogy, inadequate physical structures, disciplinary policies, limited roles of students and teachers, limited parental or family involvement, and limited community involvement. Although many educational policies and practices are designed to help students succeed, they often result in reinforcement of stereotypes and disempowerment of minorities. For instance, the ongoing focus on the achievement gap between ethnic minority and Caucasian students has led to school reform measures including an emphasis on raising standardized test scores (Education Trust, 2003; Haycock, 2001). Yet, according to Nieto (2004), standardized testing has historically been used to segregate minority students and has perpetuated barriers such as tracking.

Clearly oppression within the educational environment can have a profound impact on the success of minority students. Unfortunately, school counselors have been criticized for failing to challenge oppressive practices in the educational system, specifically those that sort and segregate students based on minority status (Bailey, Getch, & Chen-Hayes, 2003). Effective school counseling with minority students requires a foundational understanding of the dynamics of oppression and the systemic barriers often faced by minority students (Holcomb-McCoy, 2004). Furthermore, a key to helping minority students involves providing them with opportunities to develop self-advocacy skills.

Promoting Self-Advocacy among Minority Students

Given the challenges to success often faced by minorities, school counselors may be especially powerful in their advocacy work by fostering self-advocacy skills among minority students. Field and Baker (2004) recognized that an important part of school counseling advocacy work involves teaching students self-advocacy and empowerment skills. To that end, we have adapted concepts from self-advocacy and self-determination literature in developing self-advocacy competencies for school counseling with minority students. These
competencies emphasize the development of self-advocacy skills among minority students as a critical factor in their academic, personal-social, and career success. The competencies are grouped into three goal areas with specific objectives as follows:

**Goal 1: Awareness**

The student will develop an awareness of his or her own cultural heritage and develop an appreciation for the diversity of worldviews and cultures in society.

**Objectives**
The student will:

1.1 Recognize the influence of one’s cultural background and experiences.
1.2 Develop an awareness and sensitivity to customs and beliefs of various groups and their worldviews.
1.3 Develop an awareness of how cultural background impacts ability to self-advocate.
1.4 Develop an awareness of how fears of rejection and failure may prevent willingness to advocate for school success among minority students.
1.5 Develop an awareness of the role of individual and collective action in promoting social justice in education.

**Goal 2: Knowledge**

The student will develop an understanding of the individual, group, and societal consequences of prejudice and oppression.

**Objectives**
The student will:

2.1 Identify prejudicial and oppressive practices in society.
2.2 Identify the role of power, privilege, and status in sustaining prejudice and oppression.
2.3 Identify systemic and organizational oppressive practices and resistance to change.
2.4 Identify the impact of oppression on minority student success in education.
2.5 Identify the goals of a social justice perspective in education.
2.6 Identify proactive measures for removing barriers to minority student success in education.
2.7 Identify policies and procedural guidelines that may impact advocacy plans.

**Goal 3: Skills**

The student will develop effective self-advocacy skills for promoting equity and social justice in the educational environment and in society.

**Objectives**
The student will:

3.1 Identify personal strengths and abilities to draw upon as a self-advocate.
3.2 Demonstrate assertiveness and negotiation skills for effectively dealing with barriers to success.
3.3 Work with mentors to develop effective and just means for promoting social change.
3.4 Develop alliances and establish/participate in advocacy groups with peers, teachers, counselors, administrators, parents, and community members.
3.5 Demonstrate an understanding of systemic change strategies and effective methods for promoting deeper and lasting changes in education and society.
3.6 Work with allies to develop action plans for promoting positive changes in their school and community.
3.7 Help empower others to develop self-advocacy skills.

**School Counseling Strategies for Promoting Self-Advocacy**

School counselors can play an important role in promoting self-advocacy among minority students. A variety of strategies may be incorporated into comprehensive school counseling programs in order to help minority students develop self-advocacy skills. Organized under the goal areas of awareness, knowledge, and skills, the following approaches are designed to assist school counselors in fostering self-advocacy competence and encouraging minority students to take a proactive role in their academic success.

In order to help minority students develop awareness necessary for self-advocacy, school counselors may consider implementing the following strategies: Cultural autobiographies, journaling, peer networking and support from other minority students, and arranging or encouraging participation in...
cultural-centered events. These activities are intended to increase students' awareness and appreciation of their cultural heritage and the cultural background of others.

School counselors can assist minority students in increasing their self-advocacy knowledge by utilizing the following strategies: Bibliotherapy, helping students dialogue with family and community members who have personal experiences with prejudice and oppression, guidance lessons focused on diverse cultural worldviews, and small group discussions on the role of power and privilege in sustaining oppression. Such interventions can help provide students with a critical understanding of prejudice, oppression, and privilege, and the need for effective self-advocacy.

Finally, school counselors can help minority students develop specific skills to become effective self-advocates. These may be developed through assertiveness skills training, advocacy training, and training in principles of social justice education for students, teachers, parents, and administrators. The objective is for students to develop a sense of empowerment and self-efficacy for maneuvering through potential systemic barriers. With this foundation, students can become proactive in establishing academic and career goals that lead to school and life success.

Conclusion

Founded in principles of social justice and empowerment, self-advocacy can be a powerful tool for helping minority students succeed in the education system. School counselors can play a key role in helping minority and disadvantaged students gain the skills and confidence necessary to advocate for their own success in school. By integrating self-determination and self-advocacy principles into comprehensive school counseling programs, minority students can be helped to develop the self-awareness, self-esteem, and self-confidence necessary for succeeding in their academic, career, and personal goals.

References


TWENTY-NINE DAYS IN NORTHERN MEXICO
by Cecilia Maldonado-Daniels

After learning that I had been accepted as a team member for the Group Study Tour sponsored by the Rotary Foundation and Rotary District 5300, I was ecstatic!! The team consisted of 4 professional persons under the age of 40 who were not associated with Rotary; and a team leader, who was a Rotarian. The Rotary District encompasses Southern Nevada and regions of Southern California, so all the team members were from L.A. or surrounding areas. I was the only member from the Las Vegas area. I had no idea this was going to be the experience of a lifetime.

The itinerary included visiting 10 cities in 3 states in Rotary District 4110 (see map) in twenty-nine days.

In the state of Chihuahua, we visited Ciudad Juarez, Nuevo Casas Grandes, Chihuahua, Cuauhtemoc, Delicias and Camargo. In the state of Coahuila, we visited, Torreón, Saltillo and Monclova. In the state of Zacatecas, we visited the city of Zacatecas. There are a total of 5 states in this district. The two we were unable to visit were Durango (though we drove briefly through this state) and Aguascalientes.

The goal of the Rotary program is to provide professionals a unique cultural and vocational exchange opportunity in which they can develop leadership skills to enable them to address needs of their communities and global workplaces (GSE Team Handbook, n.d.). Vocational visits encourage reciprocal exchange of ideas in each team member’s field and provide them with opportunities to see their vocation practiced in that country. It also allows them to appreciate how professionals practice in the context of the subject country’s culture and language. Team members are expected to live with Rotarians and their families during their brief visit in each city.

Mexico is a beautiful country. It is rich in history, culture and people who are proud of their ethnicity and country. Mexico is often characterized by its border towns which are often industrial and not often picturesque. As you travel further from the border, the country’s beauty becomes more apparent and the culture of the people begins to appear. The families with whom we lived were warm, inviting and interested in our lives, our work and our culture. Fortunately, most of the team members spoke Spanish which facilitated communication and ultimately the lasting bonds that were forever formed.

In each of the cities, the Rotarians would greet us and provide us with an agenda for the time we were visiting that city. The different Rotary clubs would be responsible for the team and their responsibility would encompass finding the families with whom we would be cohabitating, planning vocational visits for that day, presenting the team to other members of their clubs, and always, always eat. They would give us our family assignments and we had time to get to know each of the families. Sometimes in a city, we would have to move from family to family depending on the hosting club. Vocational visits were planned based on the professions of the team members. Our team included a policeman, preschool teacher, a theatre professor and me. I was interested in learning about how people are prepared for work in their workplaces, at vocational schools, and universities. As a group we visited many police stations and jails, elementary schools and preschool classrooms, theatres, universities and factories. Sometimes we went as a team and at other times, we would go independently. There were many places, vocational and cultural, where
what we experienced was more than could be included in this short article. From Native American ruins to German Mennonite communities, crystal caves to one of the largest apple orchards in the world, the experience was abundant, exciting and the most memorable in my life.

Mexican culture differs from state to state. Each state’s history, indigenous people, food, music and traditional dress also differ. For example, in the state of Chihuahua, the indigenous people are the Tarahumara Indians. The Tarahumara are considered to be among the most traditional Native Americans in North America. Many live in the Sierra or Copper Canyon region where they still rely on agricultural means to support their families. They are known for their ability to walk or run long distances. As a result of severe drought in the Sierra they are forced to work and live in urban areas. They are often very poor and can be found peddling in the streets selling their art which can be classified into five categories: basketry, pottery, weaving, woodworking, and sewing and embroidery. Women and young girls with babies are often seen in the streets trying to earn a living for their families. They don’t like having their picture taken as they believe that you are taking their soul. A picture with me and a young Tarahumara girl (with her permission and for a few pesos) can be seen on the back cover.

Mexican people have a strong work ethic which could be seen in the pride that they took in their work. It was fascinating to visit the "maquiladoras" or factories in both Ciudad Juarez and Chihuahua. I was able to speak to trainers in these factories and was impressed that many of the practices that I teach in my classes are put into practice at these factories. It was interesting to hear about the numerous benefits these workers get once they are hired to work in these companies (mostly American). Although the pay seems very low when compared to our standards, the benefits that they receive make up for it. Some of those benefits include transportation to and from work, two meals a day; work clothes, and often bonuses which include money for groceries or other household items which they receive for perfect attendance. I was able to see electronic harnesses for Ford automobiles, Chrysler, and a few other makes assembled and manufactured. I visited a factory considered to be a "clean room" where they manufactured surgical dressings in a semi sterile environment. I was able to see raw aluminum manufactured into tire rims. The quality was outstanding meaning the number of defective parts were almost nonexistent.

My favorite city on the trip was Zacatecas. It was the only colonial city we visited and we were fortunate to be there during the Easter holiday. Because this is such a big celebration for the families, we spent these three days site seeing and partaking in all of the celebrations. Zacatecas is an old mining town whose primary industry now consists of the Corona Brewing Company. We were able to see ancient aqueducts, an old bull ring converted into a beautiful hotel, history museums, beautiful cathedrals, the Good Friday parade, music and festivities in the streets.

Overall, I loved the family values that were shared in most Mexican homes. Businesses often closed for two hours in the afternoon so workers could go home and eat with their families. The typical workday ended at 7pm. Evenings were dedicated to family and in many of the smaller towns, families still took the time to walk hand-in-hand in the plazas, eat ice cream or corn on the cob and watch their children play. The members of each Rotary club become family to one another and partaking in projects often becomes an extension of interacting with family members. I was particularly impressed with the kindness and generosity of all of the Rotarians whose purpose was to help those in the community who were less fortunate. The projects varied from city to city however, the common thread was the "family" connection that each member had with each other. Some projects that we seen, ranged from the development of a woman’s shelter to the building of fire stations; from delivering wheel chairs to the poor to the creation of the largest puzzle in the world. I will go back to Mexico soon to visit those families that were so generous with me and to share some of my experiences with my family. I can only hope that they feel the way I do about Mexico. I spent a wonderful twenty nine days there and how I wish I could stay longer the next time around!!
REMINISCING ON HOW TO PROVIDE COMPREHENSIVE ANSWERS ON THE S.S.S.I.DI. PAPERWORK
By A. B. Cooper

A few years ago, I was buying a used aquarium. The seller and I sat at the kitchen table while waiting for our spouses to decide on the best way to transport the aquarium to the van. While making polite chitchat, she began discussing the problems she was having getting assistance for her disabled child.

As the discussion progressed, I asked if she had applied on behalf of her preteen with Social Security for Supplemental Security Income Disability. It turns out that she had applied before, was financially eligible but the disability claim was denied.

I asked if she had written down on the disability report any of the problems she faces with her child on a daily basis. She stated that she simply answered the questions succinctly and concisely in an effort to answer the questions in the spaces provided.

I suggested to her that she should analyze and write down on a separate paper what the preteen needs help with beginning with the time the child rises in the morning to when the child goes to sleep at night. Then take the paper and answer the questions on the disability form so that there are no forgotten details. Furthermore, any information left over that did not answer any questions should fit into the area marked as ‘additional information’.

She was amazed that I advised detailing facts such as everyday items that the youngster needs help with. Her story included assistance with bathing, dressing, making afternoon snacks, and always having someone within hearing or sight distance in case of seizures. In addition, I recommended recording that the child frequently needed help with homework, and had difficulty understanding instructions in writing. Yet once the child heard the instructions verbally, was then able to do the work with little or no assistance.

I explained that the disability reviewers cannot make assumptions about what a person can or cannot do, therefore, the more detailed the answers are on the form, the more information is available for a positive determination of disability eligibility. If the answers are longer than the areas provided, to feel free to continue the answer on a separate paper with the question number prefacing the answer. If a question does not pertain to the youth, to annotate "N/A" so that the reviewer does not receive any unanswered questions.

I also suggested that she get copies of the child’s medical records, to make a copy for Social Security and to keep a copy of the records herself for future use. This reduces the time that the reviewer must wait for the doctors to respond to their mailed requests.

She went on to confide that no one had taken the time to recommend this information to her or her spouse. I advised her to call 1-800-772-1213 to make an appointment and wished her good luck as my spouse and I drove off with our newly purchased aquarium.
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<td>Other spare time</td>
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<td>Talk on phone</td>
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<td>Play video games</td>
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<td>Ride in car/bus</td>
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<td>Hang around</td>
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<tr>
<td>Snack</td>
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<td>Play organized sport</td>
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<td>Cooking</td>
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<tr>
<td>Swim for fun</td>
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<td>.009</td>
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<tr>
<td>Go to movies/concert</td>
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<td>.026</td>
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<td>House chores</td>
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<tr>
<td>Listen to music</td>
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<td>Walk</td>
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<td>Active game outdoors</td>
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<td>Dance for fun</td>
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<td>Swim laps</td>
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<td>Ride bicycle</td>
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<td>Jog/run</td>
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<td>Lift weights</td>
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<td>Individual exercise</td>
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<td>Homework/paperwork</td>
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Table 2  Anthropometric Values for Students Attending 5-week Summer Youth Sports Camp by Gender

<table>
<thead>
<tr>
<th>Variable</th>
<th>Males (N = 47) (M ± SD)</th>
<th>Females (N = 65) (M ± SD)</th>
<th>p value</th>
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<tr>
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<tr>
<td>Weight</td>
<td>115.64 ± 33.56</td>
<td>113.86 ± 27.68</td>
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<tr>
<td>Height</td>
<td>62.59 ± 4.63</td>
<td>61.82 ± 3.71</td>
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<tr>
<td>BMI</td>
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<td>1. &lt; 18.5 Underweight</td>
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<td>23</td>
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<td>2. 18.5 – 24.9 Normal</td>
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<td>33</td>
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<td>3. 25.0 – 29.9 Overweight</td>
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<td>4. 30.0 – 34.9 Obesity Class I</td>
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<td>5. 35.0 – 39.9 Obesity Class II</td>
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<td>1.77 ± .79</td>
<td>1.82 ± .75</td>
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Tarahumara Indian Girl
Chihuahua

Fountain
Zacatecas

Bull Ring Now Hotel
Zacatecas

Rotary Wheelchair Project
Delicias

Crystal Caves
Naica

Paquime Ruins
Nuevo Casas Grande