

Why the United States Can No Longer Wait to Educate Its Latino Population

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Plain and simple, by 2050 if not sooner, the future of the United States, now in an information age, could be in the hands and, more important, in the minds of its Latino population, which numbers 44.3 million as of 2007 (Arizona Republic, 2007). The current White majority of the United States must become a vested stakeholder in a sustainable agenda that results in preparing Latinos to assume leadership roles in this country's economic and social development. The only remaining question is: Will the traditional restrictive power brokers in the United States surrender the educational infrastructure and allow it to be transformed to better educate Latinos? By systematically changing public education, the United States will be able to prepare its Latino sons and daughters to enter into leadership roles and in so doing keep the United States competitive in the global economy and socially conscious to eradicate discrimination and promote democracy around the world. If the United States wants to safeguard its future, then leadership development through a college education will have to be available to the ever-increasing numbers of Latinos, the lead group in the new ethnic majority. This chapter presents six compelling reasons why higher education in the United States must begin now to provide greater access and opportunity for success for future generations of Latino students. The six imperatives for U.S. institutions of higher education to act on are: (1) complete the social justice

agenda, (2) embrace changing demographics, (3) strengthen the economy, (4) advance higher education institutional viability, (5) reshape local communities, and (6) lead the way to forming a global society.

The above statement of Latino influence and importance in the future development of the United States should not be taken by the reader as overly grandiose. It may seem so given that reported history has omitted many of the contributions of Latinos in the United States. But like their African American brothers and sisters, Latinos both as individuals and as a group, against great odds, have established an impressive record of achievements in many arenas. Latinos have been instrumental in establishing southwestern agriculture, particularly in California, ranching in Texas, and mining in Arizona (McWilliams, 1968). They have provided leadership in public office such as former governor of Arizona Raul Castro, Senator Joseph Montoya of New Mexico, former Denver mayor Frederico Pena, and HUD Secretary Henry Cisneros under President Clinton. They have served in the military; during World War II, Mexican Americans received more Congressional Medals of Honor than any other ethnic or racial group (Morin, 1966). They have made advances in sports (Roberto Clemente), in music (Tito Puente), in education (George I. Sanchez), in the legal profession, and as inventors. In short, as the heightened public debate rages on about illegal immigration, the general public should remember that the United States was built by the work and hard labor of its immigrants. Just as it can be said that Black slavery made cotton king in the United States, so too did Mexican labor make agriculture king.

The United States can no longer underserve its neglected and oftentimes abused Brown population. The following six imperatives lay the foundation for the remaining chapters in the book, that is, why higher education professionals and elected policy makers should pursue this book's recommendations.

Social Justice

If the United States is going to be stronger in the future, it must heal itself from the social illness of discrimination. This social affliction emerged before the birth of this nation with slavery (called the “peculiar institution”), and throughout the nation’s lifetime has become epidemic in proportion. People of color refer to America’s racism as a cancer because over time it has spread and been deadly for far too many persons. Discrimination continues to negatively affect the U.S. workforce, making it weaker and less productive; and its leadership, which remains biased against certain groups, thus leaving human resources untapped. If this type of social illness continues without some form of treatment, the U.S. economy, legal system, and government will stagnate. If discrimination is allowed to continue, the United States is in danger of falling behind other countries economically, politically, and socially. An undereducated and underprepared minority population will soon become the majority, opening the door for countries such as China and India to become world dominant.

Latinos, along with other minority groups, are already the majority in some states, such as California, and within certain metropolitan public school districts such as in Los Angeles, San Jose, and San Diego. Along with California, New York, Illinois, Florida, and Texas are high-growth states, and each has a Latino majority in most of their urban school districts. Simply put, Latinos and other new racial/ethnic majorities are the future workforce, consumers, and leaders of this country. So what needs to be done? Latinos must be prepared through a quality K–16 education to assume leadership roles in society and to enter professions that historically have been denied to them. We must end wrongful practices that produce exclusion. We must eliminate denial of opportunity. We must stop unfair treatment. To halt these discriminatory and exclusionary behaviors, we must remove their sources and change the belief that denial of civil rights does not hurt the nation at large.

Discrimination is not acceptable, and to continue to act in such prejudicial ways in the future will not only harm the group discriminated against, but the entire United States. History has been cyclical. In the 1760s, the American colonies engaged in the slave trade. In the 1860s, the country found itself in a civil war, in part over slavery. In the 1960s, riots over civil rights broke out. As the Kerner Commission Report (Kerner & Lindsay, 1968) then concluded: “We have two societies, one white and one black; one rich and one poor, separate and unequal” (p. 1). Will the United States find itself in a similar situation in 2060 or sooner over institutional exclusionary practices of persons of color? Abraham Lincoln said it best when campaigning to become president, “This country can not endure being half slave and half free.” By 2050 (and probably sooner), the U.S. Census Bureau predicts the Latino population will be the majority in certain states like Texas. If the United States does not excise its racism, particularly in its public institutions, then the United States may experience another set of civil disorders to overcome exclusion, end White privilege, and have true equal opportunity.

In 1970, Thomas P. Carter, in one of the earliest treatments of the subject, *Mexican Americans in School: A History of Educational Neglect*, made the observation that because many Mexican Americans hang on to substantial elements of their Mexican culture, they as a group continue to occupy low social status. He went on to pose the question, why has the school failed to offer Mexican Americans substantial aid toward climbing the social ladder? In this book, the writers are addressing similar issues within the context of higher education institutions and their governance structures as well as the overall economic framework that is continuously evolving as we shift more to a global, technologically grounded economy. Nearly forty years after Carter’s inquiry, the challenges are basically the same; Latino communities across the nation are not progressing socially commensurate with their population growth. Equally, institutions of higher education are not adding value to the Latino

higher education experience. Under these circumstances, how can the United States maintain its place as a world leader particularly in higher education? The answer is it cannot.

Changing Demographics

When a population increases in a democracy, it should translate into greater influence by way of representation and bridge the gap from exclusion to full participation. The demographic data about Latinos as reported by the U.S. Census 2000 Count create many favorable expectations and promising results such as more political power through representation, expanded educational opportunities, more funding for local communities, greater economic leverage, and more participatory social roles. According to the 2000 Census, Hispanics are the youngest and fastest growing demographic. In 2000, Latinos were 13.5 percent of the total population, and by 2005 they were 14.2 percent. By the year 2018, Hispanic students are expected to account for 29 percent of public high school graduates. White students, who represented 62 percent in 2002, will go down to 45 percent. Hispanics currently make up 15 percent or 4.1 million of the total traditional college-age population of eighteen- to twenty-four-year-olds in America. By 2020 they will comprise 22 percent of that population (Santiago, 2005). In California, the Latino population is projected to grow by 33 percent during the ten-year span of 2005 to 2015 and upward of 30 percent from 2015 to 2025 (U.S. Census Bureau, 2004). In Texas, another major Hispanic demographic state, by 2023, three out of every four Texas workers will be non-Anglo (Murdock, 2005). These demographic shifts are not just in California or Texas but also pronounced in New Mexico, Arizona, and Colorado.

Nowhere is this Hispanic growth more evident than in the 2004 public school enrollments in major southwestern urban centers: Denver (57 percent Hispanic student enrollment), El

Paso (79 percent), San Diego (42 percent), and Albuquerque (55 percent) (WICHE, 2005; Baran, 2005; Texas Education Agency, 2005).

Latinos, once concentrated in certain regions, are now spread throughout the nation, although the greatest concentration is in the southwestern states (see Tables 1.1 and 1.2).

While the Hispanic population is dramatically increasing, there are not corresponding increases in graduation rates, higher education enrollments, economic participation, and other such indices.

Table 1.1. Ten States with the Largest Latino Population by Region

Region	2005 Population	% of Total U.S. Latino Population
Southwest (5)	23,819,114	61 ¹
California	12,534,628	33
Texas	7,882,254	20
Arizona	1,679,116	4
Colorado	895,176	2
New Mexico	827,940	2
East (3)	7,771,967	20
Florida	3,433,355	8.5
New York	3,026,286	8.5
New Jersey	1,312,326	3
Middle States (1)		
Illinois	1,807,908	4
South (1)		
Georgia	625,382	.01

Sources: Chapa & De La Rosa (2004) and Pew Hispanic Center (2006b).

¹While the Southwest region has 61% of the U.S. Latino population, the East and Middle states regions are included (even though incomplete) to show comparison.

Table 1.2. Twenty-Two States with More Than 100 Percent Increase in Latino Population by Region

Region	Percentage Increase in Latino Population 1990–2000 ¹	2000 Latino Population	2005 Latino Population ²
Southeast (2)			
N. Carolina	394	378,963	544,470
S. Carolina	212	95,076	136,616
South (5)			
Georgia	300	435,227	625,382
Tennessee	278	123,838	171,890
Alabama	208	75,830	98,624
Kentucky	172	59,939	65,179
Mississippi	147	39,569	
Central (6)			
Arkansas	337	86,866	130,328
Nebraska	155	94,425	124,504
Iowa	153	82,473	102,047
Oklahoma	108	179,304	218,987
S. Dakota	108	10,903	
Kansas	101	188,252	218,244
Middle States (3)			
Minnesota	166	143,382	185,464
Indiana	117	214,536	273,004
Wisconsin	107	192,921	230,715
East (2)			
Delaware	136	32,277	50,007
Virginia	105	329,540	440,988
Northwest (2)			
Oregon	144	275,314	360,000
Washington	106	441,509	546,209

(continued overleaf)

Table 1.2. (continued)

Region	Percentage Increase in Latino Population 1990–2000 ¹	2000 Latino Population	2005 Latino Population ²
West (2)			
Nevada	217	393,970	557,370
Utah	138	201,559	264,010

Sources: Chapa & De La Rosa (2004) and Pew Hispanic Center (2006a).

¹Increase is from 1990 to 2000 Census count.

²2005 population figures from Pew Hispanic Center (2006b).

In Texas, while 39.35 percent of all public school students are eligible for the free school meal program, which is based on poverty guidelines that are established by the U.S. Department of Agriculture, data show that 90 percent of all students in the Lower Rio Grande Valley school districts (which is made up of 95 percent Latino) are eligible in this same free meal program. A 56.65 point difference between the entire state of Texas population and Latinos in South Texas reveals the large and growing discrepancy in the status of poverty within Texas and what Latinos receive in state services (DeLuna-Castro & Kluver, 2005). In California, Hispanics received lower amounts of financial aid when compared to all ethnic groups in 2003–2004 and were less likely to take college preparatory courses required for freshmen admissions in California's higher education institutions (Santiago, 2005).

While college enrollment has been increasing in increments, only 20 percent of college-age Hispanics were enrolled in college compared to 41 percent of Whites, 31 percent of African Americans, and 60 percent of Asian/Pacific Islanders (U.S. Census Bureau, 2002). A higher percentage of Hispanic college students (51 percent) are enrolled part-time compared to White (40 percent), African American (43 percent), or Asian/Pacific Islander students (40 percent) (National Center for Education Statistics, 2002). The majority of college-going Hispanics are enrolled in

two-year institutions (58 percent) while the other ethnic cohorts are enrolled at a less than 50 percent rate in these same institutions. A report issued by the Education Trust (2006) states that major research and land-grant institutions are falling behind in enrolling students of color with the exception of Asians.

In terms of outcomes, Latinos have increased their graduate enrollment but are still underrepresented in proportion to their population. In 2000, Hispanics comprised a lowly 5 percent of all graduate students, while Whites comprised 68 percent, African Americans 9 percent, and Asian/Pacific Islanders 5 percent. Hispanic women now have a higher percentage of enrollments in both undergraduate and graduate programs where they represent a minimum of 60 percent of the total (National Center for Education Statistics, 2002). Hispanics are earning more doctorates, but the number is still relatively small. In 2001, they earned only 3 percent (1,440) of these 48,000 degrees, while Whites earned 61 percent, African Americans earned 5 percent, and Asian/Pacific Islanders earned 6 percent (National Center for Education Statistics, 2002).

A report by the American Council on Education (2006) reveals that minority enrollment in higher education across the country grew between 1993 and 2003. However, the proportion of Hispanics was still not as high as that of White students. Further, and more revealing, the report concluded that the increase of Hispanic students in higher education can be credited to overall population growth and not institutional efforts.

Economic Vitality

The Latino population is increasing, but their educational outcomes, particularly college admission and graduation rates, are out of proportion to these dramatic demographic shifts and this, in turn, negatively affects their participation in the economy and their political participation. In order for the United States to remain an economic giant, it will have to take at least two actions with regard

to the growing Latino workforce. First, it will have to upgrade its public educational system, from kindergarten to graduate school, so that the majority of Latinos are better educated. Second, the U.S. business community will need to attract and retain talented Latino youth.

Jobs in the United States for people with associate degrees are projected to increase by 26 percent or 1.3 million by 2012 and for those with bachelor's degrees by 20 percent or 3.6 million, both surpassing the overall U.S. job growth rate (Mingle, Chaloux, & Birks, 2005). In the future, a college-educated person with an advanced degree will be the staple of a high technology, global economy. Major U.S. corporations having to compete worldwide will be seeking well-educated, highly skilled individuals, who can work in a multicultural world.

By 2020 in California, a high-growth state, it is expected that half of its entire workforce will be of Hispanic origin (Public Policy Institute of California, 2005). Besides the U.S. business community actively recruiting a better-educated workforce, companies in Central and South America, Europe, and Australia will be seeking U.S.-educated workers. Latinos, because of their bicultural experience, will be highly sought after employees.

But the economic picture is not just one of production, the rendering of services, marketing, and sales; it is also buying, consuming, replenishing, and use of services. In short, an economy is only as strong as its consumption base. As the Latino population increases, they become a larger market of consumers. As of 2006, Latinos have more than \$700 billion in purchasing power, and that figure is expected to top the one trillion dollar mark by 2008 (United States Hispanic Chamber of Commerce, n.d.). For example, this is particularly evident in the purchasing of Hispanic food products and financial services. With many large, multigenerational families, Latino households spend an average of 46 percent more per week on groceries than the general public. In financial services, enterprises that handle money transfers to Latin America

are growth industries. More than 30 billion dollars a year flows from the United States to Latin America (J. Friedman, 2005).

Yet, even with Hispanic growth in the labor force and its ever-increasing purchasing power, the United States remains vulnerable to global competition because Hispanics continue to remain in the lower rungs of the educational ladder. More than half of Hispanics do not have a high school diploma and only 10 percent obtain a bachelor's degree (U.S. Department of Education, 2004). This lack of education limits the ability of the Hispanic population to contribute to the nation's economy as consumers and as taxpayers. The United States' social security fund may only be available to the tidal wave of retired baby boomers if the United States' future Latino workforce can contribute sufficiently.

If the future U.S. workforce is only as good as its preparation, then education in the United States will have to change. Not only change, but be transformed. Why? It is well documented that Latinos are doing poorly in K–12 schools. Secondly, because there is a dysfunctional K–16 educational continuum, admission into colleges and universities is too low as a result of poor K–12 instruction. And even those Latinos who do enter into higher education find a difficult environment, and as a consequence less than half complete an undergraduate degree.

Institutional Vitality

An overwhelming majority of Latinos fail in schools at all levels. In fact, as Latinos proceed up the grade levels, the fewer persist, and the higher the grade level, the further behind in achievement Latinos fall. The national average reported drop-out rate for Latinos has been as high as 44 percent (Valverde, 2002). It is probably higher given that state departments of education are known for skewed definitions and incomplete reporting. The 2005 National Assessment of Educational Progress report shows that eighth-grade Hispanics scored 27 points lower in math than their White counterparts,

and fourth-grade Hispanics scored 20 points lower in reading than White students (Valverde, 2006). The drop-out rates keep getting worse, and the achievement gap has remained steady. Schools have done either a poor job of educating Latino youth, particularly those whose English language is limited, or done a good job of preparing Latino youth for unskilled, low-paying jobs, and as a consequence kept them from going to college.

Higher education can no longer depend on a large White freshman class as in the past. Higher education can no longer allow more than half of its Latino enrollment to be unsuccessful in earning a bachelor's degree. Higher education can no longer depend on grants from the federal government and other external sources to create and operate specialized programs that recruit or support students of color. Nor can higher education allow the successful staff members of these effective special programs to leave when nonuniversity funds run out.

As indicated by K–12 enrollments and projections, White student enrollment is decreasing and student of color enrollments are increasing. Hispanic students had the greatest increase in the rate of high school completion over a ten-year period (1993–2003), with 7.8 percent growth, compared to a 2 percent growth for Whites (American Council on Education, 2006). Therefore, the future majority of students in colleges and universities will be students of color. The only scenario where White students can continue to be the majority in postsecondary institutions is if universities deliberately cut down their enrollments by half or more. Obviously, this downsizing scenario is not viable. However, higher education institutions do tend to be in denial. A report by the Education Trust (2006) found that land grant institutions in particular are increasingly interested in attending to “older” (code for White) students.

If students of color will be the new majority on campuses across the country, then colleges and universities will have to transform themselves, adopt new paradigms, and reverse the minimal progress

of Latino students. In the 1960s, higher education institutions were forced to open their doors via affirmative action litigation, primarily to African American students. Since then, the higher education agenda has been primarily concerned with access, but starting in the 1980s retention was added to the agenda. However, both these agenda items were perceived as tangential; the minority student groups were on the margin, and therefore the campuses did not need to change their mainstream operation. If these students were a small minority of the student body, the institution could continue to operate as it always had in the past.

Only recently have major professional associations (such as the American Council on Education) and higher education scholars begun to propose that postsecondary education has to change substantially across the board—its curricula, faculty and staff composition, student services, and so on (see Eckel & Kezar, 2003). A few institutions are attempting to reinvent themselves, such as Arizona State University's initiative to become the New American University.

Higher education will need to partner with K–12 education, forming K–16 consortium, and treat education as all one system (Hodgkinson, 1985). Articulation, recruitment, and matriculation from middle school through community colleges to graduate school must be tighter (see Chapter Five). The core required curriculum for freshmen and sophomores must be more expansive and inclusive of various ethnic groups, and deliver instruction using the latest technology (see Chapters Two and Four). Student services need to be more culturally relevant to ethnic student groups, and higher education institutions must partner with Latino organizations to serve the Latino communities better (see Chapters Six and Nine). Faculty and administration need to represent the ethnic composition of the United States. Traditionally White postsecondary institutions can learn lessons from historically Black institutions and from fledgling institutions like the National Hispanic University in San Jose, California (see Chapter Seven).

The leadership of these institutions must redirect themselves to transform campuses. Institutional budgets must underwrite heretofore specialized programs (see Chapters Eleven and Twelve).

Reshaping Local Latino Communities

The foundation of any nation is its smallest unit, its townships or local communities. So it is the case in the United States. If the United States is to remain a world leader, then it must make certain that Latinos are prepared and that their communities are sufficiently bolstered to enrich their lives. Regrettably, this is not the current case with Latinos in the United States. Latino communities are segregated into barrios with low property values and a high number of rental units. Within these communities, adults are employed in low-income jobs, and children attend poorly funded K–12 public schools with high drop-out rates and low participation in postsecondary education. A high percentage of Latino men are in prisons and serve in the military. Although these barrios are either a part of a larger city or county, they are governed mostly by non-Latino elected officials. As such, Latino communities have low social status. Their residents have limited opportunities for advancement, and under the current political system, they are underrepresented and their needs are typically not attended to in either a timely or sufficient way. Communities trapped in these circumstances do not inspire hope for a better and stronger United States. America cannot stand by and allow such communities to continue, especially if this is its future population and workforce majority.

A 2004 report by the Hispanic Association on Corporate Responsibility shows the dismal state of our overall community in the mainstream economy and how it is treated by the philanthropic community. Despite its demographic growth, the Hispanic community still faces substantial barriers. The top 100 U.S. money managers control 83 percent of U.S. tax-exempt assets while only

.5 percent of these assets are managed by Hispanic-owned firms. Less than two percent of corporate directors are Hispanics and less than one percent are identified as executive officers. Moreover, Hispanics comprise 10.7 percent of the private sector workforce yet are less than 5 percent of all officials and managers. Many companies and industries do not yet track Hispanic consumer performance or Hispanic vendor usage. Less than 2 percent of foundation dollars are targeted specifically to the Hispanic community and that trend has held steady for fifteen years. (Hispanic Association on Corporate Responsibility, 2004, p. 1).

Essentially, the Hispanic community is a consumer in the amount of \$650 billion per year, yet has an undereducated labor pool with a majority of its workforce working at minimum wage in lower tier support jobs with no benefits and where they can be replaced by other less educated eager workers on a daily basis. Again, this present status cannot and must not continue in the future.

Local communities that have a strong core of leaders strengthen the state and nation. Leadership skills are typically gained through higher education. Therefore, institutions of higher education will need to be more aggressive in working with public schools so that the majority of Latino youth apply and are admitted to colleges and universities. Once admitted, Latino youth should be well represented, not just in the social sciences and humanities, but in the hard sciences as well. And their understanding, upon entering into college as freshman, should be that they will continue on, seeking a graduate degree. The premise here is that a college-educated person will gain a greater sense of civic responsibility and, coupled with the Latino cultural attitude of giving back in order to help others, will produce responsive community leaders.

Community leaders encourage civic engagement, and civic engagement builds community and enhances the quality of life. By harnessing this collective brainpower and effort, organized and sustained infrastructure is put into place. The product is the building

of rich environments, vibrant climates, and robust atmospheres. This is the stuff that reshapes communities for the better, improves the lives of all, and makes for a promising future.

In the minds of most people in the United States, there is no leadership found in Brown communities. Not true. Civic leadership is alive and well in our current disenfranchised communities. However, since voting districts have been gerrymandered so that Latinos do not win many of the important elected offices, our civic engagement has been forced to manifest itself in the development of community-based organizations (CBOs), community development corporations (CDCs), or nongovernmental organizations (NGOs) which increase the participation of underrepresented communities by initiating grassroots efforts, like crime prevention; providing much-needed services, like after-school programs; and increasing involvement in community governance, like voter registration drives. The U.S. political process must permit more Latino leaders to redirect their energies in such roles as city mayors and state governors, so as to enable persons like Antonio Villaraigosa, mayor of Los Angeles, and Bill Richardson, governor of New Mexico, to assume mainstream leadership roles.

Hispanics as Global Citizens

Historically Latinos have been involved in an economic framework that was based on agriculture and the manufacturing of products. With the invention of the microchip, the context of the world's economy has changed forever (Gilder, 1989). In an era of high technology, knowledge becomes all powerful. As Gilder states, "Today, the ascendant nations and corporations are masters not of land and material resources but of ideas and technologies" (p. 20). Latinos will have to be prepared to assume roles in a world economy that is driven by an ever-changing information technology. In the future, Latinos will not be fighting for space on a production line

but for a seat in a white collar office, where the computer is the principle tool to access facts, data, and knowledge on the Internet.

The challenge, then, for the leadership of the United States is to fast-forward its educational and social agenda to meet a series of corresponding and concurrent economic and political agendas. The first is to concentrate on the continued development of a viable educated community at all tiers of education; second, to surround those students that are already enrolled in postsecondary institutions with every means to ensure their success so that they may be competitive in a global technological economy; third, to assume more active civic engagement roles; and finally, to maintain a sustainable agenda which is directed at the continuing development of local communities as vibrant and vital components of the United States.

Data have demonstrated that the education in the Hispanic community is fragmented and dysfunctional. There is no consistent policy nexus at either the national or state levels to respond to a population that will be the economic backbone of this nation starting within the next twenty to forty years. When one looks at the present scenario, one may see a levee which is constructed of weak materials and which has many cracks and leaks. Hispanic students and other students of color are leaving or being pushed out of public schools with an incomplete education and an uncertain future. The challenge then is to develop proactive educational policies and programs that are directed toward success which are measurable and accountability based. Slogans and catchphrases such as “Closing the Gaps” and “No Child Left Behind” simply will not do. Our Latino leadership must step forward and demand a future for Latino communities that is not rooted in an outdated economic model of the last century. The industrial model did not help our communities to advance. A technology model without well-educated Latinos will not help the United States remain a world power.

Our nation's challenge has been recognized by many such as Thomas L. Friedman (2005) who asserts that the emerging world economy will be ruled by those individuals that collaborate in order to compete globally. Another similar perspective is provided by Richard Florida (2005) who views the core of this challenge as, "No longer will economic might amass in countries according to their natural resources, manufacturing excellence, military dominance, or even scientific and technological prowess. Today, the terms of competition revolve around a central axis: a nation's ability to mobilize, attract, and retain human creative talent" (p. 3).

Hispanic educational leaders should not be advocating for educational reforms that would garner us access and policy influence over a system that is not geared to prepare our young population for a world that will be in constant technological evolution. If Latino leaders continue working to get only the larger share of revenues from federal and state agencies that are directed toward "jobs" rather than "careers," then the game is lost for us and our nation. Instead we should insist that all educational legislation and corresponding fiscal mark-ups state unequivocally that all K-12 and postsecondary students be immersed in a technologically based curriculum that prepares them to compete for high-level employment positions in the global marketplace. People employed in minimum-wage jobs with no benefits are not going to sustain the United States in the global economy.

Summary

As dire as the past has been for U.S. Latinos, the future can be very promising. There is an ever-growing Latino middle-class community and an emerging professional cadre. There is great potential and a bright future for both Latinos and the United States. The United States with Latinos as a dominant workforce and in leadership roles can redirect the United States to assist Central and South America. The majority of U.S. Latinos are

bicultural and a sizeable number are bilingual. As such they can establish relationships with these countries and create an economy that will serve the entire Western hemisphere and the world. Just as the labor of our ancestors made the United States a world power, the future brain power of Latinos can bring about a new and better world. But to start this path toward the future, higher education will have to transform itself to better prepare tomorrow's Latinos. This book is aimed at opening the door to this new future.

