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ABSTRACT

This work provides an in-depth profile of 1,629 Filipinos living in Mountain View, California. The research was designed to answer questions about how many Filipinos are present, their background, their overall socioeconomic status, their language use, education and use of selected government services. Despite overall appearances of prosperity and success, the dynamic and highly variable Filipino community, it was found, has some problems. The community faces increasing numbers of Filipinos arriving in this country, Filipinos employed in positions which do not utilize their education and training, Filipinos not completing their education, and Filipinos not receiving services for which they are eligible. In addition to details of the research strategies used, this report includes appendices with sample data gathering interview guidelines, a questionnaire, and a publicity poster. (Author/KR)

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THE FILIPINOS IN MOUNTAIN VIEW, CALIFORNIA
A CENSUS TYPE, SOCIO-ECONOMIC SURVEY

U.S. DEPARTMENT OF HEALTH,
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A PROJECT OF FILIPINO ASSOCIATION OF MOUNTAIN VIEW, INC.

JAMES BEEBE, Principal Investigator

UD018688

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P r e f a c e

The publication of this report represents the achievement of a goal which began as discussions among friends about the needs of the Filipino community. A consistent pattern of community problems began to emerge from these discussions--increased numbers of Filipinos arriving in the community, Filipinos employed in positions which do not utilize their education and training, Filipinos not completing their education, Filipinos not receiving services for which they are eligible. As a prerequisite to improving the situation, a task force was formed to document the problems faced by the community.

This study was undertaken to provide an accurate basis for understanding the Filipino community. Prior to this study, statistical data were not available from any other government or private agencies. We were interested in assessing the current size of the Filipino community. We were interested in a basic demographic description of the community. We were particularly interested in the employment patterns of the community and its use of social services.

Data were collected on 1929 Filipinos living in Mountain View between September 1977 and March 1978. This represents, the Filipino Association believes, 90% of the community and clearly demonstrates the high degree of cooperation given the study by members of the community.

In the area of rapid growth, we found that 80% of the community had moved to Mountain View since 1970. Seventy-seven percent of the community are immigrants to the United States, some of whom came as early as the 1920's and others as recently as the period of the study.

In the area of employment patterns, we have found that almost half of the Filipinos in the community are employed. Of those employed, 37% work as assemblers in the electronic industry. Sixty-one percent of Filipinos with college or trade school education work outside their fields.

Although the average income of a Mountain View Filipino household is \$16,529, it is seldom earned by a single wage earner. Instead, contributions to total earnings are distributed as follows: 48% earned by head of household, 28% earned by spouse, 13% earned by children in the work force and 10% earned by other household members. The average household consisted of 4.2 persons.

Less than one-third of one percent of Filipinos in Mountain View receive welfare payments or food stamps.

This study provides an in-depth profile of a contemporary Filipino community. This is a unique treasure in that it provides the community and the Association with a baseline profile against which to measure our efforts, programs, and progress.

To further the understanding of the situation of Filipinos in contemporary America, the Association has contributed this study to the files of ERIC clearing house on Urban Education (New York) where it will be available in microfiche for a nominal cost. The Association will make the survey data available to interested serious researchers, government and community agencies for further study and analysis.

The final work on a dynamic community such as the Filipino community of Mountain View cannot be spoken--instead let us think of this study as a sign post along the way fo further progress and development.

Antoinette Barrientos
Chairperson (March 1977 - May 1978)
Filipino Association of Mountain View, Inc.

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View Library

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1. INTRODUCTION

This work examines some characteristics of 1629 Filipinos living in Mountain View, California. The Filipinos included in this study represent about 90 percent of the estimated 1,800 Filipinos in the community. This estimate was arrived at by assuming that all the Filipino households in the community had been identified and that the households that declined to participate and those that despite repeated attempts could not be contacted in person, have the same household size as the households that were interviewed.

Mountain View is a community of 55,095 (1975 Countywide Census), located almost mid-way between San Jose and San Francisco, California. Filipinos have been a part of the community since the nineteen twenties and as of 1975 were estimated to comprise about two and half percent of the population. The research on which this work is based was designed to answer questions about how many Filipinos are present, their background, their overall socio-economic status, their language use, education, and use of selected government services.

The research project was proposed by the Filipino Association of Mountain View, a non-political and non-social organization incorporated as a non-profit community organization on February 10, 1976. Members of the association represented a broad spectrum of the community. Their personal, sometimes intuitive knowledge of variability within the community convinced them that overall appearances of prosperity and success notwithstanding, the local Filipino community had some problems. Members know of numerous individuals working outside their professions,

of individuals forced to hold more than one job to survive, of young people who have dropped out of school and of individuals who are eligible for public assistance but are not getting it. However, documentation about the nature and extent of problems and an overall picture of the community that could provide context for an analysis of these problems were not available. Many leaders of the Filipino community felt that the 1975 countrywide census had undercounted Filipinos in Mountain View and pointed to figures provided by the local school district that showed Filipino children comprised more than 5 percent of the student population. These leaders also felt that the county census data about the household income of Filipino households was misleading since it failed to weigh the contributions of employed children who live at home and other members of extended families. It was also felt that a critical factor in assessing the overall situation of the Filipino community is the impact of immigration which the county census did not consider.

In May of 1977, the Filipino Association submitted a proposal to conduct a census type socio-economic study of Filipinos as a Public Service Project under Title VI. Since the project was designed to gather previously unavailable information relevant to the planning, delivery, and evaluation of programs and services to Filipinos, it was judged a critical public service. On August 3, 1977 the Santa Clara Valley Employment and Training Board approved a grant to carry out the study and by the beginning of October most of the research staff had been hired and the project had begun.

From the beginning, the project's goal was to produce a final report that would be easily understood by all segments of the community. This precluded the use in this report of multi-variate analysis and many other statistical procedures.

2. RESEARCH STRATEGIES

The goals of the study were to identify all Filipinos in Mountain View and to collect data about both individuals and households. For the purposes of this study, Mountain View was defined as the area identified on maps issued by the Mountain View Chamber of Commerce (Landmark Map, December 1975), with one exception. Several families living north of the Bayshore Freeway who used Mountain View as the mailing address, whose children attended Mountain View schools, and who claimed that at the time of the study the area was officially a part of Mountain View were included. Whether a person was included or not was determined by Residence Rules (see Appendix G) that conform with Decennial Census Practice (Bureau of the Budget 1969). Questions on whether each individual had a house someplace else and, if so, how many days they were usually present were used to elicit information necessary to apply these residence rules. Households were defined as individuals occupying a housing unit, and housing units were defined to conform with Decennial Census Practice (see Appendix H) (Bureau of the Budget 1969:48). In order to have meaningful household data, information was collected on non-Filipinos living in households that contain Filipinos. However, information reported about individuals excludes all non-Filipinos unless otherwise indicated. Household data is specified as either based on households that do not contain non-Filipinos, household data that includes everyone present in the household.

Individuals and Households

Since one purpose of the study was to collect in-depth, census-type data about the community, information concerning every Filipino was

sought. Yet interviewing every individual would have been impractical. Moreover, data needed on Filipinos' housing situation and material possessions required that individuals be grouped by households. These cross-purposes were resolved by having the researchers interview one member of each household. To facilitate collecting information from as many households as possible, the decision was also made not to specify that the respondent had to be the head of the household, but only that he or she be at least 16 years old. This decision resulted in limiting the questions to factual information that the respondent would know about himself or herself and about other members of the household. The respondent could not be expected to know the attitudes or opinions of other household members. They represent an opportunity sample of people who happened to be at home and available for an interview, not a representative or random sample of Filipinos in Mountain View. Thus, this research is generally limited to factual information and does not claim to say anything about Filipino attitudes. When the respondents did not know specific information about other members of the household, the answer was recorded as "Does not know" or "DNK." When critical information about occupation, education, and age was not known by the respondents, the household was recontacted by phone for this information. More than eighty households were recontacted by phone to get information the respondents had not known at the time of the interview, to ask questions the interviewer had missed, and to verify data that seemed inconsistent with other coded responses.

Design of the Questionnaire and Preparation for Interviewing

The Board of Directors of the Filipino Association had identified

a few items it wanted covered in the study, and during the project's initial stages, they gave additional topics. They left it to the staff to write the questions and to organize them into a survey instrument or questionnaire. Questions were written so as to permit computer analysis of the results but were also frequently open-ended. The respondent was not forced to choose between limited and suggested answers but, in most cases, was left free to supply their own answers. Questions were designed to encourage respondents to answer using their own words, and the staff was careful to record these actual words whenever possible. Only after answers had been collected were they organized into categories for the purpose of computer analysis. The questionnaire was modeled after the Basic Background Items for US Household Surveys, a draft report of the SSRC Working Group on Standardization of Survey Background Items (SSRC:n.d.). A Tagalog version of the Basic Background Items for US Household Surveys that had been adapted for use in the Philippines and used in a village level study (Beebe, 1978), the Bilingual Community Self-Survey (Shannon, et. al., 1967), and the Household Survey Manual 1969 (Bureau of the Budget, 1969) also provided additional questions and suggestions for ways of doing research.

The staff developed English and Tagalog versions of the questions simultaneously with some questions evolving first in English while the other was to use simple English and where appropriate, English phrases and words that have been identified as "Filipino English." For example, questions about race-related problems people have had on their jobs asked whether they had ever been given a "hard time" because they were Filipinos. The Tagalog version aimed for a colloquial Tagalog that could

be easily understood by those who speak Tagalog as a second language.

"Deep" or "pure" Tagalog was avoided. First drafts of both the English and the Tagalog versions were reviewed by the Association's Board of Directors, and their improvements were incorporated into a second draft.

This draft was pretested with three Filipino families outside Mountain View but in the South Bay area. Two of these pretests used the Tagalog version; the third used the English version. All staff members were present and the respondents were encouraged to comment on the clarity and substance of each question. A third draft was prepared and pretested with five more families outside Mountain View. The Tagalog version was used with four families; the English with the fifth household. At the same time staff members were preparing the second and the third drafts, they received instructions in interviewing techniques. Staff members practiced interviewing by conducting the pretests.

A final step in the preparation of the questionnaire was the comparison of the two versions to insure that they both communicated the same message. To facilitate computer analysis of the answers, each question was assigned a label, and spaces were left on the questionnaire for recoding the number corresponding to the answer for that question.

After the final draft had been prepared and reproduced, each member of the staff interviewed two other members of the staff as additional practice. For the first interviews the staff worked in pairs and while one person interviewed, the other person checked to insure that all questions were asked and that answers were recorded in the right places. The project coordinator was present for the first seven

to twelve interviews conducted by each staff member.

Specific instructions for conducting interviews were prepared in writing and given to each of the staff members in the form of an "Interviewer Information Handbook." During the first several weeks when staff members encountered problems or questions they could not answer, these became the subject of staff meetings, and decisions reached about these situations were written as "Updates" for the "Interviewer Information."

Identifying and Contacting the Community

Before people could be interviewed, they had to be identified and contacted. The first step was the preparation of a list of 759 names, addresses, and in about two thirds of the cases, phone numbers. This list was compiled from lists supplied by members of the Board of Director of the Filipino Association, with one of the largest lists furnished by Tony Marmon. Other lists came from the membership rosters of Filipino clubs and associations in the Santa Clara County area, student organizations, and senior citizen groups. All the names on this initial list were investigated but only about a third of the respondents interviewed appeared on it. Some of the lists used in compiling the initial list were more than four years old, and all of them were found to contain numerous names of people who had moved or were non-Filipinos.

The primary source of names were personal referrals. Following each interview, the respondent was asked for names and addresses of their Filipino neighbors, friends and relatives. Respondents often furnished more names. Additional lists of Filipinos were later acquired

from other individuals in the community including lists prepared by Filipino students. When all the names from lists and referrals were combined, they total 1,023. All names were placed on 3 by 5 cards that contained space for recording information on attempts made to contact the person and whether the person had been interviewed. (See Appendix I for sample). Of the 1,023 names, 313 were not found at the given address and there was no way they could be located. Another 71 addresses were found to be non-existent and 147 names were not Filipino households. Once contacted, only 36 households refused to be interviewed; this situation is described in detail later in this report. Twenty-six addresses were not in Mountain View. Eight households that were known to contain Filipinos and 3 households that may have contained Filipinos could not be contacted, despite repeated visits to their homes and calls to their phone numbers. Publicity was used to inform the community of the study and to elicit its help. In the first phase of the publicity program, a poster was prepared that announced the purpose of the study in Tagalog, Ilocano, and English (Appendix J). Copies of the poster were placed in numerous Mountain View stores, especially those known to be frequented by Filipinos, on the campuses of the local high schools and the community college, at local churches, and at several local government offices. The presidents of fourteen Filipino associations or clubs in Santa Clara County were contacted by mail and in some cases, follow-ups were made either in person or over the phone. The presidents of these associations were asked to inform their members of the project. Companies known to employ large numbers of Filipinos were contacted and were requested to include in their

newsletter announcements about the project. Eight companies responded by including news of the project in their newsletters, and a ninth company wrote letters to each of its Filipino employees telling them about the project and requesting their cooperation. The newspaper of the Moffatt Field Naval Air Station carried an article about the project, as did the Palo Alto Times, the San Jose Mercury and the community newspaper, The View.

Response to the Project Publicity and Channels of Communication

At the end of the interview, the respondents were asked if they had heard about the research project before they had been contacted for the interview. Of the 387 households interviewed, 246 or 64 percent responded they had not previously heard of the project and had not been reached by extensive publicity effort.

Of the respondents who had heard of the project, more than three times as many had heard through personal contacts than through media sources. The most effective media source was the tri-lingual poster; yet it was a source of information about the project for only 3 percent of the respondents (Table 1-1).

Table 1-1 Sources of Information About the Project*

	Frequency	Percent
Had not heard of project	246	64
#Personal Contacts		
Board Members	44	11
Other Interviewees	36	9
Research Staff	21	5
Other Filipinos	7	2

Media

Posters	11	3
Moffett Newspaper	7	2
Community Newspaper (View)	7	2
Church Newsletter	4	1
Company Newsletters	7	2
San Jose Mercury	2	1

* Based on 387 household interviewed

A second phase of publicity was designed to encourage Filipinos who had not been reached to contact the project and to facilitate recontacting individuals who had been reluctant to be interviewed. This time personal contacts were given the greatest emphasis. The church newsletters and the local newspaper were contacted; and they agreed to carry notices and to provide "news" coverage of the project. On February 12, 1978, two members of the research staff appeared as guests on a weekly Filipino TV show and were interviewed concerning the project.

Introduction

In more than half of all households, contacts were first made by phone, at which time the purpose of the survey was explained. Appointments were arranged at the respondents convenience, including on week-ends and/or evenings. Other contacts were made by going directly to the addresses with interviews either conducted at that time or appointments made for a later time. Members of the research staff introduced themselves in Tagalog and presented a letter of introduction in both Tagalog and English. After the respondent had read the letter, the research staff member reviewed seven points with the respondent.

1. That he/she was from the Filipino Association of Mountain View, a private non-profit community organization.

2. That the Association was doing a socio-economic survey of all Filipinos in Mountain View and was attempting to collect information about Filipino families, their housing, education, and jobs.
3. That the information might help improve community services to Filipinos.
4. That answers were strictly confidential and that information about individuals would not be given to any U. S. or Philippine government agency.
5. That if there were any particular questions that the respondents did not want to answer, he/she should say so.
6. That there were identical questionnaires in Tagalog and English and respondents could choose the one they preferred.
7. Finally respondents were asked if they had any questions.

Community Response

Most respondents seemed satisfied with the explanation they were furnished and were very cooperative. Many respondents felt that it was time for Filipinos to get together, to identify their collective needs, and to do something about it. They viewed the research project as a step in the right direction. Approximately, 15 percent of households served snacks to the interviewers and in some cases, gave them vegetables from their gardens. Almost all respondents at the end of the interview provided names, addresses and phone numbers of friends and relatives. A few respondents were very concerned about how they had been identified, and some were particularly upset that the Project had their "unlisted" phone numbers.

A few households, 36 or approximately 9 percent of the households included in the study refused to be interviewed. Careful records were

maintained on the households that refused to participate and the reasons given for the refusal. No reason was given by respondents from 22 of the households. The most common reason given for refusal to participate in the study was that the respondent was too busy (n=7). Other times, either the husband or wife did not want to (=4) or had had bad experiences with other Filipino Associations (n=3). The addresses of the households that refused to be interviewed are distributed throughout the community. This suggests that their absence from the study does not bias the results. All households that had refused to be interviewed were contacted at the end of the project by letter in a last attempt to explain the project and to elicit their cooperation. None of the households so contacted subsequently agreed to be included in the study. The overall refusal rate is a very low figure for this kind of study and reflects the overall cooperation extended by the community to the project.

Confidentiality

In order to assure that information collected about individuals not be linked to names, the sheet containing names was separated from the rest of the questionnaire immediately after the interview. These cover sheets with names were kept by the staff until the termination of the project so that problems with the data could be corrected; these cover sheets were destroyed at the end of the project. To prevent situations from arising where individuals or groups of individuals would demand the identification of individuals, no list that associated names with numbers was ever prepared. Original questionnaires minus the names are being kept by the Filipino Association of Mountain View.

Data Analysis and Availability of the Data

Respondents were recorded using their actual words whenever possible. These answers were then converted into numbers using instructions contained in a "codebook" prepared by the research staff. Numbers representing answers were transferred to coding sheets and were keypunched. An SPSS data definition program was prepared that identifies each variable (question), the meaning assigned to different numbers and how missing data was to be handled for each question. (See Nie et. al., 1975)

It is the policy of the Filipino Association of Mountain View to make the IBM cards containing the SPSS data definition program, the data, and the "codebook" available to anyone who would like to use them.

Special Note on the Occupation Codes and the Prestige Scores

Occupations included work in the Philippines and in the United States, and sidelines or second jobs, as well as primary jobs. Occupations were coded using a list of about 800 occupations prepared by the National Data Program for the Social Sciences. This list was taken from an index of approximately 23,000 occupational titles used by the Bureau of the Census in the 1970 census of the population and reported in the Alphabetical Index of Industries and Occupation (1971).

The prestige scores assigned to occupations in this study were taken from a study done by NORC in 1963 and originally designed for use with the 1970 U. S. Census Occupational codes. Prestige scores were generated by asking a sample of Americans to evaluate the social standing of occupations on a nine step "ladder" printed on a cardboard and presented to the respondents. The boxes of the ladder were numbered

1 - 9 from bottom to top. The occupational titles were printed on small cards and the occupational prestige ratings were collected by requesting respondents to sort the cards into boxes formed by the rungs of the ladder. All modifications in the original scores done by the National Data Program for the Social Sciences to adapt the 1963 study to the 1970 Census data have been used in this study.

Three things need to be noted regarding the prestige scores reported in this study. First, these scores were the prestige of these occupations more than 15 years ago, and during that time there have been changes in how occupations are evaluated. Second, these are the prestige rankings that non-Filipino Americans assigned to occupations in the United States. Several studies suggest Filipinos evaluate their limitations, the prestige scores make it possible to investigate the change in prestige of occupations that occurs when a person immigrates and to note the difference in prestige scores for different groups. Prestige scores are not used to make definitive statements about the prestige of the jobs Filipinos have, but as a tool for comparing the impact of different factors on a summary measure of occupation.

Notes on the organization of tables and the use of percents

This study is based on the 1629 Filipinos who are usually present and the 419 households they comprise. The goal of the research was to develop generalizations about categories of individuals rather than descriptions of particular individuals. Individuals or households were sorted into groups based on their properties, and statements are made about these groups. For example, all the Filipinos in MountainView can be sorted into two groups, based on whether they are male or female.

Table 1 - 2 Age by Ten Year Group

	Frequency	Percent
0 - 9	324	21
10 - 19	308	19
20 - 29	326	21
30 - 39	243	15
40 - 49	131	8
50 - 59	112	7
60 or older	148	9
Declined to answer	15	1
Did not know	<u>22</u>	<u>1</u>
Total	1,629	100

There are 1,592 cases for which the ages are known and persons ages 10 to 19 make up 19 percent of the known cases. (Table 1-2)

In some cases a question applies only to a certain group of Filipinos, and in these cases the numbers apply only to individuals for which there are answers for that group. For example, the question about civil status was asked only for individuals ages 15 and above. (Table 1-3)

Table 1 - 3 Civil Status of Persons Age 15 and Above

	Frequency	Percent
Presently married	722	61
Widowed	50	4
Separated	14	1
Divorced	14	1
Never married	<u>378</u>	<u>32</u>
Total	1,178	100

The question was asked of 1,179 individuals, the respondents did not know the answer for one individual and of those over the ages of 15 for whom the civil status is known, 61 percent are presently married.

For most questions the number of individuals about whom the respondents did not know the answers is limited to less than ten. Aside

from age, the only question where a relatively large number "declined to answer" was the question regarding income from the main occupation. Even on this question the "declined to answer" is limited to 38 individuals or 5 percent of individuals who are employed.

In addition to sorting all cases by sex and by age, it is possible to sort by both sex and age at the same time. (Table 1-4)

Table 1.4 Age by Sex

	Female	Percent of Female	Male	Percent of Male	TOTAL	Percent of All Individuals
0-9	133	17	191	24	324	21
10-19	154	20	154	19	308	19
20-29	178	23	148	18	326	20
30-39	122	15	121	15	243	15
40-49	70	9	61	8	131	8
50-59	71	9	41	5	112	7
60 or older	<u>56</u>	<u>7</u>	<u>92</u>	<u>11</u>	<u>148</u>	<u>10</u>
TOTAL	784	100	808	100	1592	100

There are 178 females and 148 males between the ages of 20 and 29. Twenty-three percent of the females and 18 percent of the males are between 20 and 29.

Implications

The research project in accomplishing its initial explicit goals of preparing a report on the Filipinos in Mountain View also proved to be of value in several ways that had not been anticipated. Five diffi-

rent areas can be identified in which this research project was able to make significant contributions.

The research project increased the broader community's awareness of the Filipino community and increased the Filipino community's awareness of its own size, experiences and problems of Filipinos, and the enormous variability in their backgrounds. The project proved that civic-minded Filipinos could unite in identifying needs and seeing a project through. Members of the community were willing to invest tremendous amounts of time and effort in a project that contained no direct rewards for such investments other than the intrinsic rewards from the project's completion.

The research project resulted in the research staffs being trained in research methodology, including the computer analysis of survey data. Different members of the research staff brought to the Project different skills that in the course of the Project were shared with other members of the Staff. The research skills that were acquired or sharpened become valuable resources both for the individuals involved, and also for the entire community, since it now has these skills available.

The results of the research provide the only moderately large scale study of the socio-economic condition of Filipinos in this country. A fairly extensive research of the literature available on Filipinos in this country failed to locate any comparable studies. Besides the information this study provides about Filipinos, it also provides a model for this type of research on similar communities elsewhere.

The results of the study provide the basis for additional research

on Filipinos in this country. This study provides a description of conditions and can only make limited inference about the causes.

Specific results dealing with education and employment can not always be fully understood given existing data but would seem to suggest the need for research in these areas. Specifically, there appears a need for research on antecedent conditions of success such as communication competency, efficiency, self confidence, and the culture-conditioned evaluation of competency by the broader non-Filipino community.

The most important results of the study to the Filipino Association of Mountain View concern its ability to contribute to the delivery of better services to the community. The goal is to take these results and to attempt to identify specific needs that are not being met, to identify within the area agencies and services that are relevant to these needs and to try to discover what, if anything, prevents Filipinos from using agencies and services that are relevant to their needs. It is anticipated that the results of this study will be of particular value to agencies that are presently trying to serve the needs of Filipinos and that the study will enable such agencies to better understand the community with which they are working. The Filipino Association of Mountain View anticipates spending approximately six months working with existing agencies in their attempt to serve the community and at the end of that time to identify specific needs, if there are any, that existing services either can not or will not provide. The Association is then committed to working with both Filipinos and the non-Filipino community to establish the machinery that may be needed for the solution of these very specific problems.

Table 1 - 5 Sex of Mountain View Filipinos

	Frequency	Percent
Female	807	49
Male	<u>822</u>	<u>51</u>
Total	1,629	100

The table also provides the percent of individuals in each category. Percentages in tables as well as in the narrative descriptions of these tables are rounded to the largest whole number. Rounding to the nearest whole percent is done to simplify results and to prevent the appearance of scientific exactness evident in a number such as 22.47 percent. Such precision is not characteristic of any survey research regardless of the care taken in doing the research. Because of rounding, percentages do not always add to 100.

Sometimes either the respondent did not know information about other members of the household or did not want to give the answers, or the interviewer, by accident, failed to ask a particular question. In such situations the number of cases is reduced and percentages are based only on the number of cases for which there are responses.

Respondents did not want to give the ages of 15 individuals (often their own ages) and did not know the ages of 22 other individuals.

3. BRIEF HISTORY OF FILIPINOS IN THE UNITED STATES AND IN MOUNTAIN VIEW

Philippine history and the lives of many Filipinos have been greatly influenced and in some cases determined by the "special relationship" between the United States and the Philippines. Related to this have been a series of political and socio-economic factors that have triggered an intermittent but dramatic growth of Filipino immigration to the United States. Both the "special relationship" and the continuing large-scale immigration of Filipinos date from 1898 when, after 300 years of colonial domination and a mock battle in Manila Bay, Spain ceded the Philippines to the United States. The United States had succumbed to what Mark Twain called the "Philippine Temptation" and for the next 46 years, the Philippines was a colonial possession of the United States. The United States government's attitude towards its possession was reflected in a statement attributed to President McKinley, stating that it was the moral duty of the United States "to educate the Filipinos and uplift and civilize and Christianize them and to fit the people for the duties of citizenship."

The Filipinos had fought and defeated the Spaniards before the Americans arrived in Manila Bay; they wanted independence, not the replacement of one colonial power by another. A bloody military pacification program had to be waged before the Americans could get on with their "mission." Education required schools, and even before all armed resistance to the Americans had ended, decisions were made to establish a public school system, to use English as the medium of instruction, and to import American teachers both to staff the schools and to train

Filipinos as teachers. While American language and culture were being imported to the Philippines as early as 1903, Filipinos were being granted government scholarships to study in the United States. Many of the earliest Filipino immigrants were scholars who chose to stay in the United States.

While the rhetoric describing the relationship between the United States and the Philippines emphasized what the former did for the latter, the relationship was in fact based on what the Philippines could do for the United States. The traditional economic relationship between a colonial power and its possession, which defined the possession both as a source of raw materials and market for its finished goods, took on an added dimension. Almost from the beginning, the Philippines provided labor for job categories in the United States that Americans could not or would not fill. At about the same time that the United States acquired the Philippines, it annexed Hawaii. The expansion of the sugar industry in Hawaii required cheap labor which China and Japan initially supplied, but with the Chinese Exclusion Law of 1900 and the Gentlemen's Agreement of 1907, these traditional sources of labor were disrupted. Businessmen considered the Philippines as an ideal source of cheap labor since it was under American occupation and would therefore be "free from the danger of being abruptly closed by restrictive immigration legislation" (Rabaya 1971:189). While only about 160 Filipinos were actively recruited, word of the opportunities for wealth and adventure spread rapidly. By 1919, 25,000 Filipinos were in Hawaii (Rabaya 1971:189), and the 1920 census identified 5,603 Filipinos residing in the United States mainland, many of whom were

government scholars (Racelis and Pecson 1959).

The recruitment of Filipinos as messboys for the United States Navy in World War I further contributed to the early increase in Filipino immigration. After the war, many of these Filipinos elected to stay in the United States, particularly on the West Coast (McWilliams 1973).

The nineteen twenties were a time of rapid economic expansion on the West Coast. Limited opportunities were available to Filipinos ready to work as fruit pickers, rice harvesters, cannery workers, house-boys, cooks, and at other low level jobs. The Immigration Act of 1924 explicitly excluded Chinese and Japanese because of their ineligibility for citizenship. However, Filipinos who were considered neither aliens nor citizens but nationals traveling with American passports were not affected. In order to go to the United States, they had only to arrange for a health card and credit for the trans-Pacific passage.

While the experience of Filipinos throughout the western part of the United States during the nineteen twenties is believed to have been similar, their experience in California has been documented (see Bloch 1930) and has played a major role in shaping stereotypes about Filipinos. In 1923, 2,426 Filipinos arrived in California, and between then and 1929 immigration from the Philippines averaged 4,177 annually. The Filipinos who arrived in California during the nineteen twenties were generally male (males outnumbered females 14 to 1), young (84 percent were under 30 in contrast to the general California population where only 23 percent were under 30), and unmarried (77 percent of the Filipinos were single in contrast to the 48 percent of the total California

population). For their work in hotels, restaurant and private houses, they were usually paid about \$67 a month plus room and board. Filipinos in the agricultural industries received an averaged of \$3.00 a day. Some employers were said to prefer Filipino workers to white and Mexican workers because the former were considered steadier, more tractable and more willing to put up with longer hours, poorer board and worse lodging facilities.

During the Depression white labor came to view the Filipinos as an economic threat, and the same jobs that the whites had been unwilling to accept during the twenties were suddenly being contested. The fact that the Filipinos were generally young, male and single increased their impact on and visibility in the job market. At the same time, their age and sex imbalance brought them into conflict with the dominant white majority, especially when they had contact with white women. Anti-Filipino race riots occurred in Exeter, California in late 1921 and in Watsonville, California in January of 1930. The Exeter incident was enacted by "whites throwing missiles at the Filipinos" in the company of white women. In Watsonville, the immediate cause of a riot that led to the death of a Filipino was the employment of white female entertainers by the Palm Beach Filipino Club (Bloch 1930:74)

In the aftermath of these riots, the California legislative passed Joint Resolution No. 15 which petitioned Congress to restrict Filipino immigration.

The present absence of restriction on immigration from the Philippines Islands opens the door annually to thousands of Filipinos, causing unjust and unfair competition to American labor and multiplying the beneficial results to be expected from a national policy of restrictive immigration.
(California Joint Resolution No. 15, 1930)

The early Filipino immigrants were victims of general anti-Oriental stereotypes and had the added difficulty of having no governmental authority to defend their interests. They often encountered discrimination and were barred from some hotels and restaurants. When housing could be found, it was not uncommon for ten or twelve men to share a single room or apartment. The Filipino community's age and sex imbalance combined with discrimination to present the appearance of life styles that increased the majority's negative views to Filipinos.

Another part of the problem faced by the early Filipino immigrants was their innocence coupled with their high expectations of America.

Western people are brought up to regard Orientals or colored people as inferior.....Filipinos are taught to regard Americans as equals.....The terrible truth in America shatters the Filipino dream of fraternity..... If I had not...studied about American institutions and racial equality in the Philippines, I should never have minded so much the horrible impact of American chauvinism. (Carlos Bulosan as quoted by Melendy 1972:141).

In 1935 the Philippine Independence Act (that granted independence in 1946) established an immigration quota of fifty Filipinos a year, and it seemed as though Filipino immigration had ended. Not only was new immigration halted, but the Repatriation Act of 1935 offered Filipinos in the United States free transportation back to the Philippines provided they did not reenter the United States. But economic conditions in the Philippines were worse than conditions in this country, and by 1935 Filipinos in the United States numbered more than 100,000, many of whom had been here for upwards of ten years. Only 2,000 chose to return to the Philippines.

World War II began a new chapter in Philippine immigration. The invasion of the Philippines by the Japanese and the heroic but ultimately

futile defense by Filipino and American troops increased American

consciousness about the Philippines. During and immediately after the war, some of the discriminatory bars were lifted. Resident Filipinos were able to get better paying jobs in shipyards and other defense facilities. Most eligible Filipinos enlisted in the army or the navy, and this became grounds for citizenship.

The Immigration and Nationality Act of 1952 established an Asian Pacific quota of 100 per country, making it possible for more Filipinos to enter the United States as immigrants. Within the quota of 100, new preferences were given to skilled workers, parents of American citizens, and spouses and children of permanent resident aliens. A new immigration law was enacted in 1965 and became effective in 1968. It increased the annual allotment of visas to 20,000 per country, continued to give preference to skilled workers, especially professionals, and relatives of permanent residents while excluding from the numerical limitation parents, spouses, and the unmarried children of American citizens. The new laws made gave preference to employment categories in short supply in the United States, such as doctors, and nurses. Once again the Philippines became an exporter of labor and direct contributor to the economic and social well-being of the United States.

The impact of the new law on Filipino immigration is evident when the top five users of Immigrant visas are examined.

Figure 1 Shifts in Top Five Users of IVN*

1967	:	1969	:	1971	:	1973	:	1975	
Mexico	42,371	Mexico	44,623	Mexico	50,103	Mexico	70,141	Mexico	62,552
Phil	33,321	Italy	23,617	Phil	28,471	Phil	30,799	Phil	31,323
Italy	26,565	Phil	20,744	Italy	22,137	Cuba	24,147	Cuba	28,100
Brit	24,965	Canada	18,582	Cuba	21,611	Korea	22,930	Korea	25,611
India	23,442	Jamaica	16,947	Greece	15,939	Italy	22,151	India	14,336

*Based on 1975 Annual Report, Immigration and Naturalization Service

In 1967 the Philippines was not even among the top five users of immigration visas but had jumped to third in 1969 and has been second to Mexico since 1971. Since certain close relatives of U.S. citizens do not fall within the 20,000 annual numerical limitation, the number of immigrants exceeding the 20,000 ceiling is apt to increase. Only 2,274 Filipinos became U.S. citizens in 1968. By 1969 the number had increased by more than 70% to 3,877. By 1973 the 1969 figure had doubled. In 1974 and 1975, 28,903 Filipinos became U.S. citizens. The 15,330 Filipinos who became naturalized U.S. citizens in 1975 represent an almost 600 percent increase over the number in 1964.

The 1970 U.S. Census provides the only nation-wide profile of Filipinos in America, but because of continued immigration since 1970 and a normal fertility rate, the 1970 population of Filipinos probably represents less than half of the present population. The 1970 U.S. Census enumerated 350,082 persons of foreign stock whose country of origin is the Philippines. Of these 184,842 are listed as foreign born and 165,240 are listed as natives of foreign or mixed parentage. Since the Census was completed, immigration has increased the size of

the Filipino community by at least 240,000. Assuming a very conservative natural growth rate of at least 2 percent for both Filipinos already present in 1969 and for those who have immigrated since then, an increase of another 27,000 can be anticipated. The Filipino community in the United States can be expected to be close to a million people by 1980.

Filipinos in Mountain View

"Old Mountain View" began in the 1950's as a settlement with a few residents and businesses along El Camino Real. It developed into an important stage stop on the route to San Francisco. The old town shifted to the present area centered along Castro Street close to the railroad when the San Francisco-San Jose Railroad was completed in 1864 and a depot was built northwest of the old town.

Mountain View, named for the Santa Cruz Mountains to the west, was incorporated in 1902. The opening of the Moffett Field Naval Air Station in 1933 boosted the town's growth. The population stood at only 4,000 in 1940. Most of the residents were farm workers in the extensive landholdings in the valley. In the late nineteen fifties, Mountain View experienced spectacular growth, with the farmlands and orchards giving way to industrial parks and housing.

Filipinos first came to Mountain View in the nineteen twenties. Most of them were young, unmarried men who came with the vision of a better life. For the \$95 third-class fare on a trans-Pacific liner, the early Filipinos could reach a West Coast port like San Francisco, Los Angeles or Seattle. Some came directly from the Philippines to the mainland while others first lived and worked in Hawaii. Prospects of the better economic future, possibly including finishing school and

almost always including being able to send money back to relatives in the Philippines, brought Filipinos to the jobs available in Mountain View. For many, their dreams remained dreams, for, as one old timer puts it, "working on farms was too much work for too little money."

In those days, fruit orchards, mostly owned by Japanese and Chinese, abounded in the Mountain View area. Filipinos would go from one orchard to another in teams of from five to thirty people. They would pick pears, tomatoes, strawberries, prunes, apricots, and raspberries, and would earn 25 cents to 35 cents a box per picker. After work some of the Filipinos would go onto town for a movie, then drop by their favorite meeting place, the poolroom-barbershop then located between Hope Street and View Street, where the present U.S. Post Office is.

With the influx into California of new groups of agricultural workers in the mid-thirties, the "dust bowl" refugees from the Midwest and later the Mexicans from the South, many Filipinos had to seek other jobs. They often ended up doing domestic and personal service work in hotels, restaurants, businesses and private households.

By 1940, 20% of the present Filipino population had already moved to Mountain View. Despite often difficult working conditions and sometimes extremely sub-standard living facilities, Filipinos did not stop coming. By 1965 almost 100% of the present Filipino residents of Mountain View were already here.

The Naval Air Station, N.A.S.A.'s Ames Research Center, and the electronics and aerospace industries, which were established in the fifties, became and continue to be, a steady attraction for Filipinos seeking jobs in the area. Mountain View's proximity to San Francisco

and San Jose make living and working in the area especially appealing to Filipinos. They enjoy ready access to a large Filipino community without any of the problems typical of the large urban centers. The 1975 country-wide Census enumerated 1285 Filipinos out of a total Mountain View Population of 55,095.

4. DEMOGRAPHIC DESCRIPTION

The Filipino community in Mountain View can be described in terms of its total size, its origins, the structure of its households, and the civil status, age and citizenship of its members. Such descriptions reflect the present status of the community and provide an indication of future directions. Descriptions of this kind reveal tremendous differences within the community and suggest that very few, if any, statements can be made that describe all the Filipinos in Mountain View.

Residence in Mountain View

In order to conform with U.S. Decennial Census practices, those who usually live in the housing unit and persons staying or visiting there who have no other home were considered residents. Specific residence rules (included in the Appendix of this report) were followed when applicable but do not cover all the situations found in the Filipino community. In cases of doubt, researchers were instructed to collect data on everyone present and to inquire specifically as to whether individuals had another home elsewhere; how many days on average they were usually present in the household being interviewed; and why they maintained another residence. For analytical purposes, those individuals not covered by the "residence rules" who had another home and were present less than five days a week were not considered residents of Mountain View. The use of these stringent rules for identifying residents resulted in the elimination of 31 "non-residents". These included temporary visitors from the Philippines, some visiting grandparents, some

college students, and those in the military or with jobs requiring them to maintain a residence someplace else.

Race and Ethnic Identity

Most of the results reported in this work concern individuals who either identified themselves as Filipinos or were identified by the respondent for the household as Filipinos. Used this way, the term Filipino refers to individuals classified as a racial group. Some of these individuals are not Filipino citizens, others identify their ethnic identity as American, Filipino-American, simply Filipino, or one of the Philippines' numerous language-ethnic groups. About one percent of the individuals are identified as Filipino-mestizos but for the purpose of analysis, are included with the Filipinos. The term mestizo refers to anyone who has one parent who is Filipino and another who is non-Filipino.

Table 4 - 1 Race of Individuals Identified as Filipino

Filipino	1566
Chinese Mestizo	2
White Mestizo	58
Black Mestizo	2
Japanese Mestizo	1

As long as Filipinos were present in a household, data was collected on all individuals residing therein. If the one percent Filipino mestizos are incorporated with the Filipinos, this leaves some 67 non-Filipino household members.

Table 4 - 2 Race of All Household Members

	Frequency	Percent
Filipino	1623	96
White	56	3
Black	4	0
Mexicans	2	0
Chinese	3	0
Japanese	<u>2</u>	<u>0</u>
Total	1670	100

Table 4 - 3 suggests that the non-Filipino household member is likely to be either the head of the household or the spouse of the head.

Table 4 - 3 Type of Family Member of Non-Filipinos

Male Head	30
Female Head	1
Male Spouse	2
Female Spouse	18

In 51 of the 67 household units in Mountian View containing non-Filipinos, either the head of the household or the spouse of the head is a non-Filipino.

The choice of an "ethnic label" provides the Filipino with several options, and the particular label chosen varies with both the respondent's view of himself or herself and with the situation. One may expect the use of the more general term "Filipino" in situations involving non-Filipino groups, while particular language-ethnic group labels can often be expected where only Filipinos are present.

Respondents were asked whether they considered themselves: "Tagalog, Ilocano, Kapampangan, Ilonggo, Cebuano, Boholano, Filipino-American, American, simply Filipino, or what?" In addition, respondents were asked what every other household member considered himself or herself. Here the respondents' replies might more accurately depict their views of other household members rather than the latter's self-perceptions. While respondents' answers about themselves may be more accurate, they are not a representative sample and, consequently, cannot be generalized onto the entire community.

Table 4 - 4 Comparison of Ethnic Identity by Whether Respondent or Other Household Member

	Respondent	Other Household Members	Total
Tagalog	87	179	266
Ilocano	108	308	416
Kapampangan	11	20	31
Cebuano	13	22	35
Pangasinense	13	30	43
*Other Filipino Groups	61	248	309
Simply Filipino	119	358	477
American	5	45	50

*Includes Ilonggo, Boholano, Waray, Aklan, Bicolano, Zambal

It is interesting to note that about one-third of the respondents identify themselves as "Ilokano", another as "simply Filipino", and the rest saw themselves as one of 13 other labels. Even when mostly Filipino ethnic/language groups were given as choices, many individuals preferred broader terms like "simply Filipino" or "Filipino-American", possibly

indicating their desire to minimize the specific ethnic divisions that have characterized the Philippines. Despite their Filipino racial identity, about 10 percent of the respondents chose either American or Filipino-American as an ethnic identity. It should also be noted that while the particular examples given were intended to prompt other labels, they have limited responses for groups not included as examples, like Pangasinense.

Since in the Philippines the language spoken while growing up is closely associated, if not identical with, ethnic identity, the relationship of languages and ethnic identity provides additional insight into the community's ethnic identity.

Table 4-5. Comparison of Ethnic Identity and Language Spoken While Growing Up

Ethnic Identity	English	Tagalog	Ilokano	Kapam.	Cebuano	Pangas...	Other	Total
Tagalog	38	210	2	1	0	2	13	264
Ilokano	41	27	340	0	0	5	3	416
Kapampangan	1	2	2	25	0	0	1	31
Cebuano	2	3	0	0	26	0	4	35
Pangasenense	3	0	10	0	0	24	6	43
*Other Filipino Groups	12	5	2	0	7	0	32	58
Filipino-American	161	12	43	0	11	1	23	251
Simply Filipino	135	123	132	11	12	12	52	477
American	46	1	0	0	0	0	3	50

More than 65 percent of individuals who grew up speaking English are identified either as Filipino-American or simply Filipino, while 64 percent of those identified as Filipino-American grew up speaking English. The

use of English while growing up appears closely tied to the choice of a general ethnic label such as Filipino or Filipino-American as opposed to a specific language-ethnic group label such as Ilokano. While Ilocano was the language used while growing up by 33 percent of the individuals, only 26 percent of the individuals are identified as ethnically Ilokano. Although Ilokanos are the largest single ethnic-language group, they comprise less than 40 percent of the total Filipino community in Mountain View. Of the language-ethnic groups, Tagalog ranks second, with 24 percent growing up speaking Tagalog while 16 percent are identified as ethnically Tagalog.

Birthplace, Age, and Sex

Seventy seven percent of the Filipinos in Mountain View were born in the Philippines while the remaining 22 percent were born in this country. Table 4-6 gives the place of birth in the Philippines and the United States using Provinces and States grouped into larger categories.

Table 4 - 6 Birthplace of Filipinos in Mountain View

<u>Philippines</u>	Frequency	Percent
Manila and Suburbs (Manila, Quezon City, Caloocan City, Pasay City)	217	18
Ilocos and Mountain Province (Abra, Ilocos Sur, Ilocos Norte, La Union, Mountain Province, Baguio)	228	18
Cagayan Valley and Batanes (Batanes, Cagayan, Isabela, Nueva Viscaya)	34	3
Central Luzon (Bataan, Bulacan, Nueva Ecija, Pampanga, Pangasinan, Tarlac, Zambales)	483	39
Southern Luzon and Islands (Batangas, Cavite, Laguna, Marikina, Occidental Mindoro, Oriental Mindoro, Palawan, Quezon, Rizal)	142	12

	Frequency	Percent
Bicol (Albay, Camarines Norte, Camarines Sur, Catanduanes, Masbate, Sorsogon)	13	1
Eastern Visayas (Bohol, Cebu, Leyte, Negros Oriental, Samar, Southern Leyte)	54	4
Western Visayas (Aklan, Antique, Capiz, Iloilo, Negros Occidental, Romblon)	52	4
Northern Mindanao (Agusan, Bukidnon, Lanao del Norte, Lanao del Sur, Misamis Oriental, Misamis Occidental, Surigao del Norte, Surigao del Sur)	8	1
Southern Mindanao and Sulu (Cotabato, Davao, Sulu, Zamboanga del Norte, Zamboanga del Sur)	<u>6</u>	<u>1</u>
Total	1,237	100

United States

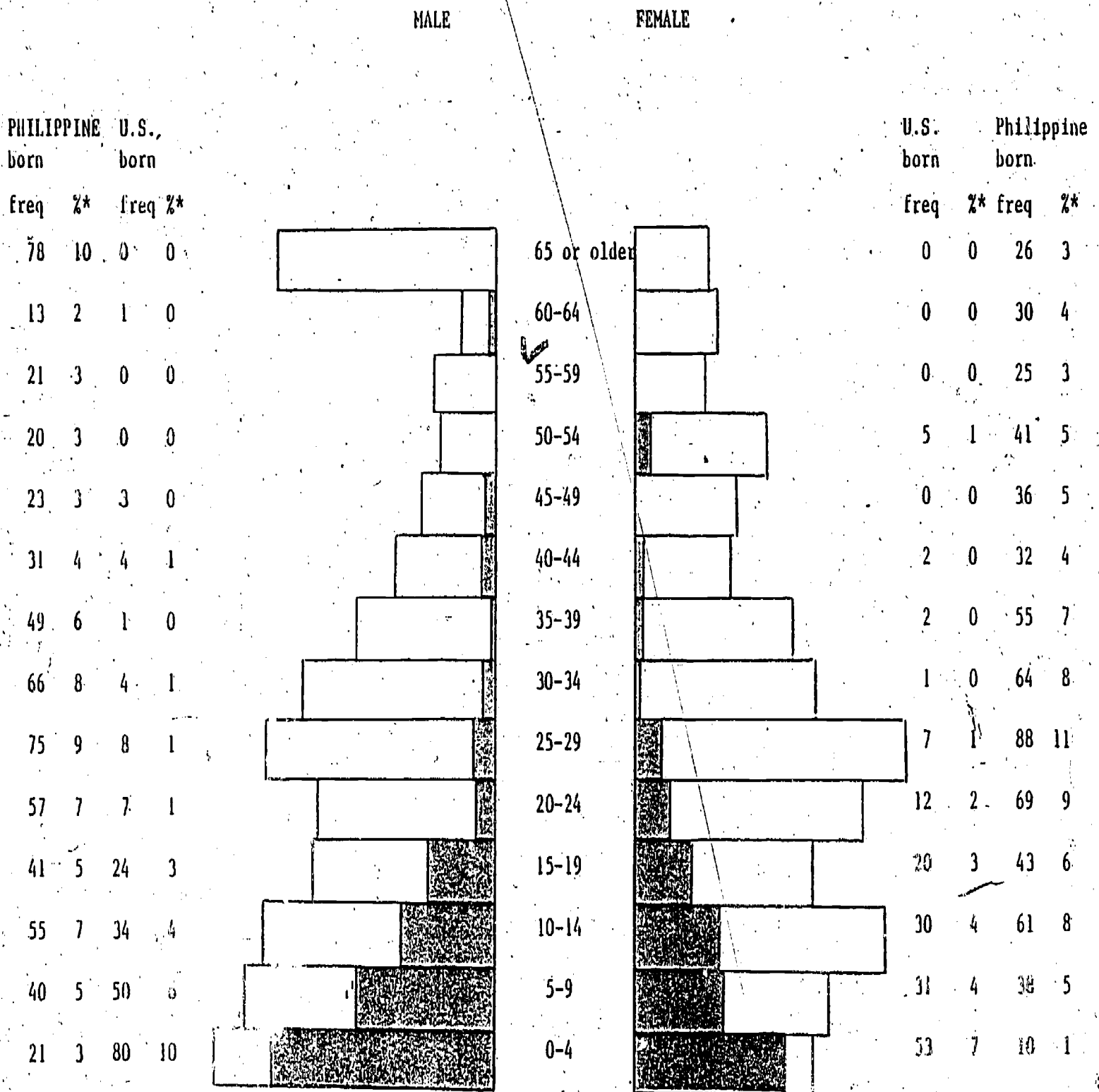
San Francisco Bay Area	254	69
Other Places in California	33	9
Pacific (Washington, Oregon, Alaska, Hawaii, Guam)	37	10
New England (Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Islands)	5	1
Middle Atlantic (New York, New Jersey, Pennsylvania)	7	2
East North Central (Wisconsin, Illinois, Indiana, Michigan, Ohio)	4	1
West North Central (Minnesota, Iowa, Missouri, North Dakota, Nebraska, Kansas)	4	1
North Dakota		
South Atlantic (Delaware, Maryland, West Virginia, Virginia, Washington D.C., North Carolina, South Carolina, Georgia, Florida, Puerto Rico)	14	4
East South Central (Kentucky, Tennessee, Alabama, Mississippi)	1	0
West South Central (Arkansas, Oklahoma, Louisiana, Texas)	5	1
Mountain (Montana, Idaho, Wyoming, Nevada, Utah, Colorado, Arizona, New Mexico)	<u>2</u>	<u>1</u>
	366	100

Over-All Total (U.S. & Phil.) - 1,603

Almost 16 percent of the Filipinos in Mountain View were born in the northern part of the island of Luzon. Almost 13 percent were born either in Manila or the three large cities in its suburbs. Almost 67 percent of the Filipinos born in this country were born in San Francisco Bay Area, and the rest were born in other places in the United States.

Given that 77 percent of the Filipinos in Mountain View are immigrants, the community's age-sex distribution is more directly a reflection of changes in immigration laws than of natural age-sex distribution.

Figure 4-1 Age, Sex, and Place of Birth



Shaded areas represent persons born in the United States.

For the entire population the number of males (n=822) is almost the same as the number of females (n=807). The group of Filipino males over 65, a group almost three and a third times larger than Filipino females of the same age bracket, serves as a reminder of early immigration laws and conditions. Females outnumber males in the 20 to 50 age group by about 20 percent. The Filipinos born in this country are very young, with more than 70 percent aged 14 years or younger and 84 percent aged 19 years or younger.

Civil Status

Sixty-two percent of Filipinos in Mountain View age 16 or older are presently married. About 5 percent are widowed and slightly less than one percent are divorced.

Table 4 - 7 Civil Status of Individuals Over the Age of 15

	Frequency	Percent
Presently married	722	62
Widowed	50	5
Separated	14	1
Divorced	14	1
Never married	<u>378</u>	<u>32</u>
Total	1, 178	100

The relatively large proportion of persons over the age of 15 who are presently married contrast sharply with the small percentage for those who are separated or divorced. Eighty-six percent of those presently married are in their first marriage. Moreover, couples presently in their first marriage have been married an average of 17

years. More than 60 percent of these first marriages have lasted 10 years or more. These figures point to the stability of these first marriages over time.

Table 4 - 8 Previous Civil Status for Filipinos Ever Married

	Frequency	Percent
First marriage	692	86
Previously Divorced	40	5
Previously Widowed	52	7
Previously Separated	<u>17</u>	<u>2</u>
Total	801	100

Age at First Marriage

While a few individuals were first married when they were only 15 (n= 5, 1 percent) or 16 (n= 11, percent 2) or conversely, when they were 60 years or older (n= 5, 1 percent) almost 70 percent of all married individuals married when they were between 20 and 30 years old.

Table 4 - 9 Age at First Marriage and Sex

Age at First Marriage	Frequency	% of F	Frequency	% of M	Frequency	% of All
Under 20	62	16	16	15	78	11
20 - 24	158	41	119	35	277	38
25 - 29	107	28	105	31	212	29
30 - 39	47	12	68	20	115	16
Over 40	<u>8</u>	<u>2</u>	<u>36</u>	<u>11</u>	<u>44</u>	<u>6</u>
Total	382	100	344	100	726	100

In line with both the general tendency for females to marry earlier in the Philippines and immigration patterns which resulted in the presence of

many more males than females prior to the Second World War, females have tended to be considerably younger than males at the time of their first marriage. Some of the early male immigrants remained unmarried. Others met their wives while serving in the Philippines during the war or during trips to the Philippines after the war. For married individuals over the age of sixty, 30 percent were first married when they were past 40.

Household Composition

There are an average of 4.2 people per household with the vast majority of households housing 3, 4, or 5 members.

Table 4 - 10 Household Size

Number of Individuals	Frequency	Percent
1	33	8
2	84	20
3	80	19
4	85	20
5	62	15
6	35	8
7	14	3
8	13	3
9	7	2
10 or more	<u>6</u>	<u>1</u>
Total	419	100

The respondent was asked to identify the "head" of the household and to state the relationship of each household member to the head. This

information permits an identification of the household structure. The most common household consists of a nuclear family comprising a head of the household, his or her spouse, and their unmarried children. Some households contain a nuclear family, plus married children, and their spouses, their children; a nuclear family plus other relatives such as the parents or parents-in-law of the head; a nuclear family plus unrelated individuals such as friends or boarders. Other households contain a nuclear family plus some combination of other relatives and or boarders, and a few households consist of 2 to 5 unrelated individuals, usually either single people or individuals who preceded the rest of their family in coming to the country.

Table 4 - 11 Household Composition

	Number of Households Frequency	Percent
Nuclear Family	302	72
Nuclear plus spouse of children	4	1
Nuclear plus other relatives	76	18
Nuclear plus unrelated	11	3
Nuclear plus combination of above	16	4
Composed entirely of unrelated individuals	<u>10</u>	<u>3</u>
Total	419	100

Most households contain one married pair consisting of a male and a female. A few households contain two, with the second pair usually involving a child from the first pair and his or her spouse.

Table 4 - 12 Number of Married Pairs in Each Household with Both Husband and Wife Present

	Frequency	Percent
One pair	263	96
Two pairs	9	3
Three pairs or more	<u>2</u>	<u>1</u>
Total	274	100

All individuals can be classified according to their relationship to the head of the household. For those households consisting entirely of unrelated individuals, either the eldest or the person in whose name the apartment is rented is considered the head of the household.

Table 4 - 13 Relationship to Head of the Household

	Frequency	Percent
Head	385	24
Spouse	305	19
Child	736	45
Child-in-law	18	1
Grandchild	23	1
Sibling	28	2
Sibling-in-law	23	1
Parent	18	1
Parent-in-law	33	0
Uncle or Aunt	6	1
Nephew or niece	12	1
Friend	31	2
Boarder	4	0
Cousin	<u>5</u>	<u>0</u>
Total	1,627	100

Religion

Given the long history of Spanish influence in the Philippines and their efforts at converting Filipinos to the Catholic church, it is not surprising that about 85 percent of all Filipinos in the Philippines are Catholics. An even higher percentage of the Filipinos in Mountain View are Catholics.

Table 4 - 14 Religion

	Frequency	Percent
Catholic	1451	90
Iglesia ni Kristo	41	3
Independent (Aglipayan)	43	3
Methodist	27	2
Jehovah's Witnesses	9	0
No religion	24	2
Disciples of Christ	3	0
Seventh Day Adventist	8	0
Baptist	2	0
Church of Christ	1	0
Presbyterian	2	0
Lutneran	2	0
Unspecified Protestant	8	0
Mormon	3	0
Bahi	1	0
Buddhist	1	0
Total	1,626	100

Both the Iglesia ni Kristo and the Philippine Independent Church are indigenous to the Philippines. The Iglesia ni Kristo is a strongly nationalistic, evangelical, conservative protestant type church that has one of its own churches in Redwood City, a community about 14 miles north of Mountain View. The Philippine Independent Church commonly known as the Aglipayan Church, has its origins in the Philippine revolt against the Spanish at the turn of this century. It views itself as upholding the true Catholic traditions and, in matters of theology, tends to be more conservative than the Catholic Church in the Philippines. In the Philippines the Aglipayan Church maintains ties and shares seminary facilities with the Episcopal church, but, in the absence of a local Aglipayan church, most of its members in this country worship at local Catholic churches.

Citizenship

Slightly less than half of the Filipinos in Mountain View are citizens of the United States. The rest are still citizens of the Philippines by virtue of birth, except for two Canadian citizens. More than 20 percent of Filipinos in Mountain View have acquired U.S. citizenship through naturalization.

Table 4 - 15 Citizenship

	Frequency	Percent
Philippines	830	51
United States		
Born in U.S.	366	23
Children of U.S.		
Citizens	95	6
Naturalized	<u>336</u>	<u>21</u>
Total	1,627	100

53

More than 35% of all Filipinos in Mountain View who are naturalized U.S. citizens became citizens since 1973. The largest number of Filipinos became U.S. citizens in 1977 (N=36) followed by 1974 (N=34).

Table 4 - 16 Naturalization Year

	Frequency	Percent
Before 1940	6	2
1940 - 1965	95	29
1966 - 1969	27	8
1970 - 1973	81	25
After 1973	<u>119</u>	<u>36</u>
Total	328	100

More than a third of those who acquired U.S. citizenship between 1940 and 1965 were naturalized during the World War II. Often naturalization both during and after the war was the consequence of service in the U.S. Armed Forces. Approximately 80 percent of those who immigrated before 1940 are naturalized U.S. citizens. Sixty five percent of those who immigrated between 1940 and 1965, 50 percent of those who immigrated between 1966 and 1969, and 15 percent of those who have immigrated since 1969 have chosen to become U.S. citizens.

Voter Registration

Among those who are 18 or older and are U.S. citizens, more than 50 percent registered to vote.

Table 4 - 17 Voter Registration of Filipinos in Mountain View, 18 Years Old or Older and U.S. Citizens

	Frequency	Percent
Registered to vote	223	56
Not registered to vote	<u>173</u>	<u>44</u>
Total	396	100

5. LANGUAGE

Language Experience in the Philippines

The Philippines is a multilingual society with over eighty indigenous languages. The Philippine languages belong to the Malayo-Polynesian/Proto-Austronesian linguistic family which extends from Hawaii to Madagascar and from Formosa to Easter Island west of Chile. This area includes New Zealand, Tonga, and Samoa, as well as Borneo, Celebes, Java, Sumatra, the Malay Peninsula and the Philippines. Presently, there are two official languages in the Philippines - Pilipino and English. Until recently, Spanish was recognized as a third official language. Both Pilipino and English are used as media of instruction in the schools under the present Bilingual Education policy. Pilipino is also the language used in social and political gatherings. In addition, there is a growing literary tradition in Pilipino.

In 1937 President Quezon issued a proclamation making Tagalog the basis for the national language, and in 1959 this national language was dubbed Pilipino. Tagalog is spoken in Metro Manila, the Philippines' primary city, and in the nearby province. Only about 25 percent of the population speak Tagalog as their mother tongue but 55 percent are identified as being able to speak Tagalog. Nevertheless, opposition to Tagalog or Pilipino continues.



Table 5 - 1 Percentage of Filipinos whose Mother Tongue is one of Eight of Major Languages*

Language	1960	1970
Cebu-Visayan/Cebuano	24	24.2
Tagalog	21	24.5
Iloko	12	11.3
Hiligaynon/West Visayas	10	10.2
Bikol	8	7
Samar-Leyte	6	5
Pampango	3	3
Pangasinan	2	2

*Based on the 1960 and 1970 Philippine Census.

Table 5 - 2 Percentage of Population Who Can Speak Pilipino, English and Spanish*

Year	Pilipino	English	Spanish
1939	23	27	3
1948	37	37	2
1960	44	40	2
1970	55	45	4

*Based on the Philippine Census

Historical background suggests that the Spaniards had no policy concerning the use of Tagalog in the Philippines. However, the strategic importance of Manila in the Spanish imperial scheme encouraged the slow growth of Tagalog even though from the Spanish era until well into the nineteen sixties, more people spoke Cebu-Visayan. In one of the earliest descriptions of the Philippines (written in 1604), Chirino noted that of

all the Philippine languages, Tagalog was the most satisfying and admirable because it had qualities from the finest languages in the world. Such admiration for Tagalog does not seem to have been widespread among the Spanish colonizers, and did not convert into a language policy. The Spaniards produced grammatical descriptions of Tagalog and other Filipino languages for use by friars learning the local languages but did not encourage the use of Tagalog as a medium of communication outside the Tagalog areas. In the Philippines, it is generally believed that Spanish never became a lingua franca because of friar opposition. The theory is that the friars feared that learning Spanish would spark liberal ideas of self-government among Filipinos, thereby threatening the church's influence and power. Today, apart from the many Spanish loanwords in Philippine languages and a few speakers of Spanish in the upper echelons of society (3.6 percent of the 1970 Philippine population), the linguistic legacy of Spain in the Philippines is limited to the existence of several communities that speak a Spanish creole language.

The American policy makers apparently favored a "one language" policy for the same reasons the Spanish friars opposed it. McKinley's instructions to the Philippine commission stated:

It is especially important to the prosperity of the islands that a common medium of communications be established and it is obviously desirable that this medium should be the English language.

In 1919 English, already the medium of instruction, became the official language to be used in the local government and the legal system.

Filipino responses to the teaching of English were varied. Many Filipino intellectuals were staunchly pro-English, arguing for the practicality of English for international exchange and political integration.

Other Filipino intellectuals lobbied for the official use of an indigenous language as early as 1901. Jorge Bocobo argued that:

No foreign language, be it Spanish or English, or any other can be the genuine vehicle of our innermost thoughts, our most intimate feelings. No foreign language can be the expression of our national soul.

The need for an indigenous national language has been closely linked with the quest for a national identity, begun during the Spanish period, and subsequently pursued during the American period. Philippine President Quezon recognized the necessity and desirability of an indigenous national language as a vital ingredient of nationhood.

It is therefore, advisable to strengthen the true ties of national solidarity, and in my opinion a common language based on one of the native dialects and used by our people is one of these bonds.

The use of Philippine languages in the schools was explicitly forbidden until 1939, the official public policy was to allow the local language to be used whenever public school teachers found a pupil or class unable to understand the question, direction, or explanation. The Board of National Education implemented a Revised Educational Program in 1957 which called for the use of the language indigenous to the local geographic area as medium of instruction in Grades 1 and 2, the teaching of English as a subject, and the use of English as the medium of instruction from Grade 3 to college. Most public schools took practical steps towards the implementation of this policy. However, most private schools continued to use the local language for educating the child in the first two grades was theoretically based on Aguilar's (1948-1957) Iloilo Language Experiment One. This experiment suggested that initial instruction in the local language contributed to the subsequent learning of the curriculum in English. Given the methodological problems of Aguilar's research, the inadequacy

of instructional materials in the local languages, and the inadequacy of teacher preparation, the adoption of the policy may have been a premature decision. Not until 1967-68 were books in twelve Philippine languages printed for use in the schools - Cebuano, Tagalog, Ilokano, Hiligaynon, Bikol, Waray, Pampango, Pangasinan, Magindanaw, Tausog, Ibanag, and Samal (listed in the order of number of speakers, from the most to the least). Almost at the same time the books in these languages reached the classrooms, official language policy in the Philippines shifted once more. The new policy in 1967 replaced the use of the local language with Tagalog as the medium of instruction in Grades 1 and 2. Language policy changed again in 1974 with the "Bilingual Education Act."

This act called for the use of Tagalog as the medium of instruction in social studies, character education, work education, health, and physical education and the use of English in the other courses. This policy becomes mandatory in 1978-1979.

Language Use in the Philippines

Shifts in national language policy since nineteen hundred have been instrumental in bringing about the present language situation in the Philippines. The use of both English and Tagalog has expanded. The number of people identified as being able to speak English has increased from close to zero in 1900 to 26.6 percent in 1939 to 44.7 percent in 1970. The number of people identified as able to speak Tagalog has increased from 23.4 percent in 1939 to 55.2 percent in 1970.

Language choice depends on many factors, among them, the subjects, the time, the settings, and the functions. All these factors are invariably tied to the status of English and Tagalog. Tagalog and English in peer

relationships, Tagalog for below-peer relationships. Differences in language use are most marked between subjects with high socio-economic status. The high socio-economic subjects tend to use more English whether they are speaking, reading, or writing. It appears that Tagalog is the language of intimacy, solidarity, and nationalism, while English is the language of formality, official communications, and education and power on the national scene. Although Tagalog has gained more speakers, and is used in more settings than before, it still lacks the status of English. (Beebe and Beebe, in process).

Language Use in the United States

Respondents were asked about the languages individuals used when growing up, the language they currently use most often at home, and all of the other languages they can speak. The ability to speak a language was defined as being able to carry on a conversation in that language. No behavioral measures of language ability were used and the capacity to carry on a conversation may mean very different things to different people.

Language While Growing Up and Presently Used at Home

Thirty three percent of all individuals in this study are identified as having grown up speaking Ilocano. Ilokanos (the same name applies to the ethnic group) originally occupied a narrow band of land between the mountains and the South China sea on the upper western coast of the island of Luzon. Beginning at least one hundred years ago, population pressures on limited land resulted in the large scale migration of Ilokanos to other places in the Philippines. Ilokanos were among the first Filipinos to immigrate to the U.S. Even though they comprise only about 11 percent

of the Philippine population, their presence in large numbers in this country is compatible with their image in the Philippine as "hard working adventurers". The second most common language used while growing up was English (27 percent was split among thirteen other languages. English is the language reported as most-frequently used at home (42 percent), followed by Tagalog (25 percent), and Ilokano 24 percent). The remaining 9 percent used one of seven different Filipino languages at home.

Table 5.3 Language Used While Growing Up and Language Presently Used At Home

	Growing Up		Presently Used at Home	
	Frequency	Percent	Frequency	Percent
None*	32	3	40	3
English	439	27	678	42
Spanish	10	10	0	0
Tagalog	383	24	414	25
Ilokano	532	33	396	24
Cebuano	56	3	25	2
Ilonggo	23	1	7	0
Kapampangan	37	2	18	1
Pangasinan	44	3	25	2
Waray	8	1	0	0
Bicol	7	0	0	0
Ibanag	1	0	0	0
Bolinao	19	1	10	0
Zambal	10	1	4	0
Kinarai-a	8	1	8	1

Hawaiian-English	2	0	0	0
Gaddang	2	0	0	0
Chabacano	4	<u>0</u>	0	<u>0</u>
Total	1629	100	1627	100

* children too young to speak a language

One might expect people to use at home the language they grew up speaking.

Also, since so many of the Filipinos in Mountain View are still quite young, for these respondents, the language presently spoken at home is

~~probably the same as the language used while growing up. Given all this,~~

it is surprising to find that almost 30 percent of all individuals in

Mountain View speak a language at home different from the one they used

when growing up.

Table 5-4 Language While Growing Up Compared to Language Presently Used At Home

Language While Growing Up	None		English		Tagalog		Ilocano		Cebuano		Kapampangan		Pangasinan		Others		TOTAL	
	F	Percent	F	Percent	F	Percent	F	Percent	F	Percent	F	Percent	F	Percent	F	Percent	F	Percent
None	40	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	3
English	0	0	422	62	10	2	6	1	0	0	0	0	0	0	0	0	438	27
Tagalog	0	0	101	15	269	65	11	3	2	0	0	0	0	0	0	0	383	24
Ilocano	0	0	92	14	61	15	371	93	0	0	0	0	7	28	1	0	532	33
Cebuano	0	0	12	2	20	5	1	0	23	92	0	0	0	0	0	0	56	3
Kapampangan	0	0	2	0	17	4	0	0	0	0	18	100	0	0	0	0	37	2
Pangasinan	0	0	13	2	8	2	5	1	0	0	0	0	18	72	0	0	44	3
Others	0	0	36	5	28	7	2	0	0	0	0	0	0	0	28	96	94	6
TOTAL	40	100	678	100	413	100	396	100	25	92	18	100	25	100	29	96	1624	100

Ninety five percent of individuals reported having grown up speaking English speak English at home. Approximately, 64 percent of those who grew up speaking Tagalog are presently using Tagalog at home, while 26 percent now use English and 3 percent Ilocano. Approximately 70 percent of those who grew up speaking Ilocano are presently using Ilocano at home, while 17 percent are using English and 12 percent Tagalog. Only 30 percent of those who grew up speaking other Filipino languages are still using these languages at home. Some 30 percent of these individuals now use Tagalog at home and about 39 percent now speak English. It would appear that individuals who grew up speaking English are likely to speak Tagalog with some shifting to English. Individuals who grew up speaking Ilokano tend to continue to speak Ilocano at home with some shifting to Tagalog or English. People who grew up in language groups with few speakers in the community were almost as likely to use Tagalog at home as the language used while growing up. Among those who no longer use the language they grew up speaking, almost as many now use Tagalog at home as those who use English.

Other Languages

In addition to the languages a person grew up speaking and now uses at home, respondents were asked what other languages each member of the household could speak. The goal was to identify all of the different languages a person can speak.

When the different languages people grew up speaking, languages used at home and other languages spoken are combined, 95 percent of the individuals are identified as being able to speak English, followed by Tagalog (64 percent), and Ilocano (40 percent). While Cebu-Visayan has traditionally been the largest language group in the Philippines, only 6 percent of the Filipinos in Mountain View can speak it. Even though more people have grown up speaking Ilocano than Tagalog, more use Tagalog at home than Ilocano and almost 50 percent more people can speak Tagalog than can speak Ilocano. While English is the language spoken by 37 percent while growing up, it is the language used by 42 percent at home, and 96 percent of the individuals in the Mountain View study are identified as being able to carry on a conversation in English.

Only about one quarter of all Filipinos in this study born in this country could speak a Filipino language.

Table 5-6 All Languages Spoken By Filipinos Born in the United States

	Frequency	Percent
None	43	10
English	341	90
Spanish	13	3
Other European	3	1
Tagalog	42	11
Ilocano	37	10
Cebuano	6	2
Pangasinan	1	0
Hawaiian-English	2	0
Total	488	127

Table S-5 All Languages Spoken by Filipinos in Mountain View

	Frequency	Percent
English	1547	95
Spanish	62	4
Other European	9	1
Other Asian	6	0
Tagalog	1044	64
Ilocano	657	40
Chabacano	10	1
Cebuano	90	6
Ilongo	32	2
Kapampangan	54	3
Pangasinan	101	6
Waray	14	1
Bicol	13	1
Ibanag	8	1
Bolinao	20	1
Zambal	14	1
Kinarai-a	9	1
Itawis	1	0
Gaddang	3	0
Hawaiian English	2	0
Total	3696	228

*Percentage of individuals identified as being able to speak each language. Since most individuals speak more than one language, total percent is greater than 100.

Language Use In Situations Where Options Are Present

This study provides two indicators of language use in situations where options are present. The interviewers introduced themselves in Tagalog (Appendix E) and presented the respondent with a letter written in both English and Tagalog (Appendix F). Respondents were informed in Tagalog that identical questionnaires were available in English and Tagalog and were asked which one they preferred. In a few cases the respondent insisted that it did not matter and in these cases, the interviewers chose Tagalog. ~~This contrasts sharply with a study on fertility attitudes among Filipinos in the San Francisco Bay Area. When asked by a Filipino interviewer in English, which language they would prefer to be interviewed in, 95 percent of this sample chose English (Card 1978). In both studies a few of the respondents who chose English are reported as having trouble either understanding or responding to some questions.~~

A second aspect of language use in this country revealed by the study is that 39 percent of all individuals watch a local Filipino TV program every Sunday afternoon, and another 25 percent watch it one or more times a month. Language used on this variety program switches from English to Tagalog and back fairly regularly but about 60 to 80 percent of the language is Tagalog. English is usually resorted to when the guest on the program does not speak Tagalog, or when introductory remarks are made to the studio audience.

Twenty-four percent of those watching the TV program every week are also identified as not being able to carry on a conversation in Tagalog, suggesting that the number of Filipinos in Mountain View who can understand Tagalog may be considerably larger than those reported as able to speak it.

While Tagalog dominates the broadcast media directed at Filipinos living in the Bay Area, English is used almost exclusively in the several Filipino newspapers in the U.S. It is interesting to note that only 14 percent of the Filipino households in Mountain View have subscriptions to Filipino newspapers.

6. The Filipinos As Immigrants

An experience shared by some 77 percent of the Filipinos in Mountain View and one that has had a tremendous impact on their present status; is that they were born in the Philippines and immigrated to the United States. While many of the early immigrants came alone as single young men, recent immigrants have tended to come as families, with one member of the family often coming in advance and the rest of the family following within a year or so.

Reason for Immigrating

Each respondent was asked why he or she had come to the United States and why every other member of the household had immigrated. When household members were under 15 years of age, it was assumed that they had accompanied their family. Since the respondent was asked about other members of the household, the reason given might more accurately represent the respondent's perception of why other members immigrated rather than the other members' own views. In some cases, respondents provided the same answer for all members of the household while in other cases, they carefully differentiated between the reasons for different family members.

Table 6-1 takes into account the possibility that respondents may have projected their views onto other household members by isolating their replies from the reasons given for all household members (respondents included). Another way of examining the motivations for immigration, while controlling for the reasons given for other household members, is

~~to focus on how the respondents explained the immigration of the household~~
heads.

Table 6-1 Reasons Immigrated for all Household Members, the Respondents, and the Household Heads

Reason	All Household Members		Respondents		Household Heads	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Accompanied Family	753	60	190	49	79	22
Work/better future	268	22	94	24	169	46
Called for	88	7	32	8	45	12
adventure	37	3	25	6	22	6
Study	32	3	10	3	14	4
Visit	16	1	9	2	5	1
Citizen	18	1	7	2	4	1
Exchange	4	0	4	1	0	0
Prearranged employ	5	0	4	1	3	1
Military	19	2	9	2	18	5
Other	8	1	5	1	5	1
TOTAL	1243	100	389	100	364	100

The reason most frequently given for all household members is that they accompanied another family member or were joining relatives already here. The third most frequent reason, "called for," somewhat overlaps with the first group because it usually refers to one's entering the country because a close relative here had filed a petition with the U.S. Immigration Service. To seek work and/or a better future was the reason given for 22 percent of all immigrants. Respondents often used the English term "greener pastures" to describe why members of the household had come.

Very few individuals are said to have immigrated because of prearranged employment or of exchange programs designed to give professionals, especially in the medical field experience in this country. Despite the fact that 79 individuals joined the U.S. military in the Philippines, only 19 individuals are identified as immigrating because of military service. Service in the military may have been perceived as "better job" or as paving the way for better jobs, and thus work for a better future may be seen as the reason for immigrating.

Since education has traditionally been associated with upward mobility, it is interesting to note how infrequently "study" was cited as the reason for immigrating. The relatively small number who gave this reason may be explained by the fact that many of the immigrants had already completed their education in the Philippines (28 percent with 4 years of college or more and another 14 percent with at least a high school diploma) and those many of who had not finished their education were children who accompanied other family members. Very few of the individuals about whom information was collected originally came to the United States on student visas and then decided to remain in this country. Individuals born in Philippines with a U.S. citizen parent sometimes gave their citizenship status as the reason for their immigrating.

The rank order of reasons for immigrating for the household heads from that for all individuals with almost half coming to find work and/or a better future. Accompanying one's family was second, and the rank order of the other reasons remains the same, although the percentages of those coming for adventure or to study are slightly higher.

The open-ended answers given by the respondents suggest that there are three factors underlying much of the immigration of Filipinos to

this country. First, partly as a result of America's colonial and neo-colonial economic policies, conditions in the Philippines have been poor, with tremendous inequalities in access to the natural wealth of the country. Some respondents said that because of conditions in the Philippines, their hard work went unrewarded. Second, U.S. government policies have encouraged the influx of people with specific skills or worker characteristics needed by the U.S. economy. When farm labor was needed, not only were farm laborers allowed in; sometimes they were even recruited by U.S. firms. A similar phenomenon occurred during the booming economy of the late nineteen sixties, when professionals were urged to come and in some cases recruited.

A third factor behind immigration to this country has been Filipinos' image of this country as a place with "greener pastures." Such American-controlled and/or influenced institutions as the educational system and the media, especially the movies, have helped shaped this image.

Year Immigrated

The earliest Filipino immigrants living in Mountain View arrived in the U.S. in 1916. There has been a steady upswing in the number of Filipino immigrants from the period before 1940 through the present. Eighty-three percent of the Filipino immigrants living in Mountain View arrived in the United States after 1965.

Table 6-2 Year Immigrated

	Frequency	Percent
Before 1940	67	5
1940-1965	141	11
1966-1969	235	19
1970-1973	345	28
After 1973	451	36
TOTAL	1239	100

Changes in Reasons for Immigrating Over Time

Since respondents could best identify their own reasons for immigrating, this data may be most valid and reliable. When respondents are divided into groups based on when they immigrated and their reasons for the immigration are compared, several shifts are apparent. Since there were no differences in the reasons given for the three categories of immigrants after 1966, these groups were combined.

Table 6-3 Reason for Immigration of Respondents by the Year they Immigrated

	Before 1940		1940-1965		1966-Present		Row Totals	
	F	Percent	F	Percent	F	Percent	F	Percent
Accompanied Family	5	8	72	51	670	65	747	61
Work/better future	39	59	34	24	187	18	260	21
Called for	1	2	8	6	79	8	88	7
Adventure	8	12	4	3	24	2	36	3
Study	11	17	8	6	13	1	32	3
Military	1	2	8	6	10	1	19	2
Citizen	0	0	1	1	17	2	18	2
Visit	0	0	3	2	13	1	16	1
Other	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>1</u>	<u>8</u>	<u>1</u>
Total	66	100	141	100	1026	100	1233	100

The results reported in Table 6-3 suggest that immigrants before 1940 were motivated by the prospects of employment, adventure, and studies more than were subsequent immigrants. Later immigrants are more likely to have accompanied other family members or to have been "called for" than were the earliest immigrants. These shifts reflect to some extent changes in the conditions in this country and in the people who were

attracted to and allowed into this country. Early immigrants were often younger, single men with minimal schooling, some of whom came for adventure and with dreams of studying and making a lot of money before returning to the Philippines. Later immigrants often have more schooling and have come as families or to join relatives and/or friends already in this country.

Employment Status Before Immigrating

More than a third of the Filipino immigrants were employed immediately before they left the Philippines; a handful had jobs but were temporarily away from their jobs; and a few were unemployed. Almost half were either students or too young to go to school. Ten percent were "keeping house."

Table 6-4 Philippine Employment Status Before Immigrating to the United States

	Frequency	Percent
Employed	447	36
With a job	12	1
Unemployed	49	4
Retired/too old	11	1
Student	424	34
Too young	172	14
Keeping house	<u>126</u>	<u>10</u>
TOTAL	1241	100

Occupation before Immigrating

The types of jobs held by the immigrants in the Philippines before

they came were concentrated on either end of a spectrum that goes from semi-skilled and unskilled to professional.

Table 6-5 Philippine Occupations Held by Employed Immigrants

	Frequency	Percent
Professional	174	39
Managerial	22	5
Clerical-Sales	97	22
Skilled	41	9
Semi-Skilled & Unskilled	<u>113</u>	<u>25</u>
TOTAL	447	100

Of those who were employed before migrating to this country, 39 percent were professionals such as accountants, engineers, and teachers and 25 percent were in semi-skilled and unskilled occupations such as farm labor and dressmaking. A look at specific occupations reveals that 17 percent (n=75) were employed as teachers, with 11 percent at the college level. Ten percent (n=45) were in the health field with 5 percent employed as registered nurses and another 5 percent employed as health practitioners, veterinarians, dentists, pharmacists, health and lab technicians, therapy assistants and nurses' aides. Thirteen percent (n=58) worked in agriculture-related jobs with 6 percent tenant farmers, 6 percent farmers who owned the land they farmed, and 1 percent farm laborers. In sharp contrast to the types of jobs held in this country, a bare 1 percent were assemblers, inspectors, or similar factory-type workers and only 2 percent worked as cooks in private household, housekeepers, maids, or laundry workers.

Types of Schools Attended in the Philippines

Given the status hierarchy of schools in the Philippines, the last Philippine school attended indicates the immigrants' socio-economic status before immigration. The last school attended should not, however, be equated with final educational attainments.

Table 6-6 Type of School Last Attended in the Philippines before Immigrating to the United States

	Frequency	Percent
None	62	6
Public elementary	188	17
Private elementary	54	5
Public secondary	167	16
Private secondary	75	7
Public provincial college	26	2
Private provincial college	141	13
Public Manila college	21	2
Private Manila college	264	25
Private Manila college-church related	17	2
Private accredited	36	3
University of the Philippines	<u>27</u>	<u>3</u>
TOTAL	1078	100

The University of the Philippines and the private universities with internationally-recognized accreditation (Ateneo, De La Salle, the University of Santo Tomas, and Silliman University) are schools with high academic standards that have traditionally attracted students from families with high socio-economic status. In general, the Manila private church-related schools are relatively expensive and also tend to attract

Table 6-7 Highest Grade Completed in the Philippines

	Frequency	Percent
No schooling	90	8
Less than complete elementary	166	15
Elementary graduate	86	8
Less than 4 years high school	117	11
High school graduate	149	14
Less than 4 years college	178	16
4-year college graduate	214	20
Graduate work, M.A., 5-year courses	<u>97</u>	<u>9</u>
TOTAL	1097	100

Close to 60 percent of the Filipino immigrants in Mountain View finished high school and almost 30 percent had a 4-year college degree or more before they immigrated.

Over time, the educational background of Filipino immigrants has changed, with the percentage of those with higher education increasing.

Table 6-8 Highest Grade Completed by Year Immigrated

	Before '40		1940-65		Since '65		Row Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
No schooling	1	2	5	4	83	9	89	8
Less than complete elementary	23	40	15	11	128	14	166	15
Elementary graduate	17	30	10	8	58	7	85	8
Less than 4 years high school	12	21	13	10	89	10	114	11
High school graduate	13	5	23	17	121	14	147	14
Less than 4 years college	1	2	39	29	138	15	178	16
4-year college graduate	0	0	23	17	188	21	211	19
Graduate work, M.S., M.A., 5-year courses	0	0	6	5	89	10	95	9
TOTAL	57	100	134	100	894	100	1085	100

students from high socio-economic status backgrounds. Eight percent of the Filipinos in Mountain View are reported to have attended schools in these 3 groups—University of the Philippines, private accredited, and private church-related. Largely in response to the desire of parents to send their children to college and in the absence of many public-run colleges and universities, a system of privately-owned, often profit-making, colleges and universities has developed. While a few of the schools in this category have high academic standards, some do not. Twenty-five percent of the Filipino immigrants in Mountain View last attended one of these schools. Some public provincial colleges, such as Mindanao State University and private provincial colleges, such as St. Louis University and San Carlos University, have outstanding reputations, but provincial schools are generally considered less prestigious than Manila schools. Fifteen percent of the immigrants last attended schools in this category. At the elementary and secondary levels, attendance at private schools generally connotes higher socio-economic status than attendance at public schools.

Educational Attainment in the Philippines

Respondents were asked to indicate the highest grade or year of schooling each household member had completed in the Philippines. Since some individuals studied further in the United States (see Chapter 7), this is not a gauge of their highest educational attainment.

Since many of the recent immigrants came as children and have continued to study in this country, figures for individuals with less than a high school education are difficult to interpret. However, it is evident that at the time they entered, more recent immigrants have had more years of schooling than did the earliest immigrants.

Highest Degree Obtained Whether in the United States or in the Philippines

Since some immigrants completed additional schooling after arrival here, their highest degree, whether obtained in the United States or in the Philippines, provides a better indicator of their education than the data about previous education in the Philippines. Persons still in school are excluded from the tables below. Otherwise, large numbers of individuals would be classified among those with low educational attainment when, in fact, they are current students.

Table 6-9 Highest Degree Obtained by Immigrants Who Are No Longer Studying and Are Not Too Young to Go to School

	Frequency	Percent
No schooling, less than elem.	105	12
Elementary graduate	133	15
High School	316	35
2-year college degree	53	6
4-year college degree	282	31
Masters	16	2
Professional (M.D., LL.B., D.Dm) & Doctoral	8	1
TOTAL	319	100

A comparison of the highest degree attained by the year of immigration shows that a larger percent of immigrants between 1940 and 1965 finished higher degrees than immigrants either before or after this date.

Table 6-10 Highest degree obtained by year of immigration for immigrants who are no longer studying and are not too young to go to school

	Before 1940		1940-1965		Since 1965		Row Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
No schooling and less than elem.	30	47	12	9	275	27	317	26
Elementary graduate	22	34	16	12	164	16	202	17
High School graduate	10	16	55	40	273	27	338	28
2-year college graduate	0	0	22	16	33	3	55	5
4-year college graduate	1	2	33	24	248	25	282	23
Master's	1	2	1	1	15	2	17	1
Professional (M.D., LL.B., D.Dm.) and Doctoral	0	0	0	0	9	1	9	1
TOTAL	64	100	139	100	1017	100	1220	100

Last Residence in the Philippines Before Immigration

Respondents were asked where in the Philippines they and other members of the household had lived before coming to the United States. A comparison of birth places and last place lived in the Philippines provides an indication of migration within the Philippines prior to immigration and suggests that migration was limited and generally within small geographical areas, such as adjoining provinces. If the last residence in the Philippines are placed into two categories--Manila

and the provinces—the immigrant's urban, large-city experience emerges. It should be noted that there are very urban and even some moderately large cities outside the Manila area, but the Manila area provides more opportunities for experiences relevant to living in America than anywhere else in the Philippines.

Table 6-11 Last residence in the Philippines before immigrating to the United States

	Frequency	Percent
Manila (including Quezon City, Caloocan, Pasay)	381	31
Provinces	861	69

Majority of Filipino immigrants were born in the provinces and were living in the provinces immediately before immigrating. Only 5 percent of immigrants before 1940 were living in the Manila area immediately before immigrating. Some of the more recent immigrants who were born in the provinces and lived there immediately before immigrating had their higher education at schools in the Manila area. These figures suggest that the notion that immigrants are likely to move first to the capital or primary city of their own country before migrating abroad does not accurately depict the situation of the Filipino immigrants.

First Residence in the United States After Immigration

Close to 40 percent of Filipino immigrants came straight to Mountain View after arriving in this country. An additional 15 percent first resided elsewhere in Santa Clara County before moving to Mountain View.

Table 6-12 First Residence in the United States After Immigrating

	Frequency	Percent	Cummulative Percent
Mountain View	472	38	38
Other place in Santa Clara county	183	15	53
San Francisco	115	9	62
San Mateo County	34	3	65
Other places in the Bay Area	73	6	71
Other places in Northern CA	72	6	77
Southern California	101	8	85
Other States	199	16	101

While 47 percent of Filipinos living in Mountain View first lived elsewhere in California, a surprising 16 percent first lived in other places. Among the most common were Guam (n=49, 4 percent), Washington (n=33, 3 percent), and Virginia (n=14, 1 percent).

Year Moved to Mountain View

Questions about when individuals moved to Mountain View and their reasons should probably have been asked of everyone, but were asked only of immigrants. Although Filipinos have been present in Mountain View since the nineteen twenties, almost 80 percent of the Filipino immigrants have arrived since 1970.

Table 6-13 Year Moved to Mountain View

	Frequency	Percent
Before 1940	19	2
1940-1965	78	7
1966-1969	147	12
1970-1973	257	21
After 1973	<u>743</u>	<u>58</u>
TOTAL	1244	100

The research staff's initial efforts to locate all Filipinos in Mountain View had resulted in a list of 1023 names. When these names were investigated, only 419 turned out to have valid addresses in Mountain View, and 319 names could not be located at the addresses given. This would seem to suggest that the Filipino community in Mountain View is a highly mobile group. In many of the cases where the present occupant knew where the former Filipino occupant was, the Filipino had moved to nearby communities such as Sunnyvale, Santa Clara, and San Jose.

Reasons for Choosing Mountain View

The reasons given for household members' choice of Mountain View parallels the reasons given for coming to the United States. Again the assumption was made that those under 15 accompanied other family members.

Table 6-14 Reasons for Choosing Mountain View

	Frequency	Percent
Accompanied family	666	53
Work	298	24
Relatives	142	11
Friends	19	2
Escape some other city	11	1
Weather	12	1
Housing	90	7
Schools	13	1
TOTAL	1251	100

The availability of work, especially in the electronics industry, was the primary inducement to live in Mountain View for 24 percent of the Filipino immigrants. The presence of relatives influenced the decision of more than 10 percent. Some of those who chose Mountain View primarily for employment also had relatives already living here who had informed them of the area's work opportunities. Some of those for whom housing was the reason explained that when they originally came to Mountain View, it was not too expensive to buy a house, especially relative to some of the surrounding communities.

7. EDUCATION

The Philippine educational system is based on the American system; it was established and, for nearly 50 years, run by Americans. Following some initial resistance, Filipinos came to view education as a means of upward social mobility. The fact that people came to believe in the schools and the presence of governmental officials who viewed schooling as a means to development, resulted in the establishment of a nation-wide public elementary system that presently reaches almost all school age Filipino children. At the secondary level many schools are private. It is estimated that less than 60 percent of those who finish elementary school enroll in high school. The need for higher education, and the limited efforts of the government in this area, have resulted in an uneven system of colleges and universities which range from excellent schools with international reputations to schools that are little more than diploma mills.

Filipino parents have traditionally been willing to make tremendous financial sacrifices in order to educate their children. This belief in the value of schooling which is very strong in the Philippines, is apparently a tenet that carries over to Filipinos in this country. Alfredo Munoz (1971:153) claims that Filipino-Americans are "best in the classroom. Whether in public or private schools, the youth seem to be there. It is with them, in fact, that the promise of getting to the very top holds great expectations." However, results from this study suggest that the Filipinos belief in the value of schooling is not always translated into action in this country.

Present School Status

More than 65 percent of the entire Filipino population in Mountain View are not enrolled in school while 30 percent study fulltime and the remaining 4 percent are part-time students.

Table 7-1 School Status

School Status	Frequency	Percent
Full-time	480	29
Part-time	61	4
No	<u>1086</u>	<u>67</u>
TOTAL	1627	100

Twelve (12 percent) of the full-time students are also employed full-time, and thus the number of full-time students is larger than the category of students when the population is broken down as employed, unemployed, housewives, students, etc. For persons age 6 to 16, almost one hundred percent are full-time students, while only 77 percent (35 of 45) of the 17 and 18 year olds are enrolled as full-time students. Of those students presently enrolled in school, 15 percent (n=81) attend private school. About three-fourths of the Filipinos attending private school, are aged 9 to 15. This raises an interesting question of whether some Filipinos choose to send their children to private school out of dissatisfaction with the public schools or because private schools offer something lacking in the public schools at these grade levels.

Table 7.2 Present School Attendance and Type of School by School Age

Age Group	Not in School		Public		Private		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
1-3	89	62	3	1	3	5	95	15
4-6	20	14	72	18	10	15	102	17
7-9	1	1	77	19	9	13	87	14
10-12	2	1	85	21	22	33	109	18
13-15	0	0	86	21	15	22	101	16
16-18	5	3	62	15	6	9	73	12
19-20	26	18	20	5	2	3	48	8
TOTAL	143	100	405	100	67	100	615	100

School Attendance in the United States for Immigrants who were Students Before they Left the Philippines

Similarities in the two school systems and the widespread use of English as the medium of instruction in the Philippines would seem to facilitate a transition from Philippine to American schools. The availability of public, relatively inexpensive, secondary and college education would also seemingly allow someone who had been a student immediately before immigrating to finish his or her education in this country. For the purpose of this analysis only those cases where the individual was a student in the Philippines immediately before immigrating but is not one in the United States, are examined. It is assumed that since these individuals are no longer students their highest grade in this country represents their stopping point. Some of these individuals

are part-time students and undoubtedly, a few others will return to school at some later date; but figures represent their highest educational attainment for now.

Table 7.3 Highest Grade Completed in the Philippines Before Immigration and Highest Grade Completed in the United States by Individuals Who Were Students Before Immigrating and Are No Longer Full-Time Students in the United States

Highest Grade Completed in the United States

Highest Grade completed in the Philippines	No additional Schooling		Less than H.S. diploma		H.S. diploma but less than 4 year college		4 year college		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	F.	Percent
Less than High School	42	21	13	93	33	62	6	60	94	34
High School but less than 4 years college	112	57	1	7	17	32	3	30	113	49
4 yr. college or more	43	22	0	0	3	16	1	10	47	47
TOTAL	197	100	14	100	53	100	10	100	274	100

Of the 274 respondents who were students immediately before immigrating, 94 or 34 percent did not finish high school in the Philippines. A little less than one-half, 49 percent, graduated from high school, and only 47 or 17 percent have college degrees. Many of the 94 students who did not finish high school in the Philippines either failed to enroll once they arrived in the United States or did not finish an entire year. Forty two (44 percent) have no additional schooling, and another 13 (14 percent) started but did not complete high school. Thirty-nine (42 percent) earned a high school diploma, and only 10 (26 percent)

Table 7.4 Highest Degree by Place of Birth for Filipinos Who Are Neither Students nor Too Young to Go to School

	Philippines		United States		Total	
	Freq. of Phil. born	Percent	Freq. of U.S. born	Percent	Freq.	Percent
Less than Elem.	105	11	4	7	109	11
Elementary	133	15	7	12	140	14
High School	316	35	32	56	348	36
Associate or ETC	53	6	3	5	56	6
4 yr. College	282	31	11	19	293	30
Masters degree	16	2	0	0	16	2
Professionals-- Law, Medicine, etc	8	1	0	0	8	0
TOTAL	913	100	57	100	970	100

° For the entire adult population of Filipinos in Mountain View, 25 percent have less than a high school education, 36 percent have completed a high school diploma, 6 percent have finished a 2-year college degree, and 32 percent have completed a 4-year college degree or higher. The percentage of Filipinos born in this country who have a high school diploma or less is 75 percent versus 61 percent for Filipinos born in the Philippines. While 34 percent of Philippine-born Filipinos have 4-year college degrees or higher, only 19 percent of American-born Filipinos have 4-year college degrees. The American born Filipinos are more likely to stop their education at the high school level than Philippine-born Filipinos, and much less likely to finish a 4-year college degree.

earned college degrees in this country. A great majority of those who finished high school did not pursue further schooling, as more than 85 percent of the 133 high school graduates either never enrolled or did not complete a full year in college or university. Seventeen (13 percent) spent some time in college but did not get their degrees. Only 3 (2 percent) managed to get a four-year college degree. It is not surprising that 43 of 47 persons who had college degrees did not finish further education in this country. The data suggests that many young Filipinos who have not completed their education in the Philippines before they immigrated may face conditions in this country that prevent them from graduating from college and in some cases even from high school.

Overall Educational Attainment

Filipinos who were students in the Philippines immediately before immigrating comprise only about 27 percent of the total Filipino population in Mountain View who are not presently studying or too young to go to school. The terminal educational attainment of the entire Filipino community in Mountain View is indicated by the highest degree completed by everyone who is neither a student nor too young to go to school. The assumption is that their highest degree represents the average educational attainment of the adult community and that these figures probably represent the highest attainment likely to be reached by these individuals.

Types of College Degrees

The most common post-secondary degrees earned by Filipinos in Mountain View are in professional education, with many individuals trained to be elementary and secondary teachers. A sizeable number of people also possess commerce, or business and nursing.

Table 7.5 Highest Degree Complete For Filipinos Who Have Completed High School

	Frequency	Percent
Two-Year College Degree		
Associate (Community College)	47	12
Elementary Teaching Certificate	11	3
Four-Year College Degrees		
Bachelor (Not elsewhere classified)	27	7
Education	74	19
Engineering	26	7
Nursing	39	10
Business	76	20
Medical-related	25	7
Language Arts	7	2
Social Sciences	8	2
Physical Sciences	7	2
Agriculture	11	3
Master-level degrees		
Master Not Elsewhere Classified	2	0
Education - M	6	2
Engineering	2	1

Nursing - M	1	0
Social Sciences	4	1
Professional and/or Doctoral Level Degrees		
Law	3	1
Dentistry	5	1
Ph.D.	1	0

Vocational Courses

In addition to their formal education, about 20 percent of the Filipinos in Mountain View have completed generally short vocational or personal enrichment courses.

Table 7.6 Number of Vocational Courses Attended

	Frequency	Percent
1	229	73
2	54	17
3	17	5
4	6	2
5 or more	8	3
TOTAL	314	100

Each respondent was asked detailed information about what he had identified as the two most important courses taken by each household member. Thirty-four different courses were attended, with courses in electronic assembly completed by more than 35 percent of those who had finished a vocational course.

Table 7.7 Ten Most Attended Vocational Courses

	Frequency	Percent
Electronic Assembly	113	36
Secretarial	58	19
Auto Mechanic	33	11
Sewing-dressmaking	33	11
Keypunching	25	8
Beauty-Cosmetology	18	6
Electric Repair	14	5
Computer Programming	12	4
Bookkeeping	11	4
Real Estate	11	4

*Since some individuals may have attended two different courses in the same field, the number of individuals who attended each course may be less than the numbers reported here.

Ten percent of vocational courses lasted less than one week; 45 percent less than one month and 80 percent less than 3 months. Approximately 10 percent of the courses lasted one year and another 5 percent lasted 2 years.

If the vocational courses are divided into categories based on the types of employment they prepared individuals for or the types of jobs they were related to, more than half of the courses can be classified as "semi-skilled/unskilled." The next category (about 28 percent) is in the "clerical and sales" field.

Sixty-six percent of the courses were taken in the Philippines, and the remainder in the United States. Of the courses taken in the United States, 26 percent were in public adult school, 13 percent in private colleges (primarily private business and computer schools),

and 11 percent in U.S. industries. The rest were in public colleges, public agencies, and in the military. Eighty percent of courses taken in the Philippines were taken in private schools and colleges.

Table 7.8 Cross Tabulation of Vocational Courses by Vocational Sponsors In the United States

Vocational Courses Grouped by Types	Public Adult		Public Agency		Public College		Private College		Private Agency		Military		Industry		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Professionals	3	2	0	0	8	17	7	10	0	0	0	0	8	16	26	8
Managers	0	0	0	0	0	0	1	1	0	0	4	17	1	2	6	2
Clerical & Sales	17	13	2	12	21	46	27	40	0	0	9	39	4	8	80	23
Foremen or Skilled	98	73	12	71	9	20	11	16	1	33	6	26	30	59	167	49
Semi-skilled or Unskilled	13	12	0	0	5	11	19	28	1	33	3	13	8	16	49	14
Personal Enrichment	3	2	3	18	3	7	3	4	1	33	1	4	0	0	14	4
TOTAL	137	100	17	100	46	100	68	100	3	100	23	100	51	100	342	100

Table 7.8 (Continuation)

Tabulation of Vocational Courses by Vocational Sponsors in the Philippines

Vocational Courses Grouped by Types	Private School		Public		Industry		Correspondence		TOTAL	
	F	Percent	F	Percent	F	Percent	F	Percent	F	Percent
Professionals	3	2	4	14	2	33	0	0	9	5
Managers	0	0	0	0	0	0	0	0	0	0
Clerical & Sales	56	43	7	24	3	50	0	0	9	5
Foremen or Skilled	34	26	7	24	0	0	11	100	52	30
Semi-Skilled or Unskilled	34	26	9	31	1	17	0	0	44	25
Personal Enrichment	<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>2</u>
TOTAL	129	100	29	100	6	100	11	100	175	100

It might be assumed that some people enroll in vocational courses for personal enrichment or to gain skills that are useful to other occupations besides the one defined by the course. It might also be assumed that many who enroll in certain courses that are clearly designed to produce skills relevant to an occupation, hope to find employment in the field for which they trained. A look at some of the vocational training courses that fit the second criterion suggests that they are not leading to jobs in these fields. At the same time employment in some of these fields may not be related to attendance at a vocational course.

Table 7.9 Selected Vocational Courses and the Numbers of Individuals Presently Employed in Occupation for Which The Courses Were Designed As Training

	No. of Vocational Courses in Field Attended	No. of Individuals Presently Employed in Field
Assembly	107	275
Secretarial	54	12
Keypunching	25	2
Beauty-Cosmetology	15	2
Computer Programming	11	3
Bookkeeping	10	14
Nurses' Aide	9	9
Real Estate	<u>10</u>	<u>5</u>
TOTAL	241	322

The persons employed in each of these occupational fields may not have taken vocational courses in these fields. In fact several of the people presently working as bookkeepers were trained as accountants.

The few people who end up with jobs in the fields for which they had vocational training suggests that some individuals may be investing both time and money in areas that produce little hope of any return. Knowledge about the actual prospects of finding employment in some of these fields might prevent individuals from making the wrong choices.

8. ARMED FORCES

Service of Filipinos with the United States Armed Forces began during the American Occupation of the Philippines at the turn of the century. Filipino seamen were reported working with the U.S Navy and the Merchant Marines as early as 1903. Even before World War I, the U.S. Navy was actively recruiting Filipinos, and ~~six thousand~~ Filipinos served during that war. This number was reduced to 4,000 after the war and remained at that level for two decades, accounting for about 4.5 percent of the total Navy manpower at the time. Recruitments intensified during the Second World War and 2,000 Filipinos enlisted. During the Korean War about 5,000 Filipinos joined. More than 22,000 Filipinos are reported to have served in the Navy between 1940-1970.

Until very recently, the majority of Filipinos in the Navy were stewards, a job category which in Mr. Quinsaat's words, was a "condition of their enlistment..." (UGLA Asian-American Studies Center, 1976: 101). According to 1973 statistics released by the Department of the Navy, over 9,000 of the 11,000 stewards serving in the Navy are Filipinos.

Military Experience of Filipinos in Mountain View

Twenty-nine percent (n=145) of Filipino males aged 18 and above have served in the U.S. Armed Forces. Of these, 63 individuals (43 percent) are on active duty and 82 are no longer in the service. Some 82 percent of the Filipinos with past U.S. military experience joined in the United States, while 81 percent of those on active duty entered in the Philippines. (Table 8.1) 105

Table 8.1 Country Entered by Active Duty Status

	Active		Not Active	
	Frequency	Percent	Frequency	Percent
Entered in the Philippines	51	81	28	34
Entered in the United States	<u>12</u>	<u>19</u>	<u>54</u>	<u>66</u>
TOTAL	63	100	82	100

Table 8.2 How Entered the Armed Forces

	Frequency	Percent
Enlisted	115	78
Drafted	<u>32</u>	<u>22</u>
TOTAL	147	100

Approximately 37 percent of all Filipinos (n=30) who have had military experience were drafted, with 50 percent being drafted between 1941 and 1945. Filipinos who were drafted remained in the military an average of 3.7 years. (Table 8.2)

Table 8.4 Number of Years of Military Service for Filipinos no Longer on Active Service

	Frequency	Percent
Less than one Year	4	5
1 to 2 years	21	25
3 to 4 years	25	30
5 to 6 years	12	15
7 to 8 years	8	10
9 to 10 years	2	2
More than 10 years	<u>11</u>	<u>13</u>
TOTAL	83	100

Filipinos on Active Duty in the Military Service

There are 63 individuals (13 percent of Filipino males over the age of 18) who are presently on active duty in the military service. The majority of these are assigned to the Moffett Field Naval Air Station, which forms the northeast boundary of Mountain View. Only 12 of these Filipinos entered the Navy in the Philippines. The average length of service for these Filipinos is 5.2 years.

Mixed Marriages and All Filipino Marriages with Household Heads In the Armed Forces

In addition to the Filipinos in the Armed Forces, there are 15 non-Filipinos who are present in households in Mountain View that contain at least one Filipino member. In all these situations the non-Filipino is the head of the household.

The 15 mixed marriages headed by non-Filipinos provide an interesting contrast to the 45 marriages that are all-Filipino. (Three marriages in which the Filipino is in the service, the head of the household, and has a non-Filipina wife, are excluded from the discussion that follows).

The average age of entry into service is higher among the Filipino heads, 22 years, compared to 19 years among the non-Filipinos. Contrary to what might have been expected from comparing Philippine and United States fertility rates, the mixed marriages have a higher average number of 2.04 children.

Only 7 of the 45 Filipino household heads finished college while 25 of their wives did. Twenty-four of the wives in the all Filipino marriages were professionals in the Philippines.

In the mixed marriages, only one of the 15 Filipino wives has a college degree, 2 have 2 years of college, 11 finished elementary, and 1 completed high school. Twelve of the non-Filipino household heads finished high school, 1 elementary, and 2 have college degrees.

9. EMPLOYMENT

Approximately one-half of the Filipinos in Mountain View are employed. Homemakers, retired persons, students, and young children make up the bulk of those who do not hold regular jobs. Only a small percentage of Filipinos are unemployed. Others have jobs but were temporarily not working at the time of the survey.

This chapter gives an overview of the characteristics of the Filipino labor force including their ages, sexes, types of jobs, and industries which are major employers of Filipinos. It examines how these workers acquired their present jobs and reasons for some workers being employed outside of the fields in which they believe they should be employed.

Finally, it looks at persons who are unemployed or employed only part-time, their present jobs and the kinds of jobs which these people previously held.

Employment Status

A full-time employee is defined as any person who works for 35 hours or more per week even if he or she is concurrently a student, housewife, retiree, or self-employed. Persons who have a job but at the time of the interview were not working due to temporary illness, sick leave, vacation, strike, or bad weather are classified as "with a job but not working". Information about their jobs is included with the information for those who are employed full-time.

Table 9.1 Employment Status of Filipinos in Mountain View

	Frequency	Percent
Presently Employed	757	47
With A job But Not Working	18	1
Unemployed	29	2
Retired or Too Old to Work	99	6
Student	480	30
Too Young to go to School	150	9
Keeping House	78	5
Disabled	7	0
Other	<u>11</u>	<u>1</u>
TOTAL	1623	100

Labor Force Characteristics

All those who are (1) employed, (2) with a job but not working, and (3) unemployed, can be consolidated into a group designated the "labor force". Members of the labor force tend to be young, with an average age of 27. (Table 912)

Table 9.2 Labor Force By Age and Sex

Age	Number of Females	Percent of All Females	Number of Males	Percent of All Males	Total Persons	Percent of All Persons
15-19	9	2	10	3	19	3
20-24	67	17	54	14	121	16
25-34	128	33	150	39	278	36
35-44	75	20	83	22	158	21
45-54	72	19	46	12	118	15
55-64	29	8	28	7	57	7
65 & over	<u>2</u>	<u>1</u>	<u>10</u>	<u>3</u>	<u>12</u>	<u>2</u>
TOTAL	382	100	381	100	763	106

The numbers of males and females in the labor force are about equal. Their age distribution is also very similar. About one out of five workers is under twenty-five years of age, and 75-percent of the workers are under 45 years of age.

Occupational Patterns

To code each individual's specific job, each person's job title was solicited. Where the job title was ambiguous, additional information was collected about the type of business and the main duties associated with the job. Occupations were coded using a list of about 800 occupations prepared by the National Data Program for the Social Sciences. These occupations were then classified into one of the following categories: (1) Professional, (2) Managerial, (3) Clerical-Sales, (4) Foreman or Skilled Worker, or (5) Semi-skilled or Unskilled.

Two thirds of all Filipinos in Mountain View work at jobs that can be classified as semi-skilled or unskilled.

Fifty-two percent of the men do semi-skilled or unskilled blue-collar and service work while the remaining 48 percent are employed in jobs classified as professional, managerial, clerical-sales or craft skills.

About 73 percent of Filipino women perform semi-skilled or unskilled blue-collar and service work, and only 27 percent are employed in jobs classified as professional, managerial, or clerical-sales or craft skills.

Table 9.3 Occupation By Sex

Type of Occupation	Number of Females	Percent of All Females	Number of Males	Percent of All Males	Total Persons	Percent of All Persons
Professional	44	12	53	14	97	13
Managerial	3	1	4	1	7	1
Clerical-Sales	52	14	37	10	89	12
Foremen or Skilled Worker	4	1	84	23	88	12
Semi-skilled & Unskilled	<u>273</u>	<u>73</u>	<u>190</u>	<u>52</u>	<u>463</u>	<u>62</u>
TOTAL	376	100	368	100	744	100

Table 9.4 Occupational Classification by Place of Birth

Type of Occupation	Born in Philippines	Percent	Born in U.S.	Percent	Total	Percent
Professional	85	12	9	18	94	13
Managerial	5	1	2	4	7	1
Clerical-Sales	77	11	12	24	89	12
Foreman or Skilled	80	12	8	16	88	12
Semi-skilled & Unskilled	<u>442</u>	<u>64</u>	<u>19</u>	<u>38</u>	<u>461</u>	<u>62</u>
TOTAL	689	100	50	100	739	100

Only 7 percent of the labor force was born in this country (Table 9.4). Of those who immigrated to the United States, 80 percent have arrived since 1966, and 34 percent arrived after 1973 (Table 9.5). Sixty-four percent of these immigrants work in semi-skilled or unskilled jobs. Of those in the labor force who were born in the United States, the highest percentage (38 percent) also work at semi-skilled or unskilled jobs, but 24 percent work at clerical or sales jobs as compared with 11 percent for persons who immigrated

to the United States (Table 9.4).

Since relatively few Filipinos were born in this country and since many of them are still very young, a comparison of jobs held by those born in the U.S. with jobs held by those born in the Philippines must be interpreted with caution.

Table 9.5 Year of Immigration of Members of the Labor Force

Year of Immigration	Frequency	Percent
Before 1940	16	2
1940-1965	120	16
1966-1969	154	21
1970-1973	194	26
After 1973	<u>253</u>	<u>34</u>
TOTAL	737	100

Employment As Assemblers In The Electronics Industry

Since the electronics industry is the most important in the area, it is not surprising that a high percentage, 37 percent, of all employed Filipinos work as assemblers. While some of their jobs demand special skills (like working with a microscope) most assemblers usually acquire needed skills on the job or at a 2 or 3-day training program. Many of the electronic assembly jobs pay only slightly above the minimum wage. The average reported annual income for the Filipinos with these jobs is only \$7,844.

About 40 percent of those working as assemblers were employed in the Philippines. An examination of the occupational classifications of the jobs they held there suggests that many of them performed jobs which required special education and skills.

Table 9.6 Occupational Classification in the Philippines
Workers Presently Working As Assemblers

Type of Occupation	Frequency	Percent
Professional	50	41
Managerial	7	6
Clerical-Sales	32	26
Skilled Workers	9	7
Unskilled Workers	<u>25</u>	<u>20</u>
TOTAL	123	100

Employment Outside of Field or Profession

Figures on employment outside one's field or profession are consistent with the finding that many immigrants who work as assemblers have had jobs in other often higher status fields. Of all employed Filipinos who have had any post-secondary education, 61 percent are reported by respondents to be working outside the field in which they were trained. The two most common reasons reported for this situation are (1) the unavailability of work in their field (24 percent) and (2) a need for additional schooling and/or training (23 percent). The actual number of those working outside of their field because they lack a license or credential may be even larger than the 11 percent indicated in Table 9.7 since a additional schooling and/or training is often perceived as a prerequisite for the license or credential. These results suggest that there are institutional obstacles that prevent some Filipinos from finding jobs within their field, while for other Filipinos the problem stems from either the job market or their perception of it.

Table 9.7 Reasons for Working Outside of Field or Profession

Reason	Frequency	Percent
No jobs available in line of work/field	69	24
Needs schooling or training	64	23
Needs experience	17	6
Needs license, tools, etc.	31	11
Presently earning better money	22	8
Presently holding an easier, better job	27	10
Trouble with English	4	1
First job available	18	6
Transportation problem	4	1
In the military	6	2
First choice	<u>22</u>	<u>8</u>
TOTAL	285	100

Second Full-Time Jobs And Sidelines

At the time of the survey, only eight Filipinos held two full-time jobs. Eleven of the employed Filipinos held part-time jobs in addition to their full-time jobs. This group worked an average of 20 hours at their part-time jobs with 55 percent of them working 20 or more hours a week. The most common part-time positions were as sales clerk, assembler, janitor, or cook.

Unemployment, Seeking Employment, and Problems In Finding A Job

During the interview respondents were asked to classify household members as employed, unemployed, retired, student, housewife, too young to go to school, or disabled. Twenty-eight individuals (2 percent) are identified as unemployed. A separate question asked whether persons

fifteen years old and older who were not employed full-time are seeking employment. Seventy-three (19 percent) are identified as seeking employment. The difference between the figures for the unemployed and those seeking employment is explained by the fact that the second figure includes not only those unemployed, but also those who are identified primarily as students, homemakers, and retired persons.

One way of evaluating whether the individual seeking employment is actually looking for a job or just thinks it would be desirable to have a job, is to find out what the individual has done in the last four weeks to find work. Almost 80 percent of those identified as seeking employment are reported to have taken some action to find employment in the 4 weeks before the interview. The most common action was checking directly with employers.

Table 9.8 Action Taken During Last Four Weeks By Individuals Seeking Employment

	Frequency	Percent
Checked with Public Employment Agency	12	16
Checked with Private Employment Agency	2	3
Checked directly with Employer	20	27
Consulted relatives and or friends	6	8
Checked with Mountain View Community Services	2	3
Phoned or answered advertisements	5	7
Others/Follow ups	3	4
Nothing has been done	<u>23</u>	<u>32</u>
TOTAL	73	100

Respondents were asked why persons seeking employment had done nothing during the previous four weeks to follow up on their intent.

Some of the responses reflected individual personal characteristics such as age and health about which little can be done. Other responses referred to lack of training and family responsibilities, areas where improved services might result in better jobs.

Table 9.9 Answers to Questions About Problems in Finding A Job And Why Nothing Has Been Done In The Past four Weeks To Look For A Job

Reply	Problem In Finding A Job		Why Nothing Has Been Done		Total	
	Frequency	Percent	Frequency	Percent	F	Perce
Believes no job available in field	3	7	0	0	3	4
Couldn't find work	4	9	2	8	6	9
Lacks training	8	18	1	4	9	13
Too young or too old	8	18	3	13	11	16
No child care	1	2	1	4	2	3
Family responsibilities	3	7	6	25	9	13
In school or other training	3	7	4	17	7	10
Ill Health	2	5	1	4	3	4
Lacks tools licence	2	5	0	0	2	3
Trouble with English	2	5	0	0	2	3
Spouse objects	0	0	1	4	1	2
Pension	0	0	1	4	1	2
Transportation problems	2	5	2	8	4	6
Just arrived	2	5	2	8	4	6
Not interested	1	2	0	0	1	2
Waiting for test results	1	2	0	0	1	2
Overqualified	1	2	0	0	1	2
Nothing	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>
TOTAL	44	100	24	100	68	100

Job Seeking

Central to the formulation of a program to help Filipinos get better jobs is data on how they learned about their present jobs. The replies summarized in Table 9.10 suggest that 80 percent of those presently employed learned about their jobs through informal methods. Only 20 percent obtained information about work through such formal channels as employment agencies, newspapers, labor unions, and school placement offices, with newspapers (10 percent) as the most popular.

Table 9.10 How Full-Time Workers Learned About Present Job

	Frequency	Percent
<u>Formal Methods</u>		
Stated Employment Service	27	4
Private Employment Agencies	24	3
Newspaper	75	10
School Placement Service	14	3
Labor Union	3	0
<u>Informal Methods</u>		
Friends	176	24
Relatives	94	13
Applied Directly To Employer	318	43
All Other Methods	<u>10</u>	<u>1</u>
TOTAL	741	100

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10. PRESTIGE RANKING OF OCCUPATIONS AND THE IMPACT OF IMMIGRATION

The formulation of prestige scores was previously explained in Chapter Two. Low scores reflect low prestige, and high scores reflect high prestige. It has also been pointed out that one should approach prestige scores with caution, since they are rankings that non-Filipino Americans assigned to occupations in the U.S. and Filipinos evaluate occupations in the Philippines differently. But to reiterate, prestige scores are not used to make definitive statements about prestige of the jobs Filipinos have relative to non-Filipinos but as a tool for comparing the impact of different factors on a summary measure of occupations.

Impact of Immigration

One of the basic questions concerning Filipinos in Mountain View, is the impact immigration has on their "status." Figure 10-1 suggests that the Filipinos who immigrated to this country had jobs in the Philippines that were fairly evenly distributed over the scale with a high score corresponding to a high prestige job and vice-versa. This contrasts sharply with the distribution of the prestige ranking of Filipino immigrants in Mountain View who were employed in the Philippines. Figure 10-2 shows that 28 percent of the jobs held in the Philippines were within the 40-49 prestige bracket. Secretaries, farmers, and farm managers, engineering and science technicians, electricians, construction inspectors, production controllers, dental assistants, bank tellers, bookkeepers, and keypunch operators are examples of jobs thus classified. The second largest category with 27 percent were jobs in the 60-69 prestige ranking. These include such positions as engineers, chemists, schoolteachers, and hospital and health administrators.

The third largest category was the 50-59 prestige bracket (17 percent) encompassing librarians, midwives, health practitioners, social workers, machinists, tailors, etc.

Almost half of the jobs Filipinos previously employed in the Philippines hold in this country fall into the 20-29 bracket, a sharp contrast to the 8 percent for this type of job in the Philippines.

Assemblers, factory workers, gas station attendants, stock clerks, metal platers, stamping press operators, soldiers, delivery men, and dishwashers are some of the jobs accorded this 20-29 prestige rating. The 19 percent currently with jobs in the 40-49 category constitute the second largest group. Those in the 30-39 range form the third most frequent group of jobs held in the United States (14 percent).

Along with the predominance of lower prestige jobs in the U.S., there are very few jobs at the higher end of the scale. Twenty-seven percent of the occupations Filipinos held in the Philippines received 60-69 prestige ranking, prestige accorded such occupations as registered nurses, engineers, pharmacist and clinical laboratory technologists. Only 6 percent of the jobs in the U.S had this 60-69 prestige rating. Similarly, some 5 percent of the jobs in the Philippines had been in the 70-79 bracket, a category that includes architects, lawyers, judge, dentists, college teachers, bank officers, and financial managers. Only 1 percent of the jobs these Filipinos hold in the U.S. have such a high prestige rating.

A comparison of mean scores provides a summary measure of the difference. Jobs Filipinos held in the Philippines had a mean prestige score of 48; jobs these individuals now hold in the U.S. have a mean prestige score of 34.

Explaining Variability in the Occupation Prestige Scores

It might be assumed that something in the background of the Filipinos or a possible pattern of discrimination against Filipinos or a combination of both make for the difference in prestige scores between the U.S. and the Philippines. Filipinos born in the U.S. might be expected to have more familiarity with American folkways and customs and to have had the opportunity for education and other experiences that would lead to higher prestige jobs. If the prestige score of all employed Filipinos born in the Philippines is compared with the score of all employed Filipinos born in this country, one finds that those born in the U.S. do have slightly higher scores, but scores that are still much below the scores for the jobs in the Philippines of the Filipino immigrants.

Table 10-1 Average Prestige Scores for Employed Filipinos Born in United States and the Philippines

	Mean Score	No. of Filipinos
Born in the Philippines	35	689
Born in the U.S.	<u>40</u>	<u>50</u>
TOTAL	75	739

The results in Table 10-4 suggest that the difference in prestige scores for jobs of Filipino immigrants in this country is influenced by length of time they have been in this country.

Figure 10-1 Prestige Score of Jobs in the Philippines Immediately Before Immigrating of Immigrants Who are Employed in the United States*

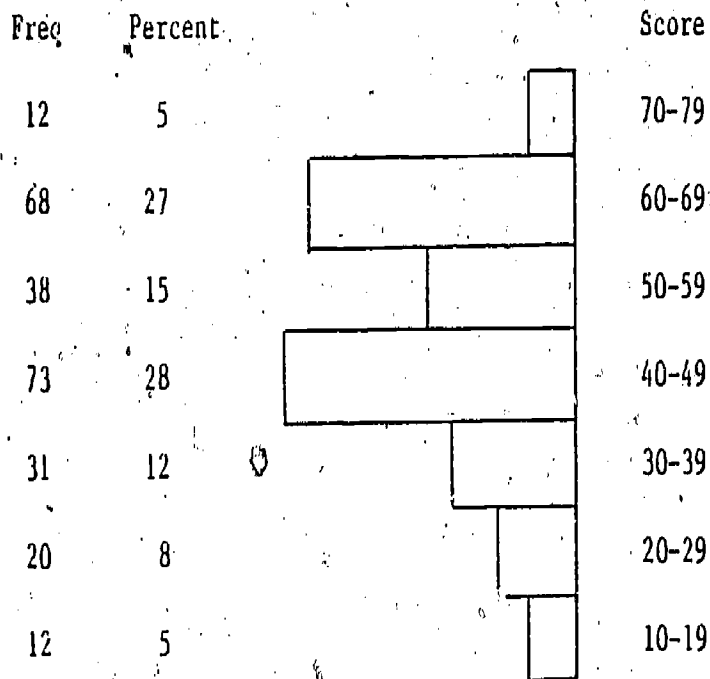
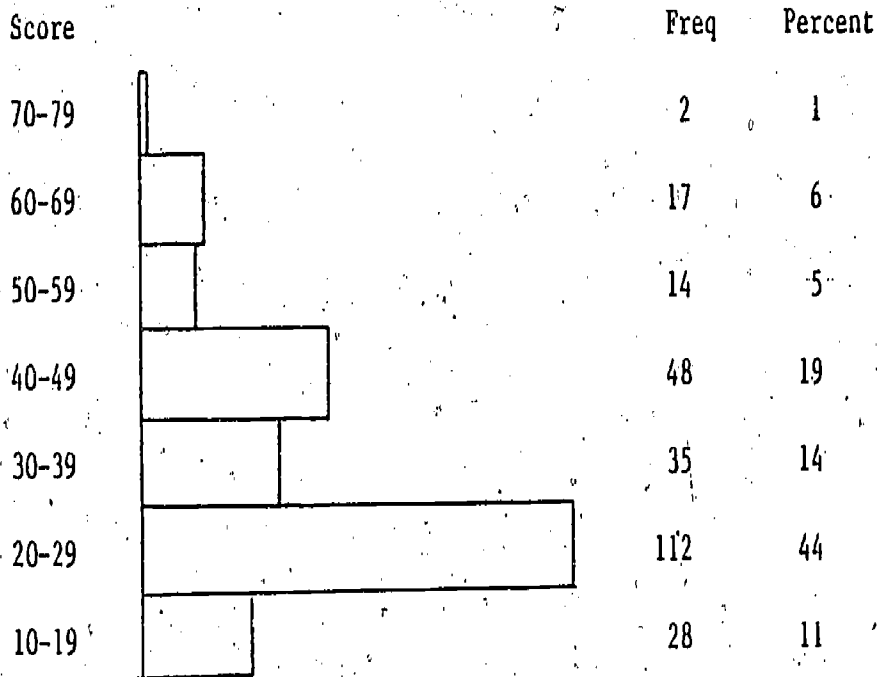


Figure 10-2 Prestige Score of Jobs in the U.S. for the Immigrants in Mt. View Who were Employed in the Philippines*



*Based on a sample of the first 70 percent of households interviewed

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Table 10-2 Average Prestige Scores for Employed Filipinos by the Year They Immigrated

	Mean Score	No. of Filipinos
For entire population	35	685
Before 1940	27	15
1940-1965	39	113
1966-1969	35	145
1970-1973	34	189
After 1973	33	<u>223</u>
TOTAL		1370

The results are difficult to interpret because there have been some significant changes in the characteristics of the immigrants over time. Immigrants between 1940 and 1965 have higher prestige scores and have been in the country longer than immigrants after 1965 but they also have higher levels of education (see Chapter 60).

One of the best predictors of the prestige scores for jobs in the U.S. for all Filipinos in Mountain View seems to be their educational attainment.

Table 10-3 Average Prestige Score for Employed Filipinos by Highest Degree Completed

	Mean	No. of Filipinos
For entire population	35	730
No schooling/less than elementary	27	43
Elementary	27	76
High School	34	86
Two Year College	37	47
Four Year College Degree	39	256

Masters	41	14
Doctoral or Professional	30	<u>8</u>
TOTAL		1260

While the higher the overall education, the higher the average prestige score for jobs in this country, the distressing fact is that it requires a 4-year college degree or more to get jobs in this country with a prestige score equal to the average prestige score for jobs Filipino immigrants held in the Philippines.

As noted in chapter 6, Philippine schools are often very good indicators of the socio-economic status of the students. Those who enrolled at the University of the Philippines or at an internationally accredited college such as Ateneo or De La Salle tend to come from higher socio-economic backgrounds than those who went to a public provincial college. In addition to the advantage such a background might offer, attendance at schools that are generally believed to have high admission and academic standards might provide these individuals with increased confidence and enhance their ability to communicate effectively in English - qualities that may be related to success in the American work environment.

Table 10-4 Average Prestige Scores for Employed Filipinos by the Types of Philippine Schools last Attended in the Philippines (Excluding less than secondary school level schools)

	Mean	No. of Filipinos
Public secondary	29	102
Private secondary	34	49
Public Provincial College	32	19
Private Provincial College	34	111
Public Manila College	38	16
Private Manila College/non-church	37	223
Private Manila Church related	41	9
Private Accredited	46	25
University of the Philippines	46	<u>22</u>
TOTAL		576

It should be noted that some of these individuals had subsequent education in the U.S., especially those who last attended schools at the secondary level. In general those that went to schools at the higher end of the scale ended up with higher prestige jobs. Those who went to the University of the Philippines and the private accredited schools had the highest prestige scores followed by those who had gone to private Manila Catholic schools. The results at the secondary level coincide with the widely held belief that generally, private schools are "better" than the public schools.

In sum, like the highest level of schooling attended, the type of school last attended in the Philippines predicts to some extent the type of job the individual will have in the U.S. But the same distributing problem remains. Graduates of even the "best" schools end up with jobs in this country with prestige ratings that are only average, especially when compared to the prestige of jobs the immigrants had in the Philippines.

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11. INCOME

The average annual earned income of Filipino households in Mountain View is \$16,529. The average household consists of 4.2 members, resulting in a per capita income of \$4,251.00. Household income is based only on income earned as the result of employment and does not include income from investments, savings, and governmental assistance. An examination of income distribution by age, type of schooling, year of immigration and across households of different sizes, different household members, and different types of occupations indicates a few of the factors which explain the income level of Filipinos in Mountain View. Identification of some of these factors is the first step in specifying what might be done to raise the level of income.

Income by Household Size

As the number of household members per household increases, the average income per household increases. As long as additional members contribute to the household income, an increase in an average income per household can be expected.

Table 11.1 Number of People Per Household, and Income Per Household and Per Person Based on the Size of the Household

No. in household	No. of household	Percent of household	Total no. of people	Ave. income per household	Ave. income per person
1	33	8	33	7,076	7,076
2	84	20	168	12,797	6,398
3	80	19	240	14,691	4,897
4	85	20	340	15,494	3,873
5	62	15	310	20,117	4,023
6	35	8	210	27,168	4,023
7	14	3	98	26,535	3,790
8	13	3	104	26,769	3,346
9	7	2	63	38,930	4,326
10 or more	<u>5</u>	<u>1</u>	<u>55</u>	32,502	2,955
TOTAL	418	100	1621		

Household per capita income generally declines as the household size increases. Exceptions to this pattern occur for households of sizes 6 and 9. Some of these larger households have smaller percentages of their members in the non-income producing "children" category, and the increase in the number of wage earners translates into larger per capita income for all members of the household.

Income By Relationship to Household Heads

Total household income depends upon the income generated by all household members from their main jobs, second full-time jobs, and sidelines.

Table 11.2 Income Generated by Different Members of the Household From First, Second, and Sideline Jobs

	FIRST JOB			SECOND JOB			SIDELINE			Percent Total Income
	Freq.	Average Income	Percent of Total Income	Freq.	Average Income	Percent of Total Income	Freq.	Average Income	Percent of Total Income	
Head	278	11,251	45	7	6,071	1	41	3,828	2	48
Spouse	208	9,125	27	1	9,500	0	28	3,659	0	28
Children	104	8,067	12				37	2,310	1	13
Other household members	84	7,648	10				10	1,600	0	10
TOTAL	678		94	8		1			3	100

The heads of households contribute somewhat less than half of the total household income, with spouses contributing around 30 percent. About one-eighth of the total household income comes from children who are still living at home, and another 10 percent is contributed by other household members. The earnings of the spouse and of employed children still living at home are crucial in determining the overall standard of living of Filipinos living in Mountain View. The presence of these employed children and the size of their contribution to the household income makes it meaningless to compare the household income of Filipinos with the household income of other ethnic groups where children are not as likely to be employed.

Income by Occupations

About 94 percent of the income earned by Filipinos in Mountain View

is earned from their main occupation. Of persons who are employed the average annual salary derived from their main occupation is \$9,655. The average reported annual income for the ten most common occupations reflects the variability that exists within the community.

Table 11.3 Average Annual Income for the 10 Most Common Occupations

	Frequency	Average Annual Income
1. Assemblers	250	7,844
2. Members of the Armed Forces	48	9,270
3. Janitors	45	10,100
4. Machine operators	21	9,714
5. Inspectors	19	9,736
6. Gardeners	18	7,916
7. Registered nurses	14	15,000
8. Engineering technician	14	13,178
9. Bookkeepers	13	10,076
10. Machinists	12	10,875

If the occupations are classified as professional, manager, clerical, skilled and unskilled, persons employed in professional jobs earn an average of 66 percent more than persons employed in unskilled jobs.

Table 11.4 Average Annual Income for the Types of Occupations

	Frequency	Percent	Total Income	Average Income
Professional	86	13	1,195,500	13,901
Managerial	4	0	42,000	10,500
Clerical Sales	78	12	798,000	10,231
Skilled Workers	76	11	863,500	11,362
Semi-skilled and unskilled	424	63	3,567,000	8,394
TOTAL	668	100	6,466,500	

While semi-skilled and unskilled occupations reveal the lowest average income, jobs in this category account for 55 percent of the total income of the community.

Income by Age and by Type of Household Member

The overall average income for heads of households is \$11,275. Household heads 20-24 years of age earn the lowest average income of \$8,667. Average incomes increase with age until a peak of \$13,950 is reached for the 40-44 age group.

As with heads of households, the lowest average income of spouses is earned by persons in the 20-24 age bracket. Persons from 30-44 earn an average of just over 10,000, after which incomes drop. The average income of all spouses is \$9,130, about 25 percent lower than the average income of heads of households.

Children of heads of households regardless of age earn an average income of \$8,067. Twelve percent of these children are from 15-19 years of age, earning an average income of \$7,269. Seventy-five percent of persons classified as children fall into the 20-29 age bracket. Other relatives in the house earn an average income of \$7,449 and friends living in the household earn an average income of \$7,429.

Table 11.5 Average Income by Age Group and by Type of Family Member

Age Group	Head	Spouse	Children	Other Relatives	Friend
15-19	0	0	7269	7000	0
20-24	8667	7750	7481	6750	6200
25-29	10598	7536	9558	7800	5500
30-34	11173	10242	7583	10500	17000
35-39	12135	10161	10750	7875	8166
40-44	13950	10026	6500	9000	9500
45-49	11558	9364	3500	5500	5500
50-54	10938	9648	0	4500	0
55-59	8853	7889	0	6500	0
60-64	11167	8786	0	3833	0
65 or older	11500	0	0	5500	0

Income by Year of Immigration

The data suggest that the longer the immigrants have resided in the United States, the higher are their incomes. Persons immigrating before 1966 earned average incomes 43 percent higher than persons immigrating after 1973. These results seem to imply that incomes rise as immigrants gain experience with the American job market.

Table 11.6 Average Income by Year of Immigration

Immigration Year	Number of Persons	Average Income
1940-1965	102	11054
1966-1969	125	11096
1970-1973	178	9329
After 1973	201	7744

Income by Highest Degree

The higher the degree level the higher the annual income, until the professional and doctoral degrees are reached. There are relatively few people in these categories and most of them are working outside the field for which they were trained.

Table 11.7 Average Income By Highest Degree Attained

	Frequency	Average Annual Income
Less than elementary	42	8607
Elementary graduate	67	8798
High School graduate	266	9240
Two Year College degree	41	9280
Four Year College degree	232	10584
Masters	12	10750
Professional-Doctoral	6	9166

Income by Number of Years of Education and By Type of Household Members

The data indicate that income increases with number of years of education. Heads of households with college degrees earn average incomes 22 percent higher than heads of households with high school diploma. -- Spouses with college degrees earn average incomes 12 percent higher than spouses with high school diplomas.

Table 11.8 Average Income by Highest Degree Attained of Head of Household and Spouse

	High School Diploma	College Degree
Head	10,442	12,786
Spouse	9,000	10,080

Income by Type of Philippine College

Persons graduating from the University of the Philippines and from private accredited schools in Manila earn average annual incomes about 20 percent higher than persons graduating from other private colleges in Manila. The data further show that individuals educated in Manila earn more than persons educated outside of Manila.

Table 11.9 Average Income by Type of Philippine College

Type of College	Number of Persons	Average Annual Income
University of the Phil.	22	12045
Private Accredited	22	12386
Private Manila	207	10200
Public Provincial College	17	6971

Average Income if Filipinos Held the Same Type of Jobs in This Country As They Had in the Philippines

If the distribution of occupational classifications for jobs currently held in the United States were the same as that for the previous jobs in the Philippines, and if the average incomes for each category are those stated in the table above total income of all Filipinos would increase from \$6,466,500 to \$7,556,537 and the average annual income would increase by \$1,632. These figures give some idea of the income lost by Filipinos who work outside their fields.

Income From Other Sources

In addition to job earnings, some Filipinos also had income from other sources. Respondents were asked whether household members received income from the following sources. No attempt was made to find out how much income each source provided.

Table 11.10 Additional Sources of Income

Sources	Frequency	Percent of all Individuals*
Interest from savings	378	50
Interests from Investment	119	16
Work Compensation	3	1
Unemployment compensation	13	1
Other Pensions	48	6
Social Security	121	16
Food Stamps	14	2
Welfare	11	1
Rents	35	5
Assistance from relatives not living in household	<u>10</u>	<u>1</u>
TOTAL	752	100

*Respondents could receive assistance from more than one source

Many respondents commented that the interest from household members' savings accounts was negligible because the accounts are small. The most common source of government income was Social Security. It is interesting to note that very few individuals are receiving unemployment compensation, food stamps, or welfare. Several respondents said that they or other members of their households have houses or apartments that they rent to others, but that at present, these properties are not profit-generating.

12. HANDICAPS

Only 4 percent (n=71) of the Filipinos listed are identified as having physical or health handicaps. Heart or blood pressure illnesses affect 37 percent of the handicapped. Table 12.1 shows the distribution of the handicaps by illness.

Table 12.1 Handicaps By Illness

	Frequency	Percent
Hearing or Speech	3	4
Eyesight	1	1
Heart of Blood Pressure	26	37
Lung Disease	4	6
Cancer	1	1
Arthritis, other Stiffness	8	12
Other Physical Problems*	12	17
Other**	<u>16</u>	<u>22</u>
TOTAL	71	100

*Includes: pregnancy, physical disability, headache, allergy

**Includes: hernia, diabetes, Parkinson's disease, gout, ulcers, brain damage, kidney, polio, epilepsy

Assistance to the Handicapped

Distressingly, 65 percent of the handicapped Filipinos (n=54) do not receive direct assistance for their handicaps from governmental agencies. The few that do get aid apparently receive only the Social Security or pension incomes that they are entitled to as senior citizens.

Table 12.2 Handicaps by Direct Assistance Handicapped Individuals
Are Receiving

	Public None	Social Health	Social Security	Medical Medicare	Social Services	Veteran's Pension	Whisman School
Hearing & Speech	0	0	0	0	0	1	1
Eyesight	1	0	0	0	0	0	0
Heart or Blood Pressure	12	3	2	0	3	0	0
Lung Disease	2	1	0	0	0	0	0
Cancer	0	0	0	1	0	0	0
Arthritis, Other Stiffness	6	0	1	0	0	0	0
Other Physical Disability	9	0	1	0	0	1	0
Others	5	0	1	1	0	2	0

N = 54

In addition to direct assistance handicapped individuals receive, some of them supplement this assistance with incomes from other services.

The most common are Social Security and Medicare, as shown by Table 12.3.

Table 12.3 Additional Income Compared to Handicaps

	Workmen's Compensation	Unemployment Compensation	Social Security	Other Pensions	Food Stamps	Welfare	Medical Medicare	MV Services	Interest Savings
Hearing or Speech	0	0	0	0	0	0	1	0	0
Eyesight	0	0	0	0	0	0	1	0	0
Heart or Blood Pressure	0	0	13	5	0	1	9	0	9
Lung Disease	0	0	1	0	0	0	1	1	0
Arthritis, Other Stiffness	1	0	1	0	1	0	3	1	0
Cancer	0	0	1	0	0	0	1	0	0
Physical Problems	0	0	0	1	0	0	0	0	3
Others	0	0	7	3	1	0	4	0	4

No. of Respondents: 47

13. USE OF PUBLIC SERVICES

City parks are used by 53 percent of the Filipinos, making them the most frequented of the public services available in the community. Only 3 percent are reported as having availed of the Mountain View Community Services during the past 6 months, and only 2 percent are reported as having gone to the Employment Development Department to seek employment.

Table 13.1 Use of Public Services by Filipinos in Mountain View

	Frequency	Percent
Public Library	400	25
Parks	870	53
Social Services	46	3
Medicare/Medical	106	7
Employment Office	42	3
Community Services	51	3
Others	<u>1*</u>	<u>0</u>
TOTAL	1516	94

*This is the use of the Senior Citizens Center in Mountain View.

Many respondents were not aware of the services available through the Social Service office and the Community Service office, nor of their eligibility to use their services.

Many of the Filipinos who use the public library are children in school and a few respondents seemed to feel that the library existed only for children.

14. TRANSPORTATION

Of the 1627 Filipinos in Mountain View, 79 percent are reported as using the family car to get around; 9 percent bicycle or walk, (many of these are students), and a scant 2 percent use public transportation or busses. Nineteen percent (n=101) of those who go to school (n=541) use a school bus.

Table 14.1 Most Commonly Used Means of Transportation

Mode of Transportation	Frequency	Percent
Family Car	1280	79
Car Pool	61	4
Bus	32	2
School Bus	101	6
Bicycle/Walk	146	9
Friends/Relatives	6	0
Motorcycle	<u>1</u>	<u>0</u>
TOTAL	1627	100 /

Several respondents volunteered the information that an automobile was needed for either work or school and commented on the relative lack of public transportation in this country compared to the Philippines.

Out of 1077 Filipinos age 16 and over, 63 percent own cars and 37 do not. Of the 681 who own cars, 1 percent (n=7) have cars of pre-1960 vintage, 26 percent (n=176) have cars built before 1970, and 73 percent (n=498) own cars built since 1970.

15. HOUSING

Of 408 households that occupy their own housing unit 45 percent own or are in the process of paying for the houses they live in, 54 percent rent, and 1 percent occupy living quarters without payment for rent.

Table 15.1 Ownership of Living Quarters

	Frequency	Percent
Own	132	50
Rent	130	49
Without Payment	<u>3</u>	<u>1</u>
TOTAL	265	100

Among 406 households, 198 occupy one-family housing units, 199 households occupy apartments, 5 households occupy townhouses, 3 households are in condominiums, and only one is in a mobile home.

Table 15.2 Types of Housing

Types	Frequency	Percent
One-family house	198	49
Apartment	199	49
Townhouses	3	1
Condominium	5	1
Mobile Home	<u>1</u>	<u>0</u>
TOTAL	406	100

A little more than one-third of the households have 3 bedrooms, 26 percent have 2 bedrooms, 19 percent have 1 bedroom, 13 percent have 4 bedrooms and 3 percent have 5 bedrooms.

Table 15.3 Number of Bedrooms

No. of Bedrooms	Frequency	Percent
1	79	19
2	107	26
3	153	38
4	54	13
5	12	3
6	<u>2</u>	<u>1</u>
TOTAL	407	100

The survey shows an average of 3.9 Filipinos per household occupying a living space with an average of 2.6 bedrooms.

16. FILIPINO MOVIES, TV, NEWSPAPERS, AND MUSICAL INSTRUMENTS

Movies made in the Philippines and using Philippine languages play regularly in San Francisco, and are occasionally shown as fund-raising projects in San Jose. Several times a year, Filipino movies are shown in Mountain View area. Seventy-seven percent (n=1240) of the Filipinos in Mountain View have not seen even one Filipino movie during the past year. Of those who have attended a Filipino movie (n=369), one-third attended only one, another third went to two or three, and the remaining individuals viewed 3 or more movies during the past year.

Table 16.1 Filipino movies attended during the last year

	Frequency	Percent
1	126	34
2-3 times	135	36
4-6 times	55	16
7 or more	<u>53</u>	<u>14</u>
TOTAL	369	100

During the interview, many respondents commented that they would like to see Filipino movies if these were shown locally and if they were informed about them.

For several years, one of the UHF television stations in the San Francisco area has aired a Filipino variety show on Sunday afternoons. While the name and the host of the program have changed several times, the general format combining interviews and musical numbers has remained. The most recent version of this show uses a mixture of Tagalog and English with Tagalog used about 70 to 80 percent of the time.



Thirty-nine percent of Filipinos in Mountain View watch a Filipino television program every week, and another 25 percent watch it at least once a month. Thirty-six percent are reported as not watching the program even once a month.

Table 16.2 Average reported times Filipino respondents watch Filipino TV program each month

Number of times	Frequency	Percent
0	585	36
1	161	10
2	168	10
3	75	5
4	<u>624</u>	<u>39</u>
TOTAL	1613	100

The larger numbers of Filipinos watching the TV program over those who go to movies may reflect the greater availability of television programs in the local area. Some respondents report that their TV sets cannot receive the UHF station that carries the Filipino program, but that they occasionally watch the program at their friends' or neighbors' house.

There are numerous Filipino newspapers published in the United States, all of which are published in English. Only 14 percent of the Filipino households in Mountain View subscribe to Filipino newspaper. Some respondents volunteered that although they do not subscribe to a Filipino newspaper, they buy copies regularly when they shop at the three Filipino-operated local stores.

Musical Instruments

Twenty-five percent (n=400) of the Filipinos listed are identified as being able to play one musical instrument. Of the 400, 24 percent can play a second instrument.

Table 16.3 Kinds of musical instruments played

	Frequency	Percent
Piano/organ	255	51
String	152	31
Wind	75	15
Percussion	<u>16</u>	<u>3</u>
TOTAL	498	100

Some individuals play both the piano and the organ or two different string instruments, thus the number of individuals who play musical instruments in each of the categories may be less than the number of responses.

17. MATERIAL POSSESSIONS

The acquisition of material possessions has traditionally been a central aspect of American society. In the course of the interviews, many respondents drew a comparison between the United States and the Philippines and commented on how much easier it is for "working people" to acquire things in this country.

As pointed out in Chapter 15, almost half (45 percent) of all households occupy a housing unit they either own or are in the process of paying for. Sixty-three percent of all Filipinos age 16 and over have cars and there is one car for every 1.6 individuals over the age of 16. Seventy-three percent of all cars are 1970 models or newer, and 28 percent are 1976 models or newer.

Respondents were asked whether or not their household had the 8 material possessions listed below.

Table 17.1 Households Having Each of 8 Material Possessions

	No. of Households	Percent of Households
Color TV	359	88
Washing Machine	215	53
Freezer separate from refrigerator	171	42
Set of Encyclopedias	160	39
Clothes Dryer	151	37
Piano-Organ	123	30
Dishwasher	109	27
Microwave Oven	<u>46</u>	<u>11</u>
TOTAL	408	100

Color TV's were the most common possession and are found in 88 percent of the households. Microwave ovens were the least common and are found in only 11 percent of the households.

Thirty households have none of the possessions and 11 households have all eight of them.

Table 17.2 Number of Material Possessions Present in Households

Number of Possessions	Frequency of Households	Percent of Households
0	30	7
1	94	23
2	44	11
3	49	12
4	64	16
5	51	13
6	44	11
7	20	5
8	<u>11</u>	<u>3</u>
TOTAL	407	100

A few respondents volunteered their observation that ready access to credit makes it possible to obtain these material possessions, but correspondingly, it was very easy to get into debt so that much of their income went to installment and interest payments on their debts. Several respondents acknowledged not only did their existing debts make it impossible for them to get the additional training they would need for upward job mobility; these debts also make changing jobs a tremendous risk. In several instances, students at the local community college had trouble commuting to classes because they did not own cars. So they

bought cars and then dropped out of school in order to earn money for car payments.

Material possessions are one of the best indicators of the variability that exists within the Filipino community in Mountain View. The distribution of their possessions suggests that life in this country has made it possible for many households to acquire many material things, but that only a relatively few households possess certain items that are rapidly becoming standards in American homes. Material possessions provide evidence of how far some Filipino households are from a standard of living enjoyed by other Filipinos within the community.

* * *

APPENDICES

A. Questionnaire (English Version)

A. First Name and LAST NAME

A. First Name and LAST NAME

Age ()

Age ()

FIRST, I'D LIKE TO GET AN IDEA OF WHO LIVES IN THIS HOUSEHOLD. WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD?

Elem. HS. BS,BA. MA.
Voc.
working not working

Elem. HS. BS,BA. MA.
Voc.
working not working

(Enter name in first column of enumeration table. If there is no head of household, ask who assumes the role of the head of the household.)

ID : : : : : 2 3 4 5

ID : : : : : 2 3 4 5

WHAT ARE THE NAMES OF ALL OTHER PERSONS WHO ARE LIVING OR STAYING HERE?

(List all persons staying here and all persons who usually live here who are absent. Be sure to include infants under 1 year of age.)

I HAVE LISTED... (Read names listed) HAVE I MISSED:

- ANY BABIES OR SMALL CHILDREN?
- ANY LODGERS, BOARDERS, OR PERSONS IN YOUR EMPLOY WHO LIVE HERE?
- ANYONE WHO USUALLY LIVES HERE BUT IS AWAY AT PRESENT STUDYING (traveling or in the hospital)?

Person Interviewed: _____

Address: _____

Phone No.: _____

Date: _____

Hour: _____

Reviewed by: _____

INTRODUCTION

The Filipino Association of Mountain View is conducting this survey in order to collect data which will provide a detailed socio-economic profile of the Filipino community in Mountain View. This information is vital both for assessing presently existing community services to which Filipinos are entitled and for pinpointing needs for new services. Only after knowing the composition of the community, their housing, employment, and education can we see how well services like job counseling, affirmative action, services for senior citizens, and the like are meeting people's needs.

Thus far, there is very little statistical data about the Filipino community in Mountain View. It is not even certain how many Filipinos there are in this area. As a service to the community the Filipino Association, a private, non-profit community organization, has organized this survey project and seeks your cooperation.

1. All answers you provide will be strictly confidential. Your answers, including your names and addresses will be converted into numbers and fed into a computer so you will not be identified in the report. The Filipino Association of Mountain View is not connected with any United States or Philippine government agency. We will not disclose your answers to any agency of the United States or Philippine government.
2. The first sheet containing your name and address will be kept separately from your answers.
3. If you do not want to answer any specific questions, just say so.
4. We have identical questionnaires in English and Tagalog. Which form do you prefer?
5. Do you have any questions?

Interviewer: _____

Other Staff present: _____

Language in Which Interview was conducted: _____

B. a. DO ANY OF THE PEOPLE YOU MENTIONED ALSO HAVE A HOME SOMEWHERE ELSE? (If No, go to C)

b. (If yes) WHO ARE THEY AND WHAT PLACES? (Read down with c. & d.)

c. USUALLY HOW MANY DAYS OF THE WEEK ARE THEY HERE?

d. (If not usually) WHAT IS THE REASON FOR THEIR NOT LIVING HERE ALL THE TIME?

C. a. ARE ALL OF THE PEOPLE YOU HAVE NAMED FILIPINOS?

b. (If not) WHO ARE THEY AND WHAT ARE THEY---WHITE, BLACK, CHICANO, CHINESE, CHINESE-MESTIZO, AMERICAN MESTIZO, OR WHAT? (Read across) (Note beside name on p. 1)

D. a. WHAT IS YOUR (...) CITIZENSHIP? (Read down)

b. (If U.S. citizen) HOW DID YOU (...) BECOME A U.S. CITIZEN--
1) BORN IN THE U.S. OR
2) NATURALIZED CITIZEN?

c. (If naturalized) WHAT YEAR WERE YOU (WAS...) NATURALIZED?

d. (If U.S. citizen, ages 18 and above) ARE YOU (IS...) REGISTERED TO VOTE?

E. (Ask only of Filipinos) DO YOU (DOES...) CONSIDER YOURSELF (HIMSELF/HERSELF) TAGALOG, ILOKANO, KAPAMPANGAN, ILONGGO, CEBUANO, BOHOLANO, FILIPINO-AMERICAN, AMERICAN, SIMPLY FILIPINO, OR WHAT? (Read across)

F. (Ask of each person listed.) HOW IS...RELATED TO THE HEAD OF THIS HOUSEHOLD---FOR EXAMPLE: WIFE OR HUSBAND, DAUGHTER OR SON, DAUGHTER-/SON-IN-LAW, DISTANT RELATIVE, BOARDER, WORKER, FRIEND, ETC. (granddaughter or grandson, mother or father, sister or brother, sister or brother, sister-/brother-in-law, nephew or niece, sin). (Read across)

Card :1:1

ID :2:2:2:2 3 4 5

Mixed ethnic prefix :6

Household number :7:7 8 9

Family suffix :10

Interviewer :11

Language used :12

Person interviewed :13

B.a.1 Yes
2 No

b. Place: _____

c. _____ days of the week

d. Reason: _____

B. a. 1 Yes
2 No

b. Place: _____

c. _____ days of the week

d. Reason: _____

C. a. _____ Filipino :15 :16

b. Non-Filipino _____

C. a. _____ Filipino :15 :16

b. Non-Filipino _____

D.a.1 Philippine
2 U.S. 3 Other

b 1. N.A. (not US/below 18)
2. U.S. born
3. Naturalized citizen
4. Parents - US citizen :17

c. 19 _____ :18 19
(N.A.=01)

d. 1 N.A. :20
2 Yes
3 No

D.a.1 Philippine
2 U.S. 3 Other

b 1. N.A. (not US/below 18)
2. U.S. born
3. Naturalized citizen
4. Parents - U.S. citizen :17

c. 19 _____ :18 19
(N.A.=01)

d. 1 N.A. :20
2 Yes
3 No

E. _____ :21 22

E. _____ :21 22

F. Relationship: _____ :23 24

F. Relationship: _____ :23 24

NA - Not applicable
DNK - Does not know
DA - Declines to answer

G. (Code sex of each person listed in the household. If not obvious from name and relationship to head, ask...) IS (...) MALE OR FEMALE?

G. 1. Female
2. Male : :25

G. 1. Female
2. Male : :25

H. (For each person listed, ask:)

a. HOW OLD WERE YOU (WAS...) ON YOUR (HIS/HER) LAST BIRTHDAY? (Read down)

H. a. Age: (Note beside name on p. 1): :19 20

H. a. Age: (Note beside name on p. 1): :19 20

b. WHAT IS THE MONTH, DAY, AND YEAR OF YOUR (HIS/HER) BIRTH?

b. Birthday: : :26 27

b. Birthday: : :26 27

I. (Ask 15 and above respondents)

a. ARE YOU (IS...) PRESENTLY MARRIED, WIDOWED, SEPARATED, DIVORCED, OR HAVE YOU (HAS...) NEVER BEEN MARRIED? (Read down)

I. a. 1 N. A. : :23
2 Presently married
3 Widowed
4 Separated
5 Divorced
6 Never married

I. a. 1 N.A. : :28
2 Presently married
3 Widowed
4 Separated
5 Divorced
6 Never married

b. (Ask if ever been married) HAVE YOU EVER BEEN LEGALLY SEPARATED, DIVORCED, OR WIDOWED?

1 N. A. (never married)
2 No
3 Legally separated
4 Divorced
5 Widowed : :29

b. 1 N.A. (never married)
2 No
3 Legally separated
4 Divorced
5 Widowed : :29

c. (Ask if ever been married) WHEN WERE YOU FIRST MARRIED? IN WHAT MONTH AND YEAR WAS IT?

c. Date of first marriage: _____ 19 _____
(N.A.=01 never married)
: :30 31

c. Date of first marriage: _____ 19 _____
(N.A.=01 never married)
: :30 31

J. WHAT IS YOUR RELIGION?

J. 1 Roman Catholic
2 Iglesia ni Kristo
3 Aglipayan
4 Methodist
5 Muslim
6 Jehovah's Witness
7 No religion
8 Other
Specify: _____
: :32 : :33

J. 1 Roman Catholic
2 Iglesia ni Kristo
3 Aglipayan
4 Methodist
5 Muslim
6 Jehovah's Witness
7 No religion
8 Other
Specify: _____
: :32 : :33

NA - Not applicable
DNK - Does not know
DA - Declines to answer

IF BORN IN THE PHILIPPINES

K. WHERE WERE YOU (WAS...) BORN?
(Ask municipality/ province,
city/state) (Read across)

K. Place of birth: _____
: : : :34 35 36

K. Place of birth: _____
: : : :34 35 36

L. (For those born in the Philippines)

a. (Ask 15 and above respondents)
WHY DID YOU (...) COME TO
THE U.S.?

L. a. Reason: _____

L. a. Reason: _____

b. WHAT YEAR DID YOU (...) FIRST
COME TO THE U.S.?

b. 19 _____ : : : :37 38
(N.A.=01) : : : :39 40

b. 19 _____ : : : :37 38
(N.A.=01) : : : :39 40

c. (Ask only of head of household--
if born in the Philippines)
WERE YOU (WAS...) ALREADY MARRIED
WHEN YOU (HE/SHE) FIRST CAME
TO THE U.S.?

c. 1 ___ N.A. : : : :42
2 ___ Yes
3 ___ No

c. 1 ___ N.A. : : : :42
2 ___ Yes
3 ___ No

d. WHERE WAS THE FIRST PLACE YOU (...)
LIVED IN THE U.S.?
(Ask city/state)
(If respondent lived in Mt. View,
go to f)

d. Place: (city/state) _____
: : : :43 44 45

d. Place: (city/state) _____
: : : :43 44 45

e. WHEN DID YOU (...) COME TO
MOUNTAIN VIEW?

e. Year: _____ : : : :46 47

e. Year: _____ : : : :46 47

f. WHY DID YOU (...) COME TO MT.
VIEW TO LIVE?

f. Reason: _____
: : : :48 49

f. Reason: _____
: : : :48 49

g. WHERE DID YOU (...) LIVE IN THE
PHILIPPINES BEFORE YOU (HE/SHE)
CAME TO THE U.S.?

g. Place: (city, prov.) _____
: : : :50 51 52

g. Place: (city, prov.) _____
: : : :50 51 52

(Read down)

h. WHAT DID YOU (...) DO IN THE
PHILIPPINES BEFORE YOU CAME
TO THE U.S.---FOR EXAMPLE:
WORKING, SPOUSE, STUDENT,
UNEMPLOYED, ETC.?

h. Work status: _____
: : : :53 54

h. Work status: _____
: : : :53 54

i. (If working) WHAT KIND OF
WORK DID YOU DO? (If clear,
skip j to l)

i. Occupation: _____

i. Occupation: _____

j. TELL ME A LITTLE MORE ABOUT
WHAT YOU ACTUALLY DID IN THAT
JOB. WHAT WERE SOME OF YOUR
MAIN DUTIES?

j. _____

j. _____

k. WHAT KIND OF BUSINESS OR
INDUSTRY WAS THAT IN? WHAT DID
THEY DO OR MAKE AT THE PLACE.
WHERE YOU WORKED?

k. Business/Industry: _____

k. Business/Industry: _____

l. (If not clear) WHO DID YOU WORK FOR?

l. Employer: _____
: : : :55 56 57

l. Employer: _____
: : : :55 56 57

m. WHAT WAS THE LAST SCHOOL YOU
(...) ATTENDED IN THE PHILIPPINES?
(Ask name and location of school)
(Read across)

m. School: _____
: : : :58 59

m. School: _____
: : : :58 59

n. (If studied in the Philippines)
WHAT IS THE HIGHEST GRADE/
YEAR OF SCHOOL YOU HAVE (...)
EVER ATTENDED IN THE PHILIPPINES?

n. Grade/Year: _____
(N. A. = .01)

n. Grade/Year: _____
(N.A. = .01)

o. DID YOU FINISH THIS GRADE/YEAR?

o. 1 ___ Yes : : : :60 61
2 ___ No

o. 1 ___ Yes : : : :60 61
2 ___ No

NA - Not applicable
DNK - Does not know

DA - Declines to answer

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- M. a. WHAT LANGUAGE/DIALECT DID YOU (...) SPEAK WHEN YOU (...) WERE GROWING UP? (before age 15)
(Read down)
- b. WHAT LANGUAGE DO YOU (DOES...) GENERALLY SPEAK AT HOME?
- c. WHAT OTHER LANGUAGES/DIALECTS DO YOU (DOES...) SPEAK WELL ENOUGH TO CARRY A CONVERSATION?

M. a. _____
: : : 62 63

b. _____
: : : 64 65

c. _____
: : : 66 67

_____ : : : 68 69

M. a. _____
: : : 62 63

b. _____
: : : 64 65

c. _____
: : : 66 67

_____ : : : 68 69

(If English not mentioned) DO YOU (DOES...) SPEAK ENGLISH?

- N. a. ARE YOU (...) NOW ATTENDING OR ENROLLED IN SCHOOL--- FULL-TIME OR PART-TIME? *(Read across)*
- b. *(If studying)* ARE YOU (...) NOW ATTENDING A PUBLIC OR A PRIVATE SCHOOL?

N. a. 1 Yes, full-time
2 Yes, part-time
3 No : : : 70

b. 1 N.A. : : : 71
2 Public
3 Private

N. a. 1 Yes, full-time
2 Yes, part-time
3 No : : : 70

b. 1 N.A. : : : 71
2 Public
3 Private

- c. HAVE YOU STUDIED IN THE U.S.? *(If yes, ask...)* WHAT IS THE HIGHEST GRADE/YEAR OF SCHOOL YOU HAVE (...) EVER ATTENDED IN THE U.S.?

c. Grade/Year: _____

d. 1 Yes : : : 72 73
2 No

c. Grade/Year: _____

d. 1 Yes : : : 72 73
2 No

- e. WHAT IS THE HIGHEST DEGREE/DIPLOMA/CERTIFICATE HAVE YOU (...) EVER RECEIVED?

(Include subject area)

(Note beside name on p. 1)

e. Degree/s, Diploma/s, Certificate/s

: : : 74 75
: : : 76 77

e. Degree/s, Diploma/s, Certificate/s

: : : 74 75
: : : 76 77

Card : : : 1

ID : : : : 2 3 4 5

Card : : : 1

ID : : : : 2 3 4 5

- O. a. HAVE YOU (...) COMPLETED ANY VOCATIONAL TRAINING PROGRAMS--- FOR EXAMPLE: AUTOMOTIVE MECHANICS, SEWING, SECRETARIAL COURSE, NURSE'S AIDE, BOOKKEEPING, IBM KEYPUNCHING, ASSEMBLY? HOW MANY? *(Read down)*
(Note beside name on p. 1)

O. a. No
Yes, number _____ : : : 6

b. 1 _____ : : : 7 8
2 _____ : : : 9 10

- b. *(If yes)* WHICH ARE THE TWO MOST IMPORTANT VOCATIONAL PROGRAMS YOU (...) COMPLETED?

- c. HOW MANY DAYS DID EACH TRAINING PROGRAM LAST?

c. 1 Days 2 Days
: : : 11 12
: : : 13 14

- d. WHO CONDUCTED OR SPONSORED EACH TRAINING PROGRAM---FOR EXAMPLE: SER, MT. VIEW ADULT SCHOOL, HEALD COLLEGE, LORRAINE TECHNICAL SCHOOL (Neighborhood Youth Corps, Palo Alto Adult School, Foothill Community College, Cordie College, Armed Forces-excluding basic training, National Manpower and Youth Council of the Philippines).
(Make sure countries are identified)

d. 1 _____ : : : 15 16
2 _____ : : : 17 18

O. a. No
Yes, number _____ : : : 6

b. 1 _____ : : : 7 8
2 _____ : : : 9 10

c. 1 Days 2 Days
: : : 11 12
: : : 13 14

d. 1 _____ : : : 15 16
2 _____ : : : 17 18

NA - Not applicable
DNK - Does not know

DA - Declines to answer

- P. (For ages 18 and above) (Read down)
- a. HAVE YOU (...) EVER SERVED IN THE U.S. ARMED FORCES?
 - b. HOW DID YOU (...) ENTER THE U.S. ARMED FORCES?
 - c. DID YOU (...) ENTER THE U.S. ARMED FORCES WHILE YOU (...) WERE IN THE PHILIPPINES OR IN THE U.S.?
 - d. WHEN WERE YOU (...) IN THE U.S. ARMED FORCES? (From month, year to month, year)
 - e. HOW OLD WERE YOU (...) WHEN YOU WERE SEPARATED FROM ACTIVE SERVICE?

- P. a. 1 ___ N.A. : :19
 2 ___ Yes
 3 ___ No
- b. 1 ___ N.A. : :20
 2 ___ Drafted
 3 ___ Enlisted as regular
 4 ___ Entered through OCS ROTC, Service Academy
 5 ___ Other
 Specify: _____
- c. 1 ___ N.A. : :21
 2 ___ Philippines
 3 ___ U.S.
 4 ___ Other (N.A.=.01)
- d. From _____ (month, year) : :22 23
 to _____ (month, year) : :24 25
- e. Age _____ : :26 27
 (N.A.=.01, Active duty =02)

- P. a. 1 ___ N.A. : :19
 2 ___ Yes
 3 ___ No
- b. 1 ___ N.A. : :20
 2 ___ Drafted
 3 ___ Enlisted as regular
 4 ___ Entered through OCS ROTC, Service Academy
 5 ___ Other
 Specify: _____
- c. 1 ___ N.A. : :21
 2 ___ Philippines
 3 ___ U.S.
 4 ___ Other (N.A.=.01)
- d. From _____ (month, year) : :22 23
 to _____ (month, year) : :24 25
- e. Age _____ : :26 27
 (N.A.=.01, Active duty=02)

- Q. a. ARE YOU (...) PRESENTLY EMPLOYED, WITH A JOB BUT NOT AT WORK, UNEMPLOYED, RETIRED, TOO OLD TO WORK, A STUDENT, TOO YOUNG TO GO TO SCHOOL, A HOUSEWIFE, DISABLED, ETC.? (Read across)
 (Note beside name on p. 1)

- Q. a. 1 ___ N.A. : :28 29
 2 ___ Working now (Note below name on p.1)
 3 ___ With a job but not at work due to temporary illness/sick leave, vacation, on strike, bad weather
 4 ___ Unemployed
 5 ___ Retired/too old to work
 6 ___ Student
 7 ___ Too young to go to school
 8 ___ Keeping house
 9 ___ Disabled, too ill to work
 10 ___ Other
 Specify: _____

- Q. a. 1 ___ N.A. : :28 29
 2 ___ Working now (Note below name on p.1)
 3 ___ With a job but not at work due to temporary illness/sick leave, vacation, on strike, bad weather
 4 ___ Unemployed
 5 ___ Retired/too old to work
 6 ___ Student
 7 ___ Too young to go to school
 8 ___ Keeping house
 9 ___ Disabled, too ill to work
 10 ___ Other
 Specify: _____

(If not working, ask questions on next pages 6 & 7 first, then if working, ask question R.)

EVERYONE EXCEPT WORKING FULL-TIME OR WITH A JOB AND CHILDREN UNDER 15

- b. DO YOU (DOES...) HAVE A SIDELINE OR A PART-TIME JOB?
 (If No, go to 'e. If Yes, ask c. & d.)
 WHAT KIND OF SIDELINE OR PART-TIME JOB IS THIS---
 FOR EXAMPLE: SEWING, BABY-SITTING, HANDICRAFTS, CARPENTRY, ARMY RESERVE, ETC.?
 (Ask the most important one)
- c. (If have/has sideline)
 HOW MANY HOURS PER WEEK DO YOU (DOES...) SPEND ON YOUR ((HIS/HER) SIDELINE OR PART-TIME JOB?
- d. (If have, has sideline)
 HOW MUCH DO YOU (DOES...) EARN FROM YOUR (HIS/HER) SIDELINE?
 (Show card)

- b. 1 ___ Yes
 2 ___ No
- c. _____ Hours/week : :33
- d. _____ : : :34 35 36

- b. 1 ___ Yes
 2 ___ No
- c. _____ hours/week : :33
- d. _____ : : :34 35 36

NA - Not applicable
 DNK - Does not know
 DA - Declines to answer

EVERYONE EXCEPT WORKING FULL-TIME, WITH A JOB AND CHILDREN

e. ARE YOU (IS...) SEEKING EMPLOYMENT? (If no, go to h.)

f. (If seeking employment) HAVE YOU (HAS...) DONE ANYTHING IN THE LAST FOUR WEEKS TO FIND WORK? (Mark all methods used, do not read list.)

(If no, go to g.)

(If yes, go to ff.)

ff. WHAT PROBLEMS HAVE YOU (...) HAD IN FINDING A JOB?

g. (If seeking employment but not done anything during the last 4 weeks) WHAT ARE THE REASONS WHY YOU (...) HAVE NOT DONE ANYTHING IN THE PAST 4 WEEKS? (Mark each reason mentioned)

h. (If not seeking employment) WHY ARE YOU (...) NOT INTERESTED IN FINDING A JOB? (Do not read list)

i. a. HAVE YOU (HAS ...) EVER HAD A FULL-TIME JOB?

b. (If yes) WHEN DID YOU LAST WORK FULL-TIME?

j. (If they have worked) WHAT KIND OF WORK DID YOU (...) DO ON YOUR (HIS/HER) LAST REGULAR JOB? WHAT WAS YOUR (HIS/HER) MAIN OCCUPATION CALLED? (If clear, skip k. & l. & m.)

k. TELL ME A LITTLE MORE ABOUT WHAT YOU (...) DID IN THAT JOB. WHAT WERE SOME OF YOUR (HIS/HER) MAIN DUTIES?

l. WHAT KIND OF BUSINESS OR INDUSTRY WAS THAT IN? WHAT DID THEY DO OR MAKE AT THE PLACE WHERE YOU (...) WORKED?

m. (If not clear) WHO DID YOU (...) WORK FOR?

e. 1 Yes 2 No : :37

- f. 1 N.A. : :38 39
2 Checked with public employment agency
3 Checked with private employment agency
4 Checked with employer directly
5 Checked with friends or relatives
6 Checked with Mt. View Com. Services
7 Phoned or answered ads
8 Nothing
9 Other
Specify:

(Circle which question is being answered.)

ff. = 1 g. = 2 h. = 3 : :40

- 1 Believes no job available in line of work or area
2 Could not find any work
3 Lacks necessary schooling, training, skills, or experience
4 Employers think too young or too old
5 Can't arrange child care
6 Family responsibilities
7 In school or other training
8 Ill health, physical disability
9 Lack of tools, licenses or certificates
10 Subject to discrimination
11 Trouble with Eng.
12 Lack of self-confidence
13 Spouse objects to working
14 Other
Specify:
15 Don't know

: :41 42

i. a. 1 Yes : :43
2 No

b. (month, year) : :44 45

j. Occupation:

k.

l. Business/Industry

m. Employer:

: :46 47 48

NA - Not applicable
DNK - Does not know

e. 1 Yes 2 No 142 : :37

- f. 1 N.A. : :38 39
2 Checked with public employment agency
3 Checked with private employment agency
4 Checked with employer directly
5 Checked with friends or relatives
6 Checked with Mt. View Com. Services
7 Phoned or answered ads
8 Nothing
9 Other
Specify:

(Circle which question is being answered.)

ff. = 1 g. = 2 h. = 3 : :40

- 1 Believes no job available in line of work or area
2 Could not find any work
3 Lacks necessary schooling, training, skills, or experience
4 Employers think too young or too old
5 Can't arrange child care
6 Family responsibilities
7 In school or other training
8 Ill health, physical disability
9 Lack of tools, licenses or certificates
10 Subject to discrimination
11 Trouble with English
12 Lack of self-confidence
13 Spouse objects to working
14 Other
Specify:
15 Don't know

: :41 42

i. a. 1 Yes : :43
2 No

b. (month, year) : :44 45

j. Occupation:

k.

l. Business/Industry:

m. Employer:

: :46 47 48

DA - Declines to answer

150



PRESENTLY WORKING FULL-TIME OR WITH A JOB

- R. a. WHAT KIND OF WORK DO YOU (...) DO ON YOUR (HIS/HER) REGULAR JOB? (If clear, go to d.)
- b. TELL ME A LITTLE MORE ABOUT WHAT YOU (...) ACTUALLY DO (DOES) IN THAT JOB. WHAT ARE SOME OF YOUR (HIS/HER) MAIN DUTIES?
- c. WHAT KIND OF BUSINESS OR INDUSTRY IS THAT IN? WHAT DO THEY DO OR MAKE AT THE PLACE WHERE YOU (...) WORK (WORKS)? (If not clear) WHO DO YOU (DOES... WORK FOR?
- d. HCW MANY HOURS PER WEEK DO YOU (DOES...) WORK?
- e. WHAT SHIFT DO YOU (DOES...) WORK--- 1) DAY, 2) SWING, 3) GRAVEYARD?
- f. HOW MUCH DO YOU (DOES...) EARN AT THIS JOB? (Show card)
- g. DO YOU (DOES...) HAVE A SECOND FULL-TIME JOB? (If No, go to n.). (If yes, ask the following:)
- h. WHAT KIND OF WORK DO YOU (DOES...) DO AT THIS SECOND FULL-TIME JOB? WHAT IS THIS OCCUPATION CALLED? (If clear, go to k.)
- i. TELL ME A LITTLE MORE ABOUT WHAT YOU (...) ACTUALLY DO (DOES) AT SECOND FULL-TIME JOB? WHAT ARE SOME OF YOUR (HIS/HER) MAIN DUTIES
- j. WHAT KIND OF BUSINESS OR INDUSTRY IS THE SECOND FULL-TIME JOB IN? WHAT DO THEY DO OR MAKE AT THE PLACE WHERE YOU (...) WORK (WORKS)? (If not clear) WHO DO YOU (DOES... WORK FOR?
- k. HOW MANY HOURS PER WEEK DO YOU (DOES...) WORK AT THIS SECOND FULL-TIME JOB?
- l. WHAT SHIFT DO YOU (DOES...) WORK AT THIS SECOND FULL-TIME JOB--- 1) DAY, 2) SWING, 3) GRAVEYARD?
- m. HOW MUCH DO YOU (DOES...) EARN AT THIS SECOND FULL-TIME JOB? (Show card)
- (For those working full-time)
- n. DO YOU (DOES...) HAVE A SIDELINE OR PART-TIME JOB? (If yes, ask the following:)
- o. WHAT KIND OF SIDELINE OR PART-TIME JOB IS THIS?
- p. HOW MANY HOURS A WEEK DO YOU (DOES...) SPEND ON THIS SIDELINE OR PART-TIME JOB?
- q. HOW MUCH DO YOU (DOES...) EARN FROM THIS SIDELINE OR PART-TIME JOB? (Show card)

- a Work: _____
- b. _____
- c. Business/Industry: _____
- d. Employer: _____ : : : 49 50 51
- d. _____ hours/week : : : 52 53
- 1. N.A.
- e. 2. Day : : : 54
- 3. Swing
- 4. Graveyard
- 5. Not shift work
- f. _____ : : : 55 56
- g. 1 Yes : : : 57
- 2 No
- h. Occupation (2nd) _____
- i. _____
- j. Business/Industry: _____ : : : 58 59 60
- k. _____ hours/week : : : 61 62
- 1. N.A.
- l. 2. Day : : : 63
- 3. Swing
- 4. Graveyard
- 5. Not shift work
- m. _____ : : : 64 65
- n. 1 Yes
- 2 No
- o. _____
- p. _____ : : : 66 67 68
- p. _____ hours/week : : : 69 70
- q. _____ : : : 71 72

- a Work: _____
- b. _____
- c. Business/Industry: _____
- d. Employer: _____ : : : 49 50 51
- d. _____ hours/week : : : 52 53
- 1. N.A.
- e. 2. Day : : : 54
- 3. Swing
- 4. Graveyard
- 5. Not shift work
- f. _____ : : : 55 56
- g. 1 Yes : : : 57
- 2 No
- h. Occupation (2nd) _____
- i. _____
- j. Business/Industry: _____ : : : 58 59 60
- k. _____ hours/week : : : 61 62
- 1. N.A.
- l. 2. Day : : : 63
- 3. Swing
- 4. Graveyard
- 5. Not shift work
- m. _____ : : : 64 65
- n. 1 Yes
- 2 No
- o. _____
- p. _____ : : : 66 67 68
- p. _____ hours/week : : : 69 70
- q. _____ : : : 71 72

NA - Not applicable
DNK - Does not know

DA - Declines to answer

150



PRESENTLY WORKING FULL-TIME OR WITH A JOB

S. (For those working full-time) HOW DID YOU (...) GET YOUR (HIS/HER) PRESENT JOB? (Read across)

- S.1. N.A.
2. Private-employment agencies
3. State/gov't. employment agencies
4. Classified newspaper ads
5. School placement office
6. Friends
7. Relatives
8. Applied directly
9. Other
Specify: : : 73 74

- S.1. N.A.
2. Private employment agencies
3. State/gov't. employment agencies
4. Classified newspaper ads
5. School placement office
6. Friends
7. Relatives
8. Applied directly
9. Other
Specify: : : 73 74

(For those who have had post-secondary training) (Read across)

T. a. ARE YOU (IS...) WORKING IN THE FIELD OR PROFESSION FOR WHICH YOU WERE TRAINED?
b. (If no) WHY ARE YOU (IS...) WORKING OUTSIDE YOUR (HIS/HER) PROFESSION?

- T.a.1. N.A.
2. Yes : : 75
3. No
b. Reason: : : 76 77

- T.a.1. N.A.
2. Yes : : 75
3. No
b. Reason: : : 76 77

U. (For those working full-time) (For Filipinos only) (Read down)

a. HAVE YOU (HAS...) EVER BEEN GIVEN A HARD TIME ON A JOB BECAUSE YOU (HE/SHE) ARE (IS) A FILIPINO? (If No, go to v. 1).
b. (If yes) BY WHOM---THE BOSS, CO-WORKER, CUSTOMER, OR SOMEONE ELSE?
c. WOULD YOU BRIEFLY DESCRIBE WHAT HAPPENED?

- U.a.1. N.A.
2. Yes : : 78
3. No
b.1. Boss : : 79
2. Co-worker
3. Customer
4. Someone else

- U.a.1. N.A.
2. Yes : : 78
3. No
b.1. Boss : : 79
2. Co-worker
3. Customer
4. Someone else

V. a. DOES ANYONE IN THIS HOUSEHOLD BELONG TO A LABOR UNION? (Read down)

- V.a.1. Member : : 6
2. Non-member

- V.a.1. Member : : 6
2. Non-member

(If so) WHO ARE THEY?

Card : 3:1
ID : : : : 2 3 4 5

Card : 3:1
ID : : : : 2 3 4 5

W. IN ADDITION TO INCOME FROM THEIR FULL- OR PART-TIME JOBS, DO ANY MEMBER OF THIS HOUSEHOLD RECEIVE ANY MONEY FROM THE FOLLOWING? (Pause, if yes, who?) (Read all categories slowly)

- W.1. Interest or dividends (savings acc't. or credit union) : : 7
2. Interest or dividends (stocks, bonds, other investments) : : 8
3. Workmen's compensation : : 9
4. Unemployment compensation : : 10
5. Social security (old age, survivor's, disability, health ins): : 11
6. Other pensions (Veteran, private) : : 12
7. Food stamps : : 13
8. Welfare or public assistance (e.g. Aid for Families with Dependent Children) : : 14
9. Rents including that from roomers or boarders : : 15
10. Financial assistance from relatives not living in this household : : 16

- W.1. Interest or dividends (savings acc't. or credit union) : : 7
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7. Food stamps : : 13
8. Welfare or public assistance (e.g. Aid for Families with Dependent Children) : : 14
9. Rents including that from roomers or boarders : : 15
10. Financial assistance from relatives not living in this household : : 16

NA - Not applicable
DNK - Does not know

DA - Declines to answer

- X. a. DOES ANYONE IN THIS HOUSEHOLD HAVE ANY HEALTH OR PHYSICAL HANDICAPS? (If yes, who?) (Read down)
- b. WOULD YOU BRIEFLY DESCRIBE THIS HEALTH OR PHYSICAL CONDITION?
- c. DO YOU (DOES...) RECEIVED ANY ASSISTANCE FROM ANY GOVERNMENT AGENCY/AGENCIES?
- d. (If yes) WHICH GOVERNMENT AGENCY/AGENCIES?

- X. a. 1. Yes
2. No
- b. _____
- c. 1. Yes : : 17 18
2. No
- d. _____
- : : 19 20

- X. a. 1. Yes
2. No
- b. _____
- c. 1. Yes : : 17 18
2. No
- d. _____
- : : 19 20

- Y. WHO IN THIS HOUSEHOLD HAS MADE USE OF THESE GOVERNMENT OR SOCIAL SERVICES IN THE PAST 6 MONTHS? (Read list)

- Y. 1. Public library : : 21
2. Recreation (Cuesta & Rengstorff Parks, etc.) : : 22
3. Department of Social Services : : 23
4. Medical, Medicare : : 24
5. E.D.D. (State employment office) : : 25
6. Community services : : 26
7. Other : : 27
Specify: _____

- Y. 1. Public library : : 21
2. Recreation (Cuesta & Rengstorff Parks, etc.) : : 22
3. Department of Social Services : : 23
4. Medical, Medicare : : 24
5. E.D.D. (State employment office) : : 25
6. Community services : : 26
7. Other : : 27
Specify: _____

- Z. a. WHERE DID YOU (...) LIVE BEFORE YOU (HE/SHE) MOVED TO THIS HOUSE? (If former address was Mtn. View, get street address) (Read across)

- Z. a. Place: _____
- : : 28 29 30

- Z. a. Place: _____
- : : 28 29 30

- b. HOW DO YOU (DOES...) GET TO WORK, SCHOOL, OR SHOPPING?

- b. 1. Family car
2. Car-pool
3. Bus
4. School Bus
5. Bicycle/ walk : : 31
6. Other : : 31
Specify: _____

- b. 1. Family car
2. Car pool
3. Bus
4. School Bus
5. Bicycle/walk : : 31
6. Other : : 31
Specify: _____

(Age 15 and above respondents)

- c. DO YOU (DOES...) HAVE YOUR (HIS/HER) OWN CAR? (If yes) WHAT YEAR?

- c. 1. Yes
2. No
- 19 _____ : : 32 33

- c. 1. Yes
2. No
- 19 _____ : : 32 33

- d. DO YOU (DOES...) PLAY ANY MUSICAL INSTRUMENT? (If yes) WHICH ONES?

- d. 1. Yes
2. No
- _____ : : 34 35
_____ : : 36 37

- d. 1. Yes
2. No
- _____ : : 34 35
_____ : : 36 37

- e. HOW MANY TIMES DURING THE LAST YEAR HAVE YOU (HAS...) GONE TO A FILIPINO MOVIE?

- e. _____ times/year : : 38

- e. _____ times/year : : 38

- f. HOW MANY TIMES A MONTH DO YOU (DOES...) WATCH A FILIPINO TELEVISION SHOW?

- f. _____ times/year : : 39

- f. _____ times/month : : 39

NA - Not applicable
DNK - Does not know
DA - Declines to answer

AA. a. DOES YOUR FAMILY OWN THIS HOUSE/APARTMENT (amortization), DO YOU PAY RENT, OR WHAT?

AA. a. 1. Own house/apartment
2. Rented for cash rent
3. Occupied without payment of cash rent
4. Other
Specify: :41
b. Rooms :42

b. HOW MANY BEDROOMS DOES THIS HOUSE/APARTMENT HAVE?

c. (Code by observation: Which best describes the building which contains this housing unit? Include all apartments, flats, etc., even if vacant.)

1. A one-family house detached from any other house
2. An apartment (duplex, triplex, 4-plex, 5-plex, etc.)
3. Condominium
4. Townhouse (6-20 units with a small plot of land in each unit)
5. Mobile home or trailer
6. Federally subsidized apts.
7. Other
Describe: :43

d. DOES THIS HOUSEHOLD HAVE A SUBSCRIPTION TO ANY PHILIPPINE NEWSPAPER?

d. 1. Yes 2. No :44

e. IS THERE A SET OF ENCYCLOPEDIAS IN THE HOUSE?

e. 1. Yes 2. No :45

f. DO YOU HAVE A PIANO OR AN ORGAN?

f. 1. Yes 2. No :46

g. DO YOU HAVE A COLORED TV?

g. 1. Yes 2. No :47

h. DO YOU HAVE A CLOTHES WASHING MACHINE?

h. 1. Yes 2. No :48

i. DO YOU HAVE A CLOTHES DRYER?

i. 1. Yes 2. No :49

j. DO YOU HAVE A DISHWASHER (portable or built-in)?

j. 1. Yes 2. No :50

k. DO YOU HAVE A MICROWAVE OVEN?

k. 1. Yes 2. No :51

l. DO YOU HAVE A HOME FREEZER WHICH IS SEPARATED FROM YOUR REFRIGERATOR?

l. 1. Yes 2. No :52

BB. HAD YOU HEARD ABOUT THIS RESEARCH PROJECT BEFORE WE CONTACTED YOU FOR THIS INTERVIEW?

NA - Not applicable
DNK - Does not know
DA - Declines to answer

YES NO :53 54

(If yes) HOW DID YOU FIRST LEARN OF THIS PROJECT?

1. WOULD YOU LIKE A COPY OF A SUMMARY OF OUR FINDINGS?

YES NO

2. IF YOU AGREE, WE WILL INCLUDE YOUR NAME, ADDRESS, AND TELEPHONE NUMBER IN A LIST TO BE USED BY THE FILIPINO ASSOCIATION OF MOUNTAIN VIEW. IF YOU DO NOT WANT TO BE ON THIS LIST, JUST TELL US AND WE WILL NOT INCLUDE YOU. DO YOU WANT TO BE ON THIS LIST?

YES NO

Name: _____

Address: _____ 100 _____

Zip _____

Telephone: _____

B. Questionnaire Additional Sheets for Households Larger
Than Two (Pages 1 and 2 Only)

Name and LAST NAME

A. Name and LAST NAME

A. Name and LAST NAME

A. Name and LAST NAME

Age ()

Age ()

Age ()

Age ()

Elem. HS. BS.,BA MA.
Voc.
working not working

Elem. HS. BS.,BA. MA.
Voc.
working not working

Elem. HS. BS.,BA. MA.
Voc.
working not working

Elem. HS. BS.,BA. MA.
Voc.
working not working

ID : : : : : 2 3 4 5

ID : : : : : 2 3 4 5

ID : : : : : 2 3 4 5

ID : : : : : 2 3 4 5

135

Card :1:1

Card :1:1

Card :1:1

Card :1:1

149

ID : : : : 2 3 4 5

ID : : : : 2 3 4 5

ID : : : : 2 3 4 5

ID : : : : 2 3 4 5

Mixed ethnic prefix : : : : 6

Mixed ethnic prefix : : : : 6

Mixed ethnic prefix : : : : 6

Mixed ethnic prefix : : : : 6

Household number : : : : 7 8 9

Household number : : : : 7 8 9

Household number : : : : 7 8 9

Household number : : : : 7 8 9

Family suffix : : : : 10

Family suffix : : : : 10

Family suffix : : : : 10

Family suffix : : : : 10

Interviewer : : : : 11

Interviewer : : : : 11

Interviewer : : : : 11

Interviewer : : : : 11

Language used : : : : 12

Language used : : : : 12

Language used : : : : 12

Language used : : : : 12

Person interviewed : : : : 13

Person interviewed : : : : 13

Person interviewed : : : : 13

Person interviewed : : : : 13

B. a. 1 Yes
2 No

B. a. 1 Yes
2 No

B. a. 1 Yes
2 No

B. a. 1 Yes
2 No

b. Place: _____

b. Place: _____

b. Place: _____

b. Place: _____

c. _____ days of the week

c. _____ days of the week

c. _____ days of the week

c. _____ days of the week

d. Reason: _____

d. Reason: _____

d. Reason: _____

d. Reason: _____

: : : : 14

: : : : 14

: : : : 14

: : : : 14

a. Filipino : : : : 15 16

a. Filipino : : : : 15 16

a. Filipino : : : : 15 16

a. Filipino : : : : 15 16

b. Non-Filipino _____

b. Non-Filipino _____

b. Non-Filipino _____

b. Non-Filipino _____

D. a. 1 Philippine
2 U.S. 3 Other

D. a. 1 Philippine
2 U.S. 3 Other

D. a. 1 Philippine
2 U.S. 3 Other

D. a. 1 Philippine
2 U.S. 3 Other

b 1. N.A. (not US/below 18)

b 1. N.A. (not US/below 18)

b 1. N.A. (not US/below 18)

b 1. N.A. (not US/below 18)

2. U.S. born

2. U.S. born

2. U.S. born

2. U.S. born

3. Naturalized citizen

3. Naturalized citizen

3. Naturalized citizen

3. Naturalized citizen

4. Parents - U.S. citizen : : : : 17

4. Parents - U.S. citizen : : : : 17

4. Parents - U.S. citizen : : : : 17

4. Parents - U.S. citizen : : : : 17

c. 19 _____ : : : : 18 19

c. 19 _____ : : : : 18 19

c. 19 _____ : : : : 18 19

c. 19 _____ : : : : 18 19

(N.A.=01)

(N.A.=01)

(N.A.=01)

(N.A.=01)

d. 1 N.A. : : : : 20

d. 1 N.A. : : : : 20

d. 1 N.A. : : : : 20

d. 1 N.A. : : : : 20

2 Yes

2 Yes

2 Yes

2 Yes

3 No

3 No

3 No

3 No

: : : : 21 22

: : : : 21 22

: : : : 21 22

: : : : 21 22

F. Relationship: _____ : : : : 23 24

F. Relationship: _____ : : : : 23 24

F. Relationship: _____ : : : : 23 24

F. Relationship: _____ : : : : 23 24

NA - Not applicable
Does not know
Declines to answer

NA - Not applicable
DNK - Does not know
DA - Declines to answer



C. Interview Information

INTERVIEWER INFORMATION

1. Use Tagalog for introduction and greeting. Present letter of introduction. Repeat seven important points verbally.
2. Household respondent must be 16 years old or older.
3. Interviewer must be the one to fill in the forms. Respondent may look at the questions while interviewer asks questions - but this should be avoided.
4. Write down relevant comments of the respondent or other household members that are present.
5. As much as possible write down answers given by the respondent. Use their words; do not translate the respondent's answer into another language before writing them down. Avoid translating questions from one language to another unless necessary for clarification. For example: if the English version of the questionnaire is being used and the question is causing the respondent some difficulty, the official Tagalog version can be asked, and vice versa if the Tagalog questionnaire is being used.
6. At the end of the interview ask for names, addresses, and phone numbers of Filipinos who are neighbors or relatives.

SOME HINTS ON INTERVIEWING

1. The beginning of an interview is particularly important. The potential respondent has no obligation to give you his time. On the other hand, most people are not unwilling to give others their opinions. It is best not to spend too much time introducing yourself and the survey. The interviewer should move into the direct asking of questions as quickly as possible, and yet he must be careful not to be too aggressive. In general, if the interviewer expects cooperation, he is likely to get it.
2. The interviewer must not betray surprise, agreement, annoyance, or any other emotion except polite interest. It is very easy to bias the response of the interviewee.
3. When asked to explain a question, do not use different words or give concrete illustrations. To violate this rule is to break down any possible use of a standardized instrument. A very common way of meeting the respondent's difficulties is to repeat the question very slowly. This usually satisfies him.

4. If a respondent is unwilling to be interviewed after you have applied a little polite pressure, do not become insistent. Offer to come again at a more convenient time.

A. Household Listing

Head. This is the person considered the head by the rest of the household whose name is given when the question "who is the head of the household?" is asked. It is usually the chief earner but may not be.

In order to sort household members into family groups they should be listed name by name and in a specified order if possible: Person interviewed should be listed in column 1.

- (1) Head of household
- (2) Wife (or husband) of head
- (3) Unmarried children, oldest first
- (4) Married children and their families
- (5) Other relatives of head
- (6) Persons ^{not} related to the head

- B. Check Residence Rules - If there is any question about whether person belongs to household or not - collect all information for that person.
- C. What is the race of the person?
- D. Citizenship
- E. Ethnic Identity - With which ethnic group does the person most closely identify?
- F. Relationship to Head

These entries should show (1) how the person is related to the head, and (2) how they are related to each other if at all. Descriptions of household members include:

- (1) Wife (or husband) of head
- (2) Daughter
- (3) Son
- (4) Daughter-in-law or son-in-law

- (5) Granddaughter or grandson
- (6) Mother or father
- (7) Sister or brother
- (8) Nephew or niece
- (9) Cousin
- (10) Distant relative
- (11) Lodger, servant, friend
- (12) Other

If the head has only unrelated persons living with him, describe them as lodgers, friends, roommates, or partners depending on the situation. If they have related persons living with them, the entries should show this clearly: e.g. lodger, lodger's daughter.

H. Age

Code actual number of years old

<u>Month</u>	<u>Day</u>	<u>Year</u>
—	—	—

The Census Bureau has found that the way to get the most accurate age reports is to ask date of birth and age at last birthday. One can be checked against the other at the time of interview, and any discrepancy can be resolved with the respondent. If age but not date of birth is known, it can be accepted.

I. Marital Status

Now married (including common law marriages)

Separated can mean two things:

- (1) Legally separated
- (2) Separated because of marital discord, strain, or incompatibility. This does not include couples who are living apart because of work circumstances. Examples: Husband is in the navy, army; wife working as a nurse, seamstress, etc. in another city/country but making provisions for the entire family to follow later.

The use of the term single should be avoided as this often means in popular speech divorced or separated but not currently married.

Ic. *Code year in numerals

J. If answer is Protestant, ask: "Which Protestant church?"

K. Chartered cities in the Philippines are legally not part of provinces and the name of the city is sufficient, but they will be coded as the province to which they are closest.

L. a. Applies to first time person came as an immigrant. For dependents who accompanied or joined parents, this may be the reason.

M. Languages

- a. If more than one language ask "Which one did you use most at home while you were growing up"?
- b. Languages spoken at home refer to languages or dialects usually used at home, i. e., speaking with children, or housemates, etc.
- c. Languages or dialects that one knows will be enough to carry on a conversation.

N. Current Enrollment

In order to get at the highest level of education, it may be necessary to ask "how many years of education beyond high school does that course usually take?"

Philippine School System

Grade School	High School	College
01	First Year - 07	First Year - 11
02	Second Year - 08	Second Year - 12
03	Third Year - 09	Third Year - 13
04	Fourth Year - 10	Fourth Year - 14
05		B.A.
Gr. 6,7- 06		B.S.E.
		Nursing, Engr. - 15
		M.A., M.S. - 16
		17
		18
		19
		20 +

U.S. School System

Grade School	High School	College
01	09	First Year - 13
02	10	Second Year - 14- A.A.
03	11	15
04	12	16
05		17
06		18
07		19
08		20 +

Degree or degrees received:

- 0 Less than high school
- 1 High school diploma
- 2 Junior college degree
- 3 Bachelor's degree
- 4 Graduate degree
- 5 Trade/Vocational degree

U.S. Semester - (12 - 16 weeks; 3 - 4 months)

U.S. Quarter - 10 weeks

Philippine Semester (16 - 20 weeks; 4 - 5 months)

- N.e. Add to question. "Whether in the Philippines or in the U.S."
- O.c. Question concerns the number of full days where a day is defined as six to eight hours of instruction.

Each night class is probably about half day. Get from respondents the number of weeks or months of courses, the number of class meetings per unit of time, and the number of hours for each class meeting.

L.Q. & R. Employment Status - Employment full-time -- an average of 35 hours or more a week.

- a. If the respondent seems to be in more than one of these categories, e. g. a working housewife, then check both categories. In this question, it is possible to check both "working" and either "retired", "student", "housewife", or "disabled". In instances where two or more categories are checked the "working now" sequence gets priority. Get information about the current occupation even though the respondent may also be looking for another job. Persons whose only activity consists of work around their home or volunteer work for religious, charitable, or similar organizations are not counted as "working now".

Q. ff g h

- #4. Either employer or respondent thinks too young or too old to work.
- #16. Retired or on social security. (Write under #14. Other.)
- R.d. If answer to question R - d is less than 35 hours a week, employment should be classified as part time and the next question is Q - d. (How much is earned from side line). Note change by writing in big letters "PART TIME" under question R - d.

A person who is self-employed and works 35 hours or more a week is considered employed full-time.

Occupation

- The name of the place at which the person works is usually, an insufficient response to the occupation question (e.g., if the individual works in a bank he may be the manager, a teller, or a janitor.)

- Job titles at the lower end of the occupation scale are likely to be less descriptive than they are for professionals.

Try to avoid vague job titles which may apply to a wide range of occupations. Here are some examples:

- a) If the respondent tells you that: he is an engineer, he may:
- i) design bridges or airplanes,
 - ii) operate a railroad locomotive,
 - iii) tend an engine in a power plant, or
 - iv) shovel coal into a furnace.

We obviously need more specific information than "engineer" here, so that a distinction between skilled, semi-skilled, and unskilled workers can be made.

- b) In the case of a factory worker, a useful hint would be "what kind of machine do you operate".

- c) The respondent says he is a road construction worker, but if
- i) he supervises the road gang, he is classified as a foreman;
 - ii) he operates a bulldozer, he is classified as a machine operator;
 - iii) he is a common laborer, he will be classified as such.

- d) Ascertain whether a "Nurse" is a registered nurse, or a practical nurse, nurse's assistant, or a nurse's aide.
- e) The distinction which we have to make between college and elementary school teacher is less obvious, but is important. A suggested probe here is
- i) "What level do you teach?"
 - ii) "What type of school or college do you teach in?"

Industry:

- It is unnecessary to find out the name of the company for which the person works, but we do want to know whether it is a manufacturing or a selling enterprise and what kind of product or service is manufactured or sold, and, for a business that sells things, whether it sells wholesale, retail, or what.
- Responses such as "Auto Assembly Plant," "Retail Grocery Store," "Steel Mill" or "Insurance Company" are thus quite acceptable but responses such as "Oil Business," "Shoe Business" or "Lumber Business" are not.
- For a salesman, especially, please find out whether he is engaged in wholesale or retail trade and what he sells.

R.e. and 1. The category 'Not Shift work' should be included in the question.

Coding Procedure

* If more than one response to A, give preference to smallest code number that applies.

* In Labor Force

Employed:

Working now (A.1) - - - - - 1

With a job but not at work (A.2) - - - - - 2

Unemployed (A.3 or A.2) - - - - - 3

Work for pay may also mean having a part-time job doing sewing, baby-sitting, handicrafts, etc.

Job earnings include tips, commissions, net income from own business, etc.

Job Description

a. The individual's "main occupation" is the job on which he or she spends the most time, or, if the person spends an equal amount of time on two jobs, it is the one which provides the most income.

a. and b. The answers to these questions are used to classify the person's occupation into one of a series of occupation groups. A job description that is clear, sufficiently detailed, and suitable for coding is not easy to obtain. Interviewers should be instructed to probe for as clear and complete an answer as possible.

c. The answers to this question are often vital in determining into which code a particular occupation should fit. For instance a laborer or a warehouse worker will do quite different kinds of things depending on the type of industry in which he works.

S. This question should be asked this way:

HOW DID YOU FIND OUT ABOUT YOUR PRESENT JOB?

instead of 'How did you get your present job?'

AA. Housing: Tenure, Type

Rooms in the house do not include:

-bathrooms

-halfrooms

-porches

-balcony

-foyers

-halls

- Z.a. If person has lived at address since birth - write "since birth".
- e. To go to a Filipino movie does not include watching a Filipino movie on T.V.



INTERVIEWER INFORMATION

Update October 10, 1977

O.a. Vocational Training programs include courses offered by colleges if these courses are non-degree oriented courses and/or personal enrichment courses. For example English, Tax preparation, etc.

N.c.

O (For coding only - No change in the way the question is asked). To get credited with having studied in the U.S., it is necessary to have spent at least one year in a degree-oriented program.

W. If person is receiving unemployment compensation, question Q should be answered as "unemployed" and cycle Q for not employed or with a job and children under 15 should be completed.

INTERVIEWER INFORMATION

Update: October 16, 1977 & Oct. 19, 1977

Q.h. English version should be:

"Why are you (....) not looking for a job?"

V. Applies to everyone in household, not just presently working.

Z. e. Does not include movies on T. V.

Does not include movies seen in the Philippines.

F. If couple are sharing the household and living together-
relationship is husband or wife regardless of legal status.

L.g. Where did you live refers to immediately or shortly before
coming to the U.S. and not the place where you spent the
most time.

M.a.&b. Should be one language.

INTERVIEWER INFORMATION

Update

November 14, 1977

1. When information furnished by respondent appears to be totally incorrect with other answers, note this on questionnaire along margins by writing in "INCON".

Do not let your response suggest to the respondent that you do not believe the answer. You may, if it would be believable, suggest that you did not understand the answer and ask the respondent to repeat it.

2. You need to indicate that questions were asked even in situations where answers are not recorded.

For example--question Lm. What was the last school you attended in the Phils.?

If no school has ever been attended you need to either write "none" or draw a line in the blank. This is necessary so we know which answers are missing data and which answers did not call for a response.

3. Question Nc. Study in the U.S. means at least one academic year full-time study in a degree-leading course. For college work this means 36 quarter units or 24 semester units. This includes one year courses at the Junior college level and vocational courses that are one year longer.

4. Question Ne. For B.A. or B.S. degrees, remember to get subject areas, for example, B.A. in English, etc.

5. Question Oa. Does not include courses that were not completed or courses in which presently enrolled. Does include training given by a private employer if training was separated from regular work. Does not include vocational training that led to a 2-year college degree such as an A.A. in Hotel Management but does include junior college courses of less than 2 years even if they lead to certificates.

6. Question Qff, Qg and Qh. DO NOT FORGET TO CIRCLE THE NUMBER OF THE QUESTION BEING ASKED!!

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INTERVIEWER INFORMATION

Update

November 18, 1977

Question AAd. Subscription to Philippine newspapers...

Must have subscription--does not include people who purchase copies of newspapers, even if purchased weekly.

D. Income Flash Card

INCOME DURING PAST 12 MONTHS BEFORE TAXES

A.	UNDER \$1,000 A YEAR	(OR UNDER \$83 A MONTH)
B.	\$1,000 TO \$1,999 A YEAR	(OR \$83 TO \$167 A MONTH)
C.	\$2,000 TO \$2,999 A YEAR	(OR \$168 TO \$250 A MONTH)
D.	\$3,000 TO \$3,999 A YEAR	(OR \$251 TO \$333 A MONTH)
E.	\$4,000 TO \$4,999 A YEAR	(OR \$334 TO \$417 A MONTH)
F.	\$5,000 TO \$5,999 A YEAR	(OR \$418 TO \$500 A MONTH)
G.	\$6,000 TO \$6,999 A YEAR	(OR \$501 TO \$583 A MONTH)
H.	\$7,000 TO \$7,999 A YEAR	(OR \$584 TO \$667 A MONTH)
I.	\$8,000 TO \$8,999 A YEAR	(OR \$668 TO \$750 A MONTH)
J.	\$9,000 TO \$9,999 A YEAR	(OR \$751 TO \$833 A MONTH)
K.	\$10,000 TO \$11,999 A YEAR	(OR \$834 TO \$1,000 A MONTH)
L.	\$12,000 TO \$13,999 A YEAR	(OR \$1,001 TO \$1,167 A MONTH)
M.	\$14,000 TO \$15,999 A YEAR	(OR \$1,168 TO \$1,333 A MONTH)
N.	\$16,000 TO \$17,999 A YEAR	(OR \$1,334 TO \$1,500 A MONTH)
O.	\$18,000 TO \$19,999 A YEAR	(OR \$1,501 TO \$1,667 A MONTH)
P.	\$20,000 TO \$24,999 A YEAR	(OR \$1,668 TO \$2,083 A MONTH)
Q.	\$25,000 TO \$29,999 A YEAR	(OR \$2,084 TO \$2,500 A MONTH)
R.	\$30,000 AND OVER A YEAR	(OR \$2,500 AND MORE A MONTH)

E. Interviewer Information in Tagalog and English

- 1) Ako po ay si _____ ng Filipino Association of Mountain View, isang private at non-profit community organization.
- 2) Kami po ay gumagawa ng socio-economic survey tungkol sa mga Pilipino dito sa Mountain View. Ito po ay isinasagawa para makakuha ng mga impormasyon tungkol sa kanilang pamilya, pamamahay, pinag-aralan at hanapbuhay.
- 3) Ang mga makukuhang impormasyon ay gagamitin upang mapabuti ang community services para sa mga Pilipino.
- 4) Ang inyong mga sagot ay strictly confidential at hindi malalaman ng pamahalaan ng Amerika o Pilipinas. Ito ay ililipat sa mga numero para llagay sa computer, at kayo ay hindi makikilala.
- 5) Kung may mga tanong dito na ayaw ninyong sagutin, sabihin po lamang ninyo sa amin.
- 6) Mayroon po kaming katanungan sa wikang Tagalog at Ingles. Ano po ang gusto ninyong gamitin?
- 7) Mayroon po ba kayong nais itanong?

- 1) I'm _____ from the Filipino Association of Mountain View, a private non-profit community organization.
- 2) We're doing a socio-economic survey of all the Filipinos in Mountain View. We are trying to collect information about Filipino families, their housing, education, and jobs.
- 3) This information will be used to improve community services to Filipinos.
- 4) Your answers will be strictly confidential. We will not give them to any U.S. or Philippine government agencies. They will be converted into numbers and will be fed to the computer; and you will not be identified.
- 5) If we have any questions that you don't want to answer, just say so.
- 6) We have identical questionnaires in Tagalog and English. Which one do you prefer?
- 7) Do you have any questions?

F. Letters of Introduction in Tagalog and English

FILIPINO ASSOCIATION OF MOUNTAIN VIEW, INC.

P.O. Box 1442

Mountain View, California 94040

SA MGA PILIPINO AS MOUNTAIN VIEW:

Ang sulat na ito ay nagpapakilala na si _____ ay isa sa mga researchers ng Filipino Association of Mountain View isang private, non-profit community organization.

Ang samahang ito ay gumagawa ng survey tungkol sa mga Pilipino dito sa Mountain View. Ito ay isinasagawa upang makakuha ng mga impormasyon tungkol sa kanilang pamilya, pamamahay, pinag-aralan at hanap-buhay. Ang mga impormasyong ito ay gagamitin upang mapabuti ang mga serbisyo para sa mga Pilipino.

Ang inyong mga kasagutan ay para sa amin lamang at hindi malalaman ng pamahalaan ng Amerika o Pilipinas. Ang inyong mga sagot, pangalan, at tirahan ay lililipat sa mga numero para ilagay sa computer upang kayo an hindi makikilala.

Kung mayroon kayong mga tanong, tumawag po lamang kayo sa mga tagapag-taguyod ng samahang ito. Naririto ang kanilang mga pangalan at telepono.

ANTOINETTE BARRIENTOS (Chairperson)
961-7952 (h) 739-1322 (w)

TONY MARMON
967-2250

LOU BALCITA
965-0443

MEL MATIAS
964-3682

BEN BRUNO
968-2549

BESS SALAZAR
967-7574

GREG DEL FIERRO
968-2721 (h) 967-2250 (w)

DOLORES SILAPAN
968-2800

MELY MARI (Adviser)
968-0836 (w) 967-5058 (h)

PETE SILAPAN
968-2800

DELFIN QUESADA
(964-5013)

FILIPINO ASSOCIATION OF MOUNTAIN VIEW, INC.

P.O. Box 1442

Mountain View, California 94040

TO THE FILIPINO COMMUNITY OF MOUNTAIN VIEW:

This is to introduce a researcher for the Filipino Association of Mountain View, a private, non-profit community organization.

This organization is conducting a socio-economic survey of all the Filipinos in Mountain View. This study is being done because very little is known about the community. We are trying to collect information about Filipino families, their housing, education, and jobs. This information will then be used to improve community services to Filipinos.

All answers you provide will be strictly confidential. We will not give your answers to any agency of the United States or Philippine government. Your answers, including your names and addresses, will be converted into numbers and fed into a computer. You will not be identified by name in the report.

If you have any questions, please call up any of the members of the Board of Directors of the Filipino Association. Their names and phone numbers are listed below.

ANTOINETTE BARRIENTOS (Chairperson)
961-7952 (h) 739-1322 (w)

TONY MARMON
967-2250

LOU BALCITA
965-0443

MEL MATIAS
964-3682

BEN BRUNO
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PETE SILAPAN
968-2800

DELFIN QUESADA
(964-5013)

G. Residence Rules

Residence Rules

The following rules are to be observed if one of the survey objectives is conformity with Decennial Census practice. The general instruction is to list everyone who usually lives in the housing unit and persons staying or visiting there who have no other home.

This table is divided into two sections. The type of person (student, member of the armed forces, etc.) is described in the left-hand section. The right-hand section tells you whether the person is a resident of this household or some other place.

<u>Type of Person</u>	<u>Resident of--</u>
(1) Lives in this household but is temporarily absent on a visit, business trip, vacation or in connection with job (bus driver, traveling salesman, canal or river vessel crewman and the like).	This household
(2) Lives in this household on weekends only. Works 5 days a week in another place and maintains a room or apartment there.	The other place
(3) Lives in this household but is in a general or VA hospital, including new babies not yet brought home.	This household (unless in a psychiatric, TB or chronic ward)
(4) Member of the Armed Forces:	
(a) Living on military installation.	The military installation
(b) Stationed on nearby installation but living off post in this household.	This household
(c) Assigned to a naval vessel.	The vessel
(5) Officer or crew member of merchant vessel, vessel engaged in coast-wise, intercoastal, or foreign transportation (including Great Lakes):	
(a) If vessel ordinarily goes on trips of 24 hours or more duration.	The vessel
(b) If vessel ordinarily goes on trips of less than 24 hours duration.	This household
* (6) College student:	
(a) Away at college on census day or here only on vacation.	The college
(b) Attending college but living in this household.	This household
(7) Student away attending school-below college level (other than at institutional type schools).	This household
(8) Nurse living in hospital, nurses' home, etc.	Hospital, nurses' home
* (6)	This household

Type of PersonResident of--

- (9) Family members working and living away from home.
- (10) Person who has more than one home and divides time between them.
- (11) Person who lives in this household most of the time because he works nearby but has a home elsewhere where he stays weekends or less frequently.
- (12) American citizen abroad:
- (a) Temporarily on vacation or away in connection with his work.
- (b) Employed by U.S. Government with place of duty abroad or member of the family of such person living with him.
- (c) Any other American working or living abroad for extended period of time.
- (13) Person in institution where people usually stay for long periods of time:
- Correctional or penal institutions, penitentiaries, jails, workhouses, reformatories, convict camps, schools for delinquents (regardless of length of sentence or stay); mental institutions; homes for needy or aged; hospitals and asylums for the chronically ill and handicapped; homes or schools for the deaf, blind, or mentally retarded.
- (14) Members of religious orders.
- (15) Persons in places which have shifting populations composed mainly of persons with no fixed residence, such as convict camps, railroad camps, highway and other construction camps, and camps for migratory agricultural workers.
- (16) Citizen of foreign country:
- (a) Studying or working in the United States or members of family of such person living with him.
- (b) Temporarily traveling or visiting in the United States.
- (c) Living on the premises of an Embassy, Ministry, Legation, Chancellery, or Consulate.
- (17) Domestic servants who "live in."
- Place where they live while working away from home.
- List at place where he spends largest part of the calendar year.
- This household
- This household
- This is a special case. DO NOT LIST
- DO NOT LIST
- The institution
- The monastery or convent
- The camp
- This household
- Not to be counted
- Not to be counted
- Determine if servant occupies a separate housing unit from main household. If YES, list on a separate questionnaire. If NO, list him on the household questionnaire.

H. Definition of Housing Unit

- (2) If this requirement is met, then the room or rooms must have either:
 - (a) Direct access from the outside of the building or through a common hall, or
 - (b) Complete kitchen facilities for their household only.

7.22 Definitions of terms.--Separateness

is determined when there is a "Yes" answer to the question "Do you live and eat separately from everyone else in this building (or apartment)?" for the persons in question. Direct access means:

- (1) Direct access from the outside: A direct entrance to the housing unit from the outdoors, such as, a street, road, alley, courtyard, driveway, path, etc.
- (2) Direct access through a common hall: An entrance to the housing unit from a hall, lobby, or vestibule which is usually used by the occupants of more than one unit or by the general public. The hall, lobby, or vestibule is not part of any housing unit but is clearly separate from all units in the structure.

Complete kitchen facilities. A unit has

complete kitchen facilities when it has all three of the following:

- (1). An installed sink with piped water; and
- (2) a range or cook stove; and
- (3) a mechanical refrigerator.

All kitchen facilities must be located in the building. They need not be in the same room. Do not count portable cooking equipment as a range or stove; or, an ice box as a mechanical refrigerator.

For this household only. Kitchen facilities

are For this household only when they are used only by occupants of one housing unit. If equipment is used by lodgers or other persons living in the housing unit, it is still For this household only, provided that it is not also used by

As in counting the resident population, there are certain rules to be followed in identifying and counting housing units. A housing unit is a group of rooms or a single room occupied as separate living quarters or, if vacant, intended for occupancy as separate living quarters. A housing unit can be occupied by a family, a family and unrelated persons living together, a group of unrelated persons living together, or by one person. It may be vacant.

7.21 Rules for identifying housing units.--

A room, or a group of rooms, must meet the following requirements to qualify as a housing unit:

- (1) Separateness. The occupants or intended occupants must live and eat separately from everyone else in the building (or apartment).



occupants of another housing unit. When a building consists of only one housing unit, all equipment located inside the building is For this household only.

7.23 Examples of housing units.--The great majority of living quarters in the United States are easily recognized as housing units. These are: single-family homes, apartments, and flats. A two-family home usually contains two housing units. A mobile home or trailer that is the occupant's usual place of residence is a housing unit.

Housing units may also be found in unusual or unexpected places. For example, there may be a living quarters in the penthouse of an office building, living quarters for a watchman in a factory, or a family's living quarters behind their store. Also, railroad cars, houseboats,

caves, tents, etc., are housing units if they are occupied as usual residences.

Some buildings, through alteration or change in usage, may contain fewer or more housing units than is apparent from the outside. Examples of these would be a large one-family house modified to contain three apartments, a large apartment which has been altered to two smaller apartments, a two-family house which is now occupied entirely by a large family as one residence.

Furnished rooms, light housekeeping units, and rooms rented out to lodgers may sometimes be housing units. The proper classification of such living quarters depends upon the application of the housing unit definition.



I. Referral Cards

Interviewed* _____
 Phone disconnected* _____
 Not at address* _____
 New address unknown by, _____

 NO CONTACT address confirmed
 Mail Box* _____
 Neighbor* _____
 Other _____ *
 CONTACT
 By phone* _____
 In person* _____
 Scheduled for* _____
 Other _____
 Refused because* _____

New address from _____
 _____ *

*Date and initials of research staff



J. Tri-Lingual Publicity Poster

PAUNAWA

Kung kayo ay Pilipino na nakatira dito sa Mountain View, ang Filipino Association ng Mountain View ay makikipag-alam sa inyo sa lalong madaling panahon. Mayroong "Socio-economic Survey" na ginagawa tungkol sa mga sambahayang pilipino, at pinapakiusap ang inyong kooperasyon. Kung kayo ay hindi pa nasasabihan hanggang ika- 1 ng Oktubre, puwede bang tumawag kayo sa numerong ito: 968-1263.

No Filipino kayo nga agnaed ditoy Mountain View, umay bumisita cadacayo ti Filipino Association ditoy. Adda maararamid nga census maipanggep iti panagbiag [socio-economic] iti amin nga Filipino ditoy ket masapul mi unay ti tulong yo. No saan kayon to pay la nga mabisita inggana ti primero ti Oktubre, no mabalin koma agtelepono kayo: 968-1263.

If you are a Filipino living in Mountain View, the Filipino Association of Mountain View will be contacting you soon. A Socio-Economic Survey of all Filipino households is being done and your cooperation is requested. If you have not been contacted by October 1, 1977 please call this number: 968-1263.

Filipino Association of Mountain View
257 Castro St., Suite 2-E-4
Mountain View, CA 94040 or
P.O. Box 1442, Mt. View, CA 94040

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BOARD OF DIRECTORS OF THE FILIPINO ASSOCIATION OF MOUNTAIN VIEW, INC.

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BOARD OF DIRECTORS
FILIPINO ASSOCIATION OF MOUNTAIN VIEW

	<u>Date Joined Board</u>	<u>Date Withdrawn from Board</u>
Eugenio Baldovino	February, 1976	*
Tony Marmon	February, 1976	-
Dolores Silapan	February, 1976	-
Pete Silapan	February, 1976	-
Antoinette Barrientos	June, 1976	-
Greg del Fierfo	June, 1976	November, 1977
Lou Bañcita	July, 1976	January, 1978
Mel Matias	August, 1976	*
Ben Bruno	September, 1976	December, 1977
Bess Salazar	September, 1976	*
Delfin Quesada	October, 1977	*
Mely Mari	March, 1978	-
Ben Menor	March, 1978	-

*Inactive

ADVISORY BOARD

Nilo Sarmiento
(Affirmative Action-
Employment Officer,
Foothill-De Anza
Community College District)

Lilia Hernandez-Chung
(Associate Coordinator of
Multicultural Programs,
Foothill College)

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RESEARCH STAFF BIO-DATA

James Beebe

Prior to this study Mr. Beebe was a Ph.D. candidate in the field of International Education at Stanford University. He had lived and worked in the Philippines from 1968 to 1973 and conducted one year of research there in 1976. His previous personal knowledge of the Mountain View Filipino community was derived from the extended family into which he married. He was responsible for the overall research design, development of the questionnaires, training of the research staff in interview techniques, preparation of the questions for computer analysis, computer analysis of the data, and preparation of the final report.

Gloria (Jello) Bouis

Ms. Bouis is from Manila, the Philippines where she worked as an analyst with the Department of Agriculture. In addition to her regular duties as research assistant, she was responsible for the initial analysis of the income data using Fortran computer language. She worked on the write-up of the chapters on "Employment" and "Income."

Percival (Percy) Draculan

Mr. Draculan is from Santa Maria, Ilocos Sur, the Philippines. He worked in La Union as an investigator for the National Grains Authority. Aside from his research functions, he helped with the last phase in the preparation of an Ilocano version of the questionnaire and helped with the analysis of data concerning household composition.

Esther (Maya) Escudero

Ms. Escudero is from Zamboanga City, Mindanao. She had been a college teacher in Cebu City. In addition to her research duties, she shared

administrative duties and was responsible for the write-up of the chapters on "Handicaps," "Use of Public Services," "Transportation," "Housing," "Filipino Movies, TV, Newspapers and Musical Instruments," "Armed Forces," and the "History of Filipinos in Mountain View."

Renato (Rene) Magtibay

Mr. Magtibay worked with the project for several months in a research assistant capacity before going on to employment using his previous medical field training.

Charmaine Mesina

Ms. Mesina is from Manila where she was a student. Along with her research duties, she was responsible for publicity, the write-up of the chapters on "Immigration," "Impact of Immigration on Job Prestige," and "Material Possessions," and for editing much of the final report.

Corazon (Cora) Oliver

Ms. Oliver immigrated to the United States from Marikina, Rizal where she was assistant principal of an elementary school. In addition to her work as a research assistant, she performed some administrative duties. She was responsible for arranging more than a third of the interviews through initial phone contact and for the preparation of an Ilocano version of the questionnaire, and helped with writing the chapters on "Language Use and Education."