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Cultural diversity is one of America's greatest strength. We could not suppress it if we would; and we should not suppress it if we could. But unity is also America's strength. And the ability of every citizen to communicate in our national language is the keystone to unity.

Shirley M. Hufstедler

0. Introduction

When it comes to the question of languages in the U.S. one hears a lot about Official English, English Only Legislation and U.S. English - the main sponsor of this movement. Hearing and reading about that I thought that there has to be the other side of the coin, that there has to be a movement against Official English , a movement defending language maintenance. That is going to be the topic of this paper.

For a special interest in the Spanish language I will focus on the Hispanic fight against English Only, which also makes sense, because the Hispanics form the biggest community of a different mother-tongue- within the U.S..

First I want to show the problems the Hispanics are facing, before describing the options they have, portraying one of the most powerful organizations in their fight against Official English and showing the actions the Hispanics were already able to take. Finally I want to show how they themselves evaluate the success (or failure) of their fight up to these days, ending with two examples of bilingual states (territories) - New Mexico and Puerto Rico.

1. Problems

This part wants to make clear the problems Hispanics are facing in the U.S.. To do that I'm not going to focus just on actual language problems, but also on some general problems which by the one or the other way are linked to the language problematic.

1.1. Civil rights and racism

From the Hispanic point of view civil rights are a major issue within the language discussion. They feel that their civil rights are affected because of the discrimination of their language. As they see it, this is not a new problem, but it already exists for almost 140

years - since the Treaty of Guadalupe-Hidalgo in which Spanish-speaking Mexicans joining the Union were guaranteed their civil rights (see table 1). Since then from the Hispanic point of view their civil rights have been constantly violated.

Table 1: The Treaty of Guadalupe Hidalgo

Source: Natella, 1975

The second point of importance is racism. Sometimes Hispanics link racism to U.S. English or its hardline-rival English First. These feelings are caused for example by John Tanton - a former U.S. English director - talking of „Hispanics having a greater reproductive power“.

Some Hispanic leaders like Baltasar Corrada - Resident Commissioner of Puerto Rico from 1977 to 1985 - even thought one could call *U.S. English* also *U.S. White*. I don't think that it is justified going that far, although it is understandable that some Hispanics have feelings of that kind.

1.2. Political and economic power

The Hispanics as a group in general are - compared to the Anglos (Whites of European decent) as a group in general - mostly lower class and therefore do have less economic and less political power. The economic weakness of Hispanics causes problems in fund raising, which is essential to media advertising and sufficient and successful public relations work. Compared to U.S. English - a well funded organization - Hispanics lack possibilities to present themselves and their case.(see Appendix 1)

Adding up to the economic weakness is the political underrepresentation.(see tabs. 2 and 3)

Table 2:

Table 3:

As one can see in table 2 showing all Hispanics ever elected into Congress since 1822 the overall number is just 48; not too big a number regarding the fact that we talk about more than 170 years and one of the biggest minorities in the U.S.

In 1980 of the 435 representatives 11 were Hispanics (plus 2 nonvoting members from Puerto Rico and Guam) which is about 2% of the all the House members, representing almost 9% of the population. Furthermore one can see that New Mexico has been the only state ever to elect a Hispanic Senator.

Table 3 shows Hispanic office holders in selected states throughout all levels of representation within the states. For example the 4.5 million Hispanics in California, who make up 19% (as shown in table 4) of the total Californian population were not able to elect more than 460 Hispanics office holders within the whole state of California, which is still less than in New Mexico, where only 477,000 Hispanics are represented by 584 office holders.

These hard facts in my eyes clearly show a political underrepresentation of Hispanics compared to their portion of the total population.

Table 4:

Demographic profile of the Hispanic population (1980)		
	Hispanics as % of the state population	As % of the total Hispanic population
New Mexico	37 %	3,3 %
Texas	21 %	20,6 %
California	19 %	31,2 %
Arizona	16 %	3,1 %
Colorado	12 %	2,4 %
Florida	9 %	5,9 %
New York	9 %	11,5 %
Illinois	6 %	4,4 %
other	2 %	n/a

Source: Bean, 1987

1.3. Regional concentration

Another Hispanic problem is the regional concentration of this ethnic group. As one can see in tables 4-6 Hispanics basically live in the Southwest, New York (Puertoricans) and Florida (Cubans).

Table 6 shows that in the Southwest there are to be found high absolute numbers of Hispanic population (e.g. 5 million in L.A.) and metropolitan areas with a high percentage of Hispanic population (Laredo, TX - 92%; McAllen-Brownsville, TX - 84%).

Because of this regional concentration Hispanics are considered by Anglos not as a national minority like African-Americans, but as a regional minority.

This lack of visibility outside areas of high Hispanic population is in fact a major problem for this ethnic group.

Table 5:

Table 6:

1.4. Voting

Another prejudice by Anglos the Hispanic community faces is: „Hispanics don't vote“. This is actually not true for there are two main reasons why Hispanics apparently don't vote:

- Many Hispanics are recent immigrants who can't vote yet. Although they are legal immigrants they haven't been naturalized yet and therefore aren't eligible for voting. This is underlined by the fact that in 1980 76% of the Mexican, 55% of Cuban and 75% of other Hispanic immigrants hadn't become citizens. The naturalisation rate was only 13%.
- The second point is the voting age. Generally speaking the Hispanic population is very young - about 50% are under 20. And this - as one can see in table 7 - diminishes the Hispanic voter potential enormously. In California for example the Hispanic population is 19.1%, while they form only 8.7% of the persons within voting age. Similar it is in Florida with an 8.8% Hispanic population, but only 4.2% of voting age.

Table 7:

Another point of importance linked to voting-behaviour are bilingual-ballots. As U.S. English officially acknowledges one of its main goals is to abolish bilingual ballots.

But abolishing bilingual ballots would further diminish the Hispanic political power and in their eyes it would violate one of their key civil rights - the right to vote. This is supported by the fact that in the 1984 presidential election 30% of the Chicanos in four southwestern states wouldn't have voted without bilingual ballots. This clearly shows how a successful attack by U.S. English on bilingual ballots would affect the Hispanic community.

1.5. The counterpart

Finally I want to mention as a problem the lack of a real counterpart to U.S.English in the discussion about language. The Hispanic side is characterized by much more diversity. Although there is the English Plus Information Clearinghouse (EPIC) [which will be portrayed under point 3] as a national head-organization it is not as powerful as U.S. English, which - as already mentioned - has good funding and many members. The heterogenous structure of the fight against Official English is actually a problem, because they can't act as efficient as a centralized, well-organized movement like U.S. English.

2. Options

Here I want to show what - after analyzing the problems - the options for the Hispanics are or at least could be. This means not only talking about what they're doing, but also what they might do.

2.1. Laws and international chartas

Hispanics can and actually do make use of a couple laws and international agreements supporting their fight for language maintenance. In the U.S. they mostly use the 1st amendment, arguing that official English would violate their right to freedom of speech. But they also make use of the 14th amendment, saying that the Equal Protection Clause is violated, which is for example emphasized by the American Civil Liberty Union (ACLU).

But there are also international chartas giving support to the Hispanic cause. For example the UNESCO-Charta, the Helsinki-Accord on human rights, an EU-paper and the UN-Charta by itself all prohibit discrimination not only based on ethnicity or religion, but also explicitly prohibit discrimination based on the language. This is for example stressed by the Organization of Teachers of English to Students of Other Languages (TESOL). So there is actually (international) judicial support for their case.

2.2. Organizations

Because of the already mentioned civil rights-type of the problematic one of the most important groups in this fight is the Mexican American Legal and Educational Defense Fund (MALDEF), which is the biggest and most powerful group of its kind in the U.S. But there are more similar groups like the Puerto Rican Legal and Educational Defense Fund (PRLDEF) and the ACLU..

Another option concerning organizations would be forming its own Hispanic Party, an idea which actually isn't new. In the 70's there was *La Raza Unida Party*, founded by Angel Gutierrez, but acting mainly regionally in the Southwest.

One thing Hispanics really have to make their minds up about is forming a real counterpart to U.S. English. As I mentioned under 1.5. the diversity of the Hispanic organization structure causes weakness compared to their Anglo-counterpart. So this should be thought about.

2.3. Elections and voter registration

The best chance to gain political power would be promoting voter registration; especially if one has a look at the numbers. In 1980 there were 14.6 million Hispanics in the U.S. of which 5.6 million were eligible to vote. But only 3.4 million of them were registered (less than 60%) and the actual turnout was 2.2 million (39%). So without any doubt there is a big potential to be mobilized. Especially if one knows that the nine states with the biggest portion of the Hispanic population represent 193 of the 438 votes in the presidential election; so it's no surprise that some people talk about the Hispanic community as „the sleeping giant“ in politics. In times like these with a low voter turnout in general,

promotion of voter registration and turnout within the Hispanic community would have even more effects on their political representation and power.

Table 8:

A large empty rectangular box with a thin black border, intended to contain the content of Table 8. The box is currently blank.

Source: Vigil, 1987

Another point is that in the U.S. there is a trend towards hands-off government; in these days a government regulating everything is not very popular. But English Only legislation would actually mean that the government is putting itself in charge of regulating a very personal thing. So Hispanics should make more public relations stressing this fact. But here we get once again to the fact of funding making it difficult to tune up publicity and media activity.

2.4. The status of foreign languages

A positive effect for their struggle might come from the fact that nowadays more and more Americans recognize the importance of foreign languages, especially in the international business arena with its merging global economy. As Baltasar Corrada argues Americans mustn't fall asleep, but they have to save their advantages and should work on getting new ones. Actually companies doing business with Hispanic communities and/or Latin American countries do like bilingualists as employees. This is no surprise, because doing business with a Hispano-American country, who wouldn't prefer a bilingualist rather than somebody who learned Spanish for two years in High School.

So possibly the U.S. is on the way to end its linguistic isolationism, which anyway is something strange for Europeans; and it's not any more an almost sensational question if one should learn foreign languages in school and college.

2.5. The alternative

The last option I want to mention is for sure the most important. If one fights against a concept others try to push forward, one has to offer an alternative. The alternative the Hispanics (together with other language minorities like Chinese, etc.) offer, says that English will always remain the primary language, the dominant language, but that besides offers to learn the English language the best way, for people of another mother-tongue, it is absolutely necessary and desirable to maintain its (different) mother-tongue. This idea is called the English Plus Concept. The main sponsor and promoter of this concept is the English Plus Information Clearinghouse (EPIC).

3. EPIC

EPIC was founded in October 1987 as an answer to diminishing offers in bilingual education. In table 9 one can see a list of its founding organizations, a diverse group dominated by Hispanic organizations. What EPIC does, is in the first place showing the dangers of English Only and its main sponsor U.S. English and offering its own alternative,

the English Plus Concept. In the eyes of EPIC, English is important, but nevertheless everybody has a right to maintain its culture, its heritage and its language.

EPIC also created an information-archive to aid its member organizations and from 1988 to 1993 they published a bimonthly newsletter - EPIC Events.

Table 9:

EPIC founding organisations:

- ACLU
- American Jewish Committee
- American Jewish Congress
- Caribbean Education and Legal Defense Fund
- Center for Applied Linguistics
- Chinese for Affirmative Action
- Coloradons for Language Freedom
- Committee for a Multilingual New York
- Conference on College Composition and Communication
- Christian Church (Disciples of Christ)
- El Concilio de El Paso
- Haitian American Anti-Defamation League
- Haitian Refugee Center
- Image de Denver
- IRATE (Coalition of Massachusetts Trade Unions)
- MALDEF
- Michigan English Plus Coalition
- META (Multicultural Education, Training and Advocacy) Inc.
- National Association for Bilingual Education
- National Coalition of Advocates for Students
- National Council of La Raza
- National Puerto Rican Coalition
- New York Association for New Americans

- | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Organisation of Chinese Americans• Spanish-Speaking/Surnamed Political Association |
| <ul style="list-style-type: none">• Stop English Only Committee of Hostos Community College• TESOL |

Source: EPIC, 1992

In 1990 EPIC had 56 member organizations.

Before I'll talk about EPIC's successful campaigns I'd like to mention its biggest loss. That was the Official English Law in Arizona which passed by a referendum in 1988. Although this was a heavy blow to EPIC and its members it has to be mentioned that the campaign against this law almost would have been successful. The law passed just with a majority of 11,659 votes, which represent about 1% of the total vote - so it was a very close decision.

Critics of EPIC say that it is too soft, too mainstream, almost assimilationist; but to this, the defenders answer that one has to be a bit mainstream to attract a majority, and that's what EPIC needs to successfully fight U.S. English.

4. Actions

This part wants to show the actions that were already taken and the successes the Hispanics had concerning their political situation and especially the situation of their language.

4.1. Politics and media

The first important political success was that in 1935 New Mexico became the first state - and until today the only state - ever to elect a Hispanic to the Senate. In the 70's Hispanic political power was expressed by the successes of the already mentioned *La Raza Unida Party* in the Southwest of the U.S., but despite successes it remained on the local and regional level and in the late 70's it disappeared again.

Then there is the Hispanic Caucus in Congress. In 1984 it had 11 members plus to nonvoting members of the House. This is not a big number, not nearly representing the

number of the Hispanic population, but at least there is a bipartisan caucus trying to put themselves in charge of representing their community of more than 22 million. Recently, in December 1996, there was a new success for Hispanic politicians, when President Clinton named Bill Richardson, a Hispanic representative from New Mexico as new ambassador to the United Nations.

Besides the beginning of political success the media is an important factor in Hispanic action-taking. In the 80's and 90's the Hispanic media has become a booming business of major importance. In 1991 there were 185 AM and 68 FM radio stations emitting full-time or part-time Spanish-language programmes. Furthermore there are three television networks: Univisión, Telemundo and Galavisión; and last but not least there are many Hispanic publications in the print market. There are five important daily papers - 2 from New York City, 2 from Miami and 1 from Los Angeles; plus six nationwide weeklies, 4 of which are published in Spanish while 2 are bilingual; plus countless smaller publications. [See also Appendix 2].

With this media power backing up the efforts of the community it's no surprise that finally one sees success. It takes away a bit of the problem of insufficient funding, also not on the national level, because the problem of the Hispanic media is that it also is a regional phenomena, like the Hispanic community; so although a help it is not the solution of the problem.

4.2. Legislation

The fight against English Only showed also success on the legislative side. Besides the 23 states with Official English legislation, there are actually four states that passed English Plus Resolutions, sponsored mainly by EPIC.

These states are:

- New Mexico, where in March 1989 passed House Joint Memorial 16
- Washington, where in 1989 passed House Bill 2129
- Oregon, where in 1989 passed Senate Joint Resolution 16
- and in 1992 Rhode Island

The English Plus resolution in New Mexico for example points out that „the position of English in the U.S. needs no official legislation to support it“ and that for survival in the 21st century the country needs the preservation of languages plus proficiency in other languages (see table 10). In this argumentations one easily sees the connection to EPIC, because this is almost exactly their English Plus Concept.

Table 10:

Not just on the state level, but also on the community level EPIC and its English Plus Concept were successful. A number of major cities passed English Plus Resolutions, for example:

- Atlanta
 - Cleveland
 - Dallas
 - San Antonio (see table 11)
 - Tucson
 - Washington D.C.
- plus several smaller counties

Table 11:

Source: <http://www.clark.net/pub/jgbustam/english/s-anton.html>

But it is not only a success for EPIC to get an English Plus Resolution passed, but also if they are able to prevent English Only legislation, which happened in some states, too. In 1987 in New York, New Jersey, Connecticut and Pennsylvania Official English legislation failed partly thanks to EPIC's efforts.

This work on the state level is very important because this is basically what U.S. English also does. This organisation has recognized that it is very difficult to get an amendment to the constitution passed so their main work now is on the state level. Therefore it is on the state level where EPIC has to stop them.

The last legislative action I want to mention is the introduction of an English Plus Resolution to the House of Representatives. This was done by José Serrano a Hispanic

from New York (see table 2). This to me is a tremendous fact; although as a resolution - if passed - it could not be enforced, it is of a huge symbolic character.

5. Evaluation

This part wants to show how the Hispanics and their organizations evaluate their situation and the success of their fight until these days.

I already mentioned the importance of the civil rights groups like MALDEF, PRLDEF and ACLU (see 2.2.), a fact Hispanics also underline. In their eyes these groups worked heavily to educate the public, to make them aware of the existing problems concerning language and the problems linked to it.

As a problem they see the fact that they are one step behind almost all the time. Mostly it is U.S. English acting, trying to get an Official English legislation on the way and then EPIC or other organizations try to build a movement against this. Better it would be to act by oneself, to promote English Plus measures, to leave U.S. English a step behind and make them react. This is not yet the case, but at least the problem has been recognized, so there might be a change in attitude on the way to solve this.

As a positive factor they found out that maintaining the Spanish language is no socioeconomic obstacle as long as the knowledge of English is sufficient. It is actually possible to live your whole life - except for school - without the necessity of speaking English. Therefore it is easily possible to enter the workforce with just speaking Spanish, but if one wants to get up the ladder English is essential. But maintaining Spanish has no negative effects as long as the English knowledge is sufficient and, as I mentioned in 2.4., some companies even begin to like bilingualists.

A problem they still see in education. For the education in the U.S. having an Anglo-perspective, which means everything that's white and european is superior, while everything different is inferior. This shows clearly that the fight against the Spanish language is mainly racist; because the Spanish language by itself is white and european and therefore something positive. The problem are the speakers of Spanish in the U.S., who are not Spanish, but Latinos, who are non-european and non-white and therefore less desirable.

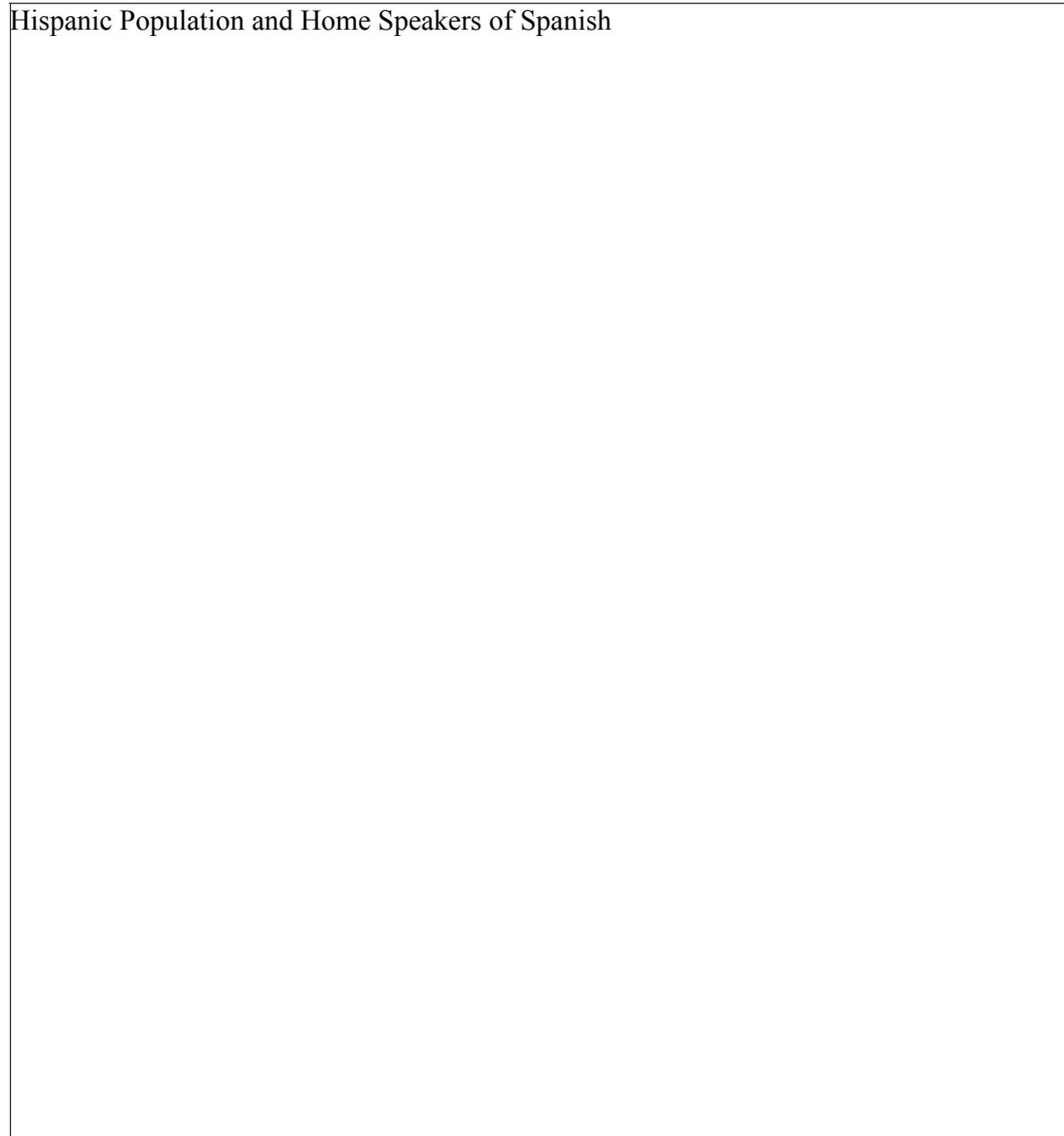
There are also some voices in the Hispanic community - although not the majority - who say because of the powerful hispanic media (see 4.1.) and continueing new

immigration the Spanish language will survive anyway and therefore it is not EPIC or any other Hispanic organizations who has to act, but it is U.S. English who would have to act and develop new strategies. Frankly said I don't agree on that, in my eyes continued lobbying and public relations work is necessary to make the Hispanic position better in every respect, but as this is an existing point of view it has to presented here.

Although as one can see from table 12 that there are numbers giving reason to that argumentation.

Table 12:

Hispanic Population and Home Speakers of Spanish



Source: Department of Commerce (ed.), Statistical abstract of the United States 1993;
Arias, M.B. & U. Casanova, 1993, Bilingual Education: Politics, Practice and Research

While from 1979/80 to 1989/90 the Hispanic population in the U.S. increased by 53.0%, the number of home speakers of Spanish increased by 65.2%, raising the percentage of Hispanics speaking Spanish at home from about 60% to around 65%, a fact that could lead to the assumption that the importance of the Spanish language is rising without action.

One interesting forecast puts a shadow on all the Hispanic efforts, because according to that, despite all pressure and activism the rate of increase of Hispanics in the federal bureaucracy is so slow that Hispanics will not be able to reach parity until the year 2025. On the one hand this could lead to the suggestion that in 2025 there will be actual representation, so there is no reason to worry, but on the other hand 2025 is still quite far away and to me this could and should lead to an enforcement of all measures to try to reach that goal much earlier.

Finally Hispanics can always show two positive examples of bilingualism - New Mexico and Puerto Rico - two states (territories) where the actual bilingualism does not lead to any problems. Therefore I want to end with a view on those two communities and their special situation.

6. Examples

6.1. New Mexico

New Mexico is the Union's only English-Spanish bilingual state. Its constitution sponsors bilingual teaching and teachers, the state has an English and a Spanish state song, as well as an English and a Spanish flag salute. Also state statutes call for the use of both English and Spanish in a wide range of governmental activities, including elections.

The special situation in New Mexico, that makes this state different from the others is the fact the Spanish speaking community in New Mexico is a native minority, a situation like in Hawaii, where also English and Hawaiian are official languages. So New Mexico is different for example from Texas or especially California where most Hispanics are (recent) immigrants. This is not the case in New Mexico. The Hispanics here are part of the state since 1848, when the famous Treaty of Guadalupe-Hidalgo made them join the Union. So this community always had a special role in the state's history and culture -in

contrast to recent immigrants in other states. This historical fact makes the Hispanics in New Mexico say the following: „We didn't cross the border, the border crossed us.“

6.2. Puerto Rico

Similar but also different is the situation in Puerto Rico. As a former colony not having state status, but commonwealth status - although possibly on the way to statehood - there is a lot going on in this island. I'll try to show that briefly, beginning with some historical facts and ending with actual language policy.

6.2.1. History

In 1898 as a result of the Spanish-American war Puerto Rico became an American colony. Right from the beginning Americans wanted to destroy 400 years of Hispanic culture and heritage. But this - as the Puerto Ricans put it „cultural coup d'état“ - failed.

Despite the Spanish language and the unsuccessful American efforts to suppress it Puerto Ricans became American citizens in 1917.

In 1952 Americans had to realow Spanish as the official language of education to take a bit the wind out of the sails of the strong independence movement. The Puerto Ricans see Spanish as their natural language. In their eyes Puerto Rico is not bilingual, but monolingual Spanish. They even joke about Spanish being the official language of the „American“ judiciary in Puerto Rico. In 1968 even the federal district court of Puerto Rico acknowledged that it was in the special situation being the only court located in a state or territory which primary language was other than English.

So the Puerto Ricans understandably love their language, but Anglo-American discrimination against Puerto Ricans is again based on language; too them Puerto Rico is underdeveloped because of the Spanish heritage and in their eyes the language will cause political unrest on the island.

6.2.2. Language Policy

Language in Puerto Rico is a partisan issue; pro-statehood parties like the New Progressive Party (NPP) are in favor of official bilingualism, giving English the same status as Spanish.

Pro independence and pro commonwealth parties like the Popular Democratic Party (PDP) or the Puerto Rican Independence Party (PIP) favor Spanish Only legislation.

In 1991 while the PDP was in power Spanish Only legislation was passed in Puerto Rico. On April 5th 1991 governor Hernandez Colon signed this controversial bill. In 1993 the NPP was back in power and changed the official language situation again. On January 28th 1993 Governor Pedro Rossello signed a bill granting Spanish and English co-equal status in Puerto Rico. Nevertheless in November 1993 a referendum about statehood failed; 46% of the Puertoricans voted in favor of statehood while 48% wanted to keep the actual commonwealth status, with 4% voting for full independence.

This statehood-question explains why U.S. English is active in Puerto Rico since 1987. They launched mailings and information campaigns trying to sell Official English as a prerequisite for statehood to Puertoricans - so far without success. One of the most interesting actions taken by U.S. English in Puerto Rico so far has been a mailing in the fall of 1988 of a letter of U.S. English founder Hayakawa in which he tells Puertoricans that „preserving Spanish is undesirable“.

But whatever measures U.S. English will take in Puerto Rico to me it is in vain. I think that it is very improbable that Puerto Rico will give up its deeply-rooted ties to the Spanish language.

Appendix 1 - Facts & Figures

Historical Facts & Figures:

- 1513 - Spanish land in Florida
- 1526 - Spanish build the first european settlement in North America
- 1610 - New Mexiko becomes location of the governor
- 1741 - The first Spanish exercise-book „ A short introduction to the Spanish language“ is published in New York
- 1776 - The College of Philadelphia offers the first college-course in spanish language and literature
- 1836 „Proclamation on public education“ in New Mexiko
- 1848 - Treaty of Guadalupe-Hidalgo („We didn` t cross the border, the border crossed us“)
- 1898 - Spanish-American War
- 1904 - The Supreme Court rules that citizens of Puerto Ricos are no aliens
- 1904 - The Hispanic Society of America is founded in New York
- 1946 - President Truman names Jesús Pinero governor of Puerto Rico - the first Hispanic on this post

Demographic Facts & Figures:

- Hispanic population increase:

1970: 9,072,602 (= 4.5 % of total population)

1980: 14,603,683 (=6.5 % of total population)

Increase 1970-80: 61 %

[Source: Bean, 1987]

- 1990: 22,354,000 (=8.7 % of the total population)

Increase 1980-90: 53 %

- 14.489 million speak Spanish at home (+ 65% 1980-90)

[Source: U.S. Bureau of the Census, 1993]

- Forecast: 2000: 25 million Hispanics, 2010: 30 million

[Source: Person & Pollock, 1993]

- 4th biggest Spanish speaking community in the world

[Source: Moore, 1985]

- Origin of the Hispanics:

Mexicans	60 %
Puerto Ricans	14 %
Cubans	6 %
Others	20 %

[Source: Bean, 1987]

- Education:

	High school diploma		schoolyears	
	1970	1980	1970	1980
Mexican Americans	24.2 %	37.6 %	8.1	9.6
African Americans	31.4 %	51.2 %	9.8	12.0
Total	52.3 %	66.5 %	12.1	12.5

Source: Bean, 1987

Appendix 2 - The Hispanic Media in the U.S.:

Hispanic media in the U.S.

- 5 dailies
 - 2 in New York
 - 2 in Miami
 - 1 in Los Angeles

- 6 weekly magazines
 - 4 spanish
 - 2 bilingual

- Radio (1991)
 - 185 AM stations
 - 68 FM stations

- Television
 - 3 Networks
 - Univisión
 - Telemundo
 - Galavisión

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