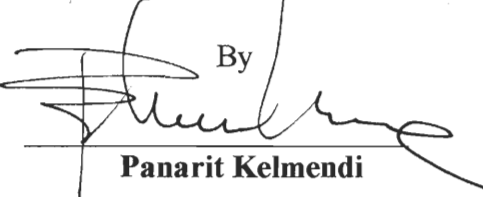
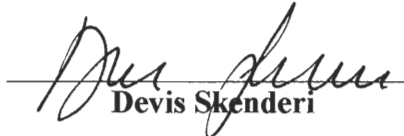


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**THE INTEGRATION OF THE ALBANIAN
IMMIGRANT FAMILIES IN THE UNITED STATES**

An Interactive Qualifying Project Report Submitted to :

The Faculty of
WORCESTER POLYTECHNIC INSTITUTEBy


Panarit Kelmendi

Devis Skenderi

In Cooperation With

Albanian Assistance Center, Friendly House,
Albanian Orthodox Church,
and the Albanian families of the City of Worcester

Approved

Prof. Patrick P. Dunn , Advisor_____
Prof. G. F. Salazar , Co Advisor

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This project report is submitted in partial fulfillment of the degree requirements of the Worcester Polytechnic Institute. The views and opinions expressed herein are those of the authors and do not necessarily reflect the positions or opinions of Worcester Polytechnic Institute, Albanian Assistance Center, Friendly House or The Albanian Orthodox Church.

This project is the product of an education program, and is intended to serve as a partial documentation for the evaluation of academic achievement. The report should not be considered as a working document by the reader.

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Abstract

What do we know about the integration of the recent Albanian immigrant families within the United States—the progress these families are making and their reception in the communities where they have settled ? How are the Albanian immigrants affected by the nation's integration policies or lack thereof?

This project focused on understanding the lifestyle and the needs of the Albanian immigrant community in Worcester County. The project, based mainly on the direct statements and comments of these immigrants, developed a proposal for an immigration packet to facilitate and improve the adjustment of the Albanian immigrants.

There are several limitations on our study. The paper relies heavily on analyses and the interviews conducted by us. The facts and statistics have been submitted to us unofficially and they may not completely reflect the reality.

1.Introduction

It is estimated that there are actually two hundred and fifty thousand Albanians or people of Albanian descent, in the United States. In the state of Massachusetts reside almost one hundred thousand of them(Frosina Information Network).

Reverend Nicholas Christopher is known to have been the first Albanian to settle in Massachusetts in 1886. Six churches were built by 1919, firmly establishing an Albanian community in Massachusetts. The European economic depression of the 1930's caused emigration from Albania, as did the Balkan War of 1913 and World War II. After World War II, under communism, emigration was prohibited as it was regarded as treachery to the motherland. (U.S. Library of Congress).

Since 1989 there has been a significant flow of new arrivals especially through the lottery. The period of communist isolationism ended around 1992-93. Albanians arriving in the US since this period have an especially difficult time with acculturation.

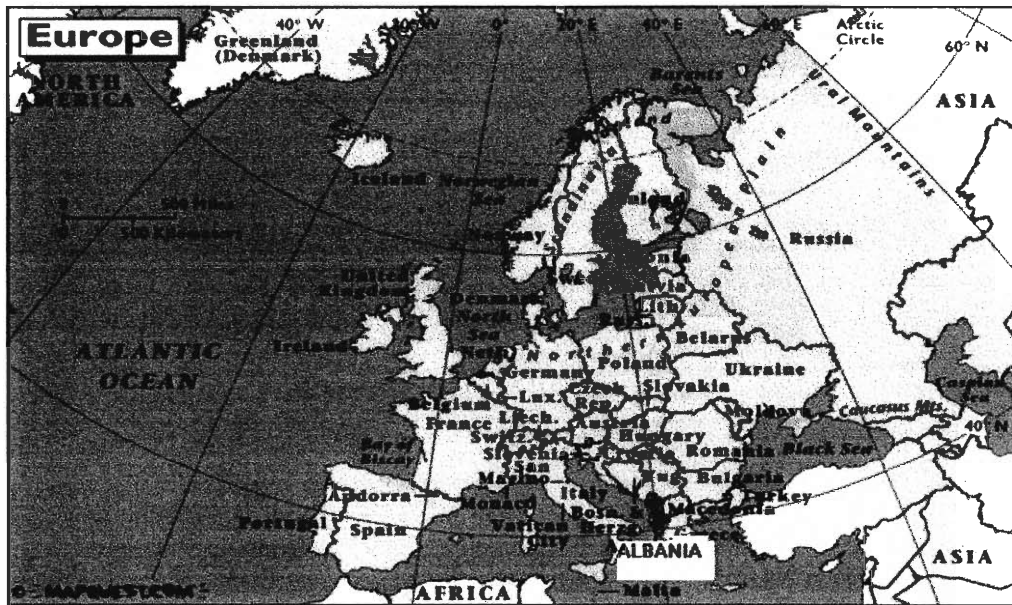
2. Albania And Albanians

2.1 A Brief History

We have noted a general lack of knowledge about Albania and Albanians here in the US . There are actually people who think that Albania is somewhere in upstate New York .That's why we find it necessary to give a short description of Albania, its history and people.

Albania is located in the western part of the Balkan Peninsula. It borders the former Yugoslavia (Serbia-Montenegro) and Kosova in the north and the east,

Macedonia in the east, and Greece in the south. From the Strait of Otranto, Albania is less than 100 km (60 miles) from Italy. It has access to the Adriatic and Ionian Seas in the west. The country covers a total of 28,000 square kilometers (11,000 square miles) and its population is 3.3 million.



The area of today's Albania has been inhabited since ancient times (100 thousand years ago). With the passage to the third millennium B.C., due to Indo-European invasions and assimilation with the local population, a population was emerged with general cultural and linguistic features for the whole of the Balkan Peninsula (Pellazgs). It is claimed that their descendants are the Illyrians, Greeks, Thracians and even the Turks (Edwin 1994).

The Illyrians, whose descendants are the Albanians, resisted the Roman occupation, preserving their own language, culture and customs. When the Roman Empire was split into two parts, Illyria remained in the Byzantine Empire.

The country's name "Arberi" (referred to by Westerns as Albania) is identified by the second century Greek geographer Ptolemy. During the beginning of the second millennium Arberi was transformed into an arena of wars between the armies of southern Italy and Byzantium.

The Turk-Ottoman feudal regime was established in the greater part of the country in the years 1419-1421. The Albanian resistance reached its climax with the 25 year long war (1443-1468) led by Gjergj Kastrioti, known as Scanderbeg (Edwin, 1994).

The efforts of the Albanian people for freedom and the proclamation of the independent state reached their climax during the period of National Renaissance (1880-1920). This period crowned the proclamation of the independence in 1912.

In the course of the First World War, Albania was transformed into a battlefield; the Italian, Serbian, Montenegrin, Greek, French and Austro-Hungarian armies occupied the country. The Albanian Republic, with President Ahmet Zogu, was proclaimed on January 21, 1925; while 3 years later the Republic was transformed into a Monarchy and Ahmet Zogu declared himself king(Logoreci, 1997).

During the Second World War, Albania suffered great losses. The communist regime was established in Albania. Official Albanian scribes and

artists presented the history of communist Albania as the saga of a backward, besieged people marching toward a Stalinist utopia.

The actual story of communist Albania is, however, an inventory of bloody purges and repression, filled with betrayal and obsessive xenophobia of real and fantasized enemies. After years of party infighting and extermination campaigns against the country's anticommunist opposition, Enver Hoxha emerged as the dominant figures in Albania(Edwin, 1994).

The communist elite co-opted or terrorized the entire Albanian population into blind obedience, herding them into obligatory front organizations, bombarding them with propaganda, and disciplining them with the police. Hoxha dominated Albania and denied the Albanian people the most basic human and civil rights. For half a century, Albania, one of the pearls of the Mediterranean shores, remained a prohibited land for the foreign visitors (Logoreci , 1997).

In 1992, after close to fifty years of communist-imposed isolation following five centuries of Ottoman domination, the Albanian people had little awareness of the outside world and possessed Europe's least developed trade network (Logoreci , 1997).

The Albanians faced the daunting task of reviving their moribund factories and workshops and learning the realities of modern capitalism while building a market economy from scratch. Burgeoning unemployment, falling output, acute food shortages, and widespread lawlessness eroded most grounds for optimism

in the prospects for rapid success. These reasons caused a large flux of Albanian immigration towards the West in search of a better life and a better future(Sala, 1994).

2.2. The Albanian People

Albania had a population of 3,335,000 in July 1991, compared with 2,761,000 in mid-1981 and 1,626,000 in 1960. The most sparsely populated Balkan country until 1965, Albania attained a population density of 111 inhabitants per square kilometer in 1989--the highest in the Balkans. The 1991 growth rate was 1.8 percent. 92 percent of the population is Albanian. There is also eight percent of Greeks and Macedonians .

2.3 The Albanian Traditions

Traditionally there have been two major subcultures in the Albanian nation: the Glegs in the North and the Tosks in the South. The Glegs , partly Roman catholic but mostly Muslim lived until World War II in a mountain society characterized by blood feuds and fierce clan and tribal loyalties. The Tosks whose number included Orthodox Christians and Muslims were less culturally isolated mainly because of the centuries of the foreign influence (Konitza, 1957).

The society in the north and to a lesser extent in the south , until the WWII , was organized in terms of kinship and descent. The basic unit of society

was the extended family usually composed of a couple their married sons, the wives and children of the sons and any unmarried daughter.

The extended family formed a single residential and economic entity held together by common ownership of the means of production and common interest in the defense of the group. Extended families were grouped into clans whose chiefs preserved patriarchal powers over the entire group (Konitza, 1957).

For centuries, the family was the basic unit of the country's social structure. Children were brought up to respect their elders and above all their father whose word was law within the confines of his family. These traditions continued under communism in the most part of Albania with some small differences(Logoreci, 1997).

2.4. The Albanian Religion

Until the 16th century, almost all of Albania was Christian, the Orthodox religion being dominant in the south and the Roman Catholic in the north. In the 17th century, the Turks began a policy of Islamization by using, among other methods, economic incentives to convert the population. By the 19th century, Islam became predominant with about 70 percent of the population while some 20 percent remained orthodox and 10 percent Roman Catholic (Konitza, 1957).

These groupings remained in effect until the communist government outlawed religion in 1967. Freedom of religion in Albania was restored only in 1989/90, but it must be noted that the overwhelming majority of Albania's population was born under a communist regime, which pursued an aggressively atheistic policy.

Even though frequently referred to as a "Muslim" country, there is no state religion in Albania, and the Albanians are renowned for their extraordinary religious tolerance. It is an often-overlooked fact that the Albanians protected their own Jews during the Holocaust while also offering shelter to other Jews who had escaped into Albania from Austria, Serbia and Greece (Edwin, 1994).

3. Methodology

3.1 Project Goal

This project focused on understanding the lifestyle and the needs of the Albanian immigrant community in Worcester County. This project's main goal is to develop a proposal for an immigration packet that would facilitate and improve the adjustment of the Albanian immigrants in the United States.

3.2 Project Tasks

The basis of our research included a series of interviews with families of Albanian immigrants in the city of Worcester. We conducted interviews with employees of the Immigration And The Naturalization Service and Mass Port

Authority and also with employees of the UMass Memorial Hospital and Office of the Public Health of the City Of Worcester.

Interviews were conducted with immigration attorneys , employees of the Albanian Assistance Center and Friendly House who have direct contact with the Albanian immigrants. Our final proposal (packet) incorporated the input we obtained through our interviews and our background research on United States Immigration Issues.

3.3. The Testing Of The Interview Process

We wanted to pretest our interviewing strategy to determine if we had some bias in our method. We were careful not to impose our views upon the respondents because if so, then their answers would not reflect the true situation and our method would have resulted in invalid conclusions for the study. With his goal in mind we had our interview protocols examined by the advisor , Prof. Dunn , and other people familiar with the subject.

Prior to the interviews the context of the interview, the style and the sequence of the questions was examined. We wanted to make sure that the effectiveness of the interview and consequently the quality of the data coming out , was close to the reality.

3.4. The Interview Process

After we completed our strategy, we wanted our data to come from a broad range of sources. These sources would represent the most prominent factors in the Albanian immigration. After we selected a large number of members from each of the categories (using telephone and yellow pages directories) we wanted to get data from, we used a random number generator (Microsoft Excel), to select the persons that would be interviewed.

After this step was completed then we decided to select on our own will a number of people from the list that would be interviewed. This was done to assure us that the data that we were getting was not merely a coincidence of that group of people. If the second group would range in the same or nearly the same data then we would get in a more generalized conclusions. We used two techniques to select our potential respondents.

These were the stratified and the purposive sampling (Berg Analysis). A stratified sample is used when various subdivisions of a particular population are identifiable. We were able to sub-divide the Albanian community in immigrants before the 1990, and immigrants after 1990. The purposive sampling is used when they have knowledge of the frame desired for the study.

We interviewed a certain number of employees who belonged to organizations dealing with immigration, who had knowledge relevant to our

study. The goal of these interviews was to gain more information on the subject, such as the number of immigrants each year, who were these people, where did they come from (which part of Albania), the process of immigrant legalization, the lifestyle of the immigrants, the government expenditure on recently arrived immigrants, the health issues of the immigrants etc.

Using the Social Exchange Theory, we convinced the people that by interviewing with us they would serve as representatives of the Albanian immigration in Worcester (Dillman Analysis). The interviewer provided an introduction regarding the structure of the interview, the reasons for the interview, the content and duration of the interview.

Then at the closing of the session we provided to the interviewees the possible ways of a further contacting with us. We also inquired about additional names of people to contact if we would see it necessary. We transcribed our interview sessions into formal documentation which was promptly revised by our advisor Prof. Dunn. This would help us to perform a thorough analysis of the data. When data was coming in we started to have a good idea where our conclusions were directed and how our project was achieving its goal.

3.5 Data Analysis

Upon the completion of the interviews, we analyzed the content of the information obtained in order to have a general idea of the whole situation. We

used a table with the persons numbered from one to thirty and their responses numbering from one to fifty. We looked for repeated patterns through the responses and made collective observations based on the interviews made with the agencies.

Then we combined the responses according to the ways Government could provide help to the immigrants, the ways immigrants saw their future in the US, and the ways immigrants were being treated nowadays. Then we collected the responses from the purposive interviews and integrated them into our background research and recommendation sections.

The basis for our recommended packet was a synthesis of the information collected through our research on the United States Immigration And Naturalization Service and the interviews with the Albanian community.

3.6 Packet Preparation and Format

The final stage of our project was the preparation of an immigration packet. Let's first explain what do we mean with the term "immigration packet". This term means a number of actions to be taken in order to ease the first days of immigrants who are recently arrived. In fact, this packet would make it easier not only for the immigrants getting the help but also for the government and the agencies providing this help. The packet focuses on the

most important needs of the newly arrived, gives the actions required to cover these needs .

Throughout the duration of the project, we collected data that formed the basis of our final proposal. We analyzed the quantitative data collected in order to understand the perceptions of the Albanian community. Then we used qualitative methods, which are used to discover opinions concerning a particular topic through the application of such systematic procedures as interviewing (Berg). Our project went through a constant process of revising and transforming as we obtained new data throughout the course of the project.

We structured the final packet proposal according to the strategic goals of our project. The format consists of these sections: Introduction, Albanian Immigration to the US, Albanian Immigration to Worcester County, Problems of Adaptation and Needs of The Albanian Community, Interview Findings, the Action Plan and Future Strategies.

3.7 Summary

We developed a work plan, that would enable us to remain on schedule and complete the project within the allotted time frame. The work was divided in periods according to the weeks of the term and our advisor Prof. Dunn revised the schedule and appointed the work to be done during each period .

Each element of the methodology was critical to the completion of the project. The series of the interviews with the various groups and associations were the basis of our data. The collected, revised and analyzed data formed the nucleus of the proposal packet.

4. Albanian Immigration facts

4.1. Reasons For Immigration

As it was mentioned before, Albanian people have always suffered from endless invaders. This caused a huge Albanian immigration over the years to many countries of the world. During the years of the independent Albania, the communist regime made the situation even worse. Left without the most basic rights, like private propriety, freedom of speech, freedom of vote, freedom to move etc., Albanians saw as their only hope flight from the country. People escaped and were mostly settled in the US and Western Europe.

During 1944-1990 it is estimated that sixty thousand Albanians immigrated. Around forty thousand were settled in the US. When communism collapsed in Albania, the rapidly increasing unemployment, falling output, acute food shortages, and widespread lawlessness eroded most grounds for optimism in the prospects for rapid success. These reasons caused a large flux of Albanian immigration towards the US and Western Europe.

From the recent statistics of the Immigration and Labor Office of the Republic Of Albania, there are around three hundred thousand immigrants in

Greece, one hundred thousand in Italy, eighty thousand in US, and about one hundred thousand in Germany, France, Great Britain, Turkey, Australia etc.

Apart from **the economic** reasons mentioned, we have noticed these other factors:

a) Political Reasons.

After the collapse of Communism the political situation in Albania has been very tense. Many leaders of the opposition parties have been imprisoned and many supporters have been harassed, imprisoned and even killed. Life is not safe in Albania and being in the “wrong” camp means beating, imprisonment and physical elimination.

b) Free atmosphere.

The number of homosexuals in Albania is considerable, but in Albanian society these people are considered as Satan and are not welcome in the society. That’s the reason these people have fled Albania and come here when they have nobody to judge their behavior. It is estimated that from the three thousand members of the “ Association Of the Homosexuals” in 1995, around two thousand of them live now in the US (Hutchins).

b) Family reunification.

As we mentioned before Albanians have started to migrate in the Massachusetts since the nineteenth century. After the collapse of communism, their families are allowed to reunite with them .

c) No harassment because of origin.

The main reason why Albanians migrate to US is because if they would go somewhere else like Italy, Greece etc. there is a much greater chance of getting harassed arrested or deported because of their Albanian origin (Sula).

4.2. Places of Origin

As we collected the data from the interviews we found that the major number of the immigrants here is from South Albania. At least fifty percent is from the Korca region. The other part came from Permet , Pogradec and Skrapar. About twenty percent came from Tirana.

There is a very small number of Northern Albanians in Worcester. The reason for the larger number from south is that most of these people have had relatives who immigrated in Worcester in the beginning of the twentieth century. South Albanians have traditionally immigrated, in opposite to the North Albanians who did not use to immigrate until very recently. Most of these people have found Worcester very hospitable and do not think to move elsewhere.

4.3. Peaks of Immigration

From the interviews, we found out that the largest percentage of the Albanian immigrants to the US belonged to the years 1930-1950. After the revolution of Fan Noli in 1924 , with the establishing of the kingdom of Ahmet

Zogu many supporters of the republic immigrated to the US. We found this group fully adapted to the American lifestyle.

The second largest group belonged to the immigrants of the years 1990-2000. Most of these people came in the US for economic reasons. But there is a considerable number of them who are here for strong political reasons. These reasons can be found in the unstable political situation not only in Albania but in the whole Balkan Peninsula during the nineties.

It is estimated that 50 percent of the Albanians are here through Green Card Lottery or family reunion, 30 percent are on political asylum(refugees) and 20 percent are illegal (INS database). Their process of adaptation is very slow and hard. Our most important conclusions come from this group and the project is focused on these people.

The Green Card Lottery also known as the Diversity Visa Lottery with center in Kentucky is conducted under the terms of the section 203(c) of the Immigration And Nationality Act and makes available fifty thousand permanent resident visas annually to persons from countries with low rates of immigration to the US. Applicants are selected at random from the approximately 10 million qualified entries.

A Refugee, according to the U.S. Refugee Act of 1980, is a person who is "persecuted or who has a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion." In fact, the refugee program, which accounts for one in seven legal immigrants to the U.S. The family reunion process unites the Albanian-American naturalized citizen with their families

The peak for the immigration after the nineties was 1998. In this year five thousand Albanian families were granted the Green Card through the lottery and fifteen thousand others were granted the political asylum in the US (INS database).

4.4. Methods Of Transportation

From our research and the interviews we found out that most of the immigrants entered the US through Logan Airport or one of the New York International airports (La Guardia, JFK, Newark NJ).

The illegal immigrants entered mainly through Canada and Mexico but have also used the above mentioned airports. Surprisingly enough we found that a lot from the illegal Albanians came over on ships on which they had been without anything to eat or drink for days.

Most of the illegal Albanian arrivals came from Italy and Greece. Some of them came from Spain or England. They had left Albania and were smuggled on a plane or a ship in one of these countries. The fee paid to the smugglers is about thirteen thousand dollars, about five years of medium salary in Albania(Edwin).

4.5 Process Of Entering The US.

The process of entering the US for all the Albanian immigrants, legal or illegal appeared to be long and difficult. The way a legal immigrant would enter the US had to go through these common procedures.

1. The immigrant should have a High School Diploma
- 2.The immigrant should be physically and mentally fit (able to work).
3. Have a relative in the US that could support them in case of emergency.
4. Have his own sufficient financial support with bank statements etc.
- 5.Have a clean criminal record.

The American Embassy went over each document and verified their authenticity. Then, it gave the person a certain date to appear for the interview. At the interview the immigrant found out from the embassy if he was granted the visa or not (Logoreci).

If granted the visa, another date was left to take the visa. This could take from one month to five months. After obtaining the visa the immigrant

was ready to leave. All the persons interviewed were satisfied with the work and behavior of the employees of the US embassy. They said that it was the first time they were treated like human beings.

The illegal group has a complete different procedure. They use a false passport provided by a smuggler. The fee would be paid if the illegal immigrant would pass the controlled area. With the fake passport the immigrant appeared before the immigration officer. They would pass unnoticed as the passport might be fake, but very well prepared. There would be somebody waiting out of the port for them.

The US Immigration and Naturalization Service has to maintain its image so it would put to jail the illegal immigrants that would get caught. The immigration would detain them for a short period and release them to go to their families or friends here in the US with a probation(Edwin).

The these people went over a trial with the immigration from which to nearly forty percent a social security number was given. To the other sixty percent deportation was given(INS database).

4.6 Places of Settlement

Like all the other cultures Albanians settled in all parts of the country. However most of them settled in Boston and Worcester and other similar places

in the big towns. The reason for that was their lack of English and felt more comfortable around their own people.

One more thing that attracted these people to settle here was the opportunity to get a job. From our research we found that there is a large Albanian community in Detroit, Michigan and New York City, NY. Other cities with a strong Albanian community are Jacksonville FL, Philadelphia PE and Houston TX. Our statistics and data as stated before come only from the Worcester County Albanian community.

4.7 Reception By The Americans

Our research made us conclude that Americans had been mostly indifferent about the new arrives. This probably happened because of the never-ending flux of the new arrivals which is now something very common.

The people interviewed told us that they preferred the American attitude on the European one. In Europe, they had suffered a certain discrimination because of their origin. Fortunately for them in the US not only this kind but any kind of discrimination is unlawful.

Everybody that came here wanted to adjust as fast as they could. Working with Americans, serving Americans in the bars and restaurants, not only

helped in this direction but also provided a huge social impact to the immigrants and taught them quick the new way of living.

Generally, we concluded that Americans respected the dignity and personality of the Albanian immigrant, although they did not get involved with them more than in simple work relationships. Albanians began to understand that in this new world they had to live, work and try on their own.

4.8 Summary of Albanian Immigrant Facts

a) Age and Sex Distributions

The proportion of the immigrant group that is of labor-force age (say 20-60, or better, 25-54) and of the male sex (males have a greater propensity to work outside the home) matters greatly with respect to the effect of immigrants on the nation's economic output. Workers are economic producers for the rest of the community, whereas youths and the elderly are not.

As in all countries in all eras, current migrants to the United States tend to be young adults just beginning their work lives. The age distribution of legal immigrants is very favorable for labor-force participation, with a heavy concentration in the prime labor-force years.

From our surveys and research, 25 percent of the Albanians in Worcester belong to the group age of 40-60, 20 percent belong to group age of 60 and older, and 25 percent are 25 years or younger, and 30 percent are from 25-40 years old. 45 percent of the Albanian community in Worcester are female, and 55 percent are male.

b) Education

For reasons of conditions and the domestic economy, Albanian immigrants the early end of the period (1940) were very different from those at the end of the period. Many of the immigrants who entered between 1940 and 1950 were anticommunist refugees. They tended to be people who had enough wealth and survival skills to be able to flee Europe. They also were people who had enough education to lead them to believe that they would be able to find a job and make a living in the rough U.S. economic climate of the 1930-1940(Cato Institute).

Unskilled people, on the other hand, with very small or no education at all, preferred to maintain the status quo and lived under an obscure communist regime for fifty years. In the nineties the Albanian immigration changed dramatically in substance.

Now teachers, doctors, engineers and other high qualified people prefer rather work in Albania for three hundred dollars a month than immigrate. The

people coming here now the most have completed the high school. They are desperate people who in Albania did not have any source of living(Logoreci).

c) Legal and Illegal immigrants

The numbers of aliens illegally residing and working in the United States at present enter importantly into the discussion of immigration. There are at least 65 thousand undocumented Albanian immigrants in the US and the number is growing everyday. In Worcester we found that out of fifty immigrants six were illegal which brings to a 12 percent of illegal Albanians or an estimate of about 1500 people.

d) Employment

Displacement of citizens from employment by immigrants has always been one of the major fears about immigration. Englishman John Toland wrote in 1714, "The vulgar, I confess, are seldom pleas'd in a country with the coming in of Foreners . . . from their grudging at more persons sharing the same trades or business with them." But Toland also explained why this fear need not be realized. "We deny not that there will be more tailors and shoemakers; but there will also be more suits and shoos made than before"--and sold to the immigrants, among others (Urban Institute).

e) Integration with the Technology.

Our project focused how does the American lifestyle and technology affect the Albanian Immigrants.

We analyzed the data collected from the interviews and research and have arrived in the conclusion that Albanians are adopting themselves quickly to the technology but slowly to the lifestyle. Let's more concretely analyze the figures.

We found that 90 percent of the Albanian Immigrants households have bought a car within the first three months in the USA. There were Albanian families which had two or more cars. We can imagine what a difference with Albania where almost 99 percent didn't have a car.

All the families interviewed had a TV, and most of the kitchen appliances at home. In Albania they used to do most of the cooking and washing by hands. Half of the families had computers home and found the usages of the computer essential in their life meanwhile computers are much less known to the simple Albanian population in Albania.

Albanian immigrants still tend to use cash in their purchases but every family interviewed had a bank account to pay their bills. 25 percent of the families had used a major credit card but had preferred pay it quickly and not let the interest accrue.

Most of the families planned to get a loan from the bank to buy a house in the near future. Albanian immigrants prefer cook at home and rarely eat in restaurants because they have not found any restaurant with Albanian food. The only places they go to eat are the pizzerias and the Italian restaurants as Albanians like the Italian food.

Albanian immigrants wash their clothes at home and this is not only a tradition but also a sanitary issue. They do not prefer Laundromats. The only users are bachelor Albanian guys.

5. Albanian Immigration Issues

5.1. Public Opinion About Immigrants

People have for long been sharply divided on the question of immigration. Many employers and proponents of free-market economics, are strongly pro-immigration; they argue for open borders because immigrants are source of cheap labor and ultimately create more wealth than they consume. Others dispute the economic benefits of immigration, but more importantly look upon immigrants as bearers of foreign and less desirable cultural values (Fix, 1994).

In contrast to other West European democracies, or Japan, the American national identity has never been directly linked to ethnicity or religion. Nationality has been based instead on universal concepts like freedom and

equality that are in theory open to all people. The US Constitution forbids the establishment of religion, and the legal system has traditionally held ethnicity at arm's length (Capps, 2001).

To be an American has meant to be committed to a certain set of ideas, and not to be descended from an original tribe of ur-Americans. Those elements of a common American culture visible today--belief in the Constitution and the individualist-egalitarian principles underlying it, plus modern American pop and consumer culture--are universally accessible and appealing, making the United States, in Ben Wattenberg's phrase, the first "universal nation."(Ku, 2000).

5.2. Immigrant family Values

America began living up to its universal principles only in the last half of this century. For most of the period from its revolutionary founding to its rise as a great, modern, industrial power, the nation's elites conceived of the country not just as a democracy based on universal principles, but also as a Christian, Anglo-Saxon nation (Rambaut, 1999).

But it would also seem a priori likely that third-world immigrants should have stronger family values than white, middle-class, suburban Americans, while their work ethic and willingness to defer to traditional sources of authority should be greater as well.

Immigrants coming from traditional developing societies like Albanian immigrants are likely to be poorer and in possession of fewer skills than Americans, but they are also likely to have stronger family structures and moral inhibitions.

Moreover, despite the greater ease of moving to America today than in the last century, immigrants are likely to be a self-selecting group with a much greater than average degree of energy, ambition, toughness, and adaptability. These intuitions are largely borne out by the available empirical data, particularly if one disaggregates the different parts of the immigrant community (Fix, 2001).

The strength of traditional family values is evident among immigrants from Albania, where mutually supportive family structures have long been credited as the basis for their economic success. While Albanians are equally likely to be married as Americans, they are only one fifth as likely to be divorced (Jacques, 1994).

Though dropping off substantially in the second and third generations, concern for elderly parents is high in Albanian households; for many, the thought of sticking a mother or father out of sight and out of mind in a nursing home continues to be unacceptable.

5.3. Welfare And Immigrants

Albanian immigrants on welfare? The very idea seems wildly counter to the image of the Albanians. Census data show that 65 per cent of the elderly

Albanian immigrants in Massachusetts who had come to the U.S. between 1990 and 1997 were on welfare in 2000--a striking contrast to the figure of 9 per cent for native-born seniors(Capps, 2001).

Equally alarming, the welfare culture is contributing to the destruction of the fabled Albanian extended-family structure. This is a new twist on Daniel Patrick Moynihan's analysis 25 years ago of welfare's destructive effect on black families, with the added irony that in the Albanian case the new welfare recipients are from upscale families, not the underclass (Fix, 2001).

Why are these people on welfare? The automatic answer given by many social workers and immigrants was that the seniors, most of whom do not speak English, find life boring. Thus, the parents stay home, and apply for welfare.

Instead, for some the motivation is simply the irresistible prospect of "free money." Among the Albanians, there is no shame to being on welfare. On the contrary, it is viewed as a normal benefit of immigration, whose use is actually encouraged, like a library card. An Albanian senior told me a common viewpoint was "why miss this good opportunity."

One immigrant senior complained, "I worked here in the U.S. and paid taxes for thirty years, yet they come in without having worked a day, and get a welfare check twice as large as my Social Security check. It's really unfair." Yet when all is said and done, the worst loser is the Albanian family. Perhaps the

traditional Albanian extended-family structure would break down anyway on these shores, but welfare is accelerating the process.

5.4. Notes on The Economic Issues

Economic issues arise frequently in The Great Immigration Debate. Sadly, however, rarely are these issues discussed in any depth. In addition, once unfounded or misleading statements make their way into the media, they acquire a life of their own.

- It is nonsense to discuss immigration's impact on "the" economy as a whole. This is a many-faceted problem, with both winners and losers.
- Formal academic studies are highly unreliable, due to a lack of data on the relevant variables. Omission of key variables from an analysis can make negative effects appear positive, and vice versa. The problem is made even worse because most immigration economists lack the crucial insight which comes from personal immersion in immigrant communities(Capps, 2001).
- Analyses that compare welfare received by immigrants to taxes paid by them are addressing the wrong question. Taxes go to much more than just welfare---schools, roads, hospitals, parks, police and fire services, and so on---so it is wrong to compare welfare use to taxes paid. If these other uses of taxes are accounted for, a net loss emerges (Rambaut, 1999).
- Many immigrants are willing to continue to run a business, which has low revenue or is even losing money, for a number of reasons. Since many

immigrant businesses rely heavily on labor by the immigrants' family members who work without wages, the business might survive in spite of low revenues. Or the immigrant may have started the business in order to secure an investment visa, so the revenue is secondary. Or he/she may simply be hoping that the real estate value of the property will appreciate (Fix, Urban Institute).

5.5. Family Reunification

Most of those who come to the U.S. under the auspices of family reunification do so non-family reasons, usually economic, rather than out of a yearning to be with a sibling or other family member.

Ironically, immigration under family reunification laws often dis-unifies families. Consider, for example, a hypothetical Ms. Y who lives in Albania, as do three of her four sons, while the fourth is an immigrant in the U.S. If the son in the U.S. sponsors Ms. Y to immigrate to the U.S., in order to "reunify" with him, she is at the same time separating from her other three sons in Albania, who may or may not emigrate later themselves.

5.6. Assimilation or Americanization

Growing up in an immigrant family has always been difficult. Individuals are torn by conflicting social and cultural demands, while facing the challenge of entry into an unfamiliar and frequently hostile world. Yet the difficulties are not always the same. The process of "growing up American" ranges from smooth

acceptance to stressful confrontation, depending on the characteristics that immigrants and their children bring along and the social context that receives them(Capps, 1999).

It is generally accepted among immigration experts that entry- level jobs are performed without hesitation by newly arrived immigrants, but that these same jobs are shunned by the immigrants' U.S.-reared offspring. The social and economic progress of first- generation immigrants often fails to keep pace with the material conditions and career prospects that their American children grow to expect (Fix, Zimmermann).

The immigrants of recent years also face economic opportunities different than those in the past. Fifty years ago, the United States was the premier industrial power in the world. Its diversified industrial labor requirements offered the second generation the opportunity to move up gradually through better-paid occupations while remaining part of the working class.

Such opportunities have grown scarce in recent years as the result of rapid national de-industrialization and global restructuring. This process has left entrants to the American labor force confronting a growing gap between the minimally paid menial jobs commonly accepted by immigrants and the high-tech and professional jobs generally occupied by college-educated native elites. This disappearance of intermediate opportunities has contributed to the mismatch between first- generation economic progress and second-generation expectations (Fix 1999).

We see these processes occurring under particularly difficult circumstances among the Albanians of Worcester. The city's Albanian community is composed of some 20,000 legal and clandestine immigrants, many of whom sold everything in order to buy passage to America. Albanians of the first generation are strongly disposed to preserve a robust national identity, which they associate both with community solidarity and with social networks promoting individual success (Logoreci, 1997).

This situation stands the common understanding of immigrant assimilation on its head. As presented in innumerable academic and journalistic writings, the expectation is that the foreign born and their offspring will acculturate and seek acceptance among the native born as a prerequisite for social advancement. If they did not, they would remain confined to the ranks of the "ethnic" lower and lower- middle classes (Ku, 2000).

At the same time, there are three types of resources that ease the assimilation of contemporary immigrants. First, certain groups, notably political refugees, are eligible for a variety of government programs including educational loans for their children. The Loan Programs give to many impoverished first- and second- generation Albanian youth a chance to attend college.

Also most important are the resources made available through networks in the co-ethnic community. Immigrants who join well-established and diversified ethnic groups have access to a range of moral and material resources well beyond those available through official assistance programs. Educational help for

second-generation youth may include not only access to college grants and loans, but a private school system geared to immigrant community values (Capps, 2001).

In addition, the economic diversification of some immigrant communities creates opportunities that members of the second generation can occupy, often without need for an advanced education..

6.The Packet of Immigration

6.1 Introduction

As stated above Albanians have come to Worcester for a variety of reasons. Most of them happen to be here by sheer accident. They are faced with a set of problems which severely affect their health, physical and mental. Amongst the many hurdles they have to face, besides the one of language, is that of housing and health.

The project looked at some of these problems as experienced by a set Albanians who are here for a variety of reasons, some whom have married Americans and moved their residence to USA, others who have come here to study and work, and others who have had to flee from Albania. The final step of the project was the development of an immigration packet, which would contain the most important conclusions and recommendations that we found useful in our project.

In structuring the packet, we wanted to underline our most important conclusions about how to quickly improve the level of the integration of the Albanian immigrants in all areas. We wanted these conclusions to be not only informative but also analytical.

6.2. What Should be Done?

By analyzing all the facts and the data from our research and by considering all the opinions given to us by Albanian families and other people who deal with immigrant issues everyday, we reached in a number of conclusions about the most important steps to be taken from Government in order to help the recent and future immigrants to integrate easily into the American life.

1. Career, educational and psychological guidance should be available for immigrants in order to assist them in accessing education, training, employment and entrepreneurship so that the tools are available to make informed decisions and take responsibility for their lives.

2. Equal legal rights, anti-discrimination and anti-racism laws are essential and very effective in the USA. They must be translated more into practice through changing the attitudes of staff who deal with immigrants including foreign students. Such staff requires practical training and their actions should be monitored. Immigrants should be employed in public services.

3. Employment is the key to integration. Access to employment should be supported, irrespective of the usage of English. The skills of immigrant should be effectively utilized.

4. Tolerance-building programs should be introduced into the curriculum at the earliest stage of the formal education process.

5. Immigrants should be actively involved in the planning, implementation and evaluation of policies that affect their lives.

6. Legal representation for all asylum-seekers should be integral to the process.

7. The asylum-seeking process should be expanded to be more humanitarian and transparent.

8. Information about rights, services and resources should be accessible in all formats that are easily comprehensible by the persons that need to use this information.

9. It is not enough to help immigrants to adapt to the host country; the host country must also adapt to multiculturalism.

6.3. How Can It Be Done?

1. Immigrant Activists in the Making and Implementation of Policy Measure Concerning Foreign Residents.

The American Government and local levels have started making the right moves about the need to involve immigrant activists in the planning and implementation of matters pertaining to foreign residents. Thus immigrant activists all too often experience that they receive promises of empowerment with their one hand and then find that what they had dared to believe they had received is taken from their other hand by the powers that be so that they are unable to achieve their goals (Favell, 2000).

At the most, immigrant activists are asked to submit their comments without recompense after plans have been drafted, or they are employed in temporary low-pay positions in immigrant work without significant decision-making powers. Because immigrants are not being genuinely involved on an equal level and at all stages, the resulting measures are not taking into account values and reality from the immigrant perspective and thus do not achieve maximum effectiveness among the target groups (Baubock, 1994).

Immigrant activists need to be given equal status with Americans in immigrant work, through publicly financed work in immigrant organizations and salaried public positions truly commensurate with their education and experience.

In order to function according to the ostensive purposes of their appointment to advisory boards without being exploited, immigrant members must be provided with the same resources automatically made available to board members through their salaried positions, as well as with the additional structural resources needed to carry out their special function as immigrant representatives channeling feedback and initiatives to and from immigrant groups.

Ideally immigrants in such positions are fluent speakers and readers of English and Albanian and have lived here long enough to have gained the knowledge of American culture and infrastructure necessary for an understanding of how foreigners can successfully deal with matters related to settling in USA. They have also established networks with immigrant groups, other foreign residents, and Americans with whom they are willing and able to cooperate in building bridges (Capps, 2001).

Misunderstandings and competition in immigrant work among Americans and immigrant activists from the same or differing cultures cannot be totally avoided, but such problems can be minimized and resolved when the chief motivation is not feeding the ego, but humanitarian, the wish to further the welfare and equality of all residents to the benefit of the society as a whole.

The success and speed of the integration of immigrants into the American society will be in direct proportion to how well immigrants have been integrated at

all levels into the planning, decision-making, implementation, and assessment of work with immigrants, with equal pay and equal say.

2.Education

The educational challenges faced by the immigrants are of greatest concern. The educational sector is the main base for future. Education is defined universally as: A systematic course of instruction; intellectual and moral training based on experience; development of character and mental power (Ku, 2000).

There is a basic difference between "education" and "instruction". Education helps in the complete growth of an individual's personality whereas instruction merely trains an individual or a group to do some task efficiently. The education policy or model in USA does not appear to stand for education but rather for instruction (Rambaut, 1999).

As a result, an educated principal, a renowned doctor, an engineer, a mechanic, an administrator or a police officer may still remain a semi- educated ill mannered, unrighteous or unjust man. An educated person under the present system could be highly selfish and deliberately ignore his duties towards his neighbors or even towards his wife and children. We can say that these kind of educated peoples are well instructed persons but we cannot necessarily regard them as truly educated (Fix, 1999).

The immigrants have had to face an identity crisis, an environment that surrounds them wherever they go, a society in which drug addiction has reached its height and an environment that promotes unrestricted sex and alarmingly radical views and practices with regard to sexual behavior. Due to a lack of proper guidance from the parents, as well as from the teachers, young immigrants remain in continuous turmoil and trouble (Capps, 2001).

The debating on the impact of the challenges in the American Congress proves that the effects are devastating. President Clinton in his commencement address at the University of California, San Diego, chose to identify racism as the most serious problem that America is facing as it enters into twenty first century(Ku, 2000).

3.Culture and Employment

Culture. There is a wide experience of cultural strategies as a supplement (or alternative) to integration in the labor market. The problem with 'culture' – as well as with 'integration' – is that it is not definable.

Labor is the most powerful integration tool in society, which also makes labor the major integration tool concerning the integration of refugees. The employers claim that their principal demands on the refugees are spoken English and the possession of proper qualifications(Fix, 1999).

Integration in the labor market can then be formulated as individual rights which are aiming at access to the labor market. The individual rights might be the right to receive relevant language tuition, e.g.: in a combination of employment, assessment and recognition of qualifications, competency assessment when necessary and relevant guidance to the labor market early in the integration process (Rambaut, 1999).

Employment. There are certain fences for the immigrants in the labor market. Actions should be taken to obtain an equal distribution of immigrants in the labor market compared with the native citizens.

Actions: Bridge building courses between the integration program and the places of employment, contact between the refugees and ethnic minorities and the places of employment, contributions to the places of employment which hire immigrants, motivating the places of employment and the two sides of the industry through legislation and/or public debate to attract immigrants through the development of diversity management.

4. Physical activities and leisure time

The Project concentrated also on the physical activities and leisure time spending among immigrants in Worcester and it also discusses the significance

and the role of physical activities in the immigrants lives and integration processes.

The project examined whether physical activities are a significant pastime among immigrants and what role physical activities play in regard to going to school/working, family, other pastimes and other ways of spending leisure time.

The study was carried out by our interviews to the immigrants. The results indicated that physical activities were not the most important way of spending leisure time, but socializing with family members and friends as well as reading, listening to radio and /or watching television were important. The immigrants also felt that work and school were more important than physical activities.

However, nearly all of the immigrants participating in the interviews had something to do with sports at least once a week. The immigrants found that sports indicated good health, physical fitness, competition and recreation, but above all they regarded sports as a good way of spending leisure time and establishing social relations.

According to the results from the interviews, the main obstacles to the immigrant's participation in physical activities were lack of information, lack of language skills and economic situation. Also cultural differences complicated

participation in physical activities.

The results of this part of our project indicate that physical activities can work as one means of immigrant integration. The majority of the immigrants participating in the study believed that doing some sports makes it easier for them to learn English and establish social relations, and they believe as well that doing some sports promotes tolerance and removes racism.

6.4. Conclusions and Final Remarks

Our conclusions and recommendations were organized in the form of the packet proposal explained above. This packet integrated our field studies in Worcester and our research on the Albanian immigration.

Our background research enabled us to focus on the most important subjects on the matter and the interviews helped us structure a packet proposal of actions that would directly benefit the Albanian immigrants of Worcester County.

Our project profiled the changing character of Albanian immigrants and considers their contribution to the economy, their effects on other workers and the public sector, and their educational and economic success.

1. Key Findings

We found that despite changes in the characteristics of immigrants, employers continue to benefit from their presence. However, the size of current immigration flows--and the disproportionate share of poorly educated immigrants they contain--combined with changes in the state's economy has increased the costs of immigration to the state's public sector and to some native workers.

Immigration's effects in the future will depend largely on whether the federal government alters its immigration policies to address the current changes and the state initiates proactive policies for integrating immigrants into its social and economic fabric.

2. The Recent Albanian Immigration

Albanian immigration in the US, legal and illegal, has increased at unprecedented rates over the past 10 years. During the 1990s, more immigrants entered the state than in all prior decades combined. As a result, Albanian immigrants now constitute a large part of Worcester's residents and workers(Jacques, 1998).

The composition of the immigrant flow has also changed dramatically. Immigrants arrive with all levels of education, but on average their educational levels have declined relative to those of the native population. This decline is particularly significant, because the rate at which immigrants and their children succeed economically and socially depends directly on how educated they are.

Highly educated immigrants reach economic parity with native residents within their lifetimes. Those with extremely low levels of education command low earnings and make little economic progress in their lifetimes. Their limited prospects raise important concerns about whether and when their children will be able to reach parity with other groups(Fix, 2001).

3.The Economic Benefits

Worcester's employers, and its economy in general, have been the main beneficiaries of the Albanian immigration. Immigrants are paid less than native workers at all skill levels but are equally productive employees.

4.The Costs

However, these economic benefits have not come without certain costs. A concentration of refugees and other low-income immigrants that make heavy use of public services has had a negative fiscal effect Massachusetts. There are other costs as well. Because the demand for low-skilled workers has been declining, the continuing influx of low-skilled immigrants has held down both the earnings and the job opportunities of the low-skilled labor force (Ku, 20000.

5.Recommendations

The federal government sets the policies that determine how many and which immigrants enter US. In our project we recommend that the federal immigration policies be changed to: (1) provide the flexibility needed to change

immigrant quotas and entry criteria as needed to maintain modest levels of immigration and to emphasize the educational level of immigrants;(2)control levels of illegal immigration; (3)We also recommend that the state develop proactive policies for integrating immigrants both socially and economically.

Since education is the most important determinant of the success of immigrants and their children, Massachusetts must--above all else--make special efforts to promote high school graduation and college attendance for the children of immigrants. In addition, the state should work with the federal government to sponsor programs that encourage naturalization and expedite English proficiency for adult immigrants already living and working in Worcester.

In this project we have covered only some of the important and significant aspects of the Albanian immigrant life in Worcester. We hope that our project can help for more profound research on this matter in the near future.

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APPENDIX A: INTERVIEW PROTOCOLS

1. The Short Interview

2. Why did you come to the USA?

3. How did you come to the USA? (Lottery, visitor, illegal)

4. How long do you think to stay?

5. What did you expect the USA to be?

6. How much have these expectations been met?

7. Where do you work?

8. Is the work harder than in Albania?

9. Are you getting paid fairly according to the work you do?

10. How are you getting along with the English language?

11. Does future look better?

2. The Long Interview

1. In what year did you leave Albania?

- a. Before 1990
- b. 1990-1997
- c. After 1997

2. In what year did you enter the US?

- a. Before 1990
- b. 1990-1997
- c. After 1997

3. Did you come

- a. Alone
- b. With family
- c. With friends

4. Which region of Albania are you from?

- a. North
- b. Central
- c. South

5. Through which process did you enter US?

- a. Lottery
- b. Tourist visa
- c. Student
- d. Family petition
- e. Work visa
- f. Other _____

6. If you did not enter as a permanent resident, how did you obtain your legal documents:

- a. Political asylum
- b. Marriage to an American citizen

- c. Amnesty
- d. Other_____

7. Why did you come to Worcester?

- a. Had relatives
- b. Heard about it as a hospitable city
- c. Business or work opportunity
- d. Other_____

8. When you came, how well did you know English

- a. Very well
- b. Good
- c. A little
- d. Not at all

9. What was your education or profession in Albania?

- a. Teacher
- b. Driver
- c. Factory worker
- d. Engineer
- e. Farmer
- f. Economist
- g. Other_____

10. How soon did you find your own place to live?

- a. One day
- b. One week
- c. One month

11. How soon did you find your first job?

- a. One day
- b. One week
- c. One month
- d. Six months
- e. One year

12. Did you first work in

- a. Dunkin Donuts
- b. Burgher king
- c. Mac Donald

- d. Factory
- e. Auto body
- f. Nursing home
- g. Restaurant
- h. Pizzeria
- i. School
- j. Hospital
- k. Other

13. How much did you get paid an hour in the beginning in the US?

- a. Less than 5 dollars
- b. 5-8 dollars
- c. 8-12 dollars
- d. 12-18 dollars
- e. More than 18 dollars

14. How much do you get paid now?

- a. Less than 6.50 dollars
- b. 6.50-8.00 dollars
- c. 8.00-12.00 dollars
- d. 12.00-18.00 dollars
- e. More than eighteen dollars

15. How long did you stay in your first job?

- a. One day
- b. One week
- c. One month
- d. Three months
- e. Six months
- f. One year
- g. More than one year

16. How was your first job compared to your job in Albania?

- a. The same
- b. Easier
- c. Harder

17. What was your usual means of travel in Albania?

- a. Walk
- b. Ride
- c. Other _____

18. If you did ride was it

- a. Public transportation
- b. Private transportation

19. What are your means of transportation now in the US?

- a. Walk
- b. Ride
- c. Other

20. If you ride do you use

- a. Public transportation
- b. Private transportation

21. When did you buy your first car ?

- a. One week after I arrived
- b. One month after I arrived
- c. Six months after I arrived
- d. One year after I arrived
- e. I do not own a car

22. After one month in US did you think that

- a. It was worthy that you came
- b. Not worthy
- c. No idea
- d. You have to go back

23. What do you think now

- a. Worthy
- b. Not worthy
- c. No idea

24. Do you think that

- a. You will go back and your family will also
- b. You will go back alone
- c. You will not go back
- d. You will go back after some years

25. Is your pay enough to live

- a. A normal life
- b. A good life
- c. A very good life
- d. A difficult but bearable life
- e. Not enough

26. Is your pay fair according to the work you do?

- a. Fair
- b. Not that fair (but I have no complaints).
- c. Not fair
- d. No idea

27. Did you have any kind of state support when you just arrived?

- a. Yes
- b. No

28. Were you found eligible for Medicare?

- a. Yes
- b. No

29. When in Albania did you know anything about the American way of living like to pay bills, to get any assistance, to apply for a job, to find a house etc.

- a. Yes
- b. No

30. When you just came, how did you become familiar with those issues?

- a. Through a government agency
- b. Through a private agency
- c. With the help of relatives or friends
- d. On your own.

31. In Albania, what percentage of your meals was prepared at home?

- a. 100 percent
- b. 80-99 percent
- c. 50-80 percent
- d. less than 50 percent

32. Now in the US how often do you eat out in one week?

- a. Once
- b. 2-3 times
- c. 4-5 times
- d. More than five times

33. When you eat outside you go at

- a. MacDonald's
- b. Pizzeria
- c. Restaurant
- d. Burgher King
- e. Other _____

34. If you go in a restaurant what kind of food do you usually order?

- a. Italian
- b. Chinese
- c. Spanish
- d. Albanian
- e. Other _____

35. How many times a month did you go to a Laundromat, when in Albania?

- a. Once
- b. Two
- c. 3-5
- d. More than five
- e. Never

36. How many times in one month do you go at a Laundromat here in the US?

- a. Once
- b. Twice
- c. 3-5
- d. More than five
- e. Never

37. Did you have a credit card in Albania?

- a. Yes
- b. No

38. Do you have a credit card here in the US?

- a. Yes
- b. No

39. How often during a week do you use your Credit card

- a. Once
- b. 2-5 times
- c. More than 5
- d. Never

40. Do you find the Credit card

- a. Helpful
- b. Useless

41. Did you have a cell phone in Albania?

- a. Yes
- b. No

42. Do you have a cell phone now?

- a. Yes
- b. No

43. Do you think that the Cell Phone is

- a. Very useful
- b. Useful
- c. Useless
- d. Luxury

44. Americans seem to you to be

- a. Friendly
- b. Indifferent
- c. Hostile
- d. Very busy
- e. Other _____

45. How often a week did you visit relatives, when in Albania?

- a. Once
- b. Twice
- c. Three and more

d. Never

46. How often during a week do you visit friends or relatives here?

- a. Once
- b. Twice
- c. Three and more
- d. Never

47. What is the best thing about America?

48. What is the worst thing about America?

49. Are the parent-child relationships different in the US than in Albania? If so how _____

50. What do you wish the Government had done for you in the first days here?

51. What would you recommend in the first place to the newcomers?

52. Does the future look better for you?

53. Do you think you will return to Albania to live there?

3. Interview Results

Answ 1	C	C	C	B	C	C	B	B	B	C	B	B	C	C	C	C	C	B
2	C	C	C	B	C	C	B	B	C	C	C	B	C	C	C	C	C	B
3	A	B	B	B	B	B	B	A	B	B	B	B	B	A	A	A	B	B
4	C	C	C	B	C	C	B	B	B	C	C	C	C	B	B	C	C	B
5	A	A	A	A	A	D	A	A	A	B	D	D	A	B	A	A	A	A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	N/A	N/A	N/A	A	N/A	N/A	N/A	N/A
7	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
8	C	C	D	C	D	B	C	D	D	D	C	D	B	C	D	C	C	D
9	C	C	C	A	C	A	B	C	C	C	D	C	D	C	C	C	C	A
10	B	B	C	C	C	B	C	B	C	C	B	B	B	B	B	B	B	C
11	B	B	C	C	B	B	C	B	C	B	B	B	B	B	C	B	B	C
12	B	A	B	A	B	H	A	B	H	H	H	B	A	A	A	B	A	B
13	B	B	B	B	B	B	B	B	B	B	B	A	B	B	A	B	B	B

14	B	B	B	C	B	C	C	C	B	B	E	B	B	B	B	B	B	C	
15	D	E	D	E	G	G	D	E	E	E	C	D	D	E	G	D	E	D	E
16	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
17	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A
18	N/A	N/A	N/A	N/A	B	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
20	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
21	B	B	B	A	B	B	A	A	A	A	B	B	B	A	A	B	B	B	A
22	C	C	C	D	D	D	D	B	B	D	D	C	D	C	B	C	C	C	D
23	A	A	A	A	A	A	A	A	A	A	A	C	A	A	A	A	A	A	A
24	C	C	C	D	C	D	D	D	C	C	C	C	C	D	C	C	C	C	D
25	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
26	A	A	A	B	B	B	A	B	B	B	B	B	B	A	A	A	A	A	B
27	A	A	A	B	A	B	B	A	B	A	B	A	B	B	B	A	A	A	B
28	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A
29	B	B	B	B	A	B	B	B	B	A	B	B	B	B	B	B	B	B	B
30	C	C	C	C	C	C	C	C	D	C	C	C	D	C	D	C	C	C	C
31	A	A	B	A	A	A	A	C	A	A	A	A	C	A	A	A	A	B	A
32	A	A	B	A	C	B	A	A	B	A	C	B	A	C	A	A	A	B	A
33	B	B	B	B	B	A	A	B	B	A	A	B	B	B	B	B	B	B	B
34	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
35	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
36	E	E	E	E	E	E	E	E	E	E	E	E	E	C	E	E	E	E	E
37	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
38	A	B	B	B	B	A	B	B	B	B	A	B	B	B	A	A	B	B	B
39	A	B	B	B	B	A	B	B	B	B	A	B	B	B	A	A	B	B	B
40	A	B	B	B	B	A	A	A	B	A	A	B	A	A	A	A	B	B	B
41	A	A	B	A	A	A	B	A	B	B	A	B	B	B	A	A	A	B	A
42	A	A	B	A	B	B	B	B	A	B	A	B	B	A	A	A	A	B	A
43	A	A	D	A	D	A	D	D	A	D	A	D	D	A	A	A	A	D	A
44	D	D	D	D	D	D	D	D	A	D	D	A	D	D	D	D	D	D	D
45	B	B	A	B	C	B	A	B	C	C	B	C	B	B	C	B	B	A	B
46	A	A	A	D	A	A	D	A	D	A	D	A	D	D	A	A	A	A	D

Vertically: Answers
Horizontally: Persons Questioned

APPENDIX B: IMMIGRATION RESOURCES

Immigrant Rights Organizations

Albuquerque Border City Project, PO Box 2121, Albuquerque, NM 87103, 505-766-5404; fax 505-243-8803. Provides legal assistance to immigrants, documents human rights abuses and educates the public on immigration issues.

American Friends Service Committee (AFSC) Immigration Law Enforcement Monitoring Project, 5711 Harrisburg, Houston, TX 77011, 713-926-2799; fax 713-926-2877. AFSC also has a number of other local immigration-related projects in different regions: for info, contact AFSC's National Immigrant and Refugee Rights Project, AFSC Community Relations Division, 1501 Cherry St, Philadelphia, PA 19102, 215-241-7128; fax 215-241-7119.

Asian Law Caucus, 468 Bush St, 3rd Flr, San Francisco, CA 94108, 415-391-1655.

Border Association of Refugees from Central America, PO Box 715, Edinburg, TX 78540, 210-631-7447; fax 210-687-9266.

Border Rights Coalition, 109 N. Oregon St, Suite 1021, El Paso, TX 79901, 915-577-0724; email skern@igc.apc.org. 24-hour hotline to report INS law enforcement abuses: 915-533-4346.

Center for Human Rights and Constitutional Law, 256 S. Occidental Blvd, Los Angeles, CA 90057, 213-830-2788.

Center for Immigrant Rights, 48 St. Marks Place, New York, NY 1003, 212-505-6890.

Chicago Coalition for Immigrant and Refugee Protection, 224 N. Des Plaines, Suite 600, Chicago, IL 60661, 312-441-2990; fax 312-441-2999; email:

Clearinghouse for Immigrant Education (CHIME), 100 Boylston St, Suite 737, Boston, MA 02116; 1-800-441-7192.

Coalition to Defend and Promote the Rights of Immigrants -- 1401 N. Greenview, Chicago, IL 60622, 312-772-8383.

Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA), 1521 Wilshire Blvd, Los Angeles, CA 90017, 213-353-1333; fax 213-353-1344. Hotline: 213-353-1341 (Spanish/English).

Coalition for Immigrant and Refugee Rights and Services (CIRRS) -- 995 Market St, Suite 1108, San Francisco, CA 94103, 415-243-8215; fax 415-243-8628; Prop 187 Update Line (415) 243-9286 ext. 354; email:

Immigrant Rights Action Pledge, 474 Valencia St, #120, San Francisco, CA 94110, 415-864-1764; email: . A group of school, health and social service workers who have pledged to resist Prop 187, in defiance of a court order if necessary.

Massachusetts Immigrant and Refugee Advocacy Coalition, 105 Chauncy St, Suite 402, Boston, MA 02111, 617-350-5480; fax 617- 350-5499.

Mexican American Legal Defense and Educational Fund -- 634 South Spring Street, 11th Floor, Los Angeles, CA 90014, 213-629-2512. SF office: 182 2nd St, 2nd Flr, San Francisco, CA 90014, 415-543-5598. MALDEF has a lot of good information on immigration and Prop 187.

National Immigration Law Center -- 610 1st St. NE, Suite 535, Washington, DC 20002, 202-371-9663; or 1102 S. Crenshaw Blvd, #101, Los Angeles, CA 90019, 213-938-6452. Good info on Personal Responsibility Act, the "national Prop 187."

National Immigration Forum -- 220 I Street NE, Suite 220, Washington, DC 20002-4362, 202-544-0004, fax 202-544-1905. Information packets available on immigration and anti-immigrant legislation.

National Immigration Project of the National Lawyers Guild, 14 Beacon St, #506, Boston, MA 02108, 617-227-9727; fax 617-227- 5495; email: HN2084@handsnet.org

National Network for Immigrant and Refugee Rights, 310 8th St, Suite 307, Oakland, CA 94607, 510-465-1984; fax 510-465-1885; email:

One Stop Immigration & Education Center, 3600 Whittier Blvd, Los Angeles, CA 90023, 213-268-8471; fax 213-268-2231.

Refugee Voices, 3041 Fourth St NE, Washington, DC 20017-1102, 202-832-0020 or 800-688-7338; fax 202-832-5616; email: Promotes public understanding of refugees in the US and helps US citizens get involved with refugees in their local communities.

Reading Materials & Organizing Resources

Extranos No Mas, a guide in Spanish for undocumented immigrants. \$2 from Inter-Hemispheric Education Resource Center, PO Box 4506, Albuquerque, NM 87196 (bulk rates available).

Fighting Anti-Immigrant Racism, action sheet produced by the Center for Campus Organizing. Available for \$1 from CCO, PO Box 748, Cambridge, MA 02142, 617-354-9363. Email:

Guide to Immigration Facts and Issues, \$2 from National Immigration Forum. Good introductory packet on immigration issues.

The Immigration Backlash, NACLA Report on the Americas Nov./Dec. 1995 issue. \$4.75. NACLA, 475 Riverside Dr, Suite 454, New York, NY 10115, 212-870-3146.

The Immigration Debate, Action Brief #1, 1995, of the Michael Harrington Center for Democratic Values and Social Change. Queens College, CUNY, Flushing, NY 11367-1597, 718-997-3070; fax 718- 997-5534.

Immigration and Immigrants: Setting the Record Straight, \$10 from the Urban Institute Press, PO Box 7273, Dept C, Washington, DC 20044. Debunks some of the common myths used against immigrants.

Luchas Laborales, \$3 from The Workplace Project. A 40-page comic book available in English or Spanish chronicling the struggle of three immigrant workers.

Migration News, a straightforward summary of immigration news available only via email from . Dept of Agricultural Economics, UC Davis, Davis, CA 95616, 916-752- 1530; fax 916-752-5614. Current and back issues via gopher in the Migration News folder at: dual.ucdavis.edu.

No Way Out: Immigrants and the New California, Jeff Lustig and Dick Walker. 43-page pamphlet challenging the myths and misconceptions behind Prop 187 and anti-immigrant sentiment. \$2 from Dick Walker, Dept of Geography, UC Berkeley, Berkeley, CA 97420.

Proposition 187 and the Anti-Immigrant Movement, The Nation Alert, Vol. 1, No. 11. The Nation, 72 Fifth Ave, New York, NY 10011, 212-242-8400 ext. 207; fax 212-675-3499

Research

Center for Migration Studies -- 209 Flagg Pl, Staten Island, NY 10304-1199, 718-351-8800; fax 718-667-4598. An educational institute founded in 1964 to encourage and facilitate the study of socio-demographic, economic, political, historical, legislative and pastoral aspects of human migration and refugee movements.

Urban Institute -- PO Box 7273, Dept C, Washington, DC 20044, 202-833-7200; fax 202-223-2626.

Community Unions & Workers Centers

Hailed as the future of labor organizing, these initiatives are primarily based in local immigrant communities, where they help workers organize for their rights in the workplace and in the community.

Asian Immigrant Women Advocates, 310 8th St, Suite 301, Oakland, CA 94607, 510-268-0192; fax 510-268-0194; email:

Chinese Staff and Workers' Association, 15 Catherine St, 2nd Rear, New York, NY 10038, 212-619-7979; fax 212-619-8081.

Fuerza Unida, 3946 S. Zarzamora, San Antonio, TX 78225-2120, 210-927-2297; fax 210-927-2295.

Immigrant Workers Resource Center -- 25 West Street, 2nd floor, Boston, MA 02111, 617-542-3342; fax 617-451-0496.

Justice for Janitors -- 1247 W. 7th St, Los Angeles, CA 90017, 213-680-9567; fax 213-488-0328.

La Mujer Obrera, 2120 Texas St, El Paso, TX 79901, 915-533-9710; fax 915-544-3730.

Latino Workers Center, PO Box 20329, New York, NY 10009, 212-473-3936; fax 212-473-6103.

The Workplace Project -- 91 N. Franklin St., Suite 207, Hempstead, NY 11550-3003, 516-565-5377.

APPENDIX C: QUOTES ABOUT IMMIGRATION

Remember, remember always, that all of us... are descended from immigrants and revolutionists.

Franklin D. Roosevelt

What, then, is this new man, the American? They are a mixture of English, Scotch, Irish, French, Dutch, Germans, and Swedes. From this promiscuous breed, that race, now called Americans, have arisen.

J. Hector St. Josh de Crevecouer

In times of shrinking expectations,... everyone feels like a victim and pushes away outsiders to defend his own corner.

Oscar Handlin

Remember that when you say "I will have non of this exile and this stranger for his face is not like my face and his speech is strange," you have denied America with that word.

Stephen Vincent Benet

Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore, send these, the homeless, tempest-tossed, to me: I lift my lamp beside the golden door.

Emma Larzarus

Everywhere immigrants have enriched and strengthened the fabric of American life.

John F. Kennedy

Today a wide-open door is an invitation to national disaster.

FAIR

APPENDIX D: ALBANIANS IN THE VARIOUS US CITIES

(Facts taken from the Frosina Network)

CITIES	ALBANIANS(2001)
BOSTON	32.000
WORCESTER	20.000
NEW YORK C.	27.000
PHILADELPHIA	12.000
DETROIT	17.000
HOUSTON	6.000
LOS ANGELES	4.000
CHICAGO	5.000
MIAMI	3.000

APPENDIX E: FAST FACTS ABOUT ALBANIA

(Materials taken from the CIA Fact Book)

Location: Southeastern Europe, bordering the Adriatic Sea and Ionian Sea, between Greece and the Federal Republic of Yugoslavia

Geographic coordinates: 41 00 N, 20 00 E

Map references: Europe

Area: *total:* 28,748 sq km

land: 27,398 sq km

water: 1,350 sq km

Land boundaries: *total:* 720 km

border countries: Greece 282 km, The Former Yugoslav Republic of Macedonia 151 km, Yugoslavia 287 km

Coastline: 362 km

Maritime claims: *continental shelf:* 200-m depth or to the depth of exploitation
territorial sea: 12 NM

Climate: mild temperate; cool, cloudy, wet winters; hot, clear, dry summers; interior is cooler and wetter

Terrain: mostly mountains and hills; small plains along coast

Natural resources: petroleum, natural gas, coal, chromium, copper, timber, nickel, hydropower

Geography - note: strategic location along Strait of Otranto (links Adriatic Sea to Ionian Sea and Mediterranean Sea)

Population: 3,510,484 (July 2001 est.)

Age structure: *0-14 years:* 29.53% (male 536,495; female 500,026)

15-64 years: 63.48% (male 1,073,351; female 1,155,115)

65 years and over: 6.99% (male 107,476; female 138,021)
(2001 est.)