

“ALL ABOUT US”



New Jersey & Mexico

WHO I AM

Me: Joanna Becker

All my life I have lived with my family in Cranford, New Jersey. Born on October 30, 1985, I am sixteen years old and working through my sophomore year at Cranford High School. As the youngest, and by far the smallest in my household, I have plenty of people to look up to. My mother, Rachel, is an enthusiastic French teacher at my high school and my father, Ben, is a bankruptcy attorney. My oldest sister, Julia, at the age of twenty-one, is currently attending Michigan Medical School in the hopes of one day working in the field of geriatrics. My sister, Alisa, at the age of twenty, is a junior at George Washington University and is majoring in International Business. I have a number of interests and hobbies, including the clarinet, fencing, field hockey, science, and languages. Also, traveling has proven to be a wonderful and exciting escape from the peaceful suburban town in which I have been born and raised. I am anxious to add Mexico to my list of homes away from home. I look forward to hearing from you. My email is JoJo85B@netscape.net.



Alisa, Joanna, and Julia



Ben and Rachel

My School: Cranford High School



Cranford High School was established as a four-year school in 1902. Always striving to improve, it provides students with an array of opportunities to find what interests them most. All students must complete the requirements of taking courses in language arts, health and physical education, mathematics, science, United States history, world history, and local, county, and state government. Outside the basic requirements, students have two periods in their schedule to choose any courses they desire.

Department	Examples of Courses Offered
Applied Technology	Auto mechanics, construction technology, computer aided drafting, graphic arts, vision technology, and woods
Business Management and Information Systems	Accounting, introduction to business, word processing, marketing, personal finance, and small business management
Family and Consumer Sciences	Child development, cooperative home economics, clothing, food science and nutrition, and fashion and interior design
Fine Arts	Art, commercial art, crafts, and drawing
Language Arts	English, journalism, films as an art form, journalism, writing, speech arts, theatre arts, and themes in contemporary literature
Mathematics	Algebra, geometry, calculus, trigonometry, and computer science
Music	Boys and girls chorus, instrumental ensemble, band, jazz ensemble, string orchestra, music history, and music theory
Physical and Health Education	Physical education, peer leadership, driver education, family living, and CPR
Science	Earth science, astronomy, biology, chemistry, physics, marine science, bioethics, environmental science, medical lab procedures, and anatomy and physiology
Social Studies	World history, US history, economics, sociology, psychology, law in American society, current global society, legal issues, holocaust and genocide studies, economics, comparative government, and the stock market
World Languages	Spanish, French, German, and Latin

School is attended every Monday thru Friday. For students, the average day begins at 8:15am and continues until 2:55pm. Each class of the eight classes in a day is 42 minutes long with a 25-minute lunch in the cafeteria. After school, students rush to participate in sports such as soccer, field hockey, basketball, bowling, football, track and field, gymnastics, wrestling, and volleyball. There are also over fifty clubs held before and after school, including language clubs, Model U.N., photography club, and student government.

To learn more you can visit: <http://www.cranfordschools.org/chs>

WHERE I AM

The Community: Cranford

Cranford, with a population of about twenty-three thousand, is a small town in New Jersey about forty-five minutes away from New York City by car. The hub of Cranford is its downtown, which is inundated with antique shops and pizza parlors. There is also a post office, movie theater, library, places of worship and other standard facilities. Cranford is part of Union County, which is an area of twenty-one communities.

The Racial Make-up of Union County

Race	Population
White	343,302
Black or African American	108,593
Hispanic (of any race)	103,011
Asian	20,194
Multi-Racial	16,960
Native American	1,215
Other	33,277

To learn more visit: <http://factfinder.census.gov>
<http://www.cranford.com>

The State: New Jersey

New Jersey's leading products are pharmaceuticals and chemicals. Nicknamed "The Garden State," New Jersey's small-scale agriculture produces tomatoes, dairy products, asparagus, blueberries, corn, and poultry.

New Jersey's Exports by Industry and Ranked:

INDUSTRY	2000
Chemicals and Allied Products	\$7,570,135,929
Electronic, Electric Equip. Exc. Computer	\$7,359,691,564
Industrial Machinery, Computer Equip.	\$2,317,813,226
Instruments and Related Products	\$1,879,175,229
Transportation Equipment	\$1,837,713,879
Primary Metal Industries	\$1,813,249,751
Food and Kindred Products	\$1,343,568,476
Scrap and Waste	\$ 918,541,817
Fabricated Metal Products	\$ 694,926,073
Printing and Publishing	\$ 650,715,932

Although it is 46th in size, New Jersey is the most densely populated state in the U.S. New Jersey is ranked as having the seventh largest Hispanic population in the U.S. 12.4% of New Jersey's population (1,004,010 out of 8,115,011 people) is Hispanic.

To learn more about New Jersey visit:

<http://www.ucedc.com/links> - New Jersey demographics

<http://www.state.nj.us>

<http://www.nj.com> - The above two sites have information about all aspects of New Jersey

The Member Economy: The United States of America

The chief crops of the United States are wheat, other grains, corn, fruits, vegetables, and cotton and other central food products are beef, pork, poultry, dairy products, and fish. The United States' natural resources are coal, copper, lead, molybdenum, and phosphates. As the leading industrial power in the world, the major industries are petroleum, steel, motor vehicles, aerospace, telecommunications, chemicals, electronics, food processing, consumer goods, fishing, lumber, and mining. Exports include capital goods, automobiles, industrial supplies and raw materials, consumer goods, and agricultural products. Imports include crude oil, refined petroleum, machinery, automobiles, consumer goods, industrial raw materials, and food and beverages.

The population of the U.S. is as diverse as they come and exhibits a significant amount of Hispanics. The majority of U.S. Hispanics are of Mexican origin. 16.8% of all Hispanics in the U.S. are in the Northeast. 1.3% of the Mexicans in the U.S. are in the Northeast.

HOW MY COMMUNITY, STATE, AND NATION RELATE TO MEXICO

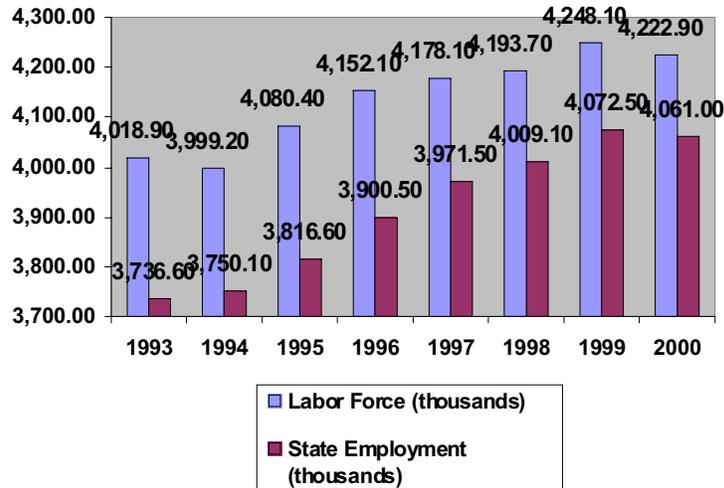
The Community:

The North American Free Trade Agreement (NAFTA), instituted in 1994, addressed the barriers hampering trade between Canada, the United States, and Mexico. The positive effect of the increased trade between Mexico and the United States is clearly evident in the field of education.

Vanessa Cuevas Buenvecino is a twenty-five year old Mexican from Agua Dulce in Veracruz, Mexico. From August until February, she is teaching Spanish in Cranford, New Jersey on a grant from an exchange program. I interviewed her in order to learn more about the relationship between Cranford and Mexico. Her responses to my questions revealed the incentive for Mexicans to move to places such as Cranford. Living in the nearby community of Elizabeth, New Jersey, Miss Buenvecino is surrounded by numerous Mexicans with a similar motive for moving to New Jersey. All of them came seeking job opportunities.

The rise in Mexican immigration to the United States is directly related to NAFTA. As one can see from the chart below, from the year NAFTA began, the numbers in the labor force have escalated considerably. A notable amount of these new members of the labor force are working in small communities like Cranford. Both Mexicans and Americans have benefited from their new trade relationship.

New Jersey: Labor Force and Employment 1993-2000



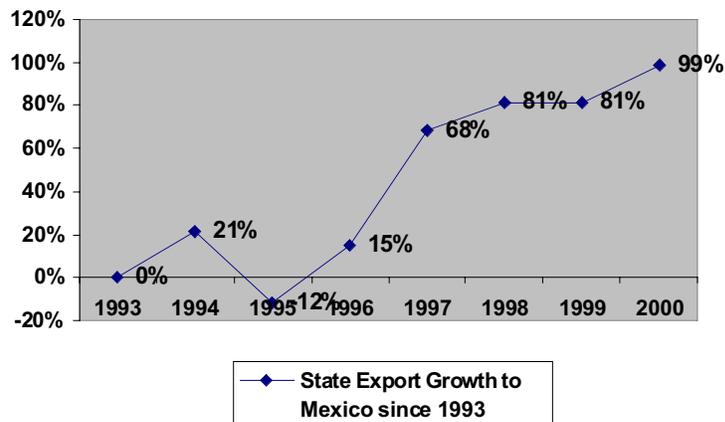
The State:

New Jersey has the appropriate motto of “liberty and prosperity.” Prosperity is exactly what trade with Mexico provides. Mexico is the third leading export destination for New Jersey following only Canada and Japan. Since Mexico joined APEC in 1993 and established NAFTA in 1994, exporting to Mexico has been progressing favorably.

New Jersey's Top Export Markets in \$'s (2000 Data):

Country	2000
Canada	\$4,814,289,071
Japan	\$2,562,911,560
Mexico	\$2,325,647,121
United Kingdom	\$2,190,814,690
Netherlands	\$1,465,867,791
Korea, Republic of	\$1,215,065,688
Italy	\$1,136,008,296
Germany	\$1,064,111,417
China (Mainland)	\$ 945,057,541
Israel	\$ 927,117,317

New Jersey Export Growth to Mexico



Even small and medium-size companies are profiting from relationships with Mexico. Recently, the New Jersey Commerce and Economic Growth Commission published a brochure titled "Export New Jersey." The brochure was meant to function as a guide to aid the companies in tapping into international markets. The Commission also offers an assortment of programs involving trade show and trade mission possibilities, export financing options, and federal government assistance. Additionally, New Jersey has a network of trade representatives in chief trading regions. The representatives are prepared to help small and medium-sized companies determine prospective customers in international markets.

For more information visit:

http://www.ustr.gov/speech-test/fisher/fisher_t3.html

Economic effects of NAFTA

<http://www.ustr.gov/outreach/states/newjersy.pdf>

Information about New Jersey's exports

<http://www.tpa.gov/stateinfo/njtpa.htm>

<http://www.uschamber.org/International/tpa/State+by+State/New+Jersey.htm>

The above two sites have information from the Trade Promotion Authority

<http://www.nafinsa.com/nj2000.pdf>

Numerous graphs and tables concerning NAFTA and its influence on New Jersey

The Nation:

“Open trade is not just an economic opportunity, it is a moral imperative” -
President George W. Bush

Illustrated in the table below, the United States is deeply involved in trade.

The Top Ten Exporting States in \$'s (2000 Data):

State	2000
California	\$137,762,842,897
Texas	\$ 73,726,934,770
Michigan	\$ 57,830,644,411
New York	\$ 56,332,180,894
Washington	\$ 34,813,377,902
Illinois	\$ 34,445,047,597
Ohio	\$ 31,957,923,655
New Jersey	\$ 30,607,017,842
Florida	\$ 26,258,292,399
Pennsylvania	\$ 25,694,201,978

Mexico is an integral part of the United States. In the United States, Hispanics make up about 10% of the total labor force. 19.9% of U.S. immigrants are from Mexico and, in 1998, 3,586 of the 131,575 immigrants were admitted for occupational preferences.

Mexico's trade relationship with the United States is growing every year. In observing Mexico's economy, one would find that amongst Mexico's chief crops are corn, wheat, soybeans, rice, beans, cotton, and coffee. Mexico also produces beef, poultry, dairy products, and wood products. Natural resources in Mexico are crude oil, silver, copper, gold, and lead and the major industries are tobacco, chemicals, and food and beverages. But to what degree are each of these items involved in trade between Mexico and the United States? Below is a chart of the imports to the United States and the exports from the United States to Mexico.

U.S. Trade by Commodity with Mexico (in millions of dollars) - 2000

<i>Commodity</i>	<i>U.S. Exports</i>	<i>U.S. Imports</i>
Food And Live Animals	4,621	4,521
Beverages And Tobacco	127	1,299
Crude Materials, Inedible, Except Fuels	3,138	817
Mineral Fuels, Lubricants And Related Materials	4,303	12,763
Animal And Vegetable Oils, Fats And Waxes	303	29
Chemicals And Related Products	8,944	1,783

Manufactured Goods Classified Chiefly By Material	15,790	9,128
Machinery And Transport Equipment	57,144	79,479
Miscellaneous Manufactured Articles	12,332	20,220
Commodities & Transactions Not Classified Elsewhere	5,020	5,873

Source: <http://www.naftainstitute.org/> NAFTA Intermodal Transportation Institute

WHAT I HOPE TO LEARN

With a vast amount of knowledge being placed within arms reach, there are many things I wish to learn from this opportunity to work with other nations. Initially, I would like to learn more about the relationships between the twenty-one member economies and how they interact. What is the economic status of the members of APEC and how has it improved since APEC's formation? Furthermore, not only am I concerned with the economies of other nations, but also the culture of each population. In what ways are my thoughts and daily life similar to those of people living miles away? In what ways are they different? Lastly, I hope to learn how to organize communications with the people of other member economies so that after the meeting in APEC, I can continue to gain knowledge.

THIS IS WHAT I'VE LEARNED ALREADY

Never having known anything about APEC, the experience of participating in this program has already greatly increased my knowledge of APEC's initiative and of international relations. I have learned that, through APEC, twenty-one member economies unite to promote "open trade and economic cooperation." Countries as far apart as Chile and Japan can come together in a common goal to improve living and educational standards for people around the world. In this way, member economies can develop to their full potential. These closer ties not only serve to advance trade, but also have the valuable effect of developing communication.

My research has also facilitated in clarifying the details of the various elements of relations with Mexico and the numerous trade policies and free trade agreements that have been formed over the past years. From WTO to LAFTA, I have learned the history and objectives of each institution. Never before has the interconnection between the nations of the world been so obvious.