Hostos Community College began the present academic year, its fifth, as a fully and unconditionally accredited college with a slight increase in classroom space, but with a considerable increase in the size of the student body.

The college was granted accreditation by the Commission on Higher Education on June 24, thus signaling the Commission’s belief that Hostos is a sound and viable institution of higher learning which is substantially accomplishing its stated objectives. (See article in this issue on the Middle States Association’s evaluation report.)

“The college community can be proud of the findings of the evaluation team,” commented President Cándido de León during a recent interview. “Accreditation means a new beginning for the college.”

President de León’s description of Hostos’ accreditation is indeed apt, for the Middle States Association repeatedly emphasizes that accreditation is by no means the end of a college’s self-evaluation. Rather, it should be the beginning of renewed and vigorous self-scrutiny. Accreditation does not signify that the college has reached a plateau in its development; it signifies that the college’s trajectory is true and on the mark.

Over the summer, the college also leased, renovated, and occupied the “Our Lady of Pity” convent and parochial school on nearby 151st Street between Morris and Courtlandt Avenues. Together, the two buildings provide the college with 16,000 square feet of additional space, or an increase of just over 17 percent in the college’s total square footage. (See this issue’s installment of “Focus” for additional information on the 151st Street buildings and a description of how they were renovated.)

The 151st Street buildings presently house and provide the classroom space for the mathematics, visual and performing arts, social sciences, behavioral sciences, and Black and Puerto Rican studies departments.

The decision to relocate those departments to 151st Street was made after careful consultation with deans and faculty members. It hinged on two factors: The comparatively large size of the classrooms in the parochial school building and the presence of extensive laboratory facilities in the Concourse building.

Thus it was deemed inefficient for the health sciences and modern languages departments to relocate because they already occupy extensive laboratory space in the Grand Concourse building. The English department was also ruled out for relocation because its Libra and English-as-a-second-language programs call for a small student-teacher ratio to which the smaller classrooms at the Concourse building are better suited. (The English department’s reading laboratory is also located in the Grand Concourse Building.)

On the other hand, according to Dean of Administration T. David Foxworthy, it was felt that the departments chosen to relocate could make better use of the large classrooms in the parochial school. (Each classroom can accommodate about 40 students.)

Professors and students have found shuttling back and forth between 149th and 151st Streets somewhat of an inconvenience. But, as several faculty members have pointed out, the walk is considerably shorter than that between classes on many other campuses. Dean Foxworthy has measured the distance, and has found it a mere 200 yards longer than the distance between the two extremes of the Columbia University campus which is notably compact.

Whereas acquisition of additional facilities on 151st Street provides the college with an increase of 17 percent in total square footage, this fall’s total registration—over 2,500 students—has increased by 25 percent over the fall 1973 total. In effect, the college’s space crunch has worsened.

There is, however, a good possibility that the crunch will be (continued on page 4)
MIDDLE STATES REPORT LAUDS COLLEGE COMMUNITY

"It is a pleasure," wrote the Hon. Elizabeth J. McCormick, chairman of the Commission on Higher Education, in a letter to President Cándido de León dated June 24, "to advise you that the Commission has voted to accredit Hostos Community College. This is an important moment in the history of the College; it signifies that you and your colleagues have made progress toward making Hostos...the strong College you wish it to be."

Those words marked the culmination of the accreditation process which began four years ago when the college was granted "Correspondent for Accreditation" status by the Middle States Association of Colleges and Secondary Schools.

The Commission's decision to grant the college full, immediate, and unconditional accreditation was principally based on a report of the Middle States evaluation team which visited Hostos last March. An incisive document, the report was chock-full of compliments for all sectors of the college community. Following are some excerpts from that report for which faculty, administrators, and students can be proud:

On the college as a whole: "The faculty, administration and student body appear totally aware of the mission of Hostos Community College in the City of New York. Openness, courage, honesty and vulnerability permeate the environment: openness in attempting to meet the educational needs of a student body...with a diversity of educational backgrounds; courageous in attempting to provide an English/Spanish bilingual educational experience that is career oriented as well as for senior college transfer; honest in its efforts toward individualizing instruction employing a systems approach; committing the faculty to delineating learning outcomes, accepting the vulnerable obligation for the inherent possibilities of failure through this innovative approach to institutional development."

On the administrative staff: "We found among the members of the administrative staff...a dedication to the objectives of the college and a unity of educational purpose that is most unusual, especially for so young an institution."

On the faculty: "The faculty at Hostos Community College is a thoroughly able group. It evidences an interest in and enthusiasm for the college, has an amazing unity of understanding of the institution's educational philosophy and objectives, and would be a credit to any two year institution."

On the student body: "Whenever observed, in class or on the limited campus, students conducted themselves with a comfortable dignity, which reflected a sense of confidence in what they were doing...Their attentiveness in class and involvement in their work spoke well of them, the program, and the faculty, staff, and administrators who are responsible for its implementation."

The evaluation team's report also noted that "There can be no question of [the students'] positive attitudes toward Hostos Community College, their pride in and solid support of the Institution and its programs, nor the...desire on their part to..." (continued on page 4)
HOSTOS FACULTY SHAPE
BICULTURAL PROPOSAL AT
DANFORTH FOUNDATION INSTITUTE

During July, a group of Hostos faculty and administrators attended the Danforth Foundation’s Summer Institute on Liberal Arts Curricula for the “New” College Student, and grappled bravely with what President Cándido de León termed as “perhaps the most exciting thing we’ve tried here, perhaps the most dangerous thing.”

President de León was referring to the forging of a bicultural approach to education at Hostos. Bicultural education, in fact, is one of the goals called for in a proposal for bilingual education which was fashioned by another team of Hostos faculty which attended the Danforth Foundation’s Community College Institute in Columbia, Missouri, in August, 1973.

Impressed with the Hostos faculty’s efforts in 1973, the Foundation invited Hostos to this summer’s Institute, held in Colorado Springs, Colorado, to refine its ideas on bicultural education. The Institute was attended by representatives from colleges across the nation which serve a variety of students, including American Indians, Blacks, Chicanos, other Hispanics, and adult students.

Represented at the Institute were colleges as diverse as the Ivy League schools, Hampton Institute (Virginia), one of the nation’s most venerable Black colleges, and Flaming Rainbow College, a “college without walls” which serves American Indians in Oklahoma. Hostos was one of the community colleges represented at the Institute.

In addition to President de León, the Hostos team was composed of Prof. Evangelos Gizis, associate dean of faculty; Prof. Edward Maynard, chairman of the Black studies department; Prof. David Barrie, chairman of the visual and performing arts department; Prof. Clara Velázquez, coordinator of the English-as-a-second-language program; and Prof. Dexter Fisher, formerly with the English department.

The fruits of the Hostos team’s labor at the Institute are embodied in a document entitled “A Proposal for the Improvement of the Teaching Process by Raising Faculty Awareness of Cultural Diversity.” “It was certainly an honest approach to the differences which we have among the faculty,” explains Prof. Maynard. “What we tried to do was to acknowledge our differences, and then take steps to break them down and to make them constructive. ... We just can’t pretend that they’re going to go away.”

The team’s proposal acknowledged that in the Hostos teaching and administrative staff which is 32 percent Black, 38 percent Hispanic, and 30 percent white and other, there is considerable potential for cultural misunderstanding. The proposal stresses, however, that there is also “enormous” potential for rich cultural development. It concludes: “...the objective...is to develop a means by which faculty awareness of cultural diversity can be sufficiently raised to insure the continuing improvement of the teaching process.”

To attain that objective, the Hostos team concluded that there were a number of “areas in need of improvement among the faculty.” Those areas include:

- Clarification of responsibility of the college to each one of the ethnic groups of the community that it serves in faculty recruitment and student admission.
- Academic integrity on ethnic subjects.
- Understanding of individual differences in diverse cultural groups.
- Honest interaction among faculty members.
- Increased participation in social activities related to cultural events.

The team report went on to propose various means of improving inter-cultural communication: Study sessions and group discussions among faculty and students to air cultural differences and compare cultural experiences; a report based on those sessions; a resource center of academic materials (books, films, journals, tapes, etc.) which deal with inter-cultural communication; and the development of cultural activities and social events that foster inter-cultural understanding.

The Hostos team, which probably could not have represented a more diverse ethnic cross section of the college community, happily experienced a good deal of what it was preaching at the Danforth Institute.

As Prof. Velázquez put it, “I got to know people that I had not worked with before, and I learned about other cultures represented [at the Institute]....To me, it was very revealing; it opened a new world for me.”

Prof. Maynard admits that there was some inter-cultural tension during several of the workshops and round tables at the Institute. “But,” he adds, “the point is that in the process we discovered that man is more similar than different, that although there is great cultural diversity, people’s approaches to their problems are very similar.”

On the final night of the Institute, Prof. Barrie directed an arts festival fashioned after the annual Hostos “Arts Festival,” which Prof. Barrie has organized for the last two years. Prof. Barrie made a point of choosing a number of “different types” for his cast with the idea of illustrating some of the problems encountered in mounting a unified effort with a group which represents a variety of cultural backgrounds. The point was to recreate for the Institute’s participants some of the trials and victories experienced by the Hostos college community in presenting its own annual Arts Festival.

“It was a very moving experience, very poignant,” says Prof. Barrie.

In effect, the Hostos team hopes that biculturalism will make education at Hostos a very moving and poignant experience.
HOSTOS BEGINS YEAR
(continued from page 1)

eased over the present academic year. The Hostos campus facilities office has begun to draw up plans for the renovation of several buildings on the college's permanent site near "the Hub" on 149th Street. Those buildings will serve the college during the next few years while construction proceeds on the permanent campus.

In addition, the complicated process of purchasing the Security Mutual Building, which is opposite the main facility on the Grand Concourse, has proceeded apace over the summer. The New York State Dormitory Authority, which finances such purchases, recently made a purchase price offer to the owners of the building, and negotiations between the Authority and the owners are expected to proceed for some time. If agreement cannot be reached between the two, the city may acquire the building through condemnation proceedings.

Dean Foxworthy estimates that the college will not occupy a fully renovated Security Mutual Building before the fall term of 1976. It is possible, however, that one or two of the floors in the building could be ready for occupation in the interim.

In the meantime, President de Leon, Dean Foxworthy, and Mr. Albert Henriquez, head of the Hostos campus facilities office, have begun the process of selecting an architectural firm to renovate the Security Mutual Building. They are now inspecting the work of five firms throughout the city, and will soon consult with officials at the Board of Higher Education to make a final selection.

MIDDLE STATES REPORT
(continued from page 2)

contribute a continued flow of effort and involvement toward its further development."

The team did make note of various deficiencies which it urged the college to remedy, but it expressed a major concern over the college's lack of space. Specifically, it described the college's facilities as "wholly inadequate for providing an environment for the educational experiences perceived by the objectives of the college."

The Commission on Higher Education has consequently directed the college to furnish it with a report by April 15, 1975, on the status of temporary facilities to ease the college's space crunch.

In his response to the evaluation team's report, President Candido de Leon commented on the Middle States team itself. "...I wish," he said, "to commend the Commission [on Higher Education] for its selection of an outstanding group of professionals and human beings to serve on this team. The entire process was the beneficial experience it should have been for the faculty, staff and students of the college."

PUERTO RICAN CAUCUS FORMED;
PLEDGES SUPPORT OF HOSTS' OBJECTIVES

The 1974-75 academic year at Hostos will witness the growth of the Puerto Rican Caucus, an organization of Puerto Rican college employees which was founded last May. According to Prof. Luis Soler-Baez of the Puerto Rican studies department, who is president of the caucus, the principal objective of the organization is to "make Hostos Community College an institution of higher learning of the highest caliber in the service of the Puerto Rican and Black community of the South Bronx."

Prof. Soler-Baez points out that, although the Puerto Rican Caucus encourages and seeks to ensure the participation of Puerto Ricans at all levels of the college community, the Caucus does seek to cooperate with all other ethnic and cultural organizations at the college which support the college's objectives.

"The Caucus," says Prof. Soler-Baez, "recognizes the bicultural and multi-ethnic nature of the college, and it seeks to foster it. It also recognizes the bilingual nature of the school goes well beyond what is Puerto Rican."

According to Prof. Soler-Baez, the Puerto Rican Caucus is most interested in the proposal for bicultural education which was worked out by a team of Hostos faculty at the Danforth Foundation's Institute on Liberal Arts Curricula over the summer. (See article in this issue on this summer's Danforth Institute.) Prof. Soler-Baez adds that the Caucus is very anxious to participate in the college-wide intercultural dialogue which is called for by the Danforth proposal.

The Caucus has already begun to live up to its goal of fostering the educational mission of the college. The Caucus leadership, for example, arranged a panel discussion on WNJU-TV's program "Tribuna del Pueblo" during which President Candido de Leon, Prof. Soler-Baez, and Mr. Anthony Santiago, director of the division of community and continuing education, discussed the objectives of the college.

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CAMPUS FACILITIES OFFICE
DIRECTS RENOVATION OF NEW FACILITIES

Since late last winter, the Hostos campus facilities office has worked long and hard to convert the “Our Lady of Pity” convent and parochial school on 151st Street into cheerful and serviceable classroom and office space for the college. The renovation process has involved a series of steps ranging from major demolition and construction work to the comparatively trivial furnishing of ash trays for faculty and student lounges.

The campus facilities office has played an integral part in the college’s utilization of its admittedly limited facilities. Under the direction of Mr. Albert G. Henriques, it has done wonders with the college’s plant. The work on the 151st Street buildings is further evidence of the ability of the office to insure maximum and efficient usage of limited space. The college community will live a bit better thanks to the office’s efforts on 151st Street.

Mr. Henriques and his staff had a total of 16,000 gross square feet of space with which to work at the 151st Street buildings. Some 9,500 square feet of that total are located in the school building at 284 East 151st Street. The remainder of the space, or 6,500 gross square feet, is located in the office building (formerly the convent), two doors east of the school building at 292 East 151st Street.

The campus facilities office began work on the buildings late last winter when it became apparent that the college might lease them. Because there were no existing plans for either building, Messrs. Heinz Butt and Arie Mayer, Mr. Henriques’ assistants, were charged with the responsibility of carefully measuring the buildings. From those measurements, they constructed a series of schematic drawings, which delineated, in general terms, the usage of the rooms in both buildings. And, by late spring, they completed a set of working drawings which spelled out the specifics of the renovation itself.

The school building contains eight classrooms with a capacity of 40 students each located on the building’s two upper floors. The building also contains a mathematics laboratory between the two upper floors, and a student lounge and dark room have been set aside in the building’s basement.

The office building provides office space for 26 faculty members and secretaries on two upper floors, a conference room on the ground floor, and a lounge and kitchenette in the basement.

During the renovation, the campus facilities office availed itself of City University grant money to hire Mr. Fred Harris, an architect, who worked closely with Messrs. Butt and Mayer on the working drawings. Under the direction of Mr. Henriques, the trio put in extra hours during evenings and weekends.

By the latter part of May, the Board of Higher Education passed a resolution requesting that the city’s Department of Real Estate execute a lease for the rental of the facilities on 151st Street. But it was not until early August that the terms for the lease were finalized by the city.

However, Mr. Henriques and his staff had already begun the bidding process for a set of contractors who were to carry out the renovation. As a result, work on the school building began on August 12, scarcely a month before the opening of classes in September.

Three contractors were selected to carry out the job: One, a general contractor, was in charge of the plumbing, masonry, and carpentry work in the school building. A second contractor was hired to rewiring and add new fixtures throughout the school building. And a third contractor was charged with the entire renovation of the faculty office building.

Once work began, Mr. Harris virtually moved out of the campus facilities office and into the 151st Street buildings where he supervised the contractor’s work, making sure that every facet of the contract was implemented. Assisting Mr. Harris was Mr. Amos Torres, an Hostos graduate who is pursuing a bachelor’s degree in architecture at City College. As a college assistant working for the campus facilities office, Mr. Torres had previously designed the lighting system for both buildings on 151st Street.

Also at Mr. Harris’ disposal was a crew of eight Hostos students, most of whom are in the college’s inmate study-release program. The crew was responsible for painting the entire school building.

Often referred to as “Lou’s Crew” (after Assistant Dean of Stu-
The campus facilities office also availed itself of the services of a former drug addicts, which did the painting and most of the crew of workers from Wildcat, Inc., a construction company of study-release crew. “I feel like we’re doing something constructive for the school and for us.”

Working diligently along with “Lou’s Crew” was Ms. Sandra Ayala who had the distinction of being the sole female worker on the renovation site.

The campus facilities office also availed itself of the services of a crew of workers from Wildcat, Inc., a construction company of former drug addicts, which did the painting and most of the “touch-up work” in the faculty office building.

Mr. Harris, who has worked on construction sites throughout the city, has particularly fond memories of the job on 151st Street: “It really got down to a community action type of thing. We even had faculty offers to do some of the painting. And the study release students were always willing to work. It’s a positive feeling one gets working on a job like this. Everybody pulled together.”

Even before renovation work began on the site, Mr. Mayer began ordering furniture, carpeting and such accessories as blinds and chalkboards, which have made the buildings on 151st Street more livable. Mr. Mayer also determined the color scheme for the rooms.

Throughout the process, he consulted with faculty members and administrators in order to tailor the interior decor and layout to their needs. Mr. Mayer, for example, worked out office plans that provide each faculty member with a working area and a tutoring area.

“The idea,” explains Mr. Mayer, “was to create a complete working environment for each teacher. We tried to make each office as cheerful and efficient as possible, always with the teacher’s needs in mind.”

“The whole point,” explains Mr. Henriques, “was to integrate everybody who was going to be in those buildings into the renovation process. We wanted to make sure that they got what they needed.”

Mr. Henriques is careful to add that, although the renovation work was divided among the members of his staff, they all had a hand in each other’s work. “They really worked as a team. There was plenty of overlap, even some interference between them. But that’s always necessary on a job like this. It keeps the staff members from being isolated [from each other], and there’s plenty of value in that.”

Mr. Henriques concluded: “They all swung together.”

According to Ms. Ruth Castor of the Hostos grants office, the college has received a total of $206,496 in grants for the fiscal year ending June 30, 1975. The figure is somewhat less than the $217,269 received for the same period last year, but, as Ms. Castor points out, word has still not been received on the status of two grant applications which could bring the total in grant monies to over $1 million.

Following is a description of the grants received thus far:

- Division of Community and Continuing Education: A $36,857 Vocational Education Act (VEA) Grant from the Bureau of Two-Year College Programs for continuation of the division’s small business program; and $16,880 from the State Education Department for a three course program entitled “Building Bridges Between the Minority Communities and the Criminal Justice System.”

- Counseling and student services: A $17,337 VEA grant from the Bureau of Two-Year College Programs to train study release inmates to develop and use career and college information for presentation at penal institutions and selected colleges; and a $4,349 VEA grant from the Bureau of Two-Year College Programs for the purchase of learning equipment for the blind and visually handicapped.

- Veterans: $6,185 from the Department of Health, Education, and Welfare (HEW) to help defray the cost of instruction for veterans.

- Nursing: $48,945 from HEW to help defray the cost of instruction for nursing students; and a $28,160 VEA grant from the Bureau of Two-Year College Programs to provide equipment and personnel to develop self-paced instruction under the systems approach.

- Cooperative education: $40,000 from HEW to develop a cooperative education program.

- Dental hygiene: A $7,783 VEA grant from the Bureau of Two-Year College Programs to develop a multi-media program for individual instruction as well as development of patient education materials.

Ms. Castor would also like to remind faculty members that considerable grant money is available from the City University’s Faculty Research Award Program and the State University’s Faculty Grants for the Improvement of Undergraduate Instruction program. Ms. Castor urges all those interested in applying for such grants to contact her immediately for information concerning the programs. The deadline for applications to both programs is November 1.
COLLEGE PHYSICIAN'S OFFICE OFFERS MEDICAL COUNSELING, MAKES REFERRALS

For the last two years, the college physician's office has provided a comprehensive referral and counseling service as well as the usual emergency treatment of students. The office has become a sort of a model for other CUNY colleges, several of which have made inquiries into how the physician's office is run.

In fact, Dr. Marcos Charles, the college physician, and two attending nurses, Mrs. Benita Tejeda and Miss Ruth Green, conducted some 548 routine, diagnostic, and emergency examinations, free of charge, during the period of August 1973 to February 1974 alone. Dr. Charles and his staff have also referred dozens of students to medical facilities—most notable of which has been the Hunts Point Multi-Service Center—for follow-up treatment. They have counseled scores of other students on such health topics as family planning, nutrition, and venereal disease.

Physical examinations have been conducted by Dr. Charles for a variety of purposes other than to diagnose illnesses: For admissions applications, for off-campus jobs, for clearance to participate in inter-collegiate sports, for transfer to other colleges, for marriage certificates, and for clearance to participate in clinical instruction (a requirement of most health science programs).

Dr. Charles has also accumulated a store of medications in his office which he prescribes free of charge for acute illnesses. The medications include analgesics, antibiotics, and cough syrups.

"Not many college health services provide medications," says Dr. Charles. "But it seemed to me that our service would be incomplete if we did not [provide them]."

During June, Dr. Charles and his staff conducted a testing program for faculty, staff, and students to detect hypertension and diabetes. The program was initiated at the suggestion of the Department of Civil Service of the State of New York. Dr. Charles estimates that some 200 tests were conducted, and he hopes to repeat the program some time during the present academic year.

located in room 204 in the Concourse building, Dr. Charles' office is open each weekday from 9:00 a.m. to 9:00 p.m. Dr. Charles is available for consultation on Mondays from 11:00 a.m. to 2:00 p.m.; Wednesdays from 11:00 a.m. to 4:00 p.m.; Thursdays from 11:00 a.m. to 2:00 p.m.; and Fridays from 5:00 p.m. to 7:00 p.m. Mrs. Tejeda's hours are from 9:00 a.m. to 5:00 p.m., and Miss Green, who is a graduate of Hostos' first nursing class, is on hand from 2:00 p.m. to 9:00 p.m.

DIRECTOR OF INSTRUCTIONAL RESOURCES DIVISION APPOINTED

The viability of Hostos' Instructional Resources Division has been buttressed this year with the appointment of Prof. Daniel Davila as the division's first director. As such, Prof. Davila will oversee the implementation of an educational effort, initiated by Vice-President Rafael Cortada in December, 1973, which is unique to the City University system.

Specifically, the Instructional Resources Division encompasses the library and the media department, and is designed to provide the student with a variety of learning media: books and a host of audio-visual materials. The idea is to allow the student to choose the medium which he feels will give him the best grounding in whatever subject he is studying. (See February, 1974, issue of the Newsletter for a detailed account of the organization of the Instructional Resources Division.) Ultimately, the college's entire store of books and audio visual materials will be at students' disposal on the library shelves.

Similar organizational schemes are current at community colleges in the Midwest, but are rare at colleges on the Eastern seaboard. And, thus far, no other unit of the City University has implemented such a reorganization.

Prof. Davila concedes that forging a truly integrated instructional resources division is a difficult task. Many efforts, for example, have been stymied by the coolness of traditional librarians and media people to cooperate in a common effort.

Prof. Davila, however, has begun an in-service training program which he hopes will encourage cooperation between librarians and media specialists on his staff. Consisting of a series of lectures and workshops, the training program will school librarians in the duties of media specialists and vice versa.

"This," explains Prof. Davila, "is to insure flexibility in our staff, so that everyone will have at least a working knowledge of both areas." In effect, the members of the division's staff will be able to assume roles as librarians and/or media specialists.

"The trend in community college education," continues Prof. Davila, "is definitely toward instructional resources centers. But not too many colleges [have attempted] to integrate their staffs completely."

Word about Prof. Davila's in-service training program has filtered through the City University system, and several CUNY units have expressed an interest in having some of their library personnel participate in the program.

Prof. Davila brings an impressive array of credentials to his job at Hostos. A native of Caguas, Puerto Rico, he holds a bachelor's degree from The University of Puerto Rico, an M.S. from Columbia University's School of Library Science, an M.A. in educational technology from Columbia's Teacher's College, and, at Teacher's College. Prof. Davila has also been with the Old Westbury and Nassau Community College branches of the State University as well as at CUNY's Kingsborough Community College.

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THE NEWSLETTER TAKES A NAME

There is much that is new at Hostos Community College this fall: The college is a newly accredited institution of higher learning; it has acquired new facilities; it has taken on a number of new faces; and its newsletter has taken on a name and a new face.

The newsletter's name, *El Coqui*, is borrowed from a curious creature known as the coqui, a tiny tree frog indigenous to Puerto Rico whose persistent, musical chirp—"coqui, coqui"—can be heard throughout the day and night, as anyone who has visited the island knows so well. In spite of its tiny size and homely appearance, the coqui's soft, steady chirp is easily heard and recognized and loved by all who come within its field. The editors of the Hostos newsletter hope that *El Coqui* will earn comparable recognition and affection.

The design of *El Coqui* is by Ms. Eleanor Winters of the data processing staff who kindly volunteered her time and admirably suffered the whims of the editors to give the newsletter a handsome look.

In spite of its new name and new look, the newsletter's mission remains the same: To serve as a true community publication for the "Hostos family." The office of college relations thus welcomes all college-related news from faculty, staff, and student for inclusion in *El Coqui*. Submissions should reach the office of college relations before the 25th of each month. Contact: Wallace Edgecombe, ext. 208 or 209.

DIRECTOR OF INSTRUCTIONAL RESOURCES
(continued from page 7)

Prof. Dávila has come directly to Hostos from Northampton City Area Community College in Bethlehem, Pennsylvania, where he served as dean for learning resources. While at Northampton, he directed the implementation of the college's learning resources center which is patterned much along the lines of Hostos' own Instructional Resources Division.

PUERTO RICAN CAUCUS FORMED
(continued from page 4)

"Our purpose," explains Prof. Soler-Baez, "was to reach out to the entire Spanish-speaking population of [the New York Metropolitan Area] to remind them of the educational services which the college provides."

The Caucus membership, in the meantime, has elected a board of directors. In addition to Prof. Soler-Baez, they are: Prof. Carlos Quiroga of the English department as vice-president; Prof. Elba Rodríguez of the counseling staff as secretary; Prof. Isais de Jesús of the mathematics department as treasurer; and the following individuals as members-at-large: Prof. Maríá Barbosa of the behavioral sciences department; Ms. Nellie Berberena of the registrar's office; Prof. Carlos González of the counseling staff; Prof. Juan Rivera of the modern languages department; and Prof. Felix Ruiz of the student services division.

UNIVERSITY COMMUNITY URGED TO VOTE

A group of top City University administrators and faculty have for the first time in the University's history joined forces to urge all members of the CUNY community to vote in the November general election.

In a recent letter to the University's 260,000 students and 17,000 faculty and staff, the CUNY leadership stated: "As a publicly financed institution of higher education, the City University is directly affected by the actions of those individuals elected to public office. If our elected representatives are to be expected to listen and respond to your educational needs, it is your voice that must be heard through the ballot box."

Those signing the letter were: Chancellor Robert J. Kibbee; the Hon. Alfred A. Giardino, chairman of the Board of Higher Education; Franklin H. Williams, vice-chairman of the Board; Jay Hershenson, chairman of the University Student Senate; Dr. David Valinsky, chairman of the University Faculty Senate; and Dr. Belle Zeller, president of the Professional Staff Congress.