Hostos Day Celebrated

Some 200 students and faculty gathered in the basement of the Our Lady of Pity convent on January 10 to celebrate the college's second annual "Hostos Day" in memory of Eugenio María de Hostos, the Puerto Rican patriot for whom the college is named.

Featured on the program were mezzo soprano Puli Toro and tenor Antonio Barazorda whose repertoire included a number of Puerto Rican, Italian, and Spanish songs. Both singers are veterans of the New York City Opera, and have sung at opera houses throughout Europe and Latin America. Mr. Barazorda has also sung at the renowned Casals Festival held every summer in San Juan.

Ms. Toro and Mr. Barazorda were accompanied by pianist Pedro Rojas, who played at last year's Hostos Day celebration.

The program also featured Dr. María Theresa Babín, a professor at Lehman College and the CUNY Graduate Center, who spoke about the life of Eugenio María de Hostos.

"Hostos had two main disappointments in his life," said Prof. Babín. "One was the failure of the Grito de Lares [a declaration of war issued by Puerto Rican revolutionaries in 1868 which initiated the independence movement against Spain] and the other was the assumption of power by the U.S. in 1898.

"The latter," continued Prof. Babín, "sent Hostos to his death by moral asphyxiation."

Prof. Babín went on to trace some of the highlights in Hostos' life: his travels throughout Latin America; his founding of schools in Chile and Santo Domingo; his incessant campaigning for oppressed peoples; and the liberation of his country.

"Hostos," concluded Prof. Babín, "traveled disquieted, indignant because there was poverty, because there was hunger. Hostos was looking for that liberty that even today we are looking for."

The Hostos Day program was emceed by Prof. Pablo Cabrera, chairman of the Puerto Rican studies department. Dean of Students Mary Howard greeted the audience, and Prof. Raoul Pérez, chairman of the modern languages department, gave the closing remarks.

The program was coordinated by the student activities office.

Foreign Educators Visit Hostos During Tour of U.S. Colleges

A group of 18 educators, largely from developing countries on all five continents, visited Hostos on January 28 to examine the college's academic programs, its role as an inner-city college, its administrative procedures, and its student services.

The educators were participants in the State Department's International Visitors Multi-Regional Project on Community Colleges. As such, they were studying community colleges throughout the United States to determine if they could serve as models for colleges in their respective countries.

At the conclusion of the visit, Mr. Delroy L. Creary of Jamaica's ministry of education told President Cándido de León that "For many of us from the Third World, this visit has been particularly relevant. This visit has been most rewarding. I can say that we are all very pleased with the personal atmosphere [at Hostos] and the commitment of the staff."

During the visit, the educators toured the college's Grand Concourse facility, and were given the opportunity to ask questions continued on page 3
Profs. Muriel, Ucko Awarded SUNY Grants

Profs. Amador Muriel and David Ucko of the physical sciences department recently received faculty research fellowships from the State University’s Research Foundation. Each fellowship is in the amount of $1,800, and entitles the faculty member to two months’ summer research.

To be conducted at the Brookhaven National Laboratories on Long Island, Prof. Muriel’s project is entitled “Projection Techniques in Equilibrium Fluids.” Prof. Muriel hopes that as a result of his research, he will be able to construct mathematical models which will explain the behavior of certain fluids.

Prof. Muriel explains: “We are familiar with the fact that oil is viscous or gooey, and alcohol thin enough to drink in a few gulps. Such liquid properties are well-known from experimental data. Theories exist which predict such empirical facts. . . . But the bridge from theoretical considerations to hard experimental data is incomplete. My own work, which is mathematical in nature, is hopefully a modest contribution to this effort of bridging theory and experiment.”

Prof. Ucko’s project is entitled “Investigation of Metal Complex-Nucleotide Interaction.” It will delve into the interaction of nucleotides, [the basic components of DNA and RNA, the familiar genetic substances] with certain metal complexes, which are potential antitumor agents. The research may thus be applied to the fight against cancer.

“Results from this study,” says Prof. Ucko, “will be useful in designing heavy metal labels for electron microscopy of nucleic acids and possible new drugs for cancer chemotherapy.”

Profs. Ucko and Muriel were among 308 state-wide applicants for the faculty research fellowship. Of those 308, 160 were approved. An additional 250 applications for grants-in-aid and combinations of fellowships and grants-in-aid were approved by SUNY’s Research Foundation.

In addition to awards for projects in the natural sciences, the State University helps fund research in the fine arts, humanities, social sciences, and interdisciplinary studies. Applications are made early each fall.

Ms. Ruth Castor of the grants office wishes to emphasize the comprehensive nature of SUNY’s Research Foundation awards. She adds that CUNY has a similar program to which Hostos faculty can apply.

“I’d also like to emphasize the importance of department chairmen sharing any information regarding available grants with the members of their departments,” says Ms. Castor. “A few minutes of brainstorming at a staff meeting could perhaps result in several bright ideas to be incorporated in a proposal that might bring in much needed dollars for their department. The more brain power the better.”

Fall Freshmen Are Surveyed

Puerto Rican and black women admitted to Hostos for the fall, 1974 semester were by and large young, single, from the Bronx, and in search of a career which would provide them with an “opportunity to help others.”

These are some of the conclusions of a sample survey of over 300 individuals conducted during pre-registration orientation sessions by Prof. John Muñoz of student services. Prof. Muñoz is still compiling the data he has collected on incoming male freshmen.

Following are some of Prof. Muñoz’s more salient findings on the Puerto Rican and black female freshmen:

... Eight to ten per cent of those surveyed indicated that they had a physical disability or health problem.
... Seventy-eight per cent are single.
... Twenty-seven per cent have children.
... Forty-four per cent indicated that they had heard about Hostos from a friend or relative, leading Prof. Muñoz to conclude that “Students and people in the community are good advertisers for Hostos.” [On the other hand, Prof. Muñoz’s preliminary findings on the men surveyed indicate that they tend to hear about Hostos from unions and community agencies.]
... The single biggest attraction about Hostos is that it is close to home. “This,” says Prof. Muñoz, “is a powerful justification for having a college located within the community.”
... A large percentage of those surveyed—51 per cent—expressed interest in what Prof. Muñoz describes as “sophisticated” cultural activities: classical music concerts, art, drama, film, and lectures. Forty-four per cent indicated interest in popular music and dance. Prof. Muñoz concludes: “This expresses a healthy balance in interests. It also suggests that the ‘mix’ of activities presently being offered is congruent with . . . student interests . . . .”

continued on next page
In a preliminary report on his findings on Puerto Rican freshmen women, Prof. Muñoz makes the following conclusions:

"These students are a relatively young group. . . . A considerable number . . . have health problems . . . and . . . children. This has programmatic implications in terms of scheduling of classes, day care, and counseling.

"Another very important finding is that so many [of the Puerto Rican and black women] are relatively new arrivals to the city. Even a good number of the parents of the black students have migrated to New York from the South. So really we're talking about a large immigrant population with its special needs."

**CUNY Eases Veterans' Registrations**

The Board of Higher Education has made it possible for veterans to be admitted as degree-seeking (matriculated) students even if they miss the deadlines for applying or if their papers are incomplete, as long as they apply before the start of registration. (A non-matriculated student has to pay tuition.) The new policy was approved at the board's January 27 meeting.

The policy applies only to veterans with no previous college experience and goes into effect with the spring 1975 semester. Veterans whose papers are incomplete will be enrolled as conditional matriculants on a space available basis; they must, however, submit proof of a high school diploma or equivalent. Previously, veterans whose papers were incomplete had to register as tuition-paying non-matriculants and reapply later for matriculant status.

A second resolution passed by the board concerns CUNY students who are veterans and were admitted as non-matriculants merely because they missed previous deadlines for applying. This resolution makes these students fully matriculated as of the summer session 1974.

Up until now each college had its own requirements for changing the matriculation status of veterans; the resolution approved January 27 eliminates inequities that had existed within the system.

The Board of Higher Education actions are part of a stepped-up City University effort to assist veterans in obtaining higher education. Last month the university held a "College Day" to inform more of the estimated 300,000 Viet Nam era vets in the city of their education benefits and of the opportunities in CUNY. More than 1,500 veterans attended and 900 of them have been admitted to the university since that day. University staff are working with others to iron out problems. Two more college days for veterans are tentatively scheduled for later this year.

Most CUNY colleges have veterans outreach programs and special offices to assist ex-GIs once they are on campus.

Approximately 20,000 veterans are currently enrolled in the university.
**S.G.O. To Develop New Constitution**

The Student Government Organization [S.G.O.] recently appointed a committee, headed by student Heriberto Seda, which will develop a proposal for an S.G.O. constitution over the spring semester and following summer. The committee members have taken their cue from the Hostos systems approach to education, and will define the duties of S.G.O. incumbents in precisely delineated performance objectives.

The members of the constitutional committee have decided that, because performance objectives leave little to guesswork, they will lend themselves admirably to the task at hand.

The S.G.O. has been functioning, since the college opened in 1970, under an antiquated constitution which has never been ratified by the student body. As Mr. Seda explains, "The constitution is an old document that really has nothing much to do with present realities. It does not meet the needs of the student body. So, in essence, we don't have a constitution."

In the meantime, Mr. Seda is studying the student government constitutions at other branches of the City University to see if they offer themselves as models for the Hostos constitution. Mr. Seda hopes the constitutional committee will complete its mission by next fall.

---

**Hostos Offers Courses to Aged**

The Hostos Division of Community and Continuing Education will be reaching out to the older citizens of the South Bronx community this spring to offer them as many as eight courses in subjects such as English as a second language and Puerto Rican history and culture.

Two of the courses, one in ESL and another in Spanish as a second language, will be taught by Prof. Olga Courtines of the Hostos English department at the Alianza Cívica Tropical, a local community center on 172nd Street.

A third course in Puerto Rican history and culture will be offered at the community center at the Betances Houses on St. Ann's Avenue. The course will be taught by Mr. Carlos Velázquez of the admissions office.

The offerings have been arranged by Mr. Anthony Santiago, director of the Division of Community and Continuing Education, in cooperation with The Institute of Study for Older Adults which is administered by New York City Community College (NYCCC). The Institute offers courses to the aged in senior citizens' centers, residence homes, and nursing homes. During the spring of 1974, the Institute offered over 80 courses to 2,000 senior citizens at 58 centers throughout the city. All the community colleges in the CUNY system, including Hostos, have joined NYCCC in making the Institute an important vehicle for bringing meaningful education to senior citizens.

The Institute's goals are to:

- Stimulate, train, and create an understanding among faculty and staff of community colleges in New York City to develop education programs and services for senior citizens in their community.
- Train the aged to develop leaders to assume responsibility for educational programs in collaboration with community colleges, neighborhood associations, and other agencies.
- Train a corps of graduate students in higher education and other relevant disciplines to value specific involvement with the aged in educational programs related to the needs of elderly citizens.

The Hostos Division of Community and Continuing Education will be offering five courses in addition to those mentioned above. The subjects of the courses will be determined after senior citizens in the community are canvassed to determine their needs and wishes. Mr. James Mulry of the Institute's staff is currently carrying out that task. For further information on the Hostos offerings contact: Mr. Anthony Santiago, telephone number 993-8000, extension 333.

---

**Film, Song, Drama Introduce Students to Depression Era**

Through the wail of a Woody Guthrie depression blues opus and the moans of the characters in John Steinbeck's *Grapes of Wrath*, Hostos students in a history course on the Great Depression have grasped, as one of them puts it, "the utter hopelessness of the thirties."

Taught by Prof. Gerald Meyer of the social sciences department, the course (Introduction to History) steers away from the more conventional facts-and-dates approach to history, and focuses on immersing the students in the passion and flavor of the time. Instead of dwelling on the mighty and the powerful—the Hoovers, the Roosevelts, and the brain trusters—Prof. Meyer has chosen to direct his students' attention to the Oakies, laborites, and drifters who peopled the period and created a rich body of Depression Era lore. And, instead of requiring his students to weave their way through the intricacies of the myriad New Deal agencies, Prof. Meyer, in effect, leads his students on a guided tour of the renowned CCC camps, the weevil-infested cotton fields of the South, and the dust bowl wastelands of the Midwest.

The means of transport for that tour are varied: The photography of Dorothea Lange, the folk songs of Woody Guthrie, plays such as Clifford Odets' *Waiting for Lefty*, novels such as Steinbeck's *In Dubious Battle*, documentary and popular films such as the Henry Fonda production of *The Grapes of Wrath*, and the journalism of Studs Turkel.

On hand during one class period to introduce Prof. Meyer's students to the music of the thirties was folk singer Mike Glick. His repertoire included such classics as "Buddy Can You Spare a Dime," "The Mississippi Bowl Weevil Blues," and Guthrie's renowned "Pastures of Plenty." Glick interspersed his concert with present realities. It does not meet the needs of the student body. So, in essence, we don't have a constitution."

... Train the aged to develop leaders to assume responsibility for educational programs in collaboration with community colleges, neighborhood associations, and other agencies. 

... Train a corps of graduate students in higher education and other relevant disciplines to value specific involvement with the aged in educational programs related to the needs of elderly citizens. 

The Hostos Division of Community and Continuing Education will be offering five courses in addition to those mentioned above. The subjects of the courses will be determined after senior citizens in the community are canvassed to determine their needs and wishes. Mr. James Mulry of the Institute's staff is currently carrying out that task. For further information on the Hostos offerings contact: Mr. Anthony Santiago, telephone number 993-8000, extension 333.

---

**Film, Song, Drama Introduce Students to Depression Era**

Through the wail of a Woody Guthrie depression blues opus and the moans of the characters in John Steinbeck's *Grapes of Wrath*, Hostos students in a history course on the Great Depression have grasped, as one of them puts it, "the utter hopelessness of the thirties."

Taught by Prof. Gerald Meyer of the social sciences department, the course (Introduction to History) steers away from the more conventional facts-and-dates approach to history, and focuses on immersing the students in the passion and flavor of the time. Instead of dwelling on the mighty and the powerful—the Hoovers, the Roosevelts, and the brain trusters—Prof. Meyer has chosen to direct his students' attention to the Oakies, laborites, and drifters who peopled the period and created a rich body of Depression Era lore. And, instead of requiring his students to weave their way through the intricacies of the myriad New Deal agencies, Prof. Meyer, in effect, leads his students on a guided tour of the renowned CCC camps, the weevil-infested cotton fields of the South, and the dust bowl wastelands of the Midwest.

The means of transport for that tour are varied: The photography of Dorothea Lange, the folk songs of Woody Guthrie, plays such as Clifford Odets' *Waiting for Lefty*, novels such as Steinbeck's *In Dubious Battle*, documentary and popular films such as the Henry Fonda production of *The Grapes of Wrath*, and the journalism of Studs Turkel.

On hand during one class period to introduce Prof. Meyer's students to the music of the thirties was folk singer Mike Glick. His repertoire included such classics as "Buddy Can You Spare a Dime," "The Mississippi Bowl Weevil Blues," and Guthrie's renowned "Pastures of Plenty." Glick interspersed his concert continued on page 6
Wildcatters at work: John Williams (left) and William Spann (middle) man circulation desk in Hostos library as Henry Hoffman, a regular IRD staffer, looks on.

Wildcatters Lend IRD a Hand And Develop Work Record

Since the beginning of the fall 1974 semester, a group of seven ex-drug addicts have been working in the Hostos Instructional Resources Division, trying valiantly—and largely successfully—to get themselves together and develop a work record. In turn, the seven ex-drug addicts, who are with Wildcat, Inc., a public service organization, have been invaluable in helping the IRD get itself together.

“It’s gotten to the point where, if the Wildcat people ever did leave Hostos, the IRD would not be able to provide the same level of services,” says Prof. Daniel Davila, director of the IRD. “I’m performing because of them,” adds Prof. Tony Betancourt, director of circulation for the IRD. “I’m scared every time they go for [a job] interview. I don’t know what I’d do without them.”

The Hostos-Wildcat relationship was established by Assistant Dean of Administration Riccardo Boehm principally to recruit manpower to perform maintenance and janitorial duties. Participants in the program subsequently helped in the renovation of the Our Lady of Pity convent and parochial school on 151st Street.

Wildcatters have been performing just such duties for the City of New York since July, 1972, when the organization was established by the Vera Institute of Justice, a private, non-profit foundation based in New York. The directors of Vera reasoned that the best service that could be paid an ex-drug addict would be to provide him with the opportunity to develop a real work record. Only through such experience could the pernicious cycle of drugs, crime, and prison be broken.

And so Vera created Wildcat, which began putting ex-drug addicts to work cleaning municipal buildings, firehouses, and police stations. Wildcatters also found themselves manning city library desks on weekends and nights, cleaning up buildings and vacant lots in Harlem and Bedford Stuyvesant, and even handling prodigious sums of money as tellers at OTB offices throughout the city. The Wildcat experiment worked so well that a Bronx unit was created in the fall of 1973, thus opening the way for the Hostos-Wildcat relationship.

That relationship has not been without its rocky moments, however. Ralph Lago, who supervises the Wildcat personnel at Hostos and several other projects in the Bronx, admits that initially there was some loafing on the job. “But we came down hard on the people who were doing it, and warned them to shape up or get out,” says Mr. Lago.

In fact, Wildcat does not hesitate to fire participants who fail to show a serious desire to reform. “We have strict rules,” explains Mr. Lago. “What we’re trying to do is get these people job-ready. So, if we’re loose, we’re not doing our job.”

“We’ll even fire the employer if he’s loose,” continues Mr. Lago. “There’s no point in continuing a project if the employer isn’t getting his service and our people aren’t learning anything.”

What seems to have salvaged the Hostos Wildcat program is the sternness of the Wildcat supervisors and the attitude which the IRD staff assumed in its relationship with the Wildcat participants. Prof. Davila admits that initially the IRD unit heads were apprehensive about having former drug addicts in their midst. However, they decided early on that Wildcatters were to be measured on the same basis as their regular staffers, and would enjoy the same rights and have the same obligations.

Prof. Davila accordingly issued letters of appointment to each of the Wildcat staff. The letters not only cordially welcomed the new staffers, but precisely delineated their duties in performance objective fashion.

“I felt very secure knowing that the letter came from Dan [Prof. Davila],” asserts William Spencer, a Wildcat staffer who works with the media production unit. “It was the first time I ever had a job description written out for me... Then Dr. Lyle [Prof. Harry Lyle, head of media production] sat down with me and made sure I understood what I had to do.”

Eddie Serrano, another Wildcatter, adds: “Waiting around to have someone tell you what to do gives you an insecure feeling... Look, you take somebody like me. I never worked a day in my life before this. I know I need some supervision. You actually need that arm to put you in place. But the way they do it here I don’t mind.”

Wildcat’s approach to preparing the former addict for the workaday world is entirely devoid of psychological therapy with its attendant “Head” sessions. Work, work, and more work is the formula for its success [The program’s rate of recidivism is notably low]. The participant’s performance is rewarded by raises which he earns according to his record of attendance, 

continued on page 6
WILDCATTERS continued from page 5
punctuality, and productivity. Bonuses are awarded for ex-
ceptional work.

For its part, the IRD staff has contributed to the success of the
Wildcat program at Hostos by accepting the Wildcatters as
equals. As Prof. Dávila explains, "The Wildcat people are inter-
acting with professors as well as clerks, with highly professional
people, with highly trained people. And nobody's looking down
at them."

Patricia Conyers, a member of the IRD's Wildcat crew concurs
with Prof. Dávila. "I always thought that people would act dif-
ferent around people who had taken drugs. But it seems like
they take me like one of them here—like a real co-worker.....
You would think that they would want more from you. Some-
times I even forget that I'm part of Wildcat."

In addition to establishing a prolonged work record at Hostos,
members of the Wildcat crew have apparently picked up some
valuable skills from the IRD staff. Mr. Spencer, for example, has
refined some previously acquired photographic and dark room
skills during his stint with the media production unit. And Mr.
Serrano has become adept at wielding a video tape camera,
thanks, he says, to the efforts and interest of Prof. Clara Torres
and Mr. Edwin de Jesus of media production.

"If people see you're interested," says Mr. Serrano, "they'll
Teach you—at least that's what I feel here."

Participants in the Wildcat program usually stay on for about a
year, although many have been held over because the state of
the economy has made permanent job placement difficult. Mr.
Lago maintains that in any case most Wildcatters at Hostos
would like to stay on indefinitely. Several will be entering the
high school equivalency program which the Hostos Division of
Community and Continuing Education is offering this spring.
And William Spencer, for one, has his sights set on college—at
Hostos, of course.

Ralph Lago sums up his feelings of the Hostos-Wildcat relation-
ship: "Every week I make the rounds at the different projects
we've got going, and this is like home base for me. Hostos is one
of the best projects I think we've got."

FILM, SONG, DRAMA continued from page 4
with poetry readings and a running commentary which was
based on months of research.

Prof. Meyer has also sent his students out to interview survivors
of the Great Depression about their experiences during the
thirties. The interviews vignette some of the more memorable
scenes of the period: the bread lines, the labor strikes, and the
five-cent-apple stands on New York City street corners.

As one depression survivor told student Julio Nunez, "During
that time there were no labor unions. If you were caught or-
organizing, you had to run for your life. See, during those days
people worked 13 and 14 hours a day so that it was convenient
for the capitalist or the factory owners not to have anybody
interfering or telling people how unfair they were being
treated."

Other students such as Octavia Gooden were surprised to learn
some of the price dynamics of a classic depression. "Everything
was cheap," she was told. "There were plenty of commodities at
very low prices, but there was no money." A five-room apart-
ment, for example, went for $25 a month, and a pound of sugar
fetched two cents. It was indeed a far cry from the recession-
inflation of the seventies.

Prof. Meyer devised his approach to the study of the Great
Depression to combat what he calls "a phenomenal decline in
interest in the study of history. As he puts it, "The problem
stems from the sixties when history was a three- or six-credit
requirement that everyone had to dutifully fulfill. That took a
lot of enjoyment out of it.

"The decline also came about because, during the sixties,
history was accused of not being relevant, because history, by
its very essence, is not immediately concerned with the here and
now..... But it really is involved with change. One must know
about change then for change now."

But Prof. Meyer's approach to the study of history is not in-
tended to coax students into a waning academic discipline. The
idea is to concretize, to buttress the standard texts, to flesh out
a very relevant period in American history.

As student Robert Moshier puts it, "You literally could live
those years in your mind. You felt the desperation of the
times."

"Relevant. Yes, it was very relevant," adds student Sondra
Johnson. Ms. Johnson also observes that "some of the big names
then—like the Rockefellers and Hearsts—are big names today."

Other students saw in Michael Gold's novel, Jews Without
Money, The Puerto Ricans and blacks who today inhabit New
York's Lower East Side.

In their interviews of survivors of the thirties, several students
indicated a fear that war would follow the current economic crisis as it did the Great Depression. Sondra Johnson, who fears a major conflagration [probably in the Middle East] adds, however, that the present crisis could just as well present the United States with the opportunity to reorder "the way we do business," and forge a more efficient and equitable social and economic system.

"One thing is for sure: We're not going to be number one forever," says Ms. Johnson. "But I don't mind being second, third, or fourth as far as the country is concerned... We may not all have a fur coat or a fancy car, but we could have such things as a good public transportation system... When people have to join hands and live [less wastefully], then maybe we won't have all the old prejudices."

Board Approves Appointments

The following appointments of college faculty and staff were approved at the January 27 meeting of the Board of Higher Education:

Appointments on other than annual salary basis: Dental hygiene: Charlene Carmichael as adjunct lecturer. Physical sciences: Melvin Winokur as adjunct assistant professor.

Promotion: Robert Wheeler (health core) as associate professor.

News Briefs

Prof. Daniel Davila, director of the Instructional Resources Division, served on an accreditation team of the Middle States Association of Colleges and Secondary Schools which visited Arecibo Regional College of the University of Puerto Rico during the middle of January.

Prof. C.D. Hunte, Francis Gaskin, and Evric DeM. Cumberbatch attended a workshop on test construction sponsored by the Hospital Association of New Jersey and the National League of Nursing which was held in New Jersey on December 3. Profs. Gaskin and Hunte then conducted an in-service workshop based on the earlier workshop for their Hostos colleagues.

Ms. Erisbelia Garriga, Hostos' translator, recently completed a study entitled Bilingual Education at Eugenio Maria de Hostos Community College which she submitted in partial fulfillment of the requirements for her doctorate at New York University. The study is based on a survey which Ms. Garriga conducted among Hostos faculty, staff, and students. Ms. Garriga concludes that those surveyed feel that "Hostos... is not a bilingual college, though... significant steps have already been taken toward the implementation of a bilingual program."

Prof. John Scarry of the English department recently published an article entitled "'Joan MockComic' and 'Jean Souslevin' in James Joyce's Finnegan's Wake" in volume 27, number 2 of Etudes Anglaises, a scholarly journal published in Paris.

Prof. Frances Steindler of the nursing department attended a five-week workshop entitled "Unscrambling the Community" which was held at New York University during November and December. An offering of NYU's continuing education program, the workshop focused on the structure and organization of local governments.

Prof. Mariano Garcia of the mathematics department was cited in the 1975 edition of Allen L. Bernstein's and David W. Wells' high school text Trouble-Shooting Mathematics Skills [Holt, Rinehart and Winston]. A photograph of Prof. Garcia also appeared in the text.

Prof. Frederick Francis of student services attended a conference entitled "The Needs of the Handicapped: The Community College Response," which was held in New York on December 15 and sponsored by CUNY's Institute for Research and Development in Occupational Education. Prof. Francis is Hostos' director of services for the handicapped.

Prof. Amador Muriel of the physical sciences department has been appointed to a review panel to help evaluate proposals for research grants submitted to the National Science Foundation's Minority Institutions Science Improvement Program.

Prof. Caroline Westerhof, who has developed the Hostos public administration program at Hostos, was a guest on "The Sunday Show" which was broadcast on February 16 on WNBC-TV, Channel 4. Appearing on the program with Prof. Westerhoff were Gerry ter Horst, former press secretary to President Ford, and journalist Richard Reeves. The three examined the role and responsibilities of the press secretary.

continued on page 8
Prof. Ildaura Murillo-Rhode of the nursing department was recently named a fellow of the American Academy of Nursing. A distinguished professional association founded in 1973, the Academy is dedicated to the advancement of new concepts in health care, education, and nursing.

Prof. Rhode was elected to the Academy with 25 other nurses who together constitute the first group of nurses admitted to the Academy in addition to its charter fellows. Dr. Rhode’s appointment is in recognition of a distinguished professional career, not only as a nurse but also as a pioneer in the treatment of drug addiction, as a family and marriage counselor, and as a consultant to the World Health Organization.

Prof. Ernest Knight, chairman of the biology department, was recently elected to the board of directors of the Alabama A&M University Foundation. Prof. Knight has also been included in the 1974-75 edition of International Biography. On February 12, he served as a contributing panelist at a research conference of the Doctorate Association of New York Educators which was held at Fordham University.

Prof. Myrtle Pickett of the nursing department has been conducting a series of health lectures at New York State and City houses of detention. Prof. Pickett lectures on the effects of alcohol and smoking on the body. In addition, Prof. Pickett was recently appointed to the executive board of directors of the Bronx unit of the American Cancer Society and the nurses’ advisory board of the New York City division of the American Cancer Society.

The students and faculty of the modern languages department held a small ceremony on December 20 honoring department chairman Prof. Raoul Pérez for his service to the department and the college. The students and faculty presented Prof. Pérez with a card which read: “We wish to express through these means our appreciation for the confidence that you have instilled in us and the efforts that you have made on behalf of the rights of the faculty of the college.”

Prof. David Ucko of the physical sciences department has been asked by Academic Press, a subsidiary of Harcourt, Brace, Jovanovich, to write a book tentatively entitled “A Student Guide for Allied Health Chemistry.” The book will contain performance objectives along with answered study questions and quizzes to help the student to test his mastery of the objectives for each chapter of an accompanying textbook.

Prof. Diane Ringrose and Frances Steindler of the nursing department attended a workshop on parenteral nutrition sponsored by Montefiore Hospital at the Hilton Inn in Tarrytown on November 22. Prof. Steindler also attended a workshop on Human Sexuality sponsored by District 13 of the National League of Nursing at Hunter Bellevue Hospital on December 4.

Prof. Luz Castillo, Nieves Santos, and Anna McKenna of the nursing department and two of their students, Evelyn Martínez and Gertrudis Valentín, are conducting a free clinic on social services and health problems for the senior citizens of the Holy Name of Jesus Church in Manhattan.

Prof. Sylvia Greer and Ms. Sondra Scott of the biology department attended the eastern area convention of the National Science Teachers Association which was held in Washington, D.C., on November 20-23.

Prof. Nieves Santos, Gail Kaufman, Ann Klein, Luz Castillo, Susan Bauer, Wilma Phillips, Clemente Hunte, and Sarojini Joglekar of the nursing department attended a workshop on the needs of the associate degree graduate which was sponsored by the National League of Nursing in New York on December 17.

Prof. Robert Taylor of the physical education department will be giving tennis lessons, free of charge, to college faculty and staff at the YMHA on McClellan Avenue and the Grand Concourse [one block north of 166th Street]. The lessons will be held from 12:00 to 12:30 on Mondays and Wednesdays. As the weather becomes warmer during the spring, the lessons will be held outside the “Y”.

Eugenio María de Hostos Community College of the City University of New York
475 Grand Concourse, Bronx, New York 10451

MR. GERALD MEYER
498 7TH STREET
BKLYN, N.Y. 11215