Hostos Prepares for Tenth Anniversary Fete

Celebration to Include
President's Investiture, Opening of “500”

Hostos Community College will observe a major milestone in its history — the college's tenth anniversary — during a convocation scheduled for 2:00 p.m. on February 27, 1981 in Hostos' new facility at 500 Grand Concourse in the Bronx. A large group of academic, community, and government representatives will join Hostos faculty and students on this occasion which will include the dedication and formal opening of the College's new facility. Also included in the ceremonies will be the investiture of Dr. Flora Mancuso Edwards as president of the college. The principal speaker at the convocation will be Mr. Jorge Batista, president of the Misericordia Hospital Medical Center and a member of the State Board of Regents. One of the youngest units of the City University of New York, Hostos Community College opened its doors to a charter class of 623 students in September 1970. The College was the first CUNY unit to have been consciously placed in an economically devastated community, the South Bronx, and charged with the responsibility of serving that community's higher educational needs. Hostos is also the first institution of higher learning to have been named after a Puerto Rican famed nineteenth century educator, patriot, and writer Eugenio Maria de Hostos. And, finally, Hostos is the only public college or university east of the Mississippi offering a comprehensive approach to bilingual instruction. Hostos has begun its tenth anniversary year with a record enrollment, a vast improvement in its physical plant, and with its accreditation fully and unconditionally reaffirmed by the Commission on Higher Education. (The College's accreditation was reaffirmed last summer following a highly favorable report from the Middle States Association of Colleges and Secondary Schools.)

Enrollment High Reached As Anniversary Nears

Five Semester Trend Continues

At a time when enrollments are dwindling at colleges and universities across the country, Hostos Community College is approaching the celebration of its tenth anniversary with a record enrollment. With but a few new and returning students yet to register, Hostos has achieved an enrollment of nearly 2,950 students for the spring 1981 semester. The figure represents an increase of over 200 students over the fall 1980 semester, and is nearly 150 students over the College's previous record enrollment set in fall 1977. Hostos has enjoyed increases in its enrollment during the last five semesters. The College has increased its enrollment by over 14 percent since the spring 1979 semester, and administrators expect the trend to continue for the next two to four years.

“Although we have not yet fully analyzed the enrollment data, we feel justified in ascribing our enrollment trend just as we begin to observe the College’s tenth anniversary. It underscores the wisdom of the Board of Higher Education for ultimately founding the College.”

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Continued on page 2
narrowly defined mode of bilingual education (that is, transitional bilingual education), has been coupled with a movement of species of language maintenance and development acceptable only "through the availability of foreign language instruction as early as possible to New York Teacher."

The Value of Bilingualism

Following is a letter by Prof. Gerald Meyer, chairperson of the Behavioral and Social Sciences Division, to the New York Teacher, Journal of the New York State United Teachers. The letter is in response to two articles in the journal (December 21, 1980) advocating bilingual education only as a means of effectively assisting the non-English speaking student in making a swift transition to the mainstream of American life. In this letter, Prof. Meyer not only upholds a "maintenance" approach to bilingual education, but he also urges a restoration of the parents' native language.

Our union has adopted the position of supporting bilingual education exclusively as a means of giving the non-English speaking student "the opportunity to enter the mainstream of American life as quickly as possible." (New York Teacher, 12/21/80, p. 3) This campaign, in support of only the most "The benefits of learning another language are significant."

narrowly defined mode of bilingual education (that is, transitional bilingual education), has been coupled with vehement opposition to the goal of teaching first- and second-language ability in the non-English dominant student (that is, bilingual maintenance education). Our union's spokespersons find other-than-English language development acceptable only "through the availability of foreign language instruction as early as possible to all children." I strongly urge that the pages of the American Teacher and the New York Teacher be open to a full presentation by advocates of a less narrow definition of bilingual education than that adopted by our union. Here I would like to briefly indicate some of the salient objections to our union's position on this increasingly important educational question.

The educational, occupational, and humanitarian benefits of learning a language other than English are significant. Such benefits are available to all students. The non-English dominant students have these needs, but they do not have them met. If the non-English dominant students fail to develop proficiency in their first language, significant educational damage can occur. Mastery of one's mother tongue provides the basis for mastery of a second language. A partial and unclear conception of one's first language lays the groundwork for possible irreparable language interference and confusion. First-language proficiency also provides the self-confidence for a successful approach to the study of a second-language by making it an unassuming, nonthreatening process.

Non-English dominant students live in homes and communities where another language — often exclusively — is spoken. If these students do not develop proficiency in their native language, serious impairment may develop in their relationships with their families and communities. Enhanced family life and effective community involvement are almost certain outcomes of continued maintenance and development of first language ability.

Lastly, I am most disturbed that our union's campaign against language maintenance — no less language restoration — is not accompanied by a strong demand that our union wishes to adopt vis a vis the non-English speaking — and particularly the Spanish-speaking — communities?

New Facility... Continued from page 1

an expanded and much improved nurse's and physician's office, and a cafeteria which will soon be operational. The second floor houses a spacious and airy library, including a number of classrooms. The third floor contains additional classrooms and conference rooms, and it is the new home for the Mathematics, English, and Behavioral and Social Sciences Divisions. The fourth floor contains a number of administrative offices, including the President's Office and more classrooms. Occupying the fifth floor are the Humanities Division, a number of counseling and placement offices, a darkroom, art studios, yet more classrooms, and an auditorium.

Meanwhile, workers have begun to lay the pipes and foundation for a gymnasium which will be located on what used to be the building's parking lot. Their work began quietly and almost without notice, last December; it should be completed early in the summer. The gymnastics' locker rooms have already been built under what used to be an overhang of the building's south wing.

Hostos Community College has, in the past, experienced a vast improvement in its facilities. Although the College does not plan to acquire any additional space in the near future, the City and State for funds to completely renovate its older facility at 475 Grand Concourse. A new cafeteria, the building has been used to intensively over the last decade that it is in need of some repairs. It would also benefit from extensive remodeling to insure more efficient utilization of space. If approval for the renovation is granted this year, it would most likely be completed in late 1982.

The Hostos Community Advisory Council met for the first time on January 16, and approved its bylaws and elected its officers. Held in a spirit of cooperation and collegiality, the meeting fostered an atmosphere of language revitalization to the non-English dominant student and particularly the Spanish-speaking community.

Advisory Council Approves Bylaws and Elects Officers

The Hostos Community Advisory Council, February 1981

Members of Community Advisory Council discuss bylaws.

Stepped up advisement efforts on the part of teaching faculty and counselors has reduced student attrition rates which, in any case, were well within the national norm for community college students.

Refinements in academic structure, governance and the College's curricula are beginning to attract more students, and are having a beneficial impact on the performance of currently enrolled students.

Enrollment... Continued from page 1

College's record enrollment to a number of additional factors:

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... The renovation of the College's new facility at 500 Grand Concourse offers prospective students a vastly improved study environment.

... Recently, the College has entered into an agreement with the National Puerto Rican Business and Marketing Association to provide job training opportunities for students.

... Consultations with community leaders have resulted in the creation of five standing committees. The committees and their chairpersons are: Public Relations Committee, Ms. Carol Pascocello; president of a local public relations firm; Scholarships and Grants Committee, Mr. George Jackson, a community fund raiser, chairperson; Legislative Affairs Committee, Ms. Angie Cabral, special deputy to Mayor Hugh L. Carey for women's affairs, chairperson; Facility Committee, Mr. Caspar Garcia, of Mobilictionaries, Inc., chairperson; Program Advisory Committee, Mr. Jose Monserret, director of The National Puerto Rican Business and Marketing Association, chairperson.

The Council's Executive Committee and standing committees will soon begin to formulate work plans for their various areas of responsibility. The committee chairpersons, in particular, will be working closely with Hostos administrators and faculty members to ensure the success of these initiatives.

All, however, would have been impossible if it had not been for the work of the group of community leaders who drafted the bylaws and with whom our union's spokespersons find other-than-English language development acceptable only "through the availability of foreign language instruction as early as possible to all children." I strongly urge that the pages of the American Teacher and the New York Teacher be open to a full presentation by advocates of a less narrow definition of bilingual education than that adopted by our union. Here I would like to briefly indicate some of the salient objections to our union's position on this increasingly important educational question.

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Prof. Cabrera Will Receive Theater Award

Prof. Pablo Cabrera-Ramírez, chairperson of the Humanities Division, with the help of the 1981 Theater Award given by the Instituto de Puerto Rico which presents yearly awards in the arts, education, music, and other fields to professionals in the Puerto Rican community. Prof. Cabrera will receive the award at the Institute’s 14th annual award ceremony which will be held in New York City on March 22.

Prof. Cabrera is the fourth Hostosite to have been so honored by the Instituto de Puerto Rico in recent years. The other recipients have been: The late Prof. Raúl Perez, Hostos’ first chairperson of the Modern Languages Department, for education; Prof. Candido de Leon, also for education; and Mr. Manuel Gonzalez, member of the library staff, for music.

Prof. Cabrera has had a long and productive career as a director in the performing arts. Most recently, he directed the well-received "New Voice" for WGBH in Boston, a member of the National Educational Television network. The series focused on the trials of the members of a high school newspaper staff. Prof. Cabrera has also written a play entitled "La veredora historia de Pedro Navaja" which is currently being presented to sell-out audiences at the famed Teatro Sylvia Rexach in San Juan, Puerto Rico. In addition, Prof. Cabrera was the director of NET’s prize-winning "Realidades" series, and he has directed many Puerto Rican Travelling Theater productions in New York City.

"Pablo had no fee for their services. Many of the Hostos speakers are qualified to present their talks in either English or Spanish so that a variety of audiences can be served. (See box at the end of article for a general listing of Speakers Bureau topics.)

Prof. Pablo Cabrera-Ramírez

An Hostos Chronology

January 22, 1968 — Candido de Leon appointed first dean of administration; he begins work on proposal for organization of the College.

February 1968 — "500 Building" acquired through special legislation passed in Albany.

March 19, 1979 — Hostos' accreditation is fully and unconditionally reaffirmed.

April 5, 1976 — Board of Trustees approves proposal to merge Hostos with Bronx C.C.

April-May 1976 — Save Hostos campaign continues with marches and rallies. Legislative lobbying campaign carried out in Albany by some faculty and administrators.

August 1977 — President de Leon resigns. Anthony Santiago named acting president.

Fall 1977 — College community resumes campaign for "500 Building." Hostos United formed.

Summer 1978 — Community Advisory Council formed.

October 1978 — Mayor approves bond sale for renovation of building.

November 1979 — "Libra Program" established. College begins to address students' skills in a systematic way.

Spring 1979 — Bilingual approach to instruction is firmly in place.

Fall 1979 — The campaign for the "500 Building" begins. Rally held at Board in late March, then in Albany in April.

May 1974 — "500 Building" acquired through special legislation passed in Albany.

Spring 1980 — Hostos' accreditation is fully and unconditionally reaffirmed.

Fall 1980 — Planning Council formed. Reorganization of Student Services begins.

December 1980 — College begins to move into "500 Building."
These pictures say a good deal about Hostos, its beginnings, and its future. Clockwise from upper left: The factory at 475 Grand Concourse which was to house the college; the factory’s interior just as renovation began; Eusebio Maria de Hostos, the College’s namesake; and the library at 500 Grand Concourse, a clear indication of how far Hostos has come in ten years.

News Briefs

Prof. Linda Hirsch of the English Division is one of 66 top women in management and higher education chosen from more than 400 applicants nationwide to participate in a leadership training program financed through a $500,000 grant from the Fund for the Improvement of Postsecondary Education (FIPSE). Entitled “Leadership for the 90’s,” the program is designed to assist community college women to assume major policy-making positions during the decade. During the six-month project, participants will be paired with mentors at their colleges to work on research projects that will aid their institutions. Prof. Hirsch’s mentor is Associate Dean of Faculty Robert Matthews; she will undertake a project in English curriculum development.

Prof. Victor de Leon (Natural Sciences) was a member of a team of CUNY faculty members and administrators who conducted a panel discussion on “Literacy and Basic Skills Training” at the annual convention of the Middle States Association of Colleges and Schools which was held in Philadelphia in December.

“El Juramento,” a Puerto Rican zarzuela by Mr. Manuel Gonzalez, member of the library staff, was premiered in January at Lincoln Center’s Alice Tully Hall during the Center’s annual Community Holiday Festival. Mr. Gonzalez’s work was performed by the Taenx Arts Ensemble and the Coro Borincano, a community choral group which Mr. Gonzalez heads. The production coordinator for the performance was Prof. Pablo Cabrera, chairperson of the Humanities Division. Hostos students Arcadia Rivera, Victor Cornejo and Leandol Nunez sang in the Coro Borincano during the performance.

Dental hygiene students Monica Walker and Myrian Nau have been awarded special scholarships by the National Dental Hygienics’ Association. The awards usually go only to one minority student enrolled in a dental hygiene program in the United States. In 1981, however, the NDA decided it was necessary to award it to two students because their work has been so outstanding...and both those students are from Hostos!

Prof. John D. Vargas (Mathematics) has published a paper entitled “A Suddenly Applied Screw Dislocation” which was cited in a recent issue of the Abstracts of the American Mathematical Society. The paper is noteworthy in that it focuses on an unusual application of the well known dislocation theory.

Ms. Sandra Rodriguez, editorial assistant in the Office of College Relations, is a member of Preponer, a Puerto Rican theatrical group which has performed at cafe-theatres throughout the City and in cities and universities in the Northeast.

Prof. Clara Velazquez, director of the English as a Second Language program, and Prof. Jose Luis Keyes, also of ESL, recently served on the Higher Education Subcommittee of the State Education Department’s Council on Bilingual Education. In that capacity, they helped develop a background paper on Bilingual Postsecondary Education which will serve as a model for bilingual programs at colleges and universities across the State.

Prof. Velazquez has also published a book entitled English as a Second Language: An Interdisciplinary Approach (Kendall/Hunt, Dubuque, Toronto). The book is the second in a four-volume series which is based on approaches to ESL instruction at Hostos. Collaborating with Prof. Velazquez on the book were Prof. Mark S. Patkowski, also of the Hostos ESL faculty, and Prof. Mary Williams Young, the former member of the ESL faculty. As the title indicates, the book focuses on how the Hostos ESL program employs content material in ESL instruction.

Prof. Peter Roman (Social Sciences) has been awarded a fellowship by the History and Humanities Program at the CUNY Graduate Center to participate in a program to simulate the study of history in the community colleges by opening up new fields and methods of historical inquiry. Prof. Roman will be one of five CUNY and SUNY community college faculty who will spend the spring semester at the Graduate Center studying the new social history and its usefulness in the community college curriculum. Made possible by a federal grant, the fellowships were awarded on a competitive basis. The main objective of the program is, as the program coordinators put it, “to begin to deal with the steady and, by now, alarming decline of interest in the study of history by undergraduates.”

Prof. Roma, has also published an article entitled “Allende, the Ultra-Left and the Coup in Chile” in a recent edition of Theory in History, an international quarterly “in the history of thought” which is published in Eugene, Oregon. Prof. Gail Lindenberg, a Social Sciences adjunct, also published an article entitled “Early Cold War Pressures: the CIO Sucks” in the same issue of the journal.

Prof. Louis Browne (Natural Sciences) was recently honored as a ‘Man of Distinction’ by The Bykotas, a community organization which provides scholarships for minority students. Prof. Browne was cited for his accomplishments in and contributions to higher education, scientific research and community organizations.

Prof. Alfredo Villasevus (English) has been appointed to the remediation sub-committee of the CUNY University Faculty Senate.

Speakers...Continued from page 3


Natural Sciences and Mathematics: Calculus, Algebra, Science in Latin America, Animals of Africa, Moral Dilemmas of Test Tube Babies.


Allied Health: Radiologic (X Ray) Technology, Radiation Protection, Advances in Radiation Therapy, Dental Hygiene, Medical Laboratory Technology.