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## An Attempt to Provide Higher Educational Opportunity to Hispanics: The Evolution of Proyecto Pa'lante at Northeastern Illinois University--1971-1976

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AN ATTEMPT TO PROVIDE HIGHER EDUCATIONAL OPPORTUNITY  
TO HISPANICS: THE EVOLUTION OF PROYECTO  
PA'LANTE AT NORTHEASTERN ILLINOIS  
UNIVERSITY--1971-1976

by

Maximino Torres

A Dissertation Submitted to the Faculty of the School of  
Education of Loyola University of Chicago in Partial  
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DISSERTATION ABSTRACT

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AN ATTEMPT TO PROVIDE HIGHER EDUCATIONAL OPPORTUNITY

TO HISPANICS: THE EVOLUTION OF PROYECTO

PA'LANTE AT NORTHEASTERN ILLINOIS

UNIVERSITY--1971-1976

In this dissertation, Maximino Torres traces the development of Proyecto Pa'lante since its inception as a Latino college recruitment and support program in 1971 through its first graduating class in 1976. The study establishes the significance of Proyecto Pa'lante as a vehicle to equalize educational opportunity for Chicago-area students who had been excluded from higher education because of academic, cultural, and economic disadvantages. It compares the mission of Proyecto Pa'lante to that of the land-grant institutions of the mid-nineteenth century that made a college education accessible to working class children and democratized higher education in the United States. This likeness becomes the theoretical background for the dissertation as it compares the social and student needs served by the land-grant colleges and universities in that era.

with contemporary social and student needs.

The research also reveals the fact that 36 students or 45 percent of the 80 who initially were recruited by Proyecto Pa'lante in 1972 have graduated. Although some of these students required an excess of the traditional 4-year span, their achievement points out the success of the program. Drawing on counseling, teaching, and administrative perspectives in higher education, Torres discusses the academic, counseling, and financial needs of the Latino students and formulates innovative strategies to deal with these needs.

With regard to the methodology, the research is primarily documentary, but applies quantitative data as well to arrive at many of its conclusions. In tracing the development of Proyecto Pa'lante, Torres interviewed members of the University administration who were primarily responsible for the implementation of the program as well as alumni to reflect student perspectives from that early phase. The study gives detailed information about the operation of such a program and how to gain faculty and administrative support, which the research finds necessary for the success of the students in the program.

## ACKNOWLEDGMENTS

Special gratitude is extended here to the members of the Dissertation Committee, Dean Gerald Gutek of Loyola University School of Education, for his personal support, as well as Doctors Vinicio Reyes and John Wosniak for their guidance and encouragement.

The author feels special indebtedness to his wonderful and beloved wife, Mary, and to his children for their many years of moral sustenance and patience that have made the achievement of this dissertation possible.

Lastly, the many friends at Northeastern Illinois University deserve mention: Particularly Doctors Harold Hild, Audrey Reynolds and Angelina Pedroso for the sense of brotherhood that they consistently have offered; the many students whose support has been a continuous source of inspiration will also remain a cherished part of my life.

## PREFACE

The writer of this dissertation was an integral participant in the experiences and findings discussed herein concerning the creation and development of Proyecto Pa'lante (Project Forward), a student recruitment program at Northeastern Illinois University (UNI). The dissertation will cover the period from 1971 to 1976, during which time the writer served at the University in the dual capacity of a counselor working primarily with Hispanic American students and Coordinator of Proyecto Pa'lante. During these years, the program came into existence and progressively developed as the University's arm into Chicago's Hispanic community for the recruitment of students who otherwise would have not been able to attend the University.

The fact that the writer was an integral part of the documented experiences has facilitated the research and analysis of the available data since the experiences surrounding the program and recorded data were firsthand information to the writer. This unique relationship of researcher and subject has provided the writer with the

role and insight of "participant-observer" through the examination and presentation of the data.

The dissertation's title "An Attempt to Provide Higher Educational Opportunity to Hispanics: The Evolution of Proyecto Pa'lante at Northeastern Illinois University--1971 to 1976" projects the objectives of this study. That is, by examining Proyecto Pa'lante from the time it was proposed in 1971 through 1976, the study will cover a time span reasonably long to allow for a critical examination of the program's impact on both the University and the off-campus community it serves. Secondly, this examination of Proyecto Pa'lante will hopefully provide a program model to faculty and administrators at the college level for the purpose of planning and programming criteria, objectives, and procedures in an area lacking in attention and research, i.e., providing higher educational opportunity for Hispanic American students. A third objective of this investigation is to write a document which can be used by Hispanic professionals as well as other professionals working in the community with young people planning to attend college. Such a document can be useful in gaining a greater insight into the more common and vexing



difficulties facing Latin American college students, particularly in the freshman and sophomore years, and how some of these difficulties might be minimized or avoided by more effective planning for college. Last, it is hoped that this dissertation will assist the Latin American students to gain a better understanding of their own experiences in higher education. Since most of these students are the first in their families to attend college, they do not have the benefit of relatives explaining to them how best to reduce anxieties or to cope with the familiar problems that are manifest in college life.<sup>1</sup> More importantly, since little has been written about such experiences from the Latin American students' perspective, there is little reference that these students can use in attempting to resolve the kinds of problems they encounter in their new environment and that often are unique to them. It is hoped, therefore, that this disseration will contribute to closing these educational and reference gaps.

A limitation of this study is the generalizability of its conclusions. That is, because the study is an

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<sup>1</sup>Puerto Ricans in the Continental United States: An Uncertain Future (Washington, D.C.: U.S. Government Printing Office, 1976), p. 126.

in-depth analysis of one program, it may not be entirely representative of all similar programs. Another limitation is due to a scarcity of research available on the topic; this limitation does not allow for a wide basis of analytical resources.

In an effort to document as comprehensively as possible the events that culminated in the creation of Proyecto Pa'lante, several interviews were conducted with persons who were involved in the project. Among the persons interviewed were administrators serving at the time the program was proposed and implemented, such as University President Jerome Sachs, Vice President William Howenstine of Student Affairs, and Dean Randolph Hudson of the College of Arts and Sciences. To include student perceptions, two of the students who had a key role in the creation of Proyecto Pa'lante, Mr. Samuel Flores, the then President of the Hispanic student organization that proposed the program to the university administration, and Mr. Miguel del Valle, then a member of that organization, were also interviewed. The interviews were taped with the understanding by the persons being interviewed that they would be transcribed. The purpose of these interviews is primarily

to establish an overview of the University setting at the inception of Proyecto Pa'lante rather than to draw conclusions about the quality of the program. For the latter inferences, quantitative data are used whenever possible. While these interviews will be quoted in the dissertation, their complete text will be included as appendices to give the reader a broader spectrum of the program's background.

Definition of terms:

#### Proyecto Pa'lante

Literally, project forward; should not be translated since it loses its cultural meaning; pa'lante is vernacular for para en adelante or para más adelante, meaning "to the front" or "more to the front." As a vernacular, pa'lante is a "corrupt" form common among the uneducated in parts of Hispanic America; in Puerto Rico, however, its usage may also be found among educated persons.

#### Anglo

As used by Hispanics in the United States, any white person other than Hispanic; also, the white sector of American society.

### Hispanic

A person from Hispanic descent or a Spanish speaking person from Hispanic America.

### Latino

Latin American.

### White

As used by many Hispanics in the United States, Caucasian American from other than Hispanic origin; it may be used with a derogatory connotation, although not necessarily so in the general sense of the word.

### Black

Non-Hispanic black American.

### UNI

Acronym for Northeastern Illinois University.

### Academic support systems

Any academic assistance such as basic skills or developmental courses, individualized attention, tutoring, academic advisement, orientation or workshops to help students deal with certain courses, concepts, terminology, class/exam preparation, effective time management, goal-directed activities, and the like.

### Developmental courses

Remedial courses; "developmental" is substituted for "remedial" to avoid negative implications.

### Participant observer:

Researcher who is experientially involved in the data investigated, but attempts to present an objective analysis of his findings.

### Puerto Ricanness

A psycho-linguistic construct often used among Puerto Ricans living in the United States to express their social experiences in the States; may also encompass cultural aspects that lead to a greater self-identification with Puerto Rican heritage; "Puerto Ricanness" has a parallel term in Spanish: "Puertorriqueñidad" which depicts typical Puerto Rican characteristics.

### Boricua, Borinqueño

Synonymous terms used for Puerto Rican, specially common among Puerto Ricans, both in Puerto Rico and in the United States; derived from Borinquén, Taíno Indian name for Puerto Rico. The Taínos were the island's inhabitants at the time of its discovery by Columbus.

## Chicano

Mexican-American; the term "Chicano" began with a search for self-awareness and self-definition in the 1960's among many who felt that the term Mexican-American reflected acceptance and assimilation of the American way of life. In that sense, the term "Chicano" means a declaration of pride and self-determination by those who felt that their Mexican heritage had too long been subdued by the demands of Anglo-American domination and values; thus, it also represents an upsurge for liberation from the socio-economic oppression that the Mexican-American felt under such domination. The term "Chicano," however, has been frowned upon by others who prefer to refer to themselves as Mexican-Americans or Hispanics.<sup>2</sup>

## Latinization

A term borrowed here from the August 7, 1972 issue of New York, expresses the influence by the Latin-American population on the United States society.

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<sup>2</sup>Richard Rodriguez, "On Becoming a Chicano," Saturday Review, February 8, 1975, pp. 46-48. Also Carlos H. Arce, "Chicanos in Higher Education," Intereducation, Issue 81, May-June 1976, Vol. XIV, No. 3, pp. 14-18.

## Spanglish

A strongly criticized, corrupt form of adapting English terms into Spanish by adding a Spanish vowel at the beginning or end of the word, e.g., "factoria" from factory, "estufa" from stove. A second form of "Spanglish" is done by literal translation of a special term into Spanish, such as "universidad sin paredes" for "university without walls." A third common form occurs by simply using the English term in the course of Spanish conversation. In 1970, the New School for Social Research in New York City attempted to offer a course of "Spanglish" and the city's Puerto Rican community condemned it so strenuously that it "not only wiped out the course but demanded that the funds be refunneled into something really beneficial to the community, such as Puerto Rican studies."<sup>3</sup> The National Puerto Rican Forum, an educational agency, expressed its dismay at the course by referring to "Spanglish" as an "original language of the streets, which could result in the permanent alienation of Puerto Ricans from

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<sup>3</sup>Micho Fernandez, "El Barrio Diccionario: Spanglish Made Easy," New York, August 7, 1972, p. 46.

both North America and Latin America."<sup>4</sup> The Puerto Rican newspaper El Diario-La Prensa also condemned the course by referring to it as ". . . a murder attack against one of the most beautiful languages . . ."<sup>5</sup> In spite of the avid opposition to "Spanglish" by the Hispanic community in general, occasionally one of the less conspicuous forms may inadvertently slip through its most zealous opponent.

#### Barrio

Neighborhood, but can also imply a "ghetto."

#### Exilio

Exile; specifically, the Cuban exile from the regime of Fidel Castro.

#### Requiem por una cultura

Requiem for a Culture, title of book by Anthropologist Eduardo Seda Bonilla, expressing concern for the survival of the Puerto Rican culture under American domination.

#### Generalizability

Process of drawing conclusions about the total population from observations about a representative sample of that population.

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<sup>4</sup>Ibid.

<sup>5</sup>Ibid.



## VITA

Maximino Torres, the author, was born on May 29, 1932 in San Lorenzo, Puerto Rico. He attended the Manuel Cruz and Segunda Unidad elementary schools, then entered Saint Ildefonso's Seminary in Aibonito, Puerto Rico, and later transferred to Saint Alphonsus Seminary in Northeast, Pennsylvania, in pursuit of becoming a priest. But after deciding to leave the seminary, he moved to Chicago, where he attended the Chicago Teachers College and received a Bachelor of Education in August 1965. He earned a Master of Arts from Roosevelt University in Chicago in June 1970.

Mr. Torres' professional experience includes: elementary teaching with Chicago's public and Catholic schools in 1965 and 1966 respectively. He then served as Migration Specialist for the Chicago office of the Commonwealth of Puerto Rico in 1967. In July 1967, he became the supervisor of the Neighborhood Youth Corps for Chicago's West Town Unit, a post he held until being promoted to Assistant Coordinator for the city's Neighborhood Youth Corps in May 1971. In September

1971, he joined the faculty at Northeastern Illinois University, where he presently is Assistant Professor and Counselor.

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## CHAPTER I

### INTRODUCTION

Northeastern Illinois University is a state of Illinois chartered and funded institution located on the northwest side of Chicago, at 5500 North St. Louis Avenue. Formerly the Chicago Teachers College-North, located at the Albert Sabin Elementary School and at the Edwin G. Foreman High School, the University's present campus opened in 1961 under the jurisdiction of the Chicago Board of Education. With the name of Illinois State Teachers College, Chicago-North, its jurisdiction was transferred to the State in 1965. A year later as it expanded from its previous teachers college curriculum and scope, the school became Northeastern Illinois State College and, in 1971, Northeastern Illinois University.<sup>1</sup> Presently, the University is under the Board of Governors of Illinois Colleges and Universities. From the beginning, the institution:

. . . Rightly or wrongly, . . . started with the reputation of the belief that it was being established by the Chicago Board of Education as the Teachers College for the white Anglo speaking students of the Northern side of Chicago, as opposed to the predominantly black

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<sup>1</sup>Melvin R. George, Northeastern Illinois University: The History of a Comprehensive State University, doctor's dissertation, 1979, University of Chicago, unpublished.

student body of Chicago Teachers College of the south side . . .<sup>2</sup>

Still Northeastern Illinois University's primary role is teaching and providing a college education to a student population which comes largely from lower-middle income families, mostly first-generation college students, who live in the north or northwest side of the city of Chicago or adjoining suburbs.<sup>3</sup> According to the University's Office of Institutional Studies, in the fall of 1970 there were 79 Spanish-American undergraduates or 1.09 percent of the 4,318 undergraduate enrollment. Moreover, 18 graduates or 0.25 percent of the 2,977 graduate students in the semester were Spanish-Americans.<sup>4</sup>

In the autumn of 1971, a group of Hispanic-American students brought to the attention of the University administration what they perceived were the most pressing educational needs facing the Hispanic students at the University and proposed a number of recommendations as necessary

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<sup>2</sup>Interview with Dr. William Howenstine, UNI Professor and former Vice President for Student Affairs and Dean of Students; date of interview: May 21, 1981; interviewer: Maximino Torres. For further information, see Appendix I, p. 229.

<sup>3</sup>"UNI's Clientele Viewed Over Time and Its Freshmen Considered in Relation to a Broad National Sample," a study released in 1979 by the University's Office of Institutional Studies, pp. 65-78.

<sup>4</sup>"Headcount and Percentage Distribution of Students by Ethnic Background and Grade Level," UNI's Office of Institutional Studies, Sept. 1970.

steps to meet those needs. Among their concerns, the students felt that the University was not recruiting Hispanics in relation to the size of the city's Spanish-American population (Appendix IIa). They based their conviction on the fact that the 1970 United States Census listed the Spanish-speaking population of Chicago at 247,343 of which 115,985 lived within the city's geographic area served by the University, but the enrollment of Hispanic-American students in the University did not seem consistent with the urgent educational needs of the large Hispanic population in Chicago.<sup>5</sup>

Therefore, the major thrust of the recommendations made by the students in 1971 was for recruitment. In the winter of 1972, they submitted a proposal for a recruitment program which would identify and matriculate disadvantaged Hispanic students from Chicago's inner-city communities. In addition to recruitment and matriculation, the proposed program also was to provide counseling and academic advisement to the students. The program was to be coordinated closely with the Financial Aid Office to facilitate financial assistance. Moreover, by maintaining continuous communication with the students and working with them individually or in groups, the program would provide a unique

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<sup>5</sup>Chicago's Spanish-Speaking Population: Selected Statistics (City of Chicago, Department of Development and Planning, Sept. 1973), pp. 1-2.

educational opportunity by helping students to develop the necessary academic skills and potential to succeed in the University.<sup>6</sup>

In order to provide a complete examination and analysis of the project, this investigation will: First, briefly examine the historical development of the land-grant colleges and universities, whose beginning in the second half of the nineteenth century provided educational opportunity to the youth of the industrial class as well as to the young people from small-towns and farming communities. This particular aim of the land-grant colleges and universities may be conceived as a precedent to modern day special programs which serve disadvantaged college students. Second, the dissertation compares the social and student needs served by the land-grant colleges and universities in that era with contemporary social and student needs. Third, it will examine the social and educational needs of one group of current students; namely, disadvantaged Hispanic-American college students. Finally, the dissertation will review and discuss the history and evolution of Proyecto Pa'lante, which was officially

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<sup>6</sup>"PROYECTO PA'LANTE," proposal submitted by the Union for Puerto Rican Students to UNI's administration in the winter, 1972. Also memo from Maximino Torres, Counselor for Spanish-American Students, to Dr. Jerome Sachs, President, Northeastern Illinois University, dated Jan. 28, 1972. For further information see Appendices III and IIIa.

established at Northeastern Illinois University in 1972, and can serve as a model for the recruitment and educating of disadvantaged Hispanic-American college students.

The reasons the analysis focuses on UNI's Proyecto Pa'lante are:

- a. Availability of data on Proyecto Pa'lante;
- b. The proven success of the program;
- c. The prominence of the program in the community;
- d. The writer's knowledge of the program as the first known Hispanic program in the Midwest;
- e. The potential use of the model for other programs.

From a historical, theoretical base, the hypothesis of this dissertation can be stated as follows: as with the land-grant colleges and universities a century ago, special program models, such as Proyecto Pa'lante, are an effective alternative for expanding educational opportunity to contemporary disadvantaged and minority students in higher education. This hypothesis assumes an even greater significance for the 1980's as the national economic constraints give rise to the voices calling for the repeal of the existing programs.

## CHAPTER II

### SETTING THE PRECEDENT

#### A. Theoretical Background

As the United States was developing its technological and industrial potential in the pre- and post-Civil War era, it became evident that the principles that were to govern and nourish its economic system and its political and social fibers were to be the utilitarian and pragmatic forces of a literate, democratic society. Thus, a system of higher education which had provided educational opportunity primarily to the clergy and the eastern elite was no longer adequate to meet the need of a colossal nation for trained leadership. The job of that leadership was to be not only the management and carrying out of the business of a surging industrial power, but also the education of a literate labor force, the expansion of a strong commerce at home and abroad able to compete with foreign economic systems for world markets, the development of agriculture, engineering, industry, and technology in the Midwestern and Western states, as well the rebuilding and retooling of a

ravaged post-Civil War South.<sup>1</sup>

It was the task of the land-grant colleges and universities to take up the challenge and transform higher education from its previous path of training the clergy and an eastern elite into a force that would meet the new social demand. That demand was to educate a trained leadership, capable of carrying out the needs of the nation as a surging technological and industrial power, which the United States was becoming in the second half of the nineteenth century. By transforming higher education, the Morrill Act of 1862 became not only the foundation of the land-grant colleges and universities, but also vested in American higher education the democratic spirit on which American society claimed to be founded.<sup>2</sup>

The transformation of the institution of higher education was to be accomplished by the basic instrument of expanding educational opportunity; that is, by bringing the availability of a college education to the common youth in the Eastern states and to the young people of the small towns and farming communities as well. This often meant imparting the needed academic skills of a secondary

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<sup>1</sup>Ralph K. Huitt, "What's Ahead for the Land-Grant Colleges?" in G. Lester Anderson's Land Grant Universities and their Continuous Challenge (Michigan State University Press, 1976), pp. 11-22.

<sup>2</sup>Anderson, Land Grant Universities . . ., pp. 1-10.

education on the target population before actual college work could begin.<sup>3</sup> The reason? A high school education could be attained only through the academy, a private venture, which only the developing affluent middle class could afford.<sup>4</sup> (The public high school as we know it today did not begin to take shape until the late nineteenth century, primarily through the Kalamazoo court case of 1874 as precedent.)<sup>5</sup>

It is for this reason of having to address first the needs of a secondary education before the actual college work could start that Ralph K. Huitt remarks: "The University of Minnesota, for instance, granted its first baccalaureate degree eight years after opening its doors."<sup>6</sup> Hence, Huitt argues that one of the main purposes of the land-grant colleges and universities "was to open up post-secondary education to young people who otherwise would have no access to it."<sup>7</sup> Thus, of the Morrill Act he explains:

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<sup>3</sup>Huitt, "What's Ahead . . . ?" in Anderson's Land-Grant Universities . . . , p. 11.

<sup>4</sup>Gerald L. Gutek, An Historical Introduction to American Education (New York: Thomas Crowel Co., 1970), pp. 73-74.

<sup>5</sup>Gutek, An Historical Introduction . . . , p. 79.

<sup>6</sup>Huitt, "What's Ahead . . . ?" in Anderson's Land-Grant Universities . . . , p. 11.

<sup>7</sup>Ibid.



The act speaks of educating the "industrial class" by which Morrill meant all those young people who were not served by the traditional universities which trained the children of the elite to be lawyers, doctors, teachers, and preachers. So more nearly equal access to higher education is another dimension of the act.<sup>8</sup>

Specifically, the major purposes of the land-grant institutions can be described as four. First, there was the compelling need for the development of leadership, as well as manpower training for a rapidly emerging industrial and technological power, the United States, which was becoming a dominant force in the world's political, economic, and social order. The second major priority was to make available post-secondary education to a new clientele: the sons and daughters of the working class and the young people of small-towns and farming communities. By bringing this nontraditional student body within the reach of a college education, the land-grant colleges and universities would democratize society. The third purpose of the newly created colleges and universities was to see that this non-traditional student clientele would not be "short-changed with a mere vocational or technological education,"<sup>9</sup> but would rather receive a liberal and practical education, broadened by the social sciences and the humanities. Furthermore, within this scope of a high quality education,

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<sup>8</sup>Ibid.

<sup>9</sup>Huitt, "What's Ahead . . . ?" in Anderson's Land-Grant Universities . . . , p. 12.

clearly stated through the Morrill Act, it should be noted that the land-grant institutions would soon develop into major centers of research and instruction. They would become similar to the great state universities, and in many cases they are both land-grant colleges and state universities.<sup>10</sup>

The fourth major purpose of the land-grant institutions is public service. That is, as the land-grant colleges and universities undertook the development of agriculture and agricultural technology as one of their major priorities, several methods to take "the fruits of research to the people" were developed.<sup>11</sup> Among these were the state experiment stations and the cooperative extension service: the task of the former being that of conducting research on agricultural production, while the latter would bring new technology to the farmer.<sup>12</sup> Moreover, we must recognize that agriculture not only deals with production, but also with processing and marketing, which became integral aspects of the curriculum and involvement of the land-grant institutions.<sup>13</sup>

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<sup>10</sup>Ibid.

<sup>11</sup>Anderson, Land-Grant Universities . . . , p. 4.

<sup>12</sup>Huitt, "What's Ahead . . . ?" in Anderson's Land-Grant Universities . . . , p. 6.

<sup>13</sup>Anderson, Land-Grant Universities . . . , p. 6.

A counterpart to the state experiment stations and the cooperative extension service brought about by the land-grant institutions was home economics, which encompassed such an array of fields, to name a few, as child development and family relations, consumer economics, environmental design, food and nutrition, housing and community development, community and social welfare, consumer resources, consumer economics and public policy, and the like.<sup>14</sup>

Another major dimension of the land-grant legislature is the second Morrill Act of 1890, by which the Congress expanded the provisions under the 1862 Act to:

. . . prevent discrimination against Negroes in the full enjoyment of the benefits of Federal aid to the Agricultural and Mechanical Arts Colleges, but separate institutions for the races were permitted.<sup>15</sup>

Although the 1890 revision established a dual system of education in the land by permitting separate institutions for the races, it did enable the youths emancipated two decades earlier to enjoy the fruits of higher education by making accessible to them

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<sup>14</sup>Theodore R. Vallance, "Home Economics and the Development of New Forms of Human Service Education," in Anderson's Land-Grant Universities . . . , pp. 79-103.

<sup>15</sup>David Spence Hill, Control of Tax Supported Higher Education in the United States (New York: The Carnegie Foundation for the Advancement of Teaching, 1934), p. 23.

"the only higher education in a public institution . . . ,"<sup>16</sup> namely through the colleges for black youths under the second Morrill Act. Being separate because of racial differences, these institutions turned out to be unequal, and consequently their programs suffered.

Henry R. Fortmann and his associates assert:

Unfortunately, federal and state support was inequitably divided between the main land-grant college . . . and the black colleges. The programs of both colleges often weakened in the conflict.<sup>17</sup>

In spite of the above regrettable outcome of the 1890 second Morrill Act, the land-grant colleges and universities expanded higher education in three major ways: first, geographically, to the Midwest and Western states; secondly, by bringing into academe new teaching and scientific research in such fields as agriculture, home economics, mechanical arts, and engineering; thirdly, by opening up its accessibility to a new clientele, the economically poor Caucasian and the newly emancipated black youth. So that had it not been for the founding of the land-grant institutions, the nation's multitude of nontraditional students who in the last century have proven successful in their professional endeavors might have had little chance to realize their worth.

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<sup>16</sup>Henry R. Fortmann et al., "Colleges of Agriculture Revisited" in Anderson's Land-Grant Universities . . . , p. 58.

<sup>17</sup>Ibid.

## B. The Social and Student Needs

Before proceeding to our discussion of Proyecto pa'lante, two pertinent observations are in order. The first has to do with the academic truism that as a new clientele is introduced to the learning process of higher education, new dimensions of learning, teaching and research, relevant to the life experiences, needs and interests of that new clientele normally follow. As we have seen in the preceding discussion, this is true of the students from the industrial class in the Eastern states as well as from the small-towns and farming communities at the founding of the land-grant colleges and universities. These students brought with them such fields of interest as agriculture, home economics, and similar applied disciplines. But they also required the university to attend their academic deficiencies first. This pattern of new academic demands and new fields of interest and learning also holds true for the disadvantaged students found in the years that followed the civil rights movement of the 1960's and 1970's.<sup>18</sup>

This topic of new academic demands as well as new fields of learning, teaching and research brings us to the

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<sup>18</sup>Josephine Nieves, Puerto Ricans in United States Higher Education (New York: Puerto Rican Studies Task Force, May 1979), pp. ii-iii.

second important observation. That is, to a great extent, the circumstances that beset the disadvantaged, nontraditional urban students in the United States in modern day appear to run parallel to those of the disadvantaged, nontraditional student of the Eastern seaboard and the rural and small-town youths of the second half of the nineteenth century. Some of the similarities are: inadequate academic preparation, lack of equal access to higher education, a home and community background remote from that of the affluent traditional college student, insufficient or no family financial resources, discrimination and segregation, and a neglected urban environment which becomes increasingly difficult to overcome or escape from the longer the individual and his/her social group remain in deprived conditions.<sup>19</sup> This kind of socio-economic background will certainly put strains on the institution, fiscally as well as academically. But difficulties in meeting these demands did not free the institution from its obligation to both the students and society, as many argue is presently the case since colleges and

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<sup>19</sup> Homer Favor in Hearings Before the Subcommittee on Education Act of 1965 (Washington: U.S. Government Printing Office, 1965), pp. 155-156. Also Huitt, "What's Ahead . . . ?" in Anderson's Land-Grant Universities . . ., pp. 12-22, and Michael Harrington, The Other America (Baltimore: Penguin Books, 1962), pp. 10-19.

universities are "central institutions in American society"<sup>20</sup> and, therefore, execute a major function in shaping social and economic mobility.

The similarities between the needs addressed by the land-grant colleges and universities a century ago and the needs of contemporary urban America prompted Dr. Homer Favor in his testimony before the Special Subcommittee on Education seeking supportive data for the Higher Education Act of 1965, to declare:

In too many instances, the role of the university has been misinterpreted as being one wherein it exists in isolation from the rest of the community for the express purpose of catering to the favored few . . .

Prior to America's rapid urbanization when the vast majority of its citizens still lived in rural areas, the institutions of higher learning met the challenge of the agricultural society by cooperation with Government in implementing the pertinent provisions of the Northwest Ordinance and the Morrill Act.

Viewing the broader panorama of urban problems suggest that the state of urgency in contemporary American society is just as great as that of a bygone era when the institutions of higher learning along with the Government confronted the then existing crisis.<sup>21</sup>

The claim Dr. Favor appears to be making is that the institutions of higher learning in twentieth century

<sup>20</sup> Samuel Betances, "Puerto Ricans and Mexican Americans in Higher Education," Journal of Contemporary Puerto Rican Thought, Vol. 1, No. IV, May 1974, pp. 27-36. Also Nieves, Puerto Ricans . . . , pp. i-iv.

<sup>21</sup> Favor, in Hearings before the Subcommittee . . . , pp. 155-156.

American society, particularly colleges and universities in the urban centers, do look away while a large segment of the urban population faces a crisis in abject living conditions, lacking educational opportunity and the means for a fulfilling, productive life. The need for a positive approach and sensitive responsiveness from higher education to meeting the urgency of our society's current urban problem is further analyzed by Mancur Olson in his foreword to Universities in the Urban Crisis. Quite fittingly Olson refers to the action of colleges and universities in this area as a "spastic response."<sup>22</sup> That is, the modern university, often uncertain as to how to respond to the demands of its student body and changing social problems, frequently attempts to meet such demands impulsively. Conversely, a more sensible approach would be to implement an ongoing system to assess the academic, counseling, and financial needs of the urban students and of funding resources available to support those needs. Higher education can hardly afford to overlook the value of student input in arriving at such an appraisal and decision-making process. The Office of Institutional Studies can play a significant role in compiling pertinent information and surveying student background, needs, and

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<sup>22</sup>Thomas P. Murphy, ed., Universities in the Urban Crisis (New York: Dunellen Publishing Co., 1975), p. viii.



interest. Heightened by the expressions of the 1960's and 1970's, student quest for greater participation on the decision-making process that so directly affects their lives is not a new phenomenon in higher education. Also, insight from faculty and staff members who are in direct touch with students is paramount. For instance, Hall of Fame Basketball Head Coach Ray Meyer of De Paul University affirms: "Times have changed; we have a different society entirely. A lot of players come from broken homes. They haven't known a father . . ." <sup>23</sup> Ultimately, the goal of meeting the urban students' needs effectively, without more cooperative and reconciling relationships between the academic and Student Affairs areas regarding respective vested interest, such as those of budget and control, will be difficult to accomplish.

Not until the late 1960's and early 1970's did efforts to make higher education accessible to the disadvantaged, nontraditional urban youth begin to emerge. Indeed these efforts emerged only after tremendous social pressures across the land, including great controversies in colleges and universities. Yet, the controversies still loom in one form or another, whether in condescending arguments about lowering the standards and budget constraints, or simply founded on subtle institutional

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<sup>23</sup>"1,000 games" The Chicago Tribune, Jan. 9, 1982, Sports Sec. p. 1.

resistance to the presence of nontraditional disadvantaged students. Far too often the presence of these students in the classroom and on the campus at large becomes threatening to faculty members and administrators who are unfamiliar with their needs. The needs of these students require the teaching of new subjects, new teaching methods and techniques as well as increased supportive services.<sup>24</sup>

However justifiable the institutional apprehensions might be, a strong argument can be made that since institutions of higher education met the difficult social needs and demands of a century ago in widening educational opportunity for the then underprepared, underprivileged youths, they should now be able and expected to widen educational opportunities to contemporary America's non-traditional, urban disadvantaged students. For if institutions of higher learning have developed to the degree of becoming a major integrating force in our society,<sup>25</sup> then colleges and universities must be responsive to the current needs as they were in the second half of the nineteenth century. They should respond in a positive manner to assist contemporary America to train and educate its disadvantaged youth.

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<sup>24</sup> Nieves, Puerto Ricans . . . , Part I, 1st page. (Study is not paginated.)

<sup>25</sup> Laurine E. Fitzgerald et al., eds., College Student Personnel: Readings and Bibliographies (Boston: Houghton Mifflin Co., 1970), p. 8.

Another dimension of this argument is that in aiding society to find solutions to its contemporary urban crisis, it would seem more profitable to expand educational opportunity than not to because trained and educated people tend to become independent, to provide for themselves and their families and to enrich their community through their work, purchasing power, and involvement in the community's future.<sup>26</sup> On the other hand, families dependent on welfare or unemployment compensation have minimal purchasing power and are a burden on the taxpayers of the community. For the lack of adequate skills in a highly competitive modern job market, the untrained and uneducated suffer a perilous fate: they are subjected to low wages, volatile job security, and to the kind of deteriorating environment that too often becomes a social trap for themselves and their children.<sup>27</sup>

Now, it is true that since the founding of the land-grant colleges and universities, the high school system has been established to provide the necessary skills of a secondary education. But it is also true that not every high school graduate is well prepared to do

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<sup>26</sup>Ronald G. Corwin, Education in Crisis: A Sociological Analysis of Schools and Universities in Transition (New York: John Wiley and Sons, 1974), pp. 125-131.

<sup>27</sup>Harrington, The Other American . . . , pp. 10-19.

independent college work. Moreover, the present level of technological advancement and sophistication may require more than a high school education. It is nonetheless that need--to develop the skills to do independent college work--that is crucial to the nontraditional, disadvantaged student. The overwhelming evidence suggests that it is this student who is less likely to survive in college.<sup>28</sup> Therefore, it is this student for whom special programs are necessary at the college level so that educational opportunity can be made humane and practical as well as accessible. It is, indeed, impractical to recruit students who are academically underprepared for college work, without the institution taking specific steps to provide educational support services so that these students may have a fair chance of survival. It is further less than humane to raise the hopes and expectations of disadvantaged students for social and economic advancement by bringing them into the university, only to have those hopes shattered for the lack of adequate supportive services--knowing that these students do need help.<sup>29</sup>

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<sup>28</sup> Humphrey Doerman, Toward Equal Access (New York: College Entrance Examination Board, 1978), p. 39. Also Alfred L. Moye, "Students and the Admissions Decision" in W. Todd Furniss and David P. Gardner, eds., Higher Education and Government: An Uneasy Alliance (Washington, D.C.: American Council on Education), p. 75.

<sup>29</sup> Nieves, Puerto Ricans . . ., pp. 40-42. (Study is not paginated.)

Therefore, the traditional approach of comparing the disadvantaged with the traditional student has limited value since they come from different backgrounds and often have different expectations. While it is merely expected of the well-to-do traditional student, for most disadvantaged students to successfully matriculate and graduate so as to escape socio-economic deprivation is a remarkable achievement in itself.

The classroom is by far not the only disadvantage, however. Once at the job market, the Latino college graduate must contend not only with expected competition from his former classmates, but also with suspicion, mistrust, and prejudice. The New York magazine dedicated its August 7, 1972 issue to an examination of the Latinization of New York City, and its editorial acknowledged that:

The Latinization of New York began shortly after World War II . . . The new arrivals . . . suffered miserably . . . ; we tended to greet them with fear and hostility . . .<sup>30</sup>

But even when employment is found, discrimination is often evidenced in the low salary often common among Hispanics when compared with the income of other Americans. As the "Report of the President," March 1973, asserted:

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<sup>30</sup>"Between the Lines," New York, August 7, 1972, p. 4.

These income differentials undoubtedly reflect to some degree the discrimination in hiring and promotion which confronts Spanish-speaking workers.<sup>31</sup>

"What is true for Hispanics in general," commented the United States Commission on Civil Rights in its 1976 report, "is even more pronounced for Puerto Ricans, who are the most disadvantaged Hispanic group."<sup>32</sup> The Commission found that:

Even in the "better" occupations, Puerto Ricans are grouped near the bottom of the earning scales. Those in professional and technical work are primarily technicians. Puerto Rican managers and administrators are mostly in wholesale and retail trades, rather than in manufacturing or with large corporate organizations . . . <sup>33</sup>

The Commission further found that among:

Factors affecting unemployment and low income . . . , racial and ethnic discrimination . . . certainly are factors in many cases. The evidence is compelling that racial, ethnic, and sex discrimination are barriers to job opportunities for Puerto Ricans . . . <sup>34</sup>

The point here is not to attempt to prove that there is employment bias against Latin Americans, but to suggest that the prospect of employment and professional discrimination may operate adversely on the educational

<sup>31</sup>"Manpower Report of the President" (March 1973), pp. 102-103, U.S. Department of Labor, as quoted in Puerto Ricans in the Continental United States: . . . , p. 61.

<sup>32</sup>Ibid.

<sup>33</sup>Ibid., p. 52.

<sup>34</sup>Puerto Ricans in the Continental United States: . . . , pp. 56-57 and 61.

achievement and final graduation of Hispanic American students. For if it is true that (a) ". . . social background has more influence on educational attainment than is revealed . . . ," (b) ". . . socioeconomic status does have a persistent effect . . . on achievement . . . ," and (c) ". . . most of the social class measures . . . were significantly related to final graduation rates, especially among students who were average students in high schools . . . ,"<sup>35</sup> then one could argue that the thought of having to contend with the problems of employment and professional bias that too often limit professional and social mobility for Hispanics can have an adverse psychological impact on the person's educational motivation and academic achievement.

Two other aspects related to the above theory of socio-economic influences on educational achievement have to do with the student's self-perception and the perceptions of others about him/her, namely the "self-fulfilling prophecy." In the case of self-perception, since self-concept is learned not only from the family and the peer group, but also from one's interaction with the institutions, culture and society,<sup>36</sup> it should follow that if

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<sup>35</sup>Corwin, Education in Crisis: . . . , p. 130.

<sup>36</sup>Harry L. Miller and Roger R. Woock, Social Foundations of Urban Education (New York: Rinehart and Winston, 1973), p. 212.

employers constantly practice discrimination toward a social group, then they, too, contribute to members of that group perceiving themselves and being perceived as inadequate and less capable. Employment, in that sense, rather than helping to bring the disadvantaged into the mainstream of American society by breaking the cycle of discrimination and economic barriers, can serve to carrying out a step further the sequence of inequality and social injustice. Therefore, while economic anxieties originate in the basic needs for food and survival, Allport believes that "they ramify into the need for status, prestige, and self-esteem."<sup>37</sup>

Secondly, the "self-fulfilling prophecy" theory, like the negative self-concept, is a perception that has been found to have detrimental effects on the achievement of the disadvantaged student. Whereas the latter emanates from within the student, the former is developed as the result of the teacher's perception that holds the student in disdain. Thus, Kenneth Clark in Dark Ghetto argues that the student performs at the level expected. What is even more tragic is that the student may internalize this negative behavior pattern and respond in a similar

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<sup>37</sup>Gordon W. Allport, The Nature of Prejudice (Garden City, N.Y.: Doubleday Anchor, 1958), p. 348.



self-defeating manner throughout life.<sup>38</sup> The "self-fulfilling prophecy" may also be likened to the earlier psychological theory of the "well-deserved reputation" in that:

The prejudiced person almost invariably explains his negative attitude in terms of some objectionable quality that marks the despised group.<sup>39</sup>

In conclusion, given the needs of society, what should universities do to address those needs? First, the rate of social sophistication and educational advances among the wealthy and middle class vis-a-vis the millions of inner-city dwellers who lag far behind must be dealt with. The social disparities are so great that it is becoming increasingly difficult for the socio-economically disadvantaged to keep pace with the demands of a complex society in the present technological era. As a result, many inner-city communities often lack not only in economic resources but also in trained personnel that can provide the leadership to bring about social change and solutions to the diverse kinds of poverty common in such communities: rampant unemployment, deteriorated housing, abysmal education, lack of safety and social services to direct the young from gangs, drug

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<sup>38</sup> Kenneth Clark, Dark Ghetto (New York: Harper and Row, 1965). Also Corwin, Education in Crisis: . . . , pp. 140-141.

<sup>39</sup> Allport, The Nature of . . . , p. 83.

abuse and similar destructive activities, limited health and inadequate family planning, as well as the inability to attract business enterprise as to be able to raise the economic power of these communities.<sup>40</sup> Consequently, too frequently the dwellers of these neighborhoods perceive themselves outside society and resort to aggression and confrontation as means to solving their frustrations.<sup>41</sup> Universities must share the responsibility to train leadership in the inner-cities. Talent-search and special programs must be expanded as to begin to make a noticeable impact. By helping to educate and train the young in inner-city depressed communities, the ember of hope may have a chance to further spark the drive of new generations to break the yoke of poverty, which has for too long stifled underprivileged youth.

Secondly, the present level of technology may require more than a high school education not only for college but for an increasing number of industrial occupations as well. One may observe such a phenomenon, which could be considered as a gap between technology

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<sup>40</sup>Edward C. Bandfield, The Unheavenly City Revisited (Boston: Little, Brown and Co., 1974), pp. 128-147. Also Sandor Halebsky, The Sociology of the City (New York: Charles Scriber's Sons, 1973), pp. 469-475.

<sup>41</sup>Salvador Minuchin et al., Families of Slums (New York: Basic Books, 1967), pp. 4, 128, 138-139, 174.

and education, present at various levels of society to the extent that apparently high schools across the country seem unprepared to keep pace with fast emerging technological advancements. The fact that numerous corporations, as well as the Armed Forces, have established compensatory education leading to the specific training required by the various technical occupations and tasks of operating the complex modern machines, speaks to the need for institutions of higher education to take similar action. By so doing, they can become more useful to all sectors of society and best meet the needs of the diverse clientele of today's student body.

Third, universities should endeavor to keep pace with social changes. That is, as society attempts to become more egalitarian and reaches out to those sectors that have too long been neglected, it is essential that the institutions of higher learning make adjustments to accommodate the exigencies that the undergoing social changes are bound to place on higher education. Because of the diversity of demands for equality of opportunity and social advancement since World War II among women, blacks and other disadvantaged groups, various institutions in society have been called upon to bear the brunt of such demands. For instance, President Franklin Roosevelt in 1940 first considered the need for racial integration in

the Armed Forces, and a decade later during the Korean War President Harry Truman ordered race segregation terminated in the military;<sup>42</sup> in 1954 the United States Supreme Court declared the separate but equal infamous practice of school facilities inherently unequal;<sup>43</sup> in 1964 President Lyndon Johnson successfully pushed through the United States Congress legislature leading to the "war on poverty" and followed with major Civil Rights legislature that effected social change on behalf of the "culturally deprived" and those who had for too long been denied opportunities.<sup>44</sup> More recently, the news media has kept the public informed about unique events following the women's rights movement. The Armed Forces, for example, have undertaken to integrate women at various levels that in the past were exclusively assigned to men, such as service in naval warships and flying in the Air Force. Similarly, numerous police and fire departments throughout the nation are integrating women into the police patrols and fire fighting personnel.<sup>45</sup>

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<sup>42</sup>"Blacks seeking Army integration" in "Excerpts from taped candid Roosevelt conversations," Chicago Tribune, January 14, 1982, Sec. 1, p. 7.

<sup>43</sup>Guttek, An Historical Introduction . . . , pp. 206-207.

<sup>44</sup>Ibid., pp. 216-220.

<sup>45</sup>Stewart Lytle, "Soldier wasn't pregnant, she faked it: Army," Dallas Times Herald, as published by the Sun-Times, December 28, 1981.

It is essential that social institutions make an effort to foresee what internal problems may arise as a result of such social changes and attempt to put in place effective corrective measures. Some institutions, on the other hand, either resist change fiercely, thus exacerbate the difficult situation and invite conflict. Yet others simply give parsimonious support, which tends to result in similar chaotic consequences.

As most major social institutions attempt to make adjustments to accommodate the urgent demands of a rapidly changing society, it would be a travesty if colleges and universities failed to keep abreast with their share of responsibility for social change. Therefore, colleges and universities must develop academically sound special programs to attract the disadvantaged students. The core of these programs rests on three basic support components: 1) relaxed admission criteria as to allow talented, yet underprepared youth to be recruited; 2) three to four semesters of no academic risk (no probation) to allow such students to work, free from fear of failing, toward eliminating their academic deficits; 3) academic, psychological and financial supports that include--credit based developmental courses to raise the necessary skills in oral and written communication, math and science, effective study strategies and organization to college level,

(tutoring and, when necessary, individual attention obviously must be provided); personal counseling and academic advisement to assist these students understand their needs and difficulties and accept their responsibilities; a financial aid package of federal, state and institutional funds to enable these students to pay for their education and permit them to realistically concentrate on their school work and on eliminating their academic deficiencies.

Two final points: first, in order for these programs to be effective in their function of expanding educational opportunity to disadvantaged students, such programs should be housed in areas that would offer the students maximum support, based on sound academic objectives and understanding of the students' needs. Secondly, while the immediate aim of these programs is to provide access of post-secondary education to disadvantaged students, the long range goals must be to integrate these students as rapidly as possible into the mainstream of higher education. To this end, full institutional support is essential.

The foregoing chapter provides the theoretical background for the creation of special programs, whose major functions should be the following: 1) recruitment of the disadvantaged, nontraditional students, 2) the

provision of support services, and 3) the integration of these students into the mainstream of American higher education. The chapters that follow will bring into focus the creation and development of one such program, which in the short time it has existed at Northeastern Illinois University has already made its impact felt in Chicago's Hispanic community.

## CHAPTER III

### PHASE I--1971-1972 SCHOOL YEAR:

#### THE BACKGROUND OF PROYECTO PA'LANTE

Up to this point, this dissertation has been concerned with presenting a theoretical framework to support the program development needed to bring disadvantaged youth into the mainstream of American higher education. In the chapters that follow, the dissertation turns its attention to the discussion of one such project, Northeastern Illinois University's Proyecto Pa'lante. This is not to suggest that the path to the implementation of Proyecto Pa'lante was free from hurdles or that once proposed, the institution was readily disposed to implement the program. In a recent interview with this writer, Dr. Jerome Sachs, then University President, recognized that "the University was unprepared to meet the needs of the Hispanic students at that time." He cited budget pressures as one of the reasons and argued that "to meet such needs, you have to plan in advance . . . and prepare some faculty position." But then the President carved a way out in his argument by observing:



. . . when your budget calls for a certain amount of money and the faculty realizes you can hire five new faculty members, you have fifteen departments asking for those five new faculty positions . . .<sup>1</sup>

One can only wonder whether it does not fall under the purview of the administration to clarify to those departments the reason and purpose for those new positions. The President lamented:

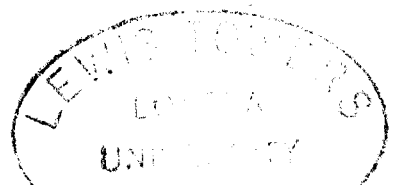
. . . I've always felt a little odd that if you read any university catalog, you'll find that the university dedicates itself to making changes in students. It resists fiercely change in itself.<sup>2</sup>

In a recent similar interview, Randolph Hudson, then Dean of the College of Arts and Sciences, recalled that whatever adjustments were made by the University "were essentially negative," merely giving students "exceptions from the usual flunk-out rules," as to permit them physically to stay in the University longer than previous students, instead of providing services and building supportive systems. The Dean amplified his criticism of the University by pointing out that he had written to a colleague friend who was Vice President at the University of Massachusetts at Amherst and asked him the necessary cost of supporting an adequate minority program. The Dean was given a "rule of thumb" figure of about \$3,000 per

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<sup>1</sup>Interview with Dr. Jerome Sachs, first President, Northeastern Illinois University. Date of interview: August 7, 1981; interviewer: Maximino Torres. For further information, see Appendix IV, pp. 259-260.

<sup>2</sup>Ibid.



student for "desirable and probably necessary" services. But when he conveyed the figure to Northeastern Illinois University's Executive Council, "there was no discussion of it" because as the Dean explained:

. . . we were in no position to really allocate much of anything. That's why I believe most of the original allocations were negative rather than positive, simply waiving certain laws rather than building in support systems.<sup>3</sup>

Several things are misleading in the above \$3,000 figure. First, it is too general and fails to specify that normally a large share of the bill for these programs is tagged to the federal government under the Higher Education Act and financial aid to students. Secondly, it does not say that another large segment of the bill is borne by the state under similar grants. Third, it does not explain that services provided for these students, such as tutoring or curriculum additions can also be used by students from the general population who often do need them or have interest in them, hence part of the cost can also be charged to institutional funds. Moreover, an added value here is that this sharing of services would lend to integrating the minority students with the general student population, thus enriching one another culturally and

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<sup>3</sup> Interview with Dean Randolph Hudson, College of Arts and Sciences, Northeastern Illinois University. Date of interview: June 9, 1981; interviewer: Maximino Torres. For further information, see Appendix V, pp. 282-283.

educationally, a tremendous educational value of a mutually rewarding experience.

Regrettably, another consideration is that since the federal and state resources were available at the time to which the Dean is referring, 1971, when the Latino students presented their objectives to the University administration, it seems feasible that the University may have been reluctant to embrace such programs because of fears of lowering its standards and prestige, not to mention possible apprehension of discipline about disadvantaged students. This claim was expressed about the Latino students, as the then President of the organization that presented the objectives stated recently in an interview, referring to the University Counseling Center:

. . . It was a very cold atmosphere. It did express one of the attitudes pervasive among some of the faculty, not all but some . . . that the students . . . under special programs were getting favoritism and that we would lower the standards of the school . . .<sup>4</sup>

Also, in 1973 sixty-two of the 345 Latino students at Northeastern signed a letter they sent to the Chicago Tribune, calling for a probe of serious problems they were having at the science departments. Among these problems they cited poor grading practices, by which, reportedly, Latino

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<sup>4</sup> Interview with Mr. Samuel Flores, former President of the Union for Puerto Rican Students. Date of interview: May 19, 1981; interviewer: Maximino Torres. Appendix VI, pp. 314-315.

students were being "weeded out of the health and science fields . . . The only way these teachers think of us is that we have a 'language barrier,' so, that settles it all for the Latino student."<sup>5</sup>

Conversely, when one compares the enormous expansion that Northeastern was undergoing in the short span since 1965 when it was solely a teachers college, one can safely speculate that the difference in funds being spent on the general student population vis-a-vis the disadvantaged students must have been staggering. That difference can be inferred from the University President's Position Paper of October 7, 1971:

. . . In this process of rather rapid growth, we did not . . . define our goals more sharply. In the period from 1967 to the present, we have added 3 programs for prospective elementary school personnel and 16 programs for secondary school personnel and 18 programs in the liberal arts; in addition, we have added 17 graduate degree programs, 14 of them being replacement of MAT programs by MA and MS Programs.<sup>6</sup>

In his "Position Paper," President Sachs applauded the University's rapid expansion by asserting that it was

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<sup>5</sup>Data obtained from files at office of Hispanic Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978. Also, "University will probe bias charge by Latins," Chicago Tribune, Dec. 20, 1973, Sec. 4A, p. 3. Enrollment figure is from "Headcount and Percentage Distribution of Students . . .," Office of Institutional Studies, Dec. 16, 1975.

<sup>6</sup>Position Paper by President Sachs, distributed to all members of Northeastern Illinois University community, October 7, 1971, p. 2.

"the right time" for further growth and that "a great deal of time and energy has been expended over the past five years in efforts to obtain more land." He then announced that two new academic buildings under construction at that time, the College of Arts and Sciences Building and the Classroom Building, were scheduled to open by January of 1972 in the following academic year.<sup>7</sup>

In view of the University's physical expansion, one must question why the University Executive Council was "in no position to really allocate much of anything" for disadvantaged minority students, as was asserted by the Dean of the College of Arts and Sciences, a member of that Council. It is not that one would object to the University's rapid development. Quite the contrary, the criticism is directed at the apparent neglect by the institution's administrators and other planners to seriously provide for the needs of the community's disadvantaged youth, particularly for educational opportunity, as part of the University's growth. It is possible to conclude that programs to serve the underprivileged were subjected to undue scrutiny, if not opposition or neglect. Perhaps this is what sets the underprivileged so far apart from the privileged--one gets few social services without a struggle, the other reaps the wealth of the land.

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<sup>7</sup>Ibid., pp. 3, 7.

Chapter III will investigate the reasons, the arguments both pro and con, and the steps that eventually led to the creation of Proyecto Pa'lante. The chapter is divided into two sections: perceived needs of students and admissions process.

#### A. Perceived Needs of Students

Our discussion will focus on the statement of needs transmitted by the Union for Puerto Rican Students to the Associate Dean of Students on September 2, 1971.<sup>8</sup> The students who were active on behalf of the small Latino population on campus were primarily freshmen and sophomores. But their familiarity with the experiences of the harsh environment they had endured in their community may have been the sustaining force that guided them to recognize, perhaps instinctively, the prevalent needs Hispanic American students face in higher education and to articulate recommendations to address such needs. Although Dr. Howenstine, the Vice President for Student Affairs and Dean of Students, referred to the grieving students' rudimentary approach, he also stated that "... probably

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<sup>8</sup>In their letter of September 2, 1971 (Appendix II), the students addressed Dr. Pitts as "Dean of Student Affairs"; his correct title then was Associate Dean of Students. Dr. William Howenstine held both titles of Vice President for Student Affairs and Dean of Students. The Associate Dean's name was Griff Pitts. See Appendix IIa for the document referred to above.

the most disconcerting thing for administrators was the novel approach that students had, their lack of knowledge and concern for protocol . . ." <sup>9</sup> President Sachs acknowledged that the students, nonetheless, showed in-depth understanding of the dimensions of the problem, which he and the University did not know. <sup>10</sup> Possibly, the students' disregard for protocol was an outlet for the frustrations that they were facing. Perhaps, these Latino students, although in an unsophisticated manner yet convincingly, were exposing and attempting to rectify the conditions to which they were being subjected at the University. This may have been threatening, indeed embarrassing, to various members of the University.

But it is only fair to note that the three members of the administration who were interviewed were quick to praise the students for their concern and sense of commitment. Still they seemed preoccupied with the prospect that any oversight on their part or the University at large might be viewed as intentional and were careful to go through lengthy explanations to abate that. ". . . We didn't know the dimension of the problem," exclaimed the University President, adding:

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<sup>9</sup> Interview with Vice President Howenstine, Appendix I, p. 222.

<sup>10</sup> Interview with President Sachs, Appendix IV, pp. 257-258.

I saw the students' request as quite reasonable. When you get a group like the Hispanic Americans who become aware of the need for higher education and go out after it, then it is the responsibility of any head of a public institution to aid and abet that . . .<sup>11</sup>

Howenstine, Vice President for Student Affairs and Dean of Students, reminisced that he did not recall that the students' concerns were unreasonable and anguished at the realization that for the most part higher education has not looked far beyond Anglo-American middle class students and values:

. . . Hispanics in general across the country were represented in higher education by very low percentages . . . This pattern had been accepted up until recent years by those who dominated in higher education and those who were dominated.

To an astonishing degree, our students have an insight view of a non-Anglo culture, a context of which is the educational advantage of our school to other schools. Many of our students speak a non-Anglo language and know the customs and values of their non-Anglo heritage through . . . family experiences . . . What are we doing to build on the rich background of our students? Do we permit them to study the history, geography and arts of their ancestral heritage? . . . Must we ignore these areas because it has been traditional to stress only Western Europe?<sup>12</sup>

Dean Hudson of the College of Arts and Sciences aptly observed that financial aid problems took a heavy toll on disadvantaged students' success since they

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<sup>11</sup> Interview with President Sachs, Appendix IV, pp. 261-262.

<sup>12</sup> Interview with Vice President Howenstine, Appendix I, pp. 228, 233-234.



affected the way these students responded to school obligations and were frequently penalized for it:

. . . Financial aid problems often show indirectly when students simply don't have the money to afford the CTA (Chicago Transit Authority) and . . . are written off as lazy, when it is really financial problems when they are unable to arrive on campus or buy their textbooks or, not to mention, buying lunches.<sup>13</sup>

The Dean of the College of Arts and Sciences elaborated that "the Latin American students presented a new kind of problem" since frequently there was a significant difference between the students' genuine abilities and their performance levels as they found themselves in a "strange and alien environment." As part of the solution, along with academic, psychological, and financial aid supports, he stressed that he subscribed to "the general feeling that the students should be isolated from academic probation . . ." to allow them time to correct their academic deficits.<sup>14</sup>

As can be seen, then, neither the University's Executive Officer nor his Vice President for Student Affairs or the Dean of the College of Arts and Sciences refuted the students' claims that they were suffering from severe problems, which the University was not addressing. In fact, not only did these university officers add

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<sup>13</sup> Interview with Dean Hudson, Appendix V, p. 280.

<sup>14</sup> Ibid., pp. 290-291.

credence to the students' concerns, but seemed very appreciative of the resolve, constructive criticism, and innovative well thought out recommendations that the students brought forward to begin working toward correcting the situation.

Yet the keystone that laid the foundations for the creation of Proyecto Pa'lante and for the continuous progress that the Latin American students accomplished at Northeastern Illinois University was the objectives that the Hispanic students organization presented to the university administration on September 2, 1971. The students who collaborated on these objectives gave their time and effort, and the impressions they left on the University and made on their community is a matter of record that will undoubtedly be remembered for years to come. An examination of the group involved in formulating and presenting the objectives reveals that the group was first comprised of 15 active students, or approximately one-fourth of the undergraduate Latino enrollment. During the fall of 1971 six additional students joined the group, which remained cohesive, attracting several new students every year during the time the original group of 21 participants remained at the University. Among the group of 21 students, there were two Mexican Americans, one Panamanian, one Cuban, one Colombian, and the fourteen

others were Puerto Ricans.<sup>15</sup> All 21 students of that original group graduated,\* and seven have completed graduate programs.<sup>16</sup> The professional achievement of these graduates rank as high marks of our young Hispanic community. For instance, one has served as an attorney for the city of Chicago, another has been a member of the Chicago Board of Education, two are tenured faculty members in higher education institutions in Chicago, another has served as director of the Latin American Boys Club in Chicago's Humboldt Park neighborhood, the Miguel Barreto's Boys Club, and is currently the Executive Director of a multi-purpose social agency in Chicago's West Town community. Moreover, another of those graduates is employed by Chicago's Department of Public Safety as a Community Resource Specialist, and the majority of the rest of the group have held teaching positions with Chicago's public

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\* A footnote in regard to that Hispanic student organization might be pertinent at this time. The Union for Puerto Rican Students at Northeastern Illinois University continues to exist, but since 1975 it has undergone a radical change with unfortunate implications to its ability to further the innovative programs that the Hispanic students had been able to achieve in the University since 1971. This change in that organization will be discussed under Chapter VIII.

<sup>15</sup> Data obtained from records in the office of the Hispanic American Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978.

<sup>16</sup> Data obtained from records in the office of the Hispanic American Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978.

school system since they graduated from Northeastern Illinois University.<sup>17</sup>

#### B. Admissions and Project Success

As we proceed with our review of the objectives formulated by the Hispanic students and with our discussion of the perceived needs that those recommendations were attempting to address, it may be helpful to isolate several excerpts from testimonies given by two of those Northeastern Illinois University graduates in our recent interviews. As stated in the Preface, the interviews were conducted to ascertain an overview of the University setting at the inception of Proyecto Pa'lante. The excerpts cited in this chapter represent an overall description by two of the students who were critically involved in resolving the conditions that they described as part of the Latino students' experience at Northeastern Illinois University. For example, Mr. Samuel Flores, the then President of the Union for Puerto Rican Students recalled the following:

. . . There were very few of us in the University. I myself came under Project Success . . . I was one of the first few Spanish-speaking recruits in the entire program . . .

. . . We had to rely on one of the professors . . . who had expressed sympathy and didn't hold any prejudice toward us . . .

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<sup>17</sup> Ibid.

We needed someone . . . who could seek some of the services we desperately needed.

. . . Project Success was like the mother who brought a child into the world and walked away . . . brought a few of us into the University, then forgot about us. We were lost . . . We had no resources . . . did not provide what the Latino students needed.<sup>18</sup>

Another student who was actively involved in seeking solutions to the vexing problems was Mr. Miguel del Valle. He is currently Executive Director of Association House in Chicago, holds a master's degree in counseling and in our recent interview recounted his experiences of 1970, when he was pursuing undergraduate admission to Northeastern Illinois University. Like most Latino students fresh out of high school, he had very little information about admissions procedures at universities, yet made his decision to attend college based on encouragement from his family.

. . . I had heard about Project Success . . . and contacted the Coordinator . . . I went in and explained to him I was interested in attending that institution. He told me that Project Success was a program designed to recruit minority students, but that at the time they were filled up, they had as many students as they could handle . . . My feeling . . . was, I was not being responded to . . . because I was not black . . . although he did indicate there were a few Latinos in the program . . . I became very discouraged. I didn't want to proceed further . . .<sup>19</sup>

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<sup>18</sup>Interview with Mr. Samuel Flores, Appendix VI, pp. 307-311.

<sup>19</sup>Interview with Mr. Miguel del Valle, Executive Director of Association House and alumnus from Northeastern Illinois University. Date of interview: June 12, 1981; interviewer, Maximino Torres. For further information, see Appendix VII, pp. 324-325.

Anguished by this unfortunate disappointment, del Valle was comforted by a peer who encouraged him to apply through regular admissions. But many Latino students, unsure about themselves and their own potential, often tend to convince themselves that they are not good enough or prepared to pursue a college education. Although reluctantly, del Valle went ahead and applied to Northeastern through regular admission:

. . . just to give you an example of how I was feeling then, I went and contacted a naval recruiter. It was an interesting coincidence because the same day I was to sign final papers to go into the navy, I received a letter from Northeastern . . . I decided I was going to school . . . If that letter would have come one day later, I would have joined the navy.<sup>20</sup>

The point both Flores and del Valle seem to make is that not only was the Office of Admissions negligent for having no evident effort for recruiting Hispanics, but that Project Success, as the University's minority program, had failed to fulfill its obligation to Chicago's Latin American community. First, the program's Latino recruitment was so low that the Latinos it had recruited appear to be more an act of sheer expediency as to give the impression that it was recruiting Latinos, rather than a needed commitment to the city's Latino community. Secondly, the program seems to have overlooked the needs of its few Latin recruits so

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<sup>20</sup>Interview with Mr. del Valle, Appendix VII, pp. 324-325.

critically that the students, aided by fellow Hispanic peers, decided to pursue the following course of action: 1) the hiring of a Hispanic counselor by the University to provide support in counseling and advocacy; 2) present the University administration with a set of objectives that would initiate the University's process of addressing the complex problems these students were encountering on campus; 3) the eventual creation of Proyecto Pa'lante to make the University accessible to Hispanic youth who otherwise would not be admitted to the University.<sup>21</sup>

It would be an irony, if not a mistake, to view, however slightly, the experience of the Latin students with Project Success as merely an ecological problem, germane only to minorities competing for scarce resources, as Northeastern Illinois University's former Vice President for Student Affairs, undoubtedly without ill intentions, reasoned in our interview of May 21, 1981:

In ecology we learn that if resources are limited, competition more than increases. The resources in this case are higher education, the number of slots in the entry class, the number of scholarships available, all of which could be perceived as limited resources. From an ecological viewpoint, it is normal to anticipate that a special program led by a person of one minority group, unless that person is a very remarkable individual, the program is not going to have a broad spectrum recruitment of all the possible minority groups . . .<sup>22</sup>

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<sup>21</sup> Appendices II, IIa, and III.

<sup>22</sup> Appendix I, p. 231.

While the above ecological theory is likely to produce a logical explanation of what can happen when competition for limited resources occurs, it falls short of going to the root of the problem when such shortage of resources occurs with regard to the disadvantaged minority groups. Far too often the problem is endemic of double-minded policies of white America, which, while seeking to shed its guilt for having inflicted excruciating pain and suffering to its black citizenry, refuses to relent its grip on total control over the institutions of power. Admittedly, this matter touches the American conscience on a raw nerve, hence white America often wants the truth mitigated by complacency. But is it not also true that most common resources are limited to the disadvantaged minority groups, yet plentiful to white, middle and upper class America?

Far too frequently the same groups that have persistently been deprived of economic, educational, and social advancement are also pitted against each other, locked in a no-win contest. Thus, white America too often makes a mockery of the claims for social justice by those it has oppressed for too long. If this seems to be excessive criticism of a society that portrays itself as deploring social injustice, one can then look with dismay at the purge of white liberals who in the



1960's and 70's supported social causes and lost office in the elections of 1980. And the conservative mood in the United States Congress following the 1980 elections, curtailing much social legislature of previous decades yet approving \$1.5 trillion for the military during the following five years,<sup>23</sup> as well as President Reagan's subsequent attempt to give tax incentives to private schools that practice racial discrimination,<sup>24</sup> are no less disturbing.

What happened at Northeastern Illinois University with regard to Project Success and the Latin American students is a vivid reflection of the larger spectrum of American society, where the black community, which was just beginning to get few concessions from the power structure was expected to become care-taker for other disadvantaged minorities. Viewing the panorama of hundreds of years of social neglect toward the black, and other minority communities as well, that was virtually an impossible expectation to fulfill. Hence it was not a case of Project Success, for example, walking away from the child it had brought into the world of the university, as Mr. Samuel Flores, points out above. Perhaps a more

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<sup>23</sup>"Help wanted? Minorities find slim chances," the Sun-Times, January 17, 1982, p. 42.

<sup>24</sup>Richard Reeves, "Reagan's mandate of shame," the Sun-Times, January 18, 1982, Views Sec., p. 31.

fitting analogy would be that the mother simply miscarried the child, for she had been abandoned for over two centuries, she had been neglected, beaten, unclothed, and un nourished--she could hardly bear her own child, let alone now care for the Latino child, too.

As in the case of Project Success with regard to the Latin American students, several things can go wrong with placing the black community on a care-taker proposition over the other minority groups. First, it is as unfair to blacks as to the other groups because blacks are made to bear the brunt of the discrimination by the power structure and can be viewed by the other groups as assuming, what is perceived to be, a denigrating role. Among minority groups, there is a distinct difference between a black or another minority person being hired in a capacity of responsibility, e.g., coordinator, director, faculty member, dean, vice president, principal, manager, so on, and lumping the disadvantaged together under the direction of another minority group to resolve their social problems. Secondly, the other groups are relegated to perennial submission, as though incapable of self-determination or of developing their own leadership; it continues to negate the importance of their identity and the significance of different solutions to different problems among varying groups. These are

essential rights in a free society. Third, there is the danger that the resources might be directed in a skewed manner to the community of the group in charge. Fourth, such an arrangement, expedient to the power structure, tends to pit oppressed people against each other, is used to "divide and conquer" and to divert the frustrations and anger of these groups from the correct target (the power structure) and the correct course of action to resolve their problems. Fifth, lumping minority groups together so that they hopefully resolve the problems that racial and ethnic discrimination by the power structure caused is simply a way for white America to wash its hands off and refuse to recognize and rectify the injustices it has inflicted on these groups. Such an arrangement might further suggest that there never was any contrition for those repeated wrongs and that, in effect, those transgressions still persist.

The foregoing discussion of the persisting abridgement of opportunity is not to say that Northeastern Illinois University's administration of the early 1970's was intentionally guilty of denying Chicago's Hispanic American youth educational opportunity. Neither is it to imply that the administration was involved in any complicity to effect the regrettable experiences that resulted when Project Success, as the school's minority

program, was expected to relate to the educational needs of Chicago's Hispanic community in a more affirmative manner than what it did. But since the university is indeed a reflection of its society, to that extent Northeastern was not alone in the omissions and infractions that then were common throughout higher education with regard to the needs of the Latino students.

For instance, at about the same period that the Hispanic students were attempting to improve their conditions at Northeastern Illinois University, similar corrective actions by the Hispanic students and community were taking place in many parts of the country. In the summer of 1970, a position paper was published by Macías, Gomez-Quiñones, and Castro, in coordination with the Mexican American Cultural Center at the University of California, outlining objectives for expanding educational opportunities for Mexican Americans.<sup>25</sup> In the 1970-71 academic year, the Puerto Rican and Chicano students at Harvard University submitted a program proposal for Chicano and Puerto Rican studies, prefacing that ". . . there is nothing in the curriculum which reflects concern for Chicano and Boricua participation in the

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<sup>25</sup>Reynaldo Macías et al., Chicano Studies Institutes, Summer 1970.

mainstream of higher education."<sup>26</sup> From 1969 to 1973, under pressure from the Puerto Rican community, seventeen CUNY (City University of New York) colleges had increased the number of programs or department of Puerto Rican studies from 35 in 1969 to 155 in 1973, with an enrollment expansion from 1,687 to 8,856 during the same period.<sup>27</sup> At the University of Illinois Chicago Circle, Latins comprised only 500 or approximately 2 percent of a total enrollment of 21,000 during the spring of 1973. Puerto Ricans represented only ½ to 1 percent. This new school, which opened in 1965 in an area populated by a large Mexican American community that was removed to make room for the campus, was faced with turmoil during 1973, leading to 39 arrests, as the city's Puerto Rican and Mexican communities demanded an expanded share of educational opportunity. Latin American student recruitment and studies programs were eventually established under the acronym LARES.<sup>28</sup> Similarly, the Hispanic student population at the University of Illinois, Urbana-Champaign,

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<sup>26</sup> Chuck Alcalá et al., A Proposal for the Formal Incorporation of Chicano and Puerto Rican Studies at Harvard University.

<sup>27</sup> Nieves, Puerto Ricans . . ., p. 31. (Study is not paginated.)

<sup>28</sup> "Circle recruiting hit," Chicago Today, Sept. 27, 1973, p. 10. Also "Circle Campus vs. The Latin Community of Chicago," a report by the Latin Community Advisory Board.

had a representation of only 70 students from a reported 30,000 general enrollment. This led to a University Task Force, ". . . organized to answer to the complaints of our Latin and Chicano students . . . ," with the results of improved recruitment and support efforts by the university.<sup>29</sup> At Loyola University of Chicago, LASO (Latin American Student Organization) released a position paper on July 14, 1975, charging that the University's Latin American student enrollment was only 2.6 percent. LASO's paper continued: "Loyola has failed in the past to attract many of our Latino youth, or to retain many of those it got . . ." LASO was seeking a Latino counselor to help correct the situation and complained that the university had only offered a part-time graduate student position, which the students felt was a lack of commitment. The university revised its offer and hired a full time advisor; the situation appears to have improved considerably.<sup>30</sup> This is only a brief recitation of the kinds of experiences that the Latin American students have had to contend with in higher education.

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<sup>29</sup> Newsletter by the Urban Hispanic Organization. Also letter from Professor Richard K. Barksdale, University of Illinois at Urbana-Champaign to Professor Ben C. Coleman, Northeastern Illinois University, dated May 15, 1973.

<sup>30</sup> "Statement about the Latin American Student Organization's Position concerning the Latino Counselor," July 14, 1975.

With regard to the issues involved at Northeastern Illinois University, the following conclusions can be drawn from recent interviews with three university officials and two Hispanic graduates from the period when the issues were raised:

1. The University obviously relied on the Office of Admissions and on Project Success respectively for general and special admissions recruitment, but both avenues proved inadequate in addressing the obvious need for an aggressive recruitment policy. Yet, the University apparently was complacent or unaware of the problem, as President Sachs explained:

. . . It was necessary for the students to draw our attention to the dimensions of the problem and to see that the problem was a very important one for us . . .

Perhaps we didn't do the right kind of recruitment . . . again, without saying we weren't guilty of some omissions . . . the changes occurred slowly . . .<sup>31</sup>

2. The remarks by Howenstine, former Vice President for Student Affairs, under whose authority Project Success had been functioning, brought a disturbing view into focus when he alluded to the low percentages of Hispanics' representation in higher education and that such a pattern of inequity had been accepted until

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<sup>31</sup>Interview with President Sachs, Appendix IV, pp. 258-259, 260-261.

recently by both those who were dominant and dominated.<sup>32</sup> This rationale, although the Vice President surely did not realize, is perhaps the fundamental flaw of American society: to view one group, in this case the white sector, as the dominant and the other as the dominated may well be where the injustice begins. Such a demarcation breeds arrogance and contempt from the sector that views itself as dominant toward the group that it views as dominated and submissive. And when members of the latter refuse to submit, they may be found in violation of the "established order," which may include criteria to deny educational and other advancement opportunities as to keep the one group perennially dominated and the other in unabatable power. This behavior pattern has been passed down from generation to generation in society so that it has become an internalized aspect of American culture. In Durkheim's terms, "the child's initiation into his society."<sup>33</sup> This behavior is learned from childhood as social roles are acted upon: discrimination, one learns to perform it, the other to accept it, often through punishment; segregation,

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<sup>32</sup> Interview with Vice President Howenstine, Appendix I, p. 228.

<sup>33</sup> Ivor Morrish, The Sociology of Education: An Introduction (New York: Barnes and Noble Books, 1972), p. 30.



fearing persons from racial minorities as strangers who bring crime and ruin to the neighborhood; school values, effects of socio-economic deprivation are equated with poor natural intellect, stereotyped educational materials; religion, "if God had wanted all men equal he would have created everyone white"; laws, influence of Jim Crow laws still current by emphasis on crime and superficial treatment of deprivation, also judgements that society is "not ready for that sort of integration." The "separate but equal" doctrine is only one manifestation of how deeply the above socio-cultural behavior pattern has affected American society. Its effects transcend discrimination against blacks; it has consequences for any racial or ethnic group that is viewed as not fitting the assimilation mold to become part of the "dominant" sector. Hence, it is not so much a problem of racial minorities rejecting integration, a stereotype often voiced, as the larger sector refusing to integrate them--and at what cost to their heritage. The American dilemma has led Barrera and associates to advance the theory of "the Barrio as an internal colony" in their study of the social conditions affecting the Latino population of the United States. Further, the authors recognized that the same concept has been drawn to

describe the parallel position of Afro-Americans.<sup>34</sup> Thus, the systematic pattern of excluding Latinos from advancement opportunities is overwhelming--in higher education in particular, as the former Vice President at Northeastern Illinois University observed.

3. The third conclusion that can be drawn from the interviews is that both the former President and former Vice President for Student Affairs recognized the need for change as drawn by the Hispanic students. "There were questions about recruitment: we could begin to do that," remarked the former President.<sup>35</sup> Also in his Position Paper, the President had called for a review of the school's admission policies:

. . . It seems essential to restate our urban commitment . . . Do our admission policies allow us full scope in serving the different needs of the different urban subcultures? How can we strengthen the programs we now have for the so-called "disadvantaged" students?<sup>36</sup>

With respect to the serious problem of recruitment by the Office of Admissions and by Project Success, the

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<sup>34</sup>Mario Barrera et al., "The Barrio as an Internal Colony" in Harland Han's People and Politics in Urban Society (Beverly Hills: Sage, 1972), pp. 465-498.

<sup>35</sup>Interview with President Sachs, Appendix IV, p. 264.

<sup>36</sup>Position Paper by President Sachs, October 7, 1971, p. 5.

former Vice President ascertained "This underscores one of the objectives of Proyecto Pa'lante."<sup>37</sup>

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<sup>37</sup>Interview with Vice President Howenstine, Appendix I, p. 231.

## CHAPTER IV

### COUNSELING, FINANCIAL AID, FACULTY AND PROGRAM NEEDS FOR HISPANIC STUDENTS

#### A. Hispanic Counselors

The term "counseling" has assumed several meanings in higher education. It increasingly encompasses a wide variety of functions under the loose denomination of "counseling." Among these functions are personal or psychological counseling, academic or educational counseling for undeclared majors, vocational counseling, foreign student counseling, peer counseling normally under the supervision of a professional counselor, and freshmen and transfer orientation, all of which are commonly found in the University Counseling Center. Then there are also financial aid and admissions counseling in those respective offices. The above various denominations are most commonly the progeny of the academic area under the combined nomenclature of "Department of Guidance and Counseling and Student Personnel," responsible for counselor education and for the training of those going into student personnel work, generally graduate degree programs. These programs also cover training for financial aid services, admissions

related services, and student support in residence halls and extra-curricular activities.<sup>1</sup>

Despite the above array of programs under the rubric of guidance and counseling and student personnel work, conspicuously absent have been courses and programs to teach and research both content area and methodology dealing with the counseling needs and other support requisites of black, Latino and other minority students. Generally, schools and departments responsible for counselor education and student personnel training have been reluctant to embark into these teaching and research endeavors because, by-and-large, the belief appears to be that counseling and student services in higher education should be treated with uniformity. That is, the standard practices and methodology of working with the traditional student population should also be applicable to working with the nontraditional students. The pertinent question here would be, how can the traditional practice and methodology that were developed to address the traditional, well prepared, middle class college student work in any attempt to resolve the needs of the disadvantaged, ill-prepared, nontraditional college student--without studying

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<sup>1</sup>E. R. Oetting, et al., The College and University Counseling Center (Washington, D.C.: American College Personnel Association, 1970), pp. 29-36. Also Laurine E. Fitzgerald, et al., College Student Personnel: Readings and Bibliographies (New York: Houghton Mifflin Co., 1970), pp. 6-18.

and considering the special and remarkably different circumstances involved? For the most part, whatever research has been done in this area has been left to individual student efforts and projects, with little encouragement from the departments, as though the findings would bear negligible contributions to the discipline. Therefore, it may be fairly safe to state that the field of counselor education and student personnel work might be a victim of its own omissions in this area. Obviously, the literature and understanding about the academic, psychological, and financial support needs of the disadvantaged students, and how those needs might best be served, remain remarkably lacking in scope and depth. For instance, do we generally know how to teach basic skills in written and oral communication to these students? Do we explore whether their linguistic background has any valuable application to both the teaching and learning of these skills? Have there been any new approaches considered to impart basic knowledge in math and science to these students and how we may assist them to reduce anxiety in the learning process of these skills?

Counselors, on the other hand, might reply that these are questions pertinent to the teaching areas. But should not counselors and other student personnel

professionals have a general awareness about new efforts and concepts relevant to these vital concerns, which call for a great deal of advisement and psychological support? More importantly, do we believe that these students can attain these skills or does the theory that they do not possess talent for college and therefore do not belong in higher education still persist--in spite of the proven progress and achievement among many of them? Do we know how, or have attempted, to exploit their talent?

What new insights does the counseling profession offer to assist and guide these students? Moreover, do these students visit the University Counseling Centers; if not, has there been any attempt by counselors to explain why or what is being done to attract them to benefit from the counseling services offered to the general student population in these centers?

It may be fair to say that since the presence of the disadvantaged minority students on the college scene in the late 1960's and 70's, traditional counselors and student personnel professionals have shed little light with regard to the above pertinent questions. In fact, in many instances, they have responded with a dim view, if not hostile attitude, about these students. Some of the more serious problems have been:

1. By their omission to include courses and programs that would have promoted research and understanding in this important area, the departments of counselor education and student personnel training may have contributed significantly to the uneasy relationship frequently found between the traditional personnel and the fairly recent minority newcomers in the field.

2. Lack of understanding by the traditional counselors and student personnel professionals toward the minority students and professionals, at times leading to severe controversies and isolation.

3. An alienating perception by traditional counselors who often view themselves above special programs counselors, reserving the term "professional counselors" to themselves and viewing the latter as simply "staff," even when they have compatible qualifications.

4. Adamant feelings often voiced by traditional counselors and student personnel professionals toward minority students in special programs, claiming that these students get favoritism, or "are too noisy to be serviced at the Counseling Center," where allegedly "they take seats from the regular students."<sup>2</sup>

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<sup>2</sup>Memorandum from Counselor for Spanish American Students to Associate Dean of Students, dated July 13, 1973; Appendix VIII.



Samuel Flores, a Latino graduate of Northeastern Illinois University, reflects:

. . . Latino students . . . walked into the Counseling Center . . . the type of atmosphere that I remember was racism and resentment, a negative response . . . The Counseling Department was nonexistent as far as the Puerto Rican student was concerned . . . we are talking about a certain population that had very little preparation, either at the home or the individual himself to begin . . . the new experience in higher education . . . So we are coming with that handicap from the start . . . The Latino parents . . . are just as new to their sons' and daughters' college experience as the students themselves . . . This situation is very remote to Anglo Counselors . . . Imagine how could the Anglo Counselor . . . address doña Maria as to . . . college life . . . much less be able to communicate . . . our parents may not speak English . . .<sup>3</sup>

5. The ominous absence of articles or reviews of materials about problems or other aspects of higher education with regard to minority students, in professional journals in the field of guidance and counseling and student personnel work. Particularly scarce are publications about the Latino college student.

6. Two of such few articles reinforce our general argument here as well as the above reflection by a Hispanic graduate of Northeastern. First from "Puerto Rican youth speaks out":

. . . I think that there's a problem with attitudes, not necessarily blatant racist attitudes--just the attitude . . . that English is the superior language . . .

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<sup>3</sup>Interview with Mr. Samuel Flores, Appendix VI, pp. 312-314.

. . . I think that what we are all trying to get at is that there's an attempt to make Puerto Ricans assimilate. To make all minorities assimilate into American culture and that is what guidance counselors shouldn't do--and is the first thing they try to do.

. . . I think it's because they're ignorant; they have stereotyped attitudes.

. . . When you refer to me as an immigrant, it makes me feel like I don't belong . . .<sup>4</sup>

It should be explained that the Puerto Rican youth were echoing the general dismay and discomfort in the Hispanic American community under the demand to forego Spanish and their cultural heritage. This is not to say that the obvious need to learn English is rejected. Nevertheless, most Anglo Americans view the efforts by Hispanics to keep their language and culture, while at the same time adjusting to the larger culture, as antagonistic. Nothing can be farther from the truth, and is the kind of misunderstanding that the departments of counselor education should consider to help their students in the profession resolve, particularly in areas with large Hispanic population.

For instance, Edward W. Christensen, Associate Professor of Education in the Department of Counseling and Personnel Services in the State University of New York at Albany wrote:

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<sup>4</sup>"Puerto Rican youth speaks out," Personnel and Guidance Journal, Vol. 50, No. 2, Oct. 1971, pp. 91-95.

There is a great deal of ignorance among mainland Americans with regard to Puerto Rico. A few years ago, when I was in the U.S. on sabbatical leave from the University of Puerto Rico, I brought my automobile, which had Puerto Rican license plates. A number of people asked if the car had been driven from Puerto Rico! Other typical questions reveal a lack of knowledge concerning this significant group in our society. Mainland Americans have asked: "Aren't all Puerto Ricans dark-skinned?" "Does one need a passport to go there?" "You won't serve me that hot and spicy food, will you?"<sup>5</sup>

If the above citation appears to be reflective of only the uninformed public, a closer look might hold some surprises.

In 1978, a newly appointed Vice President for Student Affairs at an Illinois State university in Chicago asked whether Puerto Rican students were American citizens.<sup>6</sup>

Professor Christensen wisely offers some suggestions to counselors of Puerto Rican students and advises them to examine their prejudices and attitudes toward "poor, rural, Spanish-speaking, racially mixed, culturally different clients."

7. While perhaps the University Counseling Center may have been the ideal structure to house special programs since a great deal of the functions of special programs are geared to counseling and guidance, most

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<sup>5</sup>Edward W. Christensen, "Counseling Puerto Ricans: some cultural considerations," Personnel and Guidance Journal, Vol. 53, No. 5, Jan. 1975, pp. 349-356.

<sup>6</sup>Information obtained from files at office of Counselor for Hispanic American Students and Coordinator of Proyecto Pa'lante from 1971 to 1978.

often these programs are found separate from the Counseling Centers. Irreconcilable differences seem to play a significant, if not a major, role in such separation. In the case of Northeastern Illinois University's Project Success and Proyecto Pa'lante, which originally were programs within the Counseling Center, although with partially separate quarters due to the Center's limited room, eventually broke away in 1976.

8. Whereas such a break may provide the freedom of separate quarters and independent administrative structure, it brings about other problems, which in many instances remain unresolved or totally ignored. Perhaps the most serious of these is isolation, where minority students and minority counselors interact mostly among themselves, with the danger of creating a ghetto within the university, transferring the isolation behavior to the classrooms and the university at large. Isolation makes it difficult for minority students to become integrated in the general population and the development process of the university, often becoming provincial in their views. Secondly, such isolation can turn any program into a "den of inequity" where students are simply forgotten and the institution reneges on its commitment.

By contrast, more reassuring strategies appear to be emerging from the teaching areas of academe, e.g., new concepts in English language programs, reading labs and developmental courses, math and science workshops, often with credit--in an attempt to gain further understanding of the situation and help these students to develop basic skills, effective study habits, and adjustment to the frequently alien university environment. As a former Vice President for Student Affairs and Dean of Students said rather appropriately, in working with disadvantaged minority students the same parallel can be drawn with regard to traditional counseling and traditional curriculum.<sup>7</sup>

The disadvantaged Latino student in higher education presents an entirely new setting for the counseling situation, indeed divergent from the commonly traditional college students. Quite frequently Anglo counselors wonder how a Hispanic person working with special programs can be effective in helping Hispanic students without that person having a degree in counseling. While it is not meant here to advocate that persons without the proper credentials and qualifications should engage in personal counseling situations that might be

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<sup>7</sup> Interview with Vice President Howenstine, Appendix I, p. 238.

difficult and--in justice to the client and the program-- call for a trained counselor, in many instances, a person with related degrees such as in education or the social fields--knowledgeable of the Latino student's background-- can be very successful in situations that call for general, vocational, and academic counseling. On numerous occasions, special programs and Latino students have had to resort to the latter accommodation due to past low enrollment of Latins in American higher education, hence in counselor education programs as well. The need to resort to the above practical adjustment, however, has lent to fuel the previously mentioned controversy between the traditional counselors and special programs counselors in that the traditional counselors, who are generally Anglo, do not believe that these persons, although with relevant degrees, are qualified for the task that they have been asked to perform. Thus, traditional Anglo counselors, who for the most part do feel qualified to counsel minority students, understandably, feel by-passed, rejected, and faulted by the above arrangement.

The above observations are very sensitive issues and deserve frank discussion. Foremost, there is no assurance that a person, simply because he is a Hispanic, will be effective working with Latino students; similarly, the reverse would seem quite applicable. In fact, there

has been an abundance of documented complaints by Latino students and parents about Latino counselors, teachers, and administrators across the whole spectrum of education. Secondly, the issues involved in "being effective" with students or a particular ethnic group of students are so complex that mere ethnic identification of personnel would not only seem to turn into a recalcitrant variable, but would probably defeat the whole purpose of bringing identity with ethnic and cultural values into education. Kenneth Clark has argued that equalizing educational opportunity "involves the removal of the burdens of poor teaching, negative teacher attitudes, and inadequate educational resources from the shoulders of minority-group . . ." students,<sup>8</sup> all of which can also be said of the counseling situation. Third, while the theory of "significant others" on student motivation has its critics, it also has its supporters who view the interaction of young people with significant adults and with their cultural heritage as strong forces in the formation of self-concept.<sup>9</sup> Moreover, many Hispanic Americans believe that in order to overcome the barriers of their depressed

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<sup>8</sup>Frederick Mosteller and Daniel P. Moynihan, eds., On Equality of Educational Opportunity (New York: Vintage Books, 1972), p. 428.

<sup>9</sup>Harry L. Miller and Roger R. Woock, Social Foundations of Urban Education (Chicago: Holt, Rinehart and Winston, 1973), p. 212.

environment, it is essential for Latino youth to interact with Latin Americans who have attained social and educational success so as to serve these young people as role models. This concept has given strength to parents and community leaders to argue for Latino teachers in schools of their community; it also served as a rationale for Latino college students across the country to call for the hiring of Hispanic counselors and faculty members to help them define the content and focus of their education in relation to their life experiences. Hence also the emergence of Hispanic studies programs, as Dr. Josephine Nieves, working with the Puerto Rican Studies Task Force discovered:

Whereas entry into the university was a first step toward equity in the attainment of higher levels of training, Puerto Rican Studies was an attempt at defining the content and focus of learning . . .<sup>10</sup>

At Harvard University, the Hispanic students, in their proposal for Studies Programs, argued in behalf of a Boricua-Chicano Guidance and Counseling Center, stressing that besides helping students cope with their anxieties and problems of their socio-economic experiences, such a program would function to channel program and career planning as well as "social and educational opportunities relating specifically to Chicano and

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<sup>10</sup>Nieves, Puerto Ricans . . . , Part I, p. 32, though study is not paginated.



Boricua . . ."<sup>11</sup> Similarly, discussing the efforts by the Hispanic student organization in 1971 to secure a Hispanic counselor at Northeastern Illinois University, del Valle recalled:

We considered that person a leader, . . . a role model . . . someone we could look up to, someone that would, could in effect, start from scratch. Someone that would come in and build those support systems . . .<sup>12</sup>

With the severe disadvantages that many minority students bring with them to the college scene, the background described thus far as being shared by many traditional counselors was bound to result into "a heap of troubles," however unintentional those difficulties may have been on the part of the counselors. For example, the former Vice President for Student Affairs and Dean of Students at Northeastern Illinois University explained that what he thought the Latin American students were saying to the University was that "We don't have counselors that we can communicate with adequately." The Vice President continues to explain that the University:

had a pretty good Counseling Department with good people but they were Anglos. That meant not just a communication barrier but a whole difference in cultural values, which might not in reality affect communication.

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<sup>11</sup>"A Proposal for the Formal Incorporation of Chicano and Puerto Rican Studies at Harvard University."

<sup>12</sup>Interview with Mr. Miguel del Valle, Appendix VII, p. 335.

I can see that if a disadvantaged student from a particular ethnic background comes in to see a counselor from a different background, wearing different clothing, speaking with a different accent, it could put a barrier there no matter how effective that counselor should be . . . <sup>13</sup>

In attempting to arrive at a fair assessment of the situation at Northeastern Illinois University's Counseling Center with regard to the Hispanic students, one should consider the statement previously quoted, by the Northeastern Latino graduate who was President of the Hispanic student organization which brought the problems to the attention of the University administration. In his statement, Flores apparently reflects the general feeling of discomfort and rejection perceived by the Latin American students at the time they decided to call for the hiring of a Hispanic counselor. One should also consider that both Flores and del Valle expressed similar feelings of alienation sensed by the Hispanic students who had visited the Counseling Center. Moreover, the students evidently discussed these experiences, as well as those with the University at large, in the meetings of the organization, described by both Flores and del Valle, and the experiences the students seemed to have shared were painful.

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<sup>13</sup> Interview with Vice President Howenstine, Appendix I, p. 238.

We would talk with counselors, instructors, but with no results. People could not understand our plight. And we were there suffering, we felt hopeless. So that as we began to meet as a group, we began to feel a little bit of strength. We felt a support system beginning to form. That by talking, that in itself reduces the stress.<sup>14</sup>

These feelings of alienation and hopelessness, coupled with the need they voiced for "relevant counseling,"<sup>15</sup> which would be done by a faculty member who would also assume the role of advocate for a support system the students felt they needed, brought about their call for a Hispanic counselor. This support system that del Valle speaks of in the recent interview cited above was comprised in the objectives the students presented to the University administration on September 2, 1971. According to the students' strategies, such a support system would not only combat their feelings of hopelessness and alienation, but also put in place procedures and resources to increase Hispanic student recruitment, financial aid, the hiring of Hispanic faculty, as well as the allocation of room facilities for counseling, tutoring, meetings, and similar support activities.<sup>16</sup> Hence the counselor's role would not only be to provide

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<sup>14</sup> Interview with Mr. Miguel del Valle, Appendix VII, p. 332.

<sup>15</sup> "Hispanic Students' Concerns," Appendices II and IIa.

<sup>16</sup> Ibid.

counseling services, but also that of an advocate who would attempt to secure the above mentioned components of such a support system. Because of this double role, the students included in their objectives to the administration "the right to official meetings with the President of the University and/or with other policy-making officials of the University" for the counselor, so as to strengthen his position. As del Valle explains:

So what we were asking in effect was to have a leader . . . Someone that would come in and build those support systems that we so desperately needed, . . . so that counseling in itself . . . wasn't enough, there was just too much work to be done to make up for lost time. We were trying to build support systems that were equal or better than the ones the other student population on campus had. They had their student senate that was just alien to us. They had meetings with instructors, social activities. We had nothing.

And there is still a lot that needs to be done, even though you're talking to me ten years later, . . . I still look forward to a person like the Spanish American counselor to develop those systems.<sup>17</sup>

But the hiring of a Hispanic counselor at Northeastern Illinois University in 1971 apparently took considerable effort by the Hispanic student organization of that time. As del Valle recalls:

. . . We began to consult with . . . people in the community, that were able to give us some direction . . . Our top priority was a need for a counselor.

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<sup>17</sup> Interview with Mr. Miguel del Valle, Appendix VII, pp. 335-336.

It was very insulting at that time, the University . . . came back with a response "we do not have enough money to hire a full time counselor . . ." We were, of course, angered by that. So we organized, applied pressure, and then we had our counselor. We had an advocate.<sup>18</sup>

The University President's own statement that "the University was unprepared to meet the needs of the Hispanic students . . . because of a number of pressures," one being budget pressure and that ". . . you have to plan in advance and prepare some faculty positions"<sup>19</sup> seem to corroborate del Valle's above assertion. Apparently, after reviewing its previous response to the students, the University consented as the President seemed to agree that "the first priority item was to have a counselor, we were prepared to do it. We had the money to do it."<sup>20</sup> Northeastern's Hispanic counselor was hired in the autumn trimester of 1971.<sup>21</sup>

Before discussing financial aid needs, it is pertinent to review some cultural considerations that counselors working with Hispanic American students in

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<sup>18</sup> Interview with Mr. Miguel del Valle, Appendix VII, pp. 332-333.

<sup>19</sup> Interview with President Sachs, Appendix IV, p. 264.

<sup>20</sup> Ibid.

<sup>21</sup> Letter from Vice President of Academic Affairs and Dean of Faculty, Northeastern Illinois University, to Mr. Maximino Torres, Sept. 4, 1971. Appendix IX.

higher education ought to keep in mind. As Professor Christensen suggests, counselors should pay heed to the cultural implications involved in the counseling of the relatively new Hispanic client. And although he is specifically speaking about Puerto Ricans, Professor Christensen's observations are also applicable to the counseling situation of most Hispanic students. He notes, for instance, the fact that in Spanish, people are given two last names: the father's, comes right after one's proper name, then follows the mother's last name.<sup>22</sup> While second generation Hispanics in the United States usually do not carry over this custom, it is common among first generation persons. Since the practice in the United States is to recognize the last word in the name as a person's last name, identifying the right last name of first generation Hispanics is frequently confusing for North Americans. Caution should be taken to avoid this confusion not only because documenting a person's name would otherwise be incorrect, but also because of its significance in the Hispanic culture. Calling a person by the right name in Spanish is very important. Foremost, if a person is identified by his mother's last name instead of his father's it

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<sup>22</sup>Christensen, "Counseling Puerto Ricans . . . ," pp. 353-354.

means that the person was born out of wedlock, which in Spanish culture bears severe connotations, pride and no legal right to claim the father's inheritance, to mention two. Why the severe penalties? Because the culture places a great importance on the woman's reputation in the social perception of the family's honor. Secondly, a person's name reflects not only his personal pride but the family's honor--a paramount aspect of the Hispanic culture. This cultural construct holds true even with the modest person and family.

Since a person's name carries the kind of meaning explained above, correct pronunciation of the client's name affects the counselor's ability to establish trust with Hispanic students. Correct pronunciation means that the counselor cares; it serves to ease the client's tension of feeling in an alien environment--that of an Anglo counselor--and "cuts the ice." It signals that the counselor is interested in "me and my well-being." Incorrect pronunciation lends to a negative perception of the counselor: "This Anglo wants to Americanize my name, wants me to become like him; he doesn't like Hispanics or Hispanic culture, doesn't understand us." Since the relationship between Hispanics and Anglos has been strained by historical factors, the socio-economic situation and lack of advancement opportunities of

Hispanics in the United States, as well as the ever-present pressure they feel to abandon their language and culture, a mere oversight or unintentional carelessness in the counselor's part can unfortunately be misinterpreted and amplified in the student's perception, with racial overtones, as is probably the case in many instances. Once a relationship is jeopardized, it becomes more difficult to get it on the right track or recover it. Hence a brief moment at the beginning of the counseling session to clarify with the client the correct name and pronunciation might prove most profitable, as Professor Christensen suggests. If the pronunciation is difficult and the counselor does not get it in one or two attempts, a simple statement "perhaps you would help me learn it in the future" and move on with the interview, might be a prudent way to handle the situation. If the student prefers to use the English translation of the Hispanic name, of course, that should be followed, avoiding to give the impression that the counselor might be surprised.

Even at the college level, some Hispanic parents may want to know about their daughters and may inquire. The counselor should not be surprised; this is part of the culture, which is very protective of the daughters. But one should be careful as to what the parents are told since it might not only ruin the counselor-client



relationship, but also cause difficulty for the student, who might be seeking independence at home. Being discreet would probably avoid having to explain to the parents that certain information is confidential.

Further, in his attempt to being helpful to disadvantaged Hispanic students, the counselor ought to guard against becoming insecure because of cultural differences. Above all, one should not become patronizing. Just being sensitive to the student's problem and showing that one does care and will try to help, will do. If the situation is one which cannot be resolved to the student's wishes, it should so be explained, and why--never dismissing it as though unimportant because the resolution is not what the student wanted or expected.

Lastly, recognition is a meaningful psychological construct across cultures, it would then seem that recognizing the student in the campus halls or cafeteria with a friendly expression as one passes him should help the counselor-client relationship. Even the simplest greeting will leave a very positive impression on Hispanic students. Not to extend such a basic courtesy may mean that the client is rudely being ignored.

## B. Financial Aid Need

Financial aid is one of the most critical needs of the Latin American students in higher education. Perhaps more than any other, this is the need that most readily mirrors the background of these students. Whereas students may be able to improve their academic deficits and cope with the anxieties and demands of the new environment, without financial assistance most Hispanic American students would be unable to register since they do not have the resources to pay for tuition. Nor would they be able to buy books, afford lunch and daily transportation to and from commuter schools, not to mention room and board at residential campuses. Moreover, the consequences can be devastating since students can be written off as lazy when in reality their problems are economic ones, as former Dean Randolph Hudson from Northeastern Illinois University remarked.<sup>23</sup> Even the ability to apply to college is frequently limited to one school if admission fees are not waived. And the problem can become even more acute if the school the student was able to afford the admission application fee happens to turn him down. Moreover, if only partial financial aid is approved, this can prove to be a source of serious

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<sup>23</sup>Interview with Dean Hudson, Appendix V, p. 280.

concern for the student. First, he might be unable to find part-time employment. Then, if work is found, his ability to concentrate on eliminating any academic deficiencies can be disrupted. This, in turn, can place the student on what might be considered double jeopardy in that being academically underprepared, to begin with, now may not be able to concentrate on those scholastic deficits, thus increasing anxiety and insecurity, all of which can reduce effective performance.

Miguel del Valle, a graduate of Northeastern Illinois University recalls:

. . . I needed something to fall back on. I didn't want to work full time.

. . . During my first year at Northeastern I myself had doubts. I would ask myself, what am I doing here? I'd look around and see some of these Jewish kids answering questions and turning in these beautiful papers, many times I would think "I'd better get out of here before I fall flat on my face." The fear of failure was just tremendous.<sup>24</sup>

The United States Commission on Civil Rights found that, according to the Illinois State Scholarship Commission, after federal and state funds the remaining unmet need for Latino students in Illinois in 1974 averaged "\$1,097, a very high percentage of family income."<sup>25</sup>

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<sup>24</sup>Interview with Mr. Miguel del Valle, Appendix VII, pp. 326, 330.

<sup>25</sup>Puerto Ricans in the Continental United States: . . ., p. 126.

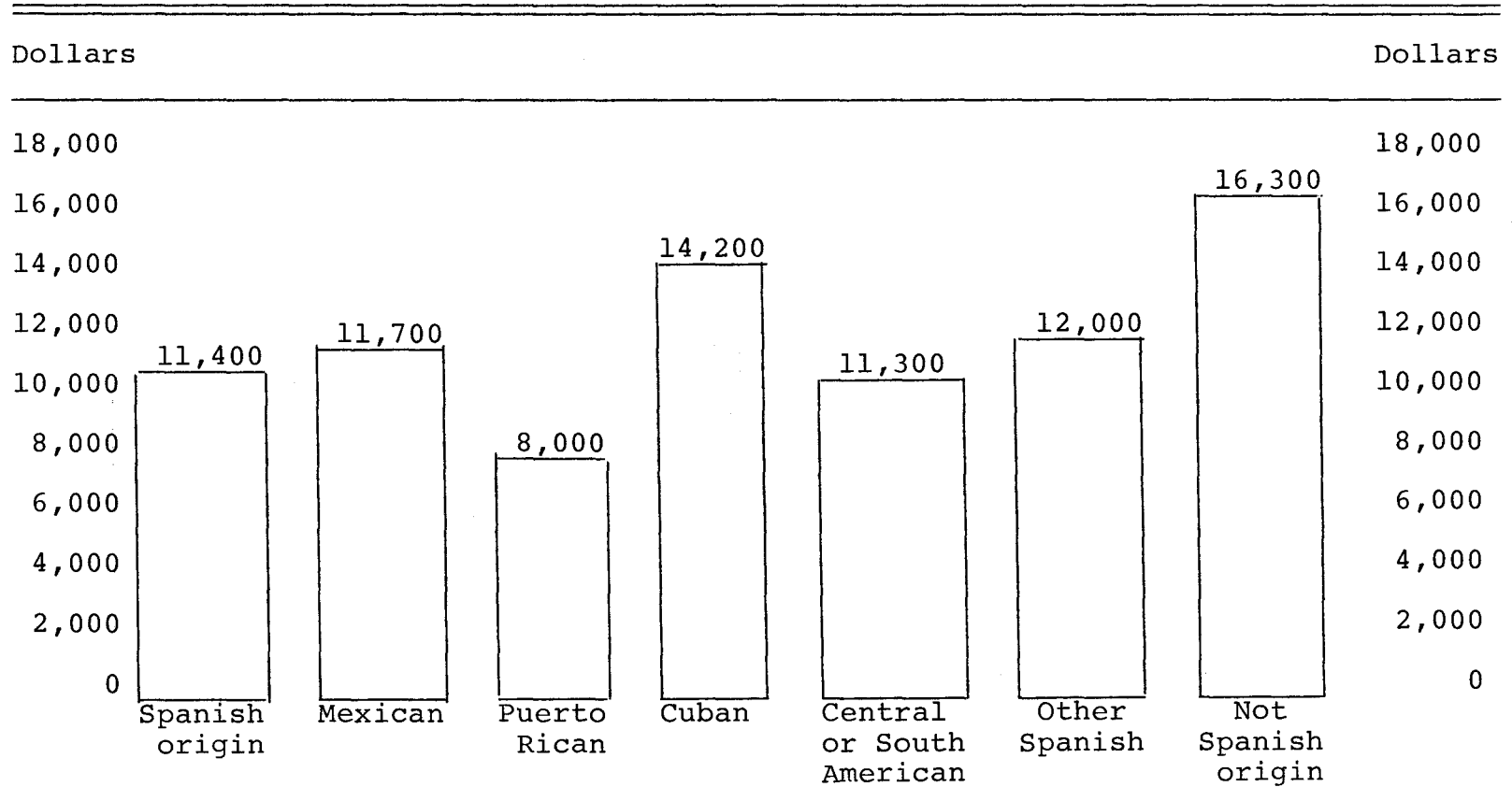
Now, what is that income? The 1978 United States Census report shows the median income of all Hispanic origin persons in 1977 was "significantly lower" than that of non-Hispanic individuals, \$5,600 versus \$6,500 respectively.<sup>26</sup> Moreover, when the median income is broken down for families among each Hispanic group, as shown in Table 1 on the next page, the disparity of the median income of Puerto Rican families compared with other Hispanic families is substantially large. It is alarmingly over 50 percent below the median income of the non-Hispanic families.

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<sup>26</sup>Persons of Hispanic Origin in the United States: March 1978, (Advanced Report), Current Population Reports Series P-20, No. 338, issued June 1979, Bureau of the Census, p. 1.

TABLE 1

MEDIAN INCOME: HISPANIC GROUPS, NON-HISPANIC, 1977



Source: Taken from cover page of the 1978 Census Report cited above.

It should perhaps be noted that the median income figures reflected by the above table shows a difference with regard to the median income figures previously cited, \$5,600 and \$6,500 for Hispanics and non-Hispanics respectively; that difference is due to the spread among the various groups in the table, as opposed to Hispanics being considered one main group for the \$5,600 figure vis-a-vis the \$6,500 for non-Hispanics. In either case, the income for Hispanics is quite low when compared with that of non-Hispanics, whether the Hispanic groups are aggregated or separate.

The 1978 Census report also shows that education does make a difference since generally income is linked to the level of education achieved by a person. In this category, too, Hispanics pay a heavy toll since the education levels among Latins in the United States when compared with the general population reflect astonishing differences. These differences aggravate the personal and family income disproportions vis-a-vis non-Hispanics and account for much of the occupational inequities. But it ought to be kept in mind that educational and advancement opportunities, as previously discussed, have not been as readily available to Americans of Hispanic origin as for Anglo-Americans. The 1978 Census report shows that only 7.1 percent Hispanics 25 years or older have a

four-year college degree, while 16.1 percent of the non-Hispanic population in the same age bracket do. Moreover, 45.0 percent of Hispanics 25 years or older have graduated from high school as opposed to 67.1 percent of the general population the same age have a high school diploma. And whereas only 3.0 percent of the general population 25 years of age or older have less than 5 years of school, in sharp contrast, 17.2 percent Hispanics in the same age distribution have the same minimal education.<sup>27</sup>

Another factor that affects income and which shows Hispanics trailing far behind is employment opportunities. The bulk of Hispanics on the labor force in 1977 were hired primarily in service, operatives, clerical and similar labor occupations, all of which generally are in low income brackets. Among Hispanic men employed, 25.7 percent were in operative jobs, including transportation; 26.6 percent worked in craft occupations, 13.3 percent in service and 11.5 percent in jobs classified by the Census as labor. Among Hispanic women employed, 29.4 percent were in clerical work, while 25.2 percent were in operative jobs and 22.6 percent in service jobs. In sharp contrast, the professional and technical fields accounted for only 8.0 percent of the Hispanic men working and for 8.9 percent of employed Hispanic women. Moreover,

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<sup>27</sup>Persons of Hispanic Origin . . . , p. 9.

only 7.2 percent of the employed Hispanic men and 4.0 percent of the Hispanic women on the labor force were in managerial and administrative positions.<sup>28</sup>

The above information reflects some of the aspects of the socio-economic conditions of Latinos in the United States and allows a glimpse to the financial difficulties that commonly confront most Hispanic students in higher education.

In 1979 Eduardo Camacho, a graduate student at the University of Chicago found that ". . . shockingly, an estimated one-third of the families of the 941 Hispanic students at Northeastern Illinois University in the fall of 1978 were on public assistance, according to Northeastern's Financial Aid Office."<sup>29</sup> Moreover, the "Fiscal Operations Report" for the 1977-78 academic year shows that 845 of the 881 Hispanic students at Northeastern Illinois University received either federal or state financial assistance.<sup>30</sup> Also, the "Report on the FY1978 Financial Aid Survey," by the State of Illinois

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<sup>28</sup> Persons of Hispanic Origin . . . , p. 9.

<sup>29</sup> Eduardo Camacho, "Northeastern Illinois University's Proyecto Pa'lante," Aspira Reports Informa, March, 1979, p. 3.

<sup>30</sup> Assistance figure, provided by UNI's Financial Aid Office; enrollment figure, obtained from "Headcount and Percentage Distribution of Students," report by UNI's Office of Institutional Studies, released Nov. 16, 1977.



board of Higher Education reveals that 67.7 percent of the Hispanic college students throughout the State were "receiving financial aid," in contrast to 43 percent for students classified "white" in the report.<sup>31</sup>

Whereas the above statistics are reflective of the Hispanic students financial aid needs at Northeastern Illinois University and in Illinois, respectively, they also speak of the same need among Hispanics in higher education. The data provided by the 1978 Census report regarding income factors among Hispanics in the United States should also render further validity to our original generalization that financial aid is one of the most critical needs of these students.

In concluding this section on financial aid, we would like to consider the frequently raised question whether Cubans enjoy favorable socio-economic conditions in comparison to other Hispanics in the United States. Generally, statistics such as those in Table 1, as taken from the 1978 Census, show considerable better income status for Cubans than for other Hispanics. The explanation most often conceived has to do with the verifiable fact that a large number of the early Cuban refugees who fled Fidel Castro's regime during the

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<sup>31</sup>"Report on the FY1978 Financial Aid Survey," State of Illinois Board of Higher Education, July 11, 1978, P. VI-5.

1959-1968 period had been part of the well trained elite and middle class in their homeland and hence were able to integrate readily with their American counterpart.<sup>32</sup>

While sometimes Cubans react defensively to issues involved in the above question, e.g., the claim by other Hispanics that they have been treated favorably by public policy makers in the United States for political reasons, or that having come better prepared at the time of the civil rights movement, in the name of Hispanics they took over the opportunities being opened,<sup>33</sup> the main question regarding the socio-economic differences deserve investigation, regardless to which point of view one may subscribe.

José Ignacio Rasco in "Sociología del exilio" or "Sociology of the exile," published in the Winter 1969-Spring 1970 edition of the Cuban journal Exilio, found many refugees holding similar occupations in Miami to those they held in Cuba.

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<sup>32</sup>"It's Your Time in the Sun," Times, Oct. 1978, pp. 48-61.

<sup>33</sup>Samuel Betances, "The Latin Diaspora," New York, August 7, 1972, pp. 27-31.

TABLE 2

MIAMI CUBAN REFUGEE OCCUPATIONS  
PUBLISHED 1969-1970

Occupation	No. of refugees who had held occupation in Cuba	No. of refugees who held similar occupation in Miami at time of Rasco's writing
Proprietors	49	6
Businessmen	81	13
Military	19	1
Bankers	3	1
Physicians	14	7
Chemists	5	1
Pharmacists	4	1
Dentists	7	2
Publishers	6	2
Engineers	6	2
Industrialists	16	2
Teachers	8	5
Accountants	9	6
Salesmen	19	14
Newspapermen	3	2
Jewelers	1	1
Drivers	4	2

On the other hand, none of the 38 refugees who had been lawyers in Cuba and 2 who had been politicians had been able to exercise their occupations in Miami; neither was a person who had been an importer in Cuba. But positions classified by Rasco as simply "employees" increased by 10 to 93 in Miami; similarly, the occupation "jobs" went up from 8 in the island to 9 in Miami. However, the statistics which really capture the reader's attention are the following: there were 1,500 Cuban mechanics employed in a Miami factory which was engaged in rebuilding airplane engines, and 37,000 Cubans had received licenses to run business enterprises, again reflecting a good deal of sophistication and training. Rasco gave the following percent breakdown for the occupational status of Cuban refugees at the time in Miami:<sup>34</sup>

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<sup>34</sup> José Ignacio Rasco, "Sociología del exilio," Exilio, Winter 1969-Spring 1970, pp. 15-50.

TABLE 3

## OCCUPATIONAL STATUS OF CUBAN REFUGEES, MIAMI

Category	1959-62	1960-65	1965-66
Prof. Semiprof. Business	37.2 %	39.9 %	21.4 %
Salesmen	30.9	23.0	31.4
Semiprof. Non- professionals	20.4	26.5	32.9
Service	8.7	10.2	9.5
Agriculture and fishing	2.8	4.0	4.8

The decline of 18.5 percent for 1965-66 under category "professional, semiprofessional business," although not explained by Rasco, might be due to resettlement of refugees in other metropolitan centers, correlating with the increase of Cuban refugees settling in Chicago, for instance, during that period. In any case, Clarence Senior in The Puerto Rican: Strangers, Then Neighbors lists the percent breakdown for occupations among Puerto Ricans, first and second generations throughout the United States, at approximately the same period Rasco writes on the subject of occupational status among Cuban refugees in Miami. Evidently, the contrast is remarkable. It should also be noted that Senior's breakdown refers to

puerto Rican males; Rasco's apparently to both sexes as he does not make the distinction.

TABLE 4

OCCUPATIONAL STATUS, PUERTO RICAN MALES, U.S.<sup>35</sup>

Occupational grouping	Puerto Rican born	Puerto Rican parentage
Professional, technical, managerial, etc.	5.3 %	12.4 %
Clerical and sales	9.3	18.4
Craftsmen, foremen, etc.	10.1	16.7
Operatives	40.0	26.4
Service (except domestic)	17.7	10.6
Laborers (except farm and mine)	8.3	7.4
Farm and mine laborers	3.1	1.3
Miscellaneous and not reported	6.2	6.8

Four observations follow. First, the most obvious contrast appears under professional, perhaps the category which most readily allows for mobility into the mainstream of American society and, of course, has serious implications to college accessibility and financial aid needs

<sup>35</sup> Clarence Senior, The Puerto Ricans: Strangers, Then Neighbors (Chicago: Quadrangle Books, 1965), p. 94.

for the person's children. In the categories with next socio-economic weight, hence with implications to higher education, the Puerto Ricans also take a tumble. With regard to service and laborers categories, again the Puerto Ricans are in disadvantage. But it is not only the college opportunity which is critically affected. The better training of the Cuban refugees provided much better tools for problem solving and coping with the complexities of urban living in a highly technological society than the education level of the Puerto Rican migrants, who entered primarily volatile service and labor jobs, faced almost insurmountable problems, and very few realized the American dream they sought when they left their own island for economic reasons rather than the political refuge their neighbors had sought.

Second, the United States Commission on Civil Rights stated that the Puerto Rican is the most disadvantaged Hispanic group in the United States,<sup>36</sup> a fact also verified by the 1978 Census report, as the income breakdown in Table 1 shows. Third, Cuban refugees of the 1979-80 period lacked the professional training advantage of those of the earlier period. Socio-economically, they seem more comparable to the other

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<sup>36</sup>Puerto Ricans in the Continental United States: . . . , p. 61.

Hispanic groups already in the United States. Fourth, the discussion undertaken here was not intended to imply that Cuban students in American colleges and universities have no need for financial and other supportive assistance. On the contrary, many indeed do. The investigation was undertaken to clarify the reasons why many Cubans may have a favorable socio-economic picture in comparison to other Hispanics in the United States. Of course, each student's financial aid application must be considered individually and awarded according to demonstrated individual need.

C. The Demand for Hispanic Faculty and Courses  
Relating to the Students' Background

The demand for Hispanic faculty and courses relating to the background of the students was founded, first and foremost, on a need felt by Hispanic students that they had to seek, (a) faculty who could relate to their needs, (b) study programs which would help to redefine their higher educational experience. The surge of proposals at the arrival of this new college clientele in the late 1960's and early 1970's, calling for Hispanic faculty and studies programs, suggests that the above was a prevalent need among Latino students throughout higher education. For instance, former Dean Randolph Hudson of Northeastern Illinois University's College of Arts and



sciences, explaining that "the Latin American students presented a new kind of problem," pointed out that in talking with colleagues elsewhere, he had discovered similar situations at other campuses. As mentioned earlier in Chapter III, Dean Hudson believed that the frequent disparity between students' genuine abilities and their performance led many people in higher education to rethink course construction and instructional presentation "to tap the very real abilities of these students." It also "occasioned many faculty members to take a long, hard look at their teaching," Dean Hudson added. Indeed, a number of people rethought their traditional educational stances with respect to instruction, which had been principally geared to the English American tradition. But these faculty members now faced the compelling need to expand the focus of their instruction so as to consider also the abilities of students who were not necessarily arriving with the same knowledge and value structure of the traditional students.<sup>37</sup>

Evidently, as Northeastern's former Vice President William Howenstine explained, there remained a number of hardliners, traditional faculty members who still thought the university should be an elite institution. Some of these persons felt that the university had gone too far

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<sup>37</sup> Interview with Dean Hudson, Appendix V, p. 284.

during the 1960's and 1970's in becoming egalitarian.<sup>38</sup> Also remaining were those who were quick to spout that the problem with the Latin American students was a language barrier, and dismissed these students to the Department of Foreign Languages for a major in Spanish. The letter previously mentioned, signed by sixty two students from Northeastern Illinois University and mailed to the Chicago Tribune on December 6, 1973, requesting a probe of the situation, should help to verify that this problem indeed existed and was developing into a serious one for both the students and the university. As Augusto Pareja, now a physician at Resurrection Hospital in Chicago,<sup>39</sup> explained:

What is being created here is an intellectual ghetto. The science department is "Kenilworth" to the Latin Students and the other departments range from the desirable to the less than desirable neighborhood for us.<sup>40</sup>

Samuel Flores, former President of Northeastern's Union for Puerto Rican Students has already been cited in this chapter as he commented that "one of the attitudes pervasive among some of the faculty . . . was that the students . . . under special programs were getting

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<sup>38</sup> Interview with Vice President Howenstine, Appendix I, pp. 235-236.

<sup>39</sup> News, Winter 1982, Northeastern Illinois University newsletter, p. 7.

<sup>40</sup> "University will probe . . ."

favoritism and that we would lower the standards of the school."<sup>41</sup> Although Flores qualified his statement by clarifying that the "pervasive attitudes" were among "some of the faculty," such a behavior among members of the faculty certainly could not have helped to allay the feeling of inferiority among many Latino students about higher education. Miguel del Valle reflects on the reaction from his high school peers regarding his decision to attend college: "It's okay for you, but I really couldn't do it." Del Valle explains:

It was really a feeling of inferiority . . . , "even if I tried, I couldn't make it because I couldn't compete. I don't have the background, I'm not prepared." College is something distant, . . . for smart people, for white people, it's not there for Puertorriqueños from the barrio . . .<sup>42</sup>

In this chapter, del Valle has already been cited as expressing his own anxiety during his first year of college as he recalled asking himself: "What I am doing here? 'I'd better get out of here before I fall flat on my face.' The fear of failure was tremendous."<sup>43</sup>

Del Valle further expressed what seems to have been the

<sup>41</sup>Interview with Mr. Samuel Flores, Appendix VI, p. 314.

<sup>42</sup>Interview with Mr. Miguel del Valle, Appendix VII, p. 329.

<sup>43</sup>Interview with Mr. Miguel del Valle, Appendix VII, p. 330.

general state of the Latino students at the university: "We would talk with counselors, instructors, but with no results. People could not understand our plight."<sup>44</sup>

What was then the role of Hispanics in the faculty?

With the above prospect before them, the principal role of the Hispanic members of the faculty was to serve as catalysts for change. By working with colleagues in their departments and with the faculty at large or on committees, they could influence opinion and affect change. They could speak to the concerns of the disadvantaged Hispanic students, they could expound on those concerns and assist their colleagues understand the difficulties the students were having and how those difficulties might best be resolved. A more socio-political view, perhaps a bit controversial since it may lead to isolating or ostracizing the Hispanic members of the faculty, was espoused by some well intentioned Anglo faculty members and Latino students who viewed the Hispanic faculty as "representing" the needs of "their Latino students constituency." Academically approached, however, the argument for Hispanic faculty was a sound one since being familiar with the needs and background of these students, the Hispanic faculty members could present those needs, as described above, and offer suggestions as to how they could be resolved most

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<sup>44</sup>Ibid.

effectively, with least conflict. But to insure such a valuable contribution, Hispanic faculty must guard against the danger of becoming isolated or being ostracized, advising or teaching only Latino students. As discussed earlier under counseling, such a situation can prove most counterproductive as minority faculty and students alike can become segregated in an academic ghetto, which far too often tends to limit intellectual development--viewing the world in a provincial way rather than universally. Not to avoid such a travesty would be as insensitive as not responding to the needs of these new students, simply because they are Hispanics from the barrio, disadvantaged. This latter point was raised by Samuel Flores, and perhaps explains why Latino students sought to bring to the campus a new breed of Hispanic faculty, when he states:

They had the Spanish Department. But you realize that though some of the people there were of Spanish descent, they did not reflect our sentiments and what our community really is because they do not live in our community. So they were people we could not relate to. Simply because we have a similarity in language does not mean they comprehend our situation.<sup>45</sup>

However justifiable it may have seemed to students, it proved extremely divisive when, several years later, other Latino students attacked the previous Hispanic members of the faculty or attempted to remove new faculty

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<sup>45</sup> Interview with Mr. Samuel Flores, Appendix VI, p. 310.

members because they did not concur with students as to how problems should be resolved, issues approached, or for differing political views. In the conflict, student needs suffered since it became the more difficult to advocate for their rights, and Hispanic faculty suffered unduly as adversary forces seized the opportunity to consolidate opposition to the presence of these new students and faculty members alike. These issues will be addressed more fully in Chapter VIII.

Another area of interest for the Hispanic faculty was what might be considered as vital to the achievement of these students: positive and stimulating academic advisement. That is, where in some areas in the past Latino students may have been viewed as not having the necessary talent, belonging in a Spanish major because of a language barrier, or simply not encouraged to pursue a major in an area of interest to the student, the Hispanic faculty could address such a need. They could attract students into their disciplines, explain the major programs thoroughly, clarifying courses and requirements, and directing students to the proper course sequence or to areas where they could acquire the necessary skills and requirements. Whereas the academic advisement of disadvantaged students requires patience, academic advisement in general is, indeed, far more than merely

signing or approving the student's course registration card. Because the latter occasionally does occur, students unfortunately do fail for the lack of adequate information concerning course sequence, requirements, and how to prepare or deal with a difficult course.

The academic proposition of, perhaps, most profound consequences for the Hispanic faculty, both in width and depth, was the need felt by the Latino students to redefine their higher educational experience in terms of putting education into focus with their own life experiences. That is, there was a need among Latino students to understand life in the reality of their own community, revolving around their cultural background, which the students felt had been absent from their previous education. The Latino students had come to realize that for the most part their past education had left out these two elements, and did not want colleges and universities to duplicate what they saw as the sad mistake of their past schooling: viewing their cultural heritage as a disadvantage. They recognized that they were then young children, with little or no choice; now they are adults, with the choice to affect their educational process. And that is what higher education for the most part should be--the development of the ability to modify one's environment and to control one's life to the fullest extent--exercising one's own

choice without encroaching on the freedom of others. This appears to be a paramount tenet of academic freedom.

True, the Latino students wanted to learn the technical skills that would enable them to function within the context of the larger society. But without focusing on the above two elements: 1) the ability to understand their life experiences as these relate to the socio-economic, political reality of their Latino community, 2) the enrichment of their lives by learning to appreciate their cultural heritage, higher education was perceived as holding less than a fulfilling personal reward. Reference is occasionally made by some college professors to the difficulties that disadvantaged Latino students have with critical thinking in their classes. Critical thinking, obviously, presupposes the ability for the student to be allowed to criticize, to dissent, and to formulate his own opinions. How often, however, are Hispanic students allowed these amenities in their barrio schools? If they were, they would probably have more access to redirecting their educational process to be less stale and to giving them a greater understanding of life in the context of their own background and why their environment is barren of socio-economic opportunities--and how that could be changed the American way, democratically, with Latino representation in the socio-economic and political system



that affects their community, hence their education.

Richard Rodriguez, "On Becoming a Chicano,"

contemplates:

Today I am only technically the person I once felt myself to be--a Mexican-American, a Chicano. Partly because I had no way of comprehending my racial identity except in this technical consequence of being a Chicano.

Richard Rodriguez reminisces that when he was beginning grade school, he "noted the fact that the classroom was so different in its styles and assumptions" from that of his own environment "that survival would essentially entail a choice between both worlds." When he became a student, he "was literally 'remade.'" Neither he or his teachers considered anything he had known before as relevant, and he had to forget most of what his culture had provided "because to remember it was a disadvantage." In college, he "strangely" recognizes that he had been inattentive to his cultural past as student peers and faculty members had started to assume that he is a Chicano.<sup>46</sup> The college experience, then, assumed a satisfying personal reward that had been missing in his past schooling in that now it fulfilled an apparent need for reconciling the educational process with his cultural and family background. The college experience thus became one of personal meaning in his search to become a wholesome

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<sup>46</sup>Rodriguez, "On Becoming . . ."

person by becoming a Chicano.

Similarly, as previously cited, Dr. Josephine Nieves asserts that "Puerto Rican studies was an attempt at redefining the content and focus of learning." Hence they also were:

An enormously significant accomplishment, extracting from the university an acknowledgement of the community's right to some measure of control over their education.<sup>47</sup>

As a number of students wanted to return to work in the community after their college education, they feared that the college experience, without redefinition, would alter their ability to identify with the community needs. Therefore, they saw the demand for Hispanic faculty and studies as a major step to resolving this concern. As Samuel Flores explained:

We wanted counseling we could relate to; we wanted courses in Puerto Rican history, which . . . we were denied in our previous education. We wanted to develop an awareness of some of our social ills. That is the purpose of the university . . . We needed sociology classes that were relevant to some of our social needs.<sup>48</sup>

In this sense, the students saw their educational experience at the university as having a sociological application to remedy the community's plight that they

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<sup>47</sup> Nieves, Puerto Ricans . . . , Part I, p. 32, study is not paginated, though.

<sup>48</sup> Interview with Mr. Samuel Flores, Appendix VI, p. 317.

themselves had experienced. Their point of view was in harmony with Durheim's principle of sociology of education that:

Without a certain diversity all co-operation would be impossible; education assures the persistence of this necessary diversity by being itself diversified and specialized.<sup>49</sup>

The field of education is perhaps the most noticeable for returning Hispanic graduates to their community, as Wilfredo Cruz in 1981 discovered that:

About 650 Latinos have graduated with bachelor's or master's degrees in education from seven area universities and colleges in the past five years. The bulk of them earned a degree from the National College of Education (313), Loyola University (131), and Northeastern Illinois University (101) since 1978. De Paul University, which graduated only 7 since 1978, now sponsors a two-year bilingual education master's degree program with 40 students enrolled.<sup>50</sup>

The training of Latino teachers is perhaps one of the most significant steps to help resolve the problem under discussion since this personnel can then return to the schools of the community and begin working with the Latino children to fill the cultural and psychological vacuum that their own and previous generations had felt so profoundly. And since a free society must provide the means by which all its people, not just a select few, can

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<sup>49</sup>Morrish, The Sociology of Education . . . , p. 30.

<sup>50</sup>Wilfredo Cruz, "In Chicago, Schools Employ Few Latino Administrators," The Chicago Reporter, Vol. 10, No. 6, June 1981.

live with a sense of human dignity and pride, the emotional comfort and motivation that such a pride brings to the members of that culture must be allowed to all groups in a pluralistic society. Bilingual education, despite being often misunderstood as only teaching the child his native language and culture--rather than providing the means by which these elements can be used to facilitate the process of learning the new language and maintaining the child's continuous development as the new language is acquired--can also help significantly to avoid depriving the child of his cultural heritage and pride in the new environment.<sup>51</sup>

Dr. Samuel Betances, Professor of Sociology at Northeastern Illinois University, advanced the theory that the Puerto Rican youth in the United States suffer from an identity crisis. He believes that second generation Puerto Ricans, as they search for an ethnic identity, conscious of racism in society, become confused whether they are white, which many Puerto Ricans are, or whether they are black, which is also true for many Puerto Ricans. Since race and color are of great consequence in American society with regard to social opportunity and how people are treated or looked at, Puerto Rican youth, often unable to deal with such difficult pressures, due to their lack

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<sup>51</sup>Bilingual Education--A Privilege or a Right?  
A Report of the Illinois Advisory Committee to the  
United States Commission on Civil Rights.

of maturity and sophistication, are torn within by their awareness of their color difference. Professor Betances further believes that the identity crisis worsens by the fact that Puerto Ricans, although American citizens, are often regarded as foreigners by Anglo-Americans. Moreover, while American education pays tribute and homage to European cultures, Puerto Rican children are frequently penalized and humiliated for identifying with their cultural roots and speaking Spanish. On the other hand, when second generation Puerto Ricans visit the island, they may find themselves being frowned upon for their loss of the language. This experience on the island, in turn, contributes to the identity crisis.

In response, Professor Betances suggested the "Rican" concept, which would hopefully provide a common bond of concrete experiences among second generation Puerto Ricans from the continental United States. While recognizing the problems that Puerto Ricans suffer in general, the youth identity crisis in particular, because of racism in American society, the Puerto Rican community, both in the States and on the island, rejected vigorously the "Rican" remedy that had been offered as one that would undermine the wholesomeness of the Puerto Rican identity.<sup>52</sup>

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<sup>52</sup> Samuel Betances, "Puerto Rican Youth," The Rican, No. 1, Fall 1971.

Also, Anthropologist Eduardo Seda Bonilla in Requiem por una cultura, notes how racism in the United States attempts to subdue Puerto Rican identity since not only social significance is denied to Puerto Ricans, but their character is impugned, their dignity is abused, and their cultural heritage constantly demeaned. This is carried out in school books and materials, on the news media, movies and other forms of mass communication. The rape is done by public and private institutions throughout the society at large to such an extent that too often Puerto Ricans find it difficult to trust public officials, the police, the courts, the school system, employers, business, even an American church which has turned its back on a people whose spiritual needs find nourishment in their cultural traditions. Exclaims Seda Bonilla: "Something profoundly human seems to have died in some of the young of this new generation."<sup>53</sup> One of the most vivid narratives of the painful psychological trauma that Puerto Rican youth suffer as a result of such social deprivation is given by Piri Thomas in Down These Mean Streets. He recounts the depression and withdrawal he often experienced during his youth, the street gang fighting he often encountered, and his struggle to

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<sup>53</sup> Eduardo Seda Bonilla, Requiem por una cultura (Rio Piedras: Ediciones Bayoan, 1972), pp. 30, 72, 109, 148-171.

overcome the drug habit that had trapped him in his attempt to escape the above ignominious conditions.<sup>54</sup>

In conclusion, the challenge for the Hispanic faculty in higher education was to see that, while attaining an understanding of their own life experiences and an appreciation of their cultural background, the students would also gain mastery of the technical training and skills, as well as an understanding of the larger society, necessary to function in the mainstream of American society. Judging from the endeavors that the Latino college graduates have undertaken, as well as from their success in those endeavors, the argument can be made that the Hispanic members of the college faculties have met their challenge. A pertinent observation here might be that several of the persons cited in this study are among those college students.

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<sup>54</sup>Piri Thomas, Down These Mean Streets (New York: New American Library, 1968).

## CHAPTER V

### PROYECTO PA'LANTE IS PROPOSED

The student proposal of January 1972 for the establishment of Proyecto Pa'lante was based on four major points. Above all, the students realized that an urgent need existed to expand the Hispanic student recruitment at Northeastern Illinois University. As stated in the Introduction, the University's Hispanic enrollment of 79 undergraduates and 18 graduates from a general enrollment of 4,318 and 2,977, respectively, did not do justice to the educational needs of Chicago's Hispanic community, nor did it represent the size of that population of over one-quarter of a million people, half of whom lived near the University. This realization by the students, coupled by their own sense of urgency for supportive services to be able to survive at the University, propelled the students into action. As Samuel Flores, the then President of the Union for Puerto Rican students said: "I cannot recall any university that went out and recruited students in the Spanish-speaking community."<sup>1</sup>

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<sup>1</sup>Interview with Mr. Samuel Flores, Appendix VI, p. 311.



Secondly, the Hispanic students realized that expanded recruitment was necessary if they were to get equity of services to meet their own immediate needs: relevant counseling, sensitive academic advisement, and financial aid. Moreover, without a sufficiently visible number of Hispanic students on the campus, those factors that they had deemed essential to their educational experience, i.e., studies programs, Hispanic faculty, peer support, would never materialize. Miguel del Valle explains that, among the group he grew up with, he was the only one who went to college. He asserts:

. . . So, one thing going against me was that I had no peer support . . .

And we knew for us to have more impact, we needed more students . . . We didn't want to wait, we couldn't waste another minute in going out to the schools and selling our programs, selling the university to the Latino high school student population . . .<sup>2</sup>

But the then President of the Union of Puerto Rican Students goes further:

. . . They had the Heritage Club, the Afro-American Club, the Jewish Club, and some religious clubs . . . We were registered, paying student fees, yet we did not have any of these services that were being provided for others . . .<sup>3</sup>

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<sup>2</sup>Interview with Mr. Miguel del Valle, Appendix VII, pp. 328, 340.

<sup>3</sup>Interview with Mr. Samuel Flores, Appendix VI, p. 316.

The third point on which the Hispanic students based their Proposal for Proyecto Pa'lante was they knew that their community would never get a fair share of recruitment if they had to depend on Project Success. Consequently, their 1971 request for Project Success to open up its recruitment to the Hispanic community was primarily a strategy to increase recruitment until they would be ready to press for a Hispanic program. It should be clarified, however, that in seeking to establish their own rights, the Hispanic students did not try to infringe on the rights of other students. They were also astute enough not to allow themselves to be put in a collision course with the Coordinator of Project Success, another minority person. And to avoid to be pitted in any divisive situation with other minority groups, the Hispanic students always directed their grievances to the University President or his Vice President designate for the respective area. Thus, these Latino students showed a high degree of political sophistication in dealing with bureaucracy, in three important respects: by going to the top person in command when necessary, by never serving the "divide and conquer" strategy that may be used by seeming friend or foe, and by never taking their frustrations on other minority persons, who in most probability were no better off than they were. In fact,

while acknowledging that Project Success had failed the needs of the Latino community, as well as their own, these Latino students showed a tremendous respect and sympathy for the needs of the black students served by Project Success.

. . . The administration . . . at first . . . wanted to refer us back to the Coordinator of Project Success. We tried to explain that the reason we were asking for our own programs was exactly because Project Success was unable to provide for us what we needed . . .

We did not oppose Project Success. We supported it all the way, but . . .

The University was not solving the problems. Project Success was not making the effort that had to be done to recruit . . . Our biggest problem was going out there and bringing in the students and bringing the university to the community.<sup>4</sup>

Miguel del Valle, speaking of Project Success, recognizes that "they were involved in their own struggle."<sup>5</sup>

The administration apparently recognized the merit of the students' argument, as Howenstine, Vice President for Student Affairs, affirmed:

I would say that it was perception, that they would probably never get an equitable distribution of freshman entering students if they had to depend upon faculty leadership of some other ethnic group . . .<sup>6</sup>

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<sup>4</sup>Interview with Mr. Samuel Flores, Appendix VI, pp. 310, 317-318.

<sup>5</sup>Interview with Mr. Miguel del Valle, Appendix VII, p. 338.

<sup>6</sup>Interview with Vice President Howenstine, Appendix I, p. 235.

Perhaps Miguel del Valle gives the most direct explanation of the student concern:

Our concern was, because there wasn't a recruitment vehicle in place, we felt it was important to utilize the existing resources, at least . . . for us to find time. We were buying time. Our goal was to establish our own program . . . but we didn't want to wait until that program was established to begin increasing the Latino student population . . .

There was a sense of urgency that made us look toward Project Success, knowing very well Project Success was not what we wanted . . . We were angered by the small number of Latinos in the program.<sup>7</sup>

The fourth point on which the Hispanic students argued for the creation of Proyecto Pa'lante was the need for reaffirming their own cultural identity. As previously discussed, the students' search for an ongoing communication with their cultural roots as means for refurbishing and nourishing their lives, as well as for establishing a recognition of that cultural heritage as being important to the enrichment of the academic pursuits by the university, was a priority in the students' hierarchy of needs. They often supported their argument for such a recognition on the following grounds:

1. They had been deprived of their cultural heritage: "We wanted courses in Puerto Rican history, which . . . we were denied in our previous education."<sup>8</sup>

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<sup>7</sup>Interview with Mr. Miguel del Valle, Appendix VII, pp. 339-340.

<sup>8</sup>Interview with Mr. Samuel Flores, Appendix VI, p. 317.

2. In order for their socio-economic conditions to improve, understanding of those conditions was necessary: "We were going to become social workers, we needed sociology classes that were relevant to some of our needs."<sup>9</sup>

3. The large number of Latinos in the United States, as well as in Chicago, justified the need for the academic community to gain a better understanding of Latinos: "A large number of people had signed for the courses, . . . which not only Latinos registered for, but others who were just as interested in learning about us . . ."<sup>10</sup>

4. The unique relationship of the United States with Puerto Rico and between the United States and the huge continent of Latin American neighbors calls for continuous exchange of ideas to promote mutual respect.

In establishing a Latino student recruitment program, the Hispanic students felt that:

It was important when we went out to speak to high school students . . . for them and their parents to know there was a place on campus where there were Latinos . . .

Project Success realized they could not help us as far as identity was concerned . . .<sup>11</sup>

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<sup>9</sup>Interview with Mr. Samuel Flores, Appendix VI, p. 317.

<sup>10</sup>Ibid., p. 320.

<sup>11</sup>Interview with Mr. Miguel del Valle, Appendix VII, pp. 336, 338.

The university administration undoubtedly concurred with the students' proposition since the Vice President for Student Affairs remarked:

. . . Whenever there has been a case of groups of people who have been denied equality of opportunity, one of the first breakthroughs in achieving that equality is to establish clearly their identity . . . "Black is beautiful" was a catch phrase.<sup>12</sup>

A brief discussion of the one page program proposal follows:<sup>13</sup>

The program proposal was succinct and to the point. It contained two essential features, the purpose and procedures. The reason for the proposal's brevity was probably due to anticipation by the students of having to justify every item and, therefore, did not want to jeopardize the program or its implementation by having to explain a lengthy statement. The purpose was succinctly stated in terms of "bringing to Northeastern students of Spanish-American ancestry--who otherwise would not meet the University's admission requirements." Those requirements were a composite score of 22 on the American College Test (ACT) and placement on the upper half of their high school graduating class. Incidentally, beginning in

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<sup>12</sup>Interview with Vice President Howenstine, Appendix I, p. 232.

<sup>13</sup>The program proposal is contained in Appendix III; Appendix IIIa verifies the approximate date it was submitted.

September 1974, Northeastern dropped the ACT score as an admissions criterion for students in the upper half of their graduating class. Also note that the 1980-81 edition of the College Student Profiles: Norms for the ACT Assessment lists the Latino students with a range from 13 to 16 in composite scores.<sup>14</sup>

With regard to procedures, this section was subdivided into: A-staff, B-Financial Aid, and C-Retention. Under staff, the proposal called for the program "to be under the direction of the Puerto Rican Counselor," apparently because the Hispanic Counselor was Puerto Rican. Since 1979, the Coordinator of Proyecto Pa'lante has been a Mexican-American. The program proposal also called for the program director to "receive the support from the University Administration, Admissions and Financial Aid Offices." A far more sensitive item stated in the proposal under the "staff" item was: "He will have the final decision in admitting students in the program," referring to the person directing the program. The University did accede, with the proviso that students would, of course, be high school graduates or have obtained the GED diploma,

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<sup>14</sup>As reported in memo from Vice President William L. Howenstine to Dean Griff D. Pitts, dated Dec. 1, 1972, obtained from office of the Hispanic Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978. And College Student Profiles: Norms for the ACT Assessment, The American College Testing Program, 1980, pp. 91, 94.

had taken the ACT although the score would not be considered to determine admission, and would not be on student visas. The admission records would, of course, be maintained at the Office of Admissions, which would respond officially to the student with regard to his application.<sup>15</sup> Under "staff," the proposal also called for the hiring of additional personnel, "as necessary," to assist in the operation of Proyecto Pa'lante.

Under financial aid, the proposal asked that the students in the program have access to "all financial aid at the university."

With regard to retention, in an effort to curve attrition while students worked toward eliminating their academic deficiencies, the proposal called for the students to be free from academic probation for the first two years, so that the program would have a chance to help them to develop their academic potential. Since this procedure proved to be the most difficult one to be worked out, it will be discussed in the next section under Institutional Response.

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<sup>15</sup>Information obtained from files, office of the Hispanic Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978.



A. Institutional Response: Coping with  
Administrative-Faculty Bureaucracy

The initial administrative response to the students' proposal for the creation of Proyecto Pa'lante might best be described as subdued, generally agreeing with "the spirit of the proposal," but withholding any concrete commitment in writing. The administration did give verbal approval for recruitment to begin for 100 students who could start in the Fall 1972 trimester.<sup>16</sup> The absence of a written statement confirming the administration's position, prompted the Hispanic Counselor to write a memo on January 28, 1972 to the University President, confirming the verbal agreement that had taken place.<sup>17</sup> No immediate reply arrived, but three months later, on April 25, 1972 the President issued a call to various university council and program representatives to come to his office for a "Meeting to discuss Special Programs."<sup>18</sup> In all fairness to the administration, it may well have been that no

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<sup>16</sup>Information obtained from the office of the Hispanic Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978.

<sup>17</sup>See memo from Maximino Torres to President Jerome Sachs, dated Jan. 28, 1972, Re: Proyecto Pa'lante, Appendix IIIa.

<sup>18</sup>See memo from President Sachs to Members of the Executive Council, et al., dated April 25, 1972, Re: Meeting to discuss Special Programs . . . , Appendix X.

written commitment was possible, judging from the President's memo calling for the above mentioned meeting, due to the administrative and faculty bureaucracy embedded in the various councils and committees governing the University. The need to respond to the protocol involved in arriving at decisions, in conjunction with the established councils and committees, is a recurring theme that cannot be ignored in the appended texts of the interviews with the President, the Vice President, and the Dean in the course of this research. But at times that need for protocol proves to be exasperating to students, who have immediate needs that often press for prompt answers. This appears to have been the case with the Hispanic students, as can be appreciated in the appended texts of the two Northeastern graduates who were interviewed.

The task for those representing the university is to convince students that protocol between the governing bodies is often necessary to avoid abuse of power and to safeguard the freedom and impartiality of the institution, and still gain the students' trust by reducing the bureaucratic process to a minimum. Conversely, when the bureaucracy of the university fails to protect the impartiality of the institution and impedes the delivery of equitable, efficient services, that bureaucracy becomes

ineffective, if not corrupt by prejudices.

There is no doubt that the University President showed a genuine concern for the academic well-being of the minority students in his memo of April 25, 1972. But the question of the institution's inadequate financial resources to meet its commitment to these students was a recurring theme in both the President's memo and the subsequent meeting of May 5, 1972.<sup>19</sup> The compelling question that lingers over such a claim is: How was then the institution able to undertake the vast expansion of the preceding five years since it was a teachers college, as previously mentioned? More importantly, in light of the Vice President's statement already cited that, rightly or wrongly the University started with the belief it was the Teachers College for the white Anglo speaking students of the Northern side of Chicago,<sup>20</sup> one might wonder whether the claim of such financial limitations now with respect to the minority students was real or did it probably reflect something perhaps just as real: the negative, pessimistic view of some among the faculty and administrative personnel toward the presence of

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<sup>19</sup>Information obtained from files of Hispanic Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978.

<sup>20</sup>Interview with Vice President Howenstine, Appendix I, p. 229.

disadvantaged, under-prepared minority students and the pressure that these students exert on the institution? The concerns that the President raised in his Position Paper of October 7, 1971, whether the existing admission policies allowed full scope in serving the different urban groups, and his exhortation to the academic community to consider a "no-risk" model to allow disadvantaged students time to work on their deficiencies without the fear of being withdrawn from the University, suggests that the President may have been faced with resistance in getting affirmative action passed through the faculty councils. To quote President Sachs:

. . . It is difficult to get changes. You don't get them by confrontation. The faculty has much, too much power for that. They control the curriculum, they control the hiring; of course, you have the veto power, but veto power is like a small bank account, you use it too often and it's gone.<sup>21</sup>

Realizing the crucial need for faculty support, on May 15, 1972 the Hispanic Counselor and Coordinator of Proyecto Pa'lante sent a letter to the faculty, appealing for their support and asking them to resolve the question whether "Spanish-American and Black students have a place on this campus?" He continued his appeal by pointing out that:

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<sup>21</sup>Interview with President Sachs, Appendix V, p. 273.

While the majority of my fellow faculty members would affirm that Puerto Rican, Mexican, Cuban, Black and other minority students are inherently as competent as the students from the dominant society, and that any existing gap, due by and large, to the variables of environment, may be overcome by permitting the appropriate opportunity, I have perceived that a large segment of this institution, by the kind of negative behavior it exhibits towards Spanish and Black students, still functions as though we Spanish and Blacks were weeds in the American academic field--a field traditionally cultivated with diligent care for white vegetation only.<sup>22</sup>

In concluding, the Hispanic Counselor summarized the central point of his appeal as the need for the adoption of academically sound and comprehensive guidelines that would assist in the retention of disadvantaged students who had been brought to the campus under special programs. He then recommended the essential points of such guidelines as follows:

1. The student would be given a two year retention interim;
2. During those two years, a concerted effort would be made to develop the students' necessary skills to insure maximum performance;
3. Students would register for a maximum of twelve credit hours, but would be allowed to withdraw from a course, even past the withdrawal deadline, rather

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<sup>22</sup>Letter from Maximino Torres to Northeastern Illinois University Faculty, dated May 15, 1972, Appendix XI.

than getting a failing grade.<sup>23</sup>

The faculty paid heed to the Hispanic Counselor's appeal as the Faculty Senate and the Instruction Council approved a retention policy protecting the students in the University's two special programs, Project Success and Proyecto Pa'lante, during the student's first two years at the University. Thus, on October 19, 1972, the Vice President for Academic Affairs and Dean of Faculty issued the policy. But an additional important achievement of the Hispanic Counselor's appeal was that, by virtue of such a policy, both Project Success and Proyecto Pa'lante had been officially recognized by the institution.<sup>24</sup>

As will be seen in the upcoming chapters, the two-year retention policy has proved most valuable in allowing a number of students in the programs the added time they need to be able to continue their efforts in closing the academic gaps they brought to the University. If the necessary developmental courses with credit and other supportive psychological and financial resources are in place, however, a retention policy of only two to three semesters may be quite sufficient.

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<sup>23</sup>Ibid.

<sup>24</sup>Memo from Dr. Robert J. Goldberg, Vice President for Academic Affairs and Dean of Faculty to all faculty, dated October 19, 1972, Appendix XII.

## CHAPTER VI

### PHASE II--1972-73 ACADEMIC YEAR:

#### PROGRAM IS IN OPERATION

#### A. Perceived Needs of Students

##### 1. Recruitment

With Proyecto Pa'lante safely anchored in the University by the two-year retention policy, Maximino Torres, the Hispanic Counselor, turned his attention to three areas of perceived student needs: recruitment, academic and counseling services, and financial aid. First, recruitment was affected by three major factors: recruitment procedures, the number of admission fee waivers allotted to the program, and the number of students who could be served adequately by the program.

With regard to recruitment procedures, anticipating the need to reach into the high schools of the community that had a substantial number of Hispanic students, on November 17, 1971, two weeks into his employment at the University, Torres, the Hispanic Counselor, sent a letter to the Associate Superintendent for Area C of the Chicago Board of Education, requesting assistance for him to

visit these high schools for recruitment purposes.

Northeastern Illinois University is making an effort to reach and bring to the campus more Spanish-American students every year. I believe that visiting the high schools where these students are is the most effective way to reach them . . .

I would appreciate your assistance in making my visit into these high schools possible.<sup>1</sup>

At that time, seven high schools were identified by the Hispanic Counselor for visitations. They were Tuley (presently Roberto Clemente), Wells and Orr, serving two of Chicago's largest Hispanic concentrations, West Town and neighboring Humboldt Park, with 48,900 and 11,122 Hispanics respectively, or 39.2 percent, 15.5 percent of each area's total population. Also identified in Torres' letter to the Associate School Superintendent were Schurz and Kelvyn Park High Schools, just north of the Logan Square community, which had a Hispanic concentration of 15,765 or 17.8 percent of the area's population. Next was Waller High School in the Lincoln Park neighborhood, whose Hispanic population was 9,880 or 14.6 percent, and Lake View High School, which served the vicinity of the same name with a Hispanic population of 15,504 or 13.5 percent of the area's residents.<sup>2</sup>

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<sup>1</sup>Letter from Maximino Torres, Hispanic Counselor, to Dr. George W. Connelly, Associate Superintendent Area C, Chicago Board of Education, dated November 17, 1971.

<sup>2</sup>Chicago's Spanish-Speaking Population . . . , p. 2.



On November 24, 1971 the Associate Superintendent replied to the counselor, approving Torres' request to visit the schools he had mentioned in his letter of November 17th. The Associate Superintendent further explained that the visits should be coordinated with his Director of Programs, to whom he had referred the matter.<sup>3</sup>

In order to avoid confusion or scheduling conflicts, it is most important to always coordinate recruitment visits with the appropriate school official. Also, it is essential for the recruiter to bring a good supply of admission and financial aid applications to facilitate the application procedure for the students. Moreover, at the beginning of the recruitment session, the students should be asked to write their name, address, and telephone on a roster for program follow-up. It is important to obtain this information from the students themselves because schools are not allowed to release it without parental consent, and that would entail too much red tape. Students further should be advised to return their admission applications to their high school counselor, with whom arrangements should be made for the admission applications to be mailed with the students'

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<sup>3</sup>Letter from Dr. George W. Connelly, Associate Superintendent Area C, Chicago Board of Education, to Maximino Torres, Hispanic Counselor, dated November 24, 1971.

transcripts to the college program.

In addition, admission fee waivers should also be provided to these students during the recruitment visitation since, as discussed under Financial Aid Need in Chapter IV, many will be unable to apply for admission if the fee is not waived. It is equally important that the program recruiter remember that financial aid is crucial for most of these students. He, therefore, should explain this fact thoroughly, making sure that students understand the ramifications of tuition payment, room and board, books and supplies, clothing, and other educational expenses that depend on financial aid for the disadvantaged student. The recruiter should raise questions in the process of explaining these applications to make sure that students grasp the procedure involved since financial aid is perhaps the most crucial procedure in the entire recruitment process and should, therefore, be emphasized. Also, because young people generally do procrastinate, high school seniors should be encouraged to mail their financial aid applications two to three months prior to the deadline so that even if they were to take several weeks to fill out their applications, still they would not miss the deadline. Program follow-up after the high school visitation should pursue the question whether the financial aid applications have already been mailed out.

students who still have not done so need to be apprised again of the implications.

It is of paramount importance that college recruitment be used as a motivation device for minority students. That is, an effective special college program should begin its recruitment efforts as early as the freshman or sophomore year of high school. To postpone the recruitment process for the senior year of high school is incongruent with the mission of such a program, which attempts to widen higher educational opportunity to disadvantaged Hispanic youth. The regular college admission process begins at an early age for the middle-class youth since the school constantly reinforces the college-oriented upbringing of the home, where most often the parents are college graduates and their college-oriented views are an ever-present stimulus to their children. The home of the minority youth, obviously, does not have such advantages. The school is therefore most likely the place best equipped to provide college incentive and orientation. The earlier the college visitations start, the more helpful and informative they become to the disadvantaged minority student. Conversely, the more they are postponed, the lesser their effects and the greater the danger that by the time the college recruiter arrives the disadvantaged youth--pressed by the home economic problems--might be

lured to immediate solutions, such as dropping out of school for a less than valuable job. Working in coordination with the high school counselors, the special college program can organize college tours, from freshman to senior class, so that the high school students can visit with their Hispanic peers at the college, gain information about the various majors and careers, and be offered an opportunity to speak with professors who might explain to them a diversity of professional fields. Thus, these students can be made aware of the advantages of a college education and look for ways to escape the gruesome socio-economic situation of their community.

In its first year of operation, Proyecto Pa'lante presented this proposition to the University, as Torres, the Hispanic Counselor on November 13, 1972 communicated to Dr. Pitts, the Associate Dean of Students:

On December 6, the Froebel School is bringing thirty five Spanish-American students for a tour of our campus. We will be using the opportunity for college motivation.

I have planned to welcome the students and some of our Spanish-American students on campus have volunteered (to serve) as hosts.<sup>4</sup>

The Associate Dean transmitted the plans for the tour to William Howenstine, the Vice President for Student Affairs, thus:

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<sup>4</sup> Memo from Maximino Torres to Dr. Griff Pitts, dated November 13, 1972.

. . . Some of the students are seniors; others are not . . . Max feels that recruitment to be most effective should begin before a student's senior year.<sup>5</sup>

For the university, the benefits of such an intensive college recruitment are valuable in that it should hopefully produce better prepared, better motivated, and better informed minority students. This, in turn, should reduce cost, academic risk, and minimize the difficulties involved in working with disadvantaged, nontraditional students, as well.

According to the Hispanic Counselor's report for the Fall 1971 trimester,<sup>6</sup> by December 27, 1971 three high schools had already been visited and 25 admission applications had been submitted to the Office of Admissions for the Fall 1972 academic year.<sup>7</sup>

The proposal creating Proyecto Pa'lante did not specify the number of admission fee waivers and the number of students who would be recruited each year. During the negotiations at the time of implementing the program, the consensus by both the university administration and

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<sup>5</sup> Memo from Dr. Griff Pitts to Vice President William Howenstine, dated November 14, 1972.

<sup>6</sup> Northeastern Illinois University is on a trimester system, but students receive semester credit based on a 5 point scale.

<sup>7</sup> Memo from Maximino Torres, Hispanic Counselor, to Dr. Griff Pitts, Associate Dean of Students, Re: Report-Fall Trimester 1971, dated December 27, 1971.

the Latino students involved was 100 admission fee waivers and 100 freshmen each academic year.<sup>8</sup> This figure was arrived at on several factors. First, Project Success had been allowed to recruit 100 freshmen students, hence it was agreed that a like recruitment figure was fair for Proyecto Pa'lante. Secondly, it was speculated that although the University would increase its financial aid and admission fee waivers request, going beyond 100 students for each program, Project Success and Proyecto Pa'lante, would not be feasible due to limitations of personnel and physical facilities. At that time, the university administration argued that, whereas some facilities would be procured for Proyecto Pa'lante, funds were not available to hire any personnel, except for work-study students, to assist the Hispanic Counselor with the program.

a. Recruitment Interview

The major significance of the recruitment interview was to augment the assessment of the applicant's potential for successful performance by gaining an impression of his interest in a college education, his seriousness about his responsibilities, and his attitude toward advice or seeking

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<sup>8</sup>Information obtained from files, office of Hispanic Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978.

help with difficult problems. While recognizing the subjectivity involved in a personal interview, the program attempted to establish procedures for selecting the best qualified applicants. Since the student's record, of course, precluded him from consideration under the established admission criterion and mere open admission of everyone who applied to the program did not provide a screening process, it was felt that together the student's records and the personal interview might provide for the best estimation of the student's potential. Hence, as soon as the program received the admission application, the student was scheduled for an interview with the Hispanic Counselor and Program Coordinator, the only staff person in the program at the time. Students who missed their first interview appointment were given an additional opportunity to make it up, but the importance of the interview was stressed as it was explained to them in writing that their admissions application could not be processed without the interview.<sup>9</sup>

An added benefit of the recruitment interview is that the student's status of applying for financial aid can be assessed and those who need further help with the applications can receive it during the interview.

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<sup>9</sup>Information obtained from files at the office of the Hispanic Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978.

However, lack of action or interest in this area, especially by students who need financial aid, should be a major consideration whether they can be admitted to the program since they might be unable to pay tuition and other college costs.

b. Orientation Day

Orientation is an equally important process in that now that students have been admitted to the university, the orientation day should provide them with thorough information about their incoming registration, payment of tuition or, for students who have received financial aid, how to validate their registration, regulations covering class attendance, as well as other important university procedures and requirements with which freshmen students are often unfamiliar.

For special programs, orientation day should be a pivotal point of motivation, helping students to realize that thus far this has been a most important activity in the process of reaching their goal of a college education. No longer is admission a worry, explaining that the day for them to register will soon arrive and that the beginning of their first college semester is not too far ahead either. This is the realization of a dream that for many of them happens for the first time in their family.



students can then be encouraged to apply themselves and that hard work will not allow that dream to die. As rhetorical as this may seem, this type of encouragement needs to be a constant theme of special programs working with students who too often have felt rejected by an educational system unfamiliar with their needs, or whose personal insecurity may be such that some of them might simply be exploring whether they are really suited for college.

Further, the orientation day may also be used as an opportunity for inviting and introducing to these students the staff members of such offices as financial aid and registration, as well as faculty members who will be their instructors during these students' first semester at the university.

Lastly, the orientation day should be held toward mid-June, after high school graduations are over, but close to the program's registration day so that it may enhance the registration process. As per memo of June 23, 1972 from the Program Coordinator to the Associate Dean of Students and other members of the university administration, Proyecto Pa'lante's first orientation was held in mid-June.<sup>10</sup>

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<sup>10</sup> Memo from Maximino Torres to Dr. Griff Pitts, Associate Dean of Students and other members of the university administration, Re: Proyecto Pa'lante, dated June 23, 1972.

## 2. Provision of Services

The process of providing effective services to special program students requires involvement of program personnel in university activities, such as university committees, so as to offer recommendations amenable to the success of these students. Even when some of these committees may seem remote from the operation of the program, the key function of such involvement is to foster the correct awareness throughout the university community about the program's mission and to reach out to other areas of the university to obtain support and assistance for the students in the program.

This process of involvement in university functions and affairs is essential and should be kept in mind by the program personnel. The greater the support and assistance a special program can gain from the university at large, the greater will be the incidence of success that students in such a program will achieve. A special program that operates in isolation from the rest of the university community will likely receive little support from faculty members to come to the aid of the students' educational process; similarly administrative personnel also might be reluctant to bend rules and go around established procedures. If that happened, it would hamper the program's ability to serve the students' needs to the fullest extent.

The involvement that is being suggested does not mean that the program's commitment to the students will be compromised, or that its staff must concur with everyone involved in the educational process. Nor does it mean that procedures will run smoothly, without difficulties, as is often the misconception among some special programs personnel that when procedural difficulties occur it is because the people in the office involved are anti-special programs or anti-minority students. Certainly difficulties can be minimized with the appropriate approach. The appropriate approach, however, might never be explored unless adequate university support is gained. What the involvement suggested means, therefore, is that the more the university community has the correct perspective of the program's mission, the more people would be willing to become involved in helping the program, the more supporters the program would have, which is an important ingredient for such innovative programs to succeed.<sup>11</sup>

This search for constant support, specially among the faculty ranks, was a characteristic of Proyecto Pa'lante during the period covered by this study, or from 1972 to 1976, as will be demonstrated. What can be more encouraging than to see faculty members volunteer to tutor

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<sup>11</sup>Interview with Vice President Howenstine, Appendix I, pp. 222, 224-225.

students, academic departments grapple with the students' problems and develop new courses that attempt to address their needs, or receive suggestions from administrative personnel as to how to avoid the pitfalls of the past?

True, there is bound to be some resistance from recalcitrant hardline traditionalists who perceive progress and social change as a threat to their views of academe. But the program's involvement and reaching out to the university community should hopefully produce enough supporters to override the opposition of conservative academicians.

Far too often, the fear of opposition of academic purists may drive the staff of a special program to hide and operate in isolation. This is tantamount to operating in the dark. Even more ominous is the possibility that such a fear might be transferred to the students in the program, thus undermining their confidence and stifling their ability to differ and participate in classroom debate. Special program staff must be able to sort out suggestions and criticism they receive and re-evaluate their own decisions so that they may devise the best alternatives and the best possible solutions to meeting students' needs. This necessitates dialogue and consultation with as many persons as possible involved in the students' educational process. It also requires the

ability to test one's own ideas and to withstand even harsh criticism. But an admirable quality of such an open-minded decision-making process is its propensity to yield results that ultimately meet the test of inquiry.

The specific services that will be discussed under the area of provision of services are registration, counseling, and academic advisement.

a. Registration

Particularly in the first semester, registration is particularly significant for special programs since selection of appropriate courses is critical to the student's success. Success at the beginning of one's college education is crucial because it reinforces the student's confidence and creates a forward moving momentum. Conversely, failure can have the opposite effect and would make it more difficult for the student to progress, requiring a great deal of encouragement and skills on the part of those working with him. Therefore, it is of paramount importance to establish a special procedure for registering special program students in their first semester at the university. In order to work effectively, this procedure requires the support of the Dean of the College of Arts and Sciences, where usually the requirement of the General Education Program is met. The procedure

also requires the cooperation of the Department Chairmen and the Registrar, as well as identifying professors who are willing to work with these students along with the rest of the students in their classes, recognizing that these students need special help and attention. Part of such assistance can be tutoring that should be established by the special program and done by juniors and seniors majoring in the discipline. The special program's registration procedure entails the following steps:

1. As soon as the Fall class schedule is available, the special program makes ten class schedules, each consisting of four to five courses selected according to the high school grades, scores on the ACT and placement tests of students admitted to the university for the Fall through the special program;

2. In making these class schedules, the program should concentrate on (a) skills development courses, particularly in writing, reading, oral communication, mathematics, and study skills, all of which are necessary as building blocks for more difficult courses and to compete at the college level, (b) 100 level courses among those required by the General Education Program, (c) 200 level introductory courses deemed appropriate to the students' level of preparation;

3. With sufficient time prior to the beginning of

the registration period, the special program's Coordinator submits a copy of the ten class schedules to the Dean of the College of Arts and Sciences. The Chairmen of the academic departments and the Registrar become involved with the class schedules, so that appropriate action can be taken for the Registrar to reserve the number of seats requested in the schedules;<sup>12</sup>

4. During registration, using the high school records and scores from the ACT test and placement examinations, the special program staff advises individual students to select one of the ten class schedules for their first semester registration, explaining the varying degrees of difficulty involved in each class schedule, individual student's academic needs, and matching each student's academic needs and interest to a class schedule;

5. Provisions should be made to allow individual students to substitute a course in the schedules they choose to accommodate any special interest a student may have in a particular course, as long as the student meets the course requirements. This is important to enhance the sense of choice selection that the student exercised in selecting one of the ten schedules provided;

6. Once the special program's registration is

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<sup>12</sup>Memo from Maximino Torres to Mrs. Barbara Cook, Registrar, Re: Programs, dated June 26, 1972.

completed, the program coordinator forwards the registration forms to the Registrar for processing.

Randolph Hudson, former Dean of Northeastern Illinois University's College of Arts and Sciences, describes the benefits of planned registration in the following manner:

I do remember that fairly early in the game, it was decided in courses like freshman composition, and others, that it would be most desirable to section ten or a dozen minority students into certain classes, so that the teacher would be forced to take them seriously and build their needs into his own presentation. In the past, with a random distribution, there would be three or four minority kids sitting in the back who were often ignored because they didn't represent the chief audience that the teacher was addressing. And the more they were ignored, the farther in the back they sat and the less they said in class.<sup>13</sup>

The impact that Proyecto Pa'lante would make on both the University and Chicago's Hispanic community began to be reflected by the program's first year's registration. While still representing only a small fraction, the presence of Hispanic students in the University increased almost twofold from 97 or 1.3 percent in the Fall of 1970 to 172 or 2.4 percent in the 1972 Fall term.<sup>14</sup> And although this increase included the 1971 enrollment

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<sup>13</sup>Interview with Dean Randolph Hudson, Appendix V, p. 287.

<sup>14</sup>Headcount and Percentage Distribution . . . , report by UNI's Office of Institutional Studies, Fall term 1972.



figures, for which the University's Office of Institutional studies shows no report, Proyecto Pa'lante's first recruitment brought to the University 80 students in the 1972 Fall term.<sup>15</sup> Also, Tuley High School, which reportedly had the city's largest Hispanic enrollment or 60 percent of the school's student population, appeared for the first time among the "major contributing schools" of Northeastern Illinois University's 1972 freshman enrollment,<sup>16</sup> as a result of Proyecto Pa'lante's recruitment efforts.

b. Counseling

In Chapter IV, under "Hispanic Counselors," we primarily discussed the role of the counselor as that role related to the educational process of the disadvantaged Latino student in higher education. At this time, we will deal with the concept of the counseling approach when working with these students. In considering an approach, it is helpful to realize that counseling assumes quite a different meaning for the Latino student from what it may mean to the traditional college student. For the disadvantaged Latino student,

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<sup>15</sup> Memo from Maximino Torres to Mrs. Barbara Cook, Re: Enrollment of Proyecto Pa'lante, dated October 5, 1972.

<sup>16</sup> "Report of the Admissions Office 1972," Northeastern Illinois University, December 15, 1972.

counseling may be primarily a situation for resolving an immediate problem, such as a difficulty with a procedure, often requiring several visits to the counselor before the matter may be resolved. The counselor may only need to advise the student, perhaps suggesting how to approach the situation, or he may have to follow through with a call or a written request for help in his attempt to resolve the problem. Under this construct, counseling can be as simple a process as providing brief advice or suggestion for the student to resolve a procedural matter, or it may require actual intervention by the counselor to facilitate the solution process, or it may necessitate clarifying to the student course and graduation requirements, for instance. To a lesser degree, counseling has to do with far more complicated situations as how to deal with a difficult course that may be causing severe anxiety, deciding on a major, or finding a way to cope with a personal conflict or a family problem at home. While the latter concerns, indeed, do come up in counseling Latino students, they account for less frequent visitations by these students to the counselor than concerns of procedural nature: registration, financial aid, clarifying course and graduation requirements, deadlines, and the like. For example, the Hispanic Counselor's report for the Winter and Summer 1972 shows

that of 90 students who visited his office during that period, only 13 visits were for counseling of a psychological nature, 15 concerned students who were on academic probation, while all 90 students had to be assisted with their financial aid and registration.<sup>17</sup>

Another important aspect that needs consideration and understanding in counseling Latino students has to do with the generally accepted view that many of the problems affecting these students, whether academic, financial or psychological, often stem from their socio-economic condition, thus demanding follow-up attention for many of these students, particularly during their first year at the university. Hence the need for implementing a process for coordinating the provision of services in an effective support system assumes paramount importance. In addition to providing counseling and other support services sought by the students on their own initiative, such a process can initiate a series of actions, especially during the students' first semester on campus: to facilitate information and understanding of university life, procedures, academic skills needed and how to best develop such skills, as well as clarify in the students' mind such concepts as academic responsibilities, independent work and decision

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<sup>17</sup> Memo from Mr. Maximino Torres to Dr. Griff Pitts, Associate Dean of Students, dated September 19, 1972, Re: Winter and Summer 1972 Report.

making, and other survival skills. Therefore, such a process should include scheduling individual counseling sessions to apprise special program students of their academic progress and needs, as well as group sessions to reinforce these objectives on a group basis. It is, then, incumbent on the Program Coordinator to hold an informational group session with special program students by the second week of the first freshman semester so that the anxiety and confusion that normally face most entering college students can be eased. Also, it is important to distribute the tutoring schedule during the first group session since the more tutoring is delayed the more such a delay will probably hurt students who need tutoring. Subsequent group sessions should be held as necessary to discuss impending program concerns or with regard to upcoming semester registration, filing for next year's financial aid, and the like.<sup>18</sup>

It should, however, be recognized that the underlying objective of the above program activities and group sessions should enhance the students' ability to act independently; hence they should be encouraged to function on their own initiative, be it with regard to fulfilling their academic responsibilities, seeking assistance with

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<sup>18</sup> Information obtained from files at office of Hispanic Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978.

their academic work or to problem solving situations. And since adequate understanding of university life and procedures, as well as the need for meeting one's responsibility, is necessary toward achieving such a goal, then the group sessions during the first semester are essential.

Another significant function of the counseling process when working with disadvantaged Latino students is the need for the counselor to assess in which areas of the university these students are having serious problems, academic as well as with university procedures, and then attempt to formulate recommendations to the appropriate person as to how such problems, more importantly their causes, might best be addressed. Until such a mediation attempt is effected by the counselor, the counseling process of the disadvantaged Latino student is deficient. This mediation process by the counselor is what Miguel del Valle describes as follows:

If . . . all the counselor can do is . . . listen to discuss that problem, then the counselor is not really serving much of a purpose. The counselor has to plow through and help the student resolve those problems. As Latinos, we had many, many problems. We had problems with financial aid, we had problems with admissions, and we looked toward that counselor to help us resolve those problems because the counselor became the friend, the advocate and . . . the link that was missing. The counselor became the means for accessibility.<sup>19</sup>

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<sup>19</sup> Interview with Mr. Miguel del Valle, Appendix VII, pp. 333-334.

Professor Berdie, Director of Student Life Studies at the University of Minnesota, states:

Counseling can be a part of the classroom teaching process, but it must be a part of almost all, if not all, student personnel work.<sup>20</sup>

In the mediation process, however, caution must be taken not to alienate the person involved in the situation. Much harm can be done to the cause of minority students at the university by a person too eager to advocate change if that advocacy is callous and disregards the feelings of others. Therefore, some suggestions follow with regard to this concern.

1. With regard to problems that a specific student may have in a course, as a general rule, it works best if the student himself is the one who approaches the instructor. The student should aim at finding out how he stands in the course and what suggestions the instructor may give him to improve his performance. Certainly, the student should be advised in advance that it would not be to his advantage if he gave the instructor an adversary or "getting through" impression.

2. In the academic area, the counselor's input might be better received if it is offered in terms of specific suggestions to address the problems affecting

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<sup>20</sup>Ralph F. Berdie, "Student Personnel Work, Definition and Redefinition" in Fitzgerald's College Student Personnel . . . , p. 15.

the Latino students with regard to specific skills needed, rather than directed to difficulties of a specific student in a course.

3. Only when the counselor is sure that his attempt to contact an instructor on behalf of a specific student will not be resented or misinterpreted by that instructor should he do so, otherwise it may put the student in greater jeopardy. Instructors who are sympathetic to the circumstances surrounding the disadvantaged Latino students will most likely welcome ideas and suggestions that may help improve these students' chances of success. Still, due care should be taken not to alienate these instructors.

4. The counselor should make every effort to avoid advising disadvantaged Latino students into courses of unsympathetic, hardline professors who might have a dim view of these students. Avoidance may be far more practical than to risk a student's peace of mind, especially in the student's early college experience when he may be most vulnerable.

5. Curricular needs, such as developmental courses or a greater number of introductory courses, should be presented to the respective department chairman or college dean, but, first, support for such a recommendation should be sought among sympathetic members of the

respective department.

Our investigation will show that the above mediation techniques were adopted by Proyecto Pa'lante from its early inception at the University throughout the period covered by this study. For instance, the Hispanic Counselor's appeal of May 15, 1972 to UNI's faculty for approval of the two-year retention policy, discussed at the conclusion of Chapter V, is an indication that the needs of the students in the program would require Proyecto Pa'lante to undertake an advocacy approach at the University. Also, in the interview of June 9, 1981, the Dean of the College of Arts and Sciences speaks of the benefits of this mediation approach by the Hispanic Counselor and Coordinator of Proyecto Pa'lante when he recalled:

You were instrumental in calling my attention to the need in biology, because traditionally our biology program, which is very strong, had worked best with students who had taken a year or two of biology in high school . . .

There was some question whether the Keller method in psychology was working very well because this involved no instruction . . . I believe it was you who called my attention to the fact that many students would have profited from an instructor in helping to guide the students through the text . . .

I believe you presented many problems to me, some of which I was able to do something with . . .



I suppose the single largest thing I did was to push hard for the English Language Program . . .<sup>21</sup>

As can be seen, as long as the mediation approach is carefully executed, there can be a wide range of concerns in which the counseling process might be able to intervene and become instrumental in resolving them. In addition to the above instances mentioned by the Dean, our research found a number of other university circumstances where input by the counselor working with the Latino students was very helpful:

1. The Dean of the College of Arts and Sciences invited the Hispanic Counselor to the Departmental Chairmen's meeting of May 15, 1972 to speak on the Dean's agenda item "Departmental responsibilities in next year's programs for disadvantaged students . . ." In a summary statement by the Dean in a follow-up memo, he described the results of that meeting as follows: "It was agreed that we would have to broaden our standards, but keeping everybody aware of what is going on was most important. Departments were encouraged to invite Mr. Torres . . . to departmental meetings to discuss appropriate course offerings and philosophy."<sup>22</sup>

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<sup>21</sup>Interview with Dean Randolph Hudson, Appendix V, pp. 285-290.

<sup>22</sup>Memo from Dean Hudson to Departmental Chairmen, dated May 10, 1972 and subsequent memo (no date) from Dean Hudson, Re: College of Arts and Sciences Council of Chairmen Meeting of May 15, 1972.

2. On June 27, 1972 the Hispanic Counselor discussed with the English Department the possibility of that department expanding its 100 level course offering, which stressed literature rather than basic college writing as the course was "Literature and Writing." In 1973 the English Department initiated Writing I and Writing II. In the Winter 1975 term, the University instituted the English Language Program, to which the Dean of the College of Arts and Sciences referred above.<sup>23</sup>

3. On October 24, 1972, by invitation from the Chairman of the Foreign Language Department, the Hispanic Counselor and Coordinator of Proyecto Pa'lante attended a meeting of that department to discuss correct placement of Spanish-speaking students in Spanish courses. As a result of that meeting, in the Winter 1973 term, the Foreign Language Department began placing students who spoke Spanish as their first language in sections separate from students who were beginning to study Spanish as a foreign language, hence "Spanish for Spanish-Speaking" and "Spanish for English-Speaking" at the appropriate I, II, and III levels, as well as "Spanish Conversation" and "Spanish Composition" with similar explanatory comments

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<sup>23</sup> Memo from Maximino Torres to Mr. Ely Liebow, Chairman, English Department, dated June 28, 1972, Re: Meeting of June 27, 1972. Also interview with Dean Hudson, Appendix V, p. 290.

as above. After the latter course, all Spanish majors would be placed in courses together. This type of separation was aimed at eliminating undue anxiety and insecurity of the non-Spanish speaking students as a result of having to place at early levels in the same sections with Spanish speaking students. Similarly, it should also prevent the latter students from becoming bored, and since they were already at advanced Spanish conversation level, what they needed was to concentrate on grammar and written Spanish.<sup>24</sup>

4. Also, on September 7, 1972, the Hispanic Counselor and Coordinator of Proyecto Pa'lante, by invitation from the Chairman of the History Department, met with that department, then University President Dr. Jerome Sachs, and Dean Randolph Hudson of the College of Arts and Sciences, "to discuss the handling of the Puerto Rican History class."<sup>25</sup> In the Fall of 1972, UNI's History Department began offering courses on history of Puerto Rico, and in the Fall of 1974 a full-time Puerto Rican historian was hired, but not without a great deal of mediation by the Hispanic Counselor to

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<sup>24</sup> Memo from B. Galassi, Chairman, Foreign Language Department, to Mr. Maximino Torres, Instructor in Guidance and Counseling, dated October 23, 1972.

<sup>25</sup> Memo from Dr. David Tompkins, Chairman, History Department, to "History Faculty," dated September 5, 1972.

convince the department that this was an important academic need for Puerto Rican students, who wanted to study their heritage, and for many other Latinos who wanted to take courses in Latin American studies in general. For instance, a total of 73 students registered for the History of Puerto Rico course in the Fall of 1972, which was taught by the Hispanic Counselor.<sup>26</sup>

5. On December 11, 1972, at the request of the Sociology Department, the Hispanic Counselor assisted in a meeting of that department with the University President, the Vice President for Academic Affairs, and the Dean of the College of Arts and Sciences in working out a request by the Latino students for the hiring of a Hispanic sociologist. In the Fall of 1973, the Sociology Department was able to meet that request.<sup>27</sup>

6. Lastly, another positive form of mediation was the practice by the Hispanic Counselor/Program Coordinator to send a letter at mid-point of every Fall trimester to

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<sup>26</sup>Information obtained from the Office of the Hispanic Counselor and Coordinator of Proyecto Pa'lante from 1971 to 1978.

<sup>27</sup>Memo from Mr. Maximino Torres, Counselor for Spanish American Students, to Dr. Robert Goldberg, Vice President for Academic Affairs and Dean of Faculty and to Dr. Randolph Hudson, Dean, College of Arts and Sciences, dated December 20, 1972. Also memo from Dr. Donna Iven, Chairperson, Sociology Department, to Dean Randolph Hudson, Drs. Sachs and Goldberg, Mr. Max Torres, Mr. Edwin Claudio, and Sociology Department Faculty, Re: Dr. Samuel Betances, dated January 4, 1973.

the instructors in whose courses Proyecto Pa'lante students had been placed. The letter identified program students in the course, requested information about their progress, and offered help through tutoring, counseling, or any other way possible. And since usually special program students were placed in their first semester with professors who had been identified as willing to help and work with these students, generally these instructors were very receptive to the above mediation approach, as can be seen in the sample responses cited below:

I was not aware that you had placed some students in my . . . section. To my knowledge, things have been going well . . .

I would be happy to . . . meet with you in the students' interest.

10-5-72

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Thank you for your letter of October 5 . . .

We have not had any examinations as yet but most of the students seem to be performing adequately . . .

I am concerned about . . . who has not attended class in over two weeks and should drop the course.

Please counsel . . . about his absences. He has missed about half of all class sections to date. I think he has good native ability but he must attend class in order to keep up with assignments.

10-5-72

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No problems that are evident yet. So far I'm enjoying their presence in my group.

10-5-72

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. . . is the one I'm most concerned about. He has serious language problems. We should get together to discuss what we should do.

no date.<sup>28</sup>

The above is just a partial list of the kinds of intervention measures that the counselor working with the disadvantaged Latino student may consider as he attempts to help his client, as well as to facilitate the university's task of providing educational opportunity to this nontraditional student clientele. Whether the counselor suggests ideas or alternatives to the university administration or to academic departments as to how the educational needs of these students might best be met, or whether he offers any kind of help to instructors, the counselor of Latino students needs to recognize that quite often his client's needs may require more than just listening to, or advising, his client. Counseling work with the disadvantaged Latino students at times does extend beyond what might normally take place with the traditional college student, as the counselor may be expected by the client to intervene between him and a second party or parties, usually university staff members, who the student may perceive as the problem he is trying to resolve or the cause of that problem. The counselor's

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<sup>28</sup>Information obtained from office of the Counselor for Hispanic Students and Coordinator of Proyecto Pa'lante from 1971 to 1978.

first task should be to help the student free himself from the anger that he may harbor toward the second party or parties as a result of his frustration and inability to resolve the situation at hand, by clarifying the actual, real, perhaps intangible, locus or cause of the problem as opposed to the immediate, tangible person or persons that he perceives as causing his problem. Until the student is able to see things clearly, his hostility is likely to persist and so will the fuzzy or distorted perception of the situation. Under such circumstances, counseling is ineffective, if at all possible.

But still a resolution of the situation should be pursued. Here, the counselor may consider contacting the staff member involved, as to clarify the matter in his own mind. The counselor might then have a better chance for success in explaining the circumstances to the student or to placate him. Normally, the counselor's action of contacting the university staff member involved has a positive or soothing effect on the student, as he sees it as an effort by the counselor to help him. Also it provides a moment for the student's intensity or tension to be relaxed. This is not to say, of course, that every time a student is upset by a university procedure and reaches out to the counselor, the latter should need to contact the staff person who is allegedly

"causing the problem." But if the state of affairs is such that it is necessary for the counselor to mediate, he should then do so--but, of course, with prudence so that in the final analysis he may be able to help the student. Should the resolution or progress not be to the student's satisfaction, all attempts should be made to help him understand the circumstances. Otherwise, the problem may become a stumbling block to his academic performance, cause discouragement and possibly result in the student leaving school.

A study by the United States Commission on Civil Rights found that Puerto Rican students are unlikely to complete their education in the normal four year period, will drop for a semester or more and return, and that "these students have less than 50-50 chance of graduating."<sup>29</sup> It would certainly be inaccurate to assume that such an attrition results from complacency by some counselors to mediate and help Latino students resolve the complications they encounter in college. Appropriate help by counselors, however, would undoubtedly help prevent a good deal of such attrition numbers.

If the above findings by the Civil Rights Commission seem unconvincing of how important intervention

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<sup>29</sup> Puerto Ricans in the Continental United States . . . , pp. 125-133.



on behalf of a student's problems can be, perhaps what happened at Northeastern Illinois University in the summer of 1972 may be more persuasive. A student had been troubled for some time because of a failing grade he received in a swimming course the previous Winter term. Reportedly, he had sought help from university administrative officials he thought should be able to help. The student, who was not a Latino, had also seen a counselor to whom he had been referred. But one must wonder what had taken place during the student's attempt to seek help. Allegedly, he felt the failing grade had been grossly unfair since he had reportedly served as a lifeguard and as a swimming instructor off campus. Thus, the student had allegedly visited the instructor and argued about his grade. One morning, late in August, as the student was reportedly arguing with the instructor, the student pulled out a gun and shot him in the head, then turned the gun and shot himself, also in the head. In a memorandum to the university community, a faculty member wrote the following:

Two people were killed here awhile ago and I don't believe it had to happen. There should be a procedure for the handling of an academic situation where a student is so emotionally involved he threatens the life of a faculty member. The student should have an opportunity to be heard by a faculty-student body which can do something for the student . . .

The procedure for handling this situation should include counseling of the student by a qualified behavioral scientist who is not grossly over-worked . . .<sup>30</sup>

## B. Program Proposals

### 1. Physical Facilities

One would imagine that room facilities to conduct business, such as recruitment, counseling, tutoring, and similar functions is one of the most obvious needs of a special program. But despite such an apparently simple requirement, obtaining physical facilities has been one of the most difficult tasks of Proyecto Pa'lante at Northeastern Illinois University. The Dean of the College of Arts and Sciences alludes to this difficulty when he referred to the quonset hut allocated to the program as "isolated, segregated housing."<sup>31</sup> To date, those facilities are the same. We are simply speaking of programmatic facilities, not living quarters, since Northeastern is a commuter school.

The need for room facilities goes back to the original objectives presented by the Hispanic students to the university administration on September 2, 1971.

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<sup>30</sup> Memo from R. L. Gilbert to: "The University Body." Memo is not dated.

<sup>31</sup> Interview with Dean Randolph Hudson, Appendix V, p. 286.

At that time, the students felt the need for a place where they could hold "college related activities such as studying, tutoring, meetings . . ." <sup>32</sup> We should recall that the students were then forming their organization and felt an urgency for a greater unity and communication among Hispanic students was necessary to cope with the frustrations and other problems they were encountering at the University, as Miguel del Valle explains in retrospect in his June 12, 1981 interview. <sup>33</sup> And since the students were also involved in recruitment efforts in an attempt to increase the University's Hispanic enrollment, they saw the need for having a place where Latino high school students and their parents who would visit the University "could feel comfortable and welcome." <sup>34</sup> As we may recall, Vice President Howenstine corroborated the significance of the students' concerns when in his interview of May 21, 1981 he explained that the University "started with the reputation . . . that it was being established . . . as the Teachers College for the Anglo speaking students of the Northern side of Chicago . . ." <sup>35</sup>

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<sup>32</sup>"Hispanic Students' Concerns," Appendix IIa.

<sup>33</sup>Interview with Mr. Miguel del Valle, Appendix VII, pp. 331-335.

<sup>34</sup>Ibid, p. 336.

<sup>35</sup>Interview with Vice President Howenstine, Appendix I, pp. 229-230.

According to a memo of December 17, 1971 by Torres, the Hispanic Counselor, out of these concerns a meeting was held by then University President Sachs, his three Vice Presidents, Drs. William Howenstine of Student Affairs, William Lienemann of Administrative Affairs, Robert Goldberg of Academic Affairs, with Hispanic students on November 29, 1971 in an effort to respond to the students' earlier request of September 2, 1971 for room facilities. In a subsequent meeting with the students on November 30, 1971 both the Vice President for Student Affairs and the Vice President for Administrative Affairs agreed to pursue the students' request. It was in that meeting that the quonset hut facilities was perceived as the best suited area for such efforts as Latino student recruitment, study, tutoring, meetings, as well as for social and extracurricular activities.<sup>36</sup>

On December 15, 1971 the Vice President for Student Affairs submitted a request for space facilities to the Chairman of the Building and Grounds Committee and to the Vice President for Administrative Affairs to satisfy the needs that the Latino students had

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<sup>36</sup> Memo from Maximino Torres to Dr. Griff Pitts, dated December 17, 1971, Re: Space Facilities for Latin American Students.

expressed.<sup>37</sup>

However, four important points should be noted here. First, since Proyecto Pa'lante had not yet been proposed, the above request was submitted in the name of Educational Assistance Program, which up to then had been equated with Project Success and administered by the Counseling Center. Second, the administration argued that, because university policies precluded space to be allocated on student request, the only way to meet the Latino students' needs was to submit the above space request in the name of Educational Assistance Program. Third, the request, nevertheless, could have simply been placed under the Counseling Center. Hence, it appears that the administration may have been anticipating the students' proposal for a Latino recruitment program, which the administration would then want to place under the organizational structure of Educational Assistance Program. Fourth, the critical point was that, inasmuch as Educational Assistance Program had been likened to Project Success, since the Latino students had sought to create Proyecto Pa'lante because they doubted that equal opportunity was possible under any arrangement with

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<sup>37</sup> Memo from William L. Howenstine, Vice President for Student Services and Dean of Students, to Charles G. Kane, Chairman, Building and Grounds Committee, and to William H. Lienemann, Vice President for Administrative Affairs, dated December 15, 1971.

Project Success, any administrative attempt to place Proyecto Pa'lante under Educational Assistance would be objectionable to the Latino students and eventually cause conflicts.

In the Winter of 1972, a mobile classroom unit, Portable 1, was allocated to "Educational Assistance Program."<sup>38</sup> However, as Proyecto Pa'lante was proposed by the Hispanic students in the Winter of 1972, at the same time that Portable 1 was made available to Educational Assistance Program, that mobile classroom was assigned to Proyecto Pa'lante. But since the Hispanic Counselor, Torres, became also the Coordinator of Proyecto Pa'lante and his office remained in the Counseling Center, Portable 1 was used by Proyecto Pa'lante for such activities as tutoring, study hours, meetings, student orientation, and the like. Since the Hispanic students had expressed similar space needs in September 1971, now that the program was addressing some of the needs that the students had expressed then, i.e., tutoring, study hours, meetings, etc., Proyecto Pa'lante decided to share its facilities in Portable 1 with the Hispanic student organization for its meetings and other activities during

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<sup>38</sup> Memo from Buildings and Grounds Committee and Vice Presidents Goldberg, Howenstine and Lienemann, to Educational Assistance Program, dated January 3, 1972, Re: Reconsideration of Space Assignments.

hours that the program was not using the facilities. Thus, Proyecto Pa'lante became a multi-facet support resource for the Hispanic students.

In October of 1973, as the program had just entered its second year with a new recruitment of 113 students for the Fall of 1973, an additional mobile classroom unit, Portable 2, located next to Portable 1, was obtained by Proyecto Pa'lante.<sup>39</sup>

## 2. Organizational Structure and Programmatic Freedom

On October 19, 1972, as discussed in Chapter V, the two-year retention policy was issued. In addition to allowing the first two years to be free from academic probation for students in special programs, it also acknowledged the concept of Educational Assistance Programs when it promulgated: "The counselors in charge of Educational Assistance Programs (currently Project Success and Proyecto Pa'lante) will report to the Committee on Academic Standards at the end of each trimester."<sup>40</sup> But at that time, the concept "Educational Assistance Programs" was used in terms synonymous with special programs, under

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<sup>39</sup> Memo from Cathy Jones, Secretary WSP, to Mr. Pitts and Mr. Torres, dated October 2, 1973, Re: P-2.

<sup>40</sup> See Appendix XII, p. 370.

which independent programs which gave educational assistance to students were identified as "Educational Assistance Programs," reporting directly and independently to the Associate Dean of Students, Dr. Pitts. In other words, Educational Assistance Programs was not an administrative structure since these programs were independent of each other, housed in the Counseling Center, whose Coordinator also reported directly and independently to the Associate Dean of Students as did the Coordinators of Proyecto Pa'lante and Project Success.

Perhaps, it was the above quoted line from the two-year retention policy that gave the idea of restructuring the Counseling Center to the Student Services Administration, for on November 2, 1972, just short of one month since the above policy had been issued, Student Affairs released a memo in which it sought to restructure the Counseling Center.<sup>41</sup> Under the proposed reorganization, the Counseling Center would be divided into two separate administrative areas: Educational Assistance Programs, to which Proyecto Pa'lante would then report, and the regular counseling programs.

But probably unforeseen by the administration, two controversial areas emerged as the result of such a

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<sup>41</sup>Memo from Dr. Griff D. Pitts, Associate Dean of Students, to Counseling Center Staff, dated November 2, 1972.



dichotomy. One, minority students and personnel, black and Latinos specifically, were being segregated into separate quarters under the organizational structure of Educational Assistance Programs, distinct from quarters housing the regular counseling section. As Maximino Torres, the Hispanic Counselor stated in a communication to his Counseling Center colleagues dated December 12, 1972 after discussion of the proposed reorganization had taken place:

Requiring some students to seek services at separate quarters from those for the rest of the student body may well lead to systematic segregation--in a most subtle way.

. . . I recall reading a provocative article several years ago that pointed out that one of the most disturbing problems to Black Latin-American baseball players who came to the United States prior to segregation being supposedly stricken down in this country was to suddenly find themselves--for the first time in their lives--segregated.

In light of these factors, I highly recommend that we do not take such an action whereby we may well be transplanting the ghetto to a corner of this university.<sup>42</sup>

The second controversy, again probably unforeseen by the administration, was that by requiring Proyecto Pa'lante to report to the Coordinator of Project Success, who would have the title of Assistant Director for Educational Assistance Programs under the new restructure, they

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<sup>42</sup> Memo from Maximino Torres to Counselors, dated December 12, 1972.

were provoking the Latino students into action. As we may recall, Educational Assistance Program had been equated with Project Success, and Latino students doubted if they could achieve equality of opportunity under any arrangement with Project Success, whose relationship with the Latino students had reached such a critical juncture that corrective administrative action had been sought by the Latino students. The creation of Proyecto Pa'lante, independently from Project Success, was a most important aspect of that action, and since its implementation in the Winter of 1972 its Coordinator, the Hispanic Counselor, reported directly to the Associate Dean of Students. This independence in Proyecto Pa'lante's organizational structure had given the campus Latino community a sense of security that past mistakes would not recur. Now, not even a year had elapsed since the creation of Proyecto Pa'lante and the administration was, perhaps unconsciously, shattering that sense of security. But as may have been expected, the campus Latino community's reaction was formidable, and the Student Affairs' administration had to reconsider its ill-conceived plan insofar as the Latino program was concerned. Proyecto Pa'lante and its Coordinator, the Hispanic Counselor, remained in the Counseling Center, reporting directly to the Associate Dean of Students, although such activities as tutoring,

study, meetings, were housed in the mobile classroom units because of inadequate space within the Center.<sup>43</sup>

### 3. Staff

With the creation of Proyecto Pa'lante as a recruitment and support program, the duties facing the Hispanic Counselor had doubled. By January 1972, in addition to providing counseling and other support services for approximately 85 undergraduate Latino students in the University at that time, by having become the Coordinator of Proyecto Pa'lante, the Hispanic Counselor had also assumed administrative responsibilities for the program. Some of these additional responsibilities included:

1. The coordination of program functions and activities with academic departments, the Admissions and Financial Aid Offices, as well as with other administrative personnel;
2. Reaching out to faculty members to establish a support network for the program;
3. Conducting recruitment visitations to various high schools;

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<sup>43</sup>Memo from William L. Howenstine, Vice President for Student Services and Dean of Students, to Edwin Claudio, President, Union for Puerto Rican Students, dated January 31, 1973.

4. Maintaining student records and other office work necessary in such recruitment efforts;

5. Coordinating and supervising activities of tutoring, study hours, meetings, and the like in Portable 1;

6. Supervising two work-study students involved in tutoring and the recruitment tasks stated above.

Faced with these responsibilities, on January 17, 1972, the Hispanic Counselor submitted a written request for staff assistance to the Associate Dean of Students. It should, however, be noted that according to that document, cited below, the request was for two student aides, whose hourly wages would come from institutional funds rather than work-study, as was the university policy. The reason why student aides was that student aide positions were not subject to the regulations governing the financial aid positions under work study, hence students with special qualifications could be hired. One of the two students sought by the counselor for the positions was a graduate student, the other a senior. But the fact that the counselor's request did not involve full-time help, suggested a genuine interest on the part of the Hispanic Counselor to keep program cost down. Possibly because of this moderation, the Counseling Center staff had concurred with his minimal request, which he had

presented orally in the previous staff meeting of January 11. His request was approved. The counselor stated:

Since in addition to my regular duties, I am presently engaged in the process of bringing . . . one hundred students for the Fall of 1972, I would like to request two student aides to assist me with: 1, administering a program of academic assistance; 2, preparing . . . records for the 100 students being recruited for the Fall 1972.

In my estimation the consensus of the Counseling Staff in our last meeting of January 11th supports this request . . .<sup>44</sup>

By June 1972, the program was completing its first recruitment; its freshman orientation was scheduled for mid-June, with registration following in July. As the Fall trimester was on the threshold, students had to be assisted in completing financial aid forms and admissions records. All of this compounded the need for a Program Assistant to help the Hispanic Counselor. Thus, on June 5, 1972, Dr. Pitts, the Associate Dean of Students forwarded to Dr. Howenstine, Vice President for Student Affairs, a recommendation, approved by the Counseling Center staff, for additional supportive staff for the Center. Among the recommendations was hiring an assistant to work with the Counselor for Spanish American Students. The Associate Dean stated: "It is our

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<sup>44</sup>Memo from Mr. Maximino Torres to Dr. Griff Pitts, dated January 17, 1972, Subject: Request for Staff Assistance.

recommendation that this person be at the Executive Assistant level . . ."<sup>45</sup>

In the Fall of 1973, two Program Assistants were hired; one to replace the previous assistant who had resigned, the second as additional help.<sup>46</sup> From 1973 to 1978, Proyecto Pa'lante consisted of the Hispanic Counselor/Program Coordinator, Maximino Torres, and two full-time assistants; they were helped by six work-study students who performed the program's tutoring and much of the clerical work. But the program progressively expanded by approximately 100 new students every year. In addition, the program personnel serviced all Hispanic students who came to them for help, whether enrolled at the University or seeking general admission to Northeastern.

### C. First Year's Academic Results

As stated earlier in the chapter, in its first recruitment in the Fall of 1972 Proyecto Pa'lante brought to the University 80 freshman students. Keeping in mind that Northeastern Illinois University is on a five point

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<sup>45</sup> Memo from Griff D. Pitts to William L. Howenstine, dated June 5, 1972.

<sup>46</sup> Memo from Maximino Torres to Committee on Academic Standards, dated November 5, 1973, Re: Progress Report--Proyecto Pa'lante.

grade scale, these students' achievement for the first semester was as follows:

14 honors, 3 of whom were high honors;

16 completed 13 credit hours with a grade point average of 3.00 to 3.99; the breakdown here was: 5 attained 3.50 to 3.99; 4 between 3.25 to 3.49 and 7 attained a 3.00 to 3.24 average;

25 completed 12 credit hours with a grade point average of 3.00 to 3.99, among whom 16 attained 3.50 to 3.99; 4 between 3.25 to 3.49 and 5 attained a 3.00 to 3.24 average;

9 received credit for 9 semester hours with an average ranging from 3.00 to 4.50;

13 performed below a C or 3.00 average;

3 students were recorded as total withdrawal.

The following table shows the percent breakdown of the students' first semester performance:

TABLE 5  
 FIRST SEMESTER'S PERFORMANCE<sup>47</sup>  
 FALL 1972

Classification	Number	Percent
Students on honor's list	14	17.50
Other students with GPA of 3.00 or better	50	62.50
Students with GPA of 2.99 or below	13	16.25
Complete withdrawal students	3	3.75
Total	80	100.00

The students' achievement for the Winter 1973 term was reported by Torres, the Program Coordinator, to the Committee on Academic Standards on June 11, 1973 as follows:

24% achieved from 4.00 to 4.80; 28% from 3.50 to 3.99; 20% from 3.00 to 3.49, and 16% ranged below C level. Only 9 students of the initial 80 who entered the project in September 1972 have left.<sup>48</sup>

Since Northeastern was on a trimester system during the time covered by this study, most students attended an eight-week Spring term; some also attended the summer. The figures reflected in Table 6 below were

<sup>47</sup>Report by Maximino Torres to Committee on Academic Standards, February 1, 1973.

<sup>48</sup>Report by Maximino Torres to Committee on Academic Standards, June 11, 1973.



reported by the then Program Coordinator to the Committee on Academic Standards on November 5, 1973 for the "3rd Trimester."<sup>49</sup>

TABLE 6  
 PROYECTO PA'LANTE STUDENTS' PERFORMANCE  
 FOR SPRING OR SPRING-SUMMER TERMS  
 1973

Classification	Number
Students on honor's list	13
Students with C average or better	48
Students with average below C	6
Total complete withdrawal	13
Total	80

This chapter has described the functions of Proyecto Pa'lante in detail in an attempt to explain how a special program like this may operate in the university. The next chapter will discuss the need for academic support services for program students.

<sup>49</sup> Report by Maximino Torres to Committee on Academic Standards, November 5, 1973.

## CHAPTER VII

### PHASE III--1973-1975 SCHOOL YEARS:

#### RECRUITMENT IS NOT ENOUGH

##### A. Students Need More Than Traditional Academic and Psychological Support

As previously noted, our investigation indicates that prior to Proyecto Pa'lante, the recruitment of Latino students at Northeastern Illinois University had suffered serious neglect. Consequently, in an attempt to compensate for that situation, Proyecto Pa'lante initially placed its primary focus on recruitment. A year later, however, it had become obvious that traditional academic and psychological supports alone were inadequate when working with inner-city Latino students. In Chapter IV, we discussed various aspects of alternative approaches and methods in counseling, studies programs, and faculty needs that often produce positive results when dealing with the difficulties that many of these students face in higher education. At this time, we will concentrate on the kinds of alternative means of instruction and developmental courses implemented at Northeastern Illinois University in an attempt to permit students to progress at their individual

paces, while still helping them build on the skills necessary to handle traditional college work. A word of caution: The need for expanded academic and psychological support by colleges and universities, whether with regard to communication skills, mathematics, science, and, indeed, study skills, is a phenomenon germane to the student body at large since the 1960's as the institution of higher learning is challenged to become more egalitarian and forced to expand its admissions policies.<sup>1</sup>

At Northeastern Illinois University, many faculty members were concerned that competency in English language skills was perhaps the most serious academic problem facing nontraditional students since without basic writing, reading, and conversational skills students obviously could not perform and master the material in their courses. The two-year retention policy as a means of enhancing the chances for success for special programs students had been established. For Proyecto Pa'lante, in particular, the question now was: What to do about needed scholastic supports that would help students minimize their academic deficiencies before the retention policy became a self-defeating, empty promise?

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<sup>1</sup>Michael G. Scully, "'Writing Crisis' Spurs Big Corrective Effort," The Chronicle of Higher Education, Vol. XV, No. 7, October 18, 1976. Also interview with Dean Hudson, pp. 280-284.

But the retention policy had spurred the traditional, hardline members of the faculty into action. They had interpreted the policy as weakening the academic standards of the institution and were belligerent with the administration for having implemented such a policy. Their reaction, however, turned out to be a "blessing in disguise" as it resulted in a greater attention by the administration to the funding of necessary support systems.<sup>2</sup> Also, it gave greater impetus to the segment of the faculty who wanted to proceed on the course of helping students improve their language and communication skills. The problem was approached from two different directions: one, what alternative instructional method in terms of developmental courses had to be developed to assist Chicago inner-city high school graduates whose writing, reading comprehension, and classroom discussion skills were in such conditions that impeded them from fully expressing their ideas or understanding their textbook readings? Secondly, what focus and approach should be used with students for whom English was a foreign language?<sup>3</sup>

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<sup>2</sup>Katherine G. Pierburg, Puerto Rican Entrance to Higher Education, Master Thesis, Northeastern Illinois University, February 1976, pp. 23-58, (unpublished).

<sup>3</sup>Pierburg, Puerto Rican . . ., pp. 23-58. Also, "Interim Report of the English Language Program," July 1976.

As noted, assistance from the supportive faculty to Proyecto Pa'lante took various forms. On June 26, 1973 Dean Hudson of the College of Arts and Sciences, with input from the Hispanic Counselor/Program Coordinator, wrote to then Vice President for Academic Affairs, Dr. Robert Goldberg, on the "Academic Needs of Latin-American Students." Among the actions planned, Dean Hudson listed the commencement of developmental courses in English, namely English as a second language. Ironically, it was the Foreign Language Department which would begin teaching two of such courses in the Fall of 1973.<sup>4</sup>

On the other hand, the main reason why the Foreign Language Department was suggested to teach these was that, while a number of faculty in the English Department were sympathetic toward the proposal and offered to cooperate, the English Department as a whole was condescending toward the problem. The department had shown little interest in teaching basic college writing and had never offered English 101 or 102. Its only course that related to the topic was listed in the catalog as "Literature and Writing," which stressed literature, not writing. Not until the Fall of 1973 did the English Department begin

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<sup>4</sup>Memo from R. H. Hudson to Dr. Robert Goldberg, Subject: Academic Needs of Latin-American Students, dated June 26, 1973.

to offer Writing I and II.<sup>5</sup>

However, a minority of the English Department supported attempting some alternatives to the traditional college writing courses to deal with the students' deficiencies in writing and other communication skills. For example, Dr. Harold Hild formulated the idea of an "English Language Workshop" as a developmental course model.<sup>6</sup> Dr. Hild, joined by Dr. Audrey Reynolds from the Department of Linguistics, saw the needs in communication skills as a problem larger than just one of special programs students. In the Spring of 1974, they proposed to conduct a survey to assess how this vexing problem might be addressed by the University at large, as opposed to just one group, say Latino or minority students.<sup>7</sup> However, later that year the English Department brought

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<sup>5</sup> Memo from Maximino Torres, Hispanic Counselor, to Mr. Ely Liebow, Chairman, English Department, Re: Meeting of June 27, 1972, dated June 28, 1972; Memo from Maximino Torres to Dr. Griff Pitts, Associate Dean of Students, Re: Meeting with the English Department, dated June 30, 1972; Memo from Maximino Torres to Dean Hudson of College of Arts and Sciences, Re: The English Department: A Matter of Major Concern, dated August 7, 1974.

<sup>6</sup> Memo from Dr. Donald L. Hoffman, Associate Professor of English, to Dean Hudson, dated October 10, 1974.

<sup>7</sup> Letter from Maximino Torres, Hispanic Counselor and Coordinator of Proyecto Pa'lante, to Dr. Harold Hild, Department of English, and Dr. Audrey Reynolds, Department of Linguistics, dated April 6, 1974.

this already heated debate into a head-on conflict by refusing to retain Dr. Hild beyond the 1974-75 academic year.<sup>8</sup>

Such an action caused a great deal of concern throughout the campus community, especially among those who were aware of the resistance of the English Department to finding a solution to the students' communication needs. Those faculty members who agreed with Dr. Hild's plan for alternative means of instruction to meet the students' needs in writing and communication skills saw his non-renewal as too severe and punitive. Moreover, many students viewed it as proof of the department's inability to relate to their needs and called for the granting of tenure to Dr. Hild and a new academic home where he could develop his program. Perhaps, the best description of the situation was rendered by a tenured member of the English Department:

The program sponsored by (Drs.) Hild and Reynolds has generated enthusiastic support from the departments of Linguistics, Foreign Languages, Speech and others. The theme of these encouraging responses is that the program is an attempt to deal with a problem of students' needs that has not been met by the English department. In choosing not to meet this need, the English department as a body has demonstrated a disturbing insensitivity to the needs of urban students in a city university. While sheer concern may be one of the motives for the department's lack of cooperation, its lack of response is also a

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<sup>8</sup>Letter from E. M. Liebow, Chairman, English Department, to Dr. Harold Hild, dated September 10, 1974.

reflection of the reality that there are few, if any, of us who are equipped to deal with the problem. Our degrees are in literature, not the teaching of communication skills, and, though most of us can muddle with more or less success through a traditional 101, we are not trained to cope with the special needs of the students for whom the English Language Workshop is designed . . .<sup>9</sup>

## B. The English Language Program

Some might call it poetic justice, but the English Department achieved precisely what it may have not intended: it succeeded in uniting various factions of the University into one cohesive force in support of Dr. Hild's concept of the English Language Program. Many liberal as well as moderate members of the faculty spoke in favor of such a model as a means to remedy the students' deficiencies in communication skills and threatened to begin similar courses in their own departments should the program not be allowed to start. The students, recognizing that they had the most at stake in the controversy, united. The impact created by a unity of student organizations such as the Renaissance Club, the Poetry Club, the English Club, the Linguistics Club (all of which were made up of Anglo students), joined by the Union for Puerto Rican Students and the Chicano Student

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<sup>9</sup>Memo from Dr. Donald L. Hoffman, Associate Professor of English, to Dean Hudson, dated October 10, 1974. (Parenthesis mine.)



Union was formidable. Never before had such a unique front come together at the University. On October 9, 1974, approximately 200 students expressed their support for the retention of Dr. Hild and the implementation of his needed program, as several student representatives met with Dean Hudson of the College of Arts and Sciences. On October 15, 1974, a group of ten students representing the above organizations conveyed their sentiments in a meeting with then University President James Mullen, as a similar large crowd of students and a number of faculty members converged outside his office waiting for a response.<sup>10</sup> As Dean Hudson asserted:

. . . This particular program . . . is the result of a great amount of simply pushing and pulling. It was not the kind of thing one could initiate simply by finding funds to start it . . .

Like many programs, it came about with a combination of fiscal and personnel needs. Professor Hild was being terminated by the English Department at the time. Then Vice President John Major and I preserved Hild's employment by giving him the opportunity to direct the English Language Program. What I am saying is, the attempted termination of Professor Hild was the catalyst for forming the program. And he, I might add, worked very energetically as he always does, aggressively, to develop the program.<sup>11</sup>

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<sup>10</sup> Memo from Maximino Torres to President James Mullen, dated October 11, 1974, Re: Administration's Response to Students' Needs.

<sup>11</sup> Interview with Dean Hudson, Appendix V, pp. 288, 292.

For the remainder of the 1974-75 school year, Dr. Hild's academic location continued to be the English Department, with the program operating out of the Center for Program Development, the University's interdisciplinary quarters for innovative, creative programs that academic departments are hesitant to absorb. On December 3, 1974, the Hispanic Counselor and Coordinator of Proyecto Pa'lante petitioned the Foreign Language Department to consider inviting Dr. Hild and his program into the department. He also asked the department to consider recommending Dr. Hild for tenure.<sup>12</sup> On December 6, 1974, Dr. Batista Galassi, Chairman of the Foreign Language Department communicated to then University President James Mullen the department's unanimous vote to invite Dr. Hild and the English Language Program into the department and to recommend him for tenure.<sup>13</sup> The President accepted the recommendation.

With the hurdle of tenure and academic home for Dr. Hild and the English Language Program overcome, Drs. Hild and Reynolds concentrated on the task of developing the program into the kind of model that would

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<sup>12</sup>Memo from Professor M. Torres to Dr. B. Galassi, December 3, 1974.

<sup>13</sup>Memo from Dr. B. Galassi to President Mullen, dated December 6, 1974.

soon become known and praised throughout the campus for its success in four major functions:

1. Administering a diagnostic placement test to ascertain the needs in writing and other communication skills of all incoming freshmen and transfer students for the purpose of enhancing the advisement for these students with regard to appropriate courses to improve their language skills.

2. For the development and implementation of a series of courses in the English Language Program, some of which were designed for students whose first language was other than English. The other courses were designed to meet the needs of native English speakers and to mainstream the non-native students into courses with native speakers of English. Thus respectively designed, the courses in the English Language Program were to improve competence in English language skills that would hopefully make students ready for the regular 101 course in the English Department.

3. For administering an English competency examination for liberal arts majors to assess whether the language skills attained warranted the granting of the bachelor's degree. Students were advised to take this test by the start of their junior year, thus allowing those who failed it sufficient time for further

preparation to retake it.

4. The development and administration of an English language lab for students who wanted individual help in improving their language skills.<sup>14</sup>

#### c. Other Academic Support Measures

Similar academic support measures were implemented in other areas of the University, although perhaps at a lesser struggle than that which occurred in the English Language Program. In 1974, the Biology Department began to offer one section of its regular 102 Biology of Organisms course at the reduced enrollment of 15 students. The purpose was to give the instructor more time for students who needed individualized attention. Also, the same instructor would teach both the laboratory and the lecture to become familiar with the problems students might have in relating theory to laboratory work.<sup>15</sup>

In 1976, the Reading Department, a graduate program, began to offer two courses to help undergraduate

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<sup>14</sup>"Interim Report of the English Language Program," July 1976. Also, "English Language Program," a flier describing the curriculum of the program, see Appendix XIII; Report of the Ad-hoc Committee on Language Skills of the University Educational Policy Council, March 23, 1977.

<sup>15</sup>Memo from Dr. Herbert Lamp, Chairman, Biology Department, to Mr. Maximino Torres, Hispanic Counselor and Coordinator of Proyecto Pa'lante, dated February 15, 1974.

students improve basic reading skills, primarily vocabulary skills and comprehension.

Another area of needed academic attention was mathematics. Mastery of basic computation as well as basic algebraic skills were requirements for the computer science and business majors, not to mention the natural sciences and teacher education. In the 1976-77 school year, the Mathematics Department proposed the idea of a mathematics laboratory where students who did not pass a placement test to enroll in Intermediate Algebra, the department's most basic mathematics course, could work at their pace until they developed the skills necessary for enrollment in that course. Perhaps because no academic credit would be allowed for mathematics laboratory work, it took the department two years to implement its mathematics laboratory concept. Presently, students who complete Intermediate Algebra, whether in the classroom or the self-paced model, receive four hours of credit.<sup>16</sup>

#### D. Cultural Studies

##### 1. History Courses

As stated in Chapter IV, the need for programs and courses to examine the cultural roots of the major Latin American groups in the nation's colleges, primarily

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<sup>16</sup>UNI Mathematics Department flier.

Puerto Rican and Mexican American, became a demand among these students during the 1960's and 1970's. The students expressed their need in both intellectual and psychological terms. That is, they sought to integrate their college education into their own cultural heritage to relate their formal education to their own life experiences. Hence, cultural studies programs and courses would help redefine the content and focus of their learning process.<sup>17</sup> Such a redefinition, they argued, would not only enrich their intellectual growth, but also nourish their psychological and emotional development and help them cope with an academic and social environment that too often looked to them with hostility and alienation.<sup>18</sup>

Since at the time of the creation of Proyecto Pa'lante most Latin American students at Northeastern Illinois University were Puerto Rican, their input for the most part emphasized the Puerto Rican experience.<sup>19</sup> At first, the students focused on getting history of Puerto Rico courses in the curriculum and in late winter

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<sup>17</sup>Nieves, Puerto Ricans . . . , p. 31. Study is not paginated.

<sup>18</sup>Interviews with Miguel del Valle and Samuel Flores, UNI alumni, Appendices VI and VII, pp. 320-321 and 342-346.

<sup>19</sup>Ibid.

of 1972 approached the History Department.<sup>20</sup> The department's major concerns dealt, first, with the budget to provide for the hiring of a part-time Puerto Rican instructor as requested by the students; secondly, the semester in which the courses would begin. These concerns were temporarily resolved as the department accepted the Hispanic Counselor, a Puerto Rican, to teach one course for each semester of Fall 1972 and Winter 1973. In the Fall 1973 and Winter 1974, Mr. Juan Cruz, a teacher with Chicago public schools, and Mr. Carmelo Rodriguez, Executive Director of ASPIRA, served as part-time instructors for "Puerto Rico: Pre-Columbian through 1898" and "Puerto Rico: 1898 to Present," respectively. In the Fall of 1974, the History Department hired a full time Puerto Rican historian.<sup>21</sup>

Two other questions, by and large responsible for the delay in the hiring of the full time Puerto Rican historian, were aired by some members of the department. First, they questioned whether Puerto Rican history was either necessary or relevant to the students' education; secondly, whether there would be sufficient students interested in these courses so that they would not have

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<sup>20</sup> Memo from David Tompkins, Chairman, History Department, to Maximino Torres, Hispanic Counselor.

<sup>21</sup> Data obtained from records at office of Hispanic Counselor.

to be cancelled. The first question was hardly sustainable since the department was already teaching such subjects as history of Polish Americans, Jewish Americans, and Blacks in the World History. As for the worry about student interest in history of Puerto Rico courses, the enrollment of 72 students for the first time the course was offered in the Fall 1972 and 31 students in the Winter 1973 said it all.<sup>22</sup> Another factor that may have helped enrollment besides pure interest in the Puerto Rican culture was the fact that, since Puerto Ricans are American citizens and the island is part of the United States, the Illinois State Teacher Certification Board approved courses in history of Puerto Rico as meeting the state requirement of a United States history course for teachers.<sup>23</sup>

By the Winter of 1975, Chicano history was also becoming in demand as the number of Mexican American students on campus had reached approximately two hundred and their enrollment was progressively increasing. Moreover, the fact that history of Puerto Rico courses had succeeded may have served as an example to the Chicano

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<sup>22</sup>Ibid.

<sup>23</sup>Letter from Gladys M. Walsh, Assistant Secretary, State Teacher Certification Board, to Dr. Richard O. Poorman, Assistant Vice President for Academic Affairs, dated June 23, 1972.



students for getting courses that would raise the academic community's awareness of the Chicano experience in the United States.<sup>24</sup>

## 2. Sociology Courses

A sociological interpretation of the Puerto Rican experience was also deemed necessary by students in their attempt to gain a comprehensive understanding of the factors affecting their lives. "Social Impact of United States Colonialism in Puerto Rico," which was primarily designed by Puerto Rican exchange students,\* was taught in the Winter of 1973 by part-time instructor José Hernandez.<sup>25</sup> This course dealt with three main issues: One, the transition from Spanish colonization to American dominion; two, the changing economy, from predominantly agricultural to industrialization under "Operation Bootstrap" and mass urbanization; three, the social impact with the creation of a middle class,

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\*Northeastern had a student exchange program with The University of Puerto Rico, see Appendix VI, p. 308.

<sup>24</sup>Letter from Alberto Mata, Professor of Sociology, to Dr. David Tompkins, Chairman, History Department, dated March 8, 1975. Letter from Chicano Student Union to Dr. David Tompkins, not dated; however, these two letters may have been generated at about the same time since they address the same issues.

<sup>25</sup>Memo from Maximino Torres to Dr. Donna Iven, Chairperson, Sociology Department, dated January 9, 1973.

importation of American values and the transformation of cultural, social values.<sup>26</sup>

Meanwhile, during the Winter of 1973 trimester, the Union for Puerto Rican Students under the leadership of Edwin Claudio, consummated negotiations that had began the previous trimester with the Sociology Department to bring on board Dr. Samuel Betances, a prominent Puerto Rican sociologist, as a member of the department.<sup>27</sup> Betances came on board in the Fall of that year,<sup>28</sup> and has generated such courses as "Puerto Ricans in the United States Society," "Race and Ethnic Relations," and "Education as a Social Institution."

A Chicano sociology course was started in the Winter of 1974 and a full time Mexican American sociologist was hired in the Fall of that year.<sup>29</sup>

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<sup>26</sup>Data obtained from files at office of Hispanic Counselor.

<sup>27</sup>Letter from Gloria de Jesus, Chairperson of the Recruitment Committee for the Union for Puerto Rican Students, to Dr. Robert Goldberg, Vice President for Academic Affairs and Dean of Faculty, dated February 22, 1973.

<sup>28</sup>Letter from Dr. Samuel Betances to Dr. Robert Goldberg, dated February 9, 1973.

<sup>29</sup>Letter from María Saucedo, Chairperson, Chicano Student Union, to Dr. Donna Iven, dated December 3, 1973.

## CHAPTER VIII

### PHASE IV--1975-1976 SCHOOL YEAR:

#### PROGRAM ACHIEVES MATURITY

##### A. The Program Must Not Deviate From Its Academic Goals

The degree of maturity that Proyecto Pa'lante achieved as an academic program is reflected by the development it had attained by the 1975-1976 school year. While much of the program's development was discussed earlier in this study, it is useful to recall the progress that Proyecto Pa'lante had made at Northeastern Illinois University by indicating its various program tasks and accomplishments. Its progress follows: 1) the two-year retention policy; 2) the program's recruitment involving twelve of Chicago's twenty-five public high schools as well as two private and community agencies; 3) the process of interviewing applicants to enhance the selection of students into the program; 4) the program's orientation day for entering freshmen; 5) the initiation of the English placement test in conjunction with the English Language Program to improve the academic advisement of Proyecto Pa'lante students; 6) the establishment of a

"course reservation" registration procedure for first semester program freshmen so that the courses that these students needed to eliminate their academic deficiencies would not have closed by the time they registered; 7) the application of alternatives in counseling and academic support to heighten positive results with these students; 8) student demonstrated success; 9) and lastly, the establishment of close communication and working relationships with the various university administrative offices, academic departments, and the faculty to maximize the chances of success for Proyecto Pa'lante students. Moreover, research shows that the program's support services of counseling, tutoring, assistance with admissions, registration, and financial aid procedures, etc., were also extended to all Latino students who sought them rather than being restricted to Proyecto Pa'lante students.<sup>1</sup> As a result, the University's Latino enrollment jumped from 97 in the Fall of 1970 to 795 in the Fall of 1976. Additionally, the increase of Hispanics graduating from the University, as shown in Table 7 below, is noticeable.<sup>2</sup>

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<sup>1</sup>Camacho, "Northeastern Illinois University's Proyecto Pa'lante . . . ," March 1979.

<sup>2</sup>Data obtained from UNI Institutional Studies and the Records Office.

TABLE 7

UNI HISPANIC GRADUATES BY TRIMESTER AND YEAR  
FROM WINTER 1973 THROUGH SPRING/SUMMER 1976

Trimester and Year	Hispanics Graduating
Winter 1973	4
Spring/Summer 1973	7
Fall 1973	6
Winter 1974	8
Spring/Summer 1974	15
Fall 1974	16
Winter 1975	14
Spring/Summer 1975	21
Fall 1975	24
Winter 1976	29
Spring/Summer 1976	36

While the above data speaks well about Proyecto Pa'lante, perhaps the most difficult test that the program faced occurred in the 1975-1976 school year when the harmonious relationship that had developed between the program and the Union for Puerto Rican Students, the Latino organization on which the program had depended for support, became severely strained. This situation deserves discussion because the circumstances that may

have forced Proyecto Pa'lante as an academic program for disadvantaged youth to seek support and become dependent on student activism as a means of survival at the University, indeed, reveals a great deal about the neglect of American higher education toward underprivileged students. A review of related documents reveals the following volatile factors:

1. In 1971, as a result of student expressed needs, the Union for Puerto Rican Students emerged as the central force for the hiring of the Hispanic Counselor. The organization thus felt that it had a great deal to say about the decisions concerning the counselor.<sup>3</sup>

2. Since in 1972 the organization again emerged in the forefront for the creation of Proyecto Pa'lante, this position reinforced the students' belief that they had a decisive role in the decisions about the counselor, who then also assumed the coordinator's role for the project, and the program itself.<sup>4</sup>

3. University support for both the Hispanic Counselor and the program was viewed by the students as uncommitted. The University was, therefore, perceived as uncaring about their needs, and the students became

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<sup>3</sup>For further information, see Appendices II and IIa.

<sup>4</sup>For further information, see Appendices III and IIIa.

convinced that they had to be on guard and support the counselor and the program for mutual survival at the University. Dean Randolph Hudson has already been quoted as saying that he believed that ". . . most of the allocations were negative rather than positive, simply waiving certain laws rather than building in support systems."<sup>5</sup> Also University President Jerome Sachs has recognized that ". . . the university was unprepared to meet the needs of the Hispanic students at that time . . ."<sup>6</sup>

4. That mutual support was reciprocated in various ways: The Hispanic Counselor/Coordinator of Proyecto Pa'lante served as sponsor to the student organization, which was allowed to use the program's space facilities, Portable 1, for its meetings, place to receive telephone calls and mail, and to keep its files and records.

5. While a strong relationship between the institution and its students is admirable, the relationship that was developing between Proyecto Pa'lante and the Union for Puerto Rican Students deserves scrutiny for two major reasons. First, a student organization

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<sup>5</sup>Interview with Dean Randolph Hudson, Appendix V, p. 282.

<sup>6</sup>Interview with President Jerome Sachs, Appendix IV, p. 259.

was taking control of an academic program, and it should be questioned whether such a role is appropriate and whether the University was creating it by its neglect of these students' needs. Secondly, the ideological change that the Union for Puerto Rican Students has undergone since the Spring of 1975, its punitive posture on dissenting opinion among its members resulting in physical attacks and injuries on dissenting students in 1975 and 1976, its public verbal attacks on Latino faculty and administrators who would not concur with the organization's tactics to achieve its ends cannot be ignored as being disruptive and detrimental to the educational process of the project students. Moreover, the possibility that political ideology, namely the promotion of independence for Puerto Rico, may have become a condition for admission to the program had the Union for Puerto Rican Students been allowed to gain control over Proyecto Pa'lante was a concern since it was now a requirement of the organization for giving support to a Puerto Rican candidate for the Vice Presidency of Student Affairs.<sup>7</sup>

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<sup>7</sup>Northeastern Illinois University Security Report, Re: aggravated assault, dated May 6, 1975; Letter from two students to José Morales, Vice President for Student Affairs, Re: Physical Attack, dated May 7, 1975; Letter from President, Union for Puerto Rican Students, expelling three students from the organization



6. The 1975-1976 controversies were aggravated by previous injudicious actions of the Hispanic Counselor in publicly identifying with the student organization's political stance of independence for Puerto Rico. As he now attempted to disassociate himself from the organization's political conflicts by resigning as its sponsor in April 1975, the counselor was accused of, on one hand, taking an anti-student and anti-Puerto Rican position; on the other hand, of siding with the dissident students and interfering with the organization's internal affairs.

It is not suggested here that college students should refrain from investigating and studying different ideological and social systems; nor is it suggested that injustice in the United States should be covered up.

What is advocated are two specific points:

1. The university should not push special programs for underprivileged youth to a corner of the institution as though treating these students with disdain and disfavor. Such an arrogant neglect will undoubtedly

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for their dissenting position, dated June 25, 1975; Memo from Santos Rivera, Assistant to Proyecto Pa'lante, to Maximino Torres, Coordinator of Proyecto Pa'lante, Re: Disturbance of Academic Skills class in Portable 1, dated September 30, 1975; Memo from Ida Sanchez, Assistant to Proyecto Pa'lante, to Maximino Torres, dated October 24, 1975; Memo from Latino Student Organizations to José Morales, Vice President for Student Affairs, dated November 26, 1975; and "Mobilization for Truth," Newsletter supporting a Latino faculty member at the university, dated June 25, 1976.

drive the programs to seek support from the students they serve, eventually becoming dependent on student activism for survival, as a means of bringing the institution to focus on their needs.

2. The university should never allow student organizations to take control of special programs. First, the risks to the institution's academic standards would be unequivocal; i.e., the organization's dominant views, stance on social issues, participation consonant with its ideology, etc., may become part of the criteria for program admission, retention and delivery of services. Secondly, to allow students to gain control of academic programs means that the institution has relinquished its responsibilities precisely to those for whom it was legally chartered by society to be responsible.

While strenuously denied by the president of the organization, an expressed fear among Latino students at Northeastern Illinois University in 1975, as reported by the University's major student publication, Print, was the ". . . notion that the Union has been 'infiltrated' by the Puerto Rican Socialist Party . . ." <sup>8</sup> However strong the denial to that charge may have been, the organization's president reportedly affirmed that

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<sup>8</sup>The Print, Vol. 16, No. 24, July 25, 1975, pp. 1, 3.

the Union for Puerto Rican Students ". . . has always had 'common bonds of mutual respect and fraternity . . .' and such bonds with the Party were, in fact, 'upheld and strengthened . . .'"<sup>9</sup>

Now, an added danger here was that had Proyecto Pa'lante, a Latino recruitment and support program whose students were mostly Puerto Rican, been allowed to become controlled by the Union for Puerto Rican Students, the program may have been used as a recruitment ground for the Puerto Rican Socialist Party. And should anyone wonder why this should be a concern, two brief statements by that Party follow:

The Puerto Rican Socialist Party's ultimate objective is to build a socialist society . . . which will culminate into a communist society . . . The communist society--which is our final goal--destroys the roots of power of the bourgeoisie and imposes the dictatorship of the proletariat class . . .<sup>10</sup>

Puerto Ricans in the United States have the right and obligation . . . to utilize even within the United States national territory all forms of struggle, including revolutionary violence . . .<sup>11</sup>

The dangers present in such doctrines can be disastrous to young people who have suffered repression

<sup>9</sup>Ibid.

<sup>10</sup>La alternativa socialista: tesis política, Partido Socialista Puertorriqueño (Rio Piedras: Ediciones Puerto Rico, 1974), pp. 110-111, translated from Spanish by researcher.

<sup>11</sup>Ibid., pp. 149-150.

and discrimination because they are being incited to use violence to overcome something extremely personal, the social injustice that they and their families suffer. Under such conditions, incitement of that kind may appeal to a young person, who, under a long period of time, may eventually become convinced to take the risk. Add to this the second quotation and one has ground for serious concern, for it can make an impression on young Puerto Ricans from the Mainland who generally are not well informed about actual life in the island and what the people there want. The pathetic circumstances in which a young Puerto Rican student found himself reflect the tragedy and trauma that can happen when vulnerable young people are incited to violence to redress conditions that they perceive as unjust. In 1976 he was editor of Que ondee sola, a Northeastern Illinois University student publication affiliated with the Union for Puerto Rican students.<sup>12</sup> Approximately four years later he was telling a jury ". . . how he was recruited into the underground FALN . . ." by a then history professor at the university, reportedly ". . . member of the NLA, 'the aboveground FALN.'"<sup>13</sup> The FALN is a Spanish acronym for Armed Front for National Liberation, which has been

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<sup>12</sup>Que ondee sola, September 1976, p. 4.

<sup>13</sup>Sun-Times, July 24, 1981, Sec. 1, p. 3.

identified as a terrorist group that practices the doctrine of revolutionary violence espoused by the Puerto Rican Socialist Party. Now the former Northeastern Illinois University student and editor of Que ondee sola " . . . is serving a 75-year sentence for sedition, conspiracy and bomb and gun violations after being convicted February 11 with 10 others arrested in Evanston,"<sup>14</sup> a Chicago suburb. He also testified that he ". . . had been active in left-wing Puerto Rico organizations," and ". . . joining the FALN seemed 'almost like an adventure . . . an emotional adventure.'"<sup>15</sup>

One may think that the above example was an isolated case, but it does not appear to be that way. Among the ten other persons referred to above as arrested in Evanston and convicted on February 11, 1981 of the same charges as the former Northeastern Illinois University student was a former Chicago Circle Campus Puerto Rican student. And judging from the activism at the Chicago Circle Campus that appears similar to that at Northeastern Illinois University, there seems to have been a clandestine, organized attempt developed in recent years by sympathizers or members of the FALN and the Puerto Rican Socialist Party to recruit young Puerto Ricans at

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<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

these two Chicago area campuses into their ranks.

The above is not to say that if the people in Puerto Rico wanted independence or socialism for their island that course should be obstructed. Moreover, even if these students were to serve the FALN or the Puerto Rican Socialist Party in any way other than violent acts, for professors or special programs personnel who have become malcontent with the American system and attempt to instill in them a hate-America disposition rather than the skills and training that they came to seek at the university is immensely more unfair than the society they propose to overthrow. Through the university, American society is attempting to provide young people with the means to become integrated into its mainstream. And while the social injustice that they have experienced must be opposed and rectified, to promote in them a sense of hatred for the society in which these students live or for those Hispanics who work arduously toward improving the system does no justice to these students. It simply renders them at a greater disadvantage to succeed than when they embraced their original goals of a college education and to endeavor for improving their lives and environment. Hence it defeats the high academic goals and objectives of Puerto Rican and Latino studies programs and tends to make demagoguery of these programs.

Moreover, it undermines the programs' inherent noble efforts since it was not the intent of Illinois taxpayers to subsidize the recruitment and hate-America campaign of the FALN or Puerto Rican Socialist Party. Ironically, the professors and special programs staff members who promote such a behavior and maladjustment in these young minds advocate for themselves the protection of academic freedom, which American academe zealously guards, and enjoy the benefits of their lucrative salaries and positions in American society.

#### B. The First Graduating Class

As previously stated, the program's first recruitment group consisted of 80 freshmen students, 42 male and 38 female. According to figures provided by the University's Records Office, 36 students or 45 percent of the original 80 who were recruited in 1972 have graduated.<sup>16</sup> But it should also be noted that all these 36 graduates did not graduate in the traditional four-year college span. In fact, while two students graduated in 1975, only five of the other 34 graduated in 1976. That is, the majority of those who graduated needed more than four years to attain their goal: four

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<sup>16</sup>Memo from Maximino Torres to Irwin Glicker, Associate Director of Records and Registration, dated August 26, 1982.

graduated in 1977, nine in 1978 and the remaining 16 graduated from 1979 through 1981. This point is extremely important because of three significant reasons. First, many critics too quickly contend that minority students take more than four years to earn a college degree. These critics, however, overlook the overwhelming educational and socio-economic disadvantages that these students had to overcome, a condition based on years of neglect. They are shortsighted, too, in not emphasizing that disadvantaged students were able to succeed in an environment that was totally alien to them instead of stressing the time it may have taken them.

Secondly, it is dangerous to make rash generalizations about these students since their past scholastic background may not be their only obstacle. Family and financial problems often interfere with their educational and career objectives as well, forcing many of them to attend school part-time; in some cases, withdrawing for a period of time to return at a later year is the only alternative. In any event, the fact that the program makes college opportunity accessible and that these students now have a chance to explore how society can provide a better quality of life than the deprivation present in their community is what should count because the program breaks the cycle of poverty and the syndrome



of defeat.

Third, too frequently, critics of special programs measure success in terms of how many students graduate. Of course, no one relishes attrition. But these critics fail to recognize that success toward graduation among disadvantaged college students often comes through a sequence of inter-related developmental stages, which take considerable time to realize and which should be supported early in the college experience. These stages are:

1. Overcoming financial difficulties, which often present matriculation.
2. Becoming familiar and learning how to deal with the college culture, which focuses on the values, habits and lifestyle of the middle class--to which these students obviously do not belong and, therefore, find the college transition further difficult and painful.
3. Closing the gap in the academic deficits that these students bring to the university.
4. Coping with the anxiety of adapting to the unfamiliar college environment and rigorous academic demands.
5. Coping with family conflicts that may result from family values clashing with those of the university life.

6. Clarification of career goals, which for the most part are lacking among the children of the poor.

However one may define a successful college experience, an overview of the cumulative semester hours earned by the 44 students who left the university prior to graduation follows in Table 8.

TABLE 8  
BREAKDOWN OF CUMULATIVE CREDIT HOURS FOR  
PROYECTO PA'LANTE FIRST RECRUITMENT GROUP  
WHO DID NOT GRADUATE

Number of Cum. Sem. Hrs. Earned by Each Student	Number of Students
90 or over	2
60 to 89	2
30 to 59	16
20 to 29	9
0 to 19	15

This chapter has attempted to demonstrate the kind of programmatic and scholastic development that Proyecto Pa'lante had achieved in the short span of four years. With our conclusions in the next chapter, we bring our analysis of the program to a close.

## CHAPTER IX

### CONCLUSIONS

This study of Proyecto Pa'lante will conclude as a program model for providing higher educational opportunity to Latino students with nine critical points that will summarize succinctly the process of making higher educational opportunity accessible to Latino students.

The first major conclusion that can be drawn from our examination is that, as social institutions, colleges and universities promote the well-being of society. The neglect that American higher education has exhibited toward the Latino community, however, has been a major factor of the deterioration of the quality of life in that community. It has also led to the pervasive lack of aspiration of the youth in that community. A youth that is rampantly excluded from going into professional careers because the nation's colleges and universities are closed to them cannot be expected to feel encouraged by the prospect of life ahead of them even if their parents, school counselors and teachers attempted to instill in them the highest aspirations in the world. Thus higher education has contributed to

some of the animosity and suspicion toward Latinos in American society. Frequently portraying Latino youth as incapable of college work and depicting the general Hispanic population as inferior and inept, American higher education has not adequately corrected social stereotypes, bigotry and hostility toward Latinos. In addition to the Latino youth having been misrepresented, courses in college have sometimes used textbooks that ridicule Hispanic culture and distort Hispanic history with self-serving inaccuracies; it has degraded the Spanish language in relation to other European leading languages. For example, Spanish may not be used as a research language in some doctoral programs while allowing French, German or Russian. In conclusion, American higher education has far too often presented Hispanic views and lifestyle in a grotesque form. Indeed, American higher education must make amends in three major respects: one, realistic recruitment and support efforts like Proyecto Pa'lante must be implemented to provide educational opportunity to the youth of this neglected sector of American society; two, the true perspective of the Hispanic world must be presented so that colleges and universities can make educational opportunity more relevant and meaningful to these students, and three, in the quest for knowledge, the

truth about the Hispanic world and its people must be treated with accuracy, without stereotype.

The second conclusion that can be deduced from our research is that in the process of implementing Latino recruitment programs, institutions of higher learning should see to it that Latino education experts be hired to carry out their commitment so that the educational needs of these students be met with minimum controversy. To fail to do this will undoubtedly bring about unnecessary intra-group conflicts as minority groups do sense a natural inclination to manage and attend to the needs of their constituencies. Furthermore, in order for educational efforts of this kind to be effective, the potential for disruption must be minimized since such problems will affect adversely the concentration that these students need as they work on eliminating their academic deficits. Moreover, these programs should be staffed with highly trained professional personnel. Inadequate personnel will undoubtedly politicize the program for their own personal gains, which can lead to highly unethical, undesirable situations.

Third, every effort should be made to permit the maximum programmatic decision-making process to these programs within the institution's organizational

structure so that the program's functions may be executed as efficiently as possible. Student problems that, if unattended, have the potential for growing into crises should not remain unresolved because of procedural difficulties.

The fourth and perhaps most important conclusion that can be derived from this research is that recruitment alone has been proven to be an insufficient commitment. Educational support services, such as an English language program, a mathematics laboratory, remedial courses, inventive methods of instruction and service, geared at enhancing the students' emotional stability and at developing their writing, reading, computational and academic skills as rapidly as possible are necessary. Personnel with the appropriate attitude and training are essential to this goal. Without these resources, recruitment will remain a gesture, at best, and college admission will soon become a revolving door for students who were given false hopes and false expectations and will feel the effects of failure with a deep sense of betrayal.

Fifth, every possible source of financial aid should be effectively explored since this is one of the most fundamental needs of these students. Coming from financially depressed homes, without financial aid most

Latino students are simply unable to attend college.

The next conclusion that can be derived from this study is that special care should be taken by the program's personnel to work in harmony with as many faculty members as possible, for without faculty support the program's maximum success will be in doubt. Under such conditions, the students will ultimately suffer. Moreover, the closer working relationship between the staff in the program and the faculty, the greater understanding the faculty will likely have about the students' problems and needs; similarly, the more apt the faculty will be to help the students in their classes and to communicate with the program staff about those problems. More importantly, a supportive faculty who sees the program staff as peers can become the strongest spokesmen for the program to fit in the university's mission. The two most frequent complaints of faculty members are: one, that the program personnel, who are usually administrators with only bachelors degrees (some have masters degrees), do not meet the academic standards of the faculty and often do not understand the educational process or the depth of the problems the students encounter in their classes; two, that the program does not fit into the institution's missions. These kinds of obstacles are too profound and run

counter to the kind of support that these students need to have throughout the campus if they are to succeed, hence must be expeditiously addressed and eased.

In the seventh place, in order to allow sufficient time to work toward eliminating the academic deficiencies that they bring to the university, program students should be protected by a retention policy. This policy would aim at allowing no less than two but no more than four semesters free from academic probation so that students can work on their deficiencies without the psychological fear of being dropped for poor scholarship. The grading system, however, will not be interfered with and no faculty member pressured to modify his grading method. During this interim, the concentration should be on counseling, tutoring, remedial courses in communication and mathematical skills as well as other academic skills, such as effective ways of studying, taking notes, tests, and the like along with a minimal number of regular courses that students may be able to handle. The program counselors should hold frequent meetings with these students for the purpose of helping them adapt to the university's rigor and demands as soon as possible. The instructors should be consulted periodically about these students' progress so that the students may be apprised by their counselors of the areas that they need to improve.



Another conclusion that can be drawn from this investigation is that the university administration should recognize that to withhold support to the program and to the necessary academic support will result in further problems to students who already feel threatened and are overburdened by their academic deficiencies. Therefore, it would be extremely unfair to deny these students the needed support. Such support, however, should not be misunderstood or misconstrued for student control of the program. To allow any student group or organization control over the program will ultimately result in undermining educational opportunity to all program students and in the deterioration of the institution's academic standards as well.

Lastly, study programs relevant to the cultural and life experiences of the Latino students, staffed with Hispanic faculty, are an intrinsic component of educational opportunity. Because of the unjust discrimination and social prejudice that many of these students have suffered, their education must provide them with the opportunity to analyze those experiences in the true reality and meaning that such social values of the dominant sector may have exerted on their young lives. These students can then attempt to gain a practical understanding of those unique experiences so that they

can begin to work toward achieving positive change in their lives. Thus, they can hopefully be motivated with the kind of impetus necessary to break the crippling cycle of poverty that unjust discrimination and prejudice, as well as the lack of training and education, brought upon their forebearers.

APPENDIX I

Interview with Dr. William Howenstine  
Professor, Northeastern Illinois University

Date of Interview: May 21, 1981  
Interviewer: Maximino Torres

Prior to becoming Vice President for Student Affairs and Dean of Students in 1968, Dr. Howenstine had been Professor of Geography at the University; he returned to his academic post in 1974 and remains a member of the faculty. As Vice President for Student Affairs and Dean of Students at the time when a group of Hispanic students presented to UNI administration a proposal for a recruitment program in the winter of 1972, Dr. Howenstine's views with regard to the students' recommendations and the situation on campus at that time are valuable to the documentation of the facts and events surrounding the creation and development of Proyecto Pa'lante. Since this dissertation will attempt to examine and present that program as a model for the recruitment and servicing of disadvantaged Spanish-American students in higher education, it may be pertinent to acknowledge that the program's first two years of development occurred under Dr. Howenstine's Vice-Presidency.

Torres: Dr. Howenstine, can you explain why it was necessary for Hispanic students to bring such concerns

as recruitment, counseling, the need for communication between the administration and a Hispanic spokesperson for the students' needs, facilities for academic and student activities, access to the University's minority program, financial aid, and the hiring of Hispanic faculty?

Dr. Howenstine: It is important to view the context in which this happened, where higher education was in a stage of transition, from elitism to one which was more egalitarian, more open and free. There was at this period of transition groups of students who had been effectively denied higher education, including Latino students, blacks, low income students. And our school, like all schools, had faculty and administrators whose only training was primarily in the former period, and were confronted with the realities of the new incoming period. Whenever there is social change like that taking place, it appears to come too fast for the people with the more traditional background and too slow for those who are finding the doors open. In that kind of a setting, I think it is to be expected that those who are finding the doors open are to be pushing and pulling on the doors, agitating for more rapid change than those who are allowing the doors to open would like to see it happen.

Torres: Can you respond as to how the administration planned to address the concerns presented by the Hispanic students?

Dr. Howenstine: Within the administrative group there were a number of people who wanted to meet the needs of the Latin American students more fully. The President shared that feeling, I shared that feeling, a number of people shared that feeling in varying degrees. How those needs would be met would probably have more diversity of approach than a single unified agreement on how to do it. As I recall, probably the most disconcerting thing for administrators was the novel approach that students had, their lack of knowledge and concern for protocol and for following the established ways of getting things done. So to accomplish what needed to be done, the administrators wanted to make use of the existing committees and organizational structure. They wanted to make sure faculty was involved in decision making, including yourself, the Latin American Counselor. So sometimes there was an appearance of a lack of desire to meet their objectives when it was more a problem of process. But appearance is important to students.

Torres: Within the context that you just explained, were any of the concerns more difficult to meet than

others and why?

Dr. Howenstine: Yes, some of the more difficult were those that had to do with budget increases and presented a difficulty of two kinds. First, budgets are built so long in advance that one might want to make some financial changes, but the lead time is so long that the students' perception was that the administration did not want to make the changes. The alternative would be to make an internal budget change after the budget has already been produced and reallocate money within a given fiscal year. That eliminates, first of all, the time period involved, but brings up another problem, getting someone who has money budgeted for his or her program to agree that there should be a reallocation of funds for this new need.

The second major area that makes some of those demands more difficult is when the request involves employment of faculty. Here the problem arises because of the traditional view of faculty being hired with no student involvement. So when students make the request for a faculty person of a particular ethnic background, or even if the students select a candidate, it strikes right at the heart of one of the long standing faculty privileges. Therefore, like the budget area, that presents special problems.

Torres: What plans did the administration set forth then to meet any difficult concerns?

Dr. Howenstine: I can recall that there was an effort not only in the establishment of Proyecto Pa'lante itself, but to meet other requests and needs of the Hispanic students in general. The administration endeavored to involve a number of faculty and staff people who were interested in problems involving Latin American students and who were supportive of changes and not alienated by the appearance of doing things without being technical. So that involved communicating with people in the Spanish Department, people of a Latin American background, and like myself, people who had an interest in Latin America.

Maybe one of the best examples was a committee formed by the President on Latin American Affairs, which was a joint student/faculty committee, and I think that illustrated the desire to meet the students' needs and objectives. The committee could dilute the confrontation aspect of students against a few administrators in that the faculty who were more sympathetic could work with others who were less sympathetic and build a constituency of support for this overall change that I mentioned in the beginning, so that if the most conservative faculty would rise up and say "what's happening here, we don't want this," then there would be an informed group of



moderate faculty who would understand the change taking place and would have participated in it and had a vested interest in seeing that it took place effectively.

Torres: What other obstacles were there in meeting the students' concerns?

Dr. Howenstine: Another obstacle was student approach, student methodology, where they didn't have the knowledge of protocol, the smoothness of using the existing structure. That presents a problem because some kind of agitation or movement toward change could appear more hostile and antagonistic to the more conservative faculty and staff, and students might even want it to appear, but just because they didn't know the etiquette, so to speak, of higher education's process, for some of us who were sympathetic, those methods sometimes were an obstacle.

Let me give an example. The students at that time were concerned about the terrible furniture that they thought they had for their activities room. So they felt they weren't getting the ear of the administration soon enough, so they carried the furniture and left it in the secretarial office, outside the President's Office. The President wasn't there that day and the secretary called me over. My response was the furniture wasn't that bad; it wasn't the best, but I saw the furniture as

a symbol of a lot of feelings more than something important in itself. I also realized that kind of thing, if a lot of faculty heard about it, or if campus security guards were called, they might make more fuss about it. So my objective was to diffuse the situation and minimize the number of people knowing about it and reduce confrontation. So I carried the furniture down to the basement myself and stuck it in a corridor, and it was gone very quickly. If I would have had to call security or the janitors, then there would have been people saying "oh, look what these students did," and it would have not been helpful to the students. You could argue it could have been better to leave the furniture there and let the whole University get mad about it. It was just a judgment call on my part that the students would get farther without antagonizing people needlessly. I do have to say there are times when a dramatic protest is necessary. From my perspective, I didn't feel that that particular kind of dramatic protest was valuable at that time; the students weren't far from meeting their goals and they didn't need to do that.

Torres: Did the administration believe that any of the students' concerns were unreasonable and why?

Dr. Howenstine: I don't recall any significant feeling of these concerns being unreasonable. There might have been the feeling that "we don't have the money yet for this year, we have to plan for another year." I am thinking in terms of space for staff, for example. As I recall, there was some concern about the accessibility to the President on the part of the Puerto Rican Counselor "who'll have the right to official meetings with the President of the University," as the students' statement went. There were some who questioned whether that meant by-passing the usual administrative line and staff relationships. Other voices argued that every faculty member has a right to official meetings with the President, at times.

The administration was really in agreement with the six objectives of the students. So the points of disagreement and confrontation tended to be not so much about the basic objectives as about the speed in which they were being achieved.

Torres: In September 1970, the University's Office of Institutional Studies released the enrollment figures for the Fall 1970 trimester as 4,318 total undergraduates, among whom only 79 were Hispanics or 1.09 percent, the graduate enrollment was reported as 2,917 of whom 18 were Hispanics or 0.25 percent. Considering that according to

the 1970 Census, a large Hispanic community of 115,995 lived approximately within 3 miles of the University and that the city's Hispanic population was over a quarter of a million, can you explain why the low enrollment of Hispanics at a time that could be considered the peak of the Civil Rights Movement especially when the University did have a minority program in existence since 1968?

Dr. Howenstine: There are several factors, not necessarily in the order of importance, but as they come to mind. One, at the time we find this big transition taking place, Hispanics, in general, across the country were represented in higher education by very low percentages, as were blacks, American Indians, Appalachian whites, various minority groups. This pattern had been accepted up until the recent years by both those who dominated in higher education and those who were dominated. While there were a large number of Hispanic people in Chicago, close to the University, the percentage of those who were actively planning to go to school would be a lower percentage than a middle class suburban community like Skokie or Evanston. That sounds like a traditional explanation, but I think it is one factor.

The other side of the coin, again to reiterate, is the faculty and the administration were made up almost entirely of Anglos who in a divided society, even if they

didn't consciously plan to be segregating, the very nature of their contact with school, with friends, with employment agencies, with alumni and so forth, tended to be with middle class Anglos. So that there would be a tendency to perpetuate the old patterns on both the Hispanic population and the Anglo population.

But there are a couple of things more unique to our own school situation. One was the environment of which Northeastern started in 1961, when it was a north side branch of Chicago Teachers College. Rightly or wrongly, it started with a reputation of the belief that it was being established by the Chicago Board of Education as the Teachers College for the white Anglo speaking students of the northern side of Chicago, as opposed to the predominantly black student body of Chicago Teachers College of the south side. I have no evidence that that was a conscious effort, but then again perceptions are important. And if a significant number of people in Chicago perceived that Northeastern was the school for the whites on the north side, then the whites that wanted to go to a teachers college would tend to apply to the north side rather than the south side. And minority group students who might not welcome a hassle from an institution where they assume they would not be welcome, might just automatically apply to the south side rather

than the north. I'm not sure this applies to Hispanics because I've never seen evidence that Chicago Teachers College on the south side had many Hispanic students, but I've heard many times of this in respect to blacks.

The other thing is the special student recruitment program that we already had in existence for a few years was headed up by a black faculty. Like my comments about whites having contacts with whites, I think it is also true that blacks have contact with blacks, and again without necessarily planning to be discriminatory, unless such a person went out of the way to cultivate and develop contact with other groups, there will be a sort of automatic communication with his own group and a neglect of those who decry more effort.

Two related principles to that are one in sociology, the other in ecology. In sociology, suppressed minority people who may be dominated by a dominant group frequently compete with one another instead of uniting to overthrow the dominant group. Back in those days there was the Rainbow Coalition made up of blacks, Latinos, Orientals, Appalachian whites, and American Indians. But it was never a very strong movement; it was very idealistic on the part of a few people. In fact, there hasn't been a strong unity of the minority dominated people.

In ecology we learn that if resources are limited, competition more than increases. The resources in this case are higher education, the number of slots in the entry freshman class, the number of scholarships available, all of which could be perceived as limited resources. From an ecological viewpoint, it is normal to anticipate that a special program led by a person of one minority group, unless that person is a very remarkable individual, the program is not going to have a broad spectrum recruitment of all the possible minority groups. So I saw the whole special recruitment situation as being one which if not conducive to outright competition between blacks and Hispanics, at least one shouldn't expect there to be a program under the leadership of one of those two groups which would easily encompass both groups. This underscores one of the objectives of Proyecto Pa'lante's proposal of having Hispanic faculty members, which was a reasonable request, certainly to me, and I am sure to many of the other administrators.

Torres: Therefore, it is crucial for Hispanics to agitate so that they, too, be included in higher education and that such models as Proyecto Pa'lante be established in the universities?

Dr. Howenstine: Yes. I think whenever there has been a case of groups of people who have been denied equality of opportunity, one of the first breakthroughs in achieving that equality is to establish clearly their own identity, both for their sake and the sake of others. A good example of that is when the black power movement arose and many whites were scared of the movement. As I saw it, that was an essential step of establishing black identity and acceptance of blackness for its own sake. "Black is beautiful" was a catch phrase. And I think the same thing has to happen with any minority group that is suffering discrimination. Now, if it is a minority group that is not suffering discrimination, that's a different matter. But if there has been long standing discrimination, then, the dominant group needs to accept the reality that the minority group has to establish its own identity. While that may be painful at times, it is absolutely essential. The American Indian, at least in the higher education circles we've been talking about, hasn't yet established their identity and in a city like Chicago where there are thousands of them, we might see a minor upsurge of activism that we saw of blacks and Latinos.

Torres: It comes to mind, then, that in establishing that equality of educational opportunity, a particular



program model such as Proyecto Pa'lante might be necessary. But how do we deal with the problem of other groups within the established majority saying "What do we have now, a program for this particular group, a program for that group? Why not a program for Polish, Italians and so forth?" Is that a realistic concern, and how should that be responded to in a sense that it does make justice for the people who are attempting to seek and establish justice?

Dr. Howenstine: Let me start by referring to another ecological principle which is, there is survival value in diversity; diversity is important in terms of achieving community stability, societal stability. I would argue in that context that if indeed another group, Polish, Greek, whatever, feels sufficiently denied in terms of opportunities and advantages, then they too ought to have the same thing, and if they don't, then they don't need it. But the proof of the pudding will be if there is a significant percentage of people of one of those other backgrounds that really agitate and make their case and convince the authorities. It wouldn't bother me to have significant ethnic group programs. I don't see that would be unhealthy.

To an astonishing degree, our students have an insight view of a non-Anglo culture, a context of which

is the educational advantages of our school over other schools. Many of our students speak a non-Anglo language and know the customs and values of their non-Anglo heritage through the intimate and daily family experiences. Is there a better way to gain understanding and empathy? In this era of study-abroad programs and educational travel offered by traditional colleges for traditional Anglo-American middle class students who must start from scratch in their foreign study, what are we doing to build on the rich background of our students? Do we offer them an advance study in their language? Do we permit them to study the history, geography and arts of their ancestral heritage? To do so would not only capitalize on their rich international background, but also would help to motivate them in academic directions to demonstrating that the college sees value and relevance in this background. Self-respect will be enhanced as the college shows respect. One can dream of a rich offering of studies stressing Latin-America, Eastern Europe, Asia and Afro-America, with additional foreign language study in Polish, Czech, Italian, Hebrew, modern Greek and others. Must we ignore these areas because it has been traditional to stress only Western Europe?

Torres: In the Fall of 1971, the Hispanic students were asking the administration that an equitable portion of

project Success incoming students be Hispanic. However, in the Winter of 1972, the students asked the administration for their own recruitment program. What do you believe caused this shift in the students' request?

Dr. Howenstine: I would say that it was perception, that they would probably never get an equitable distribution of freshman entering students if they had to depend upon faculty leadership that was of some other ethnic group, given the situation of the times.

Torres: Given the situation of the monetary cost for a totally new recruitment program for non-traditional students, the expressed sentiments of the faculty about maintaining academic standards and the obvious need for expanding educational opportunity to Hispanic students, what was the administration's overall response to the students' request for the creation of Proyecto Pa'lante?

Dr. Howenstine: Your question does touch upon a problem that we haven't really talked about yet, and that is, the desire on the part of the faculty for building an elite university. We see it in operation now, I do, with our whole new general education program. It's my opinion, I can't prove it, but in back of all that is the long standing feeling on the part of the more traditional faculty that in the days of the 60's and 70's, the

universities went too far in becoming egalitarian, and they longed for the days when the standards were, quote, "high" and they didn't have to worry about teaching students to write because they came in knowing how to write and how to read. There is a lot of that in higher education. In fact, I think about the time Proyecto Pa'lante started, the most conservative group on campus was the faculty and not the administration. And speaking of the dominant forces of the administration, the administration had many sympathies with the Latin-American students.

Torres: Once the program was in effect for several semesters, did the administration believe that it was academically and administratively a sound model for an institution of higher learning to address the needs of an urban disadvantaged student population?

Dr. Howenstine: Yes, I think there was a genuinely positive evaluation of the program. And the feeling that if we're going to admit students whose high school academic record may not look like the all-time traditional students, that we need to give them support, academic support in terms of tutoring or counseling, also the support that comes from identification, a feeling of belonging rather than taking students from a disadvantaged

group and throwing them immediately into the water to sink or swim, that psychological and academic support was a very important part of the model.

Torres: Along with that psychological and academic support, another objective the Hispanic students were asking for was "relevant counseling" as they referred to their needs. Since student counseling was an area under your responsibility, would you elaborate as to the needs the students were expressing?

Dr. Howenstine: My perception was that what they were saying to us was that "We don't have counselors that we can communicate with adequately." I think we had a pretty good Counseling Department with good people, but they were all Anglos. That meant not just a communication barrier, but a whole difference in cultural values and cultural symbolism, which might not in reality affect communication, but it did. If you may recall, when I was Vice President I always wore a necktie to the University. I haven't worn a necktie to the University since I went back to teaching as a faculty member. My opinion was that in dealing with other administrators, my viewpoint would be heard better if I wore a necktie. And so I carried a necktie so that the Academic Vice President and the other administration would listen to

what I was saying on behalf of the students and not shut me up because I dressed nontraditionally. By the same token, I can see that if a disadvantaged student from a particular ethnic background comes in to see a counselor from a different background, wearing different clothing, speaking with a different accent, it could put a barrier there no matter how effective that counselor should be. I've heard the students say we need someone who can bridge that communication gap for us.

Torres: So that in implementing a model to bring in nontraditional students, it is just as important to look at the effects of traditional counseling as it would be with the curriculum?

Dr. Howenstine: Yes, exactly the same parallel.

Torres: Another area of student concern was retention. Will you name the major factors you might have known were responsible for attrition among Hispanic students and briefly discuss any course of action you may have recommended to the university administration?

Dr. Howenstine: The problems of attrition were a combination of academic failure and a sense of isolation, a feeling of being unwanted because there wasn't the established group identity. And those things reinforce

one another. If you don't feel wanted or accepted, you're not going to perform as well academically. And if you don't perform as well academically, that reinforces your feeling of being an outsider and isolated. There were so few Latin American students until just within the year before you were hired that I don't know to what extent retention was a problem.

There was the Academic Standards Committee. I sat on that for a while. My recollection is that in general, it was quite a fair and considerate committee. They frequently bent over backwards to help students stay in school, giving them another chance, arranging for them to go to a junior college to pick up a credit and come back. I hadn't thought much about it, but I would really wonder whether the students' concern wasn't one more of anticipating problems than it was one based on the reality of real problems at that stage.

Torres: The Hispanic students were also concerned about financial aid. Since that area was also under your responsibility, would you name the major problems the students were having in obtaining financial aid and what correction course you may have undertaken?

Dr. Howenstine: I never was really aware of any real discrimination or disadvantage that the Spanish students

had in getting financial aid compared to other students. One of the things that always surprised me was that both with black and Spanish speaking students, that the Financial Aid Office didn't have more criticism than it ever had because at that time there was an all white staff. The head of the office was a very blond, Western European looking man, a person who had really very little background in working with minority groups. I would have thought he and his office would have been the focal point of unrest, agitation and complaint. But there was really very little of that over the years. I attributed that to the fact that "Well, he must be doing something right. There must not really be a strong problem in that office or he would have suffered more protest." I did not perceive problems that had to do with the awarding of the aid packages. It was more administrative problems. He was a very human-oriented person, and I guess that humanness came through and students generally did not dislike him or did not feel mistreated as a whole there.

Torres: Is it possible that a factor influencing the students' concern may have been the fact that since in the Fall of 1971 when they expressed their concern, there hadn't been a Hispanic Counselor who would be working with them, orienting them, facilitating to them information about the deadlines in filling out the necessary



forms and so forth?

Dr. Howenstine: I think without question that would be true. I think the students needed an advocate who they could identify to, so one doesn't feel really so alone that you know you have a faculty member who would rebuke, even though you may be taking a lot of leadership as the students did in those days. It is just very reassuring to have a faculty advocate.

Torres: With regard to the students' request for Hispanic faculty to be hired to teach courses dealing with the students' cultural and life experiences, did the administration believe the request had significance for the students' education, and what was that significance?

Dr. Howenstine: I think the significance had to do with the educational advantages, to further some knowledge about their cultural background the students already had. Their motivation to learn more makes sense to give them some courses so they can have an outlet for that motivation. One of the problems is the degree to which the selection of the faculty involved the students. The administrators and faculty generally would be concerned that the faculty the students helped select, truly qualified faculty, helped to maintain the standards at the University.

Torres: Did the administration concur with the students that it was necessary for Hispanics to teach such courses and why?

Dr. Howenstine: I think the dominant administration's view would have been that it was not an essential requirement, academically speaking. The Spanish Department had a lot of non-Spanish teachers. I don't think any of us would have taken the position that a non-Spanish speaking person is capable of learning enough about the Spanish culture or a particular national culture to be able to teach it, but I think the question is that it was important for the students from a psychological standpoint, which we talked about before.

Torres: Do you believe that there is any validity for faculty and administrators working with disadvantaged urban students to become knowledgeable of these students' background or could they be just as effective with just knowing their respective areas without necessarily having any knowledge of these students' background?

Dr. Howenstine: I think without any question, the faculty or administrator who has knowledge of the students' background is going to be more effective. In my own case, my knowledge of Spanish and contact in Latin-America were critically important in helping me

to build security in that period of time and make it easier for me to bring some of the other administrators who didn't have any knowledge of the Latin-American students.

Torres: So how does one overcome the resistance of the traditional faculty and administrators who feel that it is not important?

Dr. Howenstine: I can think of even academic scholarly people who visited a foreign country and came away just being as "ugly Americans" who lacked any empathy, just went there as tourists and didn't try to speak the language or communicate, who had a mind set ready to reinforce stereotypes that they already had in existence. You can lead a horse to water but you can't make him drink, so you can hardly force a faculty person or administrator to learn about another culture or another people. I think the best way is to have real life situations, face to face, person to person contact is essential. The travelers who are "ugly Americans" are those who never had meaningful contact with the people in the other countries, they stay in English speaking hotels and tours, they eat in fancy restaurants. They never really communicate with the people. That is another good reason for having a Hispanic-origin faculty

member because faculty is going to communicate more readily with another faculty than with students or administrators. I think a lot of understanding took place amongst the students and the administration in those days. There were very warm feelings on the part of a number of administrators, particularly President Sachs and myself; I know, and some of the others toward the students who were agitating. I can remember sitting in on these intense meetings and disagreeing on things, then somebody would say something light and funny, and Edwin Claudio or Samuel Flores (two students involved in proposing Proyecto Pa'lante) would break out in a smile. You couldn't help but like them. That's how you educate people, to have personal contact, I believe.

Torres: But also in the classroom, to demonstrate to these traditional faculty that these students, too, can achieve.

Dr. Howenstine: On that last point, I can recall a number of occasions when faculty made the comment that the Latino students were surprisingly well motivated to study. They anticipated a really poor performance, only it didn't turn out that way. I remember on a number of occasions comments "Those Latin-American students really want to learn, they are concerned." That says something and it surely did help break down stereotypes.

Torres: Dr. Howenstine, I want to thank you for your time and contribution.

APPENDIX II

UNION OF PUERTO RICAN STUDENTS  
NORTHEASTERN UNIVERSITY  
CHICAGO, ILLINOIS

September 2, 1971

Dr. Pitts  
Dean of Student Affairs  
Northeastern Illinois  
State University  
St. Louis & Bryn Mawr  
Chicago, Illinois

Dear Dean Pitts:

This letter is to confirm our conversation of August 30, 1971. It is our understanding that Mr. Maximino Torres has been recommended for the position of counselor at Northeastern Illinois University by the Union for Puerto Rican Students.

Also, enclosed is a copy of objectives which Northeastern Illinois State University and the Union of Puerto Rican Students have agreed upon to cooperatively make better education for Puerto Rican students a reality.

Sincerely yours,

Samuel Flores,  
President

Hilda Bermudez,  
Secretary

cc: Maximino Torres

SF:rh  
Enclosure

APPENDIX IIa



## HISPANIC STUDENTS' CONCERNS

### philosophy

Every human being--if given the proper opportunity--can achieve to the fullest of his capacities. Puerto Rican and the other Spanish-American students have not been given an opportunity to achieve to their fullest capacities, hence they have been denied participation in the mainstream of American society.

Northeastern Illinois University agrees to assist the Puerto Rican and other Spanish-American students overcome this injustice.

### Objectives

In order to fulfill its commitments, Northeastern Illinois University agrees to implement the following objectives:

1. To recruit high-school students in the Puerto Rican and other Spanish communities in Chicago.
2. To provide these students with relevant and competent counseling by hiring Puerto Rican counselors at the faculty level and who will have the right to official meetings with the President of the University and/or with other policy-making official of the University.

3. To provide space on campus--free from other activities and suitably furnished--so that the Puerto Rican and other Spanish-American students can be adequately counseled and can also engage in college related activities such as studying, tutoring, meetings, etc.

4. To make available "Project Success" to Puerto Rican and to other Spanish-American students by placing an equitable portion of "Project Success" in its entirety under the direct administration and supervision of the counselor for Puerto Rican Students.

5. To equitably extend to Puerto Rican and other Spanish-American students all grants, funds, scholarships and whatever other financial aid is available to the rest of the student body at Northeastern University.

6. To hire Puerto Ricans at both instructor and Professor levels to teach courses at NIU relevant to the Puerto Rican student population in Chicago's elementary and secondary schools.

Text of the objectives submitted by the Union for Puerto Rican Students to Northeastern Illinois University administration on September 2, 1971. (See Appendix II for date confirmation.)

APPENDIX III

## PROYECTO PA'LANTE

### I--PURPOSE

Proyecto Pa'lante will function with the purpose of bringing to Northeastern students of Spanish-American ancestry--who otherwise would not meet the University's admission requirements.

### II--PROCEDURES

A--Staff: Proyecto Pa'lante will be under the direction of the Puerto Rican Counselor--who will receive the support from the University Administration, Admissions and Financial Aid Offices. He will have the final decision in admitting students in the program.

As necessary, the University will hire additional staff to assist the Puerto Rican Counselor in the operation of Proyecto Pa'lante.

B--Financial Aid: All financial aid at the University will be made available to these students.

C--Retention: Northeastern Illinois University--through Proyecto Pa'lante--promises these students a unique opportunity to academic progress, thereby working with them in the program to assist them to develop their academic potentials. Each student will be given the

first two years to work toward academic achievement and prove his academic abilities.

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THE UNION FOR PUERTO RICAN STUDENTS REQUESTS THAT PROYECTO PA'LANTE BE PLACED IN THE COLLEGE CATALOGUE.

Text of the proposal for Proyecto Pa'lante submitted by the Union for Puerto Rican Students in the Winter 1972. (See Appendix IIIa.)

APPENDIX IIIa

To: Dr. Jerome Sachs, President  
Northeastern Illinois University

From: Maximino Torres  
Counselor for Spanish-American Students  
Director of Proyecto Pa'lante

Date: January 28, 1972

Re: Proyecto Pa'lante

The purpose of this memorandum is to confirm  
that:

In accordance with agreement reached between the  
University President, Dr. Robert Goldberg, Dr. Griff Pitts  
and the representatives from the Union for Puerto Rican  
Students the following was set forth:

1--Northeastern Illinois University accepted  
Proyecto Pa'lante as the educational assistance program  
to bring on campus Spanish-American students who otherwise  
would not meet the University admission requirements.

2--The University accepted the plan of Proyecto  
Pa'lante as written by the Union for Puerto Rican Students,  
and that the project will be in the University catalog.

cc: Dr. Goldberg  
Dr. Howenstine  
Dr. Pitts

enclosure--1

APPENDIX IV



Interview with Dr. Jerome Sachs  
First President  
Northeastern Illinois University

Date of Interview: August 7, 1981  
Interviewer: Maximino Torres

Torres: Dr. Sachs, would you give a brief history of how you were named the school's first president?

Dr. Sachs: The institution opened in 1961; I was Academic Dean; in 1962 I became Dean, which was essentially head of the institution. When the State took over in the summer of 1965, Frederick McKalvy was named Acting President of both the north and south side colleges, and in February of 1966 I was named President here. I retired in August of 1973.

Torres: In 1971 and 1972 the Hispanic students brought to the university administration such concerns as recruitment, counseling, communication between the administration and a spokesperson for the Hispanic students, access to the university minority program, financial aid, and the hiring of Hispanic faculty. Can you explain why it was necessary for the students to bring up these concerns?

Dr. Sachs: Clearly, the University was not unaware of these problems, but perhaps unaware of the dimension of

these problems. And with the kinds of pressures that were on it, you respond to the pressures you have at the moment. The climate is important, and the climate was just beginning to turn in the direction of other minorities. We had been obsessed with the Black minority, which made its wishes felt in much the same way, with considerable amount of pressure in the years prior to this. So I guess it was a question of the climate. To give you a couple of examples, for a while there, the federal government did not allow us to make counts of students by origins. Later on they insisted we do it. So, to a certain extent, we didn't know the dimensions of the problem. Another thing is faculty attitudes. Universities change slowly and you get attitudes that shift from one thing to another. For example, Black history, we were going to get a Black historian, and the History Department's response was: "You don't need that at all; we have people who are experts in Black history." That doesn't fit. When the climate gets warm enough, that doesn't fit. The same is true of the Hispanic; the person to teach Hispanic history can't be an Anglo; he can't be a Black either. He has got to be a Hispanic. But it takes awhile for us to learn that, and it's important for university people to keep open minds. They do learn, they don't know everything, and it was necessary for the students to draw our

attention to the dimensions of the problem and to see that the problem was a very important one for us.

Torres: Considering that the students had to present these concerns to you, can it be safe to assume that the University was unprepared to meet the needs of the Hispanic students at that time?

Dr. Sachs: Yes, I say the University was unprepared to meet the needs of the Hispanic students at that time, namely because of a number of pressures. One is a budget pressure; to meet such needs, you have to plan in advance, you have to prepare some faculty positions. I'm not blaming the faculty, but there is a considerable amount of competition. When your budget calls for a certain amount of money and the faculty realizes you can hire five new faculty members, you have fifteen departments asking for those five new faculty positions. I've always felt a little odd that if you read any university catalog, you'll find that the university dedicates itself to making changes in students. It resists fiercely change in itself. It takes time. And yes, we were unprepared in that sense.

Torres: In September 1970, the University's Office of Institutional Studies found that there were only 79 undergraduate Hispanic students enrolled among 4,318

total undergraduates and 18 among 2,917 graduate enrollment. Can you explain why the University had such a low Hispanic enrollment when, according to the 1970 Census, there were 115,999 Hispanics living in the University's immediate vicinity, and the Chicago Hispanic population was over a quarter of a million?

Dr. Sachs: That's very hard to explain. Enrollment was open. Perhaps we didn't do the right kind of recruitment. Perhaps what the students are really bringing to our attention is the fact that you not only needed someone who was a shepherd for them on campus, and not because of ability, simply because of the same things that the good black students found. The background wasn't there to compete with an Anglo student who had been speaking English all his life and who had been brought up in what was perhaps a better school environment and was prepared to do the kind of work that we expected at the university. They not only needed someone to help them get over that kind of a hurdle, but they needed active recruitment of having people go out into the Spanish community and say "Look, we welcome you." So, I suspect the answer was, we didn't do that kind of recruitment. Again, without saying we weren't guilty of some omissions, we didn't do much recruitment at all because at that point we had more students than we could handle. And if they weren't

the right composition, that was difficult. But if we had gotten 1,000 Hispanic students, we wouldn't have had the money to give them a decent education. The changes occurred slowly; I don't feel terribly guilty about this. We had done "Aquí Estoy"\* before that and tried to draw the Spanish community into the University and it was somewhat successful. But I think the things that happened after Proyecto Pa'lante started, I really think at one point we had been adopted by the Spanish community of Chicago when you compared the population here with the population at Circle (University of Illinois at Chicago's Circle) at that time.

Torres: As the President of the University at that time, how did you perceive the students' request, particularly the recruitment program, Proyecto Pa'lante?

Dr. Sachs: I saw the students' request as quite reasonable. When you get a group like the Hispanic Americans who become aware of the need for higher education and go out after it, then it is the responsibility of any head of a public institution to aid and abet that as much as possible. There are difficulties, financial difficulties, faculty difficulties, student difficulties. Because in

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\*Aquí Estoy was a store-front outpost of the University in Chicago's West Town Puerto Rican community for English and GED evening classes.

response not only to the Spanish special programs, but for the Black special program, we got some student flak. I can recall a group coming to see me and saying "You don't make any special program for Polish students, you have a lot of Polish students on campus. We want you to teach Polish and Polish history." They made the same kinds of requests. The answer that we gave them (and there were other pressures from other groups) was that they didn't need the special programs. Sure, they came out of homes where Polish was spoken, but English was also spoken and they were not disadvantaged in terms of what society could provide for them by the time they came to the university. There was a member of the legislature that wanted us to teach Lithuanian. I don't know where we could have found anyone to teach it; I don't know how many students would have taken it, but there were counterpressures.

Torres: That presents something I have heard in my professional involvement here at the University, comments that, "Where do you draw the line when the institution begins to make special programs for disadvantaged groups?" How do you suggest we address those kinds of concerns? Are they real concerns?

Dr. Sachs: They are real concerns because the nature of this country demands that we move minority people into the mainstream as fast as possible. That's the way I see it. I can't be sympathetic towards people who refuse to learn English, no matter what the home language is. I recognize Puerto Rico is part of the United States and that people in Puerto Rico speak Spanish as a first language. But if they come to Chicago, they are handicapping themselves if they refuse to learn English. Now, we have an obligation because of the kind of country we are, to give them as much help in moving into the mainstream as possible. We had to do this with the black community, we have not completely succeeded, but we have made strides. We have to do it with the Spanish community; again we have strides to make.

We have sizable oriental minorities now. Because of Viet Nam, because of Korea, and we have to do the same thing for them; we have to move them into the mainstream. We have to give them the kinds of tools so they can compete. If we don't do that, we are undermining the philosophy of our own civilization. We are going to have a sizable rush in Jewish minority. We have one in this community of West Rogers Park now. We owe them the same thing so they can compete to the level of their ability.

Torres: So, the preoccupation that sometimes is also played, "Well, our parents didn't have these kinds of special programs," may well deserve the answer that because social problems were not addressed adequately in the past, it does not mean that the same should continue to go on?

Dr. Sachs: I believe that firmly and I also would like to know, statistics are impossible to get on this, how many people we lost because of that hard nosed attitude? Did people fail, did they become the dregs of society because we did that? Sure, the people with real ability, with tremendous amount of drive make it; they're going to make it anyway, anywhere. But we might have lost some very valuable citizens, lost them in the sense of having them give up or in the sense of having them never realize their potential in society. Our society thrives only when each person has at least the opportunity to use his potential to the fullest.

Torres: As University President, how did you propose to meet those requests the students presented to you in 1971 and 1972?

Dr. Sachs: The first priority item was to have a counselor and we were determined to do that. We had the money to do it. Then there were questions about recruitment; we could



begin to do that. We went a little more slowly, perhaps, than people wanted. The question of support for the program, we were prepared to go to the Board of Higher Education and ask if that program could be supported in the same way that our Project Success (the University's minority program) had been supported. And we received considerable amount of encouragement in that. There is always a certain amount of slippage in the budget and you simply take advantage of that and use it the best way you know how.

Getting faculty members is much more difficult, for a number of reasons. One, other institutions were already becoming aware of these problems, so Hispanic faculty were in demand. We had a salary scale which didn't make us really highly competitive, but we did the best we could in this direction. There was also some question of convincing departments. The History Department, I wouldn't say they were unsympathetic, wanted to do this in their own way, in their own time. And faculty have the idea that they run the institution, which to a great deal is true. And sometimes it is difficult to convince them. You may recall the focus of student demonstrations was not the administration, but rather a department where they felt they were not getting the kind of attention they deserved. The administration cannot be

authoritative in an institution of higher education; it must convince faculty that something is worth doing and it must move at a pace that must seem like a snail's pace to students.

Torres: That itself can present some exasperation, correct?

Dr. Sachs: I've never felt the Hispanic students here were my enemies. I've never felt that they were trying very hard to get something that I wasn't willing to help them. I've thought that sometimes I couldn't move as fast as they wanted me to, but I think I've understood young people enough to understand that sometimes it is sheer impatience on their part and sometimes it's a lack of understanding of the ponderous ways institutions move; they do move slowly.

Torres: Within that context there are other obstacles. How did you plan to resolve the obstacles involving faculty concerns about a new recruitment program for disadvantaged Hispanic-American students, when the recruitment program can bring fears to some faculty not only about the standards, but also about the conduct of students?

Dr. Sachs: This is a very difficult problem and again it becomes a matter of education. I don't think anyone of us is too old to learn. I always think I learn something new each time. Can I tell you a story? It has something to do with the black group, but it was something I learned from them that applied to the Hispanic group. When the Black Caucus first presented me with a set of non-negotiable demands, I felt very sorry for myself. I was on their side and I felt that I had tried hard to get some of the things they had wanted and that they weren't recognizing my efforts. I went home and I was telling my wife about this and really feeling quite put down. I had taken a certain stance; I had taken some beatings in this stance and one of this was recognized. My wife listened sympathetically and made the appropriate noises. That evening she was listening to some music and I was thumbing through the paper. I don't think I was really reading it; I was thinking about things, and suddenly I burst out laughing. My wife said to me "That's the first cheerful sound you've made since you came home tonight. What's so funny?" "I've just realized," I said, "I've got a fifty-six year old ego getting in the way of some eighteen-year old egos, and I ought to know better." From that point on, every time I heard non-negotiable demands, I translated that in my head to requests and

I didn't let my blood pressure go up, and I found that it worked very nicely. I did the same thing with the Spanish students because I learned already. It was necessary for them to take some militant stances, and it was necessary for me as the head of the institution and as a man with considerable amount of experience to translate what they were saying into my own terms. Not to lose my temper, not to get upset, not to rail at them "I'm your friend." I think they already knew I was their friend, but to realize the militant stance in itself was a declaration of independence and that's a very important thing for them, too.

Torres: Particularly to social groups that perceive themselves . . .

Dr. Sachs: And how they perceive me or how they presented themselves to me was important to them, when they took on the History Department, for instance, on hiring a Spanish professor. And when they said to the Sociology Department "We want Samuel Betances; we don't care how much you have to pay him." (The hiring of Dr. Betances in September 1973 as Professor of Sociology received strong student support.) It was important for them to make that stance to me first, so that I did not appear to be their allies, so that the faculty could turn on me and say "Look, why

do you give in to all these things?" It was a very important item, recognizing the essential correctness of the demands.

And the people you brought in had to help you work at it. Your position, for instance, would have been impossible if the students regarded you as my tool. And your position would have been impossible if I regarded you as a mouthpiece, parroting everything the students said. You had a role in telling them what they really had a right to ask for and in telling me the same thing. It was a much more difficult role for you, I think, than it was for me. But your usefulness came out of the fact that you were able to make a balanced act out of this.

Torres: Looking back at those moments and how students may perceive members of the administration as too distant, would you say that it would be fruitful for some members of the administration to teach a course, not necessarily every semester, but as time permits? I do recall you taught a math course which had a history of being frustrating for students, and do recall that some of the Hispanic students made very laudable statements about you and your approach to teaching. And there was a new discovery in the Professor President Sachs vis-a-vis the Administrator President Sachs.

Dr. Sachs: Yes, I think that's certainly true. I think the two courses that did me the most good were the ones you referred to. Edwin Claudio\* was in that class, and I taught one about two terms later and Edwin got, I think, every Hispanic student he could into the course. Then I taught one at the Uptown Center\*\* which had a number of Hispanic students, American Indians, one or two black students. I think those courses did me good. One, in terms of coming to grips with what the problems really were. Again, in that basic math course I taught, there was no lack of ability; there was a lack of vocabulary. And, of course, I always had the feeling math is one of the most important subjects in the world, and I teach it so that everybody ought to be able to enjoy it. Almost every academic person feels that way about his own subject, but I think you're right, that the people that do teach get a much closer feeling to students. I used to like Griff Pitts' (Associate Dean of Students) coffee hour, too, for the same reason. Sometimes the questions were embarrassing, but you didn't have to answer them if

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\*Edwin Claudio, UNI alumnus, received his M.Ed. from Harvard University and has become a well-known member of the community; has served as Program Director for ASPIRA, the Latino Institute (education agencies in the community) and as a member of the Chicago Board of Education.

\*\*The Uptown Center is a UNI extension program in Chicago's Uptown.

you didn't want to. But you became a person when you came in there. You weren't just a figure up in that office (the President's Office). You became someone to whom people can relate and it isn't so important that students regard me as a person as they regard me as someone that they can come to with a problem. Then, I have a very different role to play than the students who wait until the problem has been inflamed to the point where there has to be confrontation. It's a very different role when a student comes in and says "You know, I'm concerned about this and maybe other people are, too. What do you think?" If he feels free to do this to me or any other administrator, you have a great advantage in terms of meeting the problem before it becomes uncontrollable.

Torres: So that there should be some way for expanding the channels of communication to reach out and attempt to understand what really are the frustrations troubling the students?

Dr. Sachs: Yes. The last two years I was here I held a series of meetings in my office. I did it departmentally and invited each department to bring as many of their student majors as they could. I found this a very worthwhile exercise. I would begin by saying "There is no

agenda. Students, you're the agenda. What are your concerns? I'm concerned about the institution; unless I know what you think the problems are, I'm not going to be effective, so tell me what you think." And very often I got students who were more outspoken than faculty. I learned of things I wouldn't have learned of otherwise. The difficulty of size comes in; it was much easier to do this with 5,000 students than with 10,000. I found that out at the end. I was a hall walker. I would walk the halls. I would rather go to see Max Torres than ask him to come up to see me. And the result is that people would stop me in the halls. People that perhaps wouldn't have come up and made an appointment to see me, would stop me in the hall and ask questions, talk about things. It's very important for you to keep your finger on the pulse; you can get caught up in the Board of Higher Education syndrome and not find out what's going on in your own campus.

Torres: Did a cohesive plan from the administration emerge to address the concerns presented by the students or was there a different approach other than a cohesive plan?

Dr. Sachs: No, I think we had a cohesive plan for the Hispanic students because we learned a lesson out of the



black students. The moment this started to happen, we held a series of meetings, and we talked frequently about it. What's going to happen next? What kind of calendar are we going to have? We talked about all the problems you mentioned originally. Spanish faculty, recruitment, counselor, the kinds of things that we had run across dealing with the black community. We were not prepared to deal with the black community. We were not prepared in the sense of a cohesive plan.

Torres: With the experiences that you have, how does one approach the very vexing problem of resisting faculty, particularly if they have a traditional approach or view that, say, this is the way higher education is supposed to be?

Dr. Sachs: Most of us tend to see our own institution in the model of the one where we got our advanced degrees. And it is difficult to get changes. You don't get them by confrontation. The faculty has much too much power for that. They control the curriculum, they control hiring; of course you have the veto power, but veto power is like a small bank account, you use it too often and it's gone. It's a very difficult thing. It has to be done by convincing people. And I begin by the statement that in our faculty, and I suspect in most faculties, there are

very few people who are sincerely at heart, bigots. There are a few, but you get those in the general population, too.

Most people react the way they do because it's comfortable, it's the way they've always lived and it's hard to change. And with those people, you have to further their education. And you do it by cajoling them, by, in a sense, paternal instinct, but it still works. You do it by planting ideas and letting them come back with them. If the administration says "We will do the following thing," backs go up immediately. If the administration has some informal conversations and talks to the senior professors and says "You know, we've thought about the following and what do you think about that?" And the senior professor mulls it over for about five or six months, changes it a little bit and comes back with it as his own idea, and you say, that's a great idea, why didn't we think of it? It's got to be done that way.

One of our teachers here said something very interesting when she first came here. She was a teacher who had spent most of her life teaching small children and she got a Ph.D. and came here to teach in the Education Division. During her first week, I had a very unpleasant meeting with her department, which felt that they hadn't gotten enough in salary increases. There

was a faculty meeting in which there was a considerable amount of discussion of some of my actions and a little bit of recrimination. At the end of the first week, it happened that I met her and I asked how she liked her first college teaching. She said that it was an interesting week, then added "When I taught 4th grade, I knew somehow I had to tell every child in my room every week that I loved him. I didn't know you had to do that with 50 year old Ph.D.'s." It's beautiful, but you really have to work with the faculty; if you work against them, you're lost. And what's more, you've lost a lot of opportunities to do something good. Of course, you get into that terrible bind the students want it yesterday and it takes you six months to convince the faculty they ought to do it tomorrow. It's a difficult position, but that's the position you're in.

Torres: There were some questions back in 1972 and 1973 with regard to a Presidential Committee you formed and perhaps that committee may have been misunderstood to some degree by some of the students as to its purpose. As I recollect, that was the Latin American Affairs Committee. What was its purpose?

Dr. Sachs: Yes, we can talk about it because it fits in with something we just talked about in terms of how you

educate the faculty. And it couldn't have been said that way publicly at the time. That committee was to give the faculty its input into this developing program, so that when something happened, you didn't get the faculty rising up and saying to the President "You did this unilaterally, in an authoritarian way; you're interfering with the curriculum, which is our province; you're interfering with hiring in various departments, which is our province." That committee was to draw fire from the faculty and to do some educating with the faculty. There were some very good well-meaning people on that committee, and the essential idea was to vote into faculty areas so that when the students came and said to me "We want a course in Spanish-American history, taught by someone who is of Hispanic background," they're asking me for something I can't give, because the History Department makes the curriculum. But if this committee, composed of faculty members, takes this request and goes to the History Department and says "You know, we think you ought to have a course along the following lines," it's a very different kind of thing. That was its intent. I was aware of the fact it was misunderstood by both sides, but it couldn't operate if I said what it was for.

Torres: Dr. Sachs, I want to express my sincere thanks for having shed light into the area of how higher

education may expand opportunities to disadvantaged, nontraditional students.

APPENDIX V

Interview with Dr. Randolph Hudson  
Professor of English and Dean  
1969--August 1977  
Northeastern Illinois University

Date of Interview: June 9, 1981  
Interviewer: Maximino Torres

As Dean of the College of Arts and Sciences at the time the Hispanic students presented to the university administration a number of recommendations in 1971 and submitted a proposal for a Hispanic recruitment program, Proyecto Pa'lante, in 1972, Dr. Hudson served in a position which had much impact on the academic life of the students in that program. Therefore, his statements with regard to the need for academic support systems such as developmental courses, workshops on academic skills, individualized attention, and the like, would play an important role in documenting the process of implementing the necessary academic support for such a special program.

Torres: Were there any sentiments expressed by the administration and the faculty that the incoming Hispanic students may have presented a challenge to the university academic standards?

Dr. Hudson: Yes, this is certainly an issue. We had the experience of Project Success (the University minority

program, founded in 1968), which did cause some revised thinking about higher education at Northeastern. One certainly realized that there were challenges, that the challenges would be more acute with students whose first language was not English.

Torres: Some studies seem to indicate that many non-traditional students who come from the inner city schools often lack the psychological and academic preparation to deal successfully with the academic environment in higher education. What allocations for support systems, such as basic English and academic skills courses, psychological support, were made to insure that the university would not become a revolving door for the new incoming Hispanic students?

Dr. Hudson: I would add financial aid to your psychological and academic pair. Financial aid problems often show indirectly when students simply don't have the money to afford the CTA (Chicago's public transportation) and they are written off as lazy, when it is really financial problems when they are unable to arrive on campus or buy their textbooks or, not to mention, buying lunches. In answer to your question, my memory is, the adjustments were essentially negative. The students were to be given exemptions from the usual flunk-out rules, so they



would be physically permitted to stay on campus longer than the previous generation of students had been permitted. If I remember right, they received either a one- or two-year exemption from failing (being placed on academic probation). There was very little done in a positive way to providing services, different kinds of help.

Torres: When you point out that the allocations were negative, except for the consideration of expanding the life of students who might, otherwise, fall into academic probation, are you saying that the university did not make much allocation for these non-traditional students?

Dr. Hudson: We're talking about the very first years, just about the time you came, I believe. I'm using your presence here as a kind of point of reference to my own memory. I do remember, my own influence was kind of indirect at the time. I was working with the Executive Council; I believe there were nine of us who met with the President every other week. I remember when we were first discussing both Project Success and Proyecto Pa'lante, I wrote to a colleague of mine who was Vice-President of the University of Massachusetts at Amherst and asked him just the magnitude of fiscal support necessary for an adequate program. His rule of thumb

was it costs roughly \$3,000 a student over and above the ordinary educational expenses to provide the kind of services that were certainly desirable and probably necessary. I conveyed that figure to the Executive Council, and there was no discussion of it because we were in no position to really allocate much of anything. That's why I believe most of the original allocations were negative rather than positive, simply waiving certain laws rather than building in support systems.

Torres: Since the University receives money from the State, approved by the Board of Governors, was it that there may have been a negative response by the governing body to approving the necessary funds, while there may have been supportive people on campus?

Dr. Hudson: If I remember, at the time, we were under rather rigid credit-hour production formula. We did have some possibility of receiving over formula funding for new programs. For some reason, this particular program we're talking about now didn't fit the rule book. So since we were dependent on credit-hour production for our funding, there was a general feeling that funds should pretty much follow credit-hour activities. We did not have the unallocated funds to swim into a new proposal of this sort.

Torres: Recent studies seem to indicate that many students from the general population have difficulties with basic academic skills, too. Did Northeastern discover this to be true or were only Hispanic and minority students in need of academic support?

Dr. Hudson: My memory was that our perception of the need for special programs and the influx of minority students arrived at about the same time, and that there was a coupling in general faculty and, perhaps, administrative perception that the new students were bringing special problems and the special problems were arriving with the new students. Actually the reality was not that simple. Project Success had some very gifted students and there were many much less gifted Anglo students at Northeastern. But I do think that there was a perception that the need for special academic programs and the influx of minority students were somehow coupled with the then Anglo nontraditional students as well.

Torres: Do you believe that one of the contributions the minority Hispanic students may have made to the general student population was to bring about a positive change of attitude toward certain academic support, which otherwise would not have been affected in higher education?

Dr. Hudson: Yes, there is no question. The Latin American students presented a new kind of problem at Northeastern. I know that talking with college administration elsewhere, presented the same situation at other campuses. There was very often a disparity between the students' genuine abilities and their performance levels, given the strange and alien environment in which they found themselves. Obviously, we had to rethink a great deal of what we were trying to do on courses and how we were presenting the material to tap the very real abilities of these students. This occasioned many faculty members to take a long, hard look at their own teaching. Because no longer were we meeting with students who came with a set system of values, a fairly standardized prerequisite knowledge. And no longer did grades correlate quite as neatly with academic accomplishment. So it's not just the area of remedial or developmental courses you mentioned, but many of us rethought our traditional educational stances. I might add also, in the context of our instruction, which obviously was very much geared to the English-American tradition, now it is much less so, partly because of the influx of Latino students and students of other ethnic groups.

Torres: In which academic departments was the need for supportive systems more evident than in others, and what

may have been the reasons?

Dr. Hudson: You were instrumental in calling my attention to the need in biology, because traditionally our biology program, which is very strong, had worked best with students who had taken a year or two of biology in high school. Even in our elementary biology classes, a considerable sophistication in the terminology and some of the lab methodology was assumed. The students who arrived in the period we're talking about had not had the sophisticated lab instruction and therefore were starting way behind the students with whom they were competing.

A more obvious example is in English composition, where Latino and other students found themselves seriously handicapped and unable to use the language to express the ideas that they had.

There was some question whether the Keller method in psychology was working very well because this involved no instruction, for all practical purposes. The students were simply given a 600 or 700 page book and told to take tests on it at one or two week intervals. I believe it was you who called my attention to the fact that many students would have profited from an instructor in helping to guide the students through the text. I'm sure there were problems in all areas; those are the three that come to mind immediately.

Torres: Were the actual resources made available for such academic assistance?

Dr. Hudson: I remember one that was made available immediately. It was kind of isolated, segregated housing, if I remember correctly. Proyecto Pa'lante was given one of the quonset huts left over for some previous purpose. I don't want to pursue this now, but something less than a blessing, the isolation was both good and bad. In terms of area more closely to my own work, I had always assumed that Project Success was primarily dependent on federal funding and that they, whoever they are, would take care of the extra resources.

Torres: Earlier, you pointed out that funding was very much based on credit-hour production. Is it possible that flexibility may have been done on campus by the administration, regarding allocating some of the institutional funds for the benefit of meeting these students' needs?

Dr. Hudson: One of the problems is that the whole rubrick of fund allocation and the special academic needs did not really overlap. We obviously did not do everything we should have done, but in hindsight it's hard to know. Suppose one had said arbitrarily, "Here's \$10,000 for the needs." It's a little hard to know what could

be done with the money per se. We're talking about special equipment that would have had to go through several layers of faculty budget review committees. We're talking about some sort of special advisory program that probably would have had to go through several layers of curriculum review committees. I do remember that fairly early in the game, it was decided in courses like freshman composition, and others, that it would be most desirable to section perhaps ten or a dozen minority students into certain classes, so that the teacher would be forced to take them seriously and build their needs into his own presentation. In the past, with a random distribution, there would be three or four minority kids sitting in the back who were often ignored because they didn't represent the chief audience that the teacher was addressing. And the more they were ignored, the farther in the back they sat and the less they said in class. So we did make certain minor, I'm sorry to say, adjustments of this sort. But in terms both of isolating a source of funds and allocating the funds directly, our administrative machinery was such that it simply would have been extremely difficult to know how to do it, given the fact the machinery had been set up with intricacies of faculty participation, committee participation, and the fact that programs were identifiable as programs, not just as

sources of funds. But whatever reason, little was done.

Torres: So that the traditional structure, to a great degree, did not allow for more inclusive consideration for the nontraditional students?

Dr. Hudson: Yes, this is true. The specific steps that we took were piecemeal. For instance, we were able to place a very gifted student in the Biology Department to help bilingual students there. We made certain spot appointments of that sort working within the system. Let me jump ahead a few years. It seems to me that by the time we got the English Language Program going, this supports what I said earlier, that this particular program, which I hope benefited the needs of minority students as well as many others, is the result of a great amount of simply pushing and pulling. It was not the kind of thing one could institute simply by finding funds to start it. There were many other steps also necessary.

Torres: So that in order to seriously consider the nontraditional students in higher education, a structural change of the traditional system would have to take place, and until that is put into effect, much of the programs are going to receive piecemeal attention?



Dr. Hudson: Yes. We did have some flexibility that we did not realize before the students in the program actually were on campus. I suspected at that time certain acorns could have been planted in the right place that would have developed into oak trees of sorts. We could have made administrative appointments that would have passed the faculty review. We had the opportunity perhaps to construct, create and develop certain kinds of programs prior to the arrival of the students. Rightly or wrongly, we chose not to. We chose to start with bringing the students in and then letting them perhaps find their needs and hope that we could accommodate their needs at the time. So I don't want to say that our experience is necessarily the only way of going, although it is certainly true that once the students were on campus, then they were very visible and then anything that was done, by the very nature, was very visible. And the faculty wanted to be involved with all of the various contradictory points of view and good talk that comes with faculty decision making.

Torres: How did you perceive the students' needs and did you recommend any specific course of action or alternatives to meet those needs?

Dr. Hudson: I certainly was a part of the general feeling that the students should be isolated from academic probation, failure, and so on. My feeling was, in a large, diverse, academic community such as we had in the College of Arts and Sciences, that we had great resources available, and I just hoped that the right students would find the right faculty in a kind of, suppose, rather traditional, academic, free enterprise manner. So, my chief energies at the time were to shield the students from the hardliners who felt that everybody who graduates from Northeastern must fall into a pattern. As for more positive things, I relied on the guidance of people who presented problems to me. And you can answer that question as well as I can because I think you presented many problems to me, some of which I was able to do something with and others in which I wasn't.

I suppose the single largest thing that I did was to push hard for the English Language Program; and I might add, for some other programs that perhaps didn't address themselves to Latino students, but I figured out some administrative finagle whereby we could teach Criminal Justice and Human Services without the usual type of faculty development by calling them programs and not departments. So, in terms of program development, I did what I could to move with the times, and the times

certainly included the needs both of the urban students, generally, and Latino and black students, specifically.

Torres: Were there any obstacles, not only in terms of structure but also in terms of hardliners in the faculty, that prevented these supportive systems from being implemented?

Dr. Hudson: There is always in any academic community the permanent, ongoing battle between the hardliners and the softliners. The hardliners are traditionalists, who feel that Northeastern should grow academically and that it's in Northeastern's best interest to maintain "her standards." They tend, rightly or wrongly, to define standards as the minimum cut-off point. Remember, many, many arguments where I used to argue that academic standards are perhaps best determined by what we are able to do with our very best students, whether we can place them in good graduate programs. If we can do that, the rest will perhaps follow along. But then, of course, it's always hard to know when this kind of talk shades into racism. Teachers talk about "our new students." Is it academic or racist? And I think it's a kind of question one simply doesn't ask, actually, because one gives the same set of answers depending on whatever the motivation is. I'm sorry that the preoccupation with

standards generally perhaps prohibited us from looking more closely at specific problems.

Torres: A case in point, how did the English Language Program come about?

Dr. Hudson: Like many programs, it came about with a combination of fiscal and personnel needs. I think I was right in telescoping various events into a single action. Professor Hild was being terminated by the English Department at the time. Then Vice President John Major and I preserved Hild's employment by giving him the opportunity to direct the English Language Program. What I am saying is, the attempted termination of Professor Hild was the catalyst for forming the program. We did use that opportunity to get Hild ensconced in a program that he probably wouldn't have volunteered for, if things had gone more smoothly in his original department. And he, I might add, worked very energetically as he always does, aggressively, to develop the program. I guess we were able to push some funds around since he was already funded, and then we had a program.

Torres: Do you believe that the need for sharing the academic support systems, such as the English Language Program, helped to integrate the Hispanic and minority students with the general student population, particularly

that population of the nontraditional inner-city Anglo students?

Dr. Hudson: I really don't know. One just has to do certain things on faith and the faith that I have is that as the number of Latino and minority students generally increases, and as they are given the kind of services that makes their stay here a little bit more comfortable and ultimately more productive, that the integration will take place. So I always kept this as a matter of faith that if we could build decent programs and have humane people staffing them, then the larger problems would perhaps fall into place, but I have no real evidence. I'm sorry to say I'm not that close to students to draw much on personal observations to know whether there was the kind of activity that justified my general faith and, perhaps, confidence.

Torres: In focusing on the needs of the nontraditional, disadvantaged students; that is, on the academic, psychological, and financial needs, it is oftentimes necessary to identify these students and, to some extent, have some kind of isolation as to concentrate as much attention as possible on their difficulties. How far can that isolation go in the academic community and what might be the dangers of isolating Hispanic and minority students

in the university?

Dr. Hudson: That's a very good question. I suspect we have erred on our campus on the side of over-isolation, which we thought at the time might mean protection. But I think that the kind of isolation we planned for both the Latino and black students probably was too much. Certainly, I've noticed, since I've returned to teaching, rather discouraging patterns of isolation, where the minority kids tend to sit by themselves, usually not in the front. And I think this is partly a function of the social isolation that was built in the very beginnings of our program when the black students were given one quonset hut and the Latino students were given another quonset hut. They tended to make friendships and associations on those bases and they continued to isolate themselves physically in the cafeteria and the halls, and I suspect more so than on other campuses where perhaps the initial housing thrusts all the students a little more into each other's traffic patterns.

Torres: In addition to the social dangers of isolation, as well as the implications that might be present with both the intellectual and emotional development of students when isolated, would isolation be also dangerous with regard to the possibility for institutions to renege

or be less serious about meeting the needs of these students, not to mention, the quality of programs and personnel to service these students?

Dr. Hudson: I understand the drift of your slightly leading question, and I accept it. I think that much of the Latino involvement with the FALN\* is perhaps a function of the isolation of the Latino students, where they have legitimate grievances, and perhaps they hear just a portion number of voices of the radical leadership. And they are not thrown into intellectual or social context where they hear the counter-balancing arguments or feel that the counter-balancing arguments are part of a larger academic environment. I think the physical isolation leads inevitably to a kind of intellectual isolation which, by its very nature, leads to reliance on demagogy. So this has been an unfortunate spin-off by-product result of the original decision to isolate the students.

The second half of your question, has this isolation, in turn, cut into the hiring practices? I think the answer to your question is yes. We hired a few faculty and several support people who felt their role was to work very closely with a very limited group

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\*Puerto Rican liberation front considered to be a terrorist group.

that, for some reason, had been cut off from the mainstream of Northeastern academia. So I think now we are seeing some of the fruits of this. I might add that I don't sense this problem as acutely with the black students, but I certainly do sense it with the Latino students.

Torres: So, that kind of isolation, a result of the initial structural isolation in the physical plant and facility, could lend to very serious difficulties with the students as well as with the people who service them, in terms of adjusting to academic life?

Dr. Hudson: Exactly. Let me give you the flip side of what you just said. Many Anglo faculty find themselves in a paradoxical situation. On the one hand, they have gone along with this isolation because they're comfortable in working with the students that they're comfortable with by definition. And now they're a little upset because the Latino students don't seem to understand the nature of a university and the importance of a free exchange of ideas. And so, I'm looking at it from an Anglo point of view; I think that the fruits of the isolation are coming back to haunt the Anglos. Perhaps if we had pushed for a little more integration in the general purposes of the university in the beginning,



then the Anglo faculty should have a little better claim to say that these Latino students should understand that ideas should be exchanged. But I think the lack of exchange of ideas is a function of the faculty. We cut off the exchange many years ago.

Let me just add one more thing. Historically, isolation, separatism was kind of in the national air at the time. So perhaps it was a mistake on our campus, but we were in good company. I left a black university; I'd been hired there under the Martin Luther King sentiment and I went down there, part of that feeling. But I left because at the time, in 1969, it did seem as if a kind of voluntary segregation was perhaps consistent with the interests of the black students. That was the historical climate pretty much when we got ourselves into the situation; a kind of voluntary segregation, allowing people to caucus and work out their own values and aspirations in the kind of privacy that's perhaps best. In retrospect, that was not the best.

Torres: So that while it may be important and necessary for allowing certain flexibility for groups to feel and to cultivate their cultural heritage, it might be dangerous to go too far with isolating groups in a pluralistic society such as ours?

Dr. Hudson: Yes, absolutely. The academic counterpart of this is that any incoming students should: (a) be able to take some of the courses they want to take and, (b) take some of the courses they have to take. I've always thought this was the best academic model, that the people should be able to call their own shots some of the time, and the university should push them around some of the time. And applying this to the situation you're talking about, I suspect that theoretically it would have been best if students of all sorts: (a) do a certain amount of caucusing and then, (b) be pushed a little more vigorously into a more integrated situation. And, yes, I think we erred on the side of not enforcing (b).

Torres: As the Dean of the College of Arts and Sciences, what was your approach with the faculty regarding the fact that, progressively, they would find a larger number of Hispanic students in their classes?

Dr. Hudson: I think, several: (a) I tried to find some sympathetic faculty into whose classes we could do some block scheduling; (b) I think I pushed pretty hard for minority hiring, and we did a fairly good job at the time of bringing in some strong minority faculty, who, my own plan, was to have them work with minority students, but also be very comfortable in academic life generally so

that they were not typecast. I also tried to carry on ongoing arguments fully to the extent of my office, which wasn't with that much clout, with the more recalcitrant faculty. So I guess I pretty much have to rest my case on trying to unleash the sympathetic faculty and trying to bring in as many good sympathetic faculty as possible.

Torres: One of the concerns that the Hispanic students expressed early in the 1970's was their desire for Hispanic faculty to be hired to teach courses dealing with the Hispanic students' cultural and life experiences in their community. In your assessment, what was the significance that the Hispanic faculty and such courses would have for the students' education?

Dr. Hudson: Rightly or wrongly, I think I just went along agreeing with the Hispanic students who were trouping in and out of the office. At the time, we had an enormous flexibility in our part-time instruction. We were allowed to fund it out of the class enrollments. My own feeling was that I should contribute vigorously to the fads, but not build the fads into the permanent structure of the system. And so, I went along with many, many fads, fantasies, and fallacies at the time. I tried not to hire full time faculty. We seemed to be responding to more temporary needs. I remeber we hired Reverend

Rodriguez, I believe his name was, whose English was so weak that three days into the class "Social Impact of U.S. Colonialism in Puerto Rico," he started teaching it in Spanish. I certainly erred on the side of deferring to the wishes of whatever group of students who presented themselves in my office. My feeling was at the time that fifteen students wanted the class; I suppose that in a general sense I thought that this would be beneficial to their education, although I must say I hadn't really thought that they go to any extent of philosophical banter.

Torres: Were the Hispanic faculty and courses perceived as contributing to the University?

Dr. Hudson: Yes. I doubt that there was a certain amount of resentment among my academic friends about these rather fanciful courses that were being taught at the time. And by the way, they were not all in response to minority needs. One semester, we had 100 part-time courses in philosophy alone. So the courses you are asking about were only a rather small part of the total picture. This was a time when we always prided ourselves on being an experimental college. My feeling was, we should try out courses and then, if they were valuable, they would grow. In retrospect, I think they contributed very little,

although I'm not that close to the courses to know really whether it was a good idea to be quite as liberal, permissive, hands offish, as I was at the time.

Torres: How did you as the Dean propose to the administration and to the college faculty for Hispanics to be hired and for courses to be made available?

Dr. Hudson: There really was no particular problem. I think then President Sachs and Vice President Goldberg were both sympathetic and, sort of like myself, natured liberals. And Arnold Jones was a strong Affirmative Action Officer and always presented us with quotable things to say to our faculty colleagues as to why we had to do what we wanted to do, anyway. So I don't think the administration was the problem, other than the fact that funding was a permanent problem. In fact, the administration was a little over sympathetic. I think we doled some salary imbalances into our search for minority faculty that were perhaps unfortunate. So, other than the fact that we were never able to do much hiring anyway, I think the real problem was simply finding good minority faculty, not any kind of administrative hassling. I got a certain amount of flak for some of these courses we were teaching at the time, from the Dean of the Graduate School and others, whose standards were perhaps

a little more conventional. But that's one area in which we did have considerable freedom in the college, and whatever flak I got there, it was just a sort of a conversational level and never really got organized against us.

Torres: The last question I have is a general one. Looking in retrospect as well as in the future with regard to expanding educational opportunities for Hispanic disadvantaged students, if you were addressing an audience of college administrators and faculty, what major recommendations would you have?

Dr. Hudson: One major recommendation I would have, which I hope goes with what I was saying before, that administrators should do more planning up front, that administrators should talk to their colleagues who are a little farther down the road than what they are, anticipate some of the problems, build in some machinery to address these problems before the problems become acute. A parallel recommendation would be that this is going to cost money and, obviously, the argument that money does not appear in the budget is simply a meaningless argument. Money is always in the budget; it's a matter of priorities. So there should be general agreement ahead of time that this is the priority item

and that the money will be allocated for this purpose. I think it was John Major (former Vice President for Academic Affairs) who clarified my thinking there. He said, when somebody says there is no one important, that is absolutely meaningless and what you're really saying is that your needs are not that great. So I would ask people seriously to evaluate their own commitments and secondly to do their homework and to set up much of the machinery they can in advance.

There is no question that language instruction is very important. It does seem as if there is a general feeling nationally that instruction should be given primarily in English and, by the time the student graduates, he should be reasonably comfortable in English. So, elaborate systematic machinery has got to be set up to give all students simple practice in supervised writing in whatever level they are. I would urge a fairly traditional approach to education. I do think one thing we learned in the 60's is that our flunkout standards do not have to be all that rigid. I would continue to argue now as I did then that we should evaluate our academic standards by what we do with our best students, and we shouldn't worry too much if students who have had no biology can't seem to get through biology 101. We should keep some sort of machinery to hold students on campus

perhaps a bit longer.

Torres: I appreciate your time and assistance in my effort to document the background in which Proyecto Pa'lante was instituted.



APPENDIX VI

Interview with Mr. Samuel Flores, President, Union for Puerto Rican Students at the Time that Organization Presented Several Concerns to Northeastern Illinois University Administration in 1971 and Submitted a Proposal for the Creation of Proyecto Pa'lante in 1972

Date of Interview: May 19, 1981  
Interviewer: Maximino Torres

Mr. Samuel Flores graduated from Northeastern in 1974 and at the time of this interview was a Community Resource Specialist for the Department of Public Safety, City of Chicago. As former President of the student organization that recommended to the university administration a number of objectives to address the concerns that were affecting the Hispanic students in 1971 and 1972, Mr. Flores' views of the situation on the campus at that time with regard to these students, as a major disadvantaged social group, are valuable to the documentation of the facts and events that warranted the creation of Proyecto Pa'lante in 1972.

Torres: Mr. Flores, looking in retrospect to 1971 and 1972, would you explain from the students' point of view what was taking place at the University with regard to recruitment in general, and how did this affect the Hispanic students in particular?

Flores: The recruitment of Puerto Ricans, and we're going to talk specifically about Puerto Ricans since the proposal submitted to the University was a program designed to serve particularly the Puerto Rican community which is mostly located on the West-Town area and is the largest Hispanic community close to the University, must take into account the social climate and circumstances that existed at the time. We're talking about the climate of the Viet Nam War, the time of the "flower child." The biggest thing going on then was the Civil Rights Movement. Blacks had taken leadership as far as seeking civil rights for their people. Puerto Ricans were caught in the turmoil that the country was experiencing and taken along with the trend. So as blacks obtained more resources for their community and were being recruited for more jobs, they were also able to open doors in other directions, as in higher education. So blacks, who had been deprived of a college education, were now able to attend college as the monies were available since Lyndon Johnson was President.

When we Hispanics first started in 1968, there were very few of us in the University. I myself came in under Project Success, which is a program designed to recruit black high school students to Northeastern. When we entered Northeastern, Project Success was a program

that obviously served the black community.

Torres: How were you recruited in Project Success?

Flores: Obviously, the largest other minority were Latinos, and the most deprived of that group were the Puerto Ricans. So they began to recruit a few in our area, and I was one of the first few Spanish-speaking recruits in the entire program. Other students began to come in also, from the Exchange Program, which was a very popular program between Northeastern and the University of Puerto Rico, conducted by the Spanish Department at the time. They brought in some students from Puerto Rico; these were not large numbers, 6 or 7 or 8, plus there were always 2 or 3 students at large. So you could count 8, 10, or 12 Spanish-speaking students at a University with a student population of 3,000 to 4,000.

Torres: How did the Hispanic students conceive the idea of Proyecto Pa'lante?

Flores: We came to realize our situation and given the climate and the mood of the times, a few of us, 3 or 4, the more community minded, began to organize. We got together at a student's house and formed an organization which we wanted to be officially recognized by the

University as a Puerto Rican entity by itself. We wanted to speak for ourselves.

When we first met, most of us here had to go to the regular counselors, the majority of whom were Anglo. Or we had to rely on one of the professors with whom we had developed a friendship or who had expressed sympathy and didn't hold any prejudice toward us. Then he would be the type of individual we would get assistance from, because the Counseling Department obviously were people who couldn't relate that much to our problems.

Given this particular scope, we were left with the alternative of coming up with something of our own. We were able to organize a good portion of the existing Spanish-speaking students; there were not many at that point, about 12 in the University, and most became members of our organization. We went forward to present our demands to the administration.

At that point, we obviously needed someone on the campus that could relate to us and understand our problems. That was one key issue. But we knew we were short-handed as there were very few of us. We needed to recruit more. We knew we had to push the doors open.

Torres: What was the university administration's reaction to the students' request for Proyecto Pa'lante?

Flores: At first, they were somewhat reluctant, but our demands were legitimate. They had no Spanish-speaking staff at this University, no counselors, no teachers. They had the Spanish Department. But you realize that though some of the people there were of Spanish descent, they did not reflect our sentiments and what our community in reality is because they do not live in our community. So they were people we could not relate to. Simply because we have a similarity in language does not mean that they comprehend our situation.

When we presented the demands, the administration was somewhat flexible because we didn't have to carry the fight to a large extreme, even though we did have to apply some pressure. At first, they wanted to refer us back to the Coordinator of Project Success. We tried to explain that the reason we were asking for our own program was exactly because Project Success was unable to provide for us what we needed, and what we needed was obviously guidance. We needed someone in the University with authority who could seek some of the services we desperately needed. We just couldn't go to the administration and request that they do things for us.

Torres: You are really stating that the University was failing to recruit Hispanic students, and the few there were on campus were being ignored with regard to

supportive services, are you not?

Flores: At that time, it is not that they weren't recruiting. I cannot recall any university that went out and recruited students in the Spanish-speaking community.

Torres: Then you are also saying that Project Success, the minority program at the University at that time, was not paying sufficient attention to the recruitment and assistance of Hispanic students, and for that reason the few Hispanic students at the University saw it necessary to present their concerns and a proposal for a recruitment program to the administration.

Flores: Definitely. It did not provide a number of things necessary if we were going to have Latinos coming into higher education. Project Success was a program for blacks; for every ten blacks recruited, one Latino would be recruited. Project Success was like the mother who brought a child into the world and walked away from it. Project Success brought a few of us into the University, then forgot about us. We were lost because we had no resources and Project Success did not provide what the Latino students needed.

Torres: Mr. Flores, a second major concern presented by the Hispanic students was what they referred to as relevant counseling. Would you describe what the students perceived was taking place with regard to the counseling offered at the time by the University?

Flores: What was going on was simply that if a Latino student, and again let me address the Puerto Rican because this is my experience, walked into the Counseling Center of Northeastern to attempt to get some kind of guidance or counseling, the type of atmosphere that I remember was racism and resentment, a negative response that students received there. And if this was the type of situation you were confronted with, you would not go back there. If you went one time, you would not go back. This is exactly what happened; the Counseling Department was non-existent as far as the Puerto Rican student was concerned because of this particular situation.

Torres: What were the kinds of needs the Hispanic students were expressing when they asked the University to hire a Hispanic Counselor?

Flores: We have to look at it from the perspective that we are talking about a certain population that had very little preparation, either at the home or the individual himself, to begin to address the new experience in higher



education. It's something altogether new; we do not have the preparation that the white suburbanite might have at home and school. So we are coming with that type of handicap from the start.

Given those circumstances, you have problems. The young girl, specifically, and this had occurred, in fact, over and over again, walks into the counselor's office and says: "I'm having troubles at home." The counselor would say, "What is your trouble?" "My father doesn't want me to come to school." "Why?" the counselor would ask. "Because I am a girl." And because the father reads in the newspaper that at the university they smoke pot; remember, back in the 60's they were having the anti-Viet Nam rallies and the campus antics; the climate of the day was a very tense situation and this was on television every day. This was the experience the parents were having. The Latino parents, specifically, are just as new to their sons' and daughters' college experience as the students themselves. And when they hear that people in college smoke pot or are involved in free love or free sex, even though Latino parents may have a lot of desire for their children to succeed in college, they will confront their daughters in particular with doubts about attending college. This situation is very remote to Anglo counselors. Imagine

how could the Anglo Counselor get on the phone and address doña Maria as to the reality of college life and why she should let her daughter go through school and become a teacher or choose the career she wants. A white counselor may have never heard of such a thing as what Latino students face at home and may not know how to deal with it, much less be able to communicate because our parents may not speak English.

Torres: Are you saying that the counseling services offered at that time to the Hispanic students did not relate to their needs?

Flores: The way I saw it, it was nonexistent. It was a very cold type of atmosphere. It did express one of the attitudes pervasive among some of the faculty, not all but some, which was that the students coming in under special programs were getting favoritism and that we would lower the standards of the school. So this was the type of attitude that was already taking place among the faculty when we were coming in, and we remember it quite well.

Torres: In their 1971 and 1972 objectives, why did the Spanish students see a need to establish direct communication between the Hispanic Counselor they wanted the University to hire and the administration?

Flores: The situation we were confronting was obvious; we had no one we could go to in the administration or that we could express our sentiments or grievances. We had no one in the University, and in light of the problems we had with the Counseling Department, we saw a twofold purpose for our counselor; not only to provide the counseling services we needed but a person who could also represent us in the administration. We expressed this to the University. We needed someone who could fit this particular role.

Torres: So you saw counseling and the counselor assuming a role of advocacy and as a spokesman for the students' needs.

Flores: Yes. We needed someone in whom we could have trust, someone who was going to speak and defend and provide us with the counselor-student relationship. We needed someone we could identify with.

Torres: Mr. Flores, when the Hispanic students requested student activities and academic facilities, will you explain what kinds of needs such facilities represented to the students?

Flores: Here at Northeastern,\* they had the Heritage Club, the Afro-American, The Jewish Club and some religious clubs. There were a number of different groups. These groups had the privilege of using the facilities here. They had also a small fund provided for activities. We did not have yet an officially recognized organization by the University. We were registered, paying student fees, yet we did not have any of these services that were being provided for others.

Torres: At the time of the original 1971 request, in addition to facilities for student activities, did you also need facilities for counseling and tutoring?

Flores: Yes, we not only needed a place for counseling and tutoring, but we recruited students to Northeastern. We wanted to provide services where students could find out what college life was like, join in conversation and be helped out with his academic program.

Torres: In 1971, the Hispanic students in their original request were asking that Project Success be made available to the Hispanic students. However, in the winter of 1972, the Hispanic students changed that request and presented a proposal for a Hispanic recruitment program.

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\*Interview conducted at Northeastern Illinois University campus.

Why the shift in the students' request?

Flores: We always represented a specific group and that we were other than black, even though we were under Project Success. We did not oppose Project Success. We supported it all the way, but we were addressing our problems from a viewpoint of identity, and the problems that we had were specifically of Latinos and of Puerto Ricans. At that time different minority groups were trying to gain recognition to their cause. Project Success was a black program and it was directed to the black cause. We were seeking equality, not more. We wanted counseling we could relate to; we wanted courses in Puerto Rican history, which were things we were denied in our previous education. We wanted to develop an awareness of some of our social ills. That is the purpose of the university, to prepare the student for this. We were going to become social workers; we needed sociology classes that were relevant to some of our needs. That is why we needed a counselor in a personal sense, and academic sense and spiritually. He was going to be our advisor, our leader in many roles and hopefully there would be a whole staff of Spanish-speaking personnel that would extend more and more.

Torres: Actually then, a recruitment program with the staff and the students would provide the setting for those aforementioned objectives?

Flores: The University was not solving the problems. Project Success was not making the effort that had to be done to recruit. Because we were not that large a number then, our biggest problem was going out there and bringing in the students and bringing the University to the community. And that's why the program became successful. It is successful because of the large number of Hispanic people who have graduated from here, and the ones who didn't graduate have at least experienced higher education. We needed to recruit because we were being denied that opportunity.

Torres: In listening to some of your responses and reading the documents presented to the administration in 1971 and 1972, why the emphasis on Puerto Rican students? Was it that they were the majority at the University in relation to Hispanics and that the Puerto Rican community was the closest to the University?

Flores: Yes, for a number of reasons. The Puerto Rican community is the closest to the University in reference to the Spanish-speaking. The majority of the Spanish-speaking population was Puerto Rican at Northeastern.

The program did include Chicanos, too, because there was no other program for Hispanic recruitment. We felt the Chicanos and other Hispanics should be included.

Torres: Were the Hispanic students having any problems in obtaining financial aid?

Flores: The problem was the Financial Aid Office at Northeastern was strictly a white staff and they were not familiar with Latino students and their community. You have a typical family with six or eight kids, and one going to college. This is an expense the parents are unprepared to meet. So a lot of problems arose at home, financially and otherwise. The people at the Financial Aid Office couldn't understand why with the small amount of money being offered, it just wasn't enough. Blacks also had this problem.

Torres: So the Hispanic students believed that they needed someone to interpret these problems for the financial aid staff and to communicate to the students what funds were available and how to apply for them?

Flores: That was much needed, too. When the Hispanic Counselor got here, most of that was taken care of.

Torres: Mr. Flores, the students requested that Hispanic faculty be hired to teach courses relevant to their

cultural and life experiences. Would you expound on the significance that Hispanic faculty and such courses comprised to the students' education?

Flores: I can remember participating in two classes taught by Puerto Ricans. I found them to be motivating and to provide insight into what we are. A large number of people had signed for these courses. I recall one, Puerto Rican history, which not only Latinos registered for, but others who were just as interested about us as we were ourselves.

Torres: Therefore, are you saying that the courses contributed to the education of the student population at large as well as the Hispanic students?

Flores: The bulk of the white population, lower middle class and suburbanites, were predominantly Jewish at that time. I believe we educated them as to what a Puerto Rican is about. We brought speakers from the community, prominent people. There were various events; I recall we would pack the auditorium, faculty and students alike, whereas other non-Latino events would not gather such a large number of people.

Torres: Why did the students find it necessary that Hispanics teach such courses?



Flores: At that time there was no faculty that was Puerto Rican; there were Spanish-speaking, but no Puerto Ricans. There was a distinct element of discrimination on behalf of this University to seek out qualified Latinos as faculty. We thought that one of the principal things we had to do was to open the doors for our people to obtain jobs; at the same time we went to the Puerto Rican community to seek out the professionals to help us students with their expertise, to provide for us courses, counseling, whatever they had to offer. We needed people who could serve our needs and with whom we could identify, not just Spanish-speaking professionals but Puerto Rican professionals as well.

Torres: You are saying that there was discrimination by the University toward hiring Puerto Rican faculty. Would you give some examples?

Flores: When I got here there was none. There was no need for Puerto Rican faculty because there were no Puerto Rican students in the beginning. But as we presented our demands, the administration soon began to find qualified people. There was a Bilingual Education Program with a director who was Puerto Rican, courses which are Puerto Rican, instructors who are Puerto Rican and are here today. These are people who have always

been living in the community in Chicago. The idea that we didn't have qualified people just wasn't true.

Torres: Mr. Flores, I want to thank you for your time and contribution.

APPENDIX VII

Interview with Mr. Miguel del Valle  
Date of Interview: June 12, 1981  
Interviewer: Maximino Torres

Mr. del Valle received his Bachelor's degree in 1974 and his Master's in counseling in 1977, both from Northeastern Illinois University. He was Director of Latin American Boys Club and is presently Executive Director of Association House. Both agencies concentrate on professional social services in Chicago's West Town community, which has one of the largest concentrations of the city's Hispanic residents. In 1971 and 1972, he was a very active student in the creation of Proyecto Pa'lante.

Torres: Mr. del Valle, are there any unusual circumstances with regard to your admissions at Northeastern Illinois University that might have been the usual practice concerning the admission for Hispanic students prior to Proyecto Pa'lante?

Mr. del Valle: Back in 1970, I was fresh out of high school and I had very little information about the admissions process at universities. I had made my decision to go to school based on counseling and advice I had gotten from relatives. All I knew was I did want to go to school. I didn't want to join the service or work in a factory. I thought I had the potential to

develop. So I visited Northeastern. I had heard about Project Success (the University's minority program) from someone in the community. And I contacted the Coordinator of Project Success and made an appointment with him. I went in and explained to him I was interested in attending that institution. He told me that Project Success was a program designed to recruit minority students, but that at the time they were filled up, they had as many students as they could handle. He suggested I wait until the following year to make an application. My feeling at that time was, I was not being responded to, and the first thing that hit me in that session was I was not being responded to because I was not black. It became obvious to me at the time that the program was geared towards blacks, it was set up to recruit black students although he did indicate there were a few Latinos in the program. I felt, nevertheless, my chances of getting into the program were not all that great. I became very discouraged. I didn't want to proceed further; it was then I was encouraged by a friend to apply through regular admissions. I wasn't sure about that. In other words, I had convinced myself I wasn't good enough to get into regular admissions, considering, I felt, my high school hadn't prepared me. Anyway, I finally did apply through regular admissions, somewhat reluctantly, but I did so anyway. Even after having done that, just to give you an

example of how I was feeling then, I went and contacted a naval recruiter. It was an interesting coincidence because the same day I was to sign final papers to go into the navy, I received a letter from Northeastern, and it was right then and there I decided I was going to school. Who knows if that letter would have come one day later I would have joined the navy! I know one thing for sure, I wouldn't be sitting in this chair right now.

After I got that letter, I contacted the Financial Aid Department at Northeastern and was able to get work-study. And I needed work-study desperately because I had gotten married that summer. I needed something to fall back on. I didn't want to work full time. The work-study was set up, the financial aid was set up. The only thing I didn't see anyone about were courses; I just went ahead and took what courses I assumed had to be taken.

Torres: Your perception of not being good enough, prepared well enough for regular admissions, would you say that this was pervasive among the Latino and Puerto Rican students?

Del Valle: Well, the high school I graduated from, Tuley High, not very many students were going on to college.

(A new high school, Roberto Clemente, has replaced Tuley, which has been turned into a middle school housing bilingual programs for area students who need them.)

Torres: Was Tuley predominantly Hispanic?

Del Valle: Yes, mainly Puerto Rican, so that based on my own observations, most of the kids that were going on to college were the brightest and these students were being lined up for Urbana (the University of Illinois at Urbana-Champaign) and some of these schools are very, very distant; the more I heard about that the more I convinced myself I was not up to par.

Torres: The "brightest kids" you were speaking of, were they Hispanic?

Del Valle: No, the minority were, but most of them were white.

Torres: So that you would say that primarily the brightest students that were being counseled and worked with were Anglo?

Del Valle: That's not to say the Latino students were not being counseled. There was one counselor, Miss Reckinger, who worked very hard to get in all the students. But because most of the students indicating a desire to go to college were non-Hispanic, then, of course, they were going to get most of her time. She was available for all students, but could not give any one student as much time as was actually needed. I did see her several times, but I felt very much lost. I didn't have enough information

to make informed decisions about what type of school I wanted to go to, what kind of curriculum I wanted to deal with, etc.

Torres: So the ratio of students to one person was so great that one counselor could not give adequate services?

Del Valle: Right. And as a senior in high school, I had very little exposure to institutions of higher learning. I didn't see any effort being made to recruit Latino students at that time. There were sporadic kinds of things, but nothing significant, nothing substantial, nothing that would have convinced me that maybe I could have gotten involved in one of those programs.

Torres: So, would you say that you were first generation going to college among your family and friends?

Del Valle: Just to give you an idea, the group that I grew up with as a teenager are people I still see. Among that group, I was the only one that went to college and finished. So, one thing going against me was that I had no peer support. So that I was making a decision on my own.

Torres: How would you say your peers, the friends you communicated with, viewed you?



Del Valle: The interesting thing about that is after I had enrolled at Northeastern, then I started to feel some support. They encouraged me to stay there. But it was the kind of thing that "It's okay for you, but I really couldn't do it." That was the kind of attitude they were all demonstrating. So, I wasn't ostracized, I wasn't looked upon as different; in fact, there was a bit of pride in them to see that one of their friends was making it. And that pride is still there today.

Torres: With your background in counseling today, would you say that the feeling that they presented, "It's okay for you, but I can't make it" was really a feeling of "I don't want to make it."

Del Valle: No, it was really a feeling of inferiority. It was, "Even if I tried, I couldn't make it because I can't compete. I don't have the background, I'm not prepared." College is something distant, something for smart people, for white people,\* it's not there for Puertorriqueños from the barrio and have not had the kind of education the kids from the suburbs have.

Torres: So you would say that was the general perception of the Latino students from your high school?

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\*Among Puerto Ricans in the States, it is common to refer to Anglos as "white people."

Del Valle: Yes, and during my first year at Northeastern I myself had doubts. I would ask myself, what am I doing here? I'd look around and see some of these Jewish kids answering questions and turning in these beautiful papers, many times I would think "I'd better get out of here before I fall flat on my face." The fear of failure was just tremendous.

Torres: Would you say that the feeling of failing and inadequacy is still present among Hispanic students graduating from high school or has the situation improved any?

Del Valle: I think it has improved, and the reasons why it has improved is because there are more role models out there that are giving the message to the students that "Yes, it is possible." Also there are college organizations that recruit high school students.

Torres: Getting back to the times of early 1970's when you attended college, in addition to admissions, the Hispanic students expressed to the university administration at Northeastern several concerns. I would like to name each concern as was documented by the students at that time, and would you comment on the kinds of problems the Hispanic students were facing in each area. Counseling, I believe you already touched on that when

you said that you prepared your own course schedule and registration. Would you comment on the counseling needs that Hispanic students were facing?

Del Valle: During my first year at Northeastern, I was on my own. Fortunately, in the latter part of the first year, I was approached by some acquaintances who had been at Northeastern and had been instrumental in forming the Union for Puerto Rican Students. These were also students who had come from Tuley High School, and it was at this time I found out I didn't have to be alone at the school. There were a handful of students there who had the same concerns as myself. So I became involved in the Union. And it was at that time we saw the need for counseling geared toward us. We were standing alone with little direction. We were struggling with our own feelings of inadequacy, and at that time we needed to band together in order to deal with the monstrous institution. We felt we needed some one person at the school who was acquainted with our community, who understood the culture, someone we could go to with our problems.

At that time there were other movements. The Civil Rights Movement of the 60's had just finished, and many people were speaking for justice. We felt drastic steps had to be taken to get the administration to listen

to our needs because it was like talking to a brick wall. We would talk with counselors, instructors, but with no results. People could not understand our plight. And we were there suffering, we felt hopeless. So that as we began to meet as a group, we began to feel a little bit of strength. We felt a support system beginning to form. That by talking, that in itself reduces the stress. Anyone who is in counseling recognizes the importance of this. So we began to feel better about one another; we began to feel we were not alone. So we began to empathize and decided that perhaps as a group we could make a difference, make some demands as a group. We began to consult with people outside the institution, people in the community, that were able to give us some direction. And it was at that time we began to put together this list of demands. And our number one demand, our top priority was a need for a counselor.

It was very insulting at that time, the University, upon receiving our demands, came back with a response: "We do not have enough money to hire a full time counselor." They weren't saying no, but at the same time we felt they meant our needs were not important enough. All they could do was provide us with a part-time counselor. We were, of course, angered by that. So we organized, applied pressure, and then we

got our counselor. We had an advocate. We not only wanted someone to listen to our problems, we wanted someone to advocate for us, someone who would come in as an authority figure, someone we knew would be respected by the administration, that would be considered a colleague by the professors.

Torres: So you, as a trained counselor yourself, are pointing out that advocacy in regard to Hispanic students in higher education is an important role?

Del Valle: What better person to ask to advocate on behalf of a student body than a counselor? A counselor has to be there to help effect change, not to just help sort out my thoughts and feelings. So that we were demanding more of that counselor than what the traditional role called for, and I think that was something that the institution was very much afraid of.

Torres: So that actually the advocacy is one directed toward effecting change?

Del Valle: If a student has a problem and all the counselor can do is help or listen to discuss that problem, then the counselor is not really serving much of a purpose. The counselor has to plow through and help that student resolve those problems. I'm not only

talking just on an individual basis but collectively. As Latinos, we had many, many problems. We had problems with financial aid, we had problems with admissions, and we looked towards that counselor to help us resolve those problems because the counselor became the friend, the advocate and because the linkage between the small Latino population and the administration, the link that was missing. The counselor became the means for accessibility.

Torres: Your view may not necessarily be shared by the counseling profession or the schools of counseling.

Del Valle: Not by all of them, but my personal feeling is, and this is something that is also taught by Northeastern's counseling program, and you see it in the textbooks, where you see that one of the counselor's functions is to effect change, social change. To look at the environment and to see what may be causing the problems that are affecting the students. It goes beyond counseling. That's what I call a holistic approach. You're dealing with the different needs that arise rather than just taking a person and saying, "If I treat one symptom, everything else will take care of itself." You see, because as you're treating one symptom, as you're dealing with one symptom, others may be worsening, you've got to look at the total person and not just a part.

Torres: Are you saying that the Hispanics who are to serve at the universities are persons who have to take risks because the established structure and procedures may not necessarily allow them for going outside procedures and that these persons have to agitate and advocate to meet the students' needs?

Del Valle: If you go back to 1971, you're dealing with a population that didn't have the kinds of support systems your traditional college student had. They didn't have strong family support, didn't have your social organizations and other kinds of groups that traditionally have supported a student when he or she enters higher education. We didn't have any of that. So what we were asking in effect was to have a leader come in because we considered that person a leader, we considered that person a role model, we considered that person someone we could look up to, someone that would, could in effect, start from scratch. Someone that would come in and build those support systems that we so desperately needed, so that counseling in itself was not what we were looking for. It just wasn't enough; there was just too much work to be done to make up for lost time. We were trying to build support systems that were equal or better than the ones the other student population on campus had. They had their student senate that was just alien to us. They had

meetings with instructors, social activities. We had nothing.

And there is still a lot that needs to be done; even though you're talking to me ten years later, I still see the need for the counselor to fulfill those needs. We have accomplished a lot in the last ten years, but I still look forward to a person like the Spanish American counselor to develop those systems.

Torres: Another area of concern was space facilities for counseling, studying, tutoring, and meetings. Would you comment as to what this space facility encompassed?

Del Valle: That was very important to us besides giving us a cubbyhole, somewhere we could be together. It also meant the University recognized our existence. We felt it was important when we went out to speak to high school students, something we were very much involved in, for them and their parents to know there was a place on campus where there were Latinos. There was a place specifically for Latinos, where they could feel comfortable and welcome. So it was more than just having a place where we could have tutors; it was the beginning of establishing an identity on campus, an identity of Latino students and the recognition that went along with that, was an important part of that establishment process. So that it also



gave us a place where we could have instructors come in and lecture on specific issues. It gave us a mailing address. It gave us a whole lot of things that went just beyond having a place.

Now the administration at that time said, "Well, if we give it to you, we're going to have to give it to this group. First it was the Blacks, with Project Success, and now the Latinos want their own thing. When will it all stop?" But you see, we were so desperate, we had been deprived for so long that we would refuse to accept being thrown in with another minority group because our needs were not being met by the other minority groups. The perception on the part of the institution at that time was that Blacks spoke for all minority groups. But they were so wrapped up in their own struggle and dealing with their own needs, they had very little time for us. We were cast aside. And many times it was done in a kind of unconscious sort of way, unintentionally, but we kept feeling it.

Torres: In addition to that situation where the Blacks were themselves in a very precarious situation of dealing with their own needs, would they have provided the psychological implications involved of Hispanic students developing something of their own?

Del Valle: The Blacks could not have helped develop the support systems we needed although they helped us gain accessibility to the institution. They were involved in their own struggle and I think Project Success realized they could not help us as far as identity was concerned. They also were afraid of jeopardizing what they had accomplished.

Torres: With regard to the pretext that the University gave the students about space facilities, that "When will it stop? If we give it to you, we have to give it to this group and that other group . . ."

Del Valle: That was implied, by the way, it was not clearly stated, but the implications were there.

Torres: Even if they had to provide these facilities, wouldn't it also seem right to provide other minority groups with the same?

Del Valle: Perhaps the student senate was providing for other groups, but for us the student senate could not understand our needs. The student senate was very much traditional at that time. I don't know how it is now, but we had turned to the student senate many times but could not get the support that was needed. I still feel to this day that programs like the one we established

need to be established and that there should be a body like the student senate to allow the representation of these different groups, and then oversee in a sense the different groups in the university. So that we have one voice, when one voice is needed, but then we have different voices when that is called for. I don't know if the Latino student body has representation on the senate right now, but back then we just wouldn't turn to the student senate. It wasn't there for us.

Torres: Another area of concern was making Project Success available to Hispanic students. What were the Hispanic students saying to that?

Del Valle: Our concern was, because there wasn't a recruitment vehicle in place, we felt it was important to utilize the existing resources, at least in order for us to find time. We were buying time. Our goal was to establish our own program. That was clear, but we didn't want to wait until that program was established to begin increasing the student Latino population. So that we felt that because Project Success was already there, had experience in recruitment, did have the mechanism in place, could hook up students with financial aid and deal with admissions, etc., we wanted to make use of that program. We wanted to increase the student population.

There were only 60 or 65 students in 1970, just a handful. And we knew for us to have more impact, we needed more students and we needed more people in the community. We didn't want to wait; we couldn't waste another minute in getting out to the schools and selling our programs, selling the university to the Latino high school student population. There was a sense of urgency that made us look toward Project Success, knowing very well Project Success was not what we wanted, but it was all we could get at that time. And there was also the feeling that if the administration felt that Project Success was to serve all minorities, then why not hold these people accountable? They're producing for the Blacks, let's make sure they produce for Latinos also. So it was a combination of those two things. We were angered by the small numbers of Latinos in the program; we felt there was a certain amount of money to be made available by the administration for this program, now we should get our fair share.

Torres: Another concern was financial aid. What was happening?

Del Valle: My feeling at that time was that the Financial Aid Office was not very well organized, which made it more difficult for students like myself, who knew very little

about financial aid opportunities, yet needed that in order to stay in school to survive. I recall Ron Wendall, he was very helpful, but it was a small staff, it wasn't easy getting opportunities. That's why we looked toward Project Success, because we felt they were in a better position to negotiate and to increase accessibility.

Torres: What percentage of Latino students would you say needed financial aid in order to stay on campus?

Del Valle: Well, because the University is located in the city and because it draws most of its students from city schools and most of the Latinos live around certain areas of the city, clearly defined, for instance, West Town and Pilsen, most of the people who settled in those areas over the years have been poor working class, lower middle class people and people on public aid, most of them would qualify for financial aid.

Torres: Would you say they would have to have financial aid?

Del Valle: Yes, there would be no other way they could make it. It is a necessity. Also at that time it went beyond the ISSC (Illinois State Scholarship Commission, which grants the Monetary Award for tuition and fees). I remember I had to have my tuition paid, but I also

needed money to pay the rent so that I had to get involved with the college work-study program. I was with the work-study program from day one until I graduated. If it hadn't been for that additional income, I wouldn't have been able to stay in school because I had a family to support. But the majority of Latino students cannot look toward their families for support, even if they are unmarried. The students in these areas, between 90 and 100 percent fall into this category, needing financial aid.

Torres: Concerning the hiring of Hispanic faculty to teach courses relevant to the culture and life-experience of the Hispanics, what was the significance 1) hiring Hispanic faculty and 2) the courses?

Del Valle: Feeling alone and coming from high schools that did not offer us an identity in terms of developing self-esteem (having come from high schools that did not meet those kinds of needs), once entering the university, we felt that was the best place to learn that kind of knowledge, the knowledge we needed to learn more about ourselves, our heritage. It was clear at that time, the Blacks were looking for an identity. They established an Afro-American heritage, they established a linkage with Africa, and there was a lot of cultural activity

going on and we felt deprived. We felt we needed the same kind of thing and we wanted to look at our roots, find things out about where we came from. We didn't know much about Puerto Rico; sure, we retained the language and grew up in a Puerto Rican community, but still we wanted to learn more. We wanted to feel more comfortable in school, to develop the kind of pride we needed to survive. We felt if we were going to make it through this experience, we're going to have to feel strength and where do we derive that strength from? Many different sources and one definite source was our own culture, that gave us a feeling of self-worth, made us feel we counted, that we were just as important as anyone.

Torres: So this knowledge and understanding of the culture, of one's background was necessary to the formation of a whole personality.

Del Valle: Particularly for the student coming from the inner city. You have a student that has been economically and socially deprived for many, many years. You have a student that comes from an area where there is poverty, where there is despair. And you have a student who doesn't know much more than that. There's the student entering the institution with a lot of negative

perceptions of people, of the white middle class structure. And this institution is a representation of that structure. That structure that is very, very much distant. So he needs something to hang on to. So in introducing Puerto Rican culture and history, you're allowing him that needed branch to hang on to, a thread, so to speak, of life. He begins to think, there is something beautiful about myself, my people, my life. He can identify with something again. It is a source of strength to him; he can develop pride. We were all reaching out, and the first thing we could think of was "Let's learn more about Puerto Rico, where we came from."

I remember sitting in that classroom, where Hector\* was teaching the class and being so surprised about the different events that had taken place in our history and having a better understanding of why I was where I was at, and why my father and mother came to this country. My father and mother came to this country in the early 50's and they could never tell me why. They knew they had come here for economic reasons, but they couldn't tell me what things in the Puerto Rican economy forced their migration. They couldn't answer

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\*Hector Luís Rosario, a senior student transferred from the University of Puerto Rico, Rio Piedras campus, served as a Teacher-Assistant for the course "History of Puerto Rico" during the 1973 academic year.



those questions for me because they didn't have a good understanding. So, all of a sudden I was finding answers for questions I had had for a long time. And in having these answers, I began to feel better about myself, I began to feel more complete, more confident and ready to tackle what the institution is throwing at me. I feel a stronger person and I'm able to deal with obstacles in an effective manner, and that as an individual. But when you take the same thing, and think of it in terms of a collective force, you see that as a group, that same strength was multiplied, and we accomplished many, many things together.

Torres: There was an item that caught my attention in your response to the last question. It has to do with the Latino students that come from our own immediate community and background. Oftentimes they may have a negative view of the white dominant population. It seems that you implied another role that these Hispanic faculty would play for the students, in addition to interpreting the Puerto Rican culture, the Puerto Rican history, Hispanic roots, that they would also interpret the white experience. The Puerto Rican and Latino student experience in relation to the white, in terms of a positive view.

Del Valle: I didn't think of it that way at the time. Afterwards, after a few years, I would have seen how Latino faculty could assist in this area, if the student felt the need for that kind of information and that kind of interpretation. But I didn't see it that way at the time.

Torres: So is there a need for that?

Del Valle: What I did see was the Latino faculty assisting in communicating our plight to that white structure, the administration. We felt that by bringing in Latino professionals, they could not only serve as role models for our own students (we needed to see Latinos on the faculty that would give hope, that would say "Listen I was able to attain this level, you can also"). Also to be able to relay information to the administration, to be able to interpret and inform the administration, in a way that we felt was adequate, was exact. Because we couldn't rely on the Blacks to do that, or even sympathetic white faculty members to do that because there was always something missing, always a feeling that there was not a thorough enough understanding of the culture, of the plight of the community. And we felt that in expecting those people to make known our plight, that there would be things lost in the process, that the

message conveyed would not be the message that we wanted to be conveyed and, therefore, we saw Latino faculty people as serving that function also. And then the trust level would be a lot greater. You can identify with people that knew your neighborhood, that could speak Spanish to you, and to your parents, someone you would feel comfortable with.

Torres: As a counselor, and as a person who has a great deal of background in the community, do you see a need for a positive explanation, view or interpretation to some of our students who may have a very negative view of the white dominant structure? Do you see that as a need in order for our Hispanic young people to function in this society and to adequately relate to the white population in order to integrate and work in the society? And do you see that Hispanic faculty on campus, may, well be able to provide this kind of need?

Del Valle: Definitely, I think they can provide. But one thing I want to make clear here is that when you talk about a system that has for too long been exclusionary, has forced us to feel very much left out, you don't have to accept fully that system in order to be able to work within that system and to affect the kinds of changes that are necessary. You have different viewpoints on

this. On the one hand, you may have an extremist, that feels the only way to deal with that system is to raise hell and constantly attack it. On the other hand, you may have someone who is saying, "There are definite changes that have to take place but I'm not going to be able to do it from the outside. I'm going to have to do it from the inside, and in order to work towards effecting those changes, I'm going to have to figure out how this all works. I'm going to have to learn. I'm going to have to learn how to play the game before I can win the game." And I think the universities did help me learn with the help of faculty members. This sounds political and it is somewhat political, but the approach is what I tend to question at times, and what I would probably be in disagreement with in talking about what I consider to be the extreme approach. And I feel also, particularly urban universities in terms of their responsibility to our particular student population, that there is a definite need for them to prepare our people to deal with this monstrous system. It will continue to be there, and if we don't have someone there ready to interpret it for us and prepare us, everything will remain the same. No changes will take place. If we can't turn to the universities, where can we turn?

Torres: In coming to grips with the reality of the "Puerto Rican experience," is it necessary that it be presented in a positive way? Is there a need for a kind of positive balance in coming to grips with reality or otherwise is there a danger of students becoming unstable and not being effective towards themselves?

Del Valle: There has to be a thorough analysis and that analysis has to look at all points of view. All the different opinions that are out there. They all have to be looked at and the university can serve as a forum. And I think if that university is not going to fulfill that need, then what you're going to have is factions within the university that are going to fill that void. And that is where problems are created. You cannot hide the facts. Professors are not there to cover things up. They are there to present all the facts in an objective manner. I think by the time the student is in the first or second year of college, if he doesn't have this kind of forum, this opportunity to look at the total picture, then as he goes along, he will be influenced by the different factions that may be more vocal, and in the process, the student may get confused and may turn in the wrong direction. This has happened in the past. I have to blame the universities for that because I think they weren't there to meet some of those needs,

then those needs were met by other groups within the university that were not part of that university structure.

Torres: Finally, as a person with professional experience with Hispanic youth in the community with a masters degree in counseling, what do you believe are the major needs that the Hispanic students bring to the university environment and what kinds of things or structures the university should establish to service these needs?

Del Valle: I'm sorry to say the needs in many ways are the same as in 1970. Not to the extent they were then, but you still have the problem of lack of information about higher education in the schools. One thing I do see different is the public educational system had deteriorated. I believe when I was in school the quality of education was a lot greater than it is today. So, you have students coming out of high school without skills. At least some of the students ten years ago had better skills, they were not masters, but take reading skills, for one, they have gone down. Today, we have more students interested in higher education, but fewer students prepared for it. And I think the universities are going to have to come to grips with this. In fact, I see them going in that direction now. And the reason

they're going in that direction is they saw the need. So that it is a serious problem and has to be addressed by the public school system. You have many, many people in the community like myself, a product of the school system. I have a son who was born during my first year at Northeastern, and he has never been in a public school, he's ten years old and doing very well. And you find more and more Latinos have their children in Catholic schools. Because there are a lot of people out there like myself, second generation Puerto Ricans that have grown up in the area, are products of the public schools. Also in working with youth, at the Boys Club, I could see first hand, kids coming to me, unable to fill out job applications, yet telling me they're seniors in high school. It was bad when I was there and it appears to be worse now. So I can understand the feeling of incompetency these students have when they try and enter higher education.

Torres: So, the orientation for college may have improved in the public schools but the academic side has decreased?

Del Valle: Yes, remedial types of programs are going to have to be implemented. Otherwise what's going to happen is that as the interest in higher education increases and skills decrease, you're going to see universities taking the hard line and limiting, setting up new barriers, and

we're going to end up back where we started with a low Latino enrollment. Because as placement exams are required and admission standards are raised, fewer and fewer Latinos are going to be able to get into regular admissions. So that dependency on special programs must increase.

Torres: Would you say financial aid still remains a great need?

Del Valle: Financial aid still remains a great need, college prep type courses still remain a great need, being able to work with the students at the high school level. I'm talking about the universities reaching out, during the summers, and during the regular school year establishing extension courses kind of gradually introducing students to the world of higher education, so that there is a smooth transition, and so there will be time to identify deficiencies, and allow time to work on those deficiencies, so that when the student finally reaches the university, he's able to compete.



APPENDIX VIII

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TO: Dr. Griff Pitts, Associate Dean of Students  
Counselors

FROM: Mr. Maximino Torres, Counselor for Spanish-  
Speaking Students

DATE: July 13, 1973

On June 29, I felt the need to write you a memorandum expressing the critical conditions facing the Latin students at the University Counseling Center. I rescinded that action hoping that the situation would change. However, I feel the situation has reached a state of emergency.

Yesterday I was approached by a fellow Counselor to be told that the Latin students should wait in P-1 because they were "occupying all the chairs and the other students had no place to sit." I answered that I would not send the Latin students away and suggested that more chairs were needed, only to be told: "that's dirty."

Other antagonisms have been in the form of my constantly being interrupted to be told that my staff is not to use space not in use by anyone at the time. My staff is continuously put through the same insulting

treatment. I was also told that the chairs were purposely arranged in such a manner as to keep the Latin students distant. Latin students cannot talk to each other, even if they are only two, without my attention being called upon immediately.

While I am sensitive to other persons' feelings, I cannot help if the presence of the Latin students is distressing to the Counselor in reference. I think it would be appropriate here to point out that these students have had a history of adversities with the same Counselor. Nevertheless, the students and my office have been patient with the above circumstances and have made every effort to be most cooperative and accommodating. But as one considers that the Latin students throughout their lives have been made to feel inadequate and rejected, the more important we see the need for the present situation to be corrected, especially since it is getting worse. Therefore, I urge Dr. Pitts to call a department meeting as soon as possible, and I further urge that the above cited conditions toward the Latin students be restrained.

cc: Dr. Howenstine  
Union for Puerto Rican Students

APPENDIX IX

NORTHEASTERN ILLINOIS UNIVERSITY  
Bryn Mawr at St. Louis Avenue  
Chicago, Illinois 60625

September 14, 1971

Mr. Maximino Torres  
4504 North Sawyer Avenue  
Chicago, Illinois 60625

Dear Mr. Torres:

We are pleased to receive your letter of acceptance and look forward to your joining our Guidance and Counseling Center.

The enclosed forms are to be completed and returned to this office as soon as possible.

1. state and federal withholding tax exemption forms
2. faculty information card
3. option form for participation in the retirement system

Would you also please:

1. submit a certified copy of your birth certificate
2. send us a full set of transcripts, graduate and undergraduate

These items will complete our payroll and personnel requirements.

A fringe benefit of this appointment is a complete physical examination at our expense. If you wish to avail yourself of this opportunity, please phone our Health

Service to arrange an appointment. The phone number is JU3-4050, Ext. 348.

Sincerely yours,

Robert J. Goldberg  
Vice President for Academic Affairs  
and Dean of Faculty

RJG:dh  
enclosures

cc: Dean Pitts  
Dr. Howenstine

APPENDIX X

To: Members of the Executive Council  
Dr. Angelina Pedroso, Chairman, Faculty Senate  
Dr. Paul Welty, Chairman, Instructional Council  
Dr. Robert Gilbert, Chairman, Curriculum Council  
Dr. Arthur Scharf, Chairman, Budgetary Council  
Dr. Vin Rosenthal, Chairman, Academic Standards  
Committee  
Dr. Nancy Arnez  
Dr. Jacob Carruthers  
Mrs. Barbara Cook  
Mr. Roul Haas  
Mr. Horace McDougal  
Mr. William Moore  
Mr. Stan Newman  
Mrs. Rosa Ramirez  
Mr. William Speller  
Mr. Maximino Torres  
Mr. Ron Wendell

From: President Sachs

Date: April 25, 1972

Re: Meeting to discuss Special Programs, Friday, May 5,  
from 9 to 11 a.m. in the office of the President

I am calling the group named above together for the purpose of discussing the appropriate commitments for the university and the financial, curricular and support limitations upon these commitments. As a point of departure, I would like to use my recent Position Paper which was intended as a first step in deciding on priorities for the institution. Since I requested reactions, particularly with those who disagreed with me, and since the responses have been minimal, I assume that there is some agreement with the general principles.



Some of the questions I see are the following:

With resources limited, how far do we go in allocations to new delivery systems, particularly to Field Centers?

What kind of a timetable do we need to prevent good programs from failing because we do not have enough support for them?

What kind of academic support do we need to move special groups into our regular program?

What counseling services are needed for these special groups?

What financial packages are needed for these special groups?

As an example of our difficulties, we can look at the last question and address ourselves to the limitations we know about, work-study, state and federal grants, guaranteed loans, tuition waivers, etc. I am sure that the position paper shows my feelings with respect to the university commitment to minority students. All of us must face the question of how much good we do by admitting a student who needs special support services to succeed if we cannot guarantee those services.

JMS:vb

APPENDIX XI

DATE: May 15, 1972

TO: Northeastern Illinois University Faculty

FROM: Maximino Torres, Counselor

What has been "brewing" in the past few years at Northeastern deals with a very simple matter that, nevertheless, has become a very complicated problem for the Faculty to resolve. Namely, do Spanish-American and Black students have a place on this campus?

While the majority of my fellow Faculty members would affirm that Puerto Rican, Mexican, Cuban, Black and other minority students are inherently as competent as the students from the dominant society, and that any existing gap--due, by and large, to variables of environment--may be overcome by permitting the appropriate opportunity, I have perceived that a large segment of this institution, by the kind of negative behavior it exhibits toward Spanish and Black students, still functions as though we Spanish and Blacks were weeds in the American academic field--a field traditionally cultivated with diligent care for white vegetation only.

It is evident by the enrollment of Spanish and Black students on this campus that the "scientific method" employed in dealing with these students is the method of

sheer reaction--what has been so in the past is right. And what has been so in the past in the field of American education is that Spanish and Black students have been dealt with as though they were innately inferior, with total disregard to the great disparities that have been caused by the complicated racial discrimination these students have been submitted to.<sup>1</sup>

In the last few years, Spanish and Black students decided to deal with what many of them refer to as "the hypocrisy of American democracy in higher education." Many colleges responded with recruiting programs but refused to effect a vital ingredient, academic guidelines that would assist in the retention of these students--who the colleges acknowledged at the time of their recruitment had academic deficiencies.

Northeastern Illinois University, unfortunately, is one of these colleges. And underneath, it seems to me, there is some degree of immorality as this institution--a state funded, urban campus in the second major metropolitan area with large Spanish and Black population has refused to implement some academic guidelines to assist these students save their academic lives once brought on campus under special projects. These students have been and

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<sup>1</sup>James S. Coleman, Equality of Educational Opportunity, H.E.W., 1966.

continue to be dropped on the basis of their academic deficiencies, which, as stated above, had been acknowledged by the University.

Therefore, I am appealing to you, my fellow members of the Faculty, to support that this University implements an academically sound and comprehensive policy to retain students who are brought to this University under special projects. I would like to recommend that this policy comprises all the following three essential points:

- a--These students would be given a two year retention interim as they are recruited into the University's special projects,
- b--During these two years a concerted effort between each student and his Counselor would take place as to develop the student's necessary skills for his maximum academic performance at a college level,
- c--Each student would register for a maximum of twelve academic credit hours, but as he works closely with his Counselor, once it has been ascertained by both student and Counselor that the student registered in a course for which he lacks the necessary foundations, upon advisement from his Counselor, the student would be permitted to withdraw from such a course at any time during the term without the penalty of a failing grade.

It is my professional and humane contention that dropping a student who comes from a socio-economically disadvantaged home without providing him with the tools to improve his deficiencies is rather inhuman, perhaps similarly to recruiting a soldier and immediately putting

him in the battlefield with no predeveloped skills and other essential tools for the preservation of his life.

APPENDIX XII

TO: ALL FACULTY

FROM: Robert J. Goldberg  
Vice President for Academic Affairs  
and Dean of Faculty

DATE: October 19, 1972

For the information of the faculty the following policy which was recommended by the Instruction Council and transmitted to the Faculty Senate for their approval has been accepted by the Administration and is now in effect.

"Students who are brought to this campus under special projects (i.e., Project Success and Proyecto Pa'lante at the present time) be granted a two-year retention period during which they are not to be subject to scholastic regulations regarding probation, etc.

This period is defined as being equivalent to six consecutive 16-week trimesters or, should the university calendar be changed, four consecutive semesters and two summer sessions.

This opportunity should be extended to each qualified student, and it will be his responsibility to decide whether or not he wishes to attend every one of these trimesters. However, at the end of the sixth trimester (second summer session should the calendar change) regardless of the number of trimesters he actually attended, the student will be subject to the retention regulations which now apply to all students.

- (1) Students who miss one trimester only will apply for reinstatement in the special program through the Records Office.
- (2) Students who find it necessary to stay out two consecutive trimesters will apply for



reinstatement through the Admissions Office. This will make it possible to maintain accurate statistics.

- (3) If, for some special reason such as prolonged illness, the student is forced to miss any number of the six trimesters allowed, his will be considered a special case and will be referred to the Committee on Academic Standards for special consideration. The Committee on Academic Standards should pay careful attention to the recommendations of the counselors involved in these special cases.

During this two-year period, concerted efforts will be made by the counselors involved to secure that co-operation needed from the faculty in order to make these programs a success.

One way this may be accomplished is by developing a series of informational meetings for faculty members. Such meetings will provide an opportunity for an interchange of ideas between those involved in the special projects and interested faculty members.

The counselors will also organize group meetings with the students in their programs. These will be devoted to the development of skills required for the student's maximum academic performance at a college level, and will take advantage of tutorial services offered within the various disciplines, if these are appropriate.

Out of fairness to these students, the Admissions Office will supply lists of their names and addresses only to the Records Office and the Counseling Center.

The counselors involved will decide when it is desirable to give the student's name to a faculty member.

The faculty member will not be requested to make any kind of a change in his grading policies.

Each student will register for a maximum of 12 academic credit hours. However, if the student and his counselor find that the student has registered for a course in which he lacks the necessary foundations, upon advisement from the counselor, the student will be permitted to withdraw from such a course any time up to the end of the 12th week of a 16-week trimester, or the 6th week of an 8-week summer term, without the penalty of a failing grade. No withdrawal from a course will be allowed after the instructor has submitted his final grades to the Records Office.

The counselors in charge of the Educational Assistance Programs (currently Project Success and Proyecto Pa'lante) will report to the Committee on Academic Standards at the end of each trimester. The Committee on Academic Standards will, in turn, submit a report to the Instruction Council.

All the above recommendations become effective as of September 1, 1972."

APPENDIX XIII

## ENGLISH LANGUAGE PROGRAM

The English Language Program of Northeastern Illinois University is designed to give students an opportunity to acquire the level of English language skills expected of university-level students. To accomplish this goal, the Program has established six courses for students who need to improve their skills in English and an English Language Lab, where students may receive one-to-one tutoring.

### Course Offerings

Three of the courses are designed for students whose first language is not English and who need to work on both spoken and written language skills in English:

- ELP 105    Aural-Lingual Communication: Practice in speaking and understanding idiomatic American English.
  
- ELP 106    English Sentence Skills: Analysis and drill in American English sentence patterns with special emphasis on the social and academic application of language skills.
  
- ELP 101    English Language Workshop I: Designed to help students who are beginning to function in the English language.

The other courses are designed both for students whose first language is not English and for students whose

first language is English who need to improve their written language skills in English:

- ELP 102     English Language Workshop II: Designed to help students at an intermediate level with various forms of English.
- ELP 103     English Language Workshop III: Designed to help students who have achieved some degree of competence in English language skills. It is hoped that at the end of this course students will be ready for regular 14-101 courses in the English Department.
- ELP 104     Academic Skills: A comprehensive programmed approach to the learning of academic skills necessary for success in the university. Through a process of analytic questioning, the student is taught to improve his skills in reading, listening, and note taking, preparation for examinations, composition, and self-management.

To assist students in determining which of the courses will be most appropriate for them, the Program, along with the College of Arts and Sciences, administers a Placement Test which all freshmen who have been admitted to the University must take.

#### English Language Lab

Any student in the University who wants individual help in improving his or her English language skills may use the services provided by the English Language Lab in Room 2-046 of the Classroom Bldg. Exercises on written English skills are available, and tutoring on spoken English skills is also available.

Students seeking information about the English Language Program should contact Dr. Harold Hild, Coordinator of the English Language Program (312/583-4050, ext. 8130).

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The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

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