



Historical Society
of Pennsylvania

Latino Community History and Culture Project

Aspira, Inc. Pennsylvania Records

Collection MSS 148 and PG 301

Boxes 1-69

Organization: Aspira, founded in 1961 in New York City by a group of Latino professionals, is a national organization based in Washington, D.C., where it lobbies for education and youth programs aimed at the Latino population. The Pennsylvania branch of Aspira, located in Philadelphia, was founded in 1969. It primarily serves the Puerto Rican community, but also other Latinos and some non-Latinos, promoting community service, education, and interest in Puerto Rican culture. Activities include sponsorship of cultural events, school programs, and scholarship and student loan programs.

Collection Summary: The collection contains administrative correspondence and related materials, financial records, and personnel and student files.

Restricted Material: Boxes 30-44 and folders in boxes 10, 16, 17, 19, 50, 52, and 59 are restricted.

Finding Aid: Not Available

Location: Basement rank 44 shelf E-F, rank 45, shelf B-F, rank 46, shelf A-B

Photographs: In PG Box 38, cage 3, range v, shelf 15

Location	Topic	Theme	Description
Box 1 Folder 1, 4	Aspira's Programs: Educational Opportunity Program	Education & Youth Engagement	In the Annual Report of 1970 -1971, Aspira's history is discussed. Organized in 1969, Aspira mission was to address the educational issues Puerto Rican youth faced. Aspira was responsible for the recruitment, counseling, tutoring, and development of educational opportunities for the Puerto Rican community. The proposal reported 400 students had received some sort of aid from Aspira. 67 of those students were placed in colleges/universities. This folder also contains a list of students and colleges they were accepted to. Through the accessibility bilingual staff to Puerto Rican students, Aspira wanted to prevent the dropout rate; the annual Report of 1970 -1971 reported that 70% of Puerto Rican youth did not enter high school (pg. 2). In order to combat the dropout rate,

			<p>Aspira promoted one of their major programs was in Aspira’s counseling department. The counseling department had partnerships with 400 colleges and universities nationwide. In the Educational Opportunity program, students participated in field trips to prospective colleges. During the 1970 school year, Pennsylvania State University gave 50 slots for Aspira scholarships. Numerous reports in this folder contain the Apirantes (students who sought Aspira’s aid) and the placements each student received in Pennsylvania colleges.</p> <p>In folder # 4, the annual report for 1976 is in a form of a booklet. On the inside of the cover page are a list of Latin American heroes such as Miguel Hidalgo, Jose Marti, Jose De Martin, which are accompanied with a short biography. These figures can guide for future researching regarding Latino history. On page 12, the summary of activities of the branch of Aspira of Pennsylvania as well as statistics (college placement as well as a talent search) can be found.</p>
<p>Box 2 Folder 3</p>	<p>Bilingualism</p>	<p>Education & Youth Engagement</p> <p>Immigration & Diaspora</p> <p>Community Dialogues & Conflicts</p>	<p>Aspira of PA was well known for its advocacy for bilingual education. The overall objectives and goals of Aspira of PA regarding bilingualism are found through several charts. One of the goals was to inform parents the opportunities and how to access bilingual education. Several newspaper articles talk about bilingualism in the 1980s. The following include: <i>The New York Times</i>, “Bilingual Pupils Said to Have Edge,” dated August 25, 1985 - Article discussed bilingual children having an advantage of cognitive skills and scored higher on tests of mental flexibility. <i>Time Magazine</i>, “For Learning of Ethnic Pride,” dated July 8, 1985 - Discussed the ongoing battle of bilingual education. Bilingual education was not considered a public policy. Those opposed argued bilingual education was not an option for schools, but forced on schools. Some critics argued it was a waste of money. On page 2 of the <i>Time Magazine</i>, “Donde Esta El Vaccum Cleaner?,” featured a “linguistic paella of Spanish and</p>

			<p>English.” The hybrid language was said to be popular in New York and California. Spanglish was described of creating new words such as “mopear” (the kitchen floor). Chicanos have had their own words and it was reported that Spanglish was affecting youth culture.</p> <p><i>Philadelphia Daily News</i> “But The U.S. is Bilingual,” dated October 31, 1985- reported 5 million U.S. citizens spoke Spanish. Stories included of Philadelphians being reprimanded in public for talking in Spanish claiming through “this is America, speak English” statement. The article counter argued that statement as Puerto Rico’s official language is Spanish, and Puerto Rico was part of the U.S. making the U.S. technically bilingual. Article also talked about xenophobic zeal against Hispanics which threatened both black and white citizens.</p>
<p>Box 2 Folder 4</p>	<p>Aspira vs. School District of Philadelphia</p>	<p>Civil Rights Education & Youth Engagement</p>	<p>This folder contains bilingual education information Aspira distributed to parents. “Questions and Answers about Bilingual and Bicultural Education” highlights the components of bilingual education as well as the benefits. “One Step Forward for Bilingual Education” is a 1975 report on the actions a group of Puerto Rican parents as well as Aspira took against the School District of Philadelphia. The suit was against the District for not meeting the needs of students who needed bilingual education. On December 1, 1977, the suit was moving forward.</p> <p>In this folder also contains:</p> <p>The final rules and regulations for Bilingual Education as well as grant applications for 1979.</p> <p>The court case files between SDP and Aspira.</p> <p>The Bilingual Education Law Act document. The act demanded bilingual education to be implemented and how students should be placed in mainstream classes.</p> <p>Documents on the Task Force for Bilingual Education. The Task force was sponsored by Accion Puertorriquena with partners such as the Spanish Merchants Association.</p> <p>The Bilingual Education Movement Log of Events; the document highlights the dates and stages the bilingual</p>

			<p>education bill was reforming starting in Harrisburg on December 9.</p> <p>The “Philadelphia Public Schools Statistics of Spanish Surnamed Enrollment as of April 1976 from district 1-5” Reports students who participated in bilingual education or ESL Programs; attached is also a survey of bilingual staff in the district. In total there were only 77 teachers for the entire district who were bilingual teachers.</p> <p>In “Whose Dominant Language is Not English: Supreme Court Lau vs. Nichols”required the school districts in the U.S. to provide data of students ready to transition into English; those students who were placed in bilingual education were not to be exempt from English classes as just ESL is not appropriate.</p>
Box 2 Folder 4	ASPIRA and the LNESCS (LULAC National Educational Services Center)	Community Dialogues & Conflicts	<p>Aspira and LNESCS were compared as rivals in an article of the <i>San Juan Star</i>. Aspira which is predominantly associated with the Puerto Rican community and LNESCS with the Chicano population, were said to be competing, influencing conflicts between Chicano and Puerto Rican groups. In the “Community Release,” Aspira disputed the allegations while also arguing that the article did not even address the main issues. Puerto Ricans were lumped under the Hispanic category, which created disproportions in funding to reach all Hispanics as equally.</p>
Box 4 Folder 8, 11	Educational Services to the Latino Community in Philadelphia	Education & Youth Engagement	<p>In folders # 8-9, there are schedule and internitiary from the Apira PA branch of trips to Puerto Rico and Bronx, NY, where a high density of Puerto Ricans live even today. The Bronx is the only borough in New York who’s Hispanic population is the majority. The trips were organized to help Puerto Rican youths reconnect with their culture.</p> <p>Folder # 11 include personal correspondence of the School District of Philadelphia Committee for the Education of Puerto Rican children.</p>
Box 4 Folder 12, 14	Economic Opportunities for the Latino Community in	Economy	<p>Folder # 12 contains documents of the U.S Department of Labor. Dated on February 1, 1971, letters confirmed that nonfarm employees had to be paid 1.60 minimum wage compared to 1.45 In “Meeting with Puerto Rican</p>

	Philadelphia		<p>Community leaders” issues still needing to be addressed for the Puerto Rican community in Philadelphia were discussed; the Council of Spanish Speaking Organizations (El Concilio) was present at the meeting. .</p> <p>The “Concentrated Employment Program” unified federal manpower in North Philadelphia. Eligibility to participate in the program was attached to the document. To be eligible in the employment program, one had to be a school dropout, under 22, or 45 years or over. Handicapped, special obstacles, or living under the poverty level was also considered. In the folder is also “The Manpower Development Training Act” which included allowances people received for training.</p>
Box 5 Folder 1- 6, 8	Higher Education and Equal Opportunities for Puerto Ricans	Education & Youth Engagement Economy	<p>Folders # 1- 6 consists of correspondence letters from Aspira reaching out to government agencies as well as organizations requesting employment information. The employment information was to be used for the clients who needed employment aid through Aspira’s counseling services. Aspira also urged these institutions to hire the Puerto Rican community.</p> <p>Folder # 8 contains correspondence letters of Aspira to various colleges and universities in the Philadelphia region; the institutions were trying to recruit Puerto Rican students. Colleges included Chestnut Hill College, Temple University, Shippensburg State University, Haverford College. In several letters, students from Temple University contacted Aspira for help regarding financial aid. In the letter of September 22, 1972, Nelson Diaz wrote on behalf of a student needing aid and reaffirmed his support for Puerto Rican students. In the letter of October 31, 1972, Shippensburg State claimed to only have 5-6 Puerto Rican students; the university requested a meeting with Aspira to discuss on how to inspire Puerto Ricans to pursue higher education. In the letter of October 17, 1972, Assistant to the Vice-President for Academic Affairs at Shippensburg State College wanted to recruit, specifically Puerto Rican women. Shippensburg wanted to know from Aspira how to send a message to Puerto Rican families, which was that Shippensburg was safe for</p>

			<p>women. Shippensburg also wanted to know about the cultural differences and gender roles inflicted on Puerto Rican women when regarding pursuing higher education. This folder also includes the U.S. Department of Labor “Some Facts About Philadelphia Youth in Low Income Areas Oct. 1970-Feb. 1971.” Out of the two surveyed low income areas, 60% were black, more than 40,000 were girls, and 1/3 were black girls. In the letter of June 14 1972, Temple University contacted Aspira to let the organization be aware of Temple’s second year summer Urban Journalism Workshop for minority students. Temple University wanted to enroll four Puerto Rican students from local area high schools to be part of the workshop.</p>
<p>Box 5 Folder 9, 11</p>	<p>Media Visibility for Hispanics in Philadelphia</p>	<p>Culture & Identity Representation</p>	<p>Folder # 9, letters dated November 1972, the Council of Spanish Speaking Organization, or El Concilio, was given 15 minutes for every two weeks on WPHL-Channel 17 about programs which would interest the Spanish Speaking community. The program alerted the Spanish Speaking community of the services available to them in the Philadelphia area as well as Camden. Carmen Bolden, Executive Director of El Concilio hosted this program in complete Spanish. Aspira wrote to WCAU-TV CBS Television stations on September 12, 1972 about Spanish Speaking locally produced programs. Letter of October 10, 1972 which also discussed Hispanic media programming can be found in this folder. In folder # 10, KYW-TV 3 informed Aspira about the program “Que Pasa,” which was an educational program that taught English for the Spanish Speaking audience. Due to its success, in the letter of July 14, 1972, “Que Pasa” began to be televised on Saturdays mornings, in addition to its weekday scheduling. In folder # 11, the <i>Noticiero Spring Garden</i> (Spring Garden News) reached out to Aspira in order to establish a relationship in order to keep the newspaper informative for the Latino community in Philadelphia. The <i>Spring Garden Newspaper</i> was the only bilingual newspaper in Philadelphia at the time, which was mentioned in the letter of February 20, 1972.</p>

			<p>Letters from Yale University on its Minority Recruitment program described the need of open communication with organizational groups such as Aspira; Aspira filled out a questionnaire provided by Yale which described Aspira was already in contact with Yale's Minority Recruitment program as well as Aspira advising students about Yale.</p>
<p>Box 6 Folder 1, 10</p>	<p>Hispanic Visibility in Higher Education and the Work Force</p>	<p>Education & Youth Engagement Economy</p>	<p>In folder # 1 letters to Yale from Aspira describe the interest of securing financial aid information for Puerto Rican students. Included is also the Office of Minority Affairs in Harrisburg, "Report of Evaluation Team on the Act 101 Program at Philadelphia College of Art" (August 10, 1972). The report was prepared by Epifanio de Jesus, an Aspira representative, which lists recommendations from Aspira to the Philadelphia College of Art. The recommendations led for more Spanish speaking students to be enrolled in the program as the school is in a Spanish Speaking community of 95,000 people (page 2). Another recommendation was for the curriculum to emphasize on English and communication as well as recruiting minority professionals in the staff of the college to serve as role models. In folder # 10, a similar report on Temple University can be found (June 6, 1972). One of the recommendations was to recruit more Spanish speaking students as well as professionals (page 2)</p> <p>The newsletter of the Cabinet Committee on Opportunities for Spanish Speaking People <i>Hoy</i>, featured progress for Spanish Speaking entrepreneurs. With the aid of the U.S. Small Business Administration loans, Hispanic entrepreneurs gained success. The SBA loans was a program which the Spanish Merchants Association also advocated for its clients (Refer to Spanish Merchants Association, Box/Folder) The newsletter of 1972 reported this information under "SBA awarded 248 government contracts to Spanish speaking firms last year for nearly \$18 million."</p> <p>Letters from the Spanish American Police Association, located on 213 West Indiana Avenue, hosted an annual banquet during Thanksgiving for in need Puerto Rican families. The Spanish American Police Association is still</p>

			in existence and continues to build relationships with the Latino Community.
Box 5 Folder 10	Aspira's Four programs	Education & Youth Engagement	In the administrative letter of Aspira dated October 7, 1972, the four programs of the organization at the time were the following: High School Leadership Development and College Guidance, Junior High School Dropout Prevention Program, Career Orientation, and the Right to Read project (funded by the U.S. Department of Health, Education and Welfare to increase reading levels in students between 16-21 years of age). Aspira also prepared a teacher education program which focused on multiculturalism, The teacher education program is discussed in the October 10, 1972 letter.
Box 5 Folder 11	Let's Be Amigos Bilingual Project	Education & Youth Engagement	In 1969, the newsletter of the <i>Philadelphia Bilingual Programs</i> , the second year evaluation report featured programs such as "Model A," which allowed students in all day Kindergarten to read in their native tongues. The newsletter reported that all students were at proficient reading levels in their native tongues. The "Arriba" program (for elementary students, junior/senior high), students received courses in Spanish while working on their English. The program received positive support from both parents and students. Inside the newsletter bilingual teachers are featured creating a curriculum of Puerto Rican history for the elementary level. Also located in this folder are documents from the Puerto Rican Association for National Affairs which discussed in detail the Bilingual Act, Section 702. There are several documents on bilingualism in this folder, such as the memorandum of April 13, 1972. The University of Hartford searched for undergraduate students in teaching training education programs for its Teachers Corps grant for bilingual education; applications were located in the Aspira office in New York.
Box 6 Folder 1, 8, 13	School District of Philadelphia, Temple University, and	Education & Youth Engagement	In folder # 1 various letters dated in 1972, where of students seeking help from Aspira for financial aid assistance; although Aspira of Pennsylvania did not give out scholarships, the organization provided counseling for

	Bilingualism		<p>students.</p> <p>In folder # 8, bilingual education is also emphasized with numerous documents from the School District of Philadelphia. In September 18, 1972, bilingual teachers from the district were to present during Puerto Rican Week an artistic-cultural program at the Friend's Neighborhood Guild in Fairmount on the 21st. In box # 6, Folder # 13, El Concilio's letters to Aspira informed the organization that the Puerto Rican Week Festival parade was dedicated to bilingual teachers. There is also a copy of applications from the School District of Philadelphia for Temple University's Bilingual Teacher Education Program for Native Spanish Teachers. The "Instituto Para Entrenar Futuros Maestros Hispanos" or the Training Institute for Future Hispanic Teachers, lists the requirements for the program. Letters from the School District of Philadelphia, such as the letter of April 19, 1972, inform Hispanic organizations that the Training Institute for Teachers of Spanish Origin began in the summer of 1972.</p>
<p>Box 6, Folder 12</p> <p>Box 8, Folder 8</p>	<p>Thomas A. Edison High School</p>	<p>Civil Rights Education & Youth Engagement</p> <p>Community Dialogues and Conflicts</p>	<p>Located in folder # 12 is a "Student Information" booklet which describes history of the school, student general rules, and the alma mater song. "Thomas A. Edison High School" documents dated September 1970 described the school community with average populations and an overall detail of the student/staff body. "Thomas A. Edison High School Aspira Club July 1-June 1975" reported issues on page two on the lack of qualified teachers, not reaching out to all Latino students, and ESL programs putting too much emphasis on Spanish more than English. There are several letters from different advocacy groups of Philadelphia such as the Kensington Joint Action Council Philadelphia high schools and Aspira of New York which praised the rally for the school. Attached to the Kensington Joint Action Council letter dated February 19, 1980 is a press release of Aspira's "Rally in Demand of the Construction of a New Edison High School" which took place on February 6, 1980 at the Edison High School auditorium. It was</p>

			<p>described as an event to unite Puerto Ricans, whites, and blacks. Also attached to the same letter are newspaper articles. The <i>Philadelphia Daily News</i> “Edison High Has Support” as well as “A High School of Brotherly Love?” (1980) touched upon the racial tensions behind this issue. Flyers for the rally are located in this folder. A poem called “Political Bricks” on the new Edison High School by Charles Menas reinforced what the letters of the Edison Community Advisory Board urged; to take action and show support for a community where students should not be denied educational opportunities. There are petitions lists in both English and Spanish that states “We demand the same equal education as any other American. We do not want any more or less” which demanded the new high school to be constructed.</p> <p>There are articles from the <i>Philadelphia Inquirer</i> “Chants of Pupils Ignored by Rizzo” and “Students Want ‘New Edison’ which described the construction of the new high school as a six year battle. In the <i>Daily News</i> “Pupils March on City Hall To Push H.S.” also described the rally’s participation of more than 200 students. “Three Schools Together” by the <i>Evening Bulletin</i> dated on January 27, 1975, described the relationship between the high schools of Central, Olney, and Edison. The <i>Evening Bulletin</i> described that students chose Olney due to the fear of Edison's racial fears/tensions. In <i>La Actualidad</i> “Estudiantes Protestan Construcción Escuela Edison” described the situation in Spanish.</p> <p>In box # 8, folder # 8 more documents on the Thomas Edison controversy can be found. Among those documents are “Everyone’s Right, Everyone’s Fight: The Fight for Desegregation is a fight for Better Schools” compiled by the Committee for Quality Education on March 30, 1976. The Committee claimed that in Philadelphia, desegregation was possible due to segregated housing patterns; desegregation was to be achieved by busing. The Committee informed the public for a need for unity with all races and to overcome issues of racism and segregation in order for better education to be accessible for all students. “The Abandoned Houses</p>
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			Project” was mentioned by the Thomas Edison High School letter in January 1, 1975. The project was a survey of the abandoned houses around Edison in order to improve housing conditions; a student argued that the underlying issue was of their “own abandoned house” which was Edison itself.
Box 7 Folder 3, 4, 11	Aspira’s Initiative on Education	Education & Youth Engagement	The entire box contains correspondence from 1975- 1976. In folder # 3 there are documents on the Cultural Workshop which took place at several high schools such as Springfield High and Archbishop Ryan High School for Girls. The workshops centralized on Puerto Rican culture and were hosted by Aspira. In folder # 4 there are letters dated in December of 1975 from Aspira denouncing the proposed rescission from Bilingual Education which was a \$27.7 million cut. In folder # 11 there are letters from the Spanish Merchants Association. Nelson Diaz was on the board of Aspira but had to resign due to the many projects he was undertaking at the time.
Box 8 Folder 4, 7 Box 9, Folder 15	Police Brutality against the Hispanic Community	Civil Rights Criminal Justice	The entire box contains correspondence from 1976-1979. In folder # 4, the Public Interest Law Center of Philadelphia contacted Aspira’s Manuel Ortiz as well as Spanish speaking individuals about the Police Project. The letter of June 24, 1976 described the Police Project which provided services to those abused by the police through harassment, verbal abuse, police negligence, and false arrest. The Public Interest Law Center of Philadelphia had contacted many Spanish organizations (refer to Council of Spanish Speaking Organizations and the Spanish Merchants Association collections on the Police Project) advocating for equal justice for the Hispanic community. Folder # 7, there is an ordinance to establish internal police department procedures for handling citizen allegations of police misconduct. In “Behind a Killing” by the <i>Philadelphia Evening Bulletin</i> , the killing of Jose Reyes is discussed. Box # 9 Folder # 15 also contains documents on Police Brutality. In the Spring Garden United Press Conference, condolences were made due to the murder of Officer

			<p>Trench. The Spring Garden United Neighbors wanted justice for the murder of the officer. At the same time, residents of Spring Garden were harassed because they were Puerto Rican; there was an assumption that the murderer was Puerto Rican. Incidents of illegal activity and discrimination of police against Puerto Ricans are listed in the press release. Resolutions for police interaction with the Puerto Rican community were also discussed.</p> <p>The <i>Philadelphia Evening Bulletin</i> dated July 29 1977 “Behind a Killing” featured the “police side” on the brutality case of the killing of Jose Reyes.</p> <p>In the letter from the Equal Rights Congress, Unity through Action on July 13, 1977, the group defined police brutality cases as terrorism. The Equal Rights Congress, Unity through Action proposed a law to bring police under the law. This included the creation of a Police-Community Review Board as well as federal and state investigations. There are signed petitions in Spanish and English demanding justice for Jose Reyes and the list of grievances/resolutions the community wanted.</p> <p>“Easy to Cry Police Brutality” is a newspaper article which presented a different insight on how it's easy for people to file a lawsuit at a police officer for almost anything and called it police brutality.</p> <p>“President Carter: Free the Wilmington 10” flyer demanded President Carter to release Ben Chavis and co-defendants who were serving 282 years in North Carolina. All over the world, people were supporting the Wilmington 10 as the case was well documented at the time. There was a march for the Wilmington 10 which Aspira participated. Copy of the official letter of the U.S. Congress of House of Representatives was sent to President Carter to address this matter. Congressmen included John Conyers, Robert Drinan, Don Edwards, Ted Weiss, and Parren Mitchell.</p> <p>In the bulletin of the United Puerto Rican Committee Against Police Brutality, the Committee made aware to the public of the march for the Wilmington Ten for the</p>
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			<p>entire Philadelphia community.</p> <p>In another bulletin by the United Puerto Rican Committee Against Police Brutality, the group condemned the Jose Reyes murder as a “brutal act of violence;” The bulletin reported on the demonstration at City Hall in which involved more than 400 people. Mayor Rizzo did not comment on the situation according to the the United Puerto Rican Committee Against Police Brutality. About 70% of all police brutality cases were Puerto Rican or black in Philadelphia; the Committee also was also demanded justice to bring minority communities together who had been affected by violence.</p> <p>In a letter of August 2, 1977 from Aspira, the topics discussed were of police brutality and the Jose Reyes case. The letter also touched upon how the patterns of police brutality in the Puerto Rican community can also be found in the black community as well as the white (Cradle case was mentioned; refer to)</p>
Box 8 Folder 24	Hispanics and the Philadelphia Desegregation Case	Civil Rights Education	<p>A summary of the case of the Pennsylvania Human Relations Commission v. Philadelphia School District dates back the desegregation movement in 1968. The PHRC wanted the District to end racial imbalance in schools. Finally, in July 1976, the desegregation plan was submitted by the School District of Philadelphia. However, the plan excluded schools who had 20% or more Hispanic students. There are statistics included about each district and the student body as well as a map of 21 school planning areas of the School District of Pennsylvania.</p>
Box 9 Folder 3	Choice of Non- Delinquent and Delinquent Careers Among Puerto Rican Drop Outs	Education & Youth Engagement	<p>Aspira of Pennsylvania conducted a research project known as the “Choice of Non-Delinquent and Delinquent Careers Among Puerto Rican Drop Outs.” The copy of the research can be found in folder # 3. The project was to identify factors considered by Puerto Rican students when deciding to remain or dropout of school. The study was surveyed 600 male and female students who were in tenth</p>

			<p>grade. Through interviews, data revealed peer, family and school relationships, as well as cultural factions and ethnic identity which contributed to the dropout rate. Letters from Aspira to government officials in City Hall urged to support the research proposal; the research project was submitted to the U.S. Department of Juvenile Justice and Delinquency Prevention.</p>
<p>Box 9 Folder 9, 20</p>	<p>Puerto Rican Arts and Film</p>	<p>Culture & Identity Representation</p>	<p>Folder # 9 contains documents on Puerto Rican Folkloric Ballet. The group was founded in 1971 by dance students and Tony D’Astro became the director of the National Dance Company of Puerto Rico. Documents in Spanish, French, and English described the ballet company’s program. Dances of the company included vals, lanceros, danza puertorriquena, and mazurka.</p> <p>Folder # 20, the Free Library of Philadelphia listed its library services to the Spanish speaking community in Philadelphia. There is a list of Spanish language films available in June 1973.</p>

Box 11 Folder 7	Edison vs. City Politicians	Civil Rights Culture & Identity Representation	<p>The script of the case Edison students vs. City Politicians can be found. This script was to be performed at the Puerto Rican Week Festival on May 24, 1975. The case was play by Puerto Rican students on filing a suit against the mayor for violation of civil rights, manslaughter, freedom of speech, violation of free education, and premeditated murder. The play follows prosecuting attorney Mr. Diaz presenting the case with a student witnessing a death of a fellow student as the building collapsed. Although fictional, the case follows details of what was happening in the Hispanic community. There was an urgency of finding a new area to build the new Edison High School as the old one was decaying physically; internally the school body was also decaying in a way, as students were forgotten and segregated. These themes and issues are presented in the script. Attached to the play's script, there is also sketch of the setup of the play.</p> <p>In folder # 21 compiled by the Pennsylvania Human Relations Commission on February 21, 1980, a list of segregated Hispanic schools of the School District of Philadelphia can be found (Fall 1979 v. Fall 1975).</p>
Box 11 Folder 21	1980 Census	Civil Rights Culture & Identity Representation Community Dialogues and Conflicts Historical Change	<p>Included are documents of Hispanic organizations as well as newspaper articles on the 1980 census. The article "1980 Census Workshop for Hispanic Organizations" discussed ways to combat the undercount of Hispanics in the 1970 census. Sponsored by the Latino Project, the day long workshop was held at Temple University. Attached to this document are objectives of the workshop, the agenda of the workshop, as well as several articles. In the <i>Temple University News</i>, "'80 Census Discussed" federal funds were said to not be distributed fairly to the urban poor as an inaccurate census did not represent the people fairly. In the article, "Philadelphia Can't Afford a Short Count," claimed the 1980s census as the most crucial in Philadelphia's history and discussed that any funding being cut could hurt Philadelphia in general.</p> <p>Most of box # 11 contains administrative letters and</p>

			memorandum of staff.
Box 12 Folder 2, 6, 11	Aspira's Efforts on Education and the Puerto Rican community	Education and Youth Engagement Civil Rights	<p>Folder # 2 includes letters from Aspira on October 2, 1981. Aspira declared a march to City Hall to send a message to the mayor that Puerto Ricans and Hispanics were concerned about their educational future of their children. The march began on 6th and Hunting Park Ave on October 5th making stops at certain schools.</p> <p>Folder # 6 had scholarship information that Aspira distributed to its clients; articles on the National Association of Hispanic Journalists are also in this folder. The National Association of Hispanic Journalists was awarding two 1,000 awards at the time. Many other documents discuss educational efforts from Aspira through staff notes.</p> <p>In folder # 11, the "Executive Director's Report of September 30, 1986," Aspira reported that the SAT Review course began in August 1986 with 50 students. With the help of the SRAP program, the SAT Review course successfully attained space to tutor. Memorandum in the folder shows the recruitment of the SAT review course. The SRAP program was also mentioned in the Spanish Merchants Association.</p> <p>Refer to: Spanish Merchants Association Box # 1, Folder # 12 Most of box # 12 contains administrative letters and memorandum of staff.</p>
Box 13 Folder 4, 5, 11, 6-13	Breakdown of Aspira's Activities	Education & Youth Engagement Health Care	<p>Folder # 4 and # 5 contains the "Aspira Kit" which outlines the organization mission statement and membership recruitments. Aspira meaning "aspire" in English encouraged Puerto Rican and Hispanic youth to seek higher education.</p> <p>Folder # 6-13 have detailed case reports of Aspira's programming. The case reports presents an insight on Aspira's work effort in the Hispanic community. The caseload data varies in each folder covering different years and months from 1978-1989. The case data included the number of participants in Aspira's programs as well as grades from 7th grade to college as well as graduate</p>

			<p>school/medical school. Racial categories of participants were included (Puerto Rican, Mexican American, Cuban, Dominican, as well as Black and students who classified themselves as “other.”) There are also breakdowns of career interests of each student, summary of Aspira’s month’s activities, counseling sessions, as well as family income.</p> <p>In folder # 11, there are brochures on AIDS stating facts on the disease. Brochures include: “What You Should Know About the AIDs Antibody Test” “Shooting Drugs and Aids” “Safer Sex: Stopping the Spread of AIDS” “AIDs in the workplace” and “Sobre El Sid.” These are bilingual informational booklets designed by the City of Philadelphia’s Department of Public Health. Aspira was also involved in the medical field through the education field as Aspira hosted conferences for prospective medical school students. The conferences were designed to introduce students to the medical profession. Flyers for Aspira’s conferences are located in this folder as well.</p> <p>Box # 13 mostly contains minutes and monthly reports from 1982-1989</p>
<p>Box 14 Folder 1,</p>	<p>Barriers of the Latino Community described in the Media</p>	<p>Immigration & Diaspora</p> <p>Community Dialogues & Conflicts</p> <p>Education & Youth Engagement</p> <p>Economy</p>	<p>Folder # 1 contains numerous press releases and newspaper articles which are the following: “Hispanic Catholics: A Falling Away”- Pentecostal Churches have been more prominent in Hispanic Barrios as the Pentecostal churches stressed emotional experiences whereas the Catholic Church did not. The differences attracted Puerto Ricans in Philadelphia to the Pentecostal churches. The article also reported that about 30% of the Catholic population of the U.S. was Hispanic. In the Archdiocese of Philadelphia there was only 1 Puerto Rican priest and only 4 out of the 815 priests were Hispanic. Attached to this article are also newspaper articles on Hispanic deacons and the role of Catholicism in the Hispanic community.</p> <p><i>Courier Post</i>, Nov. 7, 1985 “Today’s Immigrants, a Different Breed” discussed the concept of the melting pot and how there was a xenophobic mentality especially</p>

		<p>towards bilingual education.</p> <p><i>Community Focus</i>, October 30, 1985 “Career Day for Parents and Students” – Aspira of PA held a Hispanic Career Day at Edison High on November 16, 1985</p> <p><i>Philadelphia Inquirer</i> July 8, 1977“ City Policeman Charged in Beating” – police brutality case of a man beaten after running a stop sign. William Cradle was held down by three police officers while two other police officer beat him with nightsticks while other cops were on the scene on the lookout</p> <p><i>Philadelphia Inquirer</i>, July 8, 1977 “ What 12 Saw at Reyes Killing” – detailed accounts of eyewitnesses of the killing of Jose Reyes. All the witnesses’ accounts differed from police reports who claimed Reyes swung a metal pipe to officer Gerard Salerno. Seven witnesses did not see Reyes with a metal pole. According to neighbor Antonio Rivera, Rivera saw Reyes lying on his back who claimed “esto es un crimen”or this is a crime; those were Reyes last words. Many Hispanic organizations were involved in the case to claim justice for the Reyes family.</p> <p><i>Philadelphia Inquirer</i> July 9, 1977 “Reyes Marchers”- Mayor Rizzo stated he could not suspend the involving officers in the case immediately. Protest began at City Hall where the shooting of Reyes was claimed as unprovoked.</p> <p><i>Chicago Tribune</i>, June 12, 1977, “Humboldt Park: troubled” - police brutality accounts against Puerto Ricans in the Chicago neighborhood.</p> <p><i>Philadelphia Inquirer</i> July 4, 1977, “The Victim: only at Peace when He Worked” - provided personal details of Reyes; it was mentioned he developed mental problems and could not learn English which was said that caused more tension between police.</p> <p><i>Daily News</i>, July 5, 1977 “Police, Neighbors Differ on Shooting” - police accounts described a domestic dispute between Reyes’ wife and himself; however she was nowhere near the house in order to the police to claim they were on the scene for a domestic dispute that never occurred.</p> <p><i>Philadelphia Inquirer</i>, July 4, 1977 “A City Street is Still</p>
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			<p>Anxious”- described the Reyes case and “Rizzo Blasts articles on Police Crimes” states the mayor defending the police department calling beatings “farce.”</p> <p>All the articles discuss police brutality even among the African American communities and the role of PHILCOP. This folder is important to understand the racial tensions towards the Hispanic community and advocacy from organizations such as Aspira against police brutality. Box # 14 is partially restricted as it contains payroll forms.</p>
Box #18			Contains release forms, registration forms, and receipts
Box 19			Contains time sheets, box # 20 restricted
Box 21			Contains time sheets.
Box 22			Contains time sheets.
Box 23			Contains time sheets.
Box 24 Folder 1, 6	Bilingual Educational Material	Education & Youth Engagement Culture & Identity Representation	<p>Folder # 1 contains a booklet “Quiero Aprender A Leer Y A Escribir,” or I Want to Learn How to Read and Write. The bilingual informational booklet targeted those wanting to learn English or study for the GED test. A list of institutions in Philadelphia that provided services such as English courses are included in the booklet. A proposal in creating these bilingual booklet for the Hispanic community accompanies the booklet. Joyce Cadet who wrote the proposal mentioned that she worked at Aspira and wanted to create a project where the Hispanic community had access to classroom and tutoring opportunities as there were lack of knowledge of these sources at the time.</p> <p>In folder # 6 enclosed are census tables of the Aspira’s Dropout Study in five cities. Philadelphia was selected among those five cities, and census tables also include racial demographics, housing, and income.</p> <p>Box # 24 mostly contains budget forms, expenses, and contracts, and general correspondence.</p>

<p>Box 25 Folder 7, 14, 15</p>	<p>“Puerto Rican Youth: Dropping Out and Delinquency”</p>	<p>Education & Youth Engagement</p>	<p>Folder # 14 includes Aspira’s research project on “Puerto Rican Youth: Dropping Out and Delinquency.”The research project was a three year longitude study funded by the National Institute of Juvenile Delinquency Prevention. 505 male and female Puerto Rican tenth graders were surveyed. There was a 91% retention rate among participants. The study ultimately concluded that school was a hostile environment for many Puerto Rican students and that cultural identity influenced dropout rate. Adolescents who had a close relationship with their culture were less likely to drop out(page 13) In each folder there is praise for Aspira commencing this research project from several organizations through personal correspondence. Folder # 7 has a copy of grant proposal for the project. Folder # 15 contains the final report of the study. One of the conclusions was that students enrolled in bilingual education were more likely to drop out. The statistics hint the issue of bilingual education needed to be reformed with a new model that was more culturally responsive to students. Box # 25 mostly contains general correspondence, memoranda, minutes, and progress reports from 1980-1984</p>
<p>Box 26 Folder 1, 3, 4, 8.</p>	<p>Aspira’s Proposals</p>	<p>Education & Youth Engagement Criminal Justice</p>	<p>Folder # 1: copy of the proposal of the “Choice of Non Delinquent and Delinquent Careers among Puerto Rican Drop Outs” Folder # 3: proposal for prevention programs such as the “Community Anti-Crime Program;” the program's objective was to assist community organizations, neighborhoods, and individuals to reduce crime. Folder # 4: proposal for Proyecto Armonia. (Project Harmony) which collaborated with several Aspira offices, and the Commonwealth of Puerto Rico, with funding provided by the Office of Community Anti-Crime Programs in Proyecto Armonia was to instill anti crime initiatives in the Latino community. Folder # 8: found is the proposal from Aspira on “Bilingual Education and Dropping Out Among Hispanics in Philadelphia’s Public School.” The proposal used</p>

			<p>findings from Aspira’s previous study on the dropout factors of Puerto Rican Youth and concluded that bilingual education is being conducted in a harmful manner.</p> <p>Box # 26 mostly contains proposals.</p>
<p>Box 27 Folder 2</p> <p>Box 28 Folder 1, 4</p>	<p>Aspira’s Surveys for Proposals</p>	<p>Education & Youth Engagement</p>	<p>Folder # 2 Contains the revised proposal of “the Choice of Non Delinquent and Delinquent Careers among Puerto Rican Drop Outs.”</p> <p>Some materials in this box are restricted. Most materials are reports and staff meetings.</p> <p>Box # 28 Contains surveys of 1980. Folder 1, 4 contain surveys for the Puerto Rican Youth Survey</p>
<p>Box 29 Folder 1, 6, 8, 12, 13</p>	<p>Aspira’s Educational Plan</p>	<p>Education & Youth Engagement</p> <p>Health Care</p>	<p>Folder # 1 has Aspira’s educational plan. Letters of the Post-Secondary Educational Plan Workshop are included and was part of the counseling program. The workshop was for high school juniors and seniors; the workshops provided guidance for students to make a long term educational plan. The workshop was conducted in four sessions. Details for counselors of Aspira to use in the workshop are also provided as well as an overview of the workshop.</p> <p>Folder # 6 includes programming of “Aspira of America National Health Careers Program June 1975-August 1975.” The Health Career Unit was established in 1974 in order to alleviate poor health services being provided to Puerto Ricans as well as assisting Puerto Rican students to enter the medical profession.. The summary report provides a review of the issues the program faced as well as suggestions to improve. The Aspira’s Health Careers Program compiled a list of student placements into medical schools and health professional schools. This is located in folder # 8. Informational materials Aspira gave to prospective medical school students are located in folder # 12. In a small newspaper clipping located in folder # 13, independent Puerto Rican leader Cesar Andreu Iglesias talked to Puerto Rican youth from Aspira New York who visited Puerto Rico; Iglesias talked about the role of labor unions.</p>

			<p>Aspira's National Scholarship-Loan Program through the New York office is also provided in this folder. The requirements for candidates to meet in the 1975 applicant pool are described in detail.</p> <p>Box # 29 contains mostly general correspondence</p>
<p>Box 45 Folder 4, 7, 10</p>	<p>Aspira's Club</p>	<p>Education & Youth Engagement</p> <p>Culture & Identity Representation</p>	<p>In folder # 4 there is a list of high schools who had Aspira Clubs. Some of the following schools were: Kensington High, William Penn, Northeast Catholic, Mastbaum Technical, Olney, Dobbins Technical, and Edison. Two new schools that started Aspira Clubs for the 1971-1972 school year was Cardinal Dougherty and Hallahan John W. Catholic Girls High School</p> <p>Benjamin Franklin High School also had an Aspira club; refer to folder # 7</p> <p>In folder # 10 in "Cancionero de Puerto Rico," has lyrics of popular songs known in the Puerto Rican community such as "La Paloma," "Besame Mucho," "Felices Dias," and "Borinquen." A copy of the Hymn of Puerto Rico can also be found, courtesy of Casa Del Carmen with mini sheet music.</p> <p>In folder # 15, the constitution of the Aspira's Club is located. The Aspira Club objectives was to pursue excellence in education, make cultural differences a strength, and to challenge students to find solutions that they face in their community in order to become better citizens.</p> <p>Box # 45 mostly contains general correspondence as well as files of various high schools in the Philadelphia area who had an Aspira Club</p>

<p>Box 46 Folder 1, 3, 4, 7, Box 46</p>	<p>Aspira and Latinos Pursue Higher Education</p>	<p>Education & Youth Engagement Economy</p>	<p>In folder # 1, Aspira provided an outline of a program's description. Although untitled, the program description is centralized on the reinforcement of standard education in bilingual education. In order to design the program, Aspira took into consideration of Puerto Rican and Mexican American culture. The program description provides an insight on Aspira's goal to reform bilingual education in order to promote culture and linguistic opportunity as well bridging the gap for education for Latino students.</p> <p>In folder # 3 there is a list of careers and short job description Aspirantes could consider after graduating. Folder # 7 has a list of colleges and university Aspira contacted for the Aspirantes in Philadelphia.</p> <p>In folder # 4 letters of memorandum announced the first SAT review course held at Temple University; refer to letter September 15 1987. This folder also contains letters from various universities for Aspira's Allied Health Program; Aspira guided prospective medical students through the admissions process creating a partnership with the prospective school. The program included tours, meetings with faculty and getting to know the schools. Letters came from Thomas Jefferson University, La Salle University, Hahnemann University, McCarrie Schools of Health and Sciences, and Gwynedd-Mercy College.</p> <p>Aspira's main objective was to advocate for Latino students to pursue higher education and enter the professional field. Box # 46 focuses on career development as well as the Health Program with many admission process materials most likely provided for Aspirantes to use for reference. Box # 46 mostly consists of memorandum and general correspondence.</p>
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<p>Box 47 Folder 2, 3, 4</p>	<p>Aspira's Leadership Program</p>	<p>Education & Youth Engagement</p> <p>Culture & Identity Representation</p> <p>Immigration & Diaspora</p>	<p>Folder # 2 contains d flyers directed to students to join Aspira. Booklets of the leadership program of October 14, 1978 can also be found. Letters for the SAT review course are also located in this folder.</p> <p>A Vieques meeting was published in a flyer sponsored by the Puerto Rican Solidarity Committee Chapter and was held at the Taller Museum which spoke about the Navy's pillage on the island. Refer to the Spanish Merchants association.</p> <p>Folder # 3 contains letters of participating schools in the Aspira Club program. Many of the schools took educational trips to the Franklin Institute Museum, hosting cultural events such as Three Kings Day, and letters also reported when meetings of Aspira Club took place.</p> <p>A journal article in folder #4, featured the Penn Treaty High School Aspira Club. The Aspira Club created a three day festival of Puerto Rican heritage called "Nuestra Herencia" (Our Heritage). The festival constituted of arts and culture.</p> <p>Box # 47 focuses on the Leadership Program files which included club activity files, secretary files, club development forms (folder # 6-10)and campaign material from students (folder # 4)</p>
<p>Box 48 Folder 6, 7-9, 12</p>	<p>Aspira's Leadership Program & Public Policy Leadership Program</p>	<p>Education & Youth Engagement</p>	<p>Folder # 6 contains information on the Aspira Public Policy Leadership Program. In "Program Process and Components," a graph displays the organization of the program. The objective of the program was to provide a structure for Hispanic youth to use in order to develop leadership skills. "The Manual for Staff Training" placed the program in perspective. Aspira looked at the lack of visibility of Hispanics in public positions. The program was designed for students to participate in activities that promoted leadership skills such as internships. With the academic content, students were to be exposed to public policy and write a policy position paper (page 5). LULAC was also involved in the program to reach out to the</p>

			<p>Chicano community.</p> <p>Folder # 7-9 contains the National Fellows Scholarship from Aspira’s office in New York as well applications from students and recommendation letters.</p> <p>Folder # 12 contains an Aspira newsletter from 1977. Major news regarding the Hispanic community are included. There was \$9.3 million from the Office of Education to train bilingual teachers. Other major legislation directly affecting the Hispanic community is also listed. Listed was the Statistics on Spanish Americans (Public Law 94-311), which determined the monthly and nationwide unemployment rates among Americans of Spanish origin. The Voting Rights of 1975 was also mentioned, which made into law bilingual registration and election materials in counties with 5% or more Spanish heritage population.</p> <p>Box # 48 focuses on the Leadership Program Files; folders 1-5 consist of monthly reports from Aspira Clubs as well as Secretary Minutes. Documents on the Public Policy Leadership Program can also be found</p>
<p>Box 49 Folder 7, 8, 16, 10</p>	<p>Proyecto Amanece</p>	<p>Education & Youth Engagement</p> <p>Culture & Identity Representation</p>	<p>In folder # 7 there is a work plan for year 2 on Proyecto Amanece, attached to the memorandum of August 16, 1978. The project included several individual components such as organization of clubs, self awareness and leadership development , community service programs, vocation/educational skills, and reading skills sessions.</p> <p>In folder # 8 a list of clubs is included in the “Monthly Narrative Report” of October 1978 on page 2 which included basketball, public speaking and dancing clubs. For year 2, the clubs would work towards leadership and organizational skills, self-identity, and community orientations (pg.2)</p> <p>Folder # 16 explains the “Aspira Process” which all participating students, or Aspirantes, went through. The process is located in section II where students are actively involved in Aspira involving three concepts: Identity, Investigation, and Action</p> <p>Folder # 10 provides more detail about Proyecto</p>

			<p>Amanece. “Proyecto Amanece: A Program for Positive Youth Development.” or Project Dawning in the English translation, was designed to reach out to the Puerto Rican youth to promote positive self and community development. According to the report the four objectives were: Development of self-awareness, solidarity in Puerto Rican-Latino identity, fostering leadership ability, and the ability to exercise leadership in order to solve problems in the Puerto-Rican Latino community (page 1)</p> <p>Box # 49 contains files of Proyecto Amanece.</p>
Box 50 Folder 6, 8	Proyecto Armonia	Education & Youth Engagement	<p>In folder # 6 there are documents providing an overview of Proyecto Armonia. In the memorandum of November 8, 1978, Proyecto Armonia was described as an addition to Aspira’s already established objective of promoting leadership skills; the project also included developing community awareness and activism to a crime; crime prevention and community development were the central goals of the project.</p> <p>Folder # 8 contains monthly narrative reports of the Youth Action groups and the schools participating in these clubs. Major accomplishments can be found within these reports. In the narrative report of June, 1976, the Youth in Action Club at Penn Treaty Junior High school organized a drug abuse prevention teach in. Students from other classes in bilingual education joined the youth members for two school periods to learn about the types of drugs and consequences to each.</p> <p>Box # 50 has restricted files. Folders 1-5 are restricted</p>
Box 52 Folder 2, 4	Aspira’s SAT Prep course	Education & Youth Engagement	<p>Through personal correspondence, the Health Careers program of Aspira hosted the SAT Prep course. In this folder, the letters from Aspira notified Aspirantes of their counselors. Aspirantes were assigned to that counselor for the year to assist on college decision making. There are also SAT sample tests which Aspira used for its course. A SAT orientation agenda as well as flyers promoting the SAT review course can be found throughout the box.</p>

			<p>Folder # 2 contains press releases in letter form about the SAT program. There is also a contract for the SAT review course in 1984-1985. There are sample scoring sheets for the SAT sections.</p> <p>In folder # 4, a press release from <i>Community Focus</i> "Aspira congratulates SAT students" dated on November 5, 1986 featured the 5th annual SAT review course. The press release mentioned partners of the course including Temple University's SRAP program. The article also mentioned that students were able to meet admission officers.</p> <p>Box # 52 has restricted files. Folders 10-11 are restricted. This box contains files on the SAT prep course through administrative letters, memorandum, participating student lists (folder # 3), SAT booklet (folder # 6, 8, 12)</p>
<p>Box 53 Folder 2, 5, 8, 9, 13</p>	<p>Talent Search Program</p>	<p>Education & Youth Engagement Economy</p>	<p>Folder # 2 includes the in-school and post high school health programs in the School District of Philadelphia; the list contains medical emergencies/institutions participating with the high school for vocational training. There is also an analysis called "Statistical Analysis of Students with Spanish Surnames in the Philadelphia Schools." The analysis contains a list of schools, the total enrollment of each school, the number of students with Spanish surnames at each school, as well as a dropout numbers for the 1975-1976 school year. A complete file on high school dropouts is located in folder # 9</p> <p>In folder # 5, there are letters from the William Penn Foundation and the Barra Foundation giving grant money to Aspira PA for the 1985 Summer Youth Employment Career/Vocational Exploration program. The folder contains numerous documents which explain the programs goals. In the "Final Report" located in this folder, the goals were to hire 1,881 Hispanic high school youth to explore career opportunities, hire ten college students to be worksite supervisors, provide youth participants with counseling services, secure employment for low income families, and promote and a bilingual youth employment program.</p>

			<p>Folder # 9 contains reports of the Talent Search reports. The “Semi-annual Technical/Narrative Report” described Aspira’s Talent Search Project. The specific objectives of the program were to identify students of financial/cultural need who showed promise for post secondary education/training. Aspira’s identification process began at the 7th grade level and continued through high school. There was counseling services provided and assisted students to attain admissions to college. These students were to participate in a program to motivate potential Latino youth dropouts to continue education.</p> <p>Box # 54 also contains files of the Talent Search program. Most of the files are correspondence letters, memorandum, informational booklets on college degree jobs (folder # 7), narratives of retention (folder # 14). In folder # 8, “Highlights of the 1975-1976 School Year” consists of Latino students receiving admissions to Chestnut Hill College.</p> <p>In folder # 13, there are articles that featured education related issues.</p> <p>The <i>Philadelphia Inquirer’s</i> “Choosing a College is Now a Lesson in Economics” (May 23, 1977) discussed how costly education was. In the <i>Inquirer’s</i> “No Bilingual Casualties” (April 28, 1977) the Board of Education discussed community participation in Hispanic bilingual programs as the Hispanic drop rate kept increasing.</p> <p>Box # 55 and 56 also contains files of the Talent Search program through personal correspondence from 1977-1989.</p>
Box 56 Folder 2	Puerto Ricans in Philadelphia	Immigration & Diaspora Culture & Identity Representation	<p>In folder # 2 there is an outline of “la Historia de Puerto Rico,” a historical overview of the Puerto Ricans in Philadelphia. Highlighted are the populations on the mainland and island as well as several different cities. It was noted that there was 70,000 Puerto Ricans in Philadelphia whereas the 1970 census claimed 30,000. Puerto Rican communities in Philadelphia were present in Philadelphia. The oldest Puerto Rican communities were</p>

			<p>located in Spring Garden, in Northeast Philadelphia, and South Philadelphia. On page two, there are general characteristics of the Puerto Rican community including housing and education. A profile on Taller Puertorriqueno is also located in this folder. There are also essays from students who submitted an entry for the National Hispanic Scholarship fund. Many of the essays touched upon identity and being a minority. One candidate described his Mexican and Hungarian roots.</p>
<p>Box 57 Folder 5, 7</p>	<p>Puerto Rican/ Latino Taskforce</p>	<p>Education & Youth Engagement</p>	<p>Folder # 5 contains documents on behalf of the City of Philadelphia and Mayor Rizzo's administration. Personal correspondence included a "Puerto Rican/Latino Initiative" which was a campaign to work on literacy problems. The document also lists the supporting organizations of the reading initiative which included Aspira, El Concilio, Nelson Diaz who was a Judge of Court of Common Pleas at the time, Congreso de Latinos Unidos, Fifth Street Merchants Association and many more. There is also a draft for "Recommendations from the Puerto Rican/Latino Community" (August 1, 1985). Mayor Goode requested from the Puerto Rican/ Latino Taskforce about recommendations for the community. Conducted by Temple University, recommendations included economic development and employment, such as expanding the 5th Street commercial district to Lehigh Avenue to Olney, education that insured Latino representation in decision making and funding for bilingual programs, health which was designed to promote services to the Latino community, housing, and human services, There are several personal correspondence letters from the Mayor Goode's office to the Puerto Rican/Latino Task Force about public hearings for the Hispanic community to gather statistical data. In the document "Mayor's Puerto Rican/Latino Task Force" there is a list of the members on the committee.</p> <p>In the press release from Mayor Rizzo, which declared the creation of a Spanish-Speaking Advisory Council. Mayor Rizzo announced the progress the city of Philadelphia has made for the Latino community. Listed were offering</p>

			<p>Civil Service Examination in Spanish, expanding jobs open to Spanish Speaking citizen, translating documents, and hiring 500 spanish speaking employees funded by the Public Employment Program.</p> <p>There are also recommendations from the task force which can be found in “Recommendations in the Areas of Housing and Economic Development for the Huntington Park area.</p> <p>In folder # 7, the Mayor’s Puerto Rican Task Force is also discussed in several documents. A copy of the first draft of the Task Force’s report and recommendations is included.</p>
Box 57 Folder 10	Police Brutality Reforms	Civil Rights Community Dialogues & Conflicts	<p>In folder # 10 there is a summary of activities of the Coalition for Police Accountability. A newspaper article from the <i>Inquirer</i> “Coalition submits reforms to reduce police misconduct” (April 22, 1986) discussed the series of reforms the group proposed after major response and perception of police abuse in Philadelphia. One of the recommendations was to have the mayor and police commissioner give yearly reports on the department. The actual full report can be found in this folder titled “Report and Recommendations of the Coalition for Police Accountability, April 21, 1986” In the introduction, a chronological timeline of police brutality events in Philadelphia are detailed as well as the murder of the police officer in Spring Garden (refer to Box # 9 Folder # 15 on the murder of Officer Trench)</p>
Box 57 Folder 12	Educational Opportunities for Hispanics	Education & Youth Engagement	<p>In folder # 12 there are several documents on scholarships and educational opportunities for Hispanics. Letters from the the Latin American Student Organization at the Community College of Philadelphia announced its Latin American festival (refer to letter dated November 24, 1975 and flyer.) Also through personal correspondence, the Pennsylvania Academy for the Profession of Teaching announced a request to increase educational opportunities for the Latino Youth. This meant enhancing teaching</p>

			skills to be more culturally sensitive, prepare future teachers to meet needs of Latino students, and recruit future teachers in the Latino community. The Academy was reaching out for funding through the state level.
Box 58 Folder 1-2	Community College of Philadelphia	Education & Engagement	<p>Folders # 1- 2 contain booklets on the enrollment of students in the Philadelphia District. In folder # 2 there is a document on the “Hispanic Standard Metropolitan Statistical Area in Philadelphia,” which included population and projected growth of the Hispanic population.</p> <p>Most files in this box pertain personal correspondence from students in the area seeking admission to the Community College of Philadelphia as well as flyers on teacher education programs.</p>

Box 59 Folder 1, 5, 6- 8, 10, 11, 13- 14, 16, 17	Exchanges of Aspira with Other Organizations	Education & Engagement Economy Civil Rights Culture & Identity Representation Immigration & Diaspora	<p>In folder # 1, the U.S Department of Education form Washington D.C. mailed Aspira “Applications for Federal Student Aid” for the year of 1985-1986.</p> <p>These applications were used to determine eligibility for financial aid such as the Pell Grants. Also in this folder is “Selected List of Postsecondary Education Opportunities for Minorities and Women.”The brochure lists education opportunities for minorities and women as well as scholarship, fellowship opportunities, and career options. The selected fields of study included architecture, business administration, education, engineering and science, health, medicine and allied professions, law, speech pathology, and theology.</p> <p>Folder# 5 contains documents on Hispanic organizations and the interexchange between Aspira of PA. In the letter from El Concilio of July 7, 1972, the SER program was introduced to Aspira by Ramon Velazquez, president of El Concilio at the time. El Concilio worked with Jobs For Progress Inc. to expand the SER program to Philadelphia. It was stated that the SER program was to counsel the unemployed, especially the Spanish Speaking community to viable jobs. El Concilio also reported in the same letter</p>
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		<p>that the unemployment rate of the Spanish Speaking community was “at a record high of 33.1%.” The folder also includes a letter of participation for the Puerto Rican Week Festival Committee, letters from El Concilio regarding meetings, a complete report from El Concilio on its Project Welcome objectives through a booklet. Folder # 6 contains a list of community organizations in the Philadelphia area. There are several letters from the Puerto Rican Alliance which addressed the March for Jobs of March 26, 1986. The march began from Norris Square to Edison High School to raise awareness of Bill 649 which guaranteed jobs for 35% minorities. There are also letters from El Concilio with open house of Centro PAIAN and the construction of El Concilio’s Human Services Center (refer to letters of March, 1976)</p> <p>Folder # 7 contains the charte</p> <p>In folder # 8 letters of National Puerto Rican Coalition are located. The NPRC was founded in 1977 to further the political, economic, and social well being of Puerto Ricans in both the U.S. and Puerto Rico. The NRPC goals was to strengthen the nonprofit institution life of the Puerto Rican community. Included in this folder is the 1984 report which highlights the program, funding, and members. Also included in this folder are letters between the NRPC and Aspira. The Regional T&TA program was a program of the NRPC to assist organizations such as Aspira in meeting the organization's needs and development through training sessions for staff. The T&TA abstract as well as letters from Aspira announced when training sessions took place. Various newsletters of the NRPC can also be found describing civil rights issues such as gerrymandering in Chicago.</p> <p>In folder # 10 there is a brochure from the Hispanic Human Services Committee on a workshop called “Latinos in Pennsylvania.” There were three workshops hosted by the Hispanic Human Services Committee: Latino Cultural Dynamics, the Latino Child in the Mainland School System, and Reaching out the the Latino</p>
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		<p>Community. There was also a showing of a film called “La Operacion” which was described as “a historical look at social issues” of Puerto Rican women. Also included is a booklet from the Pennsylvania Chamber of Business and Industry of the “1990 Hispanic Business Directory” as well as minute meetings on the Hispanic Community Mobilization for Dropout Prevention for 1990.</p> <p>Folder # 11 There are letters from Congreso de Latinos Unidos touching upon the housing issues in Philadelphia. In the letter of September 12 1989, Congreso stated that Carmen Bolden, Executive Director of Congreso at the time, wrote to the Mayor about two housing issues in their last meeting. A “Year XV Housing Counseling Program Funding Recommendation” listed agencies which received funding to alleviate the housing issue through counseling programs.</p> <p>Folder # 13 consists of letters from Taller to Aspira announcing its 11th anniversary . Refer to the May 6, 1985 letter. Also included are letters with meetings, and a document of Taller called “Cultural Identity in ‘Los Barrios.’” The project was an oral history and photography project on the migration from Puerto Rico to Philadelphia, Puerto Rican neighborhoods, and language/Hispanic values.</p> <p>In folder # 14 there is a list of Hispanic organization in the area who offered bilingual services.</p> <p>Folder # 15 is restricted.</p> <p>Folder # 16 contains documents on the Ludlow Concentrated Services Council’s Pan American Festival. The festival consisted of folk dancing and singing. The Pan American Week is observed on the week of April 13-17 and Ludlow had exhibitions on articles of various Latin American countries.</p> <p>Folder # 17 contains three documents on police brutality. The letter of the Public Policy Forum dated February 24, 1986, asked Aspira for suggestions on the report being submitted to the Mayor. The “Report and Recommendations of the Coalition for Police Accountability” was a preliminary draft of the Coalition. Also included is “A Brief History of Police Abuse and</p>
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			Community Efforts to Combat It” which included the various ways police brutality was seen in the Philadelphia community.
Box 60 Folder 3, 6	Rights and Representation	Civil Rights Economy Historical Change	Folder # 3 includes documents from the Philadelphia Housing Authority. The “Final Revised Proposed Policies and Procedures” explains in detail how applicant screenings work for housing. There is also “The Philadelphia Housing Authority Low Rent Housing Program” which further explains the applicant screening process, informal hearing procedures for applicants, and rules on pets. The City Council mailed Aspira in the June 28, 1985 letter a copy of the Philadelphia Housing Authority’s “Proposed Occupancy and Rent Collection and Policies and Procedures” translated into Spanish. The proposal was informational for the Hispanic community as the proposal made aware of Latino housing rights. In Section 200 on page 125 “Cobro de Renta,” describes how and when rent was collected by the PHA. In folder # 6, a <i>Community Focus</i> article documents “Philadelphia Counts, Census ’90.” A complete list of subcommittees for Hispanics equal representation in the census was available. Aspira’s Emanuel Ortiz checked off in the slip that Aspria was interested in the Education Subcommittee. The Count Committee was created by the Philadelphia City Planning Commission.
Box 61 Folder 1, 3, 5,	Exchanges of Aspira with Other Organizations	Education Economy	Folder 1 is mostly miscellaneous correspondence. However there are letters from Oberlin College and Haverford College as well as Chicago University in Folder # 3 personal correspondence from various colleges and universities across the U.S. reached out to Aspira for help in recruiting Hispanics/Puerto Ricans. In folder # 5 there are letters from the SER program. In the document “SER’s Background,” the SER program is described as a nonprofit community based organization committed to securing job opportunities. SER stands for “service, employment, and redevelopment” and also means “to be” in Spanish.

<p>Box 61 Folder 8</p>	<p>Philadelphia Hispanic Community Leaders and Accomplishments</p>	<p>Culture and Identity Representation</p> <p>Historical Change</p>	<p>In folder # 8 there is a document called “Biographical Sketch” on Emanuel Ortiz who was Executive Director of Aspira, PA since 1979. Ortiz was both locally and nationally recognized for his work towards the betterment of the Puerto Rican communities. There is also a copy the May 17 1990 edition of <i>Community Focus</i>, a bilingual newspaper highlighting events of the Hispanic community in the Delaware region. On page 3, “Nombran a Primera Juez Puertorriquena” featured Nitza I. Quinones, who was named judge by Governor Robert Casey as a judge for the Court of Common Pleas of the City of Philadelphia. Quinones was the first Puerto Rican women to be judge in Philadelphia history</p>
<p>Box 62</p>	<p>Religion and the Latino Community</p>	<p>Culture and Identity Representation</p>	<p>In folder # 3 there is a copy of “La Santa Misa, El Gran Acto de la Comunidad Cristiana” which is translated to The Holy Mass, the Gran Act of the Christian Community. The book of 64 pages contains hymns and psalms in Spanish. The Hispanic community’s values are tied very much into the religious community.” Most of Box # 62 and Box # 63 includes miscellaneous publications.</p>
<p>Box 64 Folder 2, 4, 6</p>	<p>School District of Philadelphia and the Desegregation Plans</p>	<p>Education</p> <p>Civil Rights</p> <p>Historical Change</p>	<p>In folder # 2, there are the second, third, fourth, fifth interim plans for the District’s desegregation plan. The drafts outline major initiatives to augment curriculum offering on multicultural standings, refocus on activities for the Districts, and mobilize a region wide programs for children of all races (pg 8). With the fifth interim plan, the next step was to have the plan approved by the School District of Philadelphia. All the interim plans are summarized in the fifth plan with objectives the desegregation plan was aiming for.</p> <p>In folder # 4, the report by the National Opinion Research Center to the National Center for Education Statistics. “Achievement of Hispanics Students in U.S. Schools” can be found. Created in June 1981, the report summarizes Hispanic groups educational aspirations and scores. The report concluded that Cubans had the highest scores and high levels of aspiration for education (pg xiii). It was also</p>

			<p>reported that Puerto Ricans were the most disadvantaged. Regarding language, Mexican Americans were most assimilated, Cubans the least, and Puerto Ricans in between (pg. xiv)</p> <p>In folder # 6, file # 115 dated May 5, 1983 of the School District of Philadelphia was a letter which disclosed the number of students in ESOL Bilingual projects. In the letter to Aspira, the District reported as of June 1982, 114 ESL teachers and 89 bilingual teachers. In the 1983-84 budget, the District reduced the 114 to be 110 ESOL teachers. Attached to the letter are students enrolled in bilingual program; 59% of the bilingual students were Hispanic and about 1,900 were mainland Puerto Ricans and 1900 were born in Puerto Rico</p>
<p>Box 65 Folder 4, 7, 9</p>	<p>Aspira and the Hispanic Dropout Rate</p>	<p>Education & Youth Engagement</p>	<p>Folder # 4: “Recommendations to the Aspira Task Force By the Subcommittee on Dropouts and Delinquents” (May 29, 1984) was created by the Aspira Task Force. The Subcommittee on Dropouts and Delinquents reported to have met twice with the Philadelphia School District to discuss ways to help Puerto Rican Youth in reducing dropout rates. On page nine, there are long term range recommendations such as positive peer counseling and to ask parents/students suggestions regarding dropout rates in the Hispanic community.</p> <p>In folder # 7, there is a scholarly journal from the <i>Review of Educational Research</i> published in Spring 1984, called “Dropping Out Among Language Minority Youth.” The journal review presents evidence on the prevalence of dropping out of school for “language minority Hispanic youth.” The review concluded that “socioeconomic factors, pressure from parents to learn English, school personnel interacting in negative ways towards the Hispanic youth, and circumstances regarding the immigration of Hispanic youth caused for high dropout rates. There are also letters from the Aspira Task Force which encouraged the acquisition of a second language by all citizens.</p> <p>In folder # 9 “The State of Puerto Rican Philadelphia: An Assessment” was a research proposal from the</p>

			<p>Department of Sociology at Temple University. The objective of the proposal was to analyze census data for Puerto Ricans, analyze information not included in the census, and assess the political participation of Puerto Ricans.</p>
<p>Box 66 Folder 3, 13, 7</p>	<p>Vocational Support Services for Limited English Speaking Adults</p>	<p>Education & Youth Engagement</p>	<p>Folder # 3 A copy of the “Vocational Support Services for Limited English Speaking Adults” was created by the School District of Philadelphia on September 9, 1985. The proposal addressed the need of a bilingual vocational training program, for those who left elementary/secondary school, and were looking for jobs post secondary education. SDP reported that the highest county of adults without high school diplomas was Philadelphia (page 1) The SDP also discovered that limited English proficient adults were not receiving the same educational opportunities. In folder # 13, there are meeting minutes of the Advisory Committee Members Vocational Support Services- Limited English Proficient Students. The meeting of April 23, 1986, was opened by Aspira’s Emanuel Ortiz about the dropout rates in Philadelphia. Included in this folder is also a chart of the five year plan of the vocational training program. Under “update of program by objectives,” one of the objectives was to prepare brochures for vocational services in several different languages, including Spanish. The brochures are located in this folder. There is also a “Standardized ESOL program model” in folder # 3, where a model for ESOL for instruction and immersion is described; strategies on how to appropriately implement ESL within classrooms is also described. For instance, students in ESOL programs were not be placed in ESOL programs for a full day.</p> <p>In folder # 7, letter of September 3, 1985, the situation at Thomas Edison High regarding bilingual education was documented. The letter was addressed to Emanuel Ortiz from a teacher in the SDP. The letter reported that a large number of Hispanic students were interested in vocational education; however many Latinos students were frustrated due to not knowing technical language and their limited</p>

			English proficiency. The letter urged for supplemental instruction and bilingual aids in order for Hispanic youth to have the same educational opportunities and a chance for socio economic mobilization.
Box 66 Folder 4, 7	Aspira's Task Force	Education & Youth Engagement	<p>In folder# 7, there is also various personal correspondence letters from the Aspira Task force. Documents on the "Aspira's Task Force Report, Dropout Prevention Programs-Division of Counseling" outline the program's objectives. This particular counseling program was designed for bilingual counselor assistants and personnel from community institutions to guide academic talents of Hispanic youth. The counseling program also included college affairs students participated in such as the ASPIRA annual college conference.</p> <p>In folder # 4 there are letters from the Pennsylvania Department of Education which described a proposal to establish a certificate in the area of English as a Second Language, dated March 3, 1986. Attached to the letter is a full proposal of the certificate's guidelines. In letters from the School District to Emmanuel Ortiz, a new job category was declared for Bilingual Counselor Assistant in order to assist students with limited English. Refer to letter 9, 1986. In this folder are various reports from the School District of Philadelphia acquiring information on post high school activities and careers by sex and race through the guidance counselors in the district.</p>

