



Newsletter

Latino Center for Excellence

To Guide Latino Students in Achieving Academic Success

SEPTEMBER 2007

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A Note from GSU President, Dr. Elaine Maimon

It is an honor to have been selected as the fifth president of Governors State University. I feel I have come home. My life-long goal, ever since I was a scholarship student at the University of Pennsylvania, has been to make it possible for an increasing number of students to be the first in their families to obtain a high quality university education. In other words, help assure that a quality education is affordable and accessible to all qualified and deserving students.

Quality, affordability, and accessibility are words that belong in the same sentence, as GSU proves. From the time of its founding in 1969, GSU has been a specialist in addressing inequities. It has taken almost 40 years for the rest of higher education to catch up to GSU's democratic vision of inclusivity, to understand that a university education is the best way to "empower yourself."

GSU is also a university that celebrates diversity. Students of all ages, ethnicities, and races find a home at GSU. They are made to feel welcome through the work of organizations such as the Latino Center for Excellence, which is dedicated to providing the support students need to succeed.

I salute Catalina Ramos-Hernandez and her team for their excellent work and their generous service.



The presence of a vibrant Latino community at GSU enriches us all. My husband Mort and I spent eight years in Arizona. There, we came to know first-hand the joyful spirit of Latino people, the richness of Latino traditions, and the depth of Latino values.

I look forward to working with the Latino Center for Excellence for many years to come.

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GSU Professor Javier Chavira exhibits at the National Museum of Mexican Art

Notes from the exhibitor



Professor Javier Chavira standing by his Maria Sabina portrait.

The National Museum of Mexican Art is one of Chicago's most precious gems, a diamond in one of the most vibrant neighborhoods in Chicago. The museum is located in Pilsen, home to one of the largest Mexican populations in the country and home to an exciting arts community that has been active for decades. In its short 20-year history the National Museum of Mexican Art has exhibited some of the greatest Mexican and Mexican-American art and has offered its visitors a sensory feast of Mexican culture.

So, when a National Museum of Mexican Art gallery committee visited my studio in February, 2007 and offered me a show in this important institution, I was not only honored but also excited at the prospect of showing my work to thousands of people. It was always a dream and a milestone in my career that I knew would come but I was never sure how soon. Now it became a reality and I was determined to make the best of it. I was prepared, ready and eager for such an opportunity. The biggest lesson I have learned through the years is that you have to be ready and prepared for any opportunity that might arise. I thank my mother and my teachers for this wisdom and now it is something I preach to my students all the time.



Maria Elena Moyano

De la Tierra y Los Cielos: Contemporary Icons was the title of the exhibition and it included eight paintings and six drawings. These works are part of an ongoing series of mixed media paintings that are informed by my Catholic upbringing, with all its symbolic imagery, but also inspired by Haitian and Mexican folk art, Pop culture, Flemish portraiture and the painting techniques of the sixteenth century.

Sacred and not so sacred hearts is a way to describe the individuals I portray in my work. Some have used their life for the benefit of humanity while others, the not so sacred, are mere facades of perfection promoted by our society. Therefore, some of the "sacred" faces I portrayed included important humanitarians like Chico Mendes,

Maria Elena Moyano and Mukhtar Mai but also interesting people like the Mexican curandera (healer) Maria Sabina. The not so "sacred" are those facades of idealized beauty, fashion models that the media and society impose on us. I leave it up to the viewer to decide whom they idealize.



Chico Mendez



The Princess

Now that the exhibition has closed to great success with positive reviews from the public and two important Latin American art magazines, *Art Nexus* (Miami, Florida) and *Arte Al Limite* (Santiago, Chile), I am committed to continue this series of work that speaks to everyone on many levels. If you would like to see more of my work visit www.33collective.com.

Dreaming for a better life

By Oscar Herrera – GSU student in the Computer Sciences Program



On Sunday, June 19, 2007 I was part of a group of students who had the opportunity to become part of history. All 56 of us aboard the coach bus to Washington, D.C., understood the impact of the Dream Act. Many of these students that participated have great talent, intelligence and the will to succeed as professionals in this country. This trip proved to many people that we are capable of achieving our goals. Our bus was filled with dreamers — students who would be eligible for the benefits of the Dream Act, and others who were there to show support for someone they know. We spent our first night away from home in a coach bus, traveling all night for 14 hours. Our first activity for the day was a tour of the Capitol building scheduled by the office of Sen. Barack Obama. It was without a doubt a great experience to be there and learn more about the history of this country. After the tour, I had the opportunity along with other students to visit the Illinois Senator Dick Durbin's office.

Sen. Dick Durbin, who first introduced the Dream Act in 2001, took action after seeing the impact it would have on peoples' lives. He strongly believes that education is the basis to success. He's been working hard to try to get the bill passed. All the students had the opportunity to share their stories and emphasize the hardships that people have to face in this country due to their legal status.

The "Don't Just Dream Act" ceremony was held in the Lutheran Church of the Reformation, and graduates from across the United States attended to show unity and courage in fighting for their right to an education. College is expensive and with no financial aid, some students must settle for less than the college of their choice.



The next day involved more lobbying and talking to congressional representatives. It was also the day for White House Action, a demonstration that began in the Metropolitan AME Church and proceeded through the streets until arriving in front of the White House. Children led the march, to represent the families being torn apart because of raids and mass deportations. Various organizations including ICIRR were in attendance. Without a doubt, this trip was one full of satisfactions. Furthermore, it was a pleasure to meet many young talented and brilliant students that really feel the need for such laws to pass and this way that dream for a better life becomes a reality.

Made in Colombia

By Diana Harms – GSU student in the Chemistry Program

Colombia is situated in the northwest corner of South America between two oceans, each with a coast line. It is a paradise with 34 natural parks, the Andean mountains, savannas and deserts. It has all possible climates (and no seasons). It has reservations in the Amazonia jungle. These are a great diversity of plants and animals. The orchid is the national flower and has more than 3000 species. Its coffee is famous and enjoyed all over the world because of its aroma and soft taste. It has dynamic cities like Bogota the capital, which has been called the Athens of South America. It is a magical country.

Populated by 43 million people, they sing for life and pray for peace; love to dance and music from Juanes, Shakira, Fonseca and Vives; and, have passion for soccer and sports like Nascar with Juan P. Montoya. There are also people who love the art of Fernando Botero, a painter who makes the world loved the chubby ones through his paintings. And, Colombians not only have a Nobel writer winner, Garcia Marquez but many festivals and celebrations, like the Barranquilla Carnival, the Cali Fair, the International Book Fair, the Colombia Moda and the Iberomeric Theater Festival.

Colombians are positive people, even though some have created a bad image for the country. Conflicts like gangs, drug and leftist are still there after 40 years between the government, guerrillas and left armed forces. The violence keeps visitors at a minimum; a loss for other people of the world who would find Colombia a beautiful country. However, one of the world's youngest Nobel Prize nominees is in Colombia. Mayerly Sanchez is doing something extraordinary leading the voice of children of war in an attempt to build peace.

The people of South America are Americans just as the people of North America are.



My journey began in 2002. I was working in an American company in South America when love knocked on my door. I had to leave my country, my family and some dreams there. My journey to North America was an exciting experience in the beginning. Time went by and the experience turned into challenges. I was nobody here and I knew that I would have to work hard for my dreams. As an engineer I always wanted my life defined and organized. Now I learned that life flows and I must be flexible. I learned that God has always been there for me. My Latino soul was sad when I saw that I left behind a huge treasure: my family and friends. The concept of North Americans' families is different and I respect that. I just loved the feeling for my Colombian community. We were happy with small things that can not be purchased at malls.

Made in Colombia (continued)

As an immigrant, I worked in banquets and schools. I sold cars, I believe in hard work. Sometimes, sadly, I feel and see discrimination. Then I found a beautiful quote “*No one can make you feel inferior without your consent.*” by Eleanor Roosevelt, 'This Is My Story,' 1937, and this changed my thinking. I am proud of my ancestors, my blood is a mix of native Indians, Spanish and Africans. I am proud to speak Spanish and be Latina. That comes also with a great responsibility: to set an example and open a road for other generations to come. Getting a degree, getting involved in the community, and helping each other is the way to plant the trees so the next generation will have the shade. As Eleanor Roosevelt quoted “*You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I have lived through this horror. I can take the next thing that comes along.' You must do the thing you think you cannot do.*”



My baby wearing a traditional hat

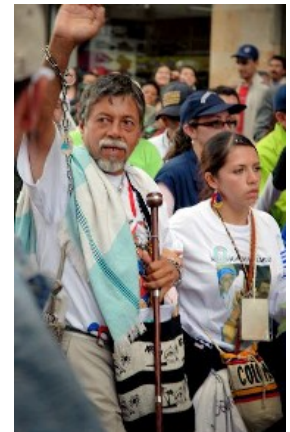
I am very thankful for the support and love of my husband and my new baby girl Lauren. This is my new family and I wish to pass to her my cultural values. I would like to show her that there is nothing wrong or right in cultural differences, there are just different ways to live. I want her to be proud of her heritage so that she will become a Latina in North America.



Dancing in Barranquilla, Colombia



Sandra Echeverria's painting



Colombian Activists



Gold Museum – Museo de Oro



Tunja

Privileges of Living in America

By Regina Ugarte – A GSU student in the Biology Program



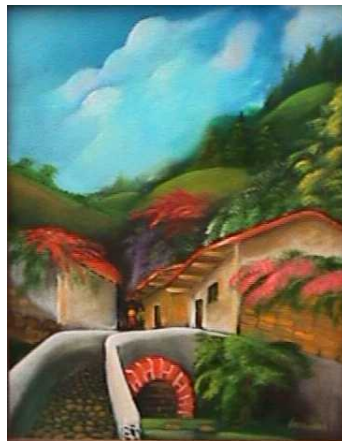
Honduras is located in Central Americas. Tegucigalpa is its capital. The five stars in the middle of Honduras flag represent the members of the former Federal Republic of Central America: Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua. In 1926, the government established the Pine tree as a national symbol, which exemplifies the national flora.

Before the Spaniards, Honduras was habited by many indigenous tribes, the Mayans being, the most significant among of them. Mayans built Copán. Descendants of these peoples and of the Mayas were the aborigines, who would later oppose the Spanish conquest and produce the legendary figures of Tecún Uman, Lempira, Atlacatl, Diriagúan, Nicrao and Urraca, leaders for autonomy among the native populations of Central America. Honduras has many National Parks, beaches, and archeological zones.



Map of Honduras in Central America

Being born in Chicago from immigrants parents, gave me an opportunity to follow the American dream. The dreams that are always talked about such as how one has the advantages of going to school, finding better jobs than your parents and buying the American big house, were also my parents' dreams and somehow are becoming my own dreams. Being from a mixed nationality of Mexican and Honduran, I received from my parents the message that they would always value education and place it as the most important accomplishment in life. As a child, I was placed in private grammar and high school and I was taught the diversity of cultures. I had the chance to go back to Honduras, my mother's country, and witness families struggling to put a plate for their children. I would go to the downtown area and see a woman with a small child not even two years old asking for money and children as young as seven years working to bring money into the household. My grandmother was fortune to have three children graduate from college. The majority of people in Honduras, however, do not have the chance to get a college education and end up working in a market selling anything that they can to survive day by day. Honduras is a country which aide is not available for health, welfare, or retirement for seniors. The difference of North America and Honduras is in life-style; having a close knit family. Americans are more focused on money and perceive time as money. A family in Honduras, however, works but also puts aside time for their children and believes that money is not happiness. Many families come to this country for a reason and that is to have a better life.



Paisaje Hondureño (1998)



Punta Sal



Celaque

From Cuba to the USA

By Maria Yakos – a GSU student in the Communications Disorders Program

Just 6 years after the communist revolution in Cuba, an island 90 miles off the southern coast of Florida, my parents and I immigrated in hopes of starting a new life in the United States. Like many other Cubans who left in the early 60's, my parents wanted to live in a country that offered greater political freedoms. In May of 1965, we arrived in Mexico City, Mexico where we lived for almost a year while we awaited permission to enter the U.S. In 1966, we were able to come to the U.S. and moved close to family in the Chicago area.



Picture taken in Cuba just one year before my parents were given permission to leave the country.

The cultural differences proved challenging to all of us and provided some hilarious stories that we continue to laugh about to this day. I remember the trauma of our first Chicago snowstorm! After hearing all the horror stories about Chicago winters from their Miami relatives, my parents thought we were going to freeze to death. Since I was young, I learned English before my parents. Thus began my career as translator/interpreter and speech instructor. As I helped them with the many exceptions to English language rules, my parents were correcting my Spanish and teaching me things like why I could not use the verb “embarasar” for embarrassed.

My parents were able to raise me with a love for both my cultures and languages. I love all things Latino: the food, the music, the people, the Spanish language and how it opens up a new way of

thinking and looking at the world. I also love listening to country music, know how to make an apple pie and no longer stuff my Thanksgiving turkey with black beans and rice!



One of my first Chicago snow storms.

I graduated with my Bachelor's degree from Eastern Illinois University. During the summers, I worked with the Early Intervention of School Failure Migrant Screening Program. This position allowed me to travel to different schools throughout the state of Illinois and assess bilingual Hispanic children in the summer school programs. After graduation, I worked in a school for children with severe physical and mental handicaps for two years before going on to teach in a private school for 17 years. At this time, I work as an interpreter/translator for Early Intervention. I am studying Speech Pathology at GSU and looking forward to working as a therapist in the future.



My parents and I in Mexico City, Mexico – 1965

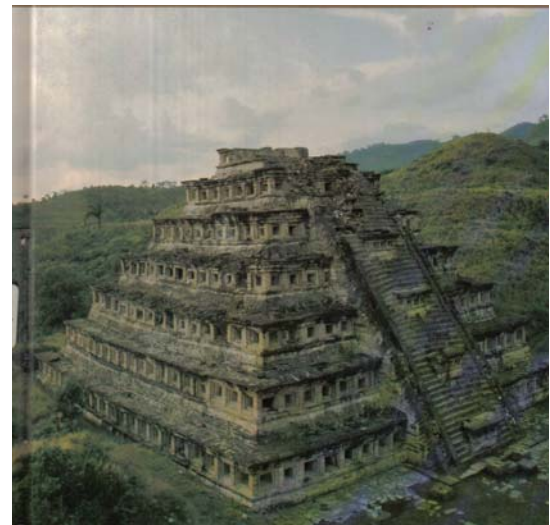
A Little History from Mexico

From Blanca E. Elvir – A GSU student in the Elementary Education Program



Mexico City is the capital city of Mexico. It is the most important economic, industrial and cultural center in the country, and the most populous city. The United Mexican States comprise a constitutional republican federation of thirty-one states and a federal district, Mexico City. The Federal District, also known as the D.F., is located in central-south Mexico. Mexico City is built on the ruins of Tenochtitlán, which was the capital of the Aztec Empire. The Aztec developed an advanced civilization and dominated most of Mexico during the 15th and early 16th centuries.

In the early 16th century Spanish explorers landed in Mexico and conquered the Aztecs. The Spaniards founded Mexico City on the ruins of the Aztec capital, and it soon became the leading urban center in Spain's American colonies. Mexico won its independence in the 1820s, and Mexico City became the capital of the new nation. Mexico City expanded at a phenomenal rate in the 20th century. The metropolitan area absorbed surrounding communities and rural areas to become a sprawling, modern urban center with a thriving economy. The city's rapid growth resulted in major urban problems, including poor housing, pollution, unemployment, inadequate sanitation, and uncertain water supplies. (Partially taken from Wikipedia: http://en.wikipedia.org/wiki/Mexico_City)



My Life Story

I was born in the state of Mexico in 1985. I spent most of my childhood in Mexico with my family. I studied up to 8th grade in Mexico and graduated from the Elementary School. I was a pretty good student in my country. I even had the opportunity and the honor to carry the flag of Mexico as the standard bearer. This in my country is considered of extreme importance. It symbolizes the defender of the flag.



A Little History from Mexico (continued)

Unfortunately the situation in my country was pretty bad. There was high unemployment, poverty and the cost of living was increasing each day. My father had a difficult time finding a job. He works in construction and back then it was very difficult to find work. People preferred to feed their children and themselves rather than spend their money to build their homes or remodel them. My parents decided that we should come to the United States to reach the great American Dream. The reasons why we came here are very similar to other people's reasons who have immigrated to the U.S. in the past; political, social, and economic conditions in our home countries made it impossible for us to provide for our family. When we moved to the United States we could see the contrast of our country compared with the U.S. It was true that this was a great country, but they forgot to tell us that the people who come to this country often work for unfair wages in unsafe conditions, marginalized from the rest of society and separated from their families; doing jobs for which there are not enough U.S. workers.



However, my father was very fortunate to be a construction worker. Compared to other people, my father was able to earn a good salary and support my family for a better way of life and a better future. My experience in High School was of extreme importance, because it shaped the base of the rest of my life. I was pretty new to this country's costumes. Yet, I was able to succeed academically. I became a member of the Hispanic Honor Society and the National Honor Society. I graduated with honors and I was the number 9th in rank from my senior class with a 4.0 GPA.

The high cost of living in Chicago made my parents decide to move to Kankakee County; where I attended and graduated from Kankakee Community College with an Associate Degree in Elementary Education. Now I am attending Governors State University where I am planning to get my Bachelor's Degree in Bilingual Elementary Education. I am very happy to be part of ALAS, and part of the Latino Cohort group in the Latino Center for Excellence. These two organizations make me feel at home.

The advisors are very supportive and helpful. They always provide us with information, education, and support which help us overcome the challenges that we as Latinos face in higher education. I am very sure I will be able to succeed academically and achieve all my goals thanks to their help and my effort. I will be able to serve my community and help other children and parents to move into a better social class.

I think Education is the key for success. I believe it because I am pursuing it!



Puerto Rico (La Isla Del Encanto)

By Maribel Velásquez – GSU student in the Social Work Program

Puerto Rico, best known as La Isla Del Encanto is the smallest of the Greater Antilles. Puerto Rico, officially the Commonwealth of Puerto Rico is a self governing unincorporated territory of the United States with Commonwealth status (U.S. Citizens). Puerto Rico is located in the northeastern Caribbean east of the Dominican Republic.



One of Puerto Rico's most visited areas is the capital city of San Juan. Puerto Rico's official languages are Spanish and English and Puerto Ricans also refer Puerto Rico as Borinquen. Puerto Rico has an area of 9,104 km² – 3,514 sq. mi with an estimated population of 3,944,259. Puerto Ricans have a mix culture of African, Tainos, Spanish and North American. The culture dance is composed of the “bomba and plena” that derive from the Africans; this type of dance includes percussions and maracas.

The current flag of Puerto Rico was officially adopted in 1922. The red stripes are symbolic of the “blood” that nourishes the three branches of its government; Legislative, Executive and Judiciary.

The white stripes represent individual liberty and the rights that keep the government in balance. The blue triangle stands for the “Republican Government”, represented by the three branches, and the white Lone Star represents “The Commonwealth of Puerto Rico.”



Among the many activities and places to see, Puerto Rico's best places to visit are the beaches of “Luquillo, Isla Verde and El Rincon.” “La Guancha” in Ponce and “La Parguera” in the town of Lajas are also beautiful places to see.

Scholarships

International Study Programs (ISP) Scholarship

Minimum:\$500 - 1000

Application Deadline: 4/1 11/1

Web: www.ciee.org/study/scholarships.aspx

Humane Studies Fellowship

Minimum:\$2,000 - 12000

Application Deadline: 12/31

Email: lhs@gmu.edu

Web: www.theihs.org

FFRF Student Activist Award

Maximum:\$1,000 (Renewable)

Contact Information

Web: www.ffrf.org

Elwood Grimes Literary Scholarship

Maximum:\$5,000 (Renewable)

Application Deadline 9/30

Email: gcgrimes@bellsouth.net

Web: www.booksandscholarships.com

Abercrombie & Fitch Scholarship Program

Maximum:\$3,000

Application Deadline 10/28

Web: www.uncf.org

Academic-Year Ambassadorial Scholarship

Individual award amount:

Maximum:\$26,000

Application Deadline 10/28

Email: scholarshipinquiries@rotaryintl.org

Web: www.rotary.org

AMBUCS Scholars-Scholarship for Therapists

Individual award amount:

Minimum:\$500 (Renewable)

Application Deadline 4/15

Email: ambucs@ambucs.org

Web: www.ambucs.org

Berbeco Senior Research Fellowship

Application Deadline: 11/30

Web: www.uncf.org

Bonus Incentive Grant (BIG)

Application Deadline: 5/30

Email: collegezone@isac.org

Web: www.collegezone.com

Cheerios Brand Health Initiative Scholarship

Award is renewable.

Application Deadline: 5/1

Contact Information

Web: www.cbcfinc.org

College Scholarship Fund

Minimum:\$1,000

Application Deadline: 10/15

Email: scholar1@hsf.net

Web: www.hsf.net

Community College Transfer Scholarship

Minimum:\$1,000

Application Deadline: 2/1

Email: cctransfer@hsf.net

Web: www.hsf.net

Congressional Black Caucus Foundation Spouses Scholarship

Application Deadline: 5/1 and 9/15

Web: www.cbcfinc.org

Congressional Hispanic Caucus Institute Scholarship Awards

Minimum:\$1,000

Application Deadline: 3/1

Email: chci@chci.org

Web: www.chciyouth.org

First in My Family Scholarship

Minimum:\$500

Application Deadline: 4/15

Email: hcf-info@hispanicfund.org

Web: www.hispanicfund.org or

www.salliemaefund.org

LULAC National Scholarship Fund National Scholastic Achievement Awards

Application Deadline: 3/31

Web: www.lulac.org/programs/scholar.html

Monetary Award Program (MAP)

Minimum:\$300

Maximum:\$4,968

Email: collegezone@isac.org

Web: www.collegezone.com

Malcolm X Scholarship for Exceptional Courage

Maximum:\$4,000 (Renewable)

Application Deadline: 3/7
Web: www.uncf.org

Returning Student Scholarship
Maximum:\$1,500
Application Deadline: 1/31
Email: scholars@datatel.com
Web: www.datatel.com

Top 10 College Women Competition
Maximum:\$2,000
Email: tccw@glamour.com
Web: www.glamour.com

Unmet Need Scholarship Program
Minimum:\$1,000
Application Deadline: 5/31
Web: www.salliemaefund.org

Walt Disney World College Program
Internship

Email: wdw.college.recruiting@disney.com
Web: www.wdwcollegeprogram.com

Women's Wildlife Management/Conservation
Scholarship
Maximum:\$1,000 (Renewable)
Application Deadline: 4/15
Email: selkin@nrahq.org
Web: www.nrafoundation.org

University Writing Scholarship Program
Deadlines 3/1, 6/1, 9/30, and 12/1
Total amount awarded: \$10,000
www.e-publishers.com/content/univsubmit.php

The Boeing Company Undergraduate Scholarships
Web: www.boeing.com

Student-to-Student (STS) Program
Email: collegezone@isac.org
Web: www.collegezone.com

Latino Center for Excellence Students Holding Scholarship



Fernando Rayas



Blanca Elvir



Joshua Zumhagan



Laura Capetillo



Maria Crews

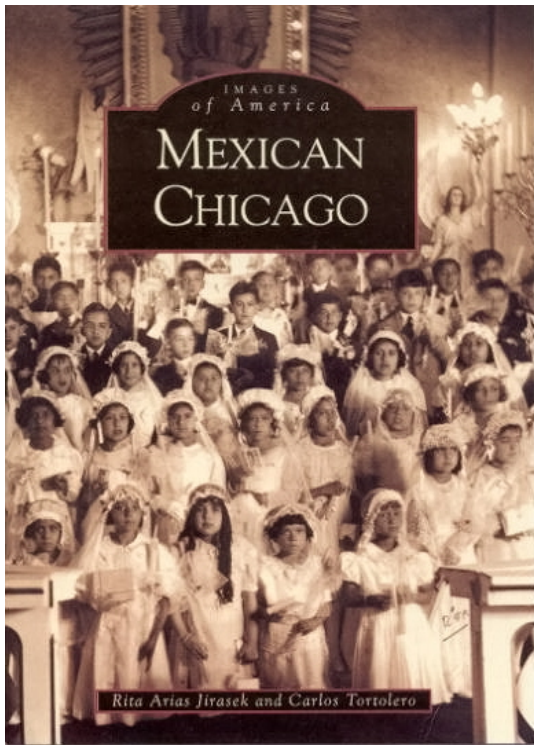
Association of Latin American Students ALAS

Members of the Association of Latin American Students (ALAS) are organizing activities for the Hispanic Heritage Month. From the Taste of Latin America to the Impact of Latinos on the Workforce, students have chosen activities that will enhance the educational experience of GSU students and faculty, and increase awareness about Latino heritage and culture. If you want to have a copy of the calendar of events, please call Oscar Herrera at 708.439.5716 or send an e-mail to him at oscarhe23@yahoo.com. You may also pick up a calendar of events at the Latino Center for Excellence, room A-2134.



A Link to Our Past, Mexican Chicago

By Rita Arias Jirasek



Mexican Chicago book cover

While working as a high school teacher and museum consultant in the late 90's, I looked for material to use in my classroom that reflected the urban reality of my students' lives and connected them to the history of Chicago's Mexican communities. The more I searched, the more I realized this work existed primarily in academic journals, dissertations, books and writings, avenues inaccessible to me as a teacher, to my students, certainly to non-academic members of my community. As a life long resident of Chicago's Southside, I knew that over the years, family members and neighbors had been interviewed about their experiences as immigrants settling, living and working in the early Mexican *colonias*.

I searched mainstream libraries, museums and university libraries without success. Shockingly, even the Chicago Historical Society had very few primary documents and almost no photographs. I realized then, the importance of filling in these blanks with the stories of community people whose lives had built and shaped these *colonias*, stories that would be lost if they were not rescued. From my frustrations, the idea for this book, *Mexican Chicago*, was born. Written in first voice, we tell our own stories.



Rita Jirasek was welcome at Governors State University where she facilitated a discussion on images featured in her book. In this picture, she appears with Mr. Carlos Cantu, Cohort Advisor to the Latino Center for Excellence and Mr. Jose Reyes, former Director of Project Hope and GSU student who presently holds the Admission Associate Director position.

A Link to Our Past, Mexican Chicago

By Rita Arias Jirasek



Friends in cornfield

As the project took shape, I joined forces with Carlos Tortolero, a long time friend and colleague, along with staff from the Mexican Fine Arts Center Museum to begin to collect and preserve this rich history. Published in 2001, *Mexican Chicago* was the culmination of more than two years of work during which we talked to anyone and everyone who may have had photographs and stories for our project. We met with individuals, church groups, members of long forgotten sports teams and family members. Sorting through hundreds of photographs we tried to work as storytellers, bringing snippets of these incredible stories to light. It is a source of great pride to me that people who read the book, are fascinated by these compelling photographs.

Project participants also take great delight in pointing out their pictures and retelling the important family and community stories immortalized in the book to their children, grandchildren and friends.

The initial book project has grown to include both a permanent exhibition at the National Museum of Mexican Art and a traveling version of photo panels created using photos collected for the book. *Huellas Fotográficas/Photographic Footprints*, includes an accompanying video to give context to the work, and to invite others to join us... continuing this process of raising awareness about the many contributions that Mexicanos and Mexican Americans made and are still making to Chicago and its surrounding communities.

Professor Javier Chavira and Dr. Ramos-Hernandez are coordinating efforts with the National Museum of Mexican Art to bring the exhibit at the GSU Art Gallery from January 15 to February 6, 2008.



The Valadez in Korea

Latino Center for Excellence Activities and News



Faculty members from Governors State University and Morton College got together at the GSU/Morton College retreat in Lake Geneva to enhance their inclusive teaching techniques.



GSU students Rosa Orozco, Carmin Garnica, and Rosalio Ramirez enjoying pozole at the July cohort meeting.

Take Advantage of Becoming Part of the Latino Center for Excellence

As a Latino student, become part of the cohort and have access to a fully equipped computer lab, individual tutoring services, peer and faculty mentorship, and individual advising and counseling.

For more info call Mr. Carlos Cantu at 708.534.4553 or c-cantu@govst.edu

Hispanic Heritage Month

September 17, 1968 – The Congress and the House of Representatives resolved that the President is authorized and requested to issue annually a proclamation of the Hispanic Heritage week in September.

September 4, 1974 – USA President Ford proclaimed the week beginning on September 10 and ending on September 16 as National Hispanic Heritage Week.

August 17, 1988 – the Senate and the House of Representatives enacted the President to authorize the amendment of the Public Law dated September 17, 1968 and to change from Hispanic Heritage Week to Hispanic Heritage Month. The period should begin on September 16 and end on October 15. The Law will be effective the first of January of the first year after the enactment of this Act.

First Ever Latino Black Tie Banquet at GSU

Students, their families, professors, and community leaders will get together to celebrate one year of accomplishments of the Latino Center for Excellence at Governors State University.

Mr. Ray Gonzalez, who was very instrumental in establishing the GSU scholarship that has his name, will be a speaker along with Ms. Rebecca Alvin, president of the Chicago Chapter of the Hispanic Scholarship Fund.

The event will take place on September 29, 2007. Please call Fabiola Gutierrez at 708.235.7609 if you would like to have more information.

EDITORIAL COMMITTEE:

Dr. Catalina Ramos-Hernandez

Dr. Sherilyn Poole

Mr. Carlos Cantu

Mrs. Maria Yakos

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