

# QUE ONDEE SOLA

DECEMBER 1980

## THE \$64,000 QUESTION

### HOW MUCH IS TOO MUCH?

It has come to the attention of the Que Ondee Sola staff that there is a sum of \$19,000 dollars to be distributed to campus clubs, media publications and organizations. We understand that the Student Senate had voted \$10,000 dollars for a teacher evaluation survey.

Before the Student Senate vote, members of the Que Ondee Sola staff spoke with the creator of the survey, Kim Rhoter, about the purpose of the survey - which would in time eliminate incompetent instructors by lowering their class enrollments. After analyzing the character of the "Teacher Evaluation Survey" the Que Ondee Sola staff has decided not to support it on the basis that it will not prove beneficial to the urban students. The reason for this decision is as follows:

I. A \$10,000 dollar survey is too expensive.

A. The need for money by clubs, media, and student organizations to create and expand their activities and accomplish goals pertinent to the student constituency they represent should be priority.

B. The UNI student newspaper, Print, with joint effort of Student Senate representatives can produce a Teacher Evaluation Survey for a fraction of the money proposed.

II. The survey's purpose of screening and eliminating incompetent teachers is valid -- but a majority of our incompetent teachers are **TENURED!**

A. The survey will not expel incompetent instructors.

B. It does not provide protection for competent untenured instructors.

III. The survey will be outdated if it accomplishes eliminating incompetent **UNTENURED** instructors.

A. It does not provide an assurance that new instructors will be competent.

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QUE ONDEE SOLA

# CHILE: 1981

Un mes antes de cumplirse el septimo año de la Dictadura Fascista, el sector monopolico de la burguesia anuncia por boca de Pinochet un "plebiscito" para sancionar la constitucion mas reaccionaria y antipopular de la historia de Chile y con ello intentar dar una imagen de "legalidad" e "institucionalizar" esta Dictadura.

El momento politico elegido es propicio para tender una "cortina de humo" sobre una serie de acontecimientos politicos que venian sacudiendo al pais: las expropiaciones a bancos sin dar con los autores ni el dinero; el ajusticiamiento del coronel Roger Vergara—tercer hombre de la CNI— tambien impune; movilizaciones de masas cada vez mas combativas, como tomas de terrenos, iglesias, ayunos, etc. La Dictadura habia respondido a estos hechos con allanamientos masivos, encarcelamientos indiscriminados y constantes vejaciones a la poblacion, pero sin lograr resultados positivos. Estas formas represivas no estaban garantizando "el orden y la paz social" por lo cual el gobierno se ve obligado a crear el siniestro "Comando de Vengadores de Martires" con la tarea de limpiar el campo enemigo, dando origen a una serie de secuestros, torturas y el asesinato del Estudiante Eduardo Jara. Esta nueva tactica represiva recibe un gigantesco repudio de todo nuestro pueblo, de la opinion publica internacional e incluso de sectores de la burguesia no gobernante.

Estos hechos ocupan las primeras paginas de los diarios, transformandose en el comentario politico generalizado.

Ante el anuncio del "plebiscito", se acallan y pasan a un lugar secundario.

Ademas, se elige este momento para imponer la constitucion fascista dada la proximidad de las elecciones presidenciales en EE.UU. El caracter dependiente de este regimen lo obliga a "legalizar" su dictadura para obtener mayor apoyo de la metropolis imperial.

El "plebiscito" significa revivir la lucha politica en el pais como no se habia visto durante 7 años.

Todos los partidos politicos "en receso" o en la clandestinidad se reactivan y fijan su posicion en la coyuntura.

Todas las organizaciones legales o semilegales se pronuncian igualmente, como tambien los organismos sociales, gremiales y sindicales.

El "plebiscito" tambien significa, de acuerdo a las posiciones politicas e ideologicas en juego, fijar y reajustar las tacticas a mediano y largo plazo. La burguesia monopolica a traves de la Junta Fascista pretende sentarse en el poder indefinidamente, consolidando su ultrareaccionario esquema de Estado "subsidiario". La burguesia opositora, a traves de Frei, fija tambien su tactica para acceder al poder a traves de un "pacto social" con el pueblo. Ambas posiciones burguesas coincidentes en sus objetivos estrategicos se diferencian en el tratamiento a la lucha de clases. Los primeros combaten a muerte a los trabajadores y sus organizaciones, con la fuerza de las armas, prolongando la represion sistematica y feroz al pueblo como lo ha venido haciendo desde que usurpara el poder. Los segundos, tratan de dejar las armas para la defensa estrategica del sistema, listos para usarlas contra el movimiento obrero cuando sea necesario, envolviendo al pueblo en una alianza con hegemonia burguesa que perpetue la explotacion de los trabajadores, y en donde los partidos populares juegen un papel de comparsa, castrados totalmente e incapacitados para levantar un programa, una alternativa y un gobierno independiente que responda efectivamente a los intereses historicos del pueblo chileno.

Ambas posiciones burguesas, diferenciadas en la forma, pero identicas en su contenido, son antagonicas e irreconciliables con los derechos de la clase obrera y el pueblo. En ambos casos, se intenta aplastar la conciencia del movimiento popular y condenarlo por mandato del imperialismo yanqui, amo comun de los 2 proyectos, 2 caras de una misma moneda.

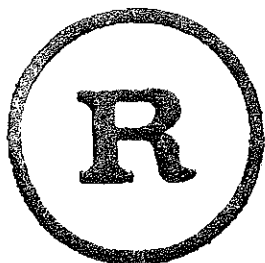
## LA POSICION DEL PARTIDO FRENTE AL "PLEBISCITO".

Ya para la "consulta" del 4 de Enero de 1978, la Comision Politica del Partido fijo una POSICION DE PRINCIPIOS que negaba todo derecho de la Dictadura para convocar al pueblo a todo acto de "consulta" o "plebiscito" dado su caracter ilegítimo, su esencia represiva y antipopular, genocida y fascista. Obrar de otro modo significaba aceptar sus crímenes y traicionar los principios por los que tantos combatientes revolucionarios y populares han ofrendado su vida.

Negabamos tambien la validez de estas formas de lucha y levantabamos la alternativa de la ABSTENCIÓN COMBATIVA senalando un camino independiente de lucha de las masas explotadas contra sus verdugos.

Al igual, en esta coyuntura, en que la Dictadura y toda la burguesia tratan de cazar al movimiento popular en una falsa alternativa "plebiscitaria", que supues-

(cont. on pg. 4)



UNETE A LA  
RESISTENCIA

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# CHICANO-MEXICANO HISTORY

## THE RATIONALE FOR CONQUEST

Glenn W. Price, author of *Origins of the War with Mexico: The Polk-Stockton Intrigue*, states: "Americans have found it rather more difficult than other peoples to deal rationally with their wars. We have thought of ourselves as unique, and of this society as specially planned and created to avoid the errors of all other nations."

Many Anglo-Americans historians still attempt to ignore the Mexican-American War by simply stating that it was a "bad war," which took place during the United States' era of Manifest Destiny. This is as dangerous as German historians dismissing World War II by saying that it occurred during Germany's era of lebensraum. In fact, the very discussion of Manifest Destiny has distracted historians from the central issue of planned Anglo-American aggression.

Historians write that Manifest Destiny had its roots in Puritan ideas, which continue to influence Anglo-American thought to this day. The doctrine of Manifest Destiny was based in concept on that of predestination, which was part of the Calvinist doctrine: God destined you to go either to heaven or to hell. This belief in predestination was based in great measure on the doctrine of the "chosen people," of the Old Testament. The Puritans believed they were the chosen people of the New World. This belief carried over to the Anglo-American conviction that God had made them custodians of democracy and that they had a mission to spread its principles. As the young nation expanded west, survived its infancy in spite of the War of 1812, and enjoyed both commercial and industrial success, its sense of destiny heightened. The Monroe Doctrine of the 1820s told the world that the Americas were no longer open for colonialization or conquest; however, it did not say anything about the limitation applying to the United States. Many citizens were beginning to believe that God had destined them to own and occupy all of the land from ocean to ocean and pole to pole. This mission was to spread the principles of democracy and Christianity to the unfortunates of the hemisphere. In the 1830s and 1840s, Mexico became the victim of this early-day Anglo-American version of lebensraum.

Further obscuring the issue of planned Anglo-American aggression is what Professor Price exposes as the rhetoric of peace, which the United States has traditionally used to justify its aggressions. The Mexican-American War is a study in the use of this rhetoric.

Consider, for example, Polk's war message of May 11, 1846, in which he gave his reasons for going to

war:

The strong desire to establish peace with Mexico on liberal and honorable terms, and the readiness of this Government to regulate and adjust our boundary and other causes of difference with that power on such fair and equitable principles as would lead to permanent relations of the most friendly nature, induced me in September last to seek reopening of diplomatic relations between the two countries.

He went on to state that the United States had made every effort not to inflame Mexicans, but that the Mexican government had refused to receive an Anglo-American minister. Polk then reviewed the events leading to the war and concluded: "As war exists, and, notwithstanding all our efforts to avoid it, exists by the act of Mexico herself, we are called upon every consideration of duty and patriotism to vindicate with decision the honor, the rights and the interests of our country."

This rhetoric—that it was the duty of the United States to go to war to maintain the peace and uphold its honor—is reminiscent of most U.S. involvements. The need to justify the United States' actions is evident in histories that offer different theories as to why the United States stole Mexico's territory. In 1920 Justin F. Smith received a Pulitzer prize in Anglo-American history for a work that blamed the war on Mexico. What is amazing is that Smith allegedly examined more than 100,000 manuscripts, 120,000 books and pamphlets, and 200 or more periodicals to come to this conclusion. It is fair to speculate that he was rewarded for relieving the Anglo-American conscience. This two-volume "study," entitled "The War with Mexico," used analyses such as the following to support its thesis:

At the beginning of her independent existence, our people felt earnestly and enthusiastically anxious to maintain cordial relations with our sister republic, and many crossed the line of absurd sentimentality in the cause. Friction was inevitable, however. The Americans were direct, positive, brusque, angular and pushing; and they would not understand their neighbors on the south. The Mexicans were equally unable to fathom our goodwill, sincerity, patriotism, resoluteness and courage; and certain features of their character and national condition made it far from easy to get on with them.

This attitude of righteousness on the part of government officials and historians toward their aggressions spills over to the relationships between the majority society and minority groups. Anglo-

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tamente decidia los destinos del pais. Levantamos la alternativa independiente como una forma concreta de oponerse a esta "camisa de fuerza". No fuimos partidarios de participar en estas farsas ni lo seremos jamas. La unica forma de cambiar los destinos del pais es derrocar a la dictadura, a traves de una amplia lucha de masas que culmine en una insurreccion proletaria, originando un Gobierno Provisional Revolucionario con hegemonia obrera que inicie la construccion del Socialismo en Chile.

La alternativa es actual y futura: o "acomodarse" a los resquicios "legales" de la "constitucion" fascista o luchar por una nueva sociedad.

En consecuencia, debemós luchar por desterrar definitivamente la mentalidad electorera propiciada por los partidos populares reformistas durante decadas de parlamentarismo burgues, en que se diseno una estrategia inserta en el sistema capitalista y dirigida exclusivamente a obtener reformas que no afectaban su esencia explotadora y antipopular, tras migajas para las cuales se conducia la lucha de las organizaciones politicas y de masas de la clase obrera y el pueblo.;

La alternativa de poder que plantea el Partido implica no adaptarse ni un milimetro a esta "legalidad" bastarda. Por el contrario, reivindica los verdaderos intereses del pueblo, que deben conquistarse a traves de la lucha en un marco organico clandestino que posibilite un vasto movimiento de masas que culmine con la lucha armada de estos.

La ABSTENCION COMBATIVA no significa marginarse de la coyuntura, sino que insertarse en ella para aplicar nuestro proyecto junto a los aliados y junto al pueblo. Por ello participamos en el acto del Caupolicán, adentro y afuera, agitando nuestra propaganda y nuestras consignas. Por ello participamos en mitines y movilizaciones callejeras llamando a la unidad por la base, y en la lucha saludamos fervorosamente a los partidos y organizaciones populares que se abstuvieron de legitimar con su presencia esta farsa y que junto a nosotros la combatieron y sabotearon, asi como senalamos la inconsecuencia de quienes reconociendo su caracter de burda mascarada participaron en ella en flagrante contradiccion con sus propias declaraciones y aumentaron asi el temor entre los sectores mas atrasados del pueblo, haciendo objetivamente el juego a la dictadura criminal.

Creemos que quienes en la practica se abstuvieron deben esforzarse hoy por profundizar sus vinculos y echar paulatinamente las bases, a partir de este momento, de una unidad en la accion que fructifique y entregue un derrotero independiente de lucha popular. Esa es la gran responsabilidad historica, y debe basarse en los principios intransables de la ideologia proletaria.

Debemos desenmascarar la falsa alternativa del llamado "Gobierno Civico Militar" fascista, destinado a

castrar al movimiento popular y apaciguar la lucha y el odio de clases a traves de un "pacto social" de esencia burguesa.

La inmensa mayoria de la base democrata cristiana, no es nuestra enemiga, sino un aliado que conquistaremos en la propia lucha. Pero si repudiamos a su direccion reaccionaria encabezada por Frei. "Ni a misa con el". En consecuencia, llamamos al trabajador, al campesino, al estudiante y poblador democrata cristiano a unirse a las luchas del pueblo a la lucha antifascista, anticapitalista y antiimperialista tras una sociedad libre de explotacion y miseria, tras una SOCIEDAD SOCIALISTA.

COMISION POLITICA DEL PARTIDO SOCIALISTA DE CHILE.  
C.N.R.

OCTUBRE DE 1980.



# EDITORIAL

A segment of the Northeastern Illinois faculty is under the impression that this University is an Ivy League institution or part of the "Big Ten" Universities.

If students would look at Northeasterns catalogue we could come to an understanding of why this segment of professors and administrators push for criteria such as those which exist in prestigious universities such as Harvard, Yale, and Princeton to name a few.

The reason that criteria for student admission and prerequisites for graduation are being "raised" and "expanded" has to be analyzed from the perspective of where our professors and administrator come from. At Northeastern, we are "blessed?" with professors and administrators who have graduated from prestigious universities across the United States. Unfortunately, this segment of faculty and administrators continues to function as though Northeastern was Northwestern, the University of Chicago, or the University of Illinois. They clamor for higher "standards" and prerequisites to weed out academically weak students and to filter in the better educated. They enforce traditional stereotypes that a university education is a privilege rather than a right of all in our

society, their subtle racism turns blatant when they deny students services which they direly need so as to make their education meaningful and complete.

These professors and administrators who do not want to understand the distinct needs of nationally oppressed students and this universities urban commitment, have no place at Northeastern. The cry for "higher standards" is unjust without first meeting the needs of the students. UNI has put its urban commitment into writing, but falls far short of putting it into practice.

The Latino students are aware of the "raising of standards" as part of a trend to banish them from this campus by first eliminating course lines (History Dept.) cutting services (portable one - Proyecto Pa'lante - financial aid) and changing requirements (competency exams).

Until this trend is reversed the latino students will continue their struggle with support of progressive faculty members to expose the reactionary, elitist elements, who through their clamor for "higher standards" are really attempting to transform this campus into a lily white ivory tower.

## THE \$64,000 QUESTION

CONTINUED FROM FRONT PAGE

- B. A revised survey will be needed for new instructors -- this will take time until his/her teacher performance is compiled.
- IV. The survey is not tied to a long range goal giving students leverage in decision making on campus.
  - A. Participation in hiring and firing instructors with faculty and administration.
  - B. Participation in forming new services and critera to meet student needs.
- V. The student body was not informed about the importance, need, implementation or function of the survey.
  - A. Student body awareness of pro's and con's and options to survey.
  - B. Student body participation in accepting or rejecting survey.

What is at question here is student participation; particularly in the hiring and firing of instructors. The survey (a piece of paper, our staff feels) does not bring about student activism, only through student group interactions with departments and administrators can the democratic rights of students be achieved and preserved. There is no better form of pedagogy than active participation within the learning process, and that does not cost anything accept commitment.

## CHICANO HISTORY CONT FROM PG.3

Americans believe that the war was advantageous to the Southwest and to the Mexicans who remained or later migrated there. They now had the benefits of democracy and were liberated from their tyrannical past. In other words, Mexicans should be grateful to the Anglo-Americans. If Mexicans and the Anglo-Americans clash, the rationale runs, naturally it is because the Mexican cannot understand or appreciate the merits of a free society, which must be defended against the ingrates. Therefore, domestic war, or repression, is justified by the same kind of rhetoric that justifies international aggression.

Fortunately, revisionist historians challenged the propagandists. Ramon Eduardo Ruiz has swept away the smoke screen created by many of his predecessors. In "The Mexican War: Was It Manifest Destiny?" he writes:

No war waged by the United States has won more striking victories than the Mexican War of 1846--1848. After an unbroken string of military triumphs from Buena Vista to Chapultepec and the operation of their first foreign capital, Americans added the sprawling territories of New Mexico and California to their domain. The United States had also fulfilled its Manifest Destiny, that belief of American expansionists that Providence had willed them a moral mission to occupy all adjacent lands. No American can deny that war had proved profitable.

CONTINUED NEXT ISSUE

# MORE LETTERS OF SUPPORT

TO: The Committee for Program Development (2nd Tier)  
FROM: Harold Berlinger, Chairman *H. B.*  
Department of Music  
DATE: November 24, 1980

I support in principle the proposal for a program in Chicano-Mexican and Puerto Rican Studies. I would not wish to express an opinion regarding the curricular structure of the proposed program, except to say that I would hope that the Arts of the various cultures would be adequately represented. Also, my full support in principle does not express an opinion concerning the proposed budget requirements.

I would suggest that evaluation criteria and methods be developed by students and faculty, subject to appropriate review. Since there has not been time for this matter to be presented to the Department of Music for consideration, this indication of support is only from me, as Chairman of the Department.

HB/bc

cc: ✓ Chicano Student Union  
Puerto Rican Student Union

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(cont. from pg. 6 )

TO: Dr. Frank Dobbs  
Dean  
College of Arts & Sciences

FROM: Dr. Iva Carruthers  
Chairperson  
Sociology Department

DATE: November 11, 1980

Representatives from the Union of Puerto Rican Students and the Chicano Student Union met with me this morning to inform me of their intent to submit a proposal for a Chicano-Boricua Studies Program to your office. It is my understanding that their proposal request will be in response to your 10/28/80 memo for new and expanded programs. They asked if our departmental courses specific to Puerto Rican and Chicano experiences could be offered in their proposed program.

I informed the student representatives that in my opinion, department consensus would support this request, as it is not inconsistent with our existing policy vis a vis other extension centers or interdisciplinary programs.

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TO: Center for Program Development  
Second Tier Planning Group

FROM: Tony Patricelli **TP.**

DATE: November 24, 1980

I have reviewed the proposal for a Chicano Puerto-Rican Studies program. I understand that they are proposing a major area to be housed in the CPD and that it would be subject to all university requirements. I support the idea that they wish to create a skills enrichment program in mathematics. The format for such an enrichment program, if it is to carry academic credit, must be approved by the College Educational Policy Committee and the Department of Mathematics.

I will be happy to work with the Chicano and Puerto-Rican Student Unions to develop such an enrichment program. Please let me know if there is any other information that you require.

cc: Chicano and Puerto Rican  
Student Unions

(cont. on pg. 8)

(cont. from pg. 8)

NORTHEASTERN ILLINOIS UNIVERSITY

5500 N. ST. LOUIS AVENUE CHICAGO, ILLINOIS 60625 (312) 583-4050

DEPARTMENT OF POLITICAL SCIENCE

Nov. 26, 1980

TO: Carmen Perez, President, Puerto Rican  
Students Union

Marta Montez, President, Chicano Student's  
Union

From: Zahid Shariff, Political Science Department

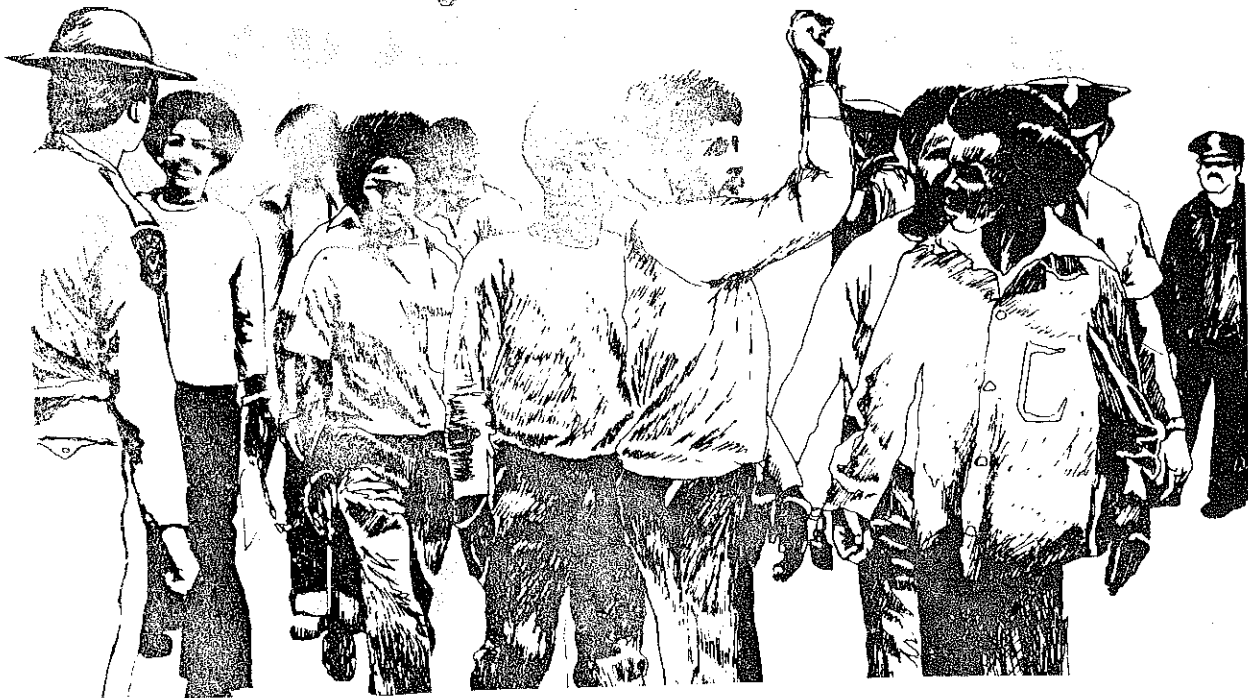
I have had an opportunity of looking at the proposal for Chicano-Mexicano and Puerto Rican Studies program. Since I am not acquainted with this area of study/research, I am unable to evaluate its programmatic viability or intellectual thrust. However, I have no hesitation in making known to you my firm belief that it is essential to provide focal points and institutional ~~visibility~~ recognition for minority and ethnic commitments. The concept of Chicano-Mexicano and Puerto Rican Studies would meet these objectives, as far as I can tell.

At UNI, we have a fairly elaborate procedure for reviewing proposals of this nature. I hope you will take advantage of the opportunities that that makes possible. I am confident that the review procedure is fair and impartial. Good luck.

Zahid Shariff



# FREE THE PONTIAC BROTHERS



# PUT THE STATE ON TRIAL!

On July 22, 1978, several hundred prisoners spontaneously rose up against the racism and intolerable conditions at Pontiac Prison in central Illinois. During the uprising, three white guards were killed.

Instead of dealing with the causes of the uprising, Governor Thompson and his aides put up more barbed wire, constructed more gun towers, and indicted 31 prisoners, 28 Black and 3 Latin, for crimes allegedly committed during the rebellion. The "evidence" for these charges was manufactured by using bribery and threats. Sixteen of these men, all of them Black, are charged with killing the three guards. If convicted, these men face the electric chair.

Violence against Black people is rampant all across the country. In the past several months, 15 Black children have been murdered in Atlanta, as have 8 Black men in Buffalo. Last month police murdered 4 Black people in New Orleans within a 48 hour period and 2 Black youth in New York City. At the same time, the courts have given the green light to such crimes by freeing racist murderers in Miami, New York, and Greensboro.

If the People of Illinois do not act quickly, Big Jim Thompson and Ben Miller, the judge sent here from Springfield specifically for this trial and to electrocute these men, will add the deaths of these 16 Black men to this long list of racist murders, and they will do so in the name of the white people of Illinois.

# **WESTTOWN COMMUNITY LAW OFFICE - RICARDO FALCON -**

ARRESTADOS POR LA POLICA?  
HA TENIDO UN ACCIDENTE EN SU TRABAJO?  
NECESITA DECLARARSE EN BANCAROTA?  
PROBLEMAS CON LA MIGRA?  
PROBLEMAS CON SU LICENCIA DE MANEJAR?  
MULTAS DE TRANSITO?  
ENVUELTO EN ACCIDENTES?  
NECESITA DIVORCIARSE?

BUSTED BY THE POLICE?  
HURT AT WORK OR IN AN ACCIDENT?  
PROBLEMS WITH IMMIGRATION?  
NEED TO GO BANKRUPT?  
TRAFFIC TICKETS? DRIVER'S LICENSE PROBLEMS?  
NEED A DIVORCE? MONEY FROM YOUR CHILD'S FATHER?  
A COURT ORDER TO KEEP HIM AWAY?

LOW COST LEGAL SERVICES.  
OFFERED IN SPANISH AND  
ENGLISH.

ATTORNEY OFFICE HOURS  
MON.-FRI.  
9:30-5:00

HABLAMOS ESPANOL Y INGLES.  
BAJOS PRECIOS PARA SERVICIOS LEGALES.

EVENINGS OR SATURDAYS BY APPOINTMENT

**278 - 6706**

HORAS DE OFICINA  
LUNES-VIERNES  
9:30-5:00

NOCHES O SABADOS POR CITA

## **2048 W. DIVISION**

The law office is a project of the Comité Pro Orientación Comunal. Together the office and the Comité fight for the people of Westtown against police brutality and all forms of indignity and abuse. We work on the Lawsuit against police murder of Rafael Cruz and Julio Osorio in Humboldt Park, June 4, 1977.

Esta oficina es un proyecto del Comité Pro Orientación Comunal. La oficina y el Comité luchan juntos a la gente de Westtown en contra de la violencia policiaca y toda clase de abusos. Estamos llevando a cabo una demanda contra la policia por los asesinatos de Rafael Cruz y Julio Osorio en Humboldt Park, el 4 de Junio, 1977.

# SEDITIONOUS CONSPIRACY??



(Above, Puerto Rican community turns out to support the Eleven Prisoners of War at their Federal Trial, Dec. 16)

## ALL OUT FEBRUARY 3,!

SEDITIONOUS CONSPIRACY AGAINST WHAT???

Against the daily racism .....  
Against the exploitation .....  
Against sterilization. ....  
Against police terrorism .....  
Against the continued  
enslavement of our Nation .....

**GUILTY AS CHARGED!!!**

(Taken from "El Grito Estudiantil," informative organ of the Union for Puerto Rican Students at the University of Illinois, Chicago Circle Campus)



### QUE ONDEE SOLA

Longest and most constant Puerto Rican  
student newspaper in the country.

Northeastern Illinois University  
Bryn Mawr at St. Louis  
Chicago, Illinois 60625

QUE ONDEE SOLA is published at Northeastern Illinois University. The opinions expressed in Q.O.S. do not necessarily reflect those of the administration. Responsibility of its contents lies solely with its staff. We appreciate and encourage any and all suggestions or contributions.

Editor ..... Irma Romero  
Co-Editor ..... Marvin Garcia  
Staff ..... Jose Hernandez,  
Enrique Romero, Nelson Santana  
Contributors ..... Blanca Ortiz

# POETRY

## *Navidad de la Independencia*

*Navidad, fiesta del campo  
y fiesta de la ciudad.  
¡Bien que debiera de ser  
Fiesta de la Libertad!  
Patriotas de Borinquen  
tras las rejas gritarán:  
¡Boricuas! ¡Viva la Patria!  
¡Viva la necesidad  
de tener sueltas las manos  
para hacer la sociedad  
nueva, sin ricos, sin pobres,  
rosa de felicidad,  
roja flor de Independencia  
de una Nueva Navidad!*

*Por: Juan Antonio Correljer*