

# QUE ONDEE SOLA

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NORTHEASTERN ILLINOIS UNIVERSITY

APRIL, 1977

## Max Torres Insults Students

On Thursday, March 24 Mr. Maximino Torres, coordinator of Proyecto Pa'lante met with the Concerned Students of Proyecto Pa'lante at their request.

The students were concerned with cutbacks in Illinois State Scholarship Commission (I.S.S.C.) and of Proyecto Pa'lante itself. Adela Cerda, who chaired the meeting asked both the students and Mr. Torres to be specific in their questions and answers because of the one-hour time limit.

When asked of the (I.S.S.C.), Mr. Torres proceeded to waste time by reading memos he wrote to various administrators requesting their presence in the meeting. The chairperson repeatedly reminded Mr. Torres to answer the question while he continued to babble of the memos in his apparent effort to waste time. He then credited himself and Proyecto Pa'lante for the creation of the financial aid workshops, an indignant student, member of the coalition, angrily refuted Max stating "It was the students that risked getting arrested by taking over President Williams' office in order to have the workshops established, not you."

I asked Mr. Torres if it was true that students were being transferred from Proyecto Pa'lante into the Special Services program? Mr. Torres said the students were not transferred, but that they now have the opportunity to receive the services of both programs.

Another student questioned Mr. Torres of his relationship with his staff. (It is a well known fact that Mr. Torres had tried unsuccessfully to fire both of his staff members). Mr. Torres replied that he has a beautiful relationship with his staff and that they have staff meetings regularly. Another student then directed the same question to the staff. Mr. Santos Rivera answered "We have no relationship with Mr. Torres and we do not have staff meetings; we meet separately because Max refuses to meet with us together."

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## Grand Jury: "The Fascist Connection"

On June of 1976, Lureida Torres, an educator and member of the Puerto Rican Socialist Party (PSP) was jailed for her refusal to answer questions before a Federal Grand Jury in New York, investigating the bombings of the FALN (Fuerzas Armadas por la Liberacion Nacional). Torres spent four and one half months in prison before she was released in October, when the grand jury was closed. The grand jury currently operating in Chicago and New York are just extensions of that grand jury.

By the end of November, seven Chicago activist, most of whom are members of the Committee to Free the Five Puerto Rican Nationalists\*\*\*, have been subpoenaed. Two Chicano activist were also called. After a series of courts hearings, four of those subpoenaed were called before the grand jury and refused to take the oath.

This was preceded by an FBI invasion of the Puerto Rican Community in Westtown. Fifty extra agents were assigned to Chicago after two undercover policemen claimed to have purchased explosives which were linked to the FALN "bomb factory" and to the home of Carlos Alberto Torres, member of the National Commission on Hispanic Affairs (NCHA) of the Episcopal Church and a former student at Chicago Circle Campus.

The FBI has conducted a general dragnet in the Puerto Rican Community, harrasing activists, threatening people in their homes and dragging them from their cars. As has been the pattern in similar cases, people were threatened with subpoenas if they refused to cooperate with the agents. While serving the subpoena on one of the people, an FBI agent pointed a gun and said, "you wouldn't talk to us, now you'll have to talk to the grand jury." (FBI does not have Subpoena power.) Not "legally", but in the society in which we now live who determines that is "legal" and in whose interest? It is ones "legal" right not to talk to FBI agents. Lying to the FBI is a federal offense.

One member of the people's Law Office, which is part of a coalition of Chicago legal groups attempting to "quash" (throw it out on legal grounds) the subpoenas, pointed out that "A grand jury is not supposed to be used to find a person, that's the work of the FBI." IN response, attorney Jeremy Margolis stated that "the conduct of the FBI was totally irrelevant to the investigation." Obviously the FBI and the grand jury are underhandedly collaborating together, so as to intimidate and harass those activists in the movement for the liberation of Puerto Rico as well as intelligence gathering mechanism against those who struggle for justice and self-determination. By mid-December all but five of the subpoenas had been suspended indefinitely. However, on December 15, the Court of Appeals refused to stay the appearance of two Chicago activists, Myrna Salgado



Drawing by L.N.S.

*stop the grand jury abuse  
of Puerto Rican women!*

Lopez, and Jose Lopez. Myrna is Director of the Rafael Cancel Miranda High School and Jose is a History instructor at Northeastern Illinois University. They were rushed to the grand jury room after 5 p.m. on that same day, where they refused to take the oath. The two Chicano activists, who had been transported from New Mexico for finger prints, palm prints and mugshots also refused to take the oath. The following week attorneys for the four, in a hear before Judge James B. Parsons, attacked the composition of the grand jury, arguing that the Puerto Ricans and Latinos were systematically excluded from the grand jury. Judge Parsons scheduled a continuation for January 18th to determine whether to further consider the composition motions. Due to the Mass mobilization of the Puerto Rican Community and the left in Chicago, Judge Parson has been forced to schedule a continuation after a continuation. At the last hearing there were over 300 persons present. Another instructor at the Rafael Cancel Miranda High School has been subpoenaed. Presently the attorneys are preparing a summary concerning the lack of Latino representation on the grand jury. The next hearing, which may be the last for Jose Lopez and Myrna Salgado is still unknown.

The government, recognizing the stagnated procedures of Judge Parson in Chicago, has abused its grand jury power by summoning Pedro Archuleta to appear before the grand jury in New York on April 14. Archuleta is one of the two Chicano activists from New Mexico. This could have repercussions on all those presently subpoenaed in Chicago, possibly having to face the grand jury in New York. As of yet, the attorneys are trying to prevent this from occurring.

As part of a continuing assault on the Puerto Rican Independence movement a New York grand jury

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# Hidden Herstory

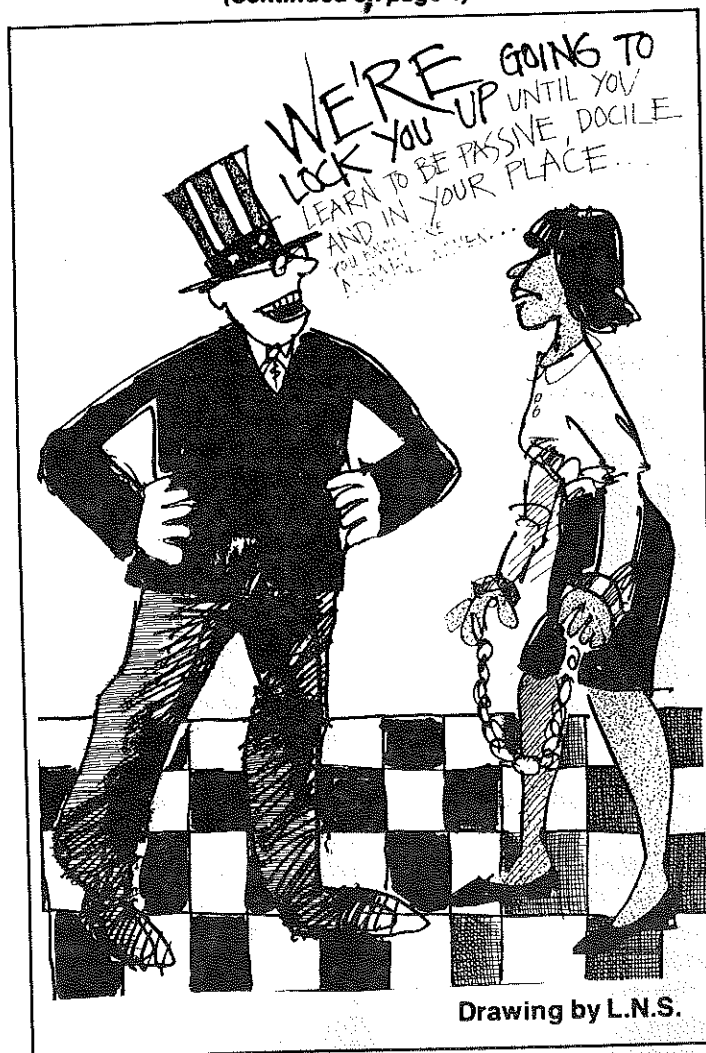
Who are we? We are the nameless, faceless women of America. No one ever writes about us, or puts our picture on the cover of **Cosmopolitan**. No one says we are important, and very few like to recognize that we are here. We are the poor and working class women of America, and we are cruelly and systematically ignored. All of our lives, we have been told, subtly, sometimes not so subtly, that we are not very much. This message has been put across to me all of my life. As a white working class woman, I have felt that brainwashing going on, and I imagine that for Black, Latina, American Indian, and Asian women, that message has been even stronger. I am writing this for all my sisters who feel that they are not worth writing about, and all the others who still think that poor white people are a myth . . . those same people who tell us poor white people that our whiteness makes us the same as Jackie Kennedy and the rest of the super-rich.

When I was in second grade, we were given an aptitude test to allow the administrators and teachers to start tracking us into the "slow," "average," and "superior" categories. It was the first step in programming us into college or a dead-end job. After we had answered the questions, the teacher checked our answers against the "right" answers. One of the questions read: "Which man is going to work?" The question was illustrated by three pictures: a man in a suit, a man in a tuxedo, a man in overalls. The "correct" answer was the man in the suit. I remember feeling the shame that came with the realization that what went on in my home was considered "incorrect." I responded the way most oppressed people respond-by secretly hating myself and my family. I remember asking my father why he never wore a suit. This was a man who worked 65 to 80 hours a week in a factory, trying to make ends meet. My mother didn't escape my judgements, either. I used to think that there was something wrong with her, when I came home after school and she wasn't wearing high heels and a dress, like Dick and Jane's mother. This was a woman who raised and educated 4 children, who worked herself when her husband no longer could support her, who tried to give us the best life possible with a total yearly income of \$7,000. I found myself soon in conflict with plastic images of how people live, and the concrete realities I knew to be true.

As I went on through school, I continued to be taught about an America that had little to do with me. The picture of American life drawn in history books was always a comfortable one, (with a few exceptions like wars, and Depression.) Working class sisters, wake up! American Indians were not the only ones left out of the history books. George Washington is no relative of yours, neither is Henry Ford, or Gerald Ford or Carter, for that matter. While George

Washington was relaxing at his Mt. Vernon estate, your ancestors may have been among the two-thirds majority of white settlers who served as indentured servants for the Master George and others like him. They may have been servants who were brought to America in chains, after being kidnapped from their homes of England or Ireland, and finally sold to the highest bidder. Your grandmother might have been "one of the huddled masses yearning to breathe free," who came to America and wound up in a tenement where the free air never blew . . . where she worked from sun up to sun down . . . where she was made to feel ashamed of an Old World culture more alive and colorful than the drab, Puritan "Mr. Clean" ways of America. I have listened to the old folks in my family talk about how they came over, and how they survived, the first Italians in an all Anglo-Saxon neighborhood. That is my history. While Mr. Rockefeller, and Mr. Pullman were amassing their fortunes, our people were fighting and dying for the rights of working men and women. I was not taught this in school, but learned it later on my own. In high

(Continued on page 4)



Drawing by L.N.S.

# Class Interests and the Intellectual Professor

Proletariat - Bourgeoisie. Or, the working class and the DOMINATING CLASS. The distinctions are many between these prime social classes. The main distinction that divides the working class and the dominating class is the ownership of the work places; where workers work but do not own, these means of production which the BOURGEOISIE own but do not productively work in. Which means that other differences arise in the relationship between the proletariat and the bourgeoisie causing opposing class interests; human interests opposed to capital profit interests. The differences sharpen dividing the two classes in terms of income, education, and politics. Thus also in geographic ways. The bourgeoisie, who are extremely rich, don't live in the same neighborhoods of the proletariat - such as, the West Town Community, The Lake View Community, or other poverty stricken areas of Chicago.

However, the dominating class has its servants who do keep an eye on the working class in very sophisticated ways or in very brute ways. The sophisticated method is education, on an intellectual level at all public institutions (schools), especially at the university; or through community education programs such as Urban Progress Center, and the like. The other extreme is brute force, which takes on many forms. The first is direct, open, head busting by the police, the national guard, and others. Secondly, at indirect levels, such as burning down our communities for the Chicago 21-Plan, F.B.I. threats and harassment, and Grand Jury probes, etc.

The servants of the bourgeoisie take on many faces and disguises like wolves in sheep's clothing. In fact, many may pass off as intellectual big mouths, whether they be Black, Mexican/Chicano, Puerto Rican, or what have you. These "intellectual" servants of the bourgeoisie, in the case of minority or ethnic backgrounds, do a job on their own people talking down to them penetrating theirs and the minds of their young with everything that is sacred to the bourgeoisie. They get paid well for doing so.

What a paradox, to rise out of a poverty stricken neighborhood and plunge into the land of milk and honey - from rags to riches. How did they do it? Not by themselves that's for sure! If you are Black, Mexican/Chicano, Puerto Rican, or any other minority, ask those intellectual Professionals who paid their way through college? They got through with grants (educational and corporate), loans, and scholarships. Does this remind you of anyone besides those professors? That's right, us!

The fundamental thing here is that it is in the interests (\$) of the dominating class to have such "intellectual servants" in order to brainwash the down trodden minorities through bourgeois education. That is, the concepts, principles and generalizations that benefit the livelihood of the bourgeoisie which serves to oppress the multi-national proletariat and the

American Indian in the United States. Only, those professional "intellectuals" do so in the name of "OBJECTIVITY" to keep an open mind; "don't take sides." How preposterous this must sound to the hard working class people! "don't take sides." What sides are there to take?, either the side of the oppressed or the side of the oppressing bourgeoisie! But as it is written, "those who see shall be made blind and those who are blind shall be made to see."

Now it is necessary to mention the developing university student and the conflict of interests that he and she faces and is submerged in. The student at the university has a difficult job - to learn. Learning is not the difficulty, it's what has to be learned that's the difficulty! The concepts and theories that benefit the bourgeoisie. Because of the ignorance of students (after all they do confess to seek knowledge) confusion of principles cannot be helped: But as a job of the university student, he and she must learn

the conflict of interests between the proletariat and the bourgeoisie. They must in turn learn the concepts, principles, and theoretical generalizations that benefit the working class. Especially the minority students, whose people have been oppressed since the beginning of the class conflict or struggle. What about the side to take, and learning the concepts, principles, and theories that benefit the proletariat??? The Puerto Rican, Mexican/Chicano, Black and other minority students (third world students), if they knew the truth about the class struggle and its historical development, would take the side of the Proletariat and oppose the bourgeoisie its education and the professional "intellectuals" who use that education to serve the dominating class.

The university students should, after learning the theory of the working class which hold the interests of and benefit the working class, question the hopes and dreams of the professional "intellectuals," those university professors who take the objective position and say they don't take sides. They know that only two sides exist, there is no in between stance when it comes to the class struggle. Some of these professors criticize students and their colleagues for sticking to Marxist-Leninists principles and for not taking an "objective" stance (you don't have to be a Marxist-Leninist to take a stance either, because the workers take a stance for their interests whether they know marxist theory or not. In fact Marxism developed out of observing the working class struggle in action) they keep insisting that a "new" set of principles be drawn up - an "unbiased" and "objective set, and that the theories that hold the interests of the working class at heart Marxism-Leninism, be put aside for theirs. Theirs, objective only in the hearts and minds of the dominating class because it disguises their true faces.

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**UNI Counselor Max Torres (Photo by Paul Manda)**

Upon hearing Mr. Rivera's answer, Max decided it was time for him to leave even though the hour time limit was not over. While making his exit, he was asked by another student "How do you feel about the creation of a Student Advisory Board for Proyecto Palante?". Max responded, "I have to think about it."

Proyecto Palante was created by the Union for Puerto Rican Students. The proposal which the U.P.R.S. submitted to created the program specifically states that students will have input in the program. Now, Mr. Torres says he has to think about it. In reality there's nothing for him to think about; it is a documented student right to have student input. The meeting exposed the true Maximino Torres, the deceptive and scheming Max; the Max who had the gall to walk out on the students without excusing himself. (See Editorial)



**Maximino Torres: B.A. Before Administrator**  
**Photo by Q.O.S.**

## The Statehood Question

Just before the new year started, former President Gerald Ford made a television broadcast in a plea to the American viewer-and all viewers alike - to make Puerto Rico the 51st state of the Union. Since then, nearly everyone who had seen the broadcast has commented on the issue, from grade school children to senior citizens. There have even been comments of a varying nature even within the Republican Party (GOP), not at all in harmony with Ford's plea.

President Carter (elect at the time) said he would leave that question up to "the Puerto Rican people living there" if they wanted to express the desire to be a state. He also said that he as yet hasn't heard anything from the people in Puerto Rico and that he would like them to take the initiative.

Congress, on the other hand, has kept quiet on the subject and the news media has barely shed light on the issue. One article from the Chicago Tribune headlines; "Puerto Rico divided by Statehood issue." This article alleged that 60% of the voters in a 1967 plebiscite preferred "commonwealth" status; however it doesn't mention that over 40% of the voters boycotted the '67 plebiscite and that statehood received less than 30% of the registered vote and Independence over 20% - which had a catch to it; a twenty five year waiting period, then subject to the U.S. Congress approval (which has the power to veto any law or policy concerning the political status of Puerto Rico). For the enlightenment of the public, the U.S. Congress has Absolute jurisdiction over domestic and foreign issues concerning Puerto Rico. Of the 47% who boycotted the plebiscite, how many do you suppose knew about the catch?

Other periodicals and magazines presented different points of view, such as the Black Panther Paper and Puerto Rico Libre (a national bulletin of the Puerto Rican Solidarity Committee), and in Claridad (a bilingual weekly) it was stated: "World wide reaction repudiating Pres. Gerald Ford's proposition to "give" Puerto Rico its statehood without consultation came as quickly as the world press reaction to the news item." The foregoing periodicals in this paragraph have a tradition of printing issues concerning Puerto Rico with complete candor and frankness.

Obviously, there are different ways of printing and presenting the issue of Puerto Rico by the many news media.

—See political commentary pg. —

## The "Other" Other Side (Commentary)

The Print has started a new column, a conservative one at that, as if it were such a radical newspaper, in which the author tries to fantasize the real world. I guess this is the method the Print uses to increase its readership; it publishes nonsense in order to get responses from enraged students. Apparently, it hasn't been working.

The author of this new column writes of the Selective Index that is being implemented at Circle Campus. He tries to justify this racist classification system as an attempt of the U.I.C.C. administration to improve the quality of education. He says that the quota system, which admits minority students, including poor Whites, is reverse discrimination. He must not know that Circle Campus, being an Inner City university, is supposed to be dealing with the problems that Inner City students face. Also, he does not take into account that the A.C.T. is biased; the test is geared toward the White middle class students.

I wonder how he would score in a test that is slanted toward the minority students? His I.Q. would probably be rated at 41 in such a test. He rambles on of "mediocre Education." He must not be doing so hot in his classes and is apparently trying to blame the presence of minority students for his failure. If he is really interested in educating himself nothing or no one can stop him because he is not faced with biased professors, administration, institutions, or tests.

As I read his columns I wonder if the author is living in a Fairyland where "We have reached a new era of tranquility," or "The top hats and the high heels have finally joined forces." I guess "top hats" and "high heels" are his stereotype for men and women. I wonder if he has ever asked a woman if she feels that men and women have finally joined forces. If the sexes have really joined forces, why hasn't the Equal Rights Amendments been passed yet? Why has there been so many lawsuits recently, in which institutions, including the government, stubbornly refuse to hire or admit women into "male" jobs?

He calls people who are struggling for civil rights "burnouts from the sixties" as if the civil rights struggles of the sixties was a pass-time for the poor and minority people. He thinks we should be satisfied with the few crumbs we fought for during the last decade. It seems he can't understand why we struggle, I mean everything is just so beautiful, with all the discrimination we face what more can we want? He wants us to sit back while the Athletic Dept. discriminates against two Puerto Rican students from trying out for the Baseball Team because of their nationality. It upsets him to see that people are still struggling for equality and the preservation of the few rights that the people struggled for during the last decade.

Obviously, Mr. Weslow believes in White supremacy; the minorities should know their place; or somebody has to be at the bottom of the social ladder and it may as well be them.

Farewell Mr. Weslow.

by Ivan Porrata

### ★★ANNOUNCEMENTS★★

#### ATTENTION BILINGUAL MAJORS

If you need money to cover tuition expense for the Spring term, sign up at Mr. Diego Rangels' office 3-030.

#### BRIEFS

**MORE DISCRIMINATION AT U.N.I.:** The Athletic Dept. refuses to let two Puerto Ricans try out for the Baseball Team because of their nationality. The issue is to be taken to the Student Senate for action.

**CAMERON SCHOOL PARENTS ON STRIKE:** The Parents of the Cameron School children are demanding quality education and new facilities for their children. The old facility, now being used, was built to serve 900 students has a current enrollment of 1,750 students. The Parents also refuse to have their children transported to schools outside of their community. They refuse to send their children to school until their demands are met. "We are only demanding the right to a decent education for our community," stated one Parent.

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In the class struggle, nothing is objective, everything is subjected to either the working class interests or to the dominating class interests. Therefore, the only dignified position to take is that in the interests of the working class; not only in a frame of mind but in a state of action! Meaning that those intellectual, or those hoping to become intellectuals professionally, should use all of their knowledge and educational skills to not only help the working class but to advance their cause. Taking the "objective" road or an in between stance is contrary to their cause. Once you know the facts, as many of you do, you are either with us or against us!

BY: Miguel Santiago - S.T.

### QUE ONDEE SOLA

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school I continued to learn ruling class ways. For years, they attempted to make me walk like them, eat like them, look like them. I learned a way of behavior that had little to do with the concrete term of my life or the lives of my family or fellow workers.

At the same time, that books were deluging me with the ruling class culture, I began to feel the pinch of unworthiness in order ways. I attended a parochial school for two years which was "upper" class dominated. If your family had no rich and influential friends to take out \$50 ads in the yearbook, you were punished — shame on you! You fail to measure up to America, shame on you that you haven't made it in the land of the free and the home of the brave.

During my highschool years, I was taught to enter the great rat race of snagging all men considered desirable. I was again led by the ruling class values, so rejected most of the people I grew up with and dashed for the Noxema man. All the while, of course, feeling that I could never get him, because I wasn't the girl in the Noxema commercial. I read all the ruling class fashion and "beauty" magazines. I felt terrible because I could never look like people who could afford a leisurely existence that allowed them to look cool and unruffled all the time. And there I was, working in a luncheonette so run-down that I was ashamed to tell anyone that I worked there. Even though I made only \$6 a Saturday, I still made vain efforts at making myself "acceptable" looking. So, during the day, I gossiped condescendingly, about the way other people were dressed, playing at being the glorious magazine girl, but always falling short of the mark.

And people, in job or social situations, have reinforced that feeling of inadequacy. In social situations it's feeling something less than good about yourself as a woman, as a human being. It is said in many ways on the job. In my present job on campus, I am a clerk-typist. I once spoke up at a dept. meeting, and the first sound to emerge after a stunned silence was, "Why doesn't someone put her on the faculty?" Yes, put me among the faculty and administrators because you absolutely cannot deal with a worker who thinks and has ideas. After I mentioned this, they told me it was meant as compliment. (It meant they thought I was as "good" as they are.)

What all this has done to us is create a deep, sense of unworthiness, of powerlessness. What can we do to stop this? As poor and working class women we can start by asking what is wrong with America, and stop asking what is wrong with ourselves. In a culture where women are often judged by beauty alone, we must see that the sexist, racist, class biased standard of beauty does not fit us. We, as ourselves, as we go to work, as we wash dishes, we, in our daily lives are never called beautiful. We must see that we are



Photos by L.N.S.

## Mr. Control

Don't get in the way  
For I've only just begun  
to sway the right way  
But you always seem to get in the way  
To stop my brothers and I from seeing the light  
And those that try to enlighten us:  
You do all in your power to put them away  
To keep them from showing us the way to sway.

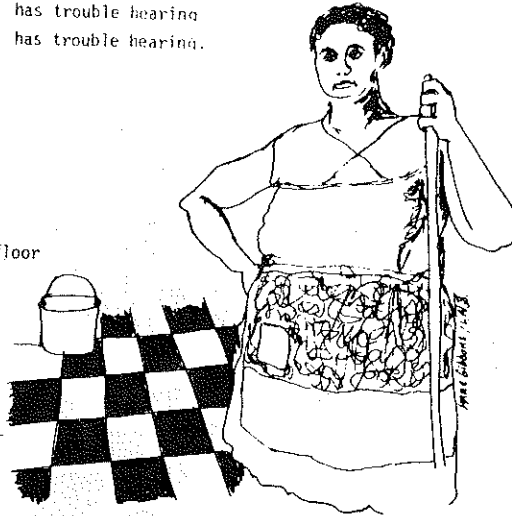
Hey, but I'll sway anyway  
I'll finish what I've only just begun  
And when I do, you'll be coming my way  
For I will be one of those to enlighten others  
One of those whom you'll want to put away.

### THREE POEMS FOR WOMEN

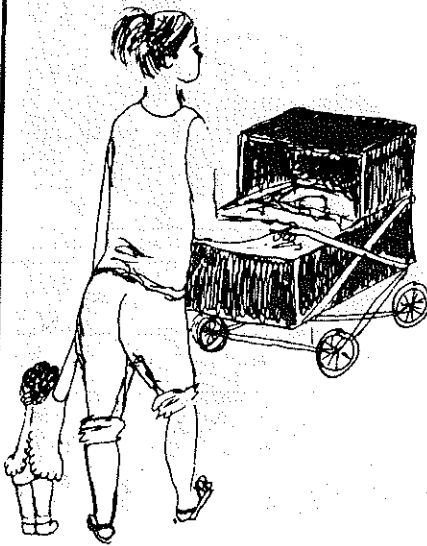
This is a poem about a woman doing dishes,  
This is a poem about a woman doing dishes,  
It must be repeated,  
It must be repeated,  
again and again,  
again and again,  
because the woman doing dishes  
because the woman doing dishes  
has trouble hearing  
has trouble hearing.



And this is a poem for a woman cleaning the floor  
who cannot hear at all.  
Let's have a moment of silence for  
the woman who cleans the floor.



And here is one more poem  
for the woman at home  
with children.  
You never see her at night,  
stare at an empty space and imagine her there,  
the woman with children  
because she cannot be here to speak  
for herself,  
and listen  
to what you think  
she might say



- Susan Griffin 1973

## A RIDDLE

A man and his son were driving on the highway when they were involved in a terrible accident. The father was killed instantly and the boy was in fatal condition. At the hospital, they called in a well known surgeon to operate on the boy. When the surgeon arrived into the operating room the surgeon took one look at the boy and said, "I can't operate on this boy, he's my son."

What relation did the boy have with the surgeon if his father was killed in the accident?

The surgeon was the boy's mother.

But Mr. Control I don't care and I feel no scare  
For I'm going to shout aloud to all my brothers out there  
I am going to enlighten those brothers  
The brothers in the streets, getting high, messing up  
their lives, and don't know why  
I'll tell them why, with all the anger I have hidden inside.

Just how much control do you think you have?  
I know it's not enough to stop me from swaying the  
right way.

And by the way  
"I've only just begun"  
Sway everyone. The right way,  
oppose it the way Mr. Control sways.

Maria Fuentes

(Continued from page 7)

beautiful in our daily lives, in our natural lives. We must begin to see ourselves as beautiful in 6 our ability to work, to endure, to make our day to day lives in struggle. We must stop aspiring to the false eyelash existence that is not and could never be us. We are not the women of **Vogue**, or **Glamour** or **Playboy**, nor should we want to be. We are the women who have dealt all of our lives with the truths and tragedies of real life, because we have never had the option of the airchair-beautiful-people existence. We are the people who have no maids or therapists to dump our troubles on. We know what it is like to work hard and we are not guilty of wearing silks while others wear rags. We should never admire the women of **Cosmopolitan**, because there is something undeniably ugly about women who wear minks while others can't afford shoes — and no amount of \$20 an ounce make-up can hide that brand of ugliness. We must start learning that other people have been victims of this ruling class culture. Black and Puerto Rican, Mexican and Indian, Chinese and Japanese people have also had their true histories hidden, and their faces scorned by TV and magazines. We must see that those whose hardships we share are not the white "upper" classes, but the black and brown people who work at our sides. As poor and working class people, we must begin to be proud of ourselves, our histories, and each other; we must begin to unite and be proud of ourselves as a people. Once we respect ourselves, we will find it necessary to struggle with a society and an economy which degrades our lives. In that struggle, we will learn that the anger of black and brown people which we have feared, which we have been taught to fear, is really the same anger . . . that their enemies are our enemies . . . that their fight is our fight.



Photo and  
Graphs by L.N.S.



(Continued from page 2)

subpoenaed two women officers of the National Commission on Hispanic affairs (NCHA) of the Episcopal Church. (The church approved a resolution calling for the immediate release of the 5 Puerto Rican Nationalist prisoners.)

On February 14, 1977 the two, Maria Cueto and Raisa Nemikin, appeared before the grand jury to be questioned about membership and activities of NCHA and about Puerto Rican activist Carlos Torres. Citing their fifth amendment rights against self-incrimination the two women refused to answer questions about Torres.

On Tuesday, March 1, 1977 Raisa Nemikin surrendered to federal marshals in New York after Federal District Court Judge Marvin Frankel found her in Civil contempt along with Maria Cueto, they face a 14 month prison sentence for refusing to testify before a grand jury.

Both women stated that the FBI "fishing expedition" was violating their 1st, 4th and 6th amendment rights under the constitution, besides violating the concept of separation of church and state.

In a move to undercut Nemikin and Cueto and their supporters within the church, presiding bishop John Allin recently complied to retrieve all NCHA records from 1970-1977. Claiming files to be church property, church officials turned them over to the FBI and offered their total cooperation in the grand jury investigation. Allin threaten to fire Nemikin and Cueto, and the church hierarchy has further reorganized the NCHA to exclude Puerto Ricans from policy making positions, claiming those now members as Puerto Rican independence supporters.

The role of the church hierarchy has proved itself, i.e. its true nature to preserve the interest not of the poor and oppressed but with those who exploit and oppress our people.

Its fascist investigatory powers, its protected secrecy, appearance of independence, and its legality have made the grand jury one of the most powerful instrument for intelligence gathering and political disruption in use today.

Sitting grand juries have enormous powers. Federal prosecutors can subpoena anyone to appear before a grand jury anywhere without explanation. Subpoenas-issued for any records, correspondence, documents, fingerprints, hair samples, handwriting exemplars, or other items of interest.

Unlimited witnesses can be called. No restrictions on nature or # of questions that can be asked. No rules on: types of evidence allowed (admitted), rumors, hearsay, results of illegal searches or warrantless wiretaps, irrelevant or prejudicial information these are all inadmissible in an open court.

Witness need not be informed of purpose of investigation or he/she target; no witness has a right even to be warned that whatever he or she says could be used against him/her.

A grant of partial immunity is often used to coerce

testimony from a witness who invokes fifth amendment protection: a witness can be jailed without trial for contempt of court up to eighteen months for continuing to assert that right after immunity is granted.

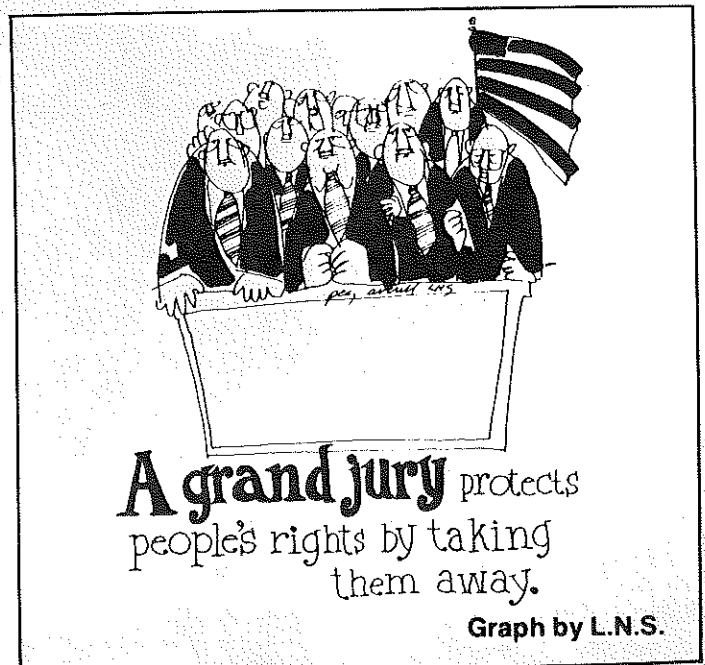
In conclusion, the tactics used by the grand jury of which we have spoken should be of no surprise to US. For we must analyze critically in what kind of society we are living in. This society like all societies historically up to this time has been one of class struggle, i.e., of the oppressed and the oppressor. This does not change within the framework of capitalism. The oppression and exploitation of our people has only become more sophisticated due to the advances in the capitalist technology. The most violent and socially harmful acts in the history of the US have been carried out by the government and wealthy rulers of corporate economy (e.g. stealing of lands from the Indians, the massacre of 3rd world peoples in Africa, Asia, Latin America...).

This oppression and exploitation of our people is rooted in the material deprivations and personal alienations and misery that capitalism produces. The Alternative is a peoples' struggle of a kind that; increases the consciousness of the oppressed people, is linked to a broader base movement to totally transform the economic and political institutions in Puerto Rico and the US, which in turn would extend the 3rd world peoples ability to control their own lives.

Over 20 organizations have responded to these attacks by forming a committee to Stop the Grand Jury. Further demonstrations are planned in Chicago.

For further information contact: Cindy Zucker, (312) 249-5989 or Peoples' Law Office.

\*\*\* (Lolita Lebron, Andres Figueroa Codero, Rafael Cancel Miranda, Irving Flores and Oscar Collazo have been political prisoners since March 1954. Except Oscar Collazo, since November 1950. All are currently imprisoned in Federal jails.



## The News Media and Puerto Rico (Political Commentary)

To begin with let's take a look at a few words from a famous American author: "No experiment can be more interesting than that we are now trying . . . that many may be governed by reason and truth. Our first object should therefore be, to leave open to him all the avenues to truth. The most effectual hitherto found, is the freedom of the press. It is therefore, the first shut up by those who fear the investigation of their actions." Thomas Jefferson<sup>1</sup>

In the United States the news coverage given to the colonial situation of Puerto Rico has been of a slanted one. This is due to the fact that the NEW YORK TIMES, the CHICAGO SUN-TIMES, the CHICAGO TRIBUNE, and all the other news media representing the U.S. are managed and controlled by big business interests. Interests which restrict the workers wages to a fraction of those paid on the average in the U.S. Interests which dominate trade and restrict it to the surplus production of U.S. industries, all channeled through U.S. vessels - the most expensive in the world.

"On July 25, 1898, U.S. troops disembarked in Guanica, Puerto Rico. A government statement declared that: "Puerto Rico will be kept . . . that is settled and has been the plan from the first. Once taken, it will never be released . . . The Commander of the invading force was General Miles, famed for his aggressive role in numerous military campaigns . . ."<sup>2</sup>, such as the Wounded Knee massacre.

"Under colonial status, Puerto Rico's economy has been totally dominated by multi-national U.S. corporations which gross \$800 million in profits annually and for the most part do not pay taxes . . . the standard of living on the Island has been severely affected; unemployment is estimated to be more than 33% - has resulted in forced migration of more than 40% of the population. Other consequences of U.S. control include the sterilization of more than 33% of the female population as Puerto Rican women were used as guinea pigs by the U.S. medical profession to test the effects of birth control of the human body."<sup>3</sup>

As long as I've been reading local papers I've never seen these facts in them. Do you think they're trying to hide something? Claridad, a well known weekly bilingual periodical has kept up to date on the issue providing the reader with a knowledge of the true spirit of the Independence movement in Puerto Rico from coast to coast - in Puerto Rico and in the United States.

The Capitalist owned newspapers, in Puerto Rico and the U.S., have access to the progressive newspapers mentioned as well as having access to their own correspondents (and others alike) who know the truth of the Independence movement in Puerto Rico. NOT only do they know **that** truth, but also they know the truth of the intolerable living conditions and genocidal tactics forced on the Puerto Rican Nation at home and abroad. Recently, Claridad published an

article exposing the attempted deportation of Puerto Rican construction workers from Puerto Rico to Saudi Arabia to work for New York Plastering - an American company.

Of course the attempted removal of Puerto Ricans from their homeland was immediately investigated and confronted on legal terms. According to law in Puerto Rico, Law 417, the deportation of these workers is illegal. However, any law in Puerto Rico can be vetoed by the U.S. Congress.

Although knowing the facts, the capitalist periodicals have a policy to keep an objective point of view. Objective for them is to keep from political commentaries on Puerto Rico, to block out the events - demonstrations - marches - and even legislative proposals to free Puerto Rico. Where is the coverage on United Nations 1514 resolution? This resolution states that Puerto Rico has the right to self-determination and independence. What about the Dellums Resolution? This Bill was introduced in Congress on July 4, 1976 calling for the immediate withdrawal of the U.S. troops from Puerto Rico and the giving of complete independence to the people of Puerto Rico. While this was being done, sixty five thousand marched in Philadelphia calling for a bicentennial without colonies as the "official" U.S. celebration of this country's 200 years of independence took place. When I came back from Philadelphia, people told me that only thirty seconds of news coverage was given to "protesters." No political commentaries were made! Where are the political comments the news media were so fond of making during the U.S.-Viet Nam War? Which also was and is an international issue just like Puerto Rico. This type of treatment isn't objectivity, it's the omission of truth, which is the same as a lie!

To top it off, the "official campus newspaper," Print, hasn't published an article on Puerto Rico for heaven knows how many months, or maybe it's years? IN fact, concerning the issue of the Grand Jury, I was told by one of their (Print) staff members that they don't want to touch that with a "ten" foot pole." According to that person they have "more information than meets the eye." If that is true, then why don't they print it? Isn't that the function of the Press?

Obviously, the function of the press is to be "objective," not literally but in the sense that those press object to printing the true facts, not only of the colonial status of Puerto Rico but of all oppression coming from the U.S. Government and Capitalist multi-national corporations.

1. The Living thoughts of Thomas Jefferson, Dec. 1957, Pg. 120, pres. by John Dewey.
2. Puerto Rico Libre, Dec. 1976, Pg. 10 - Par. 2
3. Keep Strong; A publication of the Intercommunal Survival Committee, Jan. 1977. Vol. 2 No. 6.

Miguel Santiago

# Editorial

Mr. Torres' disrespect for students was clearly displayed when he walked out of the meeting on Thursday, March 24. It was also revealed in his answer regarding a Student Advisory Board for Proyecto Pa'lante. His "I have to think about it" was an elusive answer to a simple and direct question.

Not very long ago President Williams said that the committees in the university would be open to student input. Proyecto Pa'lante was created by the Union for Puerto Rican Students in 1972. The proposal written to create the program specifically states the right for the students have to have input. There is nothing for him to think about. It was the students who created Proyecto Pa'lante. It was the students who brought Mr. Maximino Torres and many other faculty members to the university through struggle. Mr. Torres and the others believed in students rights when it was to their benefit, such as, getting them a job or securing a position. Now that Mr. Torres has his \$18,000.00 job, Mr. Samuel Betances has his \$31,000.00 job, and the rest have their jobs, they turn their backs to the students.

Mr. Torres, in the last couple of years has alienated himself from the student body, except for a select few. His counseling has been poor, many students have dropped out and many more remained uninformed of financial aid and I.S.S.C. information. He has discouraged one student from applying for workstudy jobs, saying "There is no money, don't waste your time applying." The students applied for workstudy anyway and received it. Is this good counseling?

As Coordinator of Proyecto Pa'lante, we feel that Mr. Torres should have made an effort to help all of the students of Proyecto Pa'lante during the fall trimester financial aid crisis. He should have taken the initiative to negotiate with the administration to improve conditions. Instead, he sat back while the students, out of dire need, confronted the administration.

Mr. Torres claims that he can no longer have close contact with the students because of the huge amount of paperwork his jobs require. QUE ONDEE SOLA strongly agrees. Mr. Torres is currently holding too many positions in the university. He is a Counselor, Coordinator of Proyecto Pa'lante, and Supervisor of Special Services. We sympathize with him in this respect, we therefore urge him to resign as Coordinator of Proyecto Pa'lante. His resignation would benefit him as well as students. He would have less paperwork; therefore, having more time to properly counsel students. The students will benefit by having a counselor who is not overworked or that cannot use the excuse of overwork to receive proper counseling. The students would also benefit by having

a full time Coordinator of Proyecto Pa'lante, a Coordinator who will be willing to accept student input. Then and only then will the program benefit the students as much as it should.

Mr. Torres is up for tenure, a move that has been opposed by students and peers alike. QUE ONDEE SOLA also opposes his tenure because Mr. Maximino Torres has not functioned in his job properly. Tenure is a privilege granted to people who have done outstanding work; Mr. Torres has not performed outstandingly in years.

President Williams should not taint the privilege of tenure by granting the privilege to Mr. Maximino Torres until Mr. Torres performs outstandingly.



Drawing by L.N.S.