

QUE ONDEE SOLA

NORTHEASTERN ILLINOIS UNIVERSITY

1980
FEBRUARY

STUDENTS WIN VICTORY!

On Friday, Feb. 15, the representatives of the Chicano Student Union and the Union for Puerto Rican Students were forced to interrupt a History Department meeting, where for the second consecutive week they presented their demands to the concerned History Department: The retention of Puerto Rican Studies with Jose Lopez as their professor; and the hiring of a full time Chicano /Mexicano History Instructor. As a result of student pressure, the History Department cancelled their proceedings to vote on the issue of Puerto Rican Studies. While there was little support for our program last week, through our continued efforts the progressive elements within the Department are beginning to understand our struggle.

They are not letting themselves be intimidated by those reactionary instructors/ administrators who would eliminate our programs. This, combined with student pressure has retained our Puerto Rican Studies

We understood the objective of the faculty meeting as being the process of voting for Asian History to be taught by Dr. Hastings. The UPRS and the CSU do not object to the inclusion of an Asian History, rather we applaud the fact that the History Department has taken an interest in and maintained Asian Studies. While at the same time we would like to make clear that we will not bargain away Puerto Rican Studies. For 5 1/2 years Jose Lopez has taught Puerto Rican History, teaching how a colonial mentality has perpetuated cultural, political, and economic

genocide of our people. The true purpose of History is to study where we have been, so as to know what direction we as a people must take. Also for the last 5 1/2 years, the demand for Chicano/ Mexicano Studies has been ignored and during this meeting no position was taken by the faculty on this important issue. We understand that Dr. Harrison has done an effective
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Que Ondee Sola
NORTHEASTERN ILLINOIS UNIVERSITY

PR NATIONALISTS VISIT UNI

On Monday, Feb. 4th, 1980, three of the four Puerto Rican Nationalist ex-prisoners addressed an audience in Alumni Hall. The three present were Oscar Collazo, Irvin Flores, and Rafael Cancel Miranda.

The fourth Nationalist, Lolita Lebron, chose to remain in Puerto Rico due to the Vieques problem. The fifth of the Nationalist Prisoners died on March 8, 1979, from a cancer which he contracted while in Federal Prisons. The three were brought here to speak as a result of a joint effort of various independent clubs.

The speakers stage was set up in the south end of Alumni Hall, with microphones for the speakers, and a roving microphone for the questioning audience. A red sign was hung over the stage bearing the silkscreened images of the Five Puerto Rican Nationalists in a star, and the bust image of Pedro Albizu Campos, the great lawyer and hero of the Puerto Rican Independence Movement; the sign read: 25 years of struggle, 25 years of resistance; the Spanish worded slogan read: Esta lucha va llegar a la guerra popular* (Literally translated means: this struggle will reach popular peoples' war).

At 11:30 a.m. the three entered the hall and were greeted with a standing ovation from the waiting crowd of impatient students. Enrique Romero, chairperson of the Chicano Student Union announced the guests as last minute arrangements were made for the non-spanish speaking members of the audience, (the lecture was in Spanish).

The first to speak was Rafael Cancel Miranda. Miranda asked for questions from the audience in order to give him a feel of what the audience wanted to know of his many experiences and ideas of life.

The first question asked was, what did he (Rafael) think about the theory of El Maestro, Don Pedro Albizu Campos, the Harvard graduate and leader of the Nationalist Party of Puerto Rico from 1930, until his death in 1965, that the U.S. Government was trying to depopulate the island of Puerto Rico by imposing citizenship on Puerto Ricans. Mr. Miranda answered this question in two parts, "First that stuff about citizenship is trash...and citizenship was imposed on us (Puerto Ricans) in 1917 by the U.S. Congress in order for us to go and fight and die in the U.S. wars, only to return to be treated as second class citizens in the U.S. Secondly Puerto Ricans are forced to come to the U.S. because of the intolerable economic situation in Puerto Rico, which is manipulated by the U.S. The U.S. Government invaded Puerto Rico and has held her as a colony by repressing the resistance to U.S. control."

Mr. Miranda also cited the number of cases in Puerto Rican history where the Police Government of Puerto Rico (U.S.) shot and killed unarmed men, women and children. He also cited the recent death of Angel Rodriguez Cristobal who was arrested on a beach on Vieques for demonstrating on territory which, the U.S. Navy has occupied since World War 2, it uses the inhabited island for target practice.

Irving Flores then gave his account of the conditions and times which motivated him and his compatriots to take the armed action against the U. S. Congress, the real governing body of Puerto Rico. "In 1951, the U.S. Congress passed Public Law 600 which gave Puerto Rico it's present commonwealth status. The U. S. then wanted to have Puerto Rico removed from the United Nation's list of dependent territories and colonies. Although it was clear that the commonwealth status made no real change in the colonial situation, the U.S. , using diplomatic coercion forced the U.N. to a close vote (22 to 18) to remove Puerto Rico



from the list of colonial possessions in 1953. It was an intolerable situation which forced us to take some action that would expose the political masquerade the Imperialists were trying to impose on us. We had to show the world the true facts... that Puerto Rico is still a colony. It is bad enough when someone oppresses, exploits and enslaves you: but when they say you are happy with it ,that is adding insult to injury."

Collazo was arrested on November 1st 1950 , for attacking the Blair House where the then President Truman was staying ; the other four were arrested on March 1st 1954 after their attack on the U.S. Congress. When asked to comment on the role of the people in the U.S. to help the cause of Puerto Rican Independence Mr. Collazo responded by saying..." The role of Puerto Ricans residing in the U.S. is to learn and teach about the colonial relationship between Puerto Rico and the United states to both Puerto Ricans and North Americans; constantly building support for the just cause of Puerto Rican Independence."

The Nationalists say they will continue to work for the release of other Puerto Rican Prisoners of War.

CHILE EN LUCHA

Hace seis años un contubernio formado por los Partidos Políticos de la burguesía, Democracia Cristiana Nacional, Radicales de Derecha (PIR y Democracia Radical), Patria y Libertad, Colegios Profesionales y Gremios Partonales. Unidos a los sectores más reaccionarios y fascistas de las Fuerzas Armadas y Carabineros, todos bajo la batuta y financiados, por el imperialismo norteamericano dieron el Golpe Militar que derribo al Gobierno Popular del camarada Salvador Allende poniendo término así a una larga era de redemocrático burgués en el país.

El Gobierno Popular en el cual se sentían representadas las grandes masas de trabajadores campesinos, y diversos sectores del pueblo, fue reemplazado sangrientamente por la más cruel Dictadura que conozca la historia de Chile.

La Dictadura ha sacudido hasta sus cimientos y ha hecho retroceder el desarrollo social y económico nacional, destruido las bases jurídicas y políticas tradicionales y ahora pretende perpetuarse, mediante la aprobación de una nueva institucionalidad, elaborada por sus lacayos, entre gallos y medianoche y a espaldas del pueblo.

El equipo económico de los Chicago Boys* planificadamente transforma la economía tradicional, arrasa con el patrimonio del país expresada en todas las empresas del área social** del gobierno pasado. Dirigen así las finanzas, la industria, minería, agricultura, y comercio. Su proyecto económico ha permitido la concentración de la riqueza nacional en unos pocos y privilegiados grupos de poder económico, tanto nacionales como extranjeros, esto ha significado mayor riqueza para los monopolios y mayor miseria para la mayoría del país.

Su sistema de libertad de mercado, ha significado cesantía para los trabajadores y quiebra para la industria nacional no monopolica (mediana y pequeña empresa y artesano) y a la penetración sin trabas de las grandes empresas extranjeras. Bajo el nuevo estilo se ha regalado a la voracidad de los grandes capitalistas criollos y extranjeros la casi totalidad de las 500 empresas que eran patrimonio del Estado y pueblo Chileno.

La Dictadura sostiene que ha logrado éxito con la aplicación de su plan económico y así también lo repiten personeros reaccionarios de EE.UU. y Europa. Sus logros serían: equilibrio en la balanza de pagos, cumplimiento de las obligaciones y pagos de la deuda externa, equilibrio del presupuesto fiscal, eliminación de barreras aduaneras, y trabas al comercio exterior*** y una buena reserva de dólares. Ocultan sin embargo que este éxito es a costa del hambre y miseria del pueblo, y que el alza del costo de la vida es cada año más alto, 38.9% en 1979, 30% en 1978.

Se ha modificado y minimizado la estructura del Estado, permitiendo la penetración del sector privado en educación, salud, vivienda, transportes, etc., encareciendo o cobrando por los servicios a la Comunidad que eran privativos del Estado.

Sus medidas han detenido la reforma agraria desmantelando los Organismos Agrarios de apoyo

técnico y financiero del pequeño propietario estableciendo nuevas modalidades de penetración capitalista y vuelta al latifundio en el campo.

El pueblo sufre una feroz cesantía que alcanza a 700,000 trabajadores a los 200,000 del Empleo Mínimo (cuya remuneración no cubre sus gastos de alimentación) La Dictadura reconoce que no ha podido solucionar este grave problema.

Como consecuencia de la cesantía hay hambre y miseria, por la desnutrición de madres y niños y otros chilenos, ha crecido pavorosamente la mortalidad infantil, el raquitismo, la tuberculosis, las enfermedades venereas, el alcoholismo. Aumento la prostitución con lo que la mujer pierde cada día más su dignidad.

*Se conoce en Chile como Chicago Boys a los seguidores de la economía de shock ideada por Milton Friedman en la Universidad de Chicago.



**Área Social. Durante el gobierno de la Unidad Popular las empresas más importantes del país pasaron a manos del Estado, el que las administraba con la supervigilancia de los trabajadores. En su gran mayoría estas empresas rindieron más que cuando estaban en manos privadas.

***En los países de economía capitalista atrasada se han generado leyes que conducen a la protección de la industria nacional, las que no pueden competir con las monopolicas del país. En Chile actualmente esas restricciones han sido eliminadas con lo cual se ha producido la quiebra de gran parte de la industria nacional.

****PENA FOLKLORICA CHILE EN LUCHA ****

En homenaje al Día Internacional de la Mujer se desarrollará el día sábado 15 de Marzo, a las 7 de la noche. Bailes, canciones, poesía, comidas, y bebidas latinoamericanas. 3228 W. Palmer, Boys Club, es el lugar. Te esperamos.

Cualquier sugerencia, información, comentario u opinión que nos quiera hacer llegar, escribemos a la casilla P.O. Box 25470, Chicago, IL. 60625.

EDITORIALS

I

The question was brought out in a discussion amongst students, as to why Puerto Rico should become independent. Some students were saying that if Puerto Rico were to become independent, it would not be able to survive because it would lose the businesses and aid it is receiving from the U.S. But if you look at the Puerto Rican economy today, you find a staggering unemployment rate of 40% in the Puerto Rican working class. This is so because Puerto Rico has been transformed into a textbook perfect example of Imperialism, guaranteeing tax-free investments to U.S. corporations "developing" the island as a market for U.S. goods. While these Multi-national Corporations reap profits at the expense and misery of the majority of Puerto Rico's 4 million inhabitants, the U.S. Federal Government further deepens this cycle by enticing people into falling into the welfare trap which further increases the dependence of Puerto Rico on the U.S., (By the way Puerto Ricans living on the island, although citizens of the U.S., are not entitled to the full benefits of the social welfare system that U.S. citizens in the U.S. receive).

Another major argument against Independence aside from lack of natural wealth, has been the size of the country. But Puerto Rico has more people than the island nations of Cyprus and Jamaica; than eight Latin American Countries; including Paraguay, Costa Rica, and Panama, than some 32 member states of the United Nations; including Laos, Israel, Jordan, Albania, and Lebanon. So it is obvious that the question of size can not be used as a criteria for Puerto Rico's right to be a sovereign Nation!

It is true that Puerto Rico would lose all ties it has with the U.S. But what we, as competent students must do is clear our conscious by doing a critical analysis of Puerto Rico's economy, and see who is benefiting most from this present relationship - the masses of Puerto Rican people or the chosen few Jr. Partners of the U.S. corporations, along with the hand-picked Federal employees of the Insular Government.

One thing we must keep in mind when discussing Puerto Rico is the extent that the U.S. will go to in order to maintain the status-quo (in what they call their prized possession in the Caribbean), and this is the regulating of all the important Institutions in Puerto Rico. Why with the islands legislative's powers limited to traffic regulations and the like, the real political power resides in the U.S. House Committee on Insular Affairs and the Senate Committee on Territorial and Insular Affairs. Both of which meet in Washington, D.C. some 1,500 miles from San Juan. Appeals from Puerto Rican courts are decided in Boston and final jurisdiction rests with the U.S. Supreme Court.

The extent of U.S. military control of the country is particularly striking. One cannot drive five miles in

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II

(Editor's note: Que Ondee Sola has written this article as the beginning of a dialogue among progressive forces at UNI on how the needs of Latino and other Third World Students can and should be incorporated into student movement work.)

Generally speaking, Latinos and other Third World students are the product of a long process. This process, similar to a filter where one strains a raw or dirty product through in order to get a finer, cleaner one, while coarse material is discarded or re-filtered along the way. This is exactly what happens in our society. First of all, from the time our kids are born until the day they die, they are bombarded by yanqui imperialism's propaganda concerning their identity and the true nature of the U.S. Governments relationship with people of color. Within this context, education and the school system filter out the students that are 'fit' to go to school. The leftovers are simply discarded or, if accepted into school, relegated for the most part to Emotionally and Mentally Handicapped classrooms.

The process begins with Latinos growing up in the environment least conducive to learning, attending the grammar schools that are physically debilitated, where the teachers that are least fit to teach Third World children are placed. Faced with dope, gangs, street crime, arson and bad medical care, what hope does grammar school offer the Latino and Black youth? In a word, NONE. American society operates on a number of premises, among them being the maintenance of the subservient position that people of color occupy in the U.S. social structure and the mechanisms that reinforce their position. Surely no one thinks that Latinos and other oppressed peoples occupy the lower rungs of Western civilization simply because of a long series of 'misfortunes' and compounded 'coincidences'? The quality and amount of education one receives is directly in proportion to one's class standing, and the class rank to which one ultimately rises, (However desirable that may be) is based to a large extent on the amount of education one receives. So that the Latino and Black, by and large, are deprived of the meager tools with which to compete with the dominant race. Finally, we begin to see that education serves as a tool not only to "educate" the people into the realities of imperialism, but also as the first step in the filtering process in society as a whole.

Included in this process are the use of various tests to determine a child's or older student's level of competency in various subjects. These test results determine the level of assimilation of the student and as he/she advances through grammar enables preceding teachers to form an opinion based on those results.

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VIEQUES IS OURS!

LET'S TAKE IT!

On September 10, 1898, the U.S. Military invaded the island of Vieques, Puerto Rico. Since then, the people of Vieques have faced a policy of genocide. The U.S. Navy expropriated 3/4 of the best land and forced the population to live on the small remaining portion. This, along with the destruction of the agriculture, the economy and the fishing industry, forced most of the population to leave Vieques.

Today the 8000 Viequenses left, left in poverty and fear of U.S. and NATO bombing practices. In a recent interview, Vice-Admiral Arthur K. Knoizen stated that "in an eight month period, the U.S. Navy dropped 27,200 bombs in Vieques, but that only 4,800 of these were highly explosive."

This process was intensified after the U.S. Navy left Culebra in 1975. Since then, the valiant Fishermen's Association, under the leadership of Carlos Zenon, has many-a-time stopped costly operations of the U.S. and NATO navies. Risking their lives, they have taken their small boats into the target areas and have defied one of the world's most powerful navies. The Navy thus has begun to use its repressive Military Police to stop the fishermen and any demonstrations in their support.

Last May, 21 Puerto Ricans were arrested during a peaceful demonstration. Ten of them were imprisoned for six months; eight of them were transferred to prisons within the U.S. One of these, ANGEL RODRIGUEZ CRISTOBAL, was tortured and murdered in his cell in Tallahassee, Florida. Angel was a farmer and the father of two small children, he was also a member of the Central Committee of the LIGA SOCIALISTA PUERTORRIQUEÑA. Those who still remain in jail for their commitment to the Vieques struggle are: LOURDES SANTANA, EMILIA RODRIGUEZ, REV. WILFREDO VELEZ, JOSE ACOSTA, and RAMON ALICEA.

Lourdes Santana and Emilia Rodriguez, are being released from the Women's Federal Prison in Alderson, W. VA., on Monday, Feb. 25, and will be in Chicago on Tuesday Feb. 26 for a reception in their honor. There will also be a brief film on Angel Rodriguez Cristobal's funeral, where over 8000 people attended.

COME AND LEARN ABOUT THE STRUGGLE IN VIEQUES. COME AND LEARN ABOUT THE EXPERIENCES OF OUR RECENTLY RELEASED COMBATANTS. WE ALL HAVE THE RIGHT AND RESPONSIBILITY TO FIGHT FOR WHAT IS OURS, VIEQUES IS OURS, LET'S TAKE IT!

U.S. NAVY OUT OF VIEQUES!
FREE THE VIEQUES COMBATANTS! FREE ALL PUERTO RICAN PRISONERS OF WAR!
INDEPENDENCE AND SOCIALISM FOR PUERTO RICO!

WELCOME LOURDES
AND EMILIA !

Tues. Feb. 26, 6:30 pm \$5 or donation

PUERTO RICAN CULTURAL CENTER

1671 No. Claremont Ave.

PROCEEDS TO BENEFIT THE ANGEL RODRIGUEZ CRISTOBAL SCHOLARSHIP FUND OF
ESCUELA SUPERIOR RAFAEL CANCEL MIRANDA

EDITORIAL III

In recent weeks a charade has been taking place at N.I.U., regarding the History Department. A group of students had met with the chairperson of the History Dept. regarding the retention of Jose Lopez, and the inception of a Chicano/Mexicano professor. What has emerged at this meeting is that the reactionary and non-progressive elements at this university do not want Jose Lopez in this Department or the University. In dealing with this issue certain professors have shown a lack of interest regarding the needs of the Latino students. Mr. Craig Smith, head of the History Dept., appears to have already formulated a decision regarding Jose Lopez, and the addition of Chicano/Mexicano studies. There are mixed emotions within the Dept. concerning this matter. They know full well why Jose Lopez was brought here. Jose Lopez has been active in and supportive of the student struggles here at N.I.U. for years. The only solution that this Dept. has is to meet the needs of the Latino students, of all students that find Jose Lopez' classes relevant, and the addition of a Chicano/mexicano history line.

We feel that Chicano/Mexicano history in conjunction with Dr. Harrison's Mexican history will be very beneficial to all Latino students. We sincerely hope that the Dept. makes the right decision..

EDITORIAL IV

Since 1972, the situation at UNI. has been of vital interest to the Latino students on campus. Since the formation of the Union for Puerto Rican Students (U.P.R.S.) and the Chicano Student Union (C.S.U.) they have struggled for the rights of Latino students. These Unions were responsible for the hiring of Latino faculty members on and off campus. Throughout the years, the history of progressive student struggles at U.N.I. has been well known. The Puerto Rican Studies Program was a direct result of just such a struggle.

Max Torres, the ex-co-ordinator of Proyecto Palante had bitter feelings towards members of both Unions. The relationship between the U.P.R.S., the C.S.U., and other Latino faculty, has been in doubt due to the Union's progressive political views. Samuel Betances was censored by the U.P.R.S. because of his collaboration with repressive government agencies. Mr. Betances has never been exonerated of these charges. The U.P.R.S. and the C.S.U. commend Dr. Daniel Stern for having brought the information regarding Mr. Betances' past(?) to light. The students were victorious in the struggle that ensued, and clearly demonstrated their unwillingness to be used by some Latino faculty members, and the administration, justly exposing those reactionary elements that wish to ride on the coattails of those who struggle.

COMMENTARY

On February 8th, 1980, members of the Union for Puerto Rican Students and the Chicano Student Union met with Craig Smith, Chairperson of the History Department. The purpose of the meeting was to put forth our position on the proposed dismissal of Professor Jose Lopez and to discuss the hiring of a Chicano/Mexicano History Instructor.

The Unions were ushered into J. Fred Macdonald's office, whereupon other History Department professors entered along with Craig Smith and accused Jose of not having finished his dissertation.

And for this reason the History Dept. has given Jose a terminal contract to take effect at the end of the winter trimester. They also cited low enrollment as a reason. (This was caused by Maximino Torres who channeled students away from Prof. Lopez' courses. Now, with Santos Rivera as co-ordinator of Proyecto Pa'lante the problem has been slowly alleviated). The position of the Chicano Student Union and the Union for Puerto Rican Students is the retention of Jose Lopez on the basis that they, the students, brought him here to fill their needs as Puerto Rican and Chicano/Mexicano students, not the needs of the University. The fact is Craig Smith stalled so he could get the support of other History Dept. professors which came to bury Jose Lopez and Puerto Rican History. It is the politics Jose Lopez advances and the students stand for that the History Dept. fears and that is why they had refused to give Jose tenure. But many professors within the History Dept. have been granted tenure before achieving their doctorates. Prime examples of this practice are Duke Frederick and...you guessed it, leader of the pack of wolves, Chairperson Smith.

I witnessed Mr. Smith, articulate with his hands trembling unlike a hit man, but nevertheless doing his job as ordered by his Administration. It is evident to the CSU and the UPRS that the politics which Mr. Jose Lopez represents is the reason the History Dept. has voted against his reinstatement.

They are afraid of Jose's politics as it contradicts the reactionary views of Dr. Frederick and Dr. Smith, and the rhetoric of MacDonalds. (All talk no action except for the voting against every possible advancement of Latinos and Blacks on campus.)

In putting European History in the position of Puerto Rican and Chicano Studies, the History Dept. exposes its latent racist practices.

Although some faculty and administrators may not agree with our views, Que Ondee Sola has historically served the Latino community on and off campus. This is evidenced by the level of consciousness of the students, and the ever increasing commitment to struggle for what is rightfully ours. It is in this spirit that Que Ondee Sola pledges to continue in the struggle to educate our people.

LETTERS OF SUPPORT

February 11, 1980.

Dean Frank Dobbs
College of Liberal Arts

It has recently come to my attention that Mr. Jose Lopez is not being reappointed to his position in the History Department. I should like very much to urge you and the chairman of the History Department, Dr. Craig Smith, to reconsider this decision. My reason are several.

Mr. Lopes is an academician who is involved in and gives a great deal of time to his community in the areas of education and community empowerment. I can assure you that leadership in these areas is critically needed in the Latin American community. Further, his community involvement should not be seen as separate from his academic responsibilities, but, rather, as springing from and informing his academic responsibilities. In this sense, Mr. Lopez is not only an observer of history, but, also, an actor in history, which role further informs his understanding of history. It seems to me that this understanding infact underpins much of UNI's faculty involvement in research and technical assistance to the larger community. My last point is to ask for understanding of the time which involvement in issues affecting poor and dis-enehised communities demands. Thus, more time may be needed for the completion of doctorate.

Once again therefore I urge reconsideration of the decision to not retain Mr. Lopez, and ask that a new agreement be reached with him concerning his obligations to the department.

Sincerely

Arturo Vazquez, Director
Community Services

AV/sj

SUPPORT FOR STUDENTS

We demand the immediate and unconditional retention of Jose Lopez and the hiring of a full time Chicano/Mexicano instructor for the following reasons:

A. Union for Puerto Rican Students created this position within the History Department and chose Mr. Jose Lopez as its Professor. We support Lopez in recognition of his uncompromising dedication to the Latino students as a priority before the administration.

B. Professor Lopez has met and surpassed his responsibilities to the Latino Students. We support Jose Lopez for the politics he puts forth in his Marxist interpretation of History.

C. The Administration - within the History Dept. or in higher echelons at the university - cannot take away our history or negate our right to a complete and meaningful education applicable to our present reality.

D. The History Department is not in the position to remove the Puerto Rican Studies instructor for these reasons:

1. The University does not have an instructor with the credentials or understanding of the caliber of Professor Lopez.
2. The History Dept. has been insensitive to the impact and profound effects this move has created among Latino students and in our communities.
3. The History Dept. has not attempted to hire another Latino Instructor, specifically Chicano/Mexicano to reinforce and enhance the Latin American studies Program which is imperative in view of the Latino population and representation both in the city, country and campus.

E. The removal of the Puerto Rican History curriculum and the refusal to name a full-time Chicano/Mexicano instructor is a clear indication of racist practices of the history dept. and the university. While they maintain there is no money to have Latino faculty, they open new lines in European and American History (Note: ¾ of mankind are not European).

F. In the eyes of the Latino students, the History Dept. has not met their needs particularly in not providing an adequate Latin American History curriculum. In fact, the dept. has retreated instead of progressing to a more qualitative Latino History Program.

History is the vehicle that enhances self respect and dignity in a people; a vehicle which is extremely important to an oppressed people who are discouraged and degraded daily in this racist competitive system.

- * Retain Jose Lopez
- * Hire a Chicano/Mexicano Instructor
- * We demand Puerto Rican-Chicano/Mexicano Studies

- Sign the petition in support of Jose Lopez and Chicano/Mexicano Studies
- Send letter's of support to Dean Dobbs and President Williams, with carbon copies to our Unions.
- Attend all meetings of the UPRS - Thursday at 1 p.m., and Chicano Student Union - Tuesdays at 1 p.m. (both meetings are held in El Centro Albizu- For more information call ext. 367.

Dr. P. Craig Smith, Chairperson
History Department
Northeastern Illinois University

Dr. Smith:

I am writing to state our most sincere thoughts and opinions regarding several issues of importance in connection with the History Department and the Latino students here at Northeastern Illinois University.

Firstly, there is the matter of Professor Jose Lopez, who has been issued a terminal contract for reason(s) that are unjustifiable, both moral and civil. Mr. Lopez is a faculty member of very special talents. He enjoys the total support of the Latino student body, in that he foments much needed interest in the subject matter at hand, namely, the history of Puerto Rico.

It has come to my attention that he has an incredible ability to encourage students to really think (this from many students, be they Latino, Black, or White). Also, it is reported that he establishes immediate rapport with his students, enabling them to confide, trust and believe in his efforts.

In light of the above, I am requesting that you intervene so as to reconsider the situation and insure that Professor Lopez continue on with his most important work to the benefit of all of our students.

Secondly, another issue, of equal importance, is the need for a full-time Chicano faculty member in addition to Professor Lopez, who is Puerto Rican. Our Chicano students necessarily need a similar sense of identity.

Heretofore, we have had various visiting Professors on a part-time basis to teach Chicano History. To worsen matters, we have learned that your Department plans to hire, in Professor Lopez's stead, a part-time Puerto Rican instructor and continue the policy of hiring a part-time Chicano instructor, thus furthering the downhill trend toward "de facto" non-representation of our Latino students here on campus. We say a loud and strong "NO" to this policy.

We are in hopes that you will take this communication seriously and once more prove to the Greater Metropolitan Chicago Community that Northeastern Illinois University is moving toward meeting the needs of the people, all people, in preparing Latino youth for leadership.

Sincerely,

Santos Rivera
Santos Rivera, Coordinator
Proyecto Pa'Lante
Department of Special Programs
UNI

QUE ONDEE SOLA

Northeastern Illinois University
Bryn Mawr at St. Louis
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UPRS, UPRS of UICC

MEMO TO: Members of the History Department
FROM: C. Nissim-Sabat
Re: The Retention of Jose Lopez

A student stopped me the other day and informed me that the History Department decided not to retain Professor Lopez because he has failed to attain his doctorate. In what follows, I will assume the student's information is correct and also, that you had given Professor Lopez ample warning that he would not be retained without a doctorate.

To begin with, let me make it clear that I know nothing about Prof. Lopez' teaching, publications, or general competence as a historian. I have made no effort to inquire about these matters, for I don't think it is any of my business. I know a little bit about what might be considered his "service" activities, but my information in this regard is quite sketchy and I doubt I could say anything which you don't already know.

All I am concerned with is whether it is a wise policy for the University to refuse retention and even tenure to probationary faculty only because they have failed to get a PH.D. I am concerned in spite of the fact that I settled at Northeastern not only after having gotten my PH.D. but also after a post-doctoral research appointment. The same is true of every other member of my department but one. This one exception is a very important one indeed. Mr. Robert Stehman is a most valuable member of our department, one whose loss we dare not even contemplate. Thus we granted him tenure seven years ago, with PH.D's in Physics a glut on the market and without any visible prospect of his getting a doctorate, and now, surprise, it turns out he is going to get one after all, within a month! This story can be repeated manifold, valuable faculty members who were granted tenure without a PH.D. and us by getting it when we had all but given up hope. I would not be surprised if the same thing happened at least once in your own department.

Furthermore, I am not asking you reconsider the matter on the basis Mr. Lopez may get his degree some day. Rather, I ask that you look around and see whether you will not agree that some of our most respected colleagues are individuals without a PH.D. many chair, or have chaired, departments, including at least two cases where they were (or are) the only non PH.D's in their departments. Obviously, our University would be worse off if a no tenure without a PH.D. rule had been followed in the past.

I do not advocate that the PH.D. not count at all. On the contrary, I think the proper time for making it count is at the time of hiring. When one picks the best candidate then available, one weighs every candidate's credentials and gives the doctorate considerable weight. If a non PH.D. is picked it must be because he or she is better than the other candidates, including those with a doctorate. Once the faculty member is hired, one can evaluate his (or her) actual performance and this is much better an index of an individual's future value to the University than mere credentials. (Incidentally, I don't ever accept anyone's promise that a PH.D. is a given time away, but as an expression of a pious, and almost always false, hope, and thus discount it. All I am willing to believe is that there is a 50-50 chance of a PH.D. sometime in the future, and that is not a credential). When you hired Jose Lopez he was the best candidate you could find who could teach the history of the Spanish-speaking minorities in the U.S. Has he done a good job?

M
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To: Dean Dobbs, College of Arts & Science
Fr: Sam Lopez, Coordinator of Uptown Center
Re: Decision that are being made within History department that affects Latino students.

It is very hard to come by faculty and administrators who are are committed to the advancement of knowledge within our student population, specifically Latino students. Jose Lopez is a faculty member within the History department, who has been issued a terminal contract for reasons I question. Mr. Lopez is a faculty member who strives for advancement of knowledge within his students. His ability to interact classroom work with what's going on in our Latino communities is a great asset to the full development of our students.

I would like to note that there has always been a struggle within the History department to recognize the needs of our Latino students. Our students need faculty such as Mr. Lopez to identify with, for identity plays an important role in the development of our students future.

The History department should take a closer look at what the mission of this university is to the urban community. The president has stated that this university is committed to student services that are supportive and sensitive to the myriad problems facing students.

I am requesting that you intervene, and reconsider the action the History department has taken toward Mr. Lopez, so that our students can continue to benefit from his teaching and involvement in our communities.

It is ~~now~~ that this issue isn't taken lightly, for this decision that the History department took sets back all the hard work that went into getting the university to recognizing the need for a Puerto Rican historian. The position of hiring part-time faculty to take-up the slack is unacceptable.

Also, I would like to point out that the History department has ignored for the past four to five years the cry for the hiring of a Chicano historian. The History department has given the students token part-time faculty positions to teach Chicano history. Part-time faculty plays a very important role into the future planning in the department.

I support the idea of hiring a full-time Chicano historian within the History department for the Chicano students and community like the Puerto Rican students, they also need that identity and leadership.

cc:
Chicano student union
U.P.S.S. union

(continued from page 4)

From there a recommendation will be made as to what field that young man or women should go into, and even whether or not it would be profitable (in both financial and academic sense of the word) to go to college. Statistics constantly remind us of the recommendations most of us get from our counselors. Most of our youth go into the job market directly after high school and from the minute percentage that go on to college, still less go on to graduate school or professions.

Most of us will go into the factories and trades end up in the lower paying professions, with no visible difference in sight for our kids and their children after them.

NOW YOU KNOW BROTHERS AND SISTERS WHY WE TALK ABOUT RETENTION OF PUERTO RICAN STUDIES AND ADDITION OF CHICANO/MEXICANO HISTORY PROFESSORS, ABOUT INDEPENDENCE FOR OUR HOMELANDS AND SOLIDARITY WITH OTHER OPPRESSED PEOPLE

DESPIERTA LATINO, DEFIENDE LO TUYO!

(continued from page 4)

any direction without running into an Army Base, Nuclear site or Tracking Station. Green Berets were recently discovered in the famed El Yunque National Rain Forest, presumably using the island as a training ground. The fact that the U.S. Military occupies 13% of the entire territory should speak for itself in terms of what purpose it serves for them. Included in this are Ramsey Air Base, a major Base for the strategic Air Command, Roosevelt Roads; which is the largest military base the U.S. has in its Defense, included in the Roosevelt Roads complex is the small sister island of Vieques which is the center of some of the most inhumane military practices in the world, and which today is the center of struggle against the U.S. occupation.

The U.S. is constantly looking for new ways to further exploit the island. The Multi-national Corporations are lusting to get a hold of Puerto Rico's natural resources such as their copper mines. At this same time the U.S. firms show no respect at all for our natural environment, the Oil Refining Industry dumps all its waste products in the Ocean. As a result of this they have severely polluted some of the finest fishing waters in the world, not to mention the petrochemical Industry which is polluting the air, and water. But these are the benefits that the U.S. has regulated in Puerto Rico by never passing any environmental laws, so that U.S. firms can continue to do as they which.

If you look closely you can see that if Puerto Rico had control of its Natural Resources, they would probably get a better price for them in the market than they do from the U.S. This holds true for their oil, copper, sugar and coffee.

In conclusion I would like to say that in order to better understand this situation you must also understand the history of Nations and the history of the

(continued from page 1)

job in teaching Latin American and Mexican History. Nevertheless, we feel that it is essential that the History Department address itself to the Chicano/Mexicano students and teach courses related to Chicanos in the Occupied Territories (1/2 of Mexico was devoured by the U.S. expansion in the mid-1800's)

THE STUDENTS HAVE MADE IT CLEAR WE WILL NOT BE DIVIDED. OUR DEMAND FOR CHICANO/MEXICANO HISTORY CAN NOT BE IGNORED.



CHICANO STUDIES!

world, because the sad truth about Puerto Rico is that it is a colonized Nation! I say Nation because I define Puerto Rico as having all the characteristics of a Nation with the exception of its final demand which will be its long awaited freedom from Foreign Domination and from U.S. Imperialism at present.

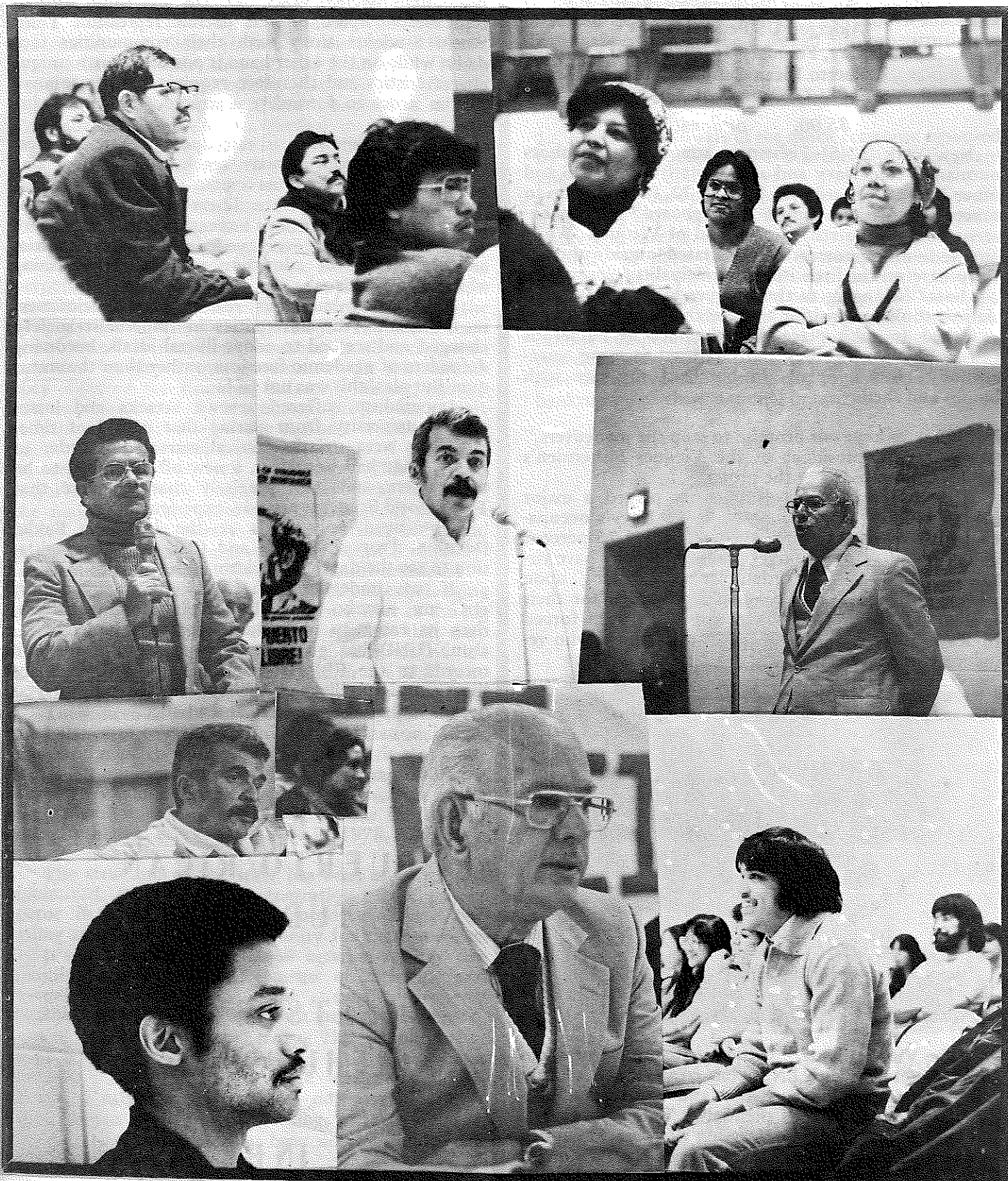
It is with this letter in mind that I bring to your attention (you being the Latino students at UNI) that the administration is in the midst of getting rid of our History Program and also not responding to the needs of our Chicano/Mexicano comrades, and that if they succeed we will never be able to decide for ourselves just who is telling us the lies.

FOR THE RETENTION OF PUERTO RICAN STUDIES AND THE ADDITION OF CHICANO/MEXICANO STUDIES



PHOTO ESSAY:

NATIONALISTS



VIEQUES:

Guests of Honor:

LOURDES SANTANA and EMILIA RODRIGUEZ,
Vieques Resisters, Recently Released From
Alderson US Federal Prison

Tuesday, February 26, 1980 6:30 PM
Puerto Rican Cultural Center
1671 N. Claremont, Chicago

\$5.00 or donation

New York (LNS)--Fishermen armed with slingshots outmaneuvered Navy and air units from the US and other NATO countries on January 22, forcing them to cancel part of their annual "Springboard" military exercises on the Puerto Rican island of Vieques. While hundreds of supporters demonstrated outside the US Navy base on the little island municipality, eleven fishing boats belonging to the Vieques Fishermen's Association took up positions where the maneuvers were supposed to take place. In the face of numerous threats and orders, they flatly refused to move, successfully blocking plans to bombard the area with bombs and shells.

"We have kept our promise to stop the maneuvers," Carlos Zenon, president of the Vieques Fishermen's Association stated after the protest.

The Fishermen's Association has played a major role in building opposition to the US Navy's occupation of Vieques. The Navy controls over 75 percent of the island. And its target practice barrages have virtually destroyed the agriculture and fishing upon which people have traditionally depended for their livelihood. Some 3,000 Viequenses have been forced to leave the island and 50 percent of those who remain are unemployed.



"The Vieques issue," Zenon concluded a year ago in an interview with LNS, "has created a lot of consciousness among Puerto Ricans and Viequenses. People in Vieques don't call themselves 'independentistas' but they are beginning to question what would happen if Puerto Rico became a state. Will the Navy assume it has an even greater 'right' to our island?"

STUDENT REPRESSION

Student Repression is a fairly new concept, not more than twenty years old. On one hand, student repression is part of the overall repression Third World Students along with their communities face daily, while on the other hand it possess its own unique characteristics and therefore requires a separate analysis in order to formulate a strategy for combatting it.

Student repression is not open, violent, physical opposition, though it may reach that level at one point in the student movement. It is characterized by the destruction of the liberal concept of affirmative action, by tuition increases that force more of us out of school every year, cutbacks in financial aid, the raising of admission standards, the arming of security guards etc.

With the tremendous rise of class-consciousness in the sixties, the universities in Imperialist society changed and seemed to adopt liberal ideals, becoming defenders of academic freedom, rather than the status quo. But alas, this was not to be.

Imperialism suffered severe attacks and losses on the university front during that period of time, but they were strictly tactical retreats. In order to regain what had been lost, a new offensive had to be undertaken, and it is precisely that offensive that Third World Students are now experiencing.

One need only look at the infamous Bakke Decision, Proposition 13, and Class X Crime legislation to see the depth and width of the attack.

If we understand that objectivity, neutrality, etc., are merely ideologies of the dominant class, than its easier to understand why our citadel of reason, (UNI) has given up student's and professor's records to the FBI (let itself become infiltrated by the Central Intelligence Agency) and generally played host to any idiot with a gun and a badge.

UNION
FOR
PUERTO RICAN
STUDENTS

MEETS EVERY
THURSDAY
AT 1:00pm
IN P-1

CHILE EN LUCHA

Six years ago a coalition formed by the political parties of the bourgeoisie, National Christian Democracy and the right-wing radicals (P.I.R. and Radical Democracy) Patria y Libertad, etc., united with the most reactionary and fascist sectors of the Armed Forces, and under the supervision of, and financed by North American Imperialism, carried out the coup de etat that toppled the Popular Unity Government of the Comrade Salvador Allende, putting an end to a long regime of bourgeoisie democracy. The Popular Government which represented the great masses of farmers and diverse sectors of the people was bloodily replaced by the cruelest dictatorship in the history of Chile. The dictatorship has retarded the national, economic and social development, destroying the traditional political and judicial bases, and now intends to perpetuate itself through the approval of a new constitutionality elaborated by its lackeys behind the people's backs. The "Chicago Boys" economic team transformed the traditional economy in all social areas, operated by the former government. In this manner they directed the finances, industry, mining, agriculture and commerce. Their economic project has permitted the concentration of the nation's wealth in the hands of the few and privileged groups of economic power, national as well as foreign. This signifies major wealth for the monopolies and great misery for the majority of the country. Their system of "free trade" has meant misery for the working class, and bankruptcy for the unmonopolized national industry.

(Middle and small businesses and artesians) -- Under this new system almost 500 businesses belonging to the Chilean people have been turned over to the big creole capitalists. The dictatorship sustains that they have gained success with the application of its economic plan, and reactionaries from the U.S. echo this claim.

Their accomplishments would be equilibrium in the balance of payments, liquidating the national debt, equilibrium of the fiscal budget, elimination of trade tariffs on exterior commerce, and a strong dollar reserve. They admit that this success is at the cost of the hunger and misery of the people, while the cost of living is higher every year, 30% in 1978, 38.9% in 1979.

The structure of the state has been modified and minimized, permitting the penetration of the private sector in education, health, transportation, etc., curtailment and charging the community for these services.

Its measures have detained agrarian reform, dismantling the Agrarian Organizations of technical and financial support of the small property establish new modes of capitalist penetration and a return to the latifundist camp. The people suffer from a ferocious unemployment rate that reaches 700,000. 200,000 workers are under employed earning a salary so low so as to not cover the most basic human needs: food, housing, etc. The dictatorship has admitted that they have no solution to this grave problem.

As a consequence of this great unemployment there is great misery and hunger. The infant mortality rate, tuberculosis, venereal diseases, and alcoholism have all increased dramatically. The Chilean women loses her dignity every day, as she is forced into prostitution in ever-increasing numbers.

FOOTNOTES

1. In Chile followers of the shock economy espoused by Milton Friedman of the University of Chicago are known as the Chicago Boys.
2. During the Popular Unity Government the country's most important business became state property under the careful vigilance of the workers. The vast majority of these businesses produced more in this manner than when they were privately owned.
3. In developing capitalist countries, laws have been passed protecting the national industries, those that cannot compete with the monopolies because of the countries development. In Chile, these restrictions have been eliminated, producing for the most part the bankruptcy of these national industries.



PENA FOLKLORICA "CHILE EN LUCHA"
IN HONOR OF INTERNATIONAL WOMENS DAY

DATE: MARCH 15, 1980

TIME: 7:00 pm

PLACE: LOGAN SQUARE BOYS
CLUB

3228 W' PALMER
SONGS, DANCES, POETRY, FOOD AND
REFRESHMENTS

CLARIFICATION

The following is in response to the letter by the honorable Dr. Galassi, with reference to the Commentary of the December 1979, edition of QUE ONDEE SOLA.

You are correct Dr. Galassi, it appears that you have been attacked in this article by the mention of the "...foreign language experts..." and "...the real Academia of the Foreign Language Dept." The inhuman beings who designed this "Competence Test," without a doubt, have no idea what a foreign language expert is. Also, the Real Academia with its motto, "Clean, Constant, and Splendid" have existed in Spain. The article of course was written in a sarcastic style, hence the mention of the University hierarchy. We knew before hand that all the departments of this institution respond to the orders of the Board of Directors, with strong suggestions by the President and the Dean. It would be a mistake to blame a third person, who in this case would be a type of "sacrificial lamb," who would cleanse the institution of its sins, and those who have the power to eliminate the students through the "English Competence Test."

What we as students know for sure is that this "Competence Test" was not in existence three years ago. How is it possible that the President and the Dean have ignored the needs of the Chicano/Mexicano, Puerto Rican, Black, Native American, and South American students? Dr. Galassi does indeed recognize that those of us who have entered the institution through Proyecto Pa'lante are the most disadvantaged, especially with the language, therefore the "Competence Test" is worst for us. This does not mean that we are not knowledgeable in other areas, or possess the capacity of learning, when we receive proper instruction.

We wish to thank Dr. Galassi for his support of Proyecto Pa'lante and the students. We could not have expected less from such a learned person in this struggle.

TO: Valerie Taylor, Editor
Irma Romero, Co-Editor
Que Ondee Sola

FROM: B. Galassi, Chairperson
Foreign Language & Literature Dept.

DATE: January, 14, 1980

I wish to bring to your attention what must be an error in your edition of Que Ondee Sola (December 1979). In the Comentario (page 2, paragraph 1) you state, "...despues quedamos a merced de la real academia del departamento de lenguas extranjeras..."

I believe you are talking about the English Language Program and the English Competence Test.

As you are aware, our department was perhaps the first to recognize the needs of the Spanish-speaking students, especially those who entered through Proyecto Pa'lante back in 1972. Since then we have worked in cooperation with the director of Proyecto Pa'lante to place the students in our "English for the Spanish-speaking" course as well as special sections of Spanish courses for the Spanish-speaking.

A clarification of your mistake in your next issue would be appreciated. If not, perhaps in the future you will not translate the English Language Program (a program which we have nothing to do with) to "departamento de lenguas extranjeras".

If you have any questions regarding this matter, please feel free to stop by and see me or call me at extension 2221.

En contestacion a la honorable carta del Dr. Galassi, con referencia de el comentario de la edicion de QUE ONDEE SOLA de diciembre 1979.

Senor Dr. Galassi Usted esta correcto, tal parece que usted ha sido atacado en este articulo por mencionarse "... los expertos en lenguas extranjeras. ..." y "La real academia del departamento de lenguas extrajeras." Los seres inhumanos que disenaron este "Exam de competencia de ingles" sin duda alguna no saben que es un experto en lenguas, ademas la real academia solo ha existido en Espana con su lema de "limpiar, fija y da esplendor." Este articulo fue escrito en una forma muy sarcastica y por eso se menciona solo al principio despues solo se menciona la universidad, institucion la jerarquia universitaria. ... Sabemos de antemano que todos los departamentos de esta institucion responden a las ordenes de la junta de consejeros con fuertes sugerencias del presidente, decano. Seria un error culpar a una tercera persona que en este caso seria el cordero expiatorio, que iba a limpiar los pecados de la institucion y de los que tienen el poder de eliminar a los estudiantes a traves de el examen de compentencia de ingles.

Lo que de seguro sabemos los estudiantes es que hace como tres anos este "examen" no existia. Como! es posible que un Decano y un Presidente no hallan reconocido las necesidades de los estudiantes (de los barrios pobres) Chicano/Mexicano, Puertorriqueno, Negros, Nativos Americanos y Sur-Americanos.

Dr. Galassi Usted si reconoce que los que hemos entrado a esta institucion a traves del Proyecto Pa'lante somos los estudiantes mas desventajados hasta con el idioma por lo tanto la competencia es mas mala para nosotros. Esto no quiere decir que no poseemos otros conocimientos o que no tengamos capacidad de aprender cuando bien se nos ensena.

Dr. Galassi le damos las gracias por su apoyo hacia los estudiantes que entran a traves del proyecto Pa'lante no podiamos esperar menos de su doctisima persona en esta lucha.

CHICANO STUDENT UNION

MEETS EVERY

TUESDAY

AT 1:00pm

IN P-1

POETRY

EL RECUERDO

Permíteme.

Esta hora
de amor, no impide,
--llama
el recuerdo.

No.

No tiene
la añoranza
que ser tristeza.
Pongo
por ejemplo
la casa
de tus padres, la alcoba
donde naciste.
Habla
la memoria y no hay pena.
Tu padre, pues era como
un dios--así lo imaginaban
sus envidiosos--
rubio,
majestuoso,
ancha
la visión de su orgullo.
Y tu madre:
ventana
hacia el cielo, hacia el aire
y la alegría de las alas
más los trinos.

Pienso

--nunca la ví--que mana
un surtidor de luz desde su tumba
y lo poco, muy poco, que aún queda
entre tú y esos tuyos, tan dorados,
por esa agua luminosa y leda
solamente pera.

Esa agua

trae tanto! Viene
hacha memoria eterna
un río de la patria. Ahora
fluye en color el río y esta patria
como sabio pincel ptesto colora
(ni con triste sentir ni alegre alma)
tal recuerdo:
auroras
vivo color le dan y leves alzan
silvas en él románticas alondras.
Oigo rugir la mar. Escucho el canto
que hace color el viento en crespas rocas.
Yo te amo.

Se sabe
desde las playas roncadas
hasta ese silencio imprescriptible
con que las cumbres los azules tocan.
Bien te amo y se sabe.

Lo dijeron las broncas
voces
que maldijeron
mi nombre,
y las trompetas
frustradas de mi muerte.
Pues mi sangre apetece
--la que no derramaron, se comprende--
un impotente
enemigo sin frente
que mi transito arma
más quiebra el brazo contra
su impotencia castrada.
Por esto, amor, ahora,
ni triste, nó, ni alegre, manda,
la vida este recuerdo:
el de la estrella en alza, gracias
al cual nuevo arco se tiende
de verso acá, de musica,
entre tú y yo, suave cadencia y ansia
en las que funden su llama
al horizonte, verde todavía,
el resonante somatén de plata
por el que yo soy tuyo y tu eres mía.

por: Juan Antonio Corretjer

CONFUSION

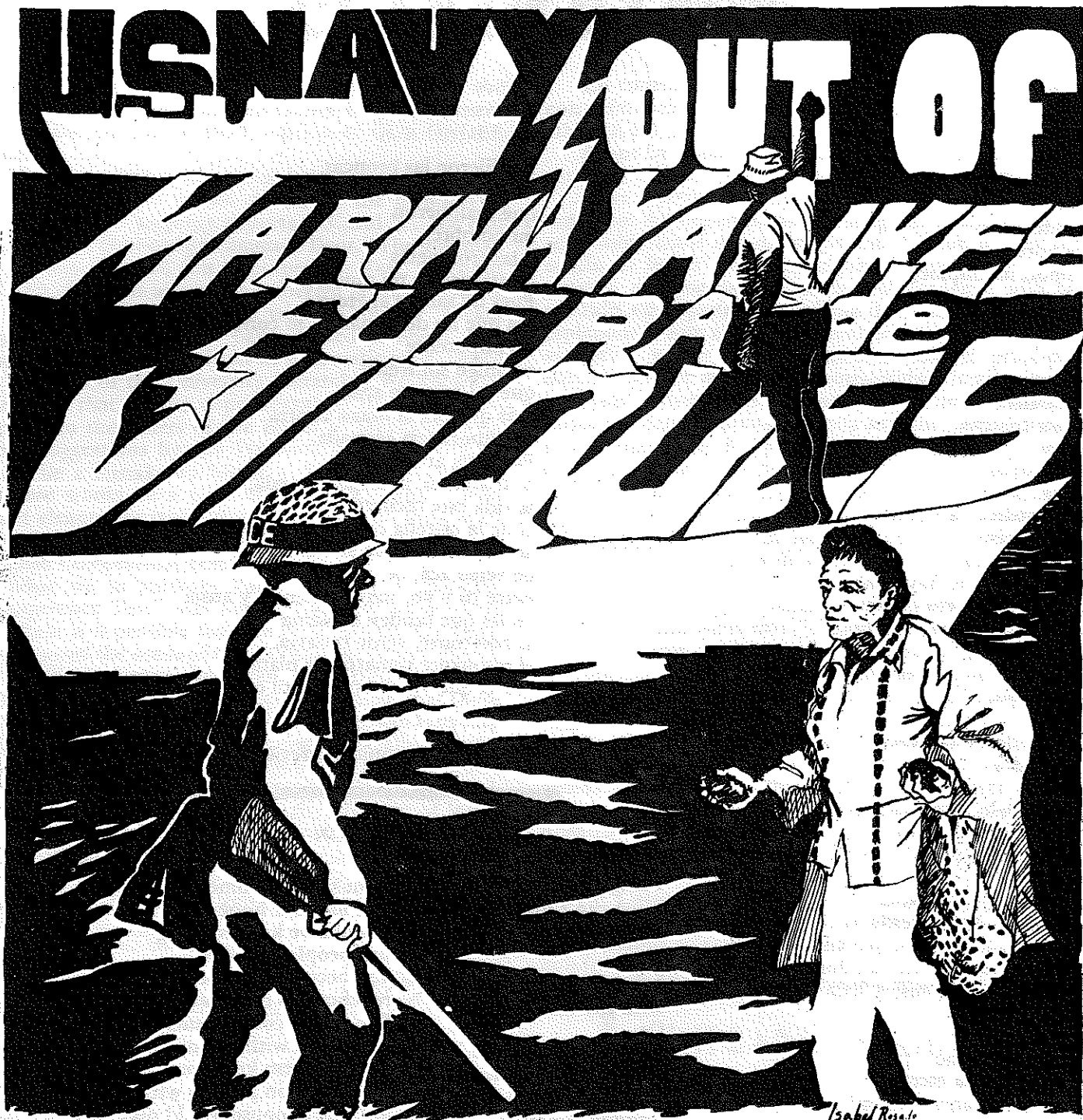
I laugh and I cry
I just can't make up
my mind
If...
I should swine
with the cheapest wine
Or...
just sit back and die ?
just fill my head with lies ?
Of how I should be proud,
living in Amerika
A so-called free country.

Land of Opportunity
in your own community.
You could easily rob
the man in the corner
who...
owns the store that gives
credit to your mother
and charges interest for
every day late with
PAY.

What could I do, tell me ?

Should we become dopes
and lose our hope ?
Should we keep robbing
our people's homes
and become like the
roaches and rats that roam ?
Should we commit suicide and
help them with genocide ?
And let them keep our paradise...
we'll keep on playing with our dice
just like a mouse would play with
his cheese
that don't really think ?
doesn't it stink ?
Or, should we fill our movement's ranks
together with a super tank--PEOPLE'S WAR

By
Evelyn Cruz



March and Rally

CHICAGO LOOP, SATURDAY MARCH 1, 12 NOON

Assemble 12noon Federal Bldg. Dearborn & Adams; March to Naval Armory, Lakeshore Dr. & Randolph

US NAVY OUT OF VIEQUES!
SUPPORT THE VIEQUES RESISTERS, FREE ALL PUERTO RICAN PRISONERS OF WAR!
INDEPENDENCE AND SOCIALISM FOR PUERTO RICO!