

# QUE ONDEE SOLA

FEBRUARY 1983  
VOL. XI NO.'8

## U.N.I. SCHEME FAILS!

### 40 PLUS STUDENTS REGISTER

### FOR "PRISONS AND JAILS"!

For the second consecutive trimester, latino students have demonstrated their support for Professor Lopez. 40 plus students, mainly latino, registered for "Prisons and Jails".

Although forty-two is a sharp decrease from the seventy students who registered for the course in the previous trimester, forty-two registered students is still a large enrollment, considering that the required information needed in order to enroll in the course was released on January 4th, one day before the start of the trimester!

Along with the belated release of information, the U.N.I. administration placed a restriction that Professor Lopez could again only teach "Prisons and Jails". In creating these obstacles, the U.N.I. administration had hoped to isolate Professor Lopez from popular student support. The latino students overcame those obstacles and made sure that Professor Lopez was going to teach this trimester.

It was the concerted efforts of the Union for Puerto Rican Students (U.P.R.S.), who by demonstrating on January 3rd (see page ) not only brought the release of the required information regarding Professor Lopez's class, but more importantly, made sure that

Professor Lopez had a course to teach this trimester.

These attacks against Professor Lopez only increases his popular student support and by heightening the contradictions, these attacks serve as fuel to our struggle.

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# COMMENTARY



The return of Professor Lopéz to U.N.I. seemed to have amazed everyone on campus except for the people who struggled for his return: the latino students. It was the arduous and continuous work of the latino students, led by the Union for Puerto Rican Students, (U.P.R.S.), which made possible what many thought was "impossible". Even though the struggle for the return of Professor Lopéz was a student struggle, if it were not for a department willing to hire Professor Lopéz, his return would have been virtually impossible. The only department that was willing to hire Professor Lopéz, as well as to accept the repercussions in consequence of such a decision, was the Criminal Justice department.

Unlike the other Social Science departments, which teach impertinent social issues and theories due to their refusal to question the status-quo, the Criminal Justice department is the only true pro-

gressive department on campus which deals with social problems that are relevant. It is this progressive element of the Criminal Justice Department which distinguishes itself from any other social science department.

It was this progressive element which attracted the latino student struggle to approach the Criminal Justice department. Once approached, understanding fully that people and departments on campus either aligned themselves with the most racist and reactionary forces on campus or with the most progressive forces on campus, the Criminal Justice department came to the aid of the latino student struggle.

The U.P.R.S. and Que Ondee Sola give our wholehearted gratitude to the Criminal Justice department for their principled stance on campus and urge that more departments follow the example of the Criminal Justice department.

This trimester, the Union for Puerto Rican Students (U.P.R.S.) and Que Ondee Sola (Q.O.S.) called for an all out boycott of classes taught by Ignacio Mendez. The boycott was in response to the elimination of the Puerto Rican History line by the History Department, and in support of Professor Lorenzo Harrison, a Latin American historian at U.N.I., whose class was used in order that Ignacio Mendez could teach.

Since the fall of 1981, a boycott has been called on the basis that Ignacio Mendez is not a Puerto Rican historian. Due to the lack of student support, Ignacio Mendez has willingly become a tool of the U.N.I. administration in their attacks against the latino student struggle. Because of the success of the boycott and in order to justify the hiring of Ignacio Mendez at \$25,000 a year, the History Department has given this latino lackey three classes that would virtually assure him students. In this process, Puerto Rican History has been abolished and Professor Harrison has become dispensable to the History Department.

The three classes which Ignacio Mendez teaches are: The History of U.S. Culture, Introduction to Latin American

History and a graduate course.

The first class was given to Ignacio Mendez by History Department chairperson Joseph Morton, who was originally scheduled to teach the course. This course is taken mostly by North American students.

The second course was created and is taught by Professor Harrison. In an unprecedented move, during the pre-registration, Joseph Morton made a quota on the number of students in the course. This maneuver allowed for another section of the course to be opened exclusively for Ignacio Mendez. This action by Morton was a direct attack against Professor Harrison who was never consulted about the maneuver. Many students were not aware of what transpired and were expecting Professor Harrison to teach the course.

The graduate class is rarely offered and students who registered have no choice but to take the class in order to meet their master requirements. The U.N.I. administration along with its accomplice, the History Department, have again demonstrated that they will go at all costs to destroy the latino student struggle: even if it meant the gradual elimination of Professor Harrison.

History  
Department  
Chairperson  
Joseph Morton  
Attempts to  
Stymie  
Boycott.  
Utilizes  
Dr. Harrison's  
Course  
Without His  
Authorization!

# Symposium on Latin America

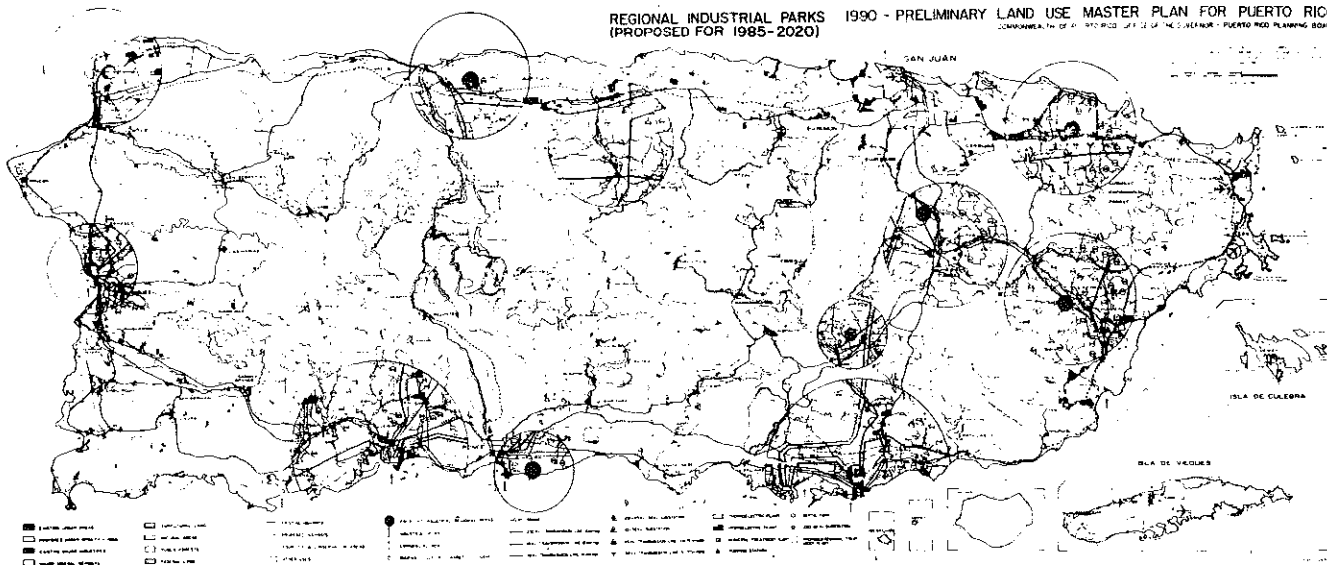


February 28 to March 4  
Alumni Hall  
2:00 - 7:00pm. Monday thru Friday  
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REGIONAL INDUSTRIAL PARKS 1990 - PRELIMINARY LAND USE MASTER PLAN FOR PUERTO RICO  
(PROPOSED FOR 1985-2020)



## Plan 2020: The Total Destruction of Puerto Rico

There is a road in Puerto Rico leading north towards the interior of the island from the town of Ponce. The colonial government will tell you that it is not different from other roads. This narrow road is better known as the Number Ten.

The Number Ten twists and winds up the beautiful mountains of Puerto Rico. It passes over rivers and springs, through tropical greenery, small towns and quaint little restaurants before reaching the small town of Adjuntas.

From Adjuntas, the Number Ten is being repaved and expanded even wider. The colonial government will tell you that the purpose of the road is to connect the towns of Arecibo to Utuado, but the people of that region will tell you a different reason for its construction. It is simple, but yet horrifying. The expansion of road Number Ten is for the purpose of withstanding heavy machinery which will extract minerals from the beautiful mountains of Puerto Rico. The expansion of Number Ten is projected to be completed by 1984. Piece by piece, heavy machinery will be brought to this site.

This projected occurrence is not an isolated incident, but a stepping stone to full scale mining in Puerto Rico. While the Number Ten is being expanded, whole towns are being evacuated in order to build

dams. Of these dams, one will be the largest in the Caribbean. These dams will provide electrical power for refineries.

Plans have been drawn by the U.S. Army Corps of Engineers to centralize the water system of Puerto Rico through a pipeline which will run around the perimeter of the island. Man-made reservoirs and aqueducts will also play a role in the total transformation of the natural environment of Puerto Rico.

### HISTORY

Every decade since the invasion of Puerto Rico by the U.S. in 1898, there has been intensive and extensive exploring and studying of the island. For over 50 years, the U.S. knew that within the bowels of Puerto Rico lied vast amounts of mineral wealth, particularly in the central region.

Campaigns sponsored by the U.S. Congress have been initiated to depopulate the central regions. Campaigns, from forced migration to sterilization, have been waged on the Puerto Rican nation. Records have indicated that 16 towns in the central region had zero population growth in 1982.

Thousands of families have been displaced by the building of an infrastructure leading towards full scale

(Cont. on pg. 6)

# WHAT ARE YOU AFRAID OF ?

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*The following article is taken from "El Grito Estudiantil" - Vol. 7 Num. 7, official newsletter of the Union for Puerto Rican Students (U.P.R.S.) at the University of Illinois at Chicago.*

*The staff at Que Ondee Sola seriously hopes that this article will serve as a lesson to latino students who either do not participate or do not see the need for struggle at U.N.I.*

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Once again the administration is bent on eliminating the number of Third World students on campus. Once again they have raised tuition \$50.00 more this quarter and will raise it another 10 per cent in the Fall Quarter. Once again their excuse is that the tuition increase is a reflection of the crisis that the country is in and that the state government is not allocating money to cover the costs of higher education. At the same time we have the Pavillion located on Racine and Harrison, the remodeling of the candy store and the Pier Room Cafeteria in Circle Center, and we must not forget the Research Park which will be developed at the Medical Center. All these projects cost money. The excuse that the administration uses is that certain monies have been allocated over the years for these projects.

As long as we have been on campus the University has never had any money to do anything. There is only one exception - when students started taking over offices and demanded that certain programs be established, such as L.A.R.E.S., L.A.S.T., E.A.P. and the Rafael Cintron-Ortiz Cultural Center. We don't recall students taking over offices for the Pavillion and the Research Park, nor did students demand the remodeling of the Pier Room or the candy store.

This crisis and the Selective Index did not start yesterday. This is part of the continuing process of displacement that is taking place in Third World communities across the country. All of us, Latino or Black, are familiar with displacement. In Chicago it is called the **Chicago 21 Plan** - a plan which is reversing the "white flight" from the city to the suburbs in which many of us are being displaced from our communities and replaced with middle-class professionals.

With the cuts in funding, even those established programs, however mediocre, are being phased out. The aforementioned programs resulted after a strug-

gle waged by students and the community, who were not afraid to get involved.

Today, as we walk through this concrete jungle of self-centered individualism, racism and alienation, we see that students are afraid to get involved with anything. This administration is afraid of students. They are afraid of our willingness to struggle, afraid of our defiance of their established norms and interests that run counter to our people. Students were not afraid in the past. Why is it that many of you are afraid today? You cannot say that you don't have any time. We see many of you hanging out in the TV room and the Montgomery Ward lounge doing nothing. "I don't have any time" is an old excuse. Are you afraid that you may get kicked out, afraid that you will not graduate and move on to your career, your \$25,000-a-year job?

**Wake up!** The retention at this university is so low among Third World students that many of you will not be back Fall Quarter. As long as this university continues to raise tuition, and financial aid is continually eliminated, do you still think you will be coming?

We raise this point because, whether you like it or not, things are changing in this country. For Puerto Ricans, Mexicans and Blacks they are not changing for the better, but for the worse. Those illusions that you have of "making it in this society" are just that - illusions. At one point in your life you will be affected by these changes. Whether you like it or not, you are going to be forced to suffer the consequences. Whether you like it or not, you may be forced out of school. You do have a choice; you can be part of the problem by not getting involved, or you can be part of the solution by getting involved. **THERE IS NO MIDDLE ROAD! So, what are you waiting for? DARE TO STRUGGLE, DARE TO WIN!**

(Cont. from pg. 4)

mining. Because of the colonial economic crisis in Puerto Rico more people are leaving the island in quest of a better living in the United States.

**PLAN 2020**

These tragic occurrences lead to the insidious "2020 Project". The 2020 Project is a U.S. imperialist plan which seeks to transform Puerto Rico into eleven industrial parks by the year 2020 with a garrison type regime. Today in Puerto Rico, there are Israeli advisors assisting in the construction of the industrial parks. The 2020 Project includes the transformation of Puerto Rico into a base for deep sea mining operations and oil and mineral refining.

**WHAT DOES THE U.S. NEED?**

As the major industrial and technological power in the world, the U.S. must have strategic minerals in order to prepare for the upcoming Third World War. Out of the 36 essential strategic minerals, the U.S. is dependent on 22. The countries from which they import these minerals are too far away or are politically unstable, due to the rising success of national liberation struggles. For example, the U.S. imports more than half of its cobalt from the Shaba Province in the Republic of the Congo. In 1978, the Congolese National Liberation Front (FNLC) interrupted mining of cobalt for months. Thereafter the price of Congolese cobalt rose from \$6.85 a pound to \$50.00.

For the U.S., Puerto Rico provides a so-called stable atmosphere for mining due to its proximity and "direct" colonial status.

**TARGETED STRATEGIC MINERALS**

<i>Mineral</i>	<i>Use</i>
Nickel	"High speed jets, missels, alloy for ship building"
Copper	"electronic components"
Cobalt	"nuclear propulsion systems - medicine"
Manganese	"construction" of nuclear weapons"
Molybdenum	"alloy to strengthen steel"
Chromium	"petrochemicals, nuclear power plants"

**ENVIRONMENTAL EFFECTS**

U.S. and colonial propaganda have been telling Puerto Ricans, that, the mining industry would bring jobs. This is not true. There are few Puerto Ricans, if any, trained to operate the highly technical machinery. What the U.S. propaganda does not inform the people about is the high scale pollution which will be caused by the mining. For example, copper is the most dangerous mineral to extract because of the poisonous chemical reaction when exposed to air. Poisonous copper microparticles will be carried by the wind thus contaminating air and sea. Furthermore, rain would fall on these mining areas and cause earth erosion. Fertile land and sub-terrain, as well as under-

water aquifers will be destroyed and contaminated due to "strip mining". The propaganda campaign to persuade the Puerto Rican people to support mining is only an imperialist scheme to insure super-profits.

**WHAT ARE THE PEOPLE DOING ?**

The Puerto Rican people are mobilizing to stop the mining. Information regarding mining in Puerto Rico has brought attention to the people after years of secrecy. Since the news-leak, different anti-mining committees have been organized in various towns. These committees have been educating the Puerto Rican people of the environmental and social effects that mining will bring.

**GREATEST THREAT TO MINING INTERESTS**

In the past 5 years, the Puerto Rican clandestine revolutionary organizations have intensified their attacks against the U.S. presence on the island. Their sophisticated attacks have been directed against the U.S. military and the property of U.S. finance Monopoly capitalists.

The clandestine groups oppose the mining in Puerto Rico and have sabotaged machinery near proposed dam sites. U.S. interests understand that they must destroy the clandestine organizations in order to successfully extract minerals from Puerto Rico.

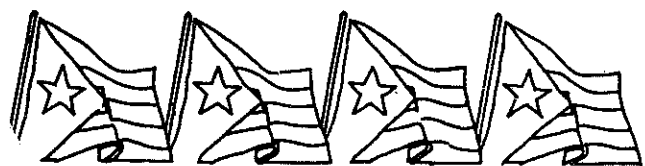
**"PLAN 2020"**

**THE FINAL ATTACK ON THE PUERTO RICAN NATION**

It is quite clear that the Puerto Rican nation will intensify their opposition against mining. Along with the community of Adjuntas, the whole island will begin to question Puerto Rico's colonial relationship vis-a-vis the United States.

They will question the petrochemical industry which promised more jobs but brought pollution and limited employment. They will remember the industrialization of the 1940's, 50's and 60's which forced half of the Puerto Rican population to leave the island. It would bring to light the invasion of Puerto Rico by the U.S. armed forces, two years of martial law, the devaluation and elimination of the Puerto Rican currency, the destruction of a stable agricultural system to a one crop monoculture, and the appropriation of 18% of Puerto Rican land for U.S. military use. In looking back at these series of attacks on the Puerto Rican nation, there would only be one solution; No to mining;

**INDEPENDENCE AND SOCIALISM FOR PUERTO RICO!**



# EDITORIAL

Throughout the course of the struggle for the Chicano/Mexicano-Puerto Rican Studies Program, many issues have arisen. Misconceived as an issue was the re-hiring of Professor Jose Lopez to teach within the Program. While the History Department stalled before terminating Jose Lopez, a unique but planned process took place.

First, the History Department wasted no time in eliminating the Puerto Rican History line, replacing it with a Latin Americanist line with Puerto Rican specialization. The University administration (John Cownie) with the assistance of the History Department (Chairperson Joseph Morton) purposefully waited before hiring a professor for the Latin American line. They waited until the last month before the expiration of Professor Lopez's contract to tell the Latino students that they could not rehire Jose Lopez.

Only a few weeks later, against the vote of the History Department, the administration announced the hiring of Ignacio (two-faced) Mendez, who is a Latin Americanist with no background whatsoever in Puerto Rican history. This whole undermining went on while the Latino students were struggling for the creation of a Chicano/Mexicano-Puerto Rican Studies

Program. This program came out of the struggle to retain Puerto Rican History Professor Jose Lopez and to hire a full-time Chicano/Mexicano History Professor. The Program's main focus was to insure a meaningful education to incoming Latino students, who presently comprise 10% of the University population.

The termination of Professor Jose Lopez, along with the elimination of the Puerto Rican History line, made it clear that this administration had no intentions of complying with the Puerto Rican students' needs, nor the establishment of the Chicano/Mexicano-Puerto Rican Studies Program. What the administration hopes will happen is that the Latino students will accept Ignacio Mendez and put together a program that would be under the direct control of their hand-picked "Latino" faculty.

The Latino students have been struggling for well over 10 years, and through all the struggles that have taken place the administration has always accused us of asking for the world. But in this case the world was given to Ignacio Mendez, as he receives a salary of \$25,000 a year for a purpose that nobody knows — since he neither teaches Puerto Rican History nor assists the Latino students in a way that is necessary to insure the representation of Latinos on this campus.

The Latino students know that this University's urban mission is a farce, and that the majority of Latino faculty on this campus are only here to paint a pretty picture for affirmative action. The Puerto Rican-Chicano/Mexicano Studies Program would be a step forward in assuring that future Latino students would be able to enter this University. After all, it is the students who are pushing to create such a Program, while Latino lackeys run around kissing the administration's butt to maintain their jobs.

In order for a program to accomplish its set goals, the program must have as a principle that the services it will render cannot be compromised for fear of losing a job. This is what has characterized almost every program that has been developed through struggle.

The Puerto Rican students have made their position clear since the start of their struggle in the early 1970's. Puerto Rican History is an essential and necessary part of a program that will educate and assist the Puerto Rican students and their friends and families in the community.

As the struggle for a Chicano/Mexicano-Puerto Rican Studies Program continues, so does the struggle to maintain Professor Lopez. He was brought here through struggle by the students, and it is the students who feel that his experience on the subject of Puerto Rico and all of Latin America would be a vital asset to the program.

## QUE ONDEE SOLA

*Longest and most consistent Puerto Rican,*

*Latino student newspaper in the country.*

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

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U.P.R.S. at U.I.C.

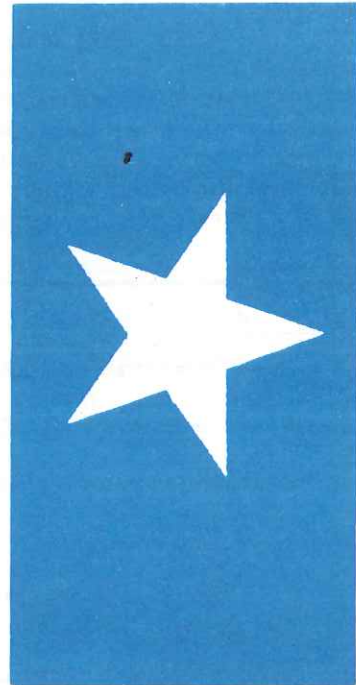
# LA EJECUCION DEL CORONEL RIGGS: ejemplo de justicia patriótica

La ejecución revolucionaria del coronel E. Francis Riggs quién era norte americano y desempeñaba el cargo como jefe de la policía insular, es el hecho que parte en dos la historia de las relaciones imperialistas colonial. Es por lo tanto de mayor consecuencia para la lucha independentista.

El 24 de octubre 1935 día en que los Nacionalistas lo designaron como La Masacre de Rio Piedras, hubo un encuentro entre la policía y los nacionalistas fuera de la universidad. El asesinato brutal que allí se cometiera estaba vinculado con la manipulación que Riggs, experto en intrigas estilo C.I.A. hizo que penetrara hasta el tútano en la buena fe de varios nacionalistas influyentes dentro del partido.

El 23 de febrero de 1936 el Coronel Riggs responsable de la masacre de Rio Piedras y quien publicamente declarara "guerra, guerra y guerra contra los nacionalistas" fue ejecutado en las calles de San Juan a consecuencia de dos balazos que le dispararon los heroes puertorriqueños Hiram Rosado y Elias Beauchamp.

El olímpico desdén de Riggs por el pueblo colonizado lo llevó a una subestimación suicida de la capacidad de decisión en los puertorriqueños. En descargo de Riggs puede decirse que su juicio no era único. Era al juicio mismo de su gobierno cuando decidió apoderarse de Puerto Rico.





# In the community...

## CALENDAR OF EVENTS

### CHICAGO TOUR

FEBRUARY 13 - 19

*Alexis Massol and Eduardo García of the Adjuntas Academy of Culture and Art, will travel to the United States as part of a national tour sponsored by the M.L.N. and the New Movement. The civil engineers will discuss the socio-ecological impact of the impending mining plans for the central part of Puerto Rico. These plans will initiate the implementation of the 2020 Project, a U.S. imperialist plan to transform Puerto Rico into 11 industrial military parks by the year 2020 with a garrison type regime. Compañeros Massol and García will be appearing at the following activities:*

**STOP PLAN 2020 IN PUERTO RICO**  
sponsored by the New Movement in Solidarity with the Puerto Rican and Mexican Revolutions.

Date: February 18, 1983  
Place: Lakeview Lutheran Church  
835 W. Addison  
Time: 7:30 pm

**LA ESCUELA SUPERIOR  
RAFAEL CANCEL MIRANDA**  
invites you to a banquet  
in celebration of the 10th  
anniversary of its foundation.  
February 19, 1983  
The Belvedere Banquet Hall  
6016 W. Grand Avenue  
6:30 to 11 P.M.

## On Campus...

### Que Ondee Sola

Latino Students Newspaper  
E-041 ext. 514  
Services offered:  
Photography Workshops  
Journalism Workshops.

### Counseling Services

Proyecto Pa'lante  
Ext. 8219

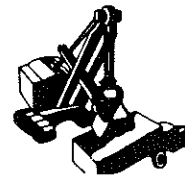
Special Services  
Exts. 550, 551

### U.P.R.S.

#### Announces

The coming of engineers Alexis Massol and Eduardo Garcia to U.N.I.:

Date: February 18, 1983  
Time : 12:00 noon  
Room: Golden Eagle



For more information call Extension 514.

## Union For Puerto Rican Students



Meets Thursdays at 1:00 p.m.  
Services offered:  
Tutoring  
Cultural Awareness  
Study Groups and other Political Activities.



**DEMONSTRATE!**

**International Women's Day  
at Dwight Women's Prison**

**SAT.  
MARCH 12**



**Independence and Socialism for  
Puerto Rico**

**Free all Puerto Rican Prisoners of War  
and Political Prisoners**

**Fight for Women's Liberation  
Defeat U.S. Imperialism**

For more information contact: New Movement in Solidarity with the Puerto Rican  
and Mexican Revolutions Box 295, 2520 N. Lincoln

# ANGRY LATINO STUDENTS CONFRONT DEAN DOBBS!

During open registration on January 3, 1983, fifty students of the Union for Puerto Rican Students (U.P.R.S.) held a demonstration at Alumni Hall. The demonstration was held to make Frank Dobbs, Dean of the College of Arts and Sciences, answer as to the uncertainty of the return of Professor Lopéz in the 1983 winter trimester.

In the 1982 fall trimester, after a one year old prior struggle to return Professor Lopéz to U.N.I., Professor Lopéz taught only one course in the Criminal Justice Department, entitled "Prisons and Jails." The teaching of "Prisons and Jails" by Professor Lopéz was decided during the long and arduous negotiations which took place in the summer of 1982.

During these negotiations, it was promised by Dean Dobbs, that, two thousand dollars were going to be allocated for the 1983 winter trimester in order for Professor Lopéz to teach two courses. It was during the 1982 fall trimester, while professor Lopéz was subjected to discriminatory inquiries of his class, that, Dean Dobbs decided to renege on his prior commitment of two thousand dollars to one thousand dollars for one course to be taught by Professor Lopéz in the 1983 winter trimester. After this decision, it was expected that Professor Lopéz's only course in the 1983 winter trimester would be another Criminal Justice, entitled "Police in the Minority Community."

The U.P.R.S. decision to confront Dean Dobbs was made when the Dean objected to Professor Lopéz's teaching of "Police in the Minority Community", instead, Dean Dobbs decided that Professor Lopéz could only teach "Prisons and Jails."

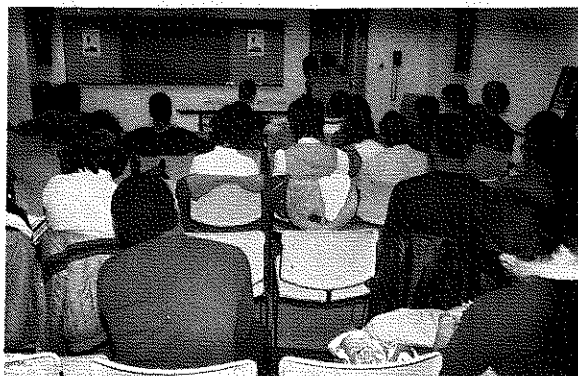
The purpose behind this maneuver on the part of the U.N.I. administration was to assure that sixty plus students would not register for the new course, as was the case in the 1982 fall trimester.

The January 3rd U.P.R.S. demonstration at Alumni Hall was immediately attacked by a presently unknown U.N.I. employee who threatened to expel the student demonstrators if they did not disperse, and by a racist U.N.I. security officer who pushed one of the U.P.R.S. demonstrators, who happens to be five months pregnant. Due to these attacks and the unwillingness of Dean Dobbs to meet with the students, the U.P.R.S. was forced to take more extreme measures. The U.P.R.S. then decided to occupy the office of Dean Dobbs. After being told that his office was being occupied by the U.P.R.S., Dean Dobbs was forced to leave open registration to go to his office in order to meet with the students.

Even though, the decision for Professor Lopéz to teach "Prisons and Jails" in the 1983 winter trimester remained unchanged, the U.P.R.S. gained a victory by assuring that Professor Lopéz will be on campus this trimester.

## ~ DR. ALAN BERKMAN ~

## ~ VISITS U.N.I. ~



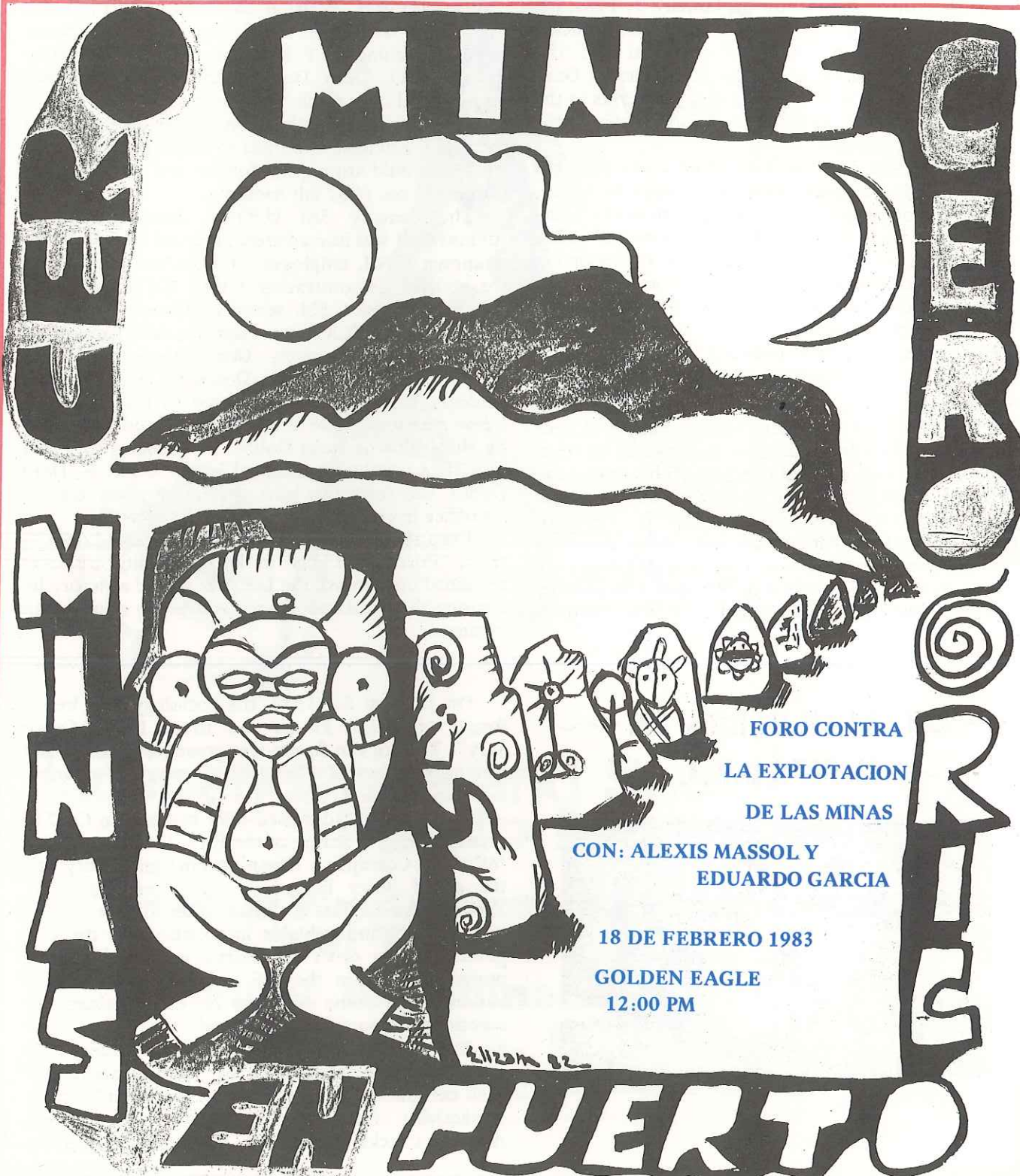
On January 21, 1983, the Sociology club held a forum on "U.S. Prison and the R.I.C.O. Grand Jury". To lead the forum was grand jury resistor and leading member of May 19th Communist organization Dr. Alan Berkman.

Dr. Berkman addressed fifty students in CC 217 on the repressive nature of the R.I.C.O. (Racketeering Influence Corruption Organizations) grand jury and the grand juries in general. Most important, Dr. Berkman stressed that the purpose of the grand jury was to find valuable information for the U.S. government in order to destroy national liberation movements within the U.S. and not "woman with children", as some so-called North American revolutionary organizations contend.

The latino student movement admire Dr. Berkman's principle stance of "non-collaboration" with the grand jury. This forum is the second successful activity of the Sociology club's university year, despite attacks from the U.N.I. administration.

**U.P.R.S.  
Presenta**

**MINAS**



**CER**

**OR**

**MINAS**

**EL**

**EN FUERTO**

**FORO CONTRA  
LA EXPLOTACION  
DE LAS MINAS**

**CON: ALEXIS MASSOL Y  
EDUARDO GARCIA**

**18 DE FEBRERO 1983  
GOLDEN EAGLE  
12:00 PM**

*Elizom 82*