

Que Ondee Sola

MARCH 1986, VOL XIX Num. 9

President's philosophy on Student Aid

If Congress had seriously considered President Reagan's higher education proposals for fiscal 1986 and succeeding years and had decided to adopt the bulk of them, student financial aid would have undergone the most dramatic philosophical shift since the passage of the Higher Education Act of 1965.

Moreover, despite the Senate's wholesale rewriting of the president's higher education budget and proposed rule changes in its first budget resolution, it is nonetheless revealing to examine the president's philosophy of student aid, as well as its internal consistency and the implications of the president's proposals.

Freeze-plus Budget Strategy

The president's fiscal 1986 budget plan, dubbed "Freeze-Plus" by the administration and declared "dead on arrival" at the House by Budget Committee chair William Gray (D-Pa.), called for freezing the budget in fiscal 1986 and the outyears at fiscal 1985 levels, plus reducing federal government spending and improving program operations by making program policy changes. In the Department of Education, the administration proposed one of four strategies for programs: a freeze at fiscal 1985 appropriation levels;

program reform or restructuring; program termination; or the implementation of administrative cost-saving measures.

The president's original fiscal 1986 student aid proposals, submitted to Congress Feb. 4 as part of his fiscal 1986 budget, called for:

- the elimination of the State Student Incentive Grant (SSIG) and Supplemental Education Opportunity Grant (SEOG) programs, currently funded at \$76 million and \$412.5 million, respectively;
- a \$4,000 yearly cap on federal financial aid for all students;
- a \$25,000 limit on family income for eligibility in the National Direct Student Loan (NDSL) and Pell Grant programs.
- a \$32,500 limit on family income for participation in the Guaranteed Student Loan (GSL) program; and
- an \$800 "self-help" contribution from every student receiving some form of federal financial aid.

The president proposed \$2.3 billion in fiscal 1986 student aid cuts.

(continued on 2)

(continued from 1)

The President's Philosophy of Student Aid

According to the Education Department, the president's proposed changes in student financial aid programs reflect three broad goals: the return to the "traditional" emphasis on parent and student responsibility for financing postsecondary education; the elimination of aid to higher-income families; and the reduction of federal spending.

It takes little analysis to see that all three goals are achieved in the president's fiscal 1986 budget proposal. The budget makes it necessary for parents and students to take greater responsibility in financing postsecondary education; makes ineligible for federal aid all students with family income greater than \$32,500; and reduces federal spending by \$2.3 billion in fiscal 1986.

Since his election in 1980, president Reagan has held that the federal role in education is a limited one. He has urged reforms to give parents and students more responsibility and choice in education, has supported "self-help" efforts of needy college students, and has insisted that states and local school districts have almost unrestricted responsibility in education. In higher education, the president has steadfastly held that the federal government should give financial aid only to the neediest of students and that it is the federal government's responsibility to ensure access to higher education for all, but not necessarily access to a student's first choice in a college or university.

While the president's proposal to eliminate aid to students with family incomes greater than \$32,500 is consistent with his stated goal of limiting financial aid solely to needy students, other proposals are less consistent with this goal. According to a congressional Research Service (CRS) issue brief, entitled *Education Funding Issues: FY 85 and FY 86* and updated April 19, 1985, proposals to eliminate the Supplemental Education Opportunity Grants program, which provides grants to low-income students, and the State Student Incentive Grant program, which encourages higher education assistance for students with "substantial financial need," are inconsistent with a desire to help poor students gain access to higher education.

The brief further states that "proposed changes in the expected family contribution for the Pell Grant program and the way eligibility for the grant is calculated generally could lower the amount of a grant." Moreover, grants for students with family incomes of \$15,000-\$20,000 would be reduced under the Reagan proposals.

The brief even more strongly questions the consistency of a \$4,000 federal aid cap with a goal to ensure access to the college of a student's choice. According to the publication, the Higher Education Act contains goals that ensure students' access to the college or university of their choice. The president's shift away

from the goal could limit a low-income student's higher education choice. Private schools and those far away from a student's home would in many cases be inaccessible to poor students with a \$4,000 cap.

Implications of the president's proposals

According to another CRS publication, *Potential Implications of Funding Reductions for Programs Administered by the Department of Education*, elimination of the Supplemental Education Opportunity Grant program would predominantly hurt poor black and Hispanic students at "private higher-cost institutions". If the average grant in this program remains at approximately \$575, a 10-percent decrease in the fiscal 1985 appropriation level "could result in the elimination of funding for about 71,500 students."

While some institutions of higher education may choose to offset federal funding reductions by contributions of their own, these reductions "may result in insufficient aid not only for some students to continue their higher education at the institution of their choice but also for some students to attend higher education at all."

The CRS report states that proposed changes in Pell Grant regulations or reductions in Pell Grant funding could alter a student's choice of college or university "by reducing the average award or increasing the amount a family must contribute toward a postsecondary education." Changes in the Pell Grant program, which represents 15 percent of all student aid dollars would place greater demands on other financial aid sources and it is unlikely, says the report, that "individual non-Federal programs could replace the student aid resources available through this program."

Similarly, changes in eligibility for the Guaranteed Student Loan program, which represents 30 percent

(continued on 10)

¡Feliz Cumpleaños!



Carmen Valentín

Edwin Cortés

Crisis in Puerto Rico

This is the continuation of an article on the crisis in Puerto Rico "Did You Know That" (January 1986 issue). It is an attempt by us to alert the student body, faculty and professors about the growing problems in Puerto Rico.

"This peace is a crime"
--Jorge Onelio Cardoso

No truer words have ever been spoken than this quote by Jorge Onelio Cardoso, the peace with which we view the atrocities that have been committed against our people is the worst crime we can commit against our children. The statistics reported (in the January '86 issue of QOS) clearly indicate that Puerto Rican society is in a terrible crisis. In this article, we do not intend to offer a simple analysis of the situation, but rather, we will look into the causes and effects of the crisis and present possible alternatives.

The world crisis is used continuously mainly by intellectuals. They all analyse and point out different issues, some specific, some of a more general nature of a given society. Puerto Rico is no exception. Entire books have been written about the island's political, economic and social crises, but the worst mistake that has been made repeatedly is that no one deals with the real origin of the crises; Yankee imperialism. Another mistake is to accuse those victimized by the crisis as having caused it in the first place. This can be best understood in the statement made by Francisco Catala Oliveras and Pedro A. Parrilla Cruz in their article **Puerto Rico in Crisis I:**

"When it is said that a patient is in a crisis, it means that he is undergoing unfavorable changes in his health. These changes, that had been taking place slowly, aggravate the illness to the point of endangering the patient's life. It is not then hard to recognize the existence of the crisis. But, when we refer to a social crisis, this is not as readily identified. Generally, the social problems are described through a series of statistics, placed in an abstract conceptual framework that impedes the members of the society from recognizing themselves as part of this crisis."

The basis for the Puerto Rican crisis are the United States imperialistic plans for the island. From the very day of the invasion, Puerto Rico became a military-strategic stronghold. The island is also used as an area for economic, political and military experimentation.

One of the main factors of the crisis in Puerto Rico has been the economy. It has gone through four major economic phases:

- * Monocultural
- * Light Industry
- * Heavy Industry

and in the present:

- * The 2020 Plan (mining project)

Another factor has been the use of the island as an experimental base, i.e.:

- * Cosmic Radiation
- * Agent Orange
- * Nuclear Radiation

In the medical field:

- * Birth Control—The Pincus Project (Puerto Rican women used as guinea pigs for contraceptive experimentation).

In population control:

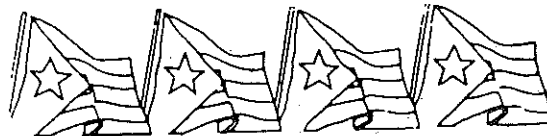
- * 40 per cent of Puerto Rican women (ages 16-35) and 25 percent of the men have been sterilized. This genocidal attempt has also been carried out in other Third World countries.

Another aspect is the US military presence.

Today, 13 percent of Puerto Rico's most fertile land is being used for military bases. Also, the marines use more than half of the islet of Vieques (part of Puerto Rico) for their shooting practice (formerly carried out in the island of Culebra). In addition, Puerto Rico is being used as a warehouse for nuclear weapons. The largest U.S. overseas aerial base, Roosevelt Roads Air Base in Ceiba is used as a training camp. Finally, our youth has been used as cannon fodder in the imperialist wars.

The central, determining factor of the crisis (continued on 9)

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Editor Antonia Rodríguez
 Co-Editor Myrta Reyes
 Staff Lisa Salgado, Carmen López,
 Luz Rivera, Lourdes Lugo, Gloria
 Velázquez, Janet López, Lilian
 Caraballo, Anita Meléndez
 Contributor Jesús Rodríguez

¡Saludos, Comandante!

Presentes los soldados que caminan
el sendero del amor y del fuego,
que comparten la prédica
de la tierra y el ciclo.

¡Saludos y honores al heroico
monumento
que ha respondido al grito
de Betances y Albizu!

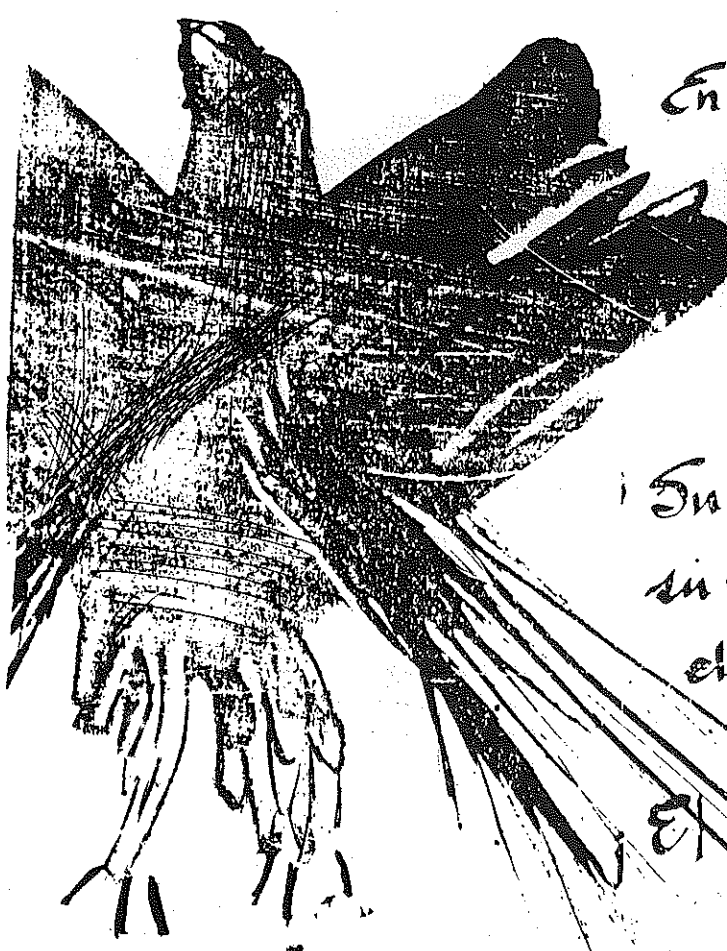
En este homenaje a la voz
de la resistencia popular,
chocamos botas en sonora
admonestación a los
enemigos del Pueblo:
No se atreva a tocarlo
el imperio!

¡Su trueno ha alertado al
mundo,
su vida ha inspirado a la
lucha,
el poeta ha señalado el
camino al
combatiente.

El Verbo y la Acción
en una estatua
de Robbe!

Macheteros

13 de noviembre 1983



Este Reconocimiento Poema, fué enviado por
la organización clandestina revolucionaria
conocida como los MACHETEROS, en ocasión
del homenaje que se le rindió en vida al
COMANDANTE JUAN ANTONIO CORRETJER, el día
23 de noviembre de 1983.

Thank You Don Juan

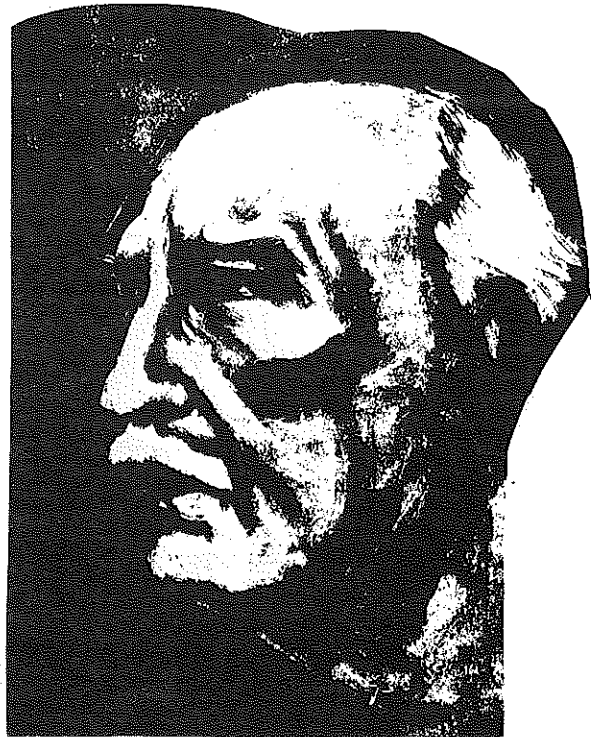
In commemoration of the birth of the National Poet of Puerto Rico, Don Juan Antonio Corretjer, we have reproduced this statement by the Nationalist Hero, Rafael Cancel Miranda.

Don Juan Antonio, what can I say about you that will make me feel I have really honored you as much as you deserve? I do not think I am capable of joining words that can reach—or even approach—the elogies that you deserve and that you earned—without even trying—with your struggle and suffering, with your light and your patriotism. I met you when I was a child, in one of those homages to our flag that we celebrated in the home of the noble Don Antonio Velez Alvarado. I also met your Doña Consuelo, your inseparable compañera, so worthy of you. Even at my early age I felt and admired your uprightness, your wholeheartedness and revolutionary passion. How I felt and admired those same qualities in Don Pedro Albizu Campos and in so many other patriots of that epoch, who years later forged the historic insurrection of 1950. You were young in those days, if you ever stopped being young. Revolutionary spirits like yours, do not know how to grow old. I know much about you, and much (although not enough), has been said and written about you; history will say much more, since you grow through time, like the men and women of one single piece, like our predecessors who were made of truth and who pass the most demanding scrutiny, the scrutiny of time. But do you know what I admired most about you, Don Juan Antonio? That you, at seventy years of age continued with the same, (no, more), uprightness and wholeheartedness and revolutionary passion as you had during those homages to our flag—even more combative, if that were possible. For you it was possible!

In our last conversations there in Guaynabo, in the balcony of your nest of love and revolution, I began to know you as a teacher—you opened doors for me that will never be closed, and knowledge that will never be forgotten, brother and comandante.

And do you know something else that I also admired in you? To see you seated on the benches of the public plazas, with your Doña Consuelo at your side, instead of the tribunals, and to see you rise with all the pain of your shoulders and walk toward the friends who were coming to greet you, not waiting for them to walk to you—these were little gestures of sublime greatness. For you the people were always great and that is why you are great for your people. You always had torrents of humility and gentility for your people, even for those confused souls whose confusion did not turn into betrayal. Yours was the humility of the truly great. Your greatness was a responsibility, and you know how to fulfill it even in your confrontation with death. Who did not feel, while visting you, that they were enjoying your and Doña Consuelo's generous attentions? The other day I visited your home and I seemed to hear you

as you remembered so many things from yesterday—from decades past—that you remembered so clearly and seemed to relive as you narrated them. Your memory was an encyclopedia of revolutionary struggles and workers' struggles. How many wonderful things you told about others and so few about yourself! I am smiling, Don Juan Antonio, remembering that time when I came early to your house and you had awakened early, since you had recently returned from time spent with our prisoners in yankee jails in the US. Even then, still half asleep, you insisted on coming out to the balcony to attend me, which I did not allow. I remember you insisting, although thankful for my comprehension of the situation. Thank you, Don Juan Antonio. And how you loved our imprisoned combatants and how much you did and were willing to do to get them out
(continued on 8)



UNION FOR PUERTO RICAN

CELEBRATING

Puerto Rican

March 31

FEATURING

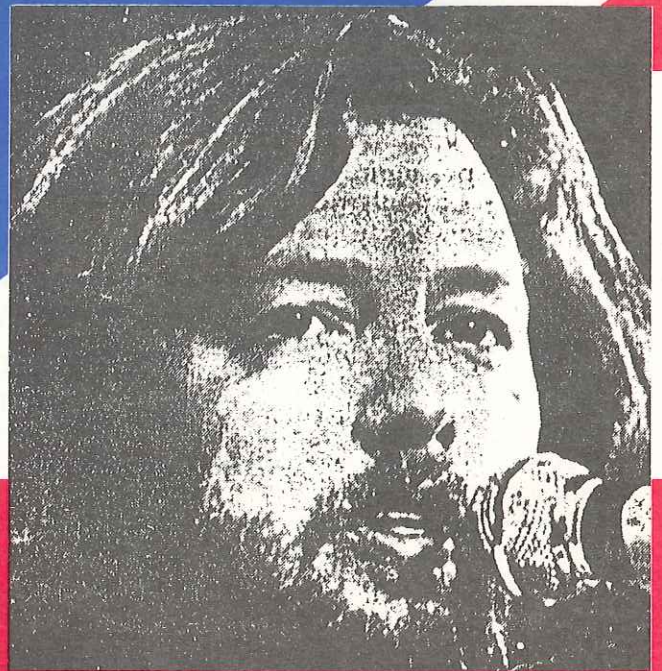
Roy Brown

Friday

April 4, 1986

12:00 noon

UNICORN



PUERTO RICAN STUDENTS

RATES

Cultural Week

- April 4

MONDAY 3/31/86

Exhibition and information table. Village Square 10:00-1:30

TUESDAY 4/1/86

A speaker on Puerto Rico. Movie: Puerto Rico II, a documentary on the history of the island in the 20th century. To be shown at the Que Ondee Sola office (E-041).

WEDNESDAY 4/2/86

Exhibition and information table at Village Square from 10:00-1:30. Movie: Corretjer—a documentary on the life of Puerto Rico's National Poet, Don Juan Antonio Corretjer, to be shown at the Que Ondee Sola office, E-041.

THURSDAY 4/3/86

Movie: LA OPERACION, a documentary on sterilization abuse in Puerto Rico. 12:30 pm at Room CC 218.

FRIDAY 4/4/86

Roy Brown in concert at 12:00 pm in the Golden Eagle Room.

Sponsored by UPRS and Sociology Club.

Consuelo Lee de Corretjer

DIA INTERNACIONAL DE LA MUJER
LUCHAR POR LA LIBERACION: ACTO DE AMOR

A: Consuelo Lee de Corretjer

*"Si quieres comprender cómo te amo
pideme de la Vida hasta la Muerte.
Por tí desafiare los Elementos,
los Astros y la Suerte." (1)*

Así díjole el guerrero-poeta a su compañera esposa. Así le cantó, desde una noche de vigilia y de conspiración, a la mujer que luchó hombro con hombro, en la cárcel, en el hogar, en la tribuna, en la calle...

*"¡Que triste es una paloma
cantando al oscurecer!
¡Mas triste es una mujer
andando de noche sola!
.. Cuando en traje de sudores
te miro sin compañía,
pesado el fardo y sin guía
en un ciclón de rencores:
incendios son mis amores
a los que el canto se inmola
como en llamas de amapola
¡Ay Patria por suerte viva
y por desgracia cautiva,
andando de noche sola! (2)*

En esa absoluta dedicación a su pueblo proletario, a la lucha, a la patria, que era lo mismo que decir a su Juan; Consuelo Lee de Corretjer peregrinó de día y de noche, caminó desde Guaynabo a San Juan para visitar al patriota que se encontraba encarcelado.

Encontrando la conjunción de la vida personal y la vida política viven entre nosotros como ejemplo de los revolucionarios que hombro con hombro, han hecho patria.

Desde su experiencia, Consuelo Lee Corretjer, cantó a la madre y en su inspiración le cantó a una mujer revolucionaria que nunca pudo ser madre. Le cantó a Krupskaya, esposa de Lenin.

*"Madre es aquella que es madre de todos:
Niño por niño...
Madre es Krupskaya! (3)*

Canta también a los obreros en un poema a la patria:

*"Los obreros no martirizan la patria
siendo ésta de todos.
Toman lo que ella dá
y ellos le devuelven
su vida tiernamente.
Se le cuida como a ser amado
en ella abunda para aquél
que entiende sus necesidades.
los atiende con cariño probado.*



*Son los amos,
que viene de amor
de cuidar
de sembrar
de cultivar
y por sobre todo respetar
por ser la verdadera vida
de todos. (4)*

Ante la muerte de su amado guerrero-poeta la compañera Consuelo vive como ya nos dijo en Río Interno:

*"Hace tiempo que aprendí a llorar sin lágrimas.
Como lo hacen los millares que sufren.
Van por dentro, las lágrimas...
... lágrimas duras como balas.
Millares de lágrimas y si una fallara su destino
millares hay que llegarían.
Son muchos los siglos de sufrimiento.
En el tiempo de los sufridos
cada siglo es una enorme lágrima.
Hay cananas con lágrimas de niño.
En Vietnam solamente se pudo haber llenado
todas con las de todos los niños.
(véa página 10)*

(continued from 3)

in Puerto Rico has been the political situation. Before 1898, Puerto Rico was not a belligerent nation at war with either the US or Spain. Since its arrival, the American government imposed a military regime on the autonomous government of Puerto Rico, which had been established that very same year. After the conquest, the United States imposed conditions of surrender on Spain which came to be known as the Treaty of Paris. Defeated, Spain had to recognize the United States' victory over Puerto Rico. The island was ceded to the US as war booty in violation of international law. After two years of military occupation, the United States Congress approved the "Foraker Act" which established a civil-colonial administration. Even though a Chamber of Delegates, elected by popular vote was established, real power remained in the hands of the governor and Executive Body elected by the President of the United States.

In 1917, the Jones Law was established. The Executive Body was eliminated and substituted by the Senate, also elected by popular vote, and the Chamber of Delegates. This established the Legislative Assembly of Puerto Rico. Through this law, Puerto Ricans were denied their natural citizenship and American citizenship was imposed against their will.

Thirty-three years later, Law 600, also known as the Law of Constitution and Convenio was approved. In June of 1951, a referendum ordered by Congress took place. A misleading and falsely-led campaign by American representatives was held. Even with all these efforts, 119,169 voters abstained. Law 600 proposed that a self-governing "Constitution" be established for the island. But, only through the approval of the US Congress and President could such a "constitution" be established. Thus, the Commonwealth of Puerto Rico was adopted. Succintly stated from the time the US invaded in 1898 until today, Puerto Rico has never had a constitutional history. Without exception, all the supposed Constitutions (Fraker Law, Jones Law, Law 600, Commonwealth of Puerto Rico) have been federal organic laws approved by the US Congress to organize and re-organize its colonial administration in Puerto Rico.

We have mentioned the different changes that have taken place in the economy, technological, military and political, and yet, we have not touched upon the participation of the Puerto Rican people, because in reality, the people have not participated in this process. All the changes that have taken place have not been because of the need that may have existed in the people, but rather, for the needs of US imperialism. Consequently, all this instability has created an extremely chastic state in Puerto Rican society, that has manifested itself in the disequilibrium that exists today. Where can parents turn when neither the government nor the society can provide them with the basic necessities of life?

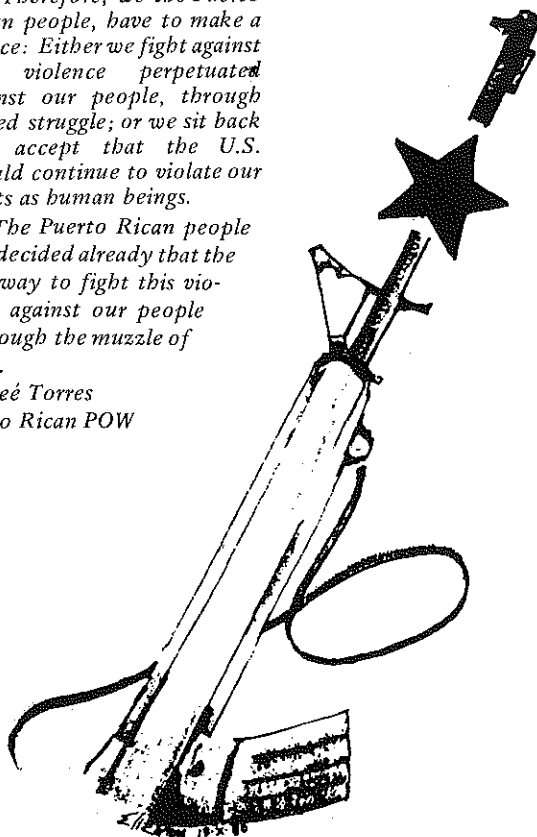
What solution can the US provide when it cannot solve its own crisis? The only possible solution that the Puerto Rican people have is themselves. Of course, there will be some Puerto Ricans who will deny the crisis exists. Those who have blind faith in the system and exhort us to have the same faith because it will free us from the crisis; others with apocolyptical intonation, anticipate the disaster independently of all the efforts that could be made. These types, which in reality only reflect their own impotence and incapability of resolving this crisis end up counter-productive. Beyond this, there are men and women that have the courage and the dignity required to sacrifice everything to save our nation.

We, the Puerto Rican people, see that laws do exist which clearly say that we Puerto Ricans have the duty and the right to be free. But these laws are not kept. They are daily violated by this country.

Therefore, we the Puerto Rican people, have to make a choice: Either we fight against the violence perpetuated against our people, through armed struggle; or we sit back and accept that the U.S. should continue to violate our rights as human beings.

The Puerto Rican people have decided already that the only way to fight this violence against our people is through the muzzle of a gun.

*Haydeé Torres
Puerto Rican POW*



Sources of Information

- El Nuevo Día* *El Reportero* *El Mundo*
- La Alternativa Socialista-Partido Socialista Puertorriqueño, 1974*
- History of Puerto Rico-Loida Figueroa, 1974*
- De La Deformación a La Destrucción-Taller de Arte y Cultura de Adjuntas, Puerto Rico, 1983*
- PLAN 2020 y La Explotación Minera-Taller de Arte y Cultura de Adjuntas, Puerto Rico, 1984*

(continued from 2)

of all student aid, would probably lead to reduction in student aid that couldn't be entirely replaced by other sources.

Finally, the report states that a 10-percent decrease in Special Programs for Students from Disadvantaged Backgrounds (the TRIO program) would eliminate funding for 47,000 students if the average federal support remains at \$366.

Any reduction in program funding can result in one or more of the following: a reduction in the number of students served; a reduction in the size of the average grant or loan; or, for some programs, a reduction in the quantity or quality of services offered.

**The Reagan higher education plan:
Motivated by budgetary or educational concerns?**

"I want to talk about the administration's philosophy for a few minutes. When these (higher education) proposals were being crafted, when they were being put together, and you know better than I who was principally responsible, what was the primary concern: reducing the deficit or ensuring educational quality?"

Such was the first question of Sen. Lowell Weicker (R-Conn.), chair of the Senate Appropriations Subcommittee on Labor, Health, and Human Services, to Edward Elmendorf, assistant secretary for postsecondary education in the Department of Education, at a May 1 higher education appropriations hearing. Elmendorf, who fielded the succeeding questions with directness and clarity, faltered in his five-minute response to the initial question; said that both had been important but that in a time of fiscal restraint, all departments had to do their best to reduce spending; and asserted somewhat weakly that the administration's proposal would prevent no students from attending, if not the school of their choice, then some postsecondary institution.

After close to a half hour of questioning, Weicker told Elmendorf, "I have no problem with going to bat for money for education, much to the consternation of the administration." Nor does it seem that many other senators or representatives will have a problem supporting at least a freeze in student financial aid, a series of programs with a powerful middle class lobby.

Nonetheless, the president's higher education philosophy, its consistency, and its implications should be remembered as the president seeks to establish his legacy in the next few years.

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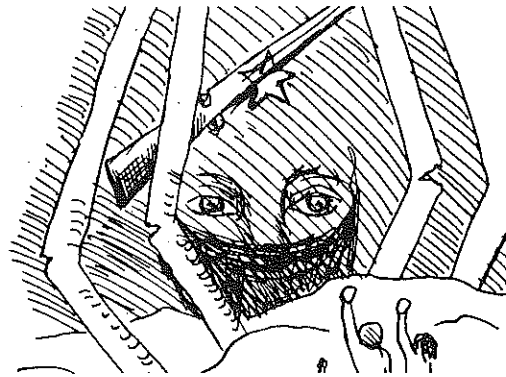
*Hay cananas con lágrimas de mujeres.
Una niña antorcha en Vietnam,
una madre con un fértil vientre desgarrado.
Millares de cananas
a través de los siglos se han ido llenando.
Millares de lágrimas varoniles
para llenar millares de fusiles.
Millares para que los que no llegan a su destino basten
derramadas, a formar un océano de llanto ardiente
con plomo derretido y mueran abogados los tiranos."*

Con todo nuestro amor y nuestras balas dedicamos este 8 de marzo, Día Internacional de la Mujer, a Consuelo Lee de Corretjer y en ella a la mujer trabajadora puertorriqueña.

¡VIVA PUERTO RICO LIBRE Y SOCIALISTA!

3 de marzo de 1985

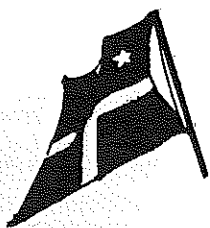
FUERZAS ARMADAS DE RESISTENCIA POPULAR
(F.A.R.P.)
SAN JUAN, PUERTO RICO



Gráfica tomada de la revista *Pensamiento Crítico*, 1985.

UPRS meets every Thursday at 12:30

(in front of the GAME ROOM)



E-041



(continued from 5)

of those prisons! How filled you were with fury and pain at the vile and cowardly assassination of Angel Rodríguez Cristóbal, who only months earlier you and the LSP had made responsible for protecting Lolita, Oscar, Irving and me in our return to the Patria from yankee prisons. You always knew who was the enemy and what it was capable of—that is why you always knew how to fight. And if your uprightness, your integrity, your wholeheartedness, Don Juan Antonio and your disregard for fear, always stood out at those homages to our flag in the home of Don Antonio Velez Alvarado—in the times when we truly had an abundance of upright men and women wholeheartedly given to the struggle. Now that we have passed from those times to the times of weakness, servitude, surrender and half-hearted patriotism, your uprightness grows even greater and your wholeheartedness has become a machete! Thank you, brother-commandante for not letting us die as a people and for giving us the invincibility of your spirit in word and action. You showed us that there is no power that can conquer the iron revolutionary will of a patriot who will not be broken. You showed us that the *Grito de Lares* is living history, that its echo continues to vibrate in our people—above all in the clandestine movements that make the imperialists tremble in our homeland and in the very belly of the oppressor monster. You did not fear the enemy, the enemy feared you, because the enemy knew who you were—and are—Don Juan Antonio Corretjer. In the name of all the clandestine movements you defended so well, on behalf of all our imprisoned patriots, in the name of Lares, Jayuya and Yauco, in the name of all our combatants of yesterday, today, and tomorrow, and in the name of hope and life for all our nation, thank you compañero-commandante. I just remembered when I went to visit you at the hospital in San Pablo, after that terrible heart attack and you begged me to relay your regrets to Delgado Pasapero's family since you were unable to attend Don German's funeral, and to excuse you to Juan Mari Bras because you were not able to attend a meeting about Hostos to which you had been invited—how easy it is for the great to excuse themselves before their people, even though they do not need to excuse themselves. That was Don Juan Antonio Corretjer, who left us a few weeks later—he caught a chill in an activity for Nicaragua, had a relapse and left us, this brother of Sandino and Don Pedro. Or could it be that he has never left us?

*Don Pedro and Juan Antonio Corretjer,
Great men of the same generation.
Two valiant pitirres of the revolution,
Whom the yankee eagle did not know how to defeat.
Because they won, the homeland also won,
Breaking the myths, losing the fears.
Forging their path, finding their passage.
Following the star of Don Juan and Don Pedro.*

Thank you, Don Juan Antonio Corretjer.

Rafael Cancel Miranda

February 19, 1986

FECHAS HISTORICAS

1ro de marzo de 1954— Cuatro Nacionalistas, (Lolita Lebron, Irvin Flores, Rafael Cancel Miranda, Andrés Figueroa Cordero) atacan el Congreso de EU y demandan la independencia para Puerto Rico.

2 de marzo de 1863— Nacimiento del poeta, escritor y músico puertorriqueño Francisco Gonzalo Marín (Pachín Marín). Murió en la Revolución Cubana.

3 de marzo de 1908— Nacimiento del Poeta Nacional puertorriqueño Juan Antonio Corretjer.

6 de marzo de 1979— Muerte del heroe nacionalista Andrés Figueroa Cordero.

8 de marzo— Día Internacional de La Mujer

20 de marzo de 1898— Nacimiento del poeta Luis Pales Matos.

21 de marzo de 1873— Se abolc la esclavitud en Puerto Rico.

21 de marzo de 1937— La Masacre de Ponce, donde más de 20 personas mueren y 200 son heridas.

29 de marzo de 1903— Nace la poeta revolucionaria Consuelo Lee Tapia de Corretjer.

2 de abril de 1946— Nace el heroe Angel Rodríguez Cristobal.

4 de abril de 1980— Capturan 11 patriotas puertorriqueños en Evanston, acusados de ser miembros de las Fuerzas Armadas de Liberación Nacional, (FALN). Estos se declaran prisioneros de guerra, afirmando así, el estado de guerra entre Puerto Rico y los EU.

8 de abril de 1822— Nacimiento del heroe Ramón Emeterio Betances. Luchador en la Revolución Lareña.

11 de abril de 1922— Muere Luisa Capetillo, una de las fundadoras de la Federación Libre de los Trabajadores.

16 de abril de 1866— Nacimiento de José de Diego, poeta y nacionalista puertorriqueño.

21 de abril de 1965— Muerte de Don Pedro Albizu Campos, lider del Partido Nacionalista.

29 de abril de 1984— 50,000 puertorriqueños marchan en San Juan en protesta contra la presencia de EU en la isla y en America Latina.

DEMONSTRATE

APRIL 19

STOP THE MARION LOCKDOWN

NO MORE MARIONS

Marion Federal Prison in Illinois is the most maximum security prison in the United States. The entire prison is a Control Unit where the Bureau of Prisons experiments with behavior modification through isolation and sensory deprivation. Marion, on lockdown for 2-1/2 years, with the men caged in small cells for 23 hours a day, is the brutal trendsetter in the U.S. Following the Control Unit model, the Bureau of Prisons is opening its Marion for women in Lexington, Kentucky.

U.S. prisons hold a vast number of people of color—at a rate higher than any other in the entire world. Such large numbers of incarcerated people constitute a well-defined system of population control. In addition, U.S. prisons hold many political leaders; there are now over 100 Black and Puerto Rican political prisoners and prisoners of war, as well as a growing number of North American political prisoners.

To protest these conditions, Puerto Rican and Black/New Afrikan organizations are calling for demonstrations on April 19th to go to the gates of Marion and Lexington prisons. We, the Committee to End the Marion Lockdown, urge you to break the wall of silence and join us in this protest.

For more information on the march and bus caravan, call us at (312) 278-6708

BUSES LEAVE FROM CHICAGO

COMMITTEE TO END THE MARION LOCKDOWN
407 South Dearborn, Room 370, Chicago, IL 60605