



# QUE ONDEE SOLA

OCTOBER 1981

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## SUPPORT GROWS FOR BOYCOTT DESPISE

In an attempt to confuse students, a number of people are perpetuating a lie about the student boycott of Ignacio Mendez's classes - that the reason for the boycott is that Mendez is Colombian. The boycott is not aimed at his nationality, even if he were a Puerto Rican, there still would be a boycott.

What has to be understood is the role which Ignacio Mendez plays by accepting the Puerto Rican History position. Mr. Mendez's willingness to be used by the U.N.I. administration in order to steal the Puerto Rican/Chicano-Mexicano Studies Program from progressive students and faculty has made latino students furious.

Ignacio Mendez knew about the issues affecting the latino students (Puerto Rican/Chicano-Mexicano Studies Program) on campus and particularly the Puerto Rican students (retention of Puerto Rican Historian Jose Lopez) as early as the summer session.

In a summer meeting with Ignacio Mendez the latino students explained how the retention of Professor Lopez in his history position, and his participation in the aforementioned program, would insure the students a voice within the program. Mr. Mendez was informed of Professor Lopez's work in the Westtown community, and that his expertise is needed to coordinate the Puerto Rican community component of the program.

During this meeting Ignacio Mendez praised Professor Lopez for his work in the community and for the respect he has earned from the latino student body. Ignacio Mendez stressed that he would not be used as a "pawn" to deter the needs of the latino students. But what Mr. Mendez says, is not what Mr. Mendez

## ATTACKS' !

practices! And for this reason the latino students have no respect for him.

Mr. Mendez has been trying to justify his presence at U.N.I., but the students have a very good idea why he is here - a \$25,000 contract. (Professor Lopez has done a lot more for a lot less). Mr. Mendez has accused latino students of being emotional, which is absurd!

The students have been pushing for the retention of Professor Lopez for 3 years, and the Chicano-Me-

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QUE ONDEE SOLA

¡TODOS A LEAVENWORTH EL 31 DE OCTUBRE!

# LUCHADOR CONTRA MINAS VISITA NORTHEASTERN

Los ingenieros Alexis Massol y Eduardo García vinieron a Chicago, directamente de Puerto Rico, en su intento de educar al pueblo puertorriqueño acerca del descabellado plan estadounidense para explotar las ricas minas de Puerto Rico.

El ingeniero Alexis Massol, acompañado de su hijo Arturo, visitó la Universidad de Northeastern el pasado 29 de Septiembre, invitado por miembros de la Unión de Estudiantes Puertorriqueños. La conferencia que se llevó a cabo es de suma importancia, ya que la mayoría de la información es totalmente desconocida para los puertorriqueños.

Hace poco tiempo atrás el pueblo puertorriqueño desconocía la existencia de minas en Puerto Rico, ya que esto es un secreto de las corporaciones multinacionales en conjunto con el gobierno colonial de Puerto Rico. En el presente la mayoría de los puertorriqueños aun ignoran la existencia de minas y los planes que para éstas se tiene. Los ingenieros Alexis Massol y Eduardo García han recopilado datos, de los cuales la mayoría no son de conocimiento público, para traer a nosotros la verdad sobre las minas y las intenciones de los Estados Unidos para tomar control de estas mismas.

Hace aproximadamente 30 años atrás, corporaciones americanas establecidas en Puerto Rico, llevaron a cabo una exploración intensiva en la parte suroeste de Puerto Rico. En esta exploración se encontraron 7 yacimientos de níquel, el cual representa el 40 por ciento de níquel necesitado en los Estados Unidos. Poco tiempo más tarde se hizo otra exploración intensiva en todo Puerto Rico en busca de petróleo. Se encontró tres yacimientos en la parte norte de Puerto Rico, en las áreas de Dorado, Tortugero y San Juan.

La Comisión de Minas de Puerto Rico dió a conocer al gobierno la existencia de los ricos yacimientos minerales en la isla. Los minerales encontrados, entre otros fueron, cobre, oro, plata, manganeso, níquel, y molibdeno. Mientras tanto corporaciones americanas hacían investigaciones secretas en Maunabo. Tres mil cuerdas de terreno fueron exploradas en las cuales se encontró hierro, oro y cobalto.

En el año 1958 corporaciones multinacionales llevaron a cabo una exploración intensiva de 175,000 cuerdas de terreno del centro de la isla (parte de la cordillera central). Se incrustaron en la tierra 371 barrenos alcanzando profundidades de 2,000 pies cada uno. Estos barrenos son utilizados para recojer tierra del suelo y subsuelo, para cuantificar los minerales en estos lugares. En esta exploración se encontró cobre, oro, plata, zinc, molibdeno y otros minerales usualmente encontrados con el cobre. El cobre encontrado es lo que se conoce como cobre porfírico lo cual significa que donde hay un yacimiento hay muchos mas.

Luego de esta exploración, las corporaciones so-

metieron un mapa de las minas al gobierno de Puerto Rico, pidiendo autorización para utilizar 37,000 cuerdas de terreno con intención de explosión. En este territorio están los pueblos de Adjuntas, Utuado, Lares, Jayuya, y el norte de Ponce, localizados en la cordillera central.

Inmediatamente el gobierno colonial de Puerto Rico comenzó una propaganda persuasiva para convencer al pueblo sobre los beneficios que traería la explotación de estas minas. Entre otras fábulas, el gobierno asegura que esto traería muchos empleos y además mejoraría la economía de Puerto Rico. Con esta misma mentira se engañó al pueblo puertorriqueño cuando trajeron a Puerto Rico las Petroquímicas. En ese tiempo se aseguraba que las petroquímicas traerían 100,000 empleos para los puertorriqueños. En realidad los empleos que ofrecieron fueron únicamente 6,000 en los cuales la mayoría de los puertorriqueños no tenían cabida debido al pobre entrenamiento académico. Lo que sí trajo las petroquímicas fue contaminación ambiental. Contaminó los aires y la vida acuática dejando así a cientos de pescadores sin pesca. Además hubo 14 escapes de cloro que contaminaba el agua potable. Cada vez que había un escape, alrededor de 500 personas paraban en el hospital. En cuanto a la economía, no hubo mejoría ya que las ganancias de las petroquímicas van a parar a los Estados Unidos.

La minería no traería empleos para los puertorriqueños, ya que el equipo minero es altamente técnico y mecanizado. El equipo de minería se compone de aparatos gigantescos los cuales son operados por unas cuantas personas especializadas. Desde una torre de control se puede manejar parte del equipo lo cual significa que los empleos que trae este plan de minería serían extremadamente pocos y temporeros. En cuanto a la economía, no mejorará, ya que las ganancias de todo esto no se quedarían en Puerto Rico. Estas ganancias van directamente a los Estados Unidos.

Lo que traerá la minería por seguro es, entre otras cosas, la contaminación de ríos como lo serían el Vivi, Pellejas, Tanamá, Río Grande de Arecibo, Camuy, Guajataca, Río Grande de Añasco, Portugues, que nacen en esta zona y le dan agua a más de una tercera parte de los habitantes en Puerto Rico. Además los excedentes de tierra, los cuales son más grande que los cráteres (una milla de diámetro y de 2000 a 3000 pies de profundidad) sería tirado sobre tierra fértil de esta forma contaminando e inutilizando estas tierras.

Puerto Rico ya está en la etapa preparatoria para la explotación de las minas. Se están construyendo carreteras que pasan cerca de la zona minera lo suficientemente resistentes como para sostener la enorme maquinaria necesaria para la minería.

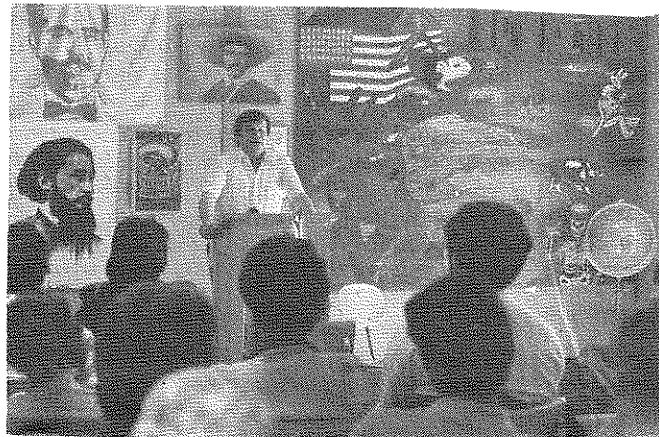
(CONT. ON PG. 8 )

# LOPEZ, ROMERO HIGHLIGHT EL GRITO DE LARES CELEBRATION

On September 24, 1981, the Union for Puerto Rican Students (U.P.R.S.) in conjunction with Que Ondee Sola held an activity commemorating the 113th anniversary of the "Grito de Lares." In Puerto Rican history the "Grito de Lares" is a momentous event, because it was on Sept. 23, 1868 that Puerto Rico rebelled and declared itself a "Nation" separate and apart from Spanish colonizers.

The Sept. 24th activity in P-1 attracted many students and faculty who came to hear singer-poet Marta Rodriguez, and guest speakers Jose Lopez and Irma Romero. The activity commenced at 12:30p.m. with host Luis Zeno, member of the U.P.R.S. welcoming the audience to the Grito de Lares activity. After the initial introduction, he introduced companera Marta Rodriguez who filled the audience with delight by singing Puerto Rican Folk music. Afterwards Puerto Rican Historian Jose Lopez was introduced and he addressed the audience on the significance of Lares. Prof. Lopez emphasized several major themes that were learned from the "Grito de Lares."

Most importantly, Professor Lopez stated that



(Above)

Former U.N.I. Professor Lopez addresses students about the significance of the Grito de Lares (see next issue of Que Ondee Sola).

Irma Romero Student Activist, who was (Right) suspended for 2 years listens to Jose Lopez' speech (see page 7 and back page).



Puerto Ricans should take heed of the example of Lares and reject American colonial rule. He exemplified this theme with a quote from Ramon Emeterio Betances, one of the organizers of the Lares rebellion, who stated: "Spain cannot give what Spain does not have." Ramon E. Betances contention was that Spain couldn't grant freedom to the Puerto Ricans when they denied freedom to their own people in Spain. Since 1898, the same applies to the United States in regards to one of its colonial possessions: Puerto Rico. Professor Lopez mentioned not directly, but in effect, that Puerto Rico can never gain sovereignty as long as they are in a master-slave relationship with the U.S. After Professor Lopez spoke, Irma Romero addressed the audience.

Irma Romero is a former editor of Que Ondee Sola and student leader who has been sanctioned with two years expulsion by this repressive university administration. Irma gallantly remarked that she had no regrets about her present ordeal, because she struggled for the right for students to think critically; something that is not emphasized on this university.

In all, the activity commemorating the Grito de Lares was a total success for the students.

## SUPPORT THE CONGOLESE LIBERATION MOVEMENT

Speaking: Serge Mukendi, U.S. representative of the F.L.N.C. (Congolese National Liberation Front).

DATE: October 17, 1981

TIME: 6:00 P.M.

PLACE: Puerto Rican Cultural Center  
1671 North Claremont

DONATION: \$2.00

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# HUELGA EN LA UNIVERSIDAD DE PUERTO RICO

La Universidad de Puerto Rico, recinto de Rio Piedras, está pasando por un gran momento histórico, donde los estudiantes se mantienen firmes en plan de lucha contra el C.E.S. (Consejo de Educación Superior) y el Rector, Antonio Miró Montilla.

A principios del semestre académico, la administración de la U.P.R., dió a conocer una alza en la matrícula siendo esta alarmante para la mayoría de los estudiantes que provienen de familias de bajos recursos económicos. Según la administración, el crédito a nivel de Bachillerato que antes era de cinco dólares, ahora sería a quince dólares, mientras a nivel Graduado de siete dólares, pasaría a ser de cuarenta y cinco dólares.

Los estudiantes alarmados ante esta situación organizaron piquetes y marchas en protesta a la alza de la matrícula. El Consejo General de Estudiantes, mediante su portavoz, Roberto Alejandro, y otras organizaciones estudiantiles pidieron audiencia con el rector Antonio Miró Montilla, él cual se negó a dialogar con los estudiantes. Después de luchar infructuosamente por un diálogo con la administración, los estudiantes convocaron a una Asamblea General en el teatro de la universidad la cual se llevó a cabo el 27 de agosto. Los líderes estudiantiles pidieron un voto de huelga a la asamblea, la cual con abrumadora mayoría decretaron un paro con tiempo indefinido. La demanda principal de los estudiantes fue que se bajara el aumento de la matrícula y que esta fuera de acuerdo a la situación económica de cada estudiante. Otras de las demandas fue que se creara una nueva ley universitaria, donde estudiantes y trabajadores del recinto tuvieran más derechos en la participación de los asuntos universitarios.

Por una vez más, los estudiantes de la U.P.R. se unen para luchar con el C.E.S. y la burocracia administrativa. Los estudiantes se mantienen firmes y combativos en sus demandas, pese a la difamación de la administración, la prensa y la constante provocación de la guardia universitaria y la policía de Puerto Rico. Tratan de amedrentar a los estudiantes y de que estos vuelvan a clases, el rector ha expulsado alrededor de 4,000 estudiantes, entre ellos el presidente del Consejo General de Estudiantes y líderes de las organizaciones estudiantiles. Varios de los compañeros estudiantes expulsados se les ha acusado de una alegada alteración a la paz y daño a la propiedad privada, cosa que solo ha sido provocada por la misma guardia universitaria y la policía de Puerto Rico que ha penetrado al campus universitario para hacer retroceder a los estudiantes. En el mismo campus universitario sonaron denotaciones de disparos haciendo que los estudiantes universitarios corrieran y formaran barricadas para defenderse. Ante esta situación creada por la misma administración universitaria, el presidente de C.E.S.,

CUATRO MIL  
ESTUDIANTES EXPULSADOS

Enrique Irizarry autorizó al rector Antonio Miró Montilla a cerrar la universidad. De esta forma la guardia universitaria utilizando su fuerza bruta desalojaron a los estudiantes del campus, estos trataron de formar barricadas pero luego decidieron desalojar el campus, donde los líderes estudiantiles le exhortaron no entrar más a éste.

Esta intransigencia de la administración universitaria en su negativa de dialogar con los estudiantes me hacen recordar sucesos vividos para el año 1971 donde una compañera universitaria fue brutalmente asesinada por la policía de Puerto Rico y la Huelga de 1973 donde los estudiantes luchamos por obtener una nueva ley universitaria donde nos diera más participación en los asuntos universitarios.

Esta actitud de los estudiantes, de mantenerse firmes en sus demandas, nos hacen ver que la lucha estudiantil está en pie y que en Puerto Rico tenemos una universidad despierta, que no duerme y que los estudiantes no dejarán que atropellen sus derechos.



FELIZ CUMPLEAÑOS A LAS COMPAÑERAS  
PRISIONERAS DE GUERRA

DYLCIA PAGAN MORALES - No. 7166  
ALICIA RODRIGUEZ - No. 7157

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P.O. Box C, Dwight, Illinois 60420

# STUDENTS STRIKE AT UNIVERSITY OF PUERTO RICO

For the fourth time in 40 years the University of Puerto Rico (U.P.R.) in Rio Piedras has been closed by students. The present shut down of the university is due to students protesting tuition hikes and the right to participate in university policy making.

At the beginning of the academic semester the U.P.R. administration announced a tuition hike severely affecting low income students. The students denounced the tripleing of the tuition rate and organized against the Council of Higher Education (Consejo de Educacion Superior - C.E.S.) and Dean Antonio Miro Montilla.

On Aug. 27th Student Organizations convened a Student Assembly calling for the strike, until the U.P.R. administration ended the uniformed tuition hike. The students demanded that 1) tuition rates be made according to the financial status of each student, and 2) a university law to protect the right of students to participate in policy making. The U.P.R. faculty also called an assembly supporting the demands of the students while putting forth to the administration the need to expand student oriented services.

Since Aug 27th 4,000 students have been expelled most of them poor but highly politicized. University guards, the colonial police and colonial government

infiltrators have tried to break the spirit of the students, for instance the police tried to provoke confrontations with the students by firing their guns into the air. Students responded by creating committees which would guard the university from vandalism they would undoubtedly get blamed for. They have kept all entrances guarded to keep strike breakers from entering, this has been done by working shifts and having other student providing them with food and other necessities.

We at Que Ondee Sola applaud the students at U.P.R. they are an example of student activism protecting the rights of students.



U.P.R. students resist police attacks

Continued from front page

xicano students have been struggling for 9 years to obtain a full-time Chicano-Mexicano course. The struggle of the latino students is a principled one which is not based on mere feelings, but on a rational analysis of the needs of latino students on campus. It is the students who have sacrificed class time and dedicated endless hours to initiate such a unique program. Student activist Irma Romero is a prime example of dedication in pushing the program closer to reality, but this administration suspended her because she protested your hiring - she knew what role you would play.

Presently the boycott of Mendez's classes has been successful even though the attempts to sabotage it continue. The attempts to discredit student activists by utilizing lackeys such as Max Torres, who has been intimidating freshmen who have dropped Ignacio Mendez's 200 level course by saying the boycott is illegal and that they would lose 3 credits and their grants. Max Torres has gone as far as going to the administration to re-register students back into Mendez's class. Mr. Torres has also been seen continually running to the History Department to meet with Chairperson Morton in order to fill Mendez's courses. Because of Mr. Torre's efforts Mendez's freshman course has 10 bored students where there had once been 38 registered.

In Mendez's two 300 level courses, latino students have refused to enroll in his classes since they are aware of the situation on campus, where as the freshmen are not. As of today the 300 level courses do not exist.

The U.N.I. administration who has refused to support the Puerto Rican/Chicano-Mexicano Studies Program in the summer, are now committed to pushing the program with Mendez even though he does not have student support.

The latino students know for a fact since it was the administration which hired Mendez over the History Departments vote not to hire him.

It will be up to Mendez, if he has any integrity, to make a decision, regarding whether he wants to be used by the administration or step aside so that the students and progressive faculty can continue their work to initiate a dynamic program which will service 10% of the student body at U.N.I.

The History Department will soon be voting to retain Mr. Mendez since he is on a one year probationary contract. Even though the History Dept. votes not to hire him, the administration will undoubtedly support him. The faculty union will file a grievance on his behalf.

Nothing has changed, the latino students will continue to push the program. The History Department must furnish the Puerto Rican students with a Puerto Rican Historian.

# EDITORIAL

## INTRODUCTION

Once again the infamous poverty pimp and Latino lackey has betrayed the principles of student struggle. Maximino Torres, the closet counselor has taken it upon himself to discredit the student boycott initiated against Ignacio Mendez' classes. The boycott was started by the students to express their anger over the hiring of Ignacio Mendez who replaced Jose Lopez, the only Puerto Rican Historian who has expressed a commitment to the Puerto Rican People and who has his roots in the Puerto Rican community in Chicago.

This administration, in refusing to meet with the Latino students demands, went ahead and hired someone to teach Puerto Rican History, who knows little about the subject, and of the Puerto Rican reality and the struggle that is part of it. Maximino Torres, with the support of the administration, has intimidated and coerced students into re-registering into Mendez' class in an attempt to destroy the student boycott. This has proven unsuccessful as only a small number of students have returned, while more importantly, all the freshmen and other students have been able to see just who Maximino Torres is.

### Max Torres: The Story of a Traitor

Maximino Torres was chosen by the Union for Puerto Rican Students (U.P.R.S.) in 1971 as a counselor and later as coordinator of Proyecto Pa lante, a Program that the U.P.R.S. had developed through struggle, in order to recruit more Latino students at U.N.I. It was back in 1971 that Maximino came here and told students that under no circumstances would he disregard the right of Latino students to have input, which was stipulated when the program was developed. Maximino clearly saw the need and opportunity to develop and secure this program (Proyecto Pa lante). To this end, he supported the hiring of Latino professors such as Samuel Betances, Chuck Torre, and others who were gradually being attracted to the largest growing population of Latino students throughout the Midwest. For the next few years, Maximino was a staunch supporter of the Latino students, as he saw that the Latino students were the ones who made his presence possible on this campus.

But as the years went on and as the demand for larger and better Latino services grew, Maximino did less. By late 1974, the Latino students had begun to express their concern to Maximino of the compounding problems that were present on campus. As the students raised their concerns so did the administration. They saw that the Latino population here at U.N.I., would have to be contained. This led Maximino to tell students that they should be content with what they had and not "Rock the boat". It was clear to the student unions that Maximino did not want to rock the boat. He invited members of the U.P.R.S. to his house one night where upon he proceeded to tell them not to associate with the Chicano /Mexicano Student Union (C.S.U.) because they wanted to take

over the program. Maximino then began to create a division among Puerto Rican students, while isolating the Chicano/Mexicano students. As if this were not enough, he became a mouth piece for the administration, making excuses for them and their financial policies, (delayed checks, late applications, etc.) and numerous other situations where the administration was carrying out injustices against the Latino students.

In 1975, it was also discovered that Maximino Torres was denying Puerto Ricans their history by boycotting the Puerto Rican History classes taught by Professor Lopez. (he would prevent freshmen students from registering in the class). He also denied entrance to students from the community High School Rafael Cancel Miranda. Yes, Mr. Maximino Torres was beginning to betray the rights of the very same people who got him his position. The students confronted Maximino with these issues but he continually used bureaucratic policies and turned his back on every occasion. Finally in 1977, he even walked out of a meeting with concerned Latino students, refusing to hear their proposals for more students input. Since 1977, Maximino Torres has done nothing but secure himself a little job within the university. In 1979, under mounting pressure he was forced to take a demotion from his position as coordinator of Proyecto Pa lante. Instead of continuing to work, he chose to take a leave of absence in order to fight for a higher salary, clearly showing his lack of concern for students.

(CONT. ON PG. 10 )

## QUE ONDEE SOLA

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

Northeastern Illinois University  
Bryn Mawr at St. Louis  
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## ENTREVISTA: IRMA ROMERO

*Entrevista con Irma Romero, editora del periodico QUE ONDEE SOLA. Irma Romero, como todos sabemos, fue expulsada de la universidad Northeastern por su compromiso politico con los estudiantes tercer mundistas en esta universidad, y con su comunidad. El castigo de suspenderla por dos años de Northeastern fue solicitado por los miembros de la administración, en particular, el Dr. Hassell, oficial de audiencias de la universidad con el propósito de intimidar a los estudiantes mas progresistas que de verdad representan los intereses estudiantiles. Irma Romero no se vende por un diploma universitario y a cambio desemascara a los administradores de este plantel que dicen servir a los estudiantes latinos.*

*Sí la administración cree haber terminado con la lucha estudiantil por suspender a la compañera Irma Romero están equivocados pues la compañera con sus respuestas nos hace un análisis de como la universidad de Northeastern utiliza a los mismos estudiantes a imponer castigos sin estos darse cuenta por falta de conciencia política.*

Q.O.S.: Sra. Romero, ¿porque la administración le dio a usted la sentencia de 2 años de suspensión?

SRA. ROMERO: Los estudiantes junto con el comité tenía una reunion con el presidente Williams. Entonces al asistir a ésta reunion Williams considero peligroso hablar con treinta estudiantes, el salio y dijo que bajo estas condiciones no podia salir y reunirse con los estudiantes. El presidente pido reunirse con un grupo mas reducido de cuatro o cinco estudiantes. Luego se volvio a negar a dicha reunion y amenazo a los estudiantes con no aceptar un solo estudiante latino en el proximo año escolar; cuando los estudiantes escucharon esta amenaza fueron automaticamente provocados y empezaron a gritar consignas de: "Las necesidades de los estudiantes tienen que ser resueltas" y "El regreso de Jose López como maestro."

Inmediatamente el presidente Williams, Cowie, Dorothy Patton y Kielson dieron la orden a los miembros de seguridad para que sacaran fotografias a los estudiantes que participaban en dicha reunion; todo esto que describo aqui prueba que los estudiantes fueron provocados por el presidente Williams, despues el Señor Kielson junto con la administración remiten a Hassall cartas acusandome de desorden y el mismo Kielson me acusa de haberlo empujado, hecho que no es verdad, ademas me acusa de influir y inducir a los estudiantes a desordenar cerca de la oficina de Williams, el miedo del presidente Williams y de Daniel Kielson es que el periodico "Que Ondee Sola," organo estudiantil de informacion, los ha desenmascarado y acusado de ser insensibles a los problemas academicos del 10 por cento de los estudiantes latinos en esta Universidad, asi como pedir la renuncia del

vicepresidente de asuntos estudiantiles Daniel Kielson. Todo esto ha influido al deseo de expulsarme de esta Universidad.

Q.O.S.: ¿Cual fue la decisión de William H. Lienamann, vicepresidente de los asuntos administrativos con respecto a su apelación?

SRA. ROMERO: La decisión de Sr. Lienamann fue de reducir la sentencia a 4 trimestres de suspensión, desde este Otoño del '81 hasta el Otoño del '82. Al termino de esta sentencia podre regresar sin ninguna restriccion academica.

Q.O.S.: Sra Romero, ¿usted cree justa la decisión de la administración representada por Sr. Lienamann?

SRA. ROMERO: Nada de lo que la administración ofrece a los estudiantes es justo, si hubiera justicia para los estudiantes latinos es esta universidad la administración no tendría que haber hecho uso del comité judicial estudiantil para aparentar una justicia que no existe.

Los estudiantes latinos no tendrían que organizarse para retener un maestro que enseña la historia de la nación puertorriqueña así como estar pidiendo por un maestro experto en la historia Chicano/Mexicana.

Q.O.S.: ¿Cree usted que va a haber un cambio político de parte de los estudiantes ahora que la administración usa practicas de terror en contra de los estudiantes?

SRA. ROMERO: Desde que se empezo la lucha estudiantil los estudiantes latinos saben que esta institución nunca ha otorgado nada a los latinos y todo lo que hoy dia existe que tiende a favorecer al estudiante latino, ha surgido por la lucha de los estudiantes. Por ejemplo a traves de la lucha surgieron las uniones de estudiantes puertorriqueños y los estudiantes chicanos/mexicanos, la educación bilingüe, el Proyecto Pa'lante, el Centro y ahora recientemente la tentativa de editar un programa como es el programa de estudios chicano/mexicanos y puertorriqueños.

Como todos los estudiantes saben en el pasado no había ni siquiera latinos en esta universidad, pero ahora los estudiantes que están aquí se lo debemos al empiezo de esta lucha y al sacrificio de otros que pusieron su privilegio de estudiantes en la linea de la lucha estudiantil por eso es que estamos hoy aquí en esta universidad.

Si hoy en dia hay latinos serviles como Maximino Torres y como Betances que fueron traídos por los estudiantes pero no trabajan en esta universidad por el beneficio de los estudiantes latinos y como estos hay muchos más que la administración usa en contra de los mismos latinos para eliminar al estudiantado que honestamente conserva una misión humanista progresista para conservar la cultura latino.

No importa cuanta represión los estudiantes reciban la resistencia siempre se verá multiplicada pues es así como los estudiantes aprenden a identificar al verdadero enemigo.

## ¡TODOS A LEAVENWORTH EL 31 DE OCTUBRE!

(CONT. FROM PG. 2 )

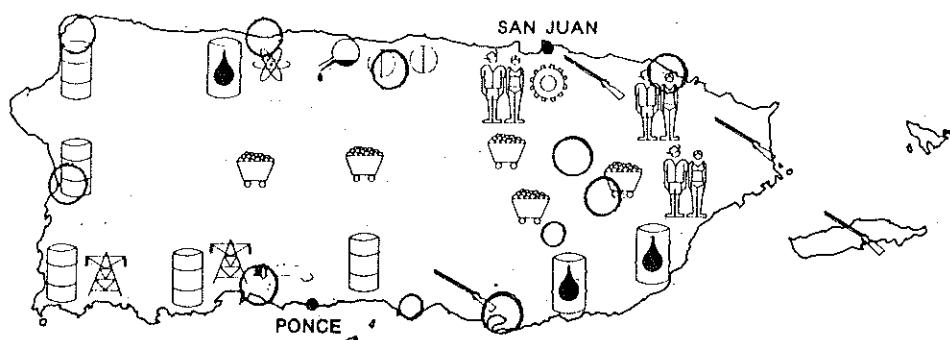
Para crear eficiencia en la energía electrica, ya que se necesitan grandes cantidades, la planta de Aguirre y otras han sido transformadas a plantas de carbón. En cuanto a los 5 millones de galones de agua diarios necesitados para enfriar la maquinaria, se están reservando los ríos y lagos cercanos. Mientras tanto se están inciendo posos subterráneos para el uso de agua potable en esta zona.

Todos estos planes de explotación de las minas, pertenecen al plan estadounidense, mejor conocido como el Plan 2020, de explotar física, económica, y sicológicamente a Puerto Rico y su pueblo. Este plan entra en efecto en el año 1985 y durará hasta el año 2020. Además de deshabituar el centro de la isla para la explotación minera, el plan 2020 propone construir once parques industriales en las costas.

El Plan 2020 significa que las personas que viven actualmente en la zona minera (1,000 por milla cuadrada), tendrán que emigrar de esta área. Toda esta gente que se quedará sin vivienda se verá forzada a emigrar a los Estados Unidos como sucedió en los años 40 y 60's con el plan conocido como Operación "Boot Strap." El resto de la gente que se quede en Puerto Rico, se verá forzada a trabajar en los parques industriales y a vivir en los proyectos, que tendrán que ser construidos para acomodar a los puertorriqueños alrededor de los parques industriales.

Además de los problemas ya mencionadas, la minería traería un sin número de problemas más. Por ejemplo, para aflojar la tierra y rocas se utilizarían diariamente 12,000 libras de dinamita, la cual causaría un ruido ensordecedor que se oye a 5 millas de distancia. De la tierra que es procesada en la concentradora solamente el 2 por ciento contiene minerales; el 98 por ciento es simplemente tierra que será inutilizada. La minería produce grandes cantidades de polvo el cual contiene micropartículas que contaminarían el aire, las aguas, la vida animal y la vida humana. Las grandes cantidades de lluvia que cae en esta zona causaría errores de terreno.

En resumen, los resultados que traería la minería para Puerto Rico serían los siguientes: Por una parte las corporaciones multinacionales aumentarían los millones de dólares que se llevan anualmente de Puerto Rico, sin pagar contribución alguna. Por otro lado, los puertorriqueños nos quedaremos con una isla no apta para vivir llena de contaminación ambiental y terreno destruidos, ríos secos o contaminados, aires contaminados, playas sin pesca. El ruido causado por la dinamita diariamente afectaría el sistema nervioso del ser humano, convirtiendo a los puertorriqueños en un pueblo neurótico y esquizofrénico. En fin Puerto Rico se convertirá en un teraplen industrial y militar de los Estados Unidos, sin espacio para los puertorriqueños.



### PENETRACION ESTADOUNIDENSE EN PUERTO RICO

- QUIMICA
- EXPLOTACION DE COBRE  
(En estado de planeamiento)
- REFINERIA DE COBRE  
(En estado de planeamiento)
- INDUSTRIA LIVIANA
- EJERCITO MILITAR
- REACTOR NUCLEAR

- PARQUE INDUSTRIAL  
(En estado de planeamiento)
- PETROQUIMICAS
- COMPLEJO PETROLERO
- FARMACEUTICA
- ▲ PLANTA TERMO-ELECTRICA
- TURISMO

# CHICANO - MEXICANO HISTORY

Taken from

**"OCCUPIED AMERICA - THE CHICANO STRUGGLE TOWARD LIBERATION"** by Rodolfo Acuña

Chapter 2, Page 36

## THE APOLOGISTS

Most histories dealing with the relations between Mexicans and Anglos have been one-sided, written by Anglo-American historians who are apologists for the gringo's treatment of the Mexican. These historians have attempted to shift responsibility for the conflict to the Mexican. They ignore the economic motives of the Anglo-American encroachers.

The first task of the Chicano historian is to expose the apologists, who have influenced beliefs about the Mexican. We do not attribute base motives to these historians, but we maintain that they represent the attitudes of Westerners toward Mexicans. One of the leading Texas historians to advance the apologist point of view was Walter Prescott Webb. Until his death in March 1963, he was considered dean of the Texan historians. The most respected professor of history on the faculty of the University of Texas at Austin and past-president of the American Historical Association, he wielded considerable influence among scholars and graduate students. His most important works were *The Texas Rangers*, *The Great Plains, Divided We Stand*, and *The Great Frontier*; in addition, he wrote countless articles.

**The first task of the Chicano historian is to expose the apologist , who have influenced beliefs about the Mexican**

Webb's writings have had considerable impact on the historiography of the West. Recently, however, a crack appeared, and some scholars have begun to question many of his conclusions, implying that they are racist. Among these scholars are Americo Paredes, Llerena B. Friend, and Larry McMurtry.

McMurtry writes of Webb's *The Texas Rangers*: "The flaw in the book is a flaw of attitude. Webb admired the Rangers inordinately, and as a consequence the book mixes homage with history in a manner one can only think sloppy. His own facts about the Rangers contradict again and again his characterization of them as 'quite, deliberate, gentle' men." McMurtry then points out some of the inconsistencies. He faults Webb's description of the Rangers' role in the seige of Mexico City: "A sneak thief stole a handkerchief from them. They shot him." One Texas Ranger was shot, and the Rangers retaliated by killing 80 mexicans. McMurtry conclude: "[These] are hardly the actions of men who can accurately be called gentle." McMurtry

also questions Webb's description of Ranger Captain L. H. McNeely as a "flame of courage." McMurtry states of McNeely, "He did a brilliant, brave job, and his methods were absolutely ruthless." McNeely tortured Mexicans and shot them down in cold blood. Once he crossed the border with 30 men and attacked a ranch that he thought housed Mexican troops. However, he was mistaken, and he murdered a number of Mexican workers. When he discovered his error, he merely rode off. Webb's apology for the Rangers is that "Affairs on the border cannot be judge by standards that hold elsewhere." McMurtry responds: "Why they can't is a question apologists for the Rangers have yet to answer. Torture is torture, whether inflicted in Germany, Algiers, or along the Nueces Strip. The Rangers, of course, claimed that their end justified their means, but people who practice torture always claim that."

## Mexican Treacheries and Cruelties.

## INCIDENTS AND SUFFERINGS IN THE MEXICAN WAR;

Accounts of Hardships endured; Treacheries of the Mexicans; Battles Fought, and Success of American Arms;



The "Hercules of Fort Brown."

Also, an Account of Valiant Soldiers Fallen,  
BOSTON AND NEW YORK:

1847.

Entered according to Act of Congress, in the year 1847; by LIEUT. G. N. ALLEN.

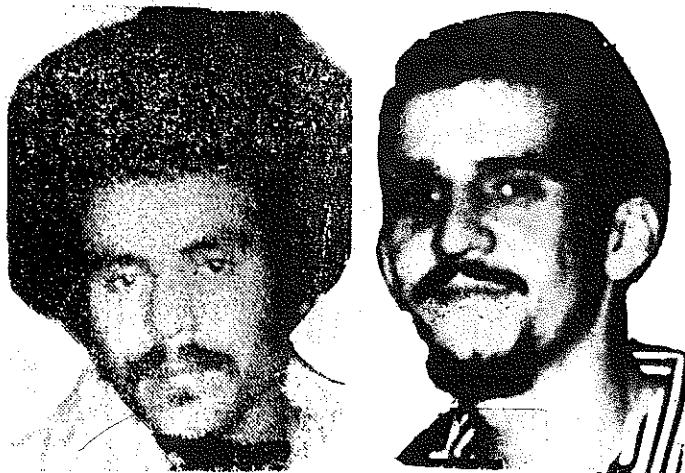
Distributors supplied at HALL'S, 66 Cornhill, Boston.

Webb had ceased being a historian and had become a Ranger by proxy. While he must have surely seen the brutality of these violent men, he closed his eyes to it. McMurtry sheds more light on the situation, writing:

(CONT. ON PG. 10 )

# UPDATE : CRUZ- OSORIO

The case of Julio Osorio and Rafael Cruz, two young Puerto Rican men who were gunned down in cold blood by the repressive forces of the Chicago Police, is now going to the courts after 4 years of waiting. The Jury was selected and the trial had begun and was in its final stages, when the Judge (Prentice Marshall) suffered a heart attack and was forced to step down from the hearing. As a result of this the whole court proceedings will have to be gone thru again. As in all cases, dealing with Police murders one can only expect that the courts will only hold up the racist policy that this system holds towards the Puerto Rican People.



FBI ballistics expert concluded that the bullet taken from the body of Rafael Cruz came from the gun of Sgt. Walton. Since no bullet was recovered from the body of Julio Osorio, the police devised a modified story. Sgt. Walton had shot Osorio and the same bullet killed Rafael Cruz. The Medical Examiner concluded that it was a physical impossibility, given the resting places of the bodies of Cruz and Osorio and the positions of the police, the same bullet could not have killed both men.

(CONT. FROM PG. 6 )

More recently, since his return, he has refused to support the creation of a Chicano/Mexicano-Puerto Rican Studies Program, or even the retention of the only female counselor, Mirta Badillo and the only Puerto Rican History professor, Jose Lopez.

As he has demonstrated in the past, and now in the present, Maximino Torres has lived up to his reputation as a traitor of the Puerto Rican students, and his betrayal will always be remembered.

To you, Maximino Torres we say that your alliance with Ignacio Mendez is only another chapter of your legacy as traitor and even worse, is an assurance that you will forever be looked down on by the students, as an intellectual mudworm.

(CONT. FROM PG. 9 )

"The important point to be made about *The Texas Rangers* is that Webb was writing not as an historian of the frontier, but as a symbolic frontiersman. The tendency to practice symbolic frontiersmanship might almost be said to characterize the twentieth century Texan, whether he be an intellectual, a cowboy, a businessman, or a politician." McMurtry's work, in fact, explores the effect of this frontiersmanship. It is also significant that Webb was a scholarly man who did not have evil motives. His works are, however racist.

By the end of Webb's long career, his viewpoint of the Chicano had changed. When he published an article, in *True West* in October 1962, "The Bandits of Las Cuevas," he received a letter from Enrique Mendiola of Alice, Texas, whose grandfather owned the ranch that the Ranger under McNeely, mistakenly attacked. Mendiola stated, "Most historians have classified these men as cattle thieves, bandits, etc. This might be true of some of the crowd, but most of them, including General Juan Flores, were trying to recover their own cattle that had been taken away from them when they were driven out of their little ranches in South Texas. They were driven out by such men as Mifflin Kenedy, Richard King and [the] Armstrongs." Walter Prescott Webb's reply was revealing: "To get a balanced account, one would need the records from the south side of the river, and these are simply not available." He stated that there was stealing back and forth, but that "The unfortunate fact is that the Mexicans were not as good at keeping records as were the people on this side... I have often wished that the Mexicans, or some one who had their confidence, could have gone among them and got their stories of the raids and counter raids. I am sure that these stories would take on a different color and tone."

Mexicans did, in fact, record their story in *corridos* (ballads), that glorified the deeds of men who stood up to the oppressors. These *corridos* are still sung in the Rio Grande Valley and in other places in the Southwest. *Corridos* to Juan Cortina were composed when he resisted the *gringo* in the 1850's, and even today, Chicano leaders such as Cesar Chavez, Reies Lopez Tijerina, and Ruben Salazar have had *corridos* composed in their honor and memory. One of the best known is *El Corrido de Gregorio Cortez*, a man unjustly pursued by the Rangers and Texas authorities in 1901.

In his book, *With His Pistol in His Hand*, Americo Paredes analyzes this *corrido*, as well as reviewing the history of the *corridos*. They convey the Mexican attitude, which is one of defiance, toward *los rinches*, as the Mexican call the Rangers:

Then said Gregorio Cortez  
With his pistol in his hand,  
"Ah, how many cowardly rangers,  
Against one lone Mexican!"

Paredes wrote that: "The official Texas Ranger are known as the *rinches de la Kinena*, or Rangers of King Ranch, in accordance with the Borderer's belief that the Rangers were the personal strong-arm of Richard King and the other 'cattle barons.'"

(to be continued in next issue)

## POESIA

### OUBAO—MOIN

El río de Corozal, — el de la leyenda dorada.  
La corriente arrastra oro. — La corriente está ensangrentada  
El Río Manatubón — tiene la leyenda dorada.  
La corriente arrastra oro. — La corriente está ensangrentada.  
El río Cibuco escribe — su nombre con letra dorada.  
La corriente arrastra oro. — La corriente está ensangrentada.  
Allí se inventó un criadero. — Allí el quinto se pagaba.  
La tierra era de oro. — La tierra está ensangrentada.  
En donde hundió la arboleda — su raiz en tierra dorada,  
allí las ramas chorrean sangre. — La arboleda está ensangrentada.  
Donde dobló la frente india, — bien sea tierra, bien sea agua,  
bajo el peso de la cadena, — entre los hierros de la ergástula,  
allí la tierra hiede a sangre — y el agua está ensangrentada.  
Donde el negro quebró sus hombros, — bien sea tierra o bien sea agua,  
y su cuerpo marcó el carimbo — y abrió el látigo su espalda,  
allí la tierra hiede a sangre — y el agua está ensangrentada.  
Donde el blanco pobre ha sufrido — los horrores de la peonada,  
bajo el machete del mayoral — y la libreta de jornada  
y el abuso del señorito, — allí sea tierra o allí sea agua,  
allí la tierra está maldita — y corre el agua envenenada.  
Gloria a esas manos aborigenes — porque trabajaban.  
Gloria a esas manos negras — porque trabajaban.  
Gloria a esas manos blancas — porque trabajaban.  
De entre esas manos indias, — negras, blancas,  
de entre esas manos — nos salió la patria.  
Gloria a las manos — que la mina excavaran.  
Gloria a las manos — que el ganado cuidaran.  
Gloria a las manos - que el tabaco, que la caña y el café sembraran.  
Gloria a las manos — que los pastos talaran.  
Gloria a las manos — que los bosques clarearan.  
Gloria a las manos — que los ríos y los caños y los mares bogaran.  
Gloria a las manos — que los caminos trabajaran.  
Gloria a las manos — que las casas levantaran.  
Gloria a las manos — que la rueda giraran.  
Gloria a las manos — que las carretas y los coches llevaran.  
Gloria a las manos — que a las mulas y caballos ensillaran y desensillaran.  
Gloria a las manos — que los hatos de cabras pastaran.  
Gloria a las manos — que cuidaron de las piaras.  
Gloria a las manos — que las gallinas, los pavos y los patos criaran.  
Gloria a todas las manos — de todos los hombres y mujeres que trabajaran  
porque ellas la patria amasaran.  
Y gloria a las manos, — a todas las manos que hoy trabajan  
porque ellas construyen — y saldrá de ellas la nueva patria liberada!  
¡La patria de todas las manos que trabajan!  
Para ellas y para su patria, ¡alabanza! ¡alabanza!

*"Alabanza en la Torre de Ciales" por Don Juan Antonio Corretjer*

~~ALL OUT TO LEAVENWORTH OCT. 31ST!~~

# SUPPORT THE IRMA ROMERO DEFENSE FUND

In an unprecedented move by UNI via the Student Judiciary Body, student activist Irma Romero was suspended for two (2) years.

This harsh sanction was imposed on Irma Romero because of her participation in an August 6th demonstration, when UNI President Ronald Williams refused to meet with the students, and allegedly pushed Vice President of Student Affairs, Daniel Kielson.

We call upon all progressive students and faculty to support Irma Romero's return to the university by doing the following:

- 1) Write a letter to William Lienemann, Office of Administrative Affairs, President Ronald Williams and the Board of Governors, demanding the immediate reversal of Irma Romero's sanction and her return to campus.
- 2) Support the Chicano-Mexicano/Puerto Rican Studies Program and the student's right to participate in its development.
- 3) Support generously to the Irma Romero Defense Fund. Send money to Que Ondee Sola, Room E-041.
- 4) Participate in all Union for Puerto Rican Students (U.P.R.S.) activities in support of Irma Romero. Meeting time 12:30 p.m. - Thursday, P1, Centro Albizu-Zapata.

## MIDWEST DEMONSTRATION LEAVENWORTH FEDERAL PRISON, KANSAS OCTOBER 31, 1981

The National Committee to Free Puerto Rican Prisoners of War, calls upon all freedom loving people to participate in a mobilization in support of the Eleven Puerto Rican Prisoners of War, to Leavenworth Federal Penitentiary in Kansas, on October 31, 1981 at 12:00 noon.

For more information please contact

Que Ondee Sola  
Latino Students Newspaper  
E-041 ext. 514

Union for Puerto Rican Students, (U.P.R.S.)  
Meets Thursdays at 1:00p.m.  
Centro Albizu-Zapata-(P-1), ext. 367