

# Que Ondeé Sola

October 1988, Volume 22, No. 4



Beatrice Nieves

## A FRESHMAN SPEAKS

**QOS:** *What school did you graduate from?*

**BN:** Dr. Pedro Albizu Campos High School.

**QOS:** *What is your major?*

**BN:** I haven't decided my major yet!

**QOS:** *What do you think about college life?*

**BN:** I am enjoying college a great deal. I love to learn. College is fun. Learning everything I want to know about the world in general and about people is fun. Finding answers to questions that I want to learn about is exciting.

**QOS:** *What are your plans?*

**BN:** One day I will make a great contribution to humanity. I will use all my education and energy to help people develop to their fullest for a better tomorrow.

**QOS:** *What do you dislike most about your college experience?*

**BN:** The only thing I don't like about college is all the paper work. All the long lines and all this waiting.

**QOS:** *Who has helped you the most at UNI?*

**BN:** I would like to give special thanks to those who work with Proyecto Pa'lante for all of their support.

## Students & teachers at UNI Celebrate Grito de Lares

*UPRS Invites Humberto Pagán and Morivivi*

On September 27, the Union for Puerto Rican Students (UPRS) commemorated the 120th anniversary of *El Grito de Lares*. The UPRS invited guest speaker Humberto Pagán Hernandez and the cultural group *Morivivi*.

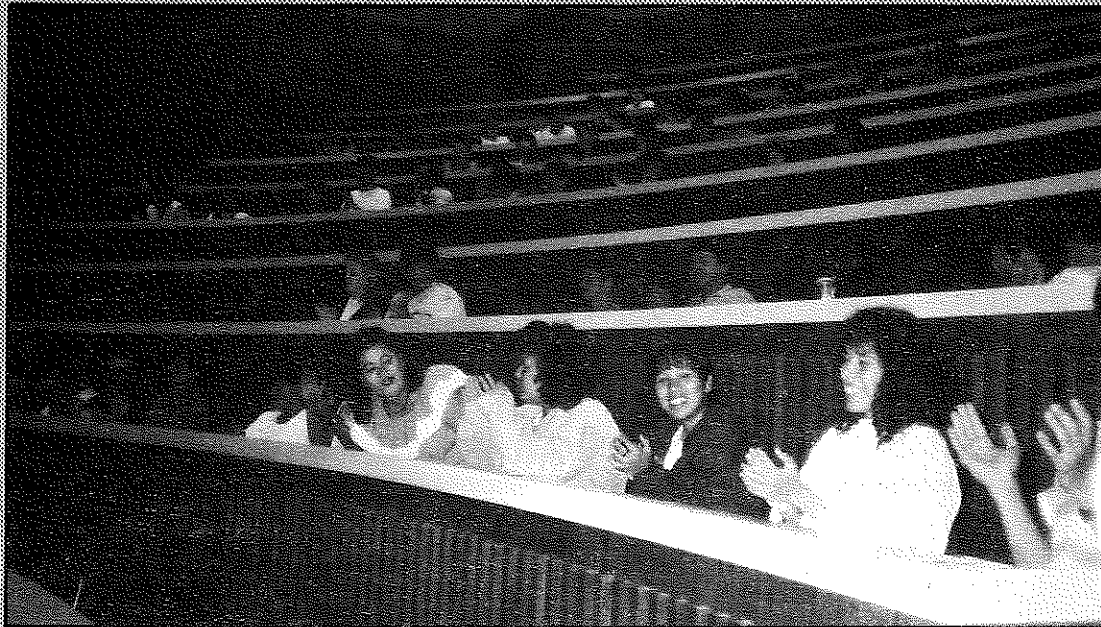
Over 90 students gathered in the lecture hall to commemorate the Lares uprising, known as the birth of the Puerto Rican nation.



Humberto Pagán-Hernandez, a well known political activist and former student leader in Puerto Rico, focused his presentation on the development of the Puerto Rican nation. He pointed out the tradition

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Grito de Lares Activity cont.



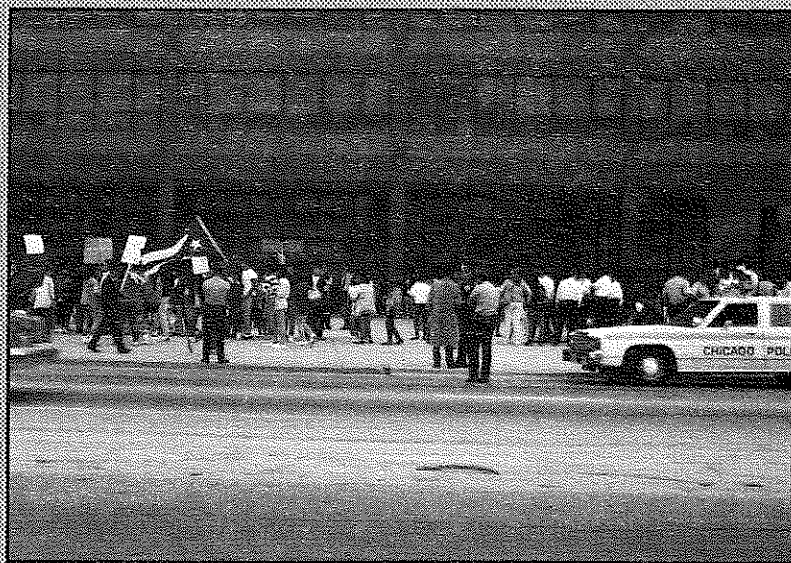
of resistance of the three cultures that form the Puerto Rican people, from the formation of *cimmarones* (free, usually escaped slaves, who struggled against slavery), to the Grito de Lares uprising of 1868.

Along with this ongoing united resistance, emerged a common identity, with a common language and culture that culminated in the birth of the Puerto Rican nation. This identity has been maintained, despite the attacks made by both the Spanish and the North American empires. Humberto ended his presentation with the affirmation that after 120 years of social, political and economic domination, we are still Puertorriqueños!

After a warm reception from the audience, Grupo Morivivi took the stage. They, with their usual vivaciousness, began their presentation. A variety of themes and musical forms were interpreted by Morivivi's members. From the inner mountain lyrics of *el seis* and *la decima*, to the African coastal rhythms that resounded throughout the lecture hall, Mo-

rivivi demonstrated their outstanding versatility by interpreting both slow *boleros* and fast *plenas*. Their colorful outfits, their movements, and the variety of instruments they played were also an example of the development and growth of a people, despite all the attacks and atrocities committed against them.

The UPRS would like to thank all the students, staff and faculty members that attended and helped make our Grito de Lares a great success.



**COMMUNITY NEWS**

# Community Protests Racist Remarks by Clemente High School Librarian

The Latino community of the West Town/Humboldt Park area became outraged by the insulting, arrogant and openly racist opinions that were expressed by several teachers in the January 22, 1988 issue of *The Reader*.

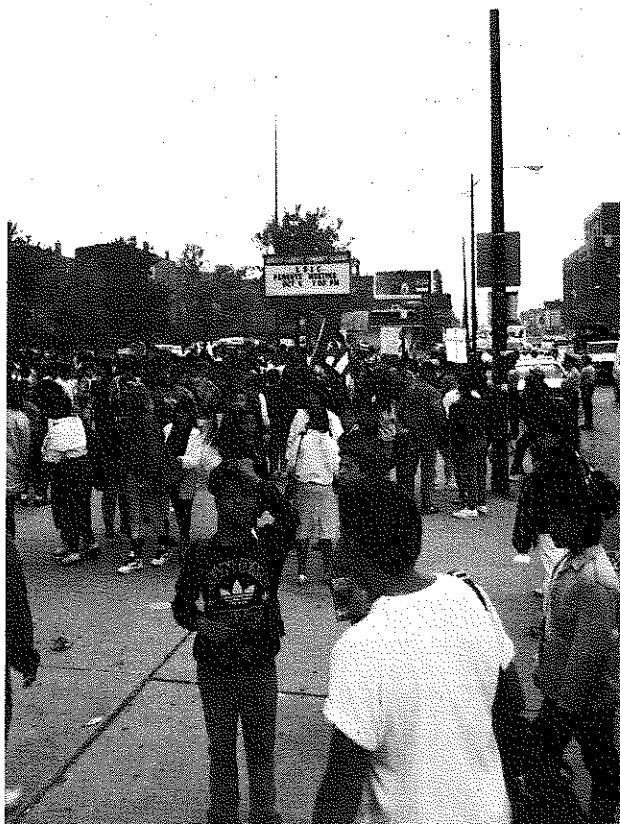


The article contained numerous racist and degrading comments about Hispanic students, bilingual teachers and the Hispanic community in general.

As a result of these comments and the organized efforts of parents, teachers and other community members, these three teachers were given administrative transfers to other schools. Two of the teachers are no longer at Clemente High School. The third, Kay Thompson, who is a librarian, has chosen to file a lawsuit against the Board of Education for violating her freedom of speech. She has returned to work at Clemente High School due to a restraining order placed on her transfer by a federal court judge. She is not only demanding her job back, but she is also suing for \$200,000 in punitive damages.

The *Coalition Against Racism in Clemente High School (CARC)*, which is comprised of students, parents, teachers and community members, demands that Kay Thompson be fired. They believe that no school should employ teachers who openly display racist and cynical attitudes towards the students, their parents, fellow teachers and the community in general. The CARC realizes that Hispanic youth suffer from a lack of good education and are not able to confront the future with all their potential and ability. Why? Mainly because of the racism that characterizes

this society. These teachers are just one example. This system produces teachers like Kay Thompson, who underestimates the historic 500 year develop-



Cont on page 9

**COMMUNITY NEWS**

***Every Half-Hour  
One Person Will Die Of AIDS in America  
What is the Government Doing?  
What are We Going to Do?***

The numbers seem to shock people but they are true, every half-hour one person will die of AIDS in this country and yet the government insists on pushing the issue to the side because it is a "loaded gun". Why is AIDS a "loaded gun?"

To answer this question we must see who has AIDS in this country. Most People With AIDS (PWAs) are from minority groups. Whether gay, Black, Latino, Native American, women or "others" (as described by the government) it is not "mainstream" or better yet, male Anglo-Saxon heterosexual men who are the most likely to get AIDS; therefore it does not become a priority for the US government. It has been approximately seven years since the AIDS epidemic began and yet the US has not produced a drug, or and, an adequate and unbiased educational program that could truly help to end the AIDS epidemic. It is a "loaded gun" because many issues come into question. For example, poverty, human rights, (health care, good education, good housing) racism, discrimination, sexuality and other themes that this government does not want to address. Once again, this country's social setting is being rocked. Again the good old nice America is being questioned about its irresponsibility before this crisis.

The illusion that begin at the beginning of this decade of taking America back to its old

Christian tradition has faced its enemy within itself. AIDS is changing America, it is also dividing it. On one side people scream, demonstrate and warn against the injustices committed against PWAs, and the other side is screaming, "they deserve what they get". Where do we stand as students?

We are privileged enough to study and research different issues. We should not wait for AIDS to hit home to act upon it. We know that AIDS is not transmitted by casual contact. That PWAs are human beings and they need love, caring and support. We as students have the responsibility to educate, research and support all struggles by PWAs to get what they want, some more time to live.

For further information on AIDS, call VIDA/SIDA at 278-6708, ask for Lourdes Lugo, Frederick Eggan, Federico Jiménez.

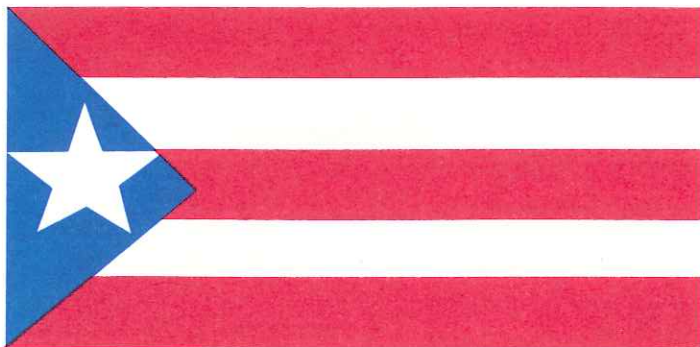
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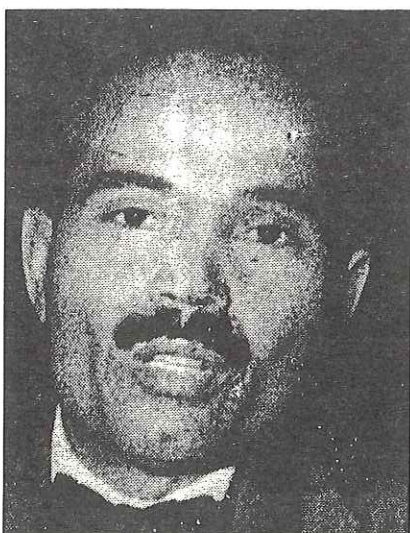
## A MOMENT IN PUERTO RICAN HISTORY

## EL GRITO DE JAYUYA



*On October 30, 1950 hundreds of Puerto Ricans affiliated with the Nationalist Party of Puerto Rico took over the central town of Jayuya, proclaiming the Second Republic of Puerto Rico. Under the leadership of the legendary Blanca Canales and the heroic Carlos Irizarry, the Nationalists confronted the US National Guard and the colonial police. The US military bombarded and destroyed Jayuya. Meanwhile in the US the uprising was being portrayed by the media as an internal conflict among Puerto Ricans. To bring this campaign of misinformation to an end, and to call world attention to the colonial case of Puerto Rico, Oscar Collazo and Griselio Torresola shot their way into the temporary residence of US President Harry Truman, the Blair House. In the ensuing fight, Griselio was killed and Collazo was wounded. Soon after he was sentenced to die on the electric chair, which due to international pressure, was commuted to life imprisonment.*

## WHO WERE THE PERSONALITIES BEHIND THE GRITO DE JAYUYA?



Dr. Pedro Albizu Campos was born on September 12, 1893, in the city of Ponce. "El Maestro" as many people came to know him, is one of the greatest Puerto Rican patriots of the century. He laid the foundations for the struggle for liberation against the US occupation of Puerto Rico.

Albizu raised the consciousness and pride of

the Puerto Rican people, who were suffering from colonialism. As a young boy of 7, he witnessed the US invasion of Puerto Rico. He saw his native town Ponce, occupied by soldiers of another nation. It was a sight Albizu would never forget. During the early years of US occupation he learned first hand about North American racism.

As a young man he attended college at the university of Vermont, then went to Harvard, where he was influenced by the Irish Republican Movement. For two years he served in the US Army. Here he developed a sense of military strategy and tactics that he later put to use.

After a pilgrimage through many Latin



**Blanca Canales** was born in Jayuya on February 13, 1906. She began to work with the Nationalist Party in the 1930's and is still a member today. Since first meeting her, Nationalist Party leader Don Pedro

Albizu Campos had the highest trust in her. This allowed her to keep her government job and at the same time, participate in the most dramatic moments in the Party's life, although she did not formally hold any position. It was a very particular and interesting form of public clandestinity. On October 30, 1950, Blanca ended this special situation, flag and arms in hand, to lead the Nationalist attack which seized the town of Jayuya and proclaimed the second Republic of Puerto Rico.

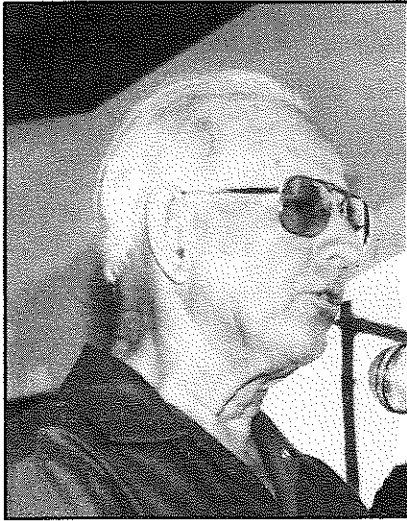
At the time of the attack, Blanca had one of her nephews, Elio Torresola Roura with her. He would later take over the military command when his chief, Carlos Irizarry died from a shot in the chest as he was trying to take the Police Headquarters. Her other



*Many Puerto Rican women actively participated in the rebellion and were arrested by the police. In the above photograph, a group of women are being interrogated at gun-point. (Wide World Photo)*

American countries, Albizu returned to Puerto Rico to assume the leadership of the Nationalist Party of Puerto Rico. An audacious and incorruptible leader, and convincing orator, Don Pedro led his country down new paths for independence that shook the very colonial foundation of the US.

Because of his leadership and the Nationalist Part resistance to colonialism: (read: assassinations, massacres, bombings and imprisonment) Albizu spent 24 of his last 28 years of life in prison. During his last years in prison, Albizu was tortured by his jailers and he suffered 3 strokes, was paralyzed and deprived of his capacity to speak. When he died, in 1965, 100,000 Puerto Ricans attended his funeral which was the largest gathering of people in the island's history.



**Oscar Collazo** was born in Florida, Puerto Rico, in 1914. He was incarcerated in US Federal prisons since November, 1950, making him the longest-held political prisoner in the Western Hemisphere. He was freed in

1979 after a long struggle and much international pressure; he continues to be a leading member of the Puerto Rican independence movement.

Collazo was moved to join the Nationalist Party after hearing a speech by its great leader, Pedro Albizu Campos, at the commemoration of the birthday of José De Diego, an early 20th century independentista. Upon entering the nationalist movement, Collazo joined the Cadets of the Republic, a paramilitary youth group affiliated with the Nationalist Party. Between the years of 1930 and 1950, Collazo like many other Puerto Ricans, traveled between the United States and Puerto Rico, trying to find work and support his family.

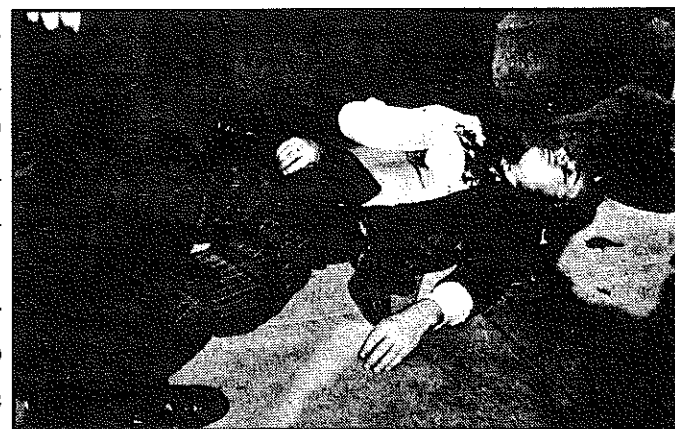
In the early 1940's Collazo was appointed the first secretary of the Puerto Rican Nationalist Party, a position he retained until the 1950 attack on Blair House. Following the attack, in which his comrade in arms, Griselio Torresola, was killed, Collazo was kept in a detention hospital until he was able to stand trial. Upon being brought to trial for murder, Collazo made it clear that he did not intend to defend himself, but rather to

“defend his country”. Despite his efforts to present the political implications of his actions, the Court reached the only result consistent with US imperialism. A death sentence.

An international campaign was undertaken by progressive people in Puerto Rico and the United States which ultimately forced President Truman to commute Collazo's death sentence to life in prison. At no point in time did Collazo ask the government for pardon or commutation, be-

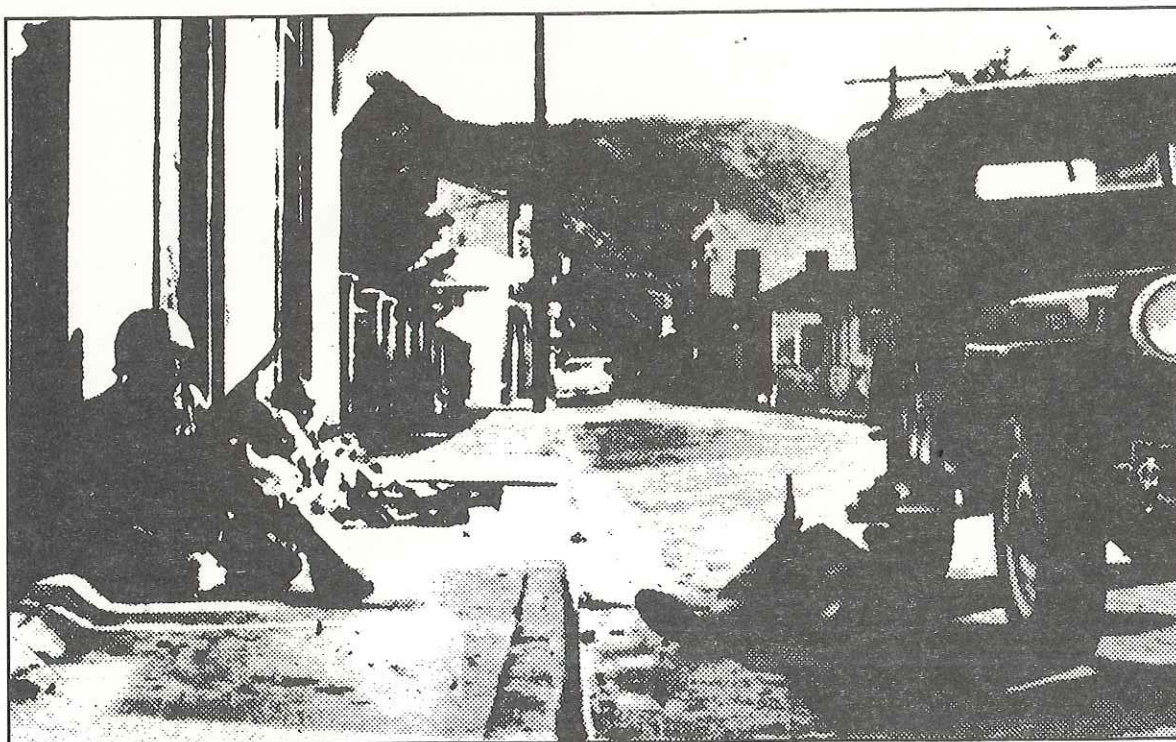
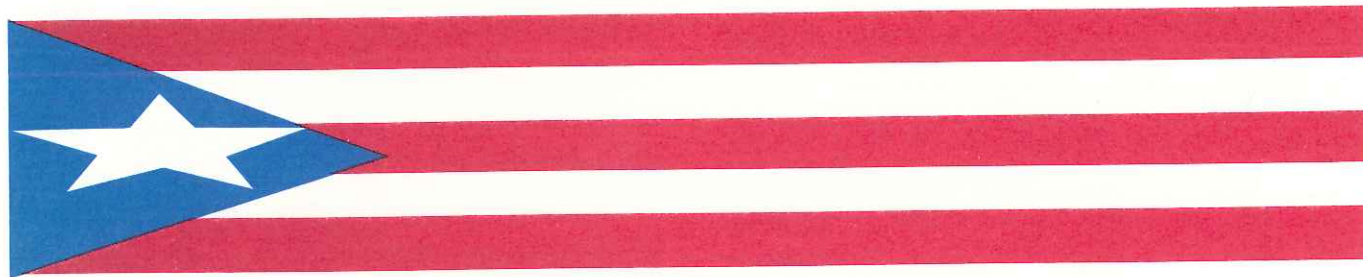


*Above, Oscar Collazo leaves federal court in Washington, D.C. where he was sentenced to death on April 6, 1950. His death sentence was later commuted to life imprisonment. Below, Oscar Collazo, shot in the chest, lays on the floor. (Wide World Photos)*

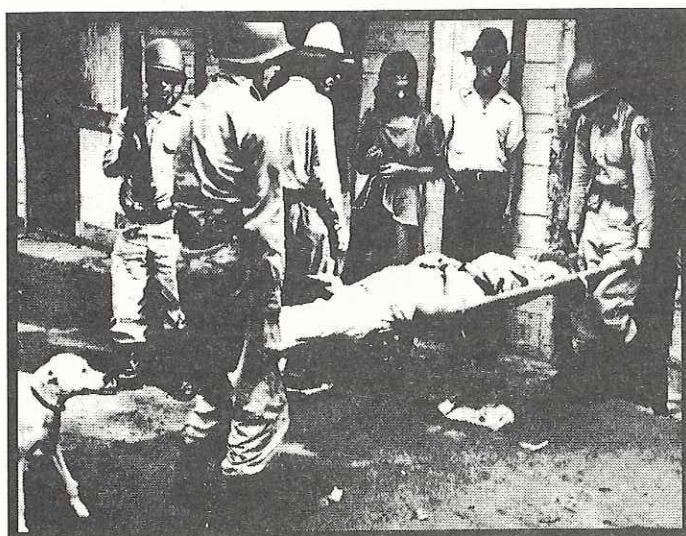


cause he believed to have done so would have been to legitimize US control over his country. Even today, he and the other Nationalists remain consistent in their position of non-recognition of the United States courts and other US

governmental apparatus. This is best illustrated by their refusal to accept parole or ask for a pardon, and their consistent demand for unconditional release.



*The Nationalists took over the town of Jayuya and proclaimed the Republic of Puerto Rico. Below Left, the US government was forced to call out the Army and the Air Force. Below Right, two rebels are arrested by the National Guard. (UPI)*





**COMMUNITY NEWS CONTINUED FROM PG. 3**

1. Kay Thompson must be fired immediately;
2. Roberto Clemente HS must be converted into a bilingual/bicultural school;
3. The personnel of the school must be bilingual;
4. Educational workshops for teachers on racism

concerned community members. (The CARC sponsored the picket.) On Wednesday, 100 parents students and community leaders met in the ASPIRA office to map out a strategy to heighten the struggle against racism at Clemente and Kay Thompson. Channel 5 and 26 provided positive news coverage of the meeting.



The Chicago Police harassed and attacked students while they peacefully demonstrated. Marcos Vilar, a member of the Steering Committee of the Coalition, was arrested while protecting a student who was being assaulted by the Police in a Church where students sought refuge from the assaulting police. The restraining orders regarding Kay Thompson were extended another 20 days. Due to the overwhelming community pressure, the board was unable to reach an out of court settlement with Thompson. The CARC will continue the struggle until Kay Thompson is removed from Clemente High School.

must be held to create an understanding about the realities of our people;

5. Control of the school must be turned over to the community;
6. Local administration of the school must be instituted;
7. Faculty and staff must proportionately represent the ethnic composition of the student body;
8. School curriculum must reflect the reality of the community;

The students have demonstrated their capacity to take action. On Monday September 7, 1988, 500 students walked out, demonstrating their leadership and ability to organize themselves in a very disciplined and creative manner.

On Tuesday 8 200 students boycotted classes and participated in a two-hour picket in front of Clemente High School along with parents and

The Coalition Against Racism in Clemente (CARC) asked the prominent Puerto Rican Sociologist and Educator Dr. Luis Nieves Falcon to analyze the racist implications of the interview by Kay Thompson. This is one of his conclusions:

*The elements characterizing the racist ideology of the colonizer can easily be identified in the controversial article published by The Reader in Chicago entitled "Three Teachers Talking". The article evolves attributing to Puerto Ricans students a spontaneous, non-rational, attitude towards sex. This initial statement tends to place sex in a natural realm which really brings the supposedly Puerto Rican way of thinking about sex to the realm of the animals, whose sex instinct is spontaneous, natural, never rational. It is a first intent of teachers to bestialize the Puerto Rican student. This is accomplished by the teacher who identifies herself with a superior realm. In this way, the categorical forces of an absolute nature begin to emerge.*

COMMUNITY NEWS**The INTERVIEW****Characters****Reporter ... Marilyn Smith****English Teacher .... Paul****School Librarian ... Sandy****Substitute Teacher ... Tracy**

*Marilyn Pérez is presently a senior at Clemente High School. Marilyn was in a drama class at the time that the **Three Teachers Interview** - which sparked the protests now going on at Clemente - appeared in *The Reader* newspaper. She was so outraged and indignant about the inherent racism and cynicism in the three teachers comments that she decided to express it by writing this drama which has never been published or acted- out*

*(3 teachers are in the center of the stage with their backs to the audience and with hoods on.)*

**Marilyn Smith:** *( she walks to the side of the stage)*  
Good morning my name is Marilyn Smith. I am a reporter for the **Interviewer Newspaper** which is published on the South side of Chicago. Today I am interviewing three teachers from a high school on the Northwest side Humboldt Park area. Lets see what they have to say.

*(Marilyn walks towards the three teachers and sits down facing the audience)*

**Marilyn:** Well, which one of you will start the interview? Tell me about yourselves Mr... Mr...

**Paul:** Well, I am an English teacher at a Northwest side high school in the Humboldt Park area.

**Marilyn:** I understand you are a writer?

**Paul:** Yes, I have a couple books published.

**Marilyn:** Do you like the school you work in?

**Paul:** No, but money is money. I make it clean but, I don't enjoy the environment because of all the gang members and all of the dumb people who are called students.

**Pat:** I agree because the same things are going on in the Library where I work.

**Marilyn:** You work in the Library Miss... What is your name?

**Pat:** My name is not the issue, the issue is those students, if they can be called that.

**Marilyn:** Well, if your name is not the issue, then what do you want me to call you?

**Pat:** You can call me Pat.

**Paul:** You can call me ahh Paul. Yeah, Paul.

**Tracy:** You may call me Tracy.

**Marilyn:** Okay, Pat, Paul, and Tracy it is. But why don't you tell me your full names.

**Tracy:** We would just like to share our experiences with your readers so they can be aware of what is going on in that school.

**Marilyn:** Tracy, what is your position at the school?

**Tracy:** I am a substitute teacher and it is a very scary job, in that school anyway.

**Marilyn:** Why is that?

**Tracy:** Because whenever I go to a class I am suppose to substitute I wonder if anyone will start a gang fight or some animal, barbaric fight. Because that is what they act like.

**Marilyn:** What do you think about this Paul? Do you agree with Tracy?

**Paul:** I think that this school is corrupt because of the students. You never know what is going to happen next. There are all kinds in that school. One day I was in the first floor and I saw a drag-queen! That is a man dressed in womens clothes. That is sick! They have no moral respect. They have no culture or know nothing

**THE INTERVIEW...**

about their native history.

**Marilyn:** What is your opinion on this Pat?

**Pat:** I think something should be done about these kids because, they are ruining everthing. Those kids don't care about their education.

One day I took a student downtown and she was terrified and shocked! She said: " what are all these people doing? where are they going?" "They are all going to work", I responded., and she said "all these people work?" I was shocked! Then I realized that she had never been out of the Humboldt Park area. She thought the Humboldt Park area was it. I was really shocked. She really only knew one world, that is the Humboldt Park area, and I think thats all she'll ever know, as well as most of the students at the school.

**Marilyn:** Stop!

*(Marilyn stands up, she is visibly angry, and walks to the front-center of the stage. The three teachers stand up , turn around and take their hoods off. They put their hands to their sides and stand tall, so arogantly,*

*as if they don't care about anyone else but themselves)*

Now I want to tell you how I feel. I want to express to you my thoughts, the thoughts of Marilyn Pérez the student!

Why do we have to be judged in this way. It is a shame that in an educational institution things like this happen. Teachers are supposed to teach us, love us, care, and be on our side, not discriminate students because of their race, color, religion, or learning abilities. We should not be judged by the stereotypes against our race. Being Latino is not a negitive stigma, so why do people hold it against us? Why do people judge us in such an unjustifiable maner? Encourage students to learn, don't discourage them because of who they are and where they live. Encourage us to learn and help us become better.

*Written by Marilyn Pérez Rómán  
Student at Clemente*

## Dr. Ben Coleman Scholarship

The Puerto Rican Cultural Center, a community based institution, has announced the creation of the Dr. Ben Coleman scholarship for a Northeastern Illinois University graduate pursuing any field of study at the graduate level in Afro-Caribbean Studies.

The scholarship will be for \$250.00 to be used during the 1988-89 year. Selection of the scholarship recipient will be made by a committee to be established by the Union for Puerto Rican Students(UPRS). Any student who is interested in being considered for this scholarship should fill out the following coupon or contact QOS, ext. 3805.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

Social Security #: \_\_\_\_\_

Telephone: \_\_\_\_\_

Year Graduated: \_\_\_\_\_

Major: \_\_\_\_\_

UPRS Presents College Day for Future Freshman  
and Commemoration of  
The Jayuya Uprising of October 30, 1950

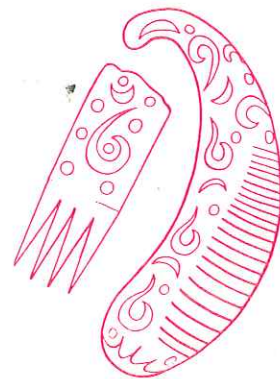
*With a*

*Concert by*

*Ruco Gandía*

*&*

*Guest Musicians*



*who perform a variety of forms of cultural music from the Caribbean including: folkloric melodies from the highlands, Afro rhythms from the coasts, reggae, ballads and the finest Puerto Rican poetry.*

**Friday October  
28**

**12:00 -2:00pm**

At:

**UNICORN  
HALL**

**PROGRAM:**

9:00-10:00 Continental Breakfast  
and Welcome  
10:30-11:00 Questions and  
Answers  
11:00-12:00 Tour of UNI  
12:00-2:00 Luncheon and  
Concert

Sponsored by UPRS and QOS