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## Que Ondee Sola - January 1972

Chuck Torre

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# QUE ONDEE SOLA



VOL. I NO. I

NORTHEASTERN ILLINOIS UNIVERSITY

JAN. 27, 72



## U.P.R.S. DELEGATES RETURN FROM NEW YORK

Miguel Antonio Rios and Hector Luis Rosario have recently returned from New York City where they carried out the responsibility of interviewing the directors of Puerto Rican Studies departments of colleges of the City University of New York, namely, Brooklyn, Hunter, and Queens colleges. Information was also gathered from other universities in the east.

Mr. Rios and Mr. Rosario were sent by the U.P.R.S. to make the trip part of the Union's plan for a Puerto Rican studies department here at Northeastern. The information and materials gathered by these delegates

along with other supplementary literature will be used as a primary step in the development of the Puerto Rican studies center.

The findings of this trip will be covered in the next issue.

## ABOUT THE NEWSPAPER...

Que Ondee Sola came about because of a dire need for self-expression and a lack of productive relevant communication in the society in which we live. In response to this need, the members of Union For Puerto Rican Students organized a committee over the Christmas holiday to take the initiative of organizing this newspaper.

The committee decided to subdivide the format of Que Ondee Sola into four sections in order to more fully meet the need for expression. These sections are as follows: news section, for reporting of current events of importance to Puerto Ricans and other minorities; editorials, for commentary on these events or other topics of interest; features, for events of a social nature; and art, for self-expression in any form not covered by the other three sections--for example, poems, songs, drawings, essays, photography, etc.

This newspaper welcomes any comment on any subject, in Spanish or in English, from our readers. We will also accept poems, cartoons, news articles, etc., and print them as space permits.

RIGHT ON TO BEAUTY

On Thursday, January 27, 1972, the U.P.R.S. will present Sr. David Hernandez in recital at the school auditorium of N.I.U. Sr. Hernandez is a nitty-gritty poet from the Puerto Rican community. Currently, he has for sale a collection of his poems, in book form, entitled, Despertando, for the cost of 50¢.

Through his poetry, Sr. Hernandez expresses his inner feeling about what it is like to be a Puerto Rican in the urban United States, and his personal experiences and experiences common to most Puerto Ricans.

Beside being an excellent poet, David has been a man of action in our Puerto Rican community. He has been instrumental in founding various organizations and community centers. Just to mention one, he recently helped found El Centro Nuevo Mundo (New World Resource Center) which is located at 2546 N. Halsted. The purpose of this center is to create a consciousness of the struggle for liberation throughout the world. The center will also be conducting free English classes, starting Friday, January 28, 1972. For further information, you can call 348-3370.

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QUE ONDEE SOLA is published bi-weekly by the Union for Puerto Rican Students at Northeastern Illinois University, 5500 N. St. Louis Ave. The opinions expressed in Q.O.S. do not necessarily reflect those of the Administration and responsibility for its contents lies solely with its staff.  
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PAST EVENTS but MORE to COME

NEW WORLD RESOURCE CENTER

Viernes, 14 de Enero,  
Casa Abierta- Bocabllos y entretenimiento internacional. David Hernandez, poeta Puertorriqueño, 9:00 pm, Favor de traer alguna donación de comida inpercedera, ropa de segunda mano o diner, si puede, para Cairo United Front.

Sábado, 15 de Enero,  
Película: Sal De La Tierra- Esta película documenta una huelga por el sindicato internacional de mineros sontra la compañía Delaware Zinc en New Mexico entre 1950 e 1954. Es una cuenta de la lucha de liberación por los mineros Chicanos y sus familias. 90 min. Se sigue una discusión por Clark Kissinger.

Domingo, 16 de Enero,  
Poesía con Dennis Brutus, un poeta sur-africano. Se serviran café y donuts.

Sábado, 22 de Enero,  
Noche América Latina- Dos películas cortas de Cuba: Now y 79 Springs of Ho Chi Minh. Se sigue una discusión por Guillermo Brzostowski, "Cinema en Transformación: Una vista de la cinema Cubana."

Viernes, 21 de Enero,  
Noche China, Transperenciasy discusión por una persona recién venido de China.

Domingo, 23 de Enero,  
Noche Africa, Película de Sur Africa. Se sigue una discusión por Prexy Nesbitt recién venido de Africa.

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EDITOR-IN-CHIEF.....Chuck Torre

ART EDITOR.....Rosa Alvarez

NEWS EDITOR.....David Alchilla

FEATURES EDITOR.....Edwin Claudio

EDITORIAL EDITOR.....David Delgado

TYPIST.....Mary Jane Schram

ART WORK by .....Pedro Flores

# The UNION

Our History at Northeastern

The idea for a latin united front, to confront the problems facing latins at Northeastern was conceived by Miguel Rios, Hector Rosario and Samuel Flores. Together they formed what today is called the Union for Puerto Rican Students.

The Union began meeting on September of 1970, with instrumental help from Ben Coleman (Supervisor del Programa de Inter-cambio) and Bill Spellar (Director of Project Success). At the meetings the members had to overcome their own individualistic attitudes this I believe is caused by the brainwashing high school had put them through. Some Union students felt that many of them has no previous orientation as to what it meant to be a member of an organization, to work cooperatively and productively for that organization and their people. Therefore they realized they had to work gradually in the beginning.

At the meetings the people started discussing about what kind of organization this was going to be, after many sessions was decided that the political picture on campus had to change, and it had to change drastically for latins. With the mechanics worked out the people elected Miguel Rios as the first President.

During the first year of operations the Union raised food, money and clothes for the flood victims of Puerto Rico and brought students for a view of the campus and a representation of what the Union is about. As a young organization on campus we were limited as to what we wanted to do and what we could do. The Union members decided if we were to have some "PODER" on campus we needed a Puerto Rican on the administrative level, after going through many beauracratc changes, for example we have no money and you have to wait until Springfield allocates the budget, we got Mr. Maximino Torres. He is the first Puerto Rican full-time faculty member at Northeastern and serving as sponsor for the Union.

On September "7I", the Union presented a list of demands to the Administration, in the demands we outlined the need for a place to run a recruiting program and a increase in curriculum to include a possible Puerto Rican Studies Center. The realization of these demands will be the main objective for the Union this year.

## Comentando

y/o

## vasilando

EL POBRE VS. TARJETAS DE CREDITO

por K.J.

Otro miembro que ha ingresado en la elite de grandes crímenes son los robos hechos con tarjetas de créditos. Creo que desde que salieron estas tarjetas siempre se ha robado pero no en estas escalas. Las pérdidas en Illinois para 1971 se calcula en más de siete millones de dólares y ahora es que se piensa hacer algo. Un sub-comité en el senado se ha puesto en movimiento y piensan iniciar unas investigaciones en marzo.

Me parece que este problema es algo serio en cuanto al pobre se refiere, y no creo que se le esté dando la devida atención que se merece. De aquí a que se haga algo significativo para corregir este mal, la situación ha empeorado. Esos osos que están robando están bien organizados. Me puedo imaginar el esfuerzo que hubo para hecharse al pico más de siete millones de dólares en artículos y servicios. Pero a mi no me preocupa las pérdidas que tengan las compañías de gasolina, ni las líneas aéreas, o las tiendas por departamentos. (Son millonarias las compañías que reparten las tarjetas de crédito.) Sí me preocupa las acciones que tomen los propietarios contra el público en general. Ellos, como cuestión de táctica de defensa y para aliviar las pérdidas subirán los precios. (Algo que perjudicaría a todo patrocinador, pero más al pobre que es el menos que tiene.) Eso es natural, esas pérdidas hay que sacarlas de algún sitio. En fin, somos nosotros los pobres, los menos que tenemos que ver en este negocio. los que ni siquiera nos ofrecen tarjetas de crédito, los menos que tenemos con que pagar, los que pagamos.

Esto lo que hace es darle validez a la teoría de que los pobres seguirán siendo pobre mientras los ricos se vuelven más ricos. Esta poca vergüenza sí tiene que cambiar.

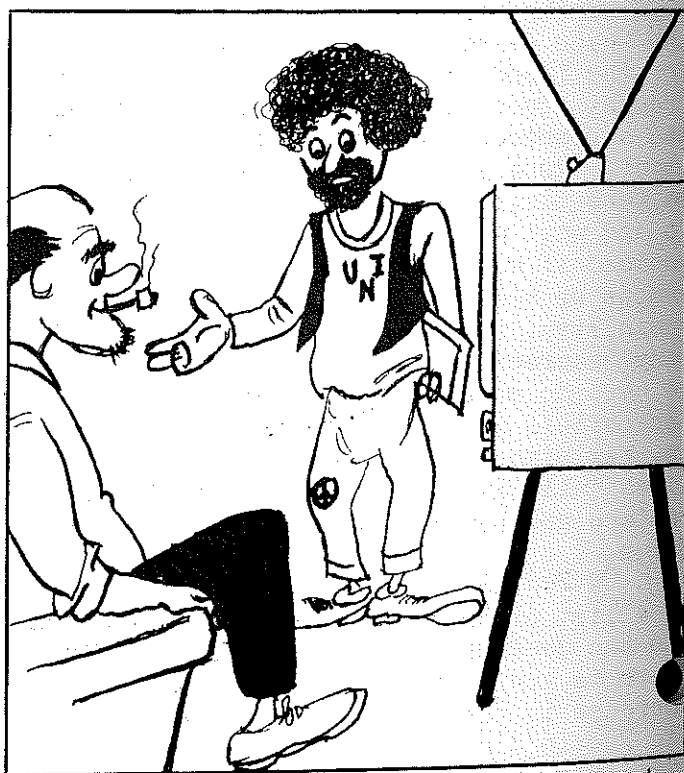
## ***the Editor*** **reports**

### MASS-MEDIA FOR EDUCATION

A situation of the utmost concern in the Puerto Rican community today is the failure of desperately needed progress to have materialized. Most of this failure can be attributed to the educational system because it has not been instrumental in motivating our people to go on to college or even to finish grammar school. In most instances the system has been directly involved in developing a lack of self-identity in our children by alienating them from their original culture and promoting its prompt rejection in favor of the "standard" American culture. Our community has an alarming drop-out rate of over 71 percent. Our children's motivation to achieve and dedication to studying decreases as the amount of time spent in school increases. Over a third of all Puerto Rican students are held back in school, causing them to be over-age by the time they begin high school. We, in Chicago, have a shamefully low number of Spanish speaking teachers (as compared with the approximately one half million people of Spanish speaking ancestry here) and an even lower ratio of Puerto Rican teachers. However, what has to be even more shameful is the fact that we have absolutely no Puerto Rican principals while having several schools with populations that are vastly over 50 percent Puerto Rican--some being over 85 percent. Less than half of our students are not given any form of Puerto Rican studies, although the majority of them have asked for such studies.

Another important point to make is that what few studies have been made on the Puerto Rican communities in the states have been concentrated in New York, and have been conducted by outsiders to the community. We need much more relevant and productive research to be done in every area where Puerto Ricans live and that subsequent steps be taken as a result of the recommendations of those studies.

We have reached the point of desperation. The educational system is perhaps the last hope that we have for survival in this society. The work that needs to be done, however, is so vast that the only way that we can ever hope to catch up is through the use of greatly innovative and progressive methods. The mass media has been, up to now, an untapped goldmine for use in education. By way of well produced films, subject matter of great complexity can be explained and demonstrated in ways that would be impossible in the ordinary classroom situation for lack of space, time, facilities and money. The limits of film as a tool of education are almost infinite. Much progress can be also made through the structuring of programs, similar to the innovative Sesame Street, that would be geared toward the educational needs of Spanish speaking people. An undeveloped world of resources lies waiting in the field of national and local educational television. With the advent of full-scale operation of Cable-T.V. around the corner, countless possibilities, as yet undreamed of, will come into focus. We must utilize all means at our disposal that will help develop an enriching system of education that is responsive to the needs of the individuals within it.



"...but dad, I gotta watch Sesame Street for an exam tomorrow!"

# debate Times

We would appreciate your comments, opinions or contributions. You may also submit your name if you wish to be on our summer mailing list.

Please send all correspondence to:

Que Ondee Sola  
c/o Union for P.R. Students  
Northeastern Ill. University  
5500 N. St. Louis Ave.  
Chicago, Illinois 60625

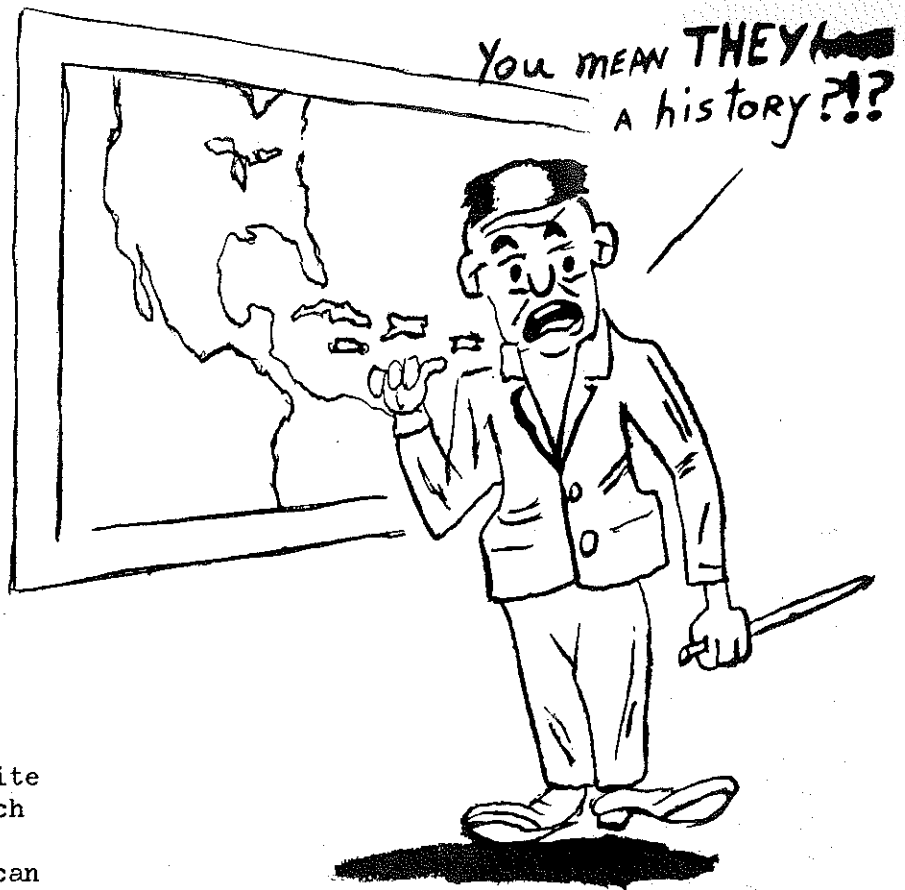
## SUGGESTIONS FOR MASS-MEDIA AT NIU

At present, Northeastern has quite a number of mass-media resources which it is not utilizing to their utmost. The T.V. station here, for example, can be expanded beyond its present boundaries of entertainment, baseball games, and micro-teaching. A series of programs relating to and prepared by the various ethnic and racial groups that comprise our student body should be scheduled.

Through the use of video tape, tutoring sessions supplementing to (and not in place of) individually taught classes can be aired on subjects of particular difficulty of minority students such as math, and the natural sciences.

The new radio station going up now should also be used to compliment classroom teaching and learning. In the not too distant future (about one year), it will have a broadcast radius of ten miles. This means it will cover almost the entire north side of the city. This could be a perfect opportunity for NIU to reach and communicate with other students and non-student residents of this area. We also have a film department which could conceivably be expanded to meet every academic department need for relevant films. As of now it only does this on a very limited scale.

These are only a few suggestions that we of the UPRS are offering to the curriculum council. We hope that they will keep them in mind and take positive action in all future assemblies for curriculum development.



## SÍ, PUERTO RICAN LITERATURE

The Union for Puerto Rican Students has taken the initiative in gathering information that would be helpful in organizing a Puerto Rican Studies here at UNI. They have sent two delegates to New York City, who, with great effort and sacrifice, have come through with a magnificent job.

The delegates gathered information, literature, social studies, etc., from various colleges in the east. This might come as a surprise to certain people here at Northeastern, especially a certain party in the English department and another in the History department. Yes, Puerto Rico has a history and Puerto Ricans do have their literature. It is understandable that the Puerto Rican be underestimated. It is nothing new; all nations have suffered that fate while being under colonial power. Thanks to these delegates, there are shopping bags on shopping bags full of literature on not only Puerto Rico's literature and history, but on its politics, sociology, independence movements, education system, etc.

Surprised again??? Well, don't be. The literature is available; all that is needed is that it be read.

el

# Puerto

## LA VIDA

¿Qué es la vida sin amores?  
¿Qué es la vida sin sabores?  
Sin amores, sin sabores, con angustias,  
con enormes deseos de llorar  
Con deseos de arrancar  
a ese ser que ha de nacer algún día  
porque con deseos de destrozar todo  
es lo que siento.  
Con deseos de sentir,  
de querer, de amar  
una vez más,  
a quién no te amo  
pero que seguís amando.  
¿Qué es la vida? ¿me podrías decir tú?  
Tú, que tanto amo  
que tanto amé  
y que tal vez amaré, por el resto de mi  
vida

Me podrías decir ¿qué es la vida?  
Sé que es algo lleno de sin sabores  
algo que me traga,  
algo que me dice, ya no te aman.  
Te amaron sí, pero ¿crees que amaste a  
quién te amo o amas a quién no  
siente nada por ti?  
La vida es un callejón sin salida,  
sin entrada, es un círculo vicioso,  
es algo destructor,  
es el amor que tú sientes por otros  
por tus padres,  
por tus hermanos,  
por tus hermanas,  
por tus amistades  
y en fin, un sinnúmero de personas.  
Pero recuerda,  
solo habrá uno o una que será  
el que ha de ser.  
¡NO OS DETENGAIS!  
¡SEGUID HACIA ADELANTE!  
Que el futuro traerá  
dicha y felicidad  
a nuestros corazones.

Madofavic

## NUESTRO HIJO

Nuestro hijo acaba de nacer  
Lo que iba a ser dolor se tornó en  
placer  
Le miro su carita y no sé qué decir  
Es tanta mi emoción que voy a llorar  
y a reír

Sus ojitos aún no se han abierto  
Su expresión se mantiene cual si  
estuviera en pensamiento  
¿Sera que éste angel ya sabe pensar?  
Por lo menos ya sé que sabe llorar

Su padre le mira cual sé no lo  
creyera  
Sus ojos se han llenado de lagrimas  
y pena  
¿Será que esta pensando cual será su  
destino?  
Pues con su ayuda a este mundo vino.

Sus ojitos se abren y se mantiene muy  
tranquilo  
Su corazonsito late y late con un  
compás divino  
Sus puñitos aprietan y aparentan agarrar  
Demostrando la fuerza que ha de  
desarrollar

Fanny Centeno

A patterned night of drifting snows  
chills, white rain, dark skys.  
Inside there is warmth, breezes creeping  
from uncovered corners.  
Desolute is the night, no moon to see  
our wrongs  
Pure white rain.  
No moon equals no light all is tuned  
into quite

Deceiving are the visions of my mind  
they are beautiful tonight, but will  
become terror at light.

Edwin Claudio



# Poética

## NO DES TU TIERRA AL EXTRAÑO Virgilio Davila

No des tu tierra al extraño  
Por más que te pague bien.  
El que su terruño vende  
Vende la partia con el..

Dios, el mundo concluido,  
Tirole un beso al azar;  
El beso cayó en el mar  
Y es la tierra en que has nacido  
En ella formas tu nido,  
De amor rendido al amaño;  
Ella un año y orto año  
Te brinda con su tesoro;  
Ella vale mas que el oro.  
No des tu tierra al extraño.

Mira sus compos. Arriba  
Es ornato de la loma  
La breve y fragante poma  
De café, púrpura viva,  
Fruto que la mente aviva  
Y es del criollo sostén  
Al par que orgullo. Si hay quién,  
Extraño, quiera tu suelo,  
Que no se colme su anhelo  
Por mas que te paque bien.

De sus llanos la grandeza  
Admira la gente extraña.  
En ellos canta la caña  
La canción de la riqueza.  
Coma una enorme turquesa  
Alla el tavacal se extiende.  
La imaginacion se enciende  
Ante ese cuadro admirable  
Que bajo y que miserable  
El que su terruño vende.

En la playa el cocotero.  
Con su penacho elegante,  
Es asombro al navegante  
y tentación al logrero.  
No des por ningún dinero  
Tu pedazo de vergel.  
Que eres tu partiota fiel  
Y de legitimo cuño,  
Y el que vende su terruño  
Vende la partia con el.

"PARA QUITARNOS LA PARTIA  
TIENEN QUE QUITARNOS LA VIDA"  
Pedro Albizu Campos

## UNA MUJER (PUERTORRIQUENA)

Dicen que ayer murió y cayó del cielo  
una estrella  
Hoy resucitó y se prendió de una  
doncella  
Le alumbró y le iluminó un sendero  
Esa doncella hoy alumbra al mundo  
entero

Ya verán, ya verán como sigue alumbrando  
No importa las tierras en que esté  
viajando  
Ya verán, ya verán como sigue  
triunfando  
Una estrella singular que nunca ha de  
estar rodando

Fanny Centeno

ojos fijos en la nada  
en la nada de las sombras  
buscan miran piensan,  
recuerdos que atacan  
sin quererse escapar  
y como alegres mariposas  
voletan sin cesar

es vivir aquellos momentos mil veces  
con solo haberlos vivido una vez

y estás en ellos  
en cada uno de ellos  
y me riñes con cariño  
y jugueteamos los dos  
como si fuéramos niños  
niños locos de amor

pero al despertar de este sueño  
siento hasta no ser yo  
no estar y estar escribiendo  
el recuerdo de nuestro amor.



# BI-LINGUAL

## BI-LINGUAL CENTERS

by Dory de Jesus

Hermanos y hermanas,

Ustedes, que han sido privados de su lengua y cultura pero que han hecho una gran lucha para retener ambos, deben enterarse en el progreso de los centros bilingüe y biculturales para los Puertorriqueños y Mexicanos. Ambos centros tienen su director; Eddie Negrón como director del centro Puertorriqueño y Tony Vásquez como director del centro Mexicano.

Los centros fueron aprobados con fondos federales bajo el título III, después de una lucha para conseguir los fondos por completo; \$600,000 para los dos centros. El propósito de los centros es aumentar y engrandecer el conocimiento de la cultura Puertorriqueña, Mexicana, Cubana, etc., con énfasis en las primeras dos. También tratarán con la retención de nuestra habla hispana. Se formaron concilios en el barrio Puertorriqueño y Mexicano para ayudar con la implementación de los centros. Estos tienen como miembros personas de las respectivas comunidades.

En estos últimos días nos encontramos en otra lucha, la cual es conseguir un lugar para establecer tales centros. La junta de educación de la ciudad de Chicago no ha cooperado debidamente. Tocante a este punto, los directores y miembros de ambos concilios se reunieron con los representantes responsables de la junta de educación el lunes pasado, 10 de enero de 1972. Volvimos a luchar para el éxito de los centros.

Logramos conseguir un compromiso de cooperación para implementar los centros para el fin de este mes. Este viernes, 14 de enero de 1972, sabremos más en cuanto al desarrollo de los planes de ambos centros.

Los que estén interesados en saber más o aún participar en el concilio Puertorriqueño pueden comunicarse con el Sr. Miguel A. Velázquez al número 996-5577 o conmigo, su servidora, Dory de Jesús. Para información del centro Mexicano, llamen al director Tony Vásquez al número 641-4819.

## TRANSLATION: BI-LINGUAL CENTERS

Brothers and sisters,

Those of you who have been deprived of your language and culture, but who have strived to keep both should be interested to learn of the progress of the bi-lingual and bi-cultural centers that have been established for Puerto Ricans and Mexicans. Each center has its own director: Eddie Negrón directs the Puerto Rican center and Tony Vasquez directs the Mexican center.

The centers were approved through federal funds under title III, after a struggle to obtain the required funding (\$600,000). The main goal of the centers is to increase and develop consciousness of the cultures of Puerto Rico, Mexico, Cuba, etc., with an emphasis on the first two. They will also deal with the retention of our Spanish tongue. Councils were formed in the Puerto Rican and Mexican neighborhoods to help with the implementation of the centers. The members of these councils are residents of the respective communities.

During the last few days we find ourselves in another struggle, that being the search for locations to establish the centers. The Board of Education of the City of Chicago has not been fully cooperative. In respect to this point, the directors and members of both councils met last Monday, January 10, 1972, with the responsible representatives of the Board of Education. We again pick up the struggle for the success of the centers.

We expect to reach a cooperative compromise for implementing the centers by the end of this month. By Friday, January 14, 1972, we should have more information on the further development of the plans of both centers.

Those who are interested in more information or who wish to participate in the Puerto Rican council may contact Mr. Miguel A. Velazquez at 996-5577, or myself, Dory de Jesus at JU-3-4050, ext. 400, and ask for Mr. Torres. For information about the Mexican center, call director Tony Vasquez at 641-4819.