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Que Ondee Sola- November 1976

Alfredo Mendez

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QUE ONDEE SOLA

NORTHEASTERN ILLINOIS UNIVERSITY

NOVEMBER, 1976

Rally at Springfield, Mo.

On October 30, 1976, hundreds of people from all over the Midwest came to Springfield, Missouri. They came to demonstrate and demand the unconditional release of Andres Figueroa Cordero. Andres, one of the five Puerto Rican Nationalist prisoners for more than 20 years, has been operated on for the third time. Every operation has been for the removal of cancer. Under any prison system, Andres critical health condition is enough for immediate release. It seems that the US government doesn't believe in human rights, because of its refusal to release Andres Cordero and the other four Nationalists. On the contrary, the five Puerto Rican prisoners are constant victims of harrassment, abuses, and torture. In fact, Andres has been constantly denied proper medical attention. Rafael, Irvin, Lolita and Oscar are not allowed visitors, other than family visits. They are the constant victims of solitary confinement. Letters and literature sent to them are censored, etc. It is in light of these injustices that brought the hundreds of people to Springfield and demand the freedom of the five.

The demonstrators marched around the federal prison hospital which holds comrade Andres. Fierce chants demanding the release of the five roared through the streets of Springfield. One could feel the discontent of the Puerto Rican people. The federal guards clearly got the message that the Puerto Rican Nation will not stand idle and let Andres die in prison.

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Carmen Collazo

After the demonstration, the people went to a local church. There they continued to show their solidarity with the Liberation of Puerto Rico and its prisoners. Welcoming the demonstrators was Myrna Salgado on behalf of the Committee to Free the Five. Rodolfo Lozano who spoke on behalf of C.A.S.A. expressed the militant solidarity of the Mexican people with the Puerto Rican liberation movement. Lozano continued by stating that if necessary Mexican blood will be shed for the liberation of Puerto Rico. This was followed by loud chants of 'Mexicano, Boricua, luchando mano a mano! Jose LaLuz, member of the Puerto Rican Socialist Party, delivered the main message. LaLuz expressed that he had the opportunity to speak with Lureida Torres, who was released from prison on October 28, 1976. Lureida Torres was held in contempt, because of her refusal to testify before a Grand Jury, the Grand Jury which was seeking information on the Puerto Rican liberation movement. She stated, "I am not free, and I will not be free, until the five Nationalists and Puerto Rico are liberated." LaLuz was interrupted various times by constant applause and chants of, "Free Andres, free the five, free Puerto Rico, right now!" LaLuz explained that the Puerto Rican people are experiencing a new era of struggle. We have gone thru various froms, we are reacing our final stage . . . he ended by saying that the next time that we come to Springfield, Missouri, it will be for the reception of Andres and his freedom.

Among other speakers in this historic event were Akinshiju Chinua Ola, who was cellmate to Rafael Cancel Miranda and representative of the Gary Tyler defense committee, Cindy Zucker of the Puerto Rican Solidarity Committee, Akilal Jundi of Attica Now, Mara Siegal, legal representative for the five Nationalists and Carment Collazo, daughter of Oscar Collazo who closed the event with the Puerto Rican revolutionary national anthem, 'La Borinquena.'

**FREE ANDRES FREE THE FIVE,
FREE PUERTO RICO, RIGHT NOW!!!**



(Photo by C.A.S.A.)

U.P.R.S. UNITE!

"We the Union for Puerto Rican Students (UPRS) at Northeastern Illinois University, recognize the needs of the Latinos on campus and our Latino community. We are together to foment our cultural heritage, by implementing programs, activities and courses, presenting the Puerto Rican reality in its cultural, social and political aspects."

This is the introduction (Preamble) to the UPRS constitution. The constitution is the Union's documented law, which must be read, practiced and kept in order by every member. If a member doesn't have an idea of the purpose and goals of our organization, they are setting back the goals of the Union, by creating irregular unity in all of the aspects of the organization. An example is the continual questioning on the Union floor on the political aspects of the Union. An Aspect which is stated in our constitution.

New members of the Union always have a misunderstanding of our purpose. It's up to the work and practice of older members to see that these new members are aware of the constitution and its purpose and goals. Older members should also read and practice their constitution. We have a base, the thing is to build upon it and make it grow into a united structure.

A member should be rapping with students constantly on our purposes, for example; "To promote and enhance the appreciation and understanding of the Puerto Rican culture and history, (Article I, Section A) or to support anti-imperialism emphasizing the decolonization of Puerto Rico." (Article I, Section B) Article I, Section E states, "To establish common bonds with the rest of the University environment and community." This is an important goal; but what's even more important is knowing that it exists. This statement means that the Union has to establish common bonds with other organizations, etc. Common bonds which mean, Social, Political and Cultural organizations or whatever we have in common. A person that does not know this will think of you as: a cop, if he saw you talking with a cop, an administrator, if he saw you talking to an administrator, or even a F.U.S.P. member, if he saw you talking to a F.U.S.P. member.

The constitution must be read and practiced by all members. Then and only then will there be unity!

Ray Ferrer

UPRS President

P.S. Constitutions are available at Union meetings on Thursdays in P-1 at 1:00 P.M

Puerto Rican History Courses

The Puerto Rican Studies Program aims at building an awareness, among students, of socio-economic, political, and historical realities of the Puerto Rican experience. It seeks to answer a number of perplexing questions concerning the Puerto Ricans — probably the least studied people in the Americas. These questions run the whole gamut of academic disciplines.

They are literary, political, economic, cultural, sociological and even psychological in nature. In attempting to answer questions of such broad dimensions, we offer the following courses* designed to zero in on these aspects of the Puerto Rican personality which has been almost 500 years in the making: Puerto Rico: Pre-Columbian to 1765, Puerto Rico: 1765-1868, Puerto Rico in the 20th Century: 1868-1955, Puerto Rico: The Enraged Generation, 20th Century Political Parties of Puerto Rico, Puerto Rican Nationalism, The Caribbean: From Columbus to Castro, and Comparative Nationalism: Puerto Rico and Ireland.

It is interesting to note that even though Puerto Ricans constitute more than 2,000,000 of the total United States population, Northeastern Illinois University is among the few universities offering such a variety of courses in the Puerto Rican Studies Program.

*These topics are subtitles of specific courses entitled, "Contemporary Historical Problems," "Problems in History," "Pro-Seminar in History," and "Mini-Studies in History." Since subtitles do vary, course numbers may be repeated by students, provided the subtitle is different.

LATIN AMERICAN STUDIES

The Department of History offers a wide variety of courses in the area of Latin American Studies. There is the two-course survey that covers the sweeps of Latin American history from Pre-Columbian times to the present; Latin America to 1825 and Latin America since 1825. In addition, there are courses on specific countries and regions, such as: The History of Mexico, The History of Puerto Rico, Central America and the Caribbean, History of Brazil, and Puerto Rican Nationalism. The range of topical offerings* are: "The Military and Reform in Latin America," "Socialism vs. Militarism in Chile," "Puerto Rican Political Parties in the 20th Century," "Neo-Colonialism and Imperialism and the Third World," and "Agrarian Reform in Latin America." Except for the expressly indicated graduate level courses, the majority of these offerings are open to both undergraduate and graduate students.

(Cont'd on page 4)

(Cont'd from page 3)

Our offerings are extensive enough for the undergraduate to pursue a major emphasis in Latin American history, and the student who has an interest in bi-lingual studies will find much here to include in his/her program. For their part, graduate students who wish to complete their major work in this area will be pleased to know that the department has produced several thesis in Latin American history.

*These topics are subtitles of specific courses entitled, "Contemporary Historical Problems," "Problems in History," "Pro-Seminar in History," and "Mini-Studies in History." Since subtitles do vary, course numbers may be repeated by students, provided the subtitle is different.

F.U.S.P. Study Group

History of Puerto Rico, Political Education, dealing with the Puerto Rican reality in Puerto Rico & U.S.A.

If interested in participating in these study groups contact: Jaime de Jesus or other F.U.S.P. members.

F.U.S.P. invites all students to meetings Wednesday at 2:00 PM at P1.



Stop Attacks on Cuba

On October 26, 1976 a demonstration was held condemning the terrorist actions being taken against the Cuban People. This manifestation took place at the Federal Building on Jackson & Dearborn, Chicago, Illinois at 6:00 P.M.

What is the campaign of terrorism against Cuba?

The campaign of terrorism against Cuba is a systematic plan of assassination, bombings and sabotage which has been carried out for most of 1976. Included in this campaign are the following:

April 6, 1976: Two fishing boats, Ferro 119 and Ferro 123, are attacked by pirate boats coming from Florida, causing the death of fisherman Bienvenido Mauriz and serious damages to the vessels.

April 22: A bomb is placed in the Cuban Embassy in Portugal, causing the death of two Cubans and seriously wounding others, and destroying the offices totally.

June 5: The Cuban Mission to the UN is attacked with explosives, causing heavy material losses.

July 10: A bomb explodes in the offices of the British West Indies Company in Barbados, which represent the interests of the Cuban Airlines in that country.

July 23: A technician of the National Fishing Institute, Dartanan Diaz Diaz, is murdered in an attempt to kidnap the Cuban Consul in Merida (Mexico).

August 9: Two officials of the Cuban Embassy in Argentina are kidnapped. Since then, no news has been received about their fate.

August 18: A bomb explodes in the offices of the Cuban Airlines in Panama, causing considerable damage.

October 6: While in flight, a Cubana de Aviacion is destroyed with 73 passengers.

Almost without exception, on every occasion, Cuban-exile terrorist organizations with headquarters in the US have claimed responsibility for these events. A startling turn resulted when Orlando Bosch, Cuban-exile leader arrested in Venezuela, declared that two other Cuban-exiles living in New Jersey were responsible for the assassination of former Chilean Ambassador Orlando Letelier.

What is the role of the US government?

First, it should be pointed out that the CIA has developed a longstanding and well-documented relationship to the Cuban-exiles that date back to before the Bay of Pigs invasion (President Kennedy personally admitted this).

(Cont'd on page 6)

American Mockery
 Waving in it's
 polluted surrounding
 the Amerikan flag
 mocks us,
 we the people
 in our ghetto-barrios
 a sanctuary
 from the yanqui patriots
 their traditions
 conditioning our elders
 and neo-colonialism
 working on our
 children's minds
 nuestra cultura
 forgotten yet remembered
 in the resistance
 of our revolutionaries
 radicalism being the answer
 to resistance
 or to a freedom
 of no return
 the Amerikan flag
 mocks us
 and accuses us of
 trying to burn it
 as we crawl out
 from the gutter-like
 world of oppression
 to expose it's
 genocidal scheme
 against it's
 oppressed people
 imperialist rule
 it denies
 and claims democracy
 documents
 containing rights
 can easily be burned
 the Amerikan flag
 mocks us
 as we try to
 grab it from it's
 high pole
 as we try to
 reveal it's non-immaculate
 cloth
 it's red, white and blue dirt
 many have climbed
 the pole
 only to be
 shot down
 by it's vanguard
 the getapo "pig"

"murder!"
 cry the people
 "justifiable homicide"
 says uncle sam
 the Amerikan flag
 mocks us
 as it hangs
 our dead
 on it's rope
 a display
 discouraging
 those who
 only dream
 of tearing
 it down
 and creating ireful
 strength in those
 who if not today
 tomorrow will

Adela Cerda

"PEDAZO DE TIERRA?" (A mis hijos)

Padre que es Patria?
 Un poema, una cancion?
 un pedazo de tierra,
 o un pedazo de amor?

Hijo, Patria es eso y mucho mas,
 Patria eres tu, patria soy yo,
 Patria la madre, Patria tu honor,
 Patria tu pueblo, tu corazon!

Patria la tierra donde descansan,
 o donde duermen, si asi prefieres,
 los que dejaron en nuestras almas,
 un algo de ellos que nunca muere!

Patria el hogar, Patria tu cuna,
 Patria las flores que adornan tu sendero,
 Patria la brisa rica de ternuras,
 que acaricia los ninos de tu pueblo!

Patria los rios, Patria los mares,
 que han sideo tuyos, que han sido mios,
 Patria los campos, Patria las calles,
 donde somos hombres, donde fuimos ninos!

Patria la novia, Patria la esposa,
 Patria tus sueños, y tu destino,
 y el ancora que la vida generosa,
 prodigo a tu pueblo como lar nativo!

Poesias

Y es acaso tambien, padre mio,
 Patria valor y sacrificio?
 Si que lo es, mi vastago querido,
 sobre todo to patria, PUERTO RICO!

6 de noviembre de 1966

Credito: Lucha E Ideario De Un Puertorriqueno
 Rafael Cancel Miranda
 — Editorial Coqui

ESTA TIERRA ES MIA

(A la memoria de Don
 Pedro Albizu Campos)

Me dices que has comprado
 O esperas que te vendan
 La tierra Borinquena
 Que la vida me dio,
 No se venden los sueños
 Ni las placidas brisas
 Ni las danzas de Morel Campos,
 Ni las flores de nuestra campina
 Ni se venden tampoco de Diego,
 El candor de sus poemas
 Ni el eco infinito,
 De la boueda azul
 Ni se vende el mar Caribe,
 De las olas gigantescas
 Ni la luna encendida,
 De las noches portenas
 Ni la estela luminosa,
 De las tardes Borinqueñas
 Ni las tardes Borinqueñas
 Ni las estrellas palpitantes,
 En el cielo de cristal.
 Muchas estrellas tu bandera ostenta
 Los mismos colores la mia lleva
 La Puertorriquena una sola tiene
 Pintada con sangre de Larès
 De heroes, soldados y poetas.
 Si a mi patria vienes como companero
 No a dominarla con tu sucio dinero
 Pondremos a un lado para siempre las
 armas
 Juntos y amigos batiremos canas.

Jose Sanz
 4 de Julio del 1976
 Chicago, Illinois

(Cont'd from page 4)

Second, it seems more than coincidental that the present campaign of aggression against Cuba began shortly after President Ford made war-like threats directed at Cuba during the Florida primary.

Third, recent reports in the US press and reports from Venezuela, Barbados and elsewhere have clearly linked the Cuban exiles in custody for the October 6 bombing to the CIA.

All these reports need to be fully verified, and the American people need to know if an agency of their government is once again acting as hired killers around the world.

The Cuban people having proven the CIA is directly involved in the murders of their fellow country men, see the need to discontinue the agreements made with the US concerning the hijacking of planes to Cuba.

This decision is to be implemented after April 1977.

"Cuba will never encourage the hijacking of planes nor will it be tolerant with hijackers, but it cannot maintain any unilateral commitments to return them or punish them, in the case of a government which is fundamentally responsible for this brutal offensive against our country."

(Fidel Castro — Oct. 15, 1976)

What can you do about it?

You can help stop this present conspiracy of our government by supporting these two demands:

(1) An end to US aggression against Cuba and an end to CIA and Cuban exile terrorism in our country and abroad.

(2) An immediate public congressional investigation into the extent of the CIA role in the bombing of the Cuban airliner and in other recent attacks against Cuba.

Send Letters and Telegrams to:

Senator Daniel Inouye

Senate Select Committee on Intelligence

G-308 Dirksen Senate Office Building

Washington, D.C. 20510 Phone: 202-224-1700

For further information contact:

Venceremos Brigade

PO Box 3834

Merchandise Mart

Chicago, Illinois 60654

**U.P.R.S. Meets
at D-1 Thursday
at 1:00 p.m.**

El Rol Del Estudiantado En La Lucha De Clases

Consideramos correcta en la realidad puertorriquena la concepcion marxista de que el proletariado es la clase social dirigente de la revolucion. Por su relacion con los medios de produccion, a traves de los cuales crea los bienes y servicios para la satisfaccion de las necesidades de la sociedad, tiene un potencial de cambio social mayor entre todas las clases sociales. Sus intereses de clase particulares, en contradiccion antagonica con los intereses de la burguesia (en nuestro caso extranjera: el imperialismo) son compatibles con los intereses del resto de las clases trabajadoras. El proletariado es la unica clase social que, en su lucha contra su explotacion particular, esta motorizando un cambio estructural de la sociedad favorable a todo el pueblo.

Cual es el rol del estudiantado de secundarias dentro de esta concepcion de la lucha? Su funcion se realiza a dos niveles:

1. En tanto son estudiantes, como cuerpo social multclasista.

2. Como grupo social en transicion hacia el proletariado — caso particular de Puerto Rico.

Los estudiantes son una fuerza con que cuenta el proletariado en su lucha. Esto es asi por la situacion objetiva de nuestra sociedad, por el acelerado proceso de proletarianizacion que se esta produciendo. Los estudiantes no son proletarios. No son una clase social en el sentido cientifico de la frase. Son un sector de la sociedad en transicion hacia clases sociales definidas. Pero . . . Hacia que clases sociales? Sin duda, una buena parte de los estudiantes de secundaria llegaran a ser parte de la pequena burguesia y de los trabajadores no proletarios. Pero seran de la pequena burguesia en proporcion cada vez menor.

Hay una proporcion cada vez mas alta de estudiantes de escuelas primarias y secundarias en transito hacia el proletariado. A donde van los 86 de cada cien.

Vemos como ya hay un proceso de formacion de clase entre estos futuros trabajadores. El objetivo que perseguimos es hacer visible a los estudiantes las contradicciones entre sus intereses y los aspectos senalados del sistema educativo. De ese modo se les podra organizar y movilizar contra esos males.

Cuando una masa estudiantil, organizada en torno a una lucha estudiantil, se enfrenta a nuevas experiencias como la solidaridad con los obreros en huelga, se acelera su proceso de formacion clasista. Alli, en la linea de piquetes de los obreros, esta la manifestacion mas cruda, en la presente etapa de la lucha de clases en Puerto Rico, de la guerra entre obreros y patronos.

(Cont'd on page 8)

Arsons at North West Community

There have been a series of fires in the Northwest Community. Day after day the homes of the people are burning down. The people are living in fear — fear that their home might be the next one to burn. There are actually some homes where the oldest members of the families take turns staying up at night watching their homes, depriving themselves of a good night's sleep. Who could sleep at night thinking their homes might be the next to burn down and hearing fire trucks going by night after night putting out fires in the neighborhood.

These fears are starting to build up continuous questions in the minds of the people, such as: Why are our homes burning? Who wants us out of our homes? Who's burning us out of our neighborhoods? According to newspapers and TV news reports the fires are being caused by street gangs. Nevertheless street gang members speaking up for themselves have said, "Why should we burn the homes of our own people? If we burn them out, we're burning ourselves out." Another fact stated by the news media was that landlords are hiring gang members to burn their buildings so they could collect insurance.

People have reason to believe that these fires have been systematic due to the municipal ordinance reinforced 3 months ago. This law states that all city employees must live in the city. This means all suburban people working for the Chicago Police Department, Fire Department, public school teachers, etc., must move back into the city. They need a neighborhood, they need a community. Our community might be their target.

The 'Chicago 21 Plan,' a masterplan for the Central Area Communities states in a summary: "The Plan seeks to define a special form of human urban settlement. It seeks to restore the historic role of the center city and to preserve what is unique about Chicago. This Plan is therefore a vision of the Central Communities in the 21st Century."

Now, there have been some things accomplished through means of community struggles. The different organizations working with this issue are:

1. Northwest Community Organization (NCO)
2. Puerto Rican United Front
3. Vecinos Unidos
4. Allies for a Better Community

Though some things have been accomplished it's not enough. The fires continue. We must continue to struggle for the safety of our community. I strongly urge you to participate in any future struggles for your community. You will be informed of future activities.

Remember the power is in the masses of people
Maria Fuentes

Next issue deals with 'Chicago Plan 21.'

Support The Puerto Rican H.S.

Dear Companeros & Companeras:

Over the past four years we have been involved in a major undertaking. This undertaking is the direct result of the cries of outrage of the Puerto Ricans in Chicago. After analyzing the concrete realities of the Puerto Ricans a group of people decided to create a group of alternative institutions that would be under the direct control of the Puerto Rican Community. Our first step towards this goal was to create the Puerto Rican High School Rafael Cancel Miranda. Ever since the foundation of the high school, we have created a community resource center, a two year College program — Borinquena College, a publishing center — Editorial El Coqui. (Editorial El Coqui has already published Rafael Cancel Miranda's *Lucha e Ideario de Un Puertorriqueno*; it has in preparation several books including a book of poetry by the Puerto Rican Patriot Oscar Collazo, *Prisionero*; an anthology of works on the history of Puerto Rican National movement and a book by the eminent Puerto Rican Historian Loida Figueroa, *Mesa Revuelta*). In terms of long range planning we propose to open up an educational center on Puerto Rico, which will service the Puerto Ricans here and in Puerto Rico. We have been able to do this because the people in this community have made a tremendous sacrifice.

At this time we are calling upon everyone to join us in the struggle to maintain our programs, which are all part of the Puerto Rican Cultural Center. **WE MUST MOVE** from our present location, we have lost our lease, we need to begin a building fund **immediately**, in order to purchase our own property. At this time we project that we will need about \$60,000.00 to do this.

If you believe in the survival of our programs, which services well over 200 people directly, then help us by attending the massive meeting, called for **NOVEMBER 14, 1976, AT 3:00 P.M.** Everyone connected with the Cultural Center, students, parents, staff, friends and organizations which use our facilities are **EXPECTED TO ATTEND!!!**

**HELP US BUILD AND
SAVE OUR ONLY
COMMUNITY INSTITUTION,
COME TO THE MEETING ON
NOVEMBER 14th, 1976 AT 3:00 P.M.
PLACE: RAFAEL CANCEL MIRANDA HIGH
SCHOOL, 1520 N. Claremont**

Fraternally yours,
the members of the Board of Directors
P.S. If you cannot attend, please send a donation in
C/O the Puerto Rican Cultural Center, a tax exempt
organization, **TAX EXEMPT # 23 7347778.**

(Cont'd from page 6)

Es para todos mas evidente la alianza entre el gobierno colonial y el capital extranjero. Si para el obrero la experiencia en la huelga es base para una comprension mas amplia de la estructura del sistema, para el joven estudiante que milita en solidaridad con los obreros, esta experiencia resultara posiblemente mas aleccionadora aun. Esto es asi porque este estudiante se ha estado formando politicamente desde antes en la escuela, mediante su militancia en la vanguardia estudiantil. Su sensibilidad de joven se hiere mas frente a las injusticias.

De ese modo la cicatriz causada por el policia al obrero, o al propio estudiante, se convierte, a la larga, en una imborrable cicatriz en el propio sistema colonia. Ya ese obrero en formacion en la escuela ha identificado al sistema como destructor del hombre puertorriqueno.

A esa altura de la conciencia politica del estudiante, la Vanguardia Estudiantil tiene que prever un peligro. El peligro de que el estudiante le reste importancia a la lucha estudiantil. Esto es debido a que le ve una importancia superior a la lucha proletaria. La adecuada canalizacion de la conciencia politica de los estudiantes hacia niveles mas altos de la lucha en aula es la mejor contribucion que los estudiantes pueden darle a la lucha proletaria. A largo plazo, esto resulta en una solidaridad estudiantil concreta con la lucha de los obreros por la transformacion de la sociedad.

El Proletariado necesita entre sus filas lideras con conciencia de clase y revolucionaria, capaces de empujar un proceso revolucionario. Los objetivos organizativos inmediatos fundamentales en el camino hacia la independencia y el socialismo son dos: construir un nuevo movimiento obrero nacional y revolucionario y consolidar el partido politico de la clase obrera. Parte de ese liderazgo proletario consciente vendra de las filas de la lucha estudiantil del nivel secundario. Sera esa la mas bella y solida contribucion de la lucha estudiantil de las escuelas intermedias y superiores del pais, hoy dirigida por la Federacion Estudiantil Pro Independencia (FEPI), a la Revolucion Puertorriquena.

Por Angel M. Agosto
Secretario de Asuntos Obreros y Sindicales
Miembro Somision Politica
Partido Socialista Puertorriqueno
(Movimiento Pro Independencia)

La Borinquena

Despierta borinqueno,
que han dado la senal
Despierta borinqueno,
que es hora de luchar

A ese llamar patriotico,
¿no arde tu corazon?
ven, nos sera simpatico
el ruido del canon

Nosotros queremos la libertad
nuestro machete nos la dara
Vamonos borinqueno

vamonos ya
que nos espera ansiosa,
ansiosa la libertad
La libertad, la libertad
la libertad, la libertad.

Elections in P.R.

The election results in Puerto Rico have shown the increasing dissention among the people with the present colonial system. The independence parties have received the highest percentage of votes in two decades.

The imperialist's growing repression cannot stop the peoples determination in their struggle towards self-determination. Their control and manipulation of the mass media cannot hide the reality and contradictions of the colonial system and of the Puerto Rican's plight.

The Partido Nuevo Progresista (PNP) won the elections. This party was able to channel the people's dissenting votes against the Partido Popular Democratico (PPD) to their election. Although, the PNP is a statehood party, it did not run on the statehood platform. Their position is that they favor the formation of unions in the civil service and criticized the corruption of the Hernandez Colon (PPD) administration.

The PNP was elected to improve the economic condition of the island. The PNP has set itself to an impossible task because it intends to improve the economy of Puerto Rico through the same system that broke the PPD.

The inability of the PNP to improve the economy of Puerto Rico the colonial-capitalist system will become apparent to the masses as time goes on. This will cause a polarization of the people between statehood and independence.

The PNP, the chief advocate of statehood, did not include the statehood platform this year because it knows that Puerto Rico will not be accepted as a state by the U.S. government or its people. The capitalist would not be able to extract the enormous profits if Puerto Rico were a state, also, the federal government would have to send more federal aid to schools, hospitals, welfare, etc. As we can see it is much more profitable to the capitalist and government to keep Puerto Rico as it is, a colony.

The Puerto Rican will realize we are being used. There is one way to solve our nation's problems and that is through independence.

Only through the fair distribution of wealth and profits generated by the people, spent for services to the people can we solve our nation's problems.

Editorial

Que Ondee Sola upholds the following principles:

1. The democratic rights of students
2. Freedom of speech
3. Self-determination for all peoples and nations

Que Ondee Sola believes that a student newspaper is a vehicle in which students can express themselves. It is the duty of this media to expose any shennanigans that may harm the students' rights to an education of the student movement.

One of these shennanigans' was that Proyecto Pa'lante has been boycotting the History of Puerto Rico courses. This act impeded the educational rights of many UNI students.

It was brought to our attention that Proyecto Pa'lante has distributed flyers containing information on all latino courses and the History of Puerto Rico courses were among these. Although this is a step forward, the issue has not been resolved.

A Proyecto Pa'lante representative could not guarantee that the History of Puerto Rico courses will be included in fall of 1977 trimester schedules. He further stated that he will do all he can to have the History of Puerto Rico courses included in future schedules. This particular representative is also against this boycott.

We will continue our policy of defending the democratic rights of students. We will continue to expose any shennanigans against students by the administration or enemies of the student movement.

There Are Student Organizations . . . And There are Student Org.

The last item in which the coalition of various student organizations and the administration could not agree on has been resolved. That item was concerning student representation in the Financial Aid Committee.

The committee consists of three faculty members, one administrator and six (6) student positions. El Centro and the Uptown Field Center will fill two of the student positions while three will be elected through general elections, and there will be one student senator.

In order to be eligible to vote or run as a candidate for this committee, students must be on financial aid. Students not on aid will not be eligible to vote or run as candidates. The election process will begin as soon as the administration gathers the names of all the eligible students.

The Financial Aid Committee will implement solutions agreed upon by students and the administration. This committee will also deal with future problems and grievances of students.

It is important that concerned students be elected to the committee so as to insure strict implementation of the solutions and make this body a responsive one. We already have enough "Mickey Mouse" student organizations, namely, the Student Senate.

The Student Senate, which is the official student representative sat on its behind and let the financial aid problem get as bad as it did. If it were not for the concerned clubs, we students would still be suffering from financial aid foul-ups with no relief in sight.

What is really disgusting is the fact that a few conscientious senators did bring the problem to the senate floor, and the other senators responded by walking out of the room. The problem could not be discussed because the number of remaining senators was not sufficient for a quorum.

This act points out the insensitivity of our senators. Nearly half of the students here at U.N.I. are on financial aid in one form or another, but yet these senators have the gall to turn a deaf ear to student cries.

What is the use of having student organizations if they don't respond to student needs, if it doesn't have the student interest in mind? We desperately need to elect more concerned students into the Student Senate, just as we need concerned students on the Financial Aid Committee.

Another official organization, Print, takes an anti-student stand on the financial aid issue. Print in covering the story, tries to portray the coalition students as villains pressuring the administration to yield to the unreasonable demands. We all know the demands were just and warranted. The demands are sort of an insurance to financial aid students from being systematically eliminated.

Finally, the Puerto Rican students must be concerned on this issue because we are on the verge of being eliminated from the universities of this country because of the financial crises. We constitute one of the smallest percentage of all the ethnic groups in the universities of this country. Because of our small number, we can easily be eliminated if we don't fight back against budget cutbacks and discrimination. It is our right to a decent education and we demand to have one. Only through struggle and unity can we succeed in our quest for an education and insure this right for our brothers and sisters in the future.

by Ivan Porrata

GRAN BAILE

SALSA Y DISCO

VIERNES 3 DIC, 1976

7:00 PM HASTA?

En Northeastern University (Alumni Hall)
5500 N. St. Louis (Bryn Mawr at St. Louis)

AMENIZARAN:
LAS ORQUESTAS

LA NUESTRA Y PANIC

Entrada: \$2.00 (Estudiantes UNI),
\$3.00 (Otros)

AUSPICIADO POR: F.U.S.P.

Disco Salsa Dance

Dec. 3, 1976, Fri. 7:00-?
Music with La Nuestra Panio

Northeastern Illinois University
5500 N. St. Louis

UNI Student: \$2.00, Non-Students: \$3.00

Sponsored by F.U.S.P.

Outside Student Program

North River Commission, a non-profit community organization of residents & staff working to stabilize & keep up their community, is opening up an evening H.S. Youth Program out of the Peniel Community Center, 3839 W. Lawrence. We are seeking students of Northeastern to staff programs for Youth at this Center.

The possibilities for programs are as varied as the people interested. Do you want to get experience in your area of study or outside interest? You can even get credit on some programs. Chess? Basketball? Pen & ink? Sculpture? Volleyball? Dances? Photography? Decorate a clubroom? Endless possibilities! We already have guys & gals athletic activities going on Mon. & Tues. evenings.

If interested — have questions — call Jean Rydberg Erickson, North River Commission, 3440 W. Lawrence, 463-5420.

MAIN POINTS:

Youth Center

at Peniel Community Center, 3839 W. Lawrence

Want students to staff programs

Get experience in your area of study or outside interest

Can even get credit

Some examples:

Chess

Basketball

Pen & ink

Volleyball

Dances

Photography

Decorate clubroom

foosball tourneys

Contact:

ean Rydberg Erickson

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463-5420.

QUE ONDEE SOLA is published at Northeastern Illinois University. The opinions expressed in Q.O.S. do not necessarily reflect those of the administration. Responsibility of its contents lies solely with its staff. We appreciate and encourage any and all suggestions or contributions.

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puerto rico libre!

bulletin of the puerto rican solidarity committee

PUERTO RICO LIBRE! From Coast to Coast

PUERTO RICO LIBRE! — the only U.S. publication consistently reporting on the colonial case of Puerto Rico and the struggle for independence being waged there today — is now available across the country from local chapters of the Puerto Rican Solidarity Committee (PRSC).

The local PRSC chapters in New York, Boston, Chicago, Los Angeles and other cities which are organizing support for the national liberation of Puerto Rico are distributing the monthly bulletin "to provide essential information on one of the most crucial issues that we face today", according to Alfredo Lopez, Executive Secretary of the PRSC.

PUERTO RICO LIBRE! not only brings in-depth coverage and analysis of events in Puerto Rico to the North American reader, but also features interviews with Puerto Rican labor leaders, militants of the independence movement and other personalities; photo-essays on conditions in Puerto Rico; and articles exploring the history and culture of the island.

"We want to publish material from the experiences of people working in the United States to get the U.S.

government out of Puerto Rico as well as report on the day-to-day struggle on the island," Lopez commented on the nationwide distribution plans. "Anti-imperialists in this country should read PUERTO RICO LIBRE! as *their* publication," he emphasized.

To subscribe to PUERTO RICO LIBRE! now and for information about the PRSC committee in your area, fill out the coupon below.

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