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Que Ondee Sola- September 1980

Que Ondee Sola Staff

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QUE ONDEE SOLA

SEPTEMBER 1980

HISTORY DEPARTMENT DOES IT AGAIN!

Thursday, October 9th, the history department made a decision that no doubt has caused massive anger amongst Latino students at UNI. The decision the history department made was to replace the Puerto Rican history line with a "Latin Americanist line with Puerto Rican specialization and other related fields excluding Mexico and Central America." These are the exact words used by the history department to take away our "Puerto Rican" history line, forcing the students to once again struggle for what is rightfully theirs. In eliminating the Puerto Rican history line, the history department and Mrs. Sochen in particular took it upon themselves to toy with a history line that neither they nor the administration have ever contributed to, since it's foundation in 1972. This Puerto Rican history line was developed as a result of a struggle by the students, and it is obvious that this university is eager to rid itself of any serious commitment to the Latino population at Northeastern. Last year the students had to fight for the retention of Jose Lopez, Myrta Badillo, the Puerto Rican history line, and the development of a Chicano history course. Once this victory over the administration was achieved, they wasted no time in closing it's doors and secretly meeting with other reactionary faculty...in order to plot on how to systematically rid themselves of progressive Latino faculty and other Latino related courses, that were showing every indication of increased interest and support. Now it is clear for all to see that their plans were well thought out, because to replace Puerto Rican history with that of a Latin Americanist line means they can dictate the terms under which we

learn our history. We know very well that the administration will use this Latin Americanist line to hire a Latin American pacifist who will confuse and negate the heroic revolutionary struggles all over Latin
(CONT. ON PG. 9)



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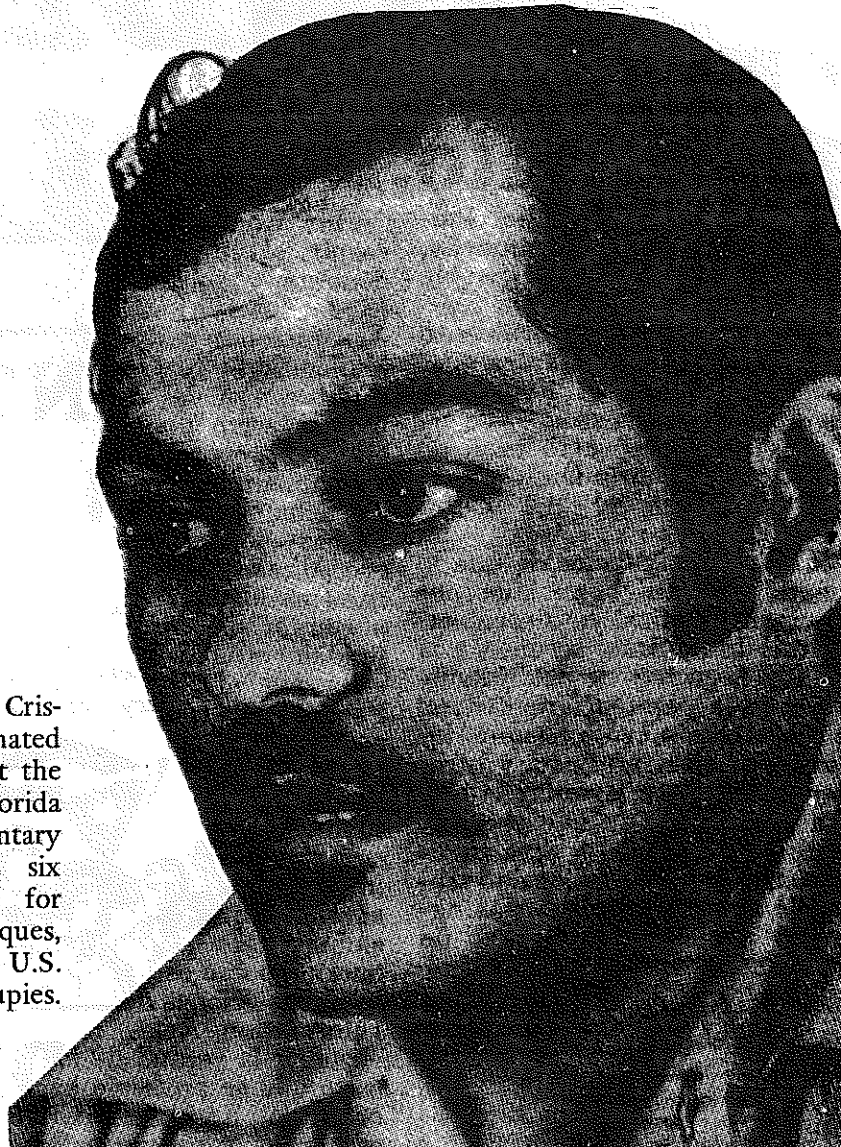
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QUE ONDEE SOLA

NORTHEASTERN ILLINOIS UNIVERSITY

IN MEMORIAM

Angel Rodriguez Cristobal



Angel Rodriguez Cristobal was assassinated Nov. 10, 1979 at the Tallahassee, Florida Federal Penitentiary while serving a six months sentence for trespassing on Vieques, P.R., which the U.S. Navy illegally occupies.

Angel was on the Politburo of the Liga Socialista Puertorriquena and a member of the Central Committee. At his trial, he took a Prisoner of War stance and refused to recognize the jurisdiction of the United States of America over his homeland Puerto Rico.

1946

1979

**ASSASSINATED BY THE
U.S. GOVERNMENT
NOV. 10, 1979**

WILL YOU RECEIVE FINANCIAL AID THIS YEAR?

Due to a land mark decision, U.S. citizens earning \$40,000 a year are eligible to receive full financial aid packages from government. The irony of this legislation is that the funds were not increased to cover the new applicants. This racist policy is used to deprive lower income applicants from obtaining money to start a university career.

The reason many lower income students will be eliminated from receiving financial aid is because the ACT and SAT scores will be used as a base to distribute financial aid money. The newly accepted applicants who can basically enter any university will do better on these test, eliminating the low income applicants whose only chance to get a college degree becomes microscopic.

Across the United States, the Bakke reverse discrimination decision has affected the poor. The ruling class has decided to keep the poor from entering universities and questioning their poverty.

The ruling class has chosen to keep the poor ignorant of their poverty by restricting their entrance

into universities. Their policies have forced the poor to join the armed forces as pawns for the militaristic trend to the right. At Northeastern this trend is evident, services to help the poor are being cut and students are being eliminated, an example of that is the purposed elimination of the Puerto Rican history line, the planned closing of portable one better known as Centro Albizu Zapata and the transferring of Proyecto Pa'lante will hamper its services to Latino students.

To force students out of the university, Northeastern administrators have put mandatory competency test in English, Math, and the U.S. constitution in order to receive a Bachelors degree. The financial aid decision will eliminate entrance of the poor, and universities will adopt policies to force those that have been accepted to drop.

This systematic racism in our educational system is present in all institutions, it takes progressive people to uncover and interpret it to those who are not aware. This society cannot survive without racism, people benefit from the direct and indirect misery of others -- such in the case in our universities.

CALENDAR OF EVENTS

BENEFIT FOR NATIONAL COMMITTEE TO FREE PUERTO RICAN PRISONERS OF WAR

Date.....
Place.....
Time.....
Theme: Puerto Rican Women in Struggle for Independence
Music, Poetry - Slide Show

November 15, 1980
Mountain Morning Coffee
1655 W. School
8:30 p.m.

AUCTION OF DRAWINGS BY POW COMRADES and RAFFLE

Date.....
Place.....
Time.....
Sponsored by.....

November 30, 1980
1671 North Claremont Avenue
6:00 p.m.
National Committee to Free Puerto
Rican Prisoners of War

The Family Committee will be selling Christmas cards sketched by the POWs. The cards will be on sale during the month of November. Order yours now. The money will go to the Prisoners of War Commissary Fund. Sponsored by the Family Committee.

EDITORIAL

Que Ondee Sola calls upon all sectors of the student population to take note of what has been happening on campus.

We have just experienced a Student Senate scandal in which only a fraction of what is known has been revealed to the student body. There have also been petitions against Szabos, UNI autonomous restaurant whose prices are outrageous but who ignores their worker's rights. If you were here during last winter trimesters struggle to save the Puerto Rican history line and to retain its well qualified instructor, you have an inkling of what will go down this year.

The biggest and most heated struggle will take place this year. The whole campus will witness the exposure of many racist practices by professors and departments on this campus.

It will be a period of questioning the true moral



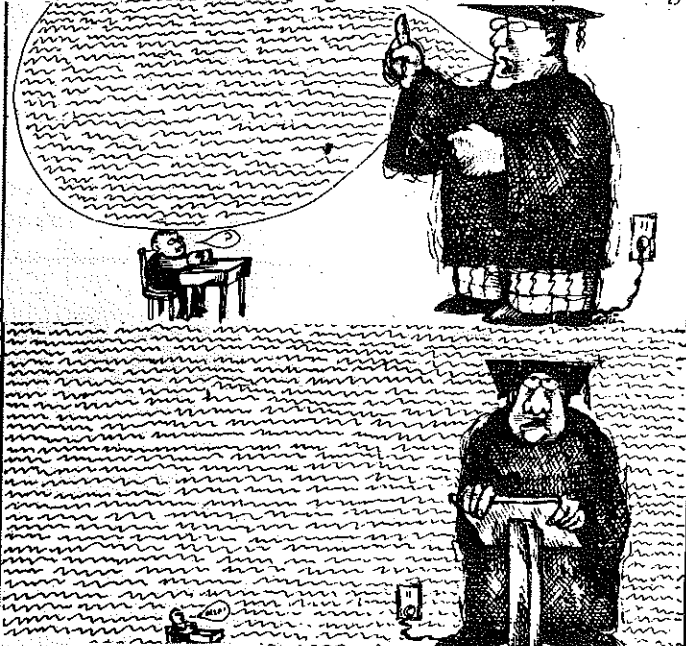
and human function of this urban institution.

To refresh the memories of all who were here last year and to enlighten the freshmen, the biggest fight on this campus is basically the same one waged last year.

The racist administration along with the faculty connived to oust professor Lopez, instructor of Puerto Rican studies on this campus. They did so by changing the requisites for tenure, (to qualify for tenure, history department professors must now have a Ph.D). This change was made -- not to raise standards of excellence within the history department, but as an excuse not to give professor Lopez tenure and later to give him a terminal contract because he has a master's and not a Ph.D.

Why does the university administration want to eliminate professor Lopez from teaching on this campus? Because professor Lopez challenges the students in his class to think, (not memorize!). (All students black, white, red, brown and green, should sit in on one of his lectures and that will give them the reason). Most of the other instructors have been teaching the same class the same way for the last 10 years.

But what caused immense concern among Latino students, particularly the Puerto Ricans was the elimination of the Puerto Rican history lane. UNI, the most heavily Latino populated university in the Mid-west, was not offering Puerto Rican history (or Chicano history). Professor Sochen, in a history department meeting, commented that the Puerto Rican and Chicano/Mexicano population of this university is not a criteria in developing classes, therefore, according



to her "the history of the Jewish religion in Alaska" is equally, (if not more) important to the department. **EDUCATION IS PRACTICAL -- OR IT IS NOT EDUCATION.**

What eventually happened last winter, was that the Puerto Rican history line was retained. Professor Lopez terminal contract was extended one year until a comparable teacher could replace him to teach Puerto Rican studies.

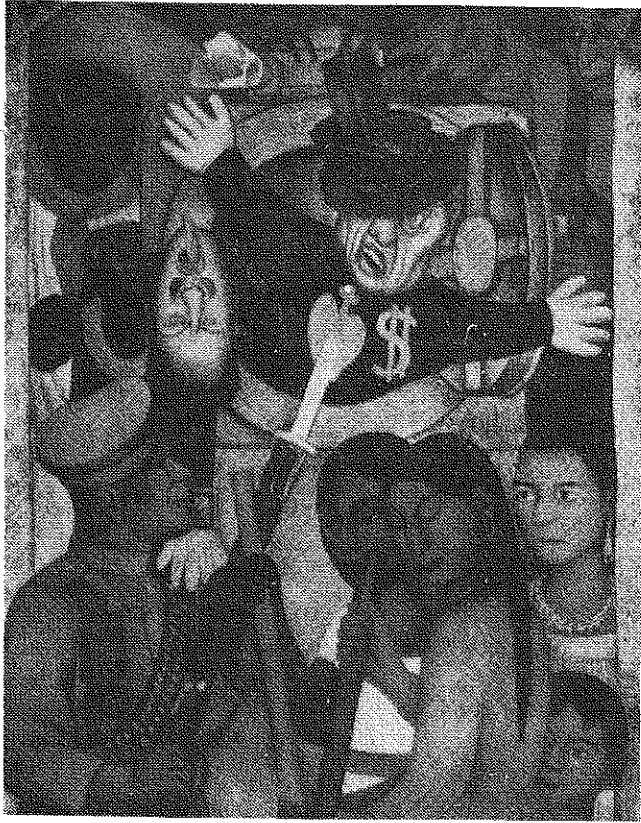
A Chicano history course was incorporated after many years of promises by the history department. The struggle did not end for the Chicano students after they obtained a Chicano course, they also had to fight to get a professor that could meet their needs.

It is sad that within the university walls the true needs of Latino students are ignored, and blatant attacks on classes and services students fought for are the rule, rather than the exception.

EL LECHO DE ROSAS

Hoy día parece que nadie recuerda el 13 de septiembre, un día famoso en la historia de los pueblos latinoamericanos generalmente, y específicamente en la de México. Ese día marca la defensa del 6 colegio militar por los niños héroes contra las fuerzas invasoras de los Estados Unidos Norteamericanos.

El 13 de septiembre las fuerzas armadas Norteamericanas, que lograron el dominio de casi todo el valle de México en 1847, se lanzaron sobre el castillo de Chapultepec donde se encontraba el colegio militar.



Las fuerzas armadas Mexicanas lucharon y se defendieron brava y heroicamente, se arremetieron en primera fila los cadetes del colegio militar. Estos estudiantes tenían de 12 a 17 años de edad. Los niños héroes se lanzaron desde el balcón del castillo, Juan Escutia se tiró envuelto en la bandera Mexicana. Símbolo nacional, como para defenderla de las manos del invasor. En esta lucha murieron también los cadetes Vicente Suarez, Juan de la Barrera, Francisco Marquez, Fernando Montes de Oca y Agustín Melgar.

Más irónicamente en la ciudad de Chicago, seres inhumanos en nombre de un nacionalismo equivocado y olvidando nuestra historia celebran un desfile conmemorando la independencia de México en el 13 de septiembre. Si los que organizan dicho desfile tuvieran conciencia y supieran historia, no cometieron semejante "barbarismo" pero la enagenación mercantil y la sed de dinero los orilla a tales prácticas. Jugando con

los opresores a: "Vamos a olvidarnos de lo que somos y vamos a aumentar las ventas en los comercios" "Celebremos la independencia?" Una independencia que no existe, pues, si tal existiera, los miles de indocumentados que hay aquí, no tendrían la necesidad de abandonar su patria para venir a ser "carne de cañón" en las fábricas que ni el salario mínimo le pagan a nuestros hermanos indocumentados."



La celebración de la llamada "independencia" en la cual lo único que hace es enseñar y exhibir los mejores comerciantes. Si vamos a decir que viva México señores, pero un México con una economía libre de influencias extranjeras y imperialistas.

QUE VIVA EL MEXICO DONDE NO HALLA PRISIONEROS POLITICOS.

QUE VIVA EL MEXICO DONDE TODO EL PUEBLO TENGA UN TRABAJO Y COMIDA PARA LOS POBRES.

QUE VIVA EL MEXICO QUE PRODUSCA SUS PROPIOS PRODUCTOS.

QUE VIVA EL MEXICO DONDE HAYA JUSTICIA PARA LOS DEVILES.

QUE VIVA MEXICO REUNIFICADO Y SOCIALISTA!

THE MYTH BEHIND STUDENT GOVERNMENT

OR
WHY THE ADMINISTRATION WANTS TO KEEP
THE PUPPET SHOW OPEN.

Q.O.S. has heard many complaints and remarks about the arrogance of many university administrators in regards to the supposed legitimacy of student government here at UNI.

Shared governance, we presume, is supposed to be that democratic process by which the issues are resolved. This democratic process theoretically includes all of the parties involved, i.e. students, faculty, administration, etc. In reality, the process is quite different.

Students serve on advisory committees which have no role in the actual decision-making, but only make rubber-stamp recommendations. Hence, the plenary powers remain in the hands of the administration, whose interests are the natural anti-thesis of students interests.

Cases in point are:

- A) The history department's insistence that they and only they have the right to hire and fire instructors without student participation.

- B) The president of the university has consistently reiterated that position on various occasions at meetings with student representatives.

- C) The arrogance of the administration in implementing the due process policy, (which was approved at the board of governors meeting Oct. 29th and 30th) which has been continuously rejected by the Northeastern Student Senate.

The list is endless. The fact that students have no say in the final decision is an indictment as well as a disgrace to the credibility of the King and his court. The conviction is not far behind for:

- A) President (Imperial King) Williams
- B) Daniel (White makes right) Kielson
- C) Samuel (I love white) Betances
- D) Max (The court jester) Torres
- E) All of the above

CHILE

MARIO PALESTRO VISITA UNI

Mario Palestro es miembro del Comité Ejecutivo del Partido Socialista de Chile (Coordinadora Nacional de Regiones) en el exilio. Este honorable compañero estuvo entre nosotros el 16 de septiembre, 1980, en el salón CC-217, aquí en Northeastern. Estudiantes progresistas de esta universidad compartieron de la charla y de su teoría y práctica revolucionaria. Mario Palestro, orador Chileno que conoce el dolor del trabajador oprimido, que sabe de la lucha estudiantil en los pueblos sur americanos y específicamente el Chileno, vino a hablarnos sobre la resistencia Chilena, que desde la clandestinidad lucha contra la junta militar, y los gorilas-facistas que la dirigen. El compañero Palestro enfatizó en que la libertad de los pueblos bajo el yugo del imperialismo yanqui llegara solamente vía la lucha armada. Nos dejó el compañero Palestro con la lema de su partido, "liberación y socialismo, cueste lo que cueste!"



CHICANO HISTORY BY CHICANOS

CONTINUED FROM LAST ISSUE

A second convention was held in January 1833. Fehrenbach alleges that the Anglo-Americans acted in the traditional Anglo-American manner by drafting a constitution and presenting it to the central government, but he charges that the Mexicans looked upon it as a pronunciamento—a call to arms. He further states that Mexican historians viewed it as “a well-conceived plot to separate Texas from Mexico,” which he admits “cannot entirely be denied,” since prominent Anglo-Americans, among them Sam Houston, agitated for independence. The delegates appointed Austin to submit the grievances and resolutions to Mexico City.

Austin left for Mexico City to press the demands of the Anglo-Americans in Texas. His priorities were to get the Mexican authorities to lift their restrictions on Anglo-American immigration and to grant Texas separate statehood. The slave issue also burned in his mind. Austin was anything but conciliatory, writing to a friend from Mexico City, “If our application is refused . . . I shall be in favor of organizing without it. I see no other way of saving the country from total anarchy and ruin. I am totally done with conciliatory measures and, for the future, shall be uncompromising as to Texas.”

On October 2, 1833, he wrote a letter to the ayuntamiento at San Antonio encouraging it to declare Texas a separate state. He later excused his action, explaining that he had done so “in a moment of irritation and impatience”; nevertheless, his actions were not those of a moderate. The contents of the note fell into the hands of the Mexican authorities, who had begun to question Austin’s good faith. Subsequently, they imprisoned him, and much of what Austin had accomplished in the way of compromise was undone. Contributing to the general distrust were the actions of U.S. Minister to Mexico Anthony Butler, whose crude attempts to bribe Mexican officials to sell Texas infuriated Mexicans. He offered one official \$200,000 to play ball. Matters grew worse when, in May 1834, Antonio Lopez de Santa Anna seized the presidency.

Lopez de Santa Anna is an enigma in Mexican history. From his rise to power at Tampico in 1829 to his fall in 1855, he remained a disruptive influence in Mexican politics. During this period there was a struggle for control of the country between the conservatives, who represented the landed interests of the nation (along with the church and military), and the liberals, who wanted Mexico to become a modern state, controlled by the merchants of the nation. Santa Anna manipulated both factions,

switching from one party to another in order to seize power. He greatly added to the disunity of the times, weakening Mexico and making it easy prey to the ambitions of the United States. Moreover, Santa Anna’s perfidy has given United States historians a scapegoat in assigning responsibility for the wars. Many historians point out that there were secessionist movements in several of the Mexican states as the result of Santa Anna’s abolition of federalism; however, these same historians fail to point out that the United States went through a similar phase in its quest to forge a nation.

Whatever Santa Anna’s role, the Texas revolt had already been planned, with men such as William Barret Travis, R.M. Johnson, and Sam Houston active in agitating for separation from Mexico. For that matter, the majority of Anglo-Americans were unwilling to submit to the Mexican government.

The war party in Texas was strong. In the autumn of 1834, Henry Smith published a pamphlet entitled *Security for Texas*. He advocated open defiance of the Mexican authority. The political situation became more polarized, and Mexican troops assembled in Coahuila. Intrigue dominated the Texas scene. Not only were there many individuals advocating independence, but Anglo land companies had agents, both in Washington, D.C., and in Texas, lobbying for a change. Prominent among these companies was the Galveston Bay and Texas Land Company of New York, which was in collusion with Anthony Butler, the U.S. Minister to Mexico.

On July 13, 1835, a general amnesty released Austin from prison. While on his way to Texas, he wrote a letter from New Orleans to a cousin expressing the view that Texas should be Americanized even though it was still a state of Mexico, and indicating that it should one day come under the American flag. In this letter he called for a massive immigration of Anglo-Americans, “each man with his rifle,” whom he hoped would come “passports or no passports, anyhow.” He continued: “For fourteen years I have had a hard time of it, but nothing shall daunt my courage or abate my . . . object . . . to Americanize Texas.”

Fehrenbach defended Austin’s letter and admonished Mexican historians for their condemnation of the Texas leader:

The call for a massive and illegal entry of armed Americans was not so much a plot to join Texas to the United States as it was Austin seeking, from

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the most logical source, all the help he could get—just as Israelis, beset by Arabs, called upon Jewry all over the world. Neither Texas in the 19th century, nor Israel more than a century later, had any doubt of their right to defend themselves. What was at stake was more than mere boundaries.

THE TEXAS REVOLT

It would be simplistic to blame Austin and all the Anglo-Texan settlers for the conflict. Austin was, indeed, better than most; he belonged to the peace party, which as first opposed a confrontation with the Mexicans. Ultimately, however, this faction joined the "hawks." Eugene C. Barker, a Texas historian, states that the immediate cause of the war was "the overthrow of the nominal republic and the substitution of centralized oligarchy, "which allegedly would have placed the Texans more strictly under the control of Mexico. Barker, however, admits that "Earnest patriots like Benjamin Lundy, William Ellery Channing, and John Quincy Adams saw in the Texas revolution a disgraceful affair promoted by sordid slaveholders and land speculators. Even to the critical ear of the modern historian their arguments sound plausible." However, he denies that the slave issue had anything to do with the revolt and says that the land question retarded rather than accelerated the hostilities.

Barker draws a parallel between the Texas revolt and the American Revolution, stating: "In each, the general cause of revolt was the same—a sudden effort to extend imperial authority at the expense of local privilege." In fact, in both instances the central governments were attempting to enforce existing laws that conflicted with the illegal activities of some very articulate men. Barker further attempts to justify the Anglo-Texans' actions by observing: "At the close of summer in 1835 the Texans saw themselves in danger of becoming the alien subject of a people to whom they deliberately believed themselves morally, intellectually, and politically superior. The racial feeling, indeed, underlay and colored Texan-Mexican relations from the establishment of the first Anglo-American colony in 1821." Therefore, the conflict, according to Barker, was inevitable and, consequently, justified.

It is difficult to pin the Texan apologists down. They admit that racism played a leading role in the causes for revolt; that smugglers were upset with Mexico's enforcement of her import laws; that Texans were upset about emancipation laws; and that an increasing number of the new arrivals from the United States actively agitated for independence. But despite these admissions, historians like Barker refuse to assign guilt to their countrymen. Instead, Barker writes: "Had there been no atmosphere of racial distrust enveloping the relations of Mexico and the colonists, a crisis might not have followed. Mexico might not have thought it necessary to insist so drastically on unequi-

vocal submission, or the colonists might not have believed so firmly that submission would endanger their liberty." Barker is simply justifying Anglo-American racism and, in the process, is spreading around the guilt by speculating about what might have been.

In any case, the antipathies of the Texans escalated into a full-scale rebellion. Austin gave the call to arms on September 19, 1835, stating, "War is our only recourse. There is no other remedy." It was symbolically significant that he changed his name back from Esteban to Stephen.

Too many historians have portrayed Mexico's attempt to suffocate the insurrection as an invasion and the Texas victory that followed as a victory of a small band of patriots against the "Huns" from the south. Dr. Felix D. Almaraz, a member of the history department of the University of Texas at Austin, underscores this, writing: "All too often, Texan specialists have interpreted the war as a defeat of a culturally inferior people by a culturally superior class of Anglo frontiersmen. . . ."

In reality, the Anglo-Americans enjoyed very real advantages. As mentioned, they had a sizeable population; they were "defending" terrain with which they were familiar; and although most of the 5000-or-so Mexicans living in the territory did not join them, the Anglos themselves were united. In contrast, the Mexican nation was divided, and the centers of power were thousands of miles away from Texas. From the interior of Mexico, Santa Anna led an army of about 6000 conscripts, many of whom had been forced into the army and were then marched hundreds of miles over hot, arid desert land. In addition, many were Mayan and did not speak Spanish. In February 1836, the majority arrived in San Antonio, Texas, sick and ill-prepared to fight. Although the Mexican army outnumbered the Anglo contingent, the latter were much better armed and enjoyed the position of being the defenders. (Until World War I, this was a decided advantage during wartime.) Santa Anna, on the other hand, had overextended his supply lines and was many miles from his base of power.

The 187 men who were defending San Antonio refused to surrender to Santa Anna's forces and took refuge in a former mission, the Alamo. In the ten days of fighting that followed, the Texans inflicted heavy casualties on the Mexican forces, but eventually the Mexicans' sheer superiority in numbers won out. Much has been written about Mexican cruelty in relation to the Alamo affair and about the heroics of the doomed men. The result, as mentioned early in this chapter, was the creation of the Alamo myth. Within the broad framework of what actually happened—187 Texans barricading themselves in the Alamo in defiance of Santa Anna's force and the eventual triumph of the Mexicans—there has been much distortion. Walter Lord, in an article entitled "Myths and Realities of the Alamo," sets much of the record straight. Since the myth has provided Anglo-Americans with a major

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COLUMBUS DAY

SHOULD OPPRESSED NATIONALITIES PAY HOMAGE TO IMPERIALISM?

October 13 was celebrated as Columbus Day. Many schools and government offices were closed, rendering tribute to the man who "discovered" the New World and its indigenous population, the unwitting puppet of mercantilism and advance scout for colonialism, Christopher Columbus.

Christopher Columbus accidentally "discovered" the location of the island Puerto Rico on his second voyage on November 19, 1493, and mistakenly named the inhabitants of the island "indians." The question in our minds still remains; How was Columbus accredited with "discovering" an island and people when he did not know where he was? Maybe he discovered the existence of the island for "European civilization," but the fact remains that he opened the doors to the gold-hungry barbarians of Europe and the commencement of the destruction of a developed, peaceful society which was more democratic than many of its contemporaries.

Que Ondee Sola notes with surprise that UNI did not close in observance of this colonialist dawg's day.

It would have been consistent with the practices of this and other state institutions. The university of Illinois at Chicago Circle is very clear in displaying its position, it did not observe Dr. Martin Luther King Day yet observed Columbus Day, again this is consistent with its discriminatory policies such as the selective admission index. While U.I.C.C. does not stoop so "low" as to celebrate the day of a civil rights leader, at least their president makes no claims to beatification as far as Latinos are concerned. U.N.I. observes Martin Luther King Day but its practices negate students rights. Nevertheless, the history of Christopher Columbus can still teach us a very important lesson. Although Christopher Columbus opened the doors to untold fortunes and riches for imperialistic Spain, committed crime after crime against humanity in the name of the king, Christopher Columbus died a pauper.

After he had outlived his usefulness, he was discarded like an old dishrag.

"Which goes to prove, - crimes in the name of imperialism do not pay."

(continued from page 1)

America. The administration and the history department have come to the conclusion that they can do whatever they want with our state funds, what is more, they have the audacity to think the students will sit back and let this happen. But now, large sectors of the Latino population at Northeastern are sick-and-tired of this hocus-pocus policy the administration has adopted toward the Latino population. These students along with progressive faculty are once again rallying with the Ad-Hoc Committee of the Union for Puerto Rican Students (U.P.R.S.) and Chicano Student Union (C.S.U.), in order to combat the racist attitude of administrators and faculty toward Third World students. We must point out, at the cost of great shame and embarrassment to the Latino faculty who are twiddling their thumbs that no "chit-chat" with the "right" people will give us back the Puerto Rican history line!

The same effort and commitment that most Latino faculty put forward last year to save the history line and retain professor Lopez must be again shown. To those Tio Tomas and vendepatrias who love kissing administration backside, remember, win or lose, the students will not forget their friends - nor forgive their enemies.

FOR THE RETENTION OF THE PUERTO RICAN
HISTORY LINE

CHICANO HISTORY CONTINUED

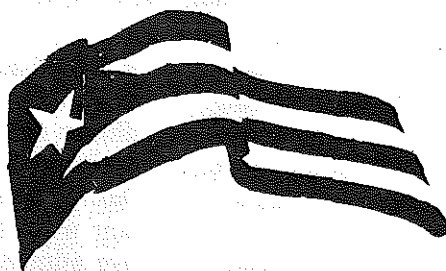
justification for their historical and psychological subjugation of the Chicano, the story of the Alamo demands a brief retelling.

Taken from "Occupied America: The Chicano's Struggle Toward Liberation," by Rodolfo Acuna, Canfield Press, copyright 1972.

CONTINUED IN NEXT ISSUE



U.P.R.S.



PRESENTS

**AFTER HALLOWEEN DANCE
FEATURING**

ORQUESTA PUEBLO-DISCO

NOVEMBER 8, 1980 D.J

**ANGELO'S MANOR 5529 W.
NORTH AVE.**

ADMISSION \$5.00

8:00pm TIL ?

UNION FOR PUERTO RICAN STUDENTS

PRESENTS

\$5.00

**AN AFTER HALLOWEEN DANCE
SALSA/DISCO**

**\$ 4.00 WITH
THIS AD !!**

ORQUESTA PUEBLO & D.J. DISCO

WHEN: NOVEMBER 8, 1980

TIME : 8:00pm

**WHERE: ANGELO'S MANOR
5529 W. NORTH AVE.**

DECIMAS

A LOS ONCE PRISIONEROS

A los once prisioneros
Los que el enemigo encierra
Son prisioneros de guerra
Hombres buenos y sinceros
Ya conoce el mundo entero
La razon por lo que estan
Ya sabemos la verdad
Y por lo que esto comienza
Queremos la independencia
Y para ellos libertad

Desde el dia de su captura
Empezamos a trabajar
Y hoy los vamos a apoyar
Aunque esta situacion es dura
Pedimos a las alturas
Que haga un acto de clemencia
Y como ya la experiencia
Nos da a conocer la verdad
Pedimos la libertad
Y tambien la independencia

Con almas de alto calibre
Tenemos que defendernos
Y asi algun dia lograremos
Que Puerto Rico sea libre
Porque como ahora se vive
Nunca tendremos la paz
Solo con la voluntad
De pensar de que algun dia
Esta linda patria mia
Pueda tener libertad

Ya sabe el grande y el chico
Quiero que sepas mi hermano
Como es que el americano
Solo explota a Puerto Rico
A los once les dedico
Versos que son evidencia
Y yo se que sus conciencias
Estan diciendo verdad
Para ellos libertad
Y a la Isla independencia

Viva Puerto Rico libre
Viva Puerto Rico libre
Viva Puerto Rico libre
Viva Puerto Rico libre.

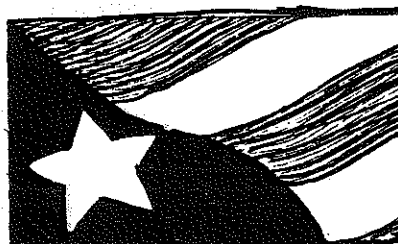


DISPIERTA BORICUA

Despierta Boricua
vamos a luchar
con amor y orgullo
no dejes que otro
te quiera quitar
todo lo que es tuyo

Despierta Boricua
dale a demostrar
que eres Borinqueño
y dile que tu no vas a dormir
ni aunque tengas sueño

Despierta Boricua
vamos a luchar
que esta tierra es tuya
no dejes que otro
que no ha puesto nada
venga y la destruya.



QUE ONDEE SOLA

Señores yo no me explico
que tengamos dos banderas
yo solamente quisiera
una, la de Puerto Rico
la otra que saque el pico
que la nuestra no la quiere
no se por que no se muere
fuera de nuestro pais
porque si se queda aquí
te aseguro que se muere

Tony Ortiz (Papa de Dick Jimenez)

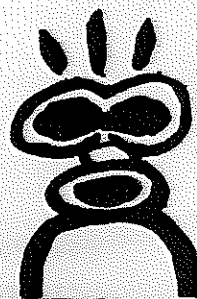
NOMBRES INOLVIDABLES

Es para que no se borre
mas nunca de nuestras mentes
a estos once valientes
Como Dicky, y Carlos Torres
La historia de nuestros heroes
todos la recordarán
Alicia, Lucy sabrán
Fredie, Adolfo y Luisito
Haydee, Elizam que bonitos!
Carmen y Dylcia Pagán

Y si acaso se me olvido
un nombre de estos valiente
digame inmediatamente
cual fue el que se me quedó
Yo se que los otros dos
estan también en la historia
estan en nuestra memoria
como estan los once otros
estarán también con nosotros
cuando llegue la victoria

Son todos inteligentes
no tienen comparación
por eso es que esta nación
no los deja libremente
ya estamos haciendo frente
a quien tanto nos domina
poco a poco se camina
y se llega a lo lejano
pues hoy para el americano
Puerto Rico es una mina

Puerto Rico será libre
también nuestros compañeros
que fueron los que pusieron
el primer paso que hoy se vive
Y si esto no decide
siempre se recordarán
para siempre vivirán
dentro de nuestra memoria
de Puerto Rico la historia
nuestros valientes serán



**¡APOYE LOS 11
COMBATIENTES
BORICUAS!**

POETRY



EL JIBARO PERDIDO

UN JIBARO DE PUERTO RICO
A LOS ESTADOS UNIDOS VA,
NO SABE LO QUE LE ESPERA
NI SIQUIERA COMO LE IRA.

BUSCANDO TRABAJO, EMPIEZA
EN EL FRIO QUE HA LLEGADO
UNOS LO MANDAN AQUI
Y OTROS LO MANDAN ALLA

EL JIBARO EN SU IGNORANCIA
PERDIDO EN LA CIUDAD
ES ASI COMO EMPIEZA
A VER LA REALIDAD

UN JOVEN QUE ALLI VENDIA
EL PANFLETO LIBERTAD
LE DIJO, MUCHACHO VENTE
QUE ES HORA DE PELEAR

TOMEMOS RIFLES EN MANOS
Y VAMOS A DEMANDAR
PARA NUESTRO PUERTO RICO
LA MERECEIDA LIBERTAD

POR: ISRAEL