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## Que Ondee Sola- January 1983

Teodoro Anderson

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# QUE ONDEE SOLA

JANUARY 1983  
VOL. XI NO. 7

## History Department Eliminates Puerto Rican History ; Students Initiate All-Out Offensive . . . . .

# MENDEZ MUST GO !

This winter trimester, in order to save the continuously eroding position of pseudo Puerto Rican historian Ignacio Mendez, the History Department does not offer any course in Puerto Rican history. This maneuver on the part of the History Department is twofold: first and foremost, the one year old boycott, initiated by the Union for Puerto Rican Students (U.P.R.S.), has had tremendous success and the History Department must justify a member of its faculty receiving \$25,000 a year without credit hour production to account for his exorbitant salary, especially in a period which the university finds itself in a situation of lack of funds due to the current crisis of the U.S.

Instead, Ignacio Mendez will teach Introduction to Latin America, and History of U.S. Culture, therefore eliminating completely the Puerto Rican history courses. By eliminating the Puerto Rican history courses, the History Department and the U.N.I. administration hope to destroy the successful boycott of Ignacio Mendez's courses, and more importantly to do away with Puerto Rican history for once and for all at U.N.I.

This maneuver to eliminate the Puerto Rican history courses along with the attempt to salvage Ignacio Mendez is not being taken complacently by the latino students. As a direct result, the U.P.R.S. is initiating

an all-out boycott of any course taught by Ignacio Mendez.

Initially, the boycott was directed only at the Puerto Rican history courses and the history of Brazil course after having discussed the desires of the latino students to retain Professor Lopez to Ignacio Mendez in the summer of 1981. After Ignacio Mendez reneged

(Cont. on pg. 6)

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# Eugenio María de Hostos: Ciudadano de Las Américas



Eugenio María  
de Hostos  
(1839-1903)

El 11 de enero de 1983 se cumplen 144 años del nacimiento del ilustre educador puertorriqueño, Eugenio María de Hostos. Fue gran independentista puertorriqueño e internacionalmente exaltado como hombre de letra, filósofo, sociólogo e ingeniero. Pero sobre todo fue exaltado por su trabajo pedagógico a través de Latino América lo cual lo proclamó como "El Ciudadano de las Américas."

Nació en Mayagüez y fue enviado a temprana edad a España para estudiar en la escuela secundaria de Bilbao y en la Universidad de España. Desilusionado por la negación de las cortes españolas a concederle la autonomía a Puerto Rico y Cuba, e inspirado por el Grito de Lares (1868), Hostos decide ceder su posición autónoma por la lucha de la independencia.

En el 1869 salió de España rumbo a Nueva York donde se asoció con la Junta Cubana Revolucionaria. El siguiente año comenzó un largo viaje a través de Sur América para promover la causa por la independencia de las antillas. En el 1875 llega a Puerto Plata, República Dominicana donde publica un periódico llamado Las Tres Antillas. En este periódico Hostos advocaba la creación de una confederación entre Cuba, Puerto Rico y la República Dominicana. Luego de una corta estadía en Venezuela, donde contrajo matrimonio con la hija de un emigrante cubano, regresó a la República Dominicana.

Durante los nueve años de estadía en la República Dominicana (1879-1888), Hostos trae grandes cambios al sistema de educación de la república. Hostos fundó la primera escuela Normal, ayudó a reorganizar la educación pública utilizando nuevos métodos pedagógicos e introdujo técnicas científicas en el currículo. Sobre todo, Hostos expuso a la sociedad dominicana a la corriente intelectual extranjera de la cual había estado aislada.

Debido a problemas con el gobierno del dictador dominicano, Ulises Heureaux, Hostos aceptó la invitación del gobierno chileno para trabajar en un programa educativo. Residió en Chile de 1889 al 1898, sirviendo como rector del Liceo Luis Amonatequi en la Universidad de Chile.

A pesar de su larga ausencia del área caribeña (Hostos llevó sus conocimientos a Argentina y al Perú), su preocupación por el futuro político de Cuba y de su pueblo natal Puerto Rico no había disminuido. Movido por el comienzo de la revolución cubana y por la posibilidad de intervención estadounidense en la misma, Hostos sale de Chile para Nueva York en abril de 1898.

Cuando Hostos llega a Nueva York ya los Estados Unidos ha entrado en guerra contra España. La ocupación militar de Puerto Rico por parte de los Estados Unidos obliga a Hostos a regresar y establecer en Puerto Rico una resistencia llamada La Liga de Patriotas Puertorriqueños. Por medio de intervención estadounidense Hostos es exiliado a la República Dominicana donde permanece hasta su muerte.

Hostos fue un escritor prolífico y sus veinte volúmenes de Obras Completas fueron publicados por el gobierno colonial de Puerto Rico en el 1939. Entre sus mejores trabajos se encuentran: un ensayo de Hamlet (1873); Moral Social (1888) en el cual expone un código moral para el individuo en la sociedad; Tratado de Sociología (1904) el cual en parte estaba basado en sus discursos de sociología en la escuela Normal de Santiago.

En Mayagüez, Puerto Rico el 11 de enero de 1975, durante una conmemoración a este gran patriota, la C.I.A. ordenó poner una bomba en un restaurante frecuentado por independentistas. La bomba mató a dos trabajadores y a un niño de 6 años, además hirió a 10 personas. En retaliación a este acto el 24 de enero del mismo año, las Fuerzas Armadas de Liberación Nacional (F.A.L.N.) puso una bomba en la taverna Fraunces de Nueva York frecuentada por la burguesía.



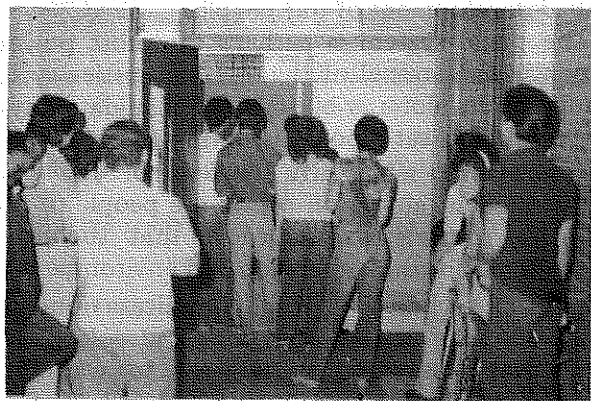
# WELCOME TO ANOTHER YEAR OF STRUGGLE

As the new year begins, Que Ondee Sola welcomes you to another year of struggle here at U.N.I. In the past year (1982) the latino student struggle experienced many victorious moments. These victories came about through the diligent work of the Union for Puerto Rican Students (U.P.R.S.) and the overall support of the latino students on campus.

The latino student struggle has often been labeled as being a minority grouping who are disaffected with the system and who get their kicks out of bucking the system. At U.N.I., the latino student struggle never had any illusions about the changing of this society by attacking the University administration. Instead, the latino student struggle has always served as a vehicle in which latino students have been able to struggle for a better education via student democratic rights.

The latino student struggle allows for latino students to take an active role in their education, and the opportunity to develop and participate in activities which are pertinent to their reality.

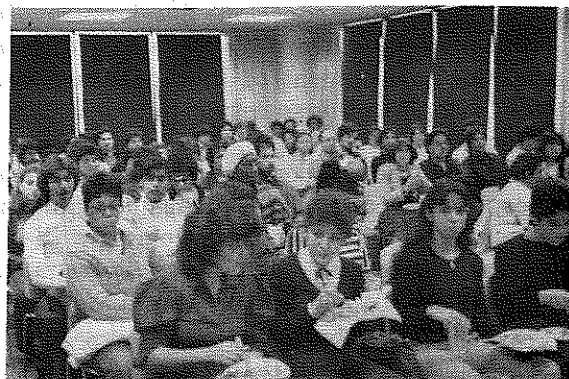
The year 1982 indicated that the latino student struggle was strong, as it withstood attacks by the U.N.I. administration such as:



*Latino Students at a Demonstration.*

- \* \* The razing of El Centro Albizu-Zapata (Portable 1)
- \* \* Delayed approval of the ChicanoMexicano/ Puerto Rican Studies Program
- \* \* The denial of a latino cultural center on campus
- \* \* The continued harrassment of latino students by the U.N.I. security

The year 1982 also indicated that the latino student struggle made tremendous gains such as:



*Student Participants at U.P.R.S. Activity.*

- \* \* Initiating the first National ChicanoMexicano/ Puerto Rican Student Conference
- \* \* Success of the boycott of Ignacio Mendez's classes
- \* \* A lawsuit was initiated against the U.N.I. administration, by the U.P.R.S. for the right to a latino cultural center on campus
- \* \* The mass student support during the trials of latino student activists
- \* \* The return of Professor José López
- \* \* The mass student participation in the following U.P.R.S. activities:
  - \*\* El Grito de Lares (50 participants)
  - \*\* El Grito de Jayuya (150 participants)
  - \*\* Musical concert given by "LUCUAM", a group from the Dominican Republic (200 participants)
  - \*\* The Latino Christmas Show (175 participants)

What we, as latino students, must think of when we look at the student struggle, is that if it were not for the sacrifices and the dedicated work of previous students who struggled, we would not be here today: i.e. benefitting at the expense of the struggle.

As we enter the year 1983, we must double our efforts to assure that our struggle for a quality education will continue.

# PERSPECTIVE

"Absolute poverty is so powerful a factor that it often neutralizes the important influences of education and environment..." (1) So stated the Marxist Criminologist Willem Bonger. There certainly is a substantial amount of truth in his statement, no one an integral part in our conscious development. However, I will present a theory to prove that the education and the environment of Puerto Ricans and of all colored people in this society is purposely controlled and biased.

When an individual like Oscar Lewis (2) who has no conception whatsoever of being anything other than a white, middle class sociologist, with white middle class views and prejudices, writes a novel about Puerto Ricans and portrays them as little more than sex-starved, drug-crazed savages, it is done for a reason. The fabrication of this inaccurate and subjective study was conceived by the United States Government to guarantee the oppression of the future generations of Puerto Ricans that will inhabit the inner cities and challenge the existing populous in the educational, medical and professional institutions.

A study of this nature is read and evaluated by people who hold similar ethical and moral principles that Lewis holds. Very few readers will challenge the method or the merit of Lewis. The system will protect itself and perpetuate its ideology by setting the wheels of its Criminal Justice System in motion. This retaliation will be against the very same people that they colonized. First by taking possession of our homeland for use as a military base in the destruction of other people of color and secondly by the internal colonialism of every Puerto Rican community in this country, discreetly implemented through wretched environmental and social conditions.

The enactment of new laws that are aimed at harassing and breeding suspicions and distrusts on the community (e.g. The alteration of "Search and Seizure" will soon allow evidence obtained without a search warrant by the police to be admissible in court, all the police have to say is that they had probable cause to....) this is but one method to insure a constant flow of young, poor, and Puerto Rican victims into the grips of the courts, city jails, and federal penitentiaries. The stigma of prison will follow these victims forever adding more weight to their oppression and fueling their frustration and anger.

Social welfare programs help to disrupt unity

and cohesiveness in family life. The imposition of unnecessary pressure to rapidly assimilate in language and customs is so severe that it forces children to react with embarrassment and apathy toward their parent's ways and their homeland. Thus they turn to the streets to be among peers who feel the same way. This association is the fundamental step in the establishment of groups, (i.e. street gangs). These groups eventually conflict with other groups, many of which are also Puerto Rican. This conflict is used by the criminal justice system to pitch brother against brother, it further retards and confuses the common goal of the people. It is also used to keep these rebels from uniting into question the antics used by this system that pave the way for the ultimate, genocide of an entire race of people. We have only to look at the Hawaiian and the Eskimos, not to mention the red-skinned people to see that this government is obsessed with the total destruction of any non-white race. We as a people must not allow this atrocity to fall upon the Puerto Rican nation. Our only salvation is to raise our national consciousness to the state of awareness that the fact remains, we will be Puerto Rican until the day we die, no wealth of fame of culture or poverty can ever alter this fact. The sooner the masses adhere to the struggle for self-governing, the sooner the realization for the complete and fulfilled development of our people.

The penal system is perhaps the most powerful weapon in the arsenal of the criminal justice system. Its reputation alone is enough to intimidate anyone who would be set upon disrupting the status quo. The fact that eighty-five percent of the people incarcerated in any given prison are people of color, will attest to the strong indication that the ultimate can really doubt that education and environment play goal of this society is to totally eradicate nonconformity, especially among the poor and colored. It is ironic that this government went to war against Nazi Germany, the ones who murdered six-million people in concentration camps in order to purify the great white race. We must ask ourselves, is this government following in the footsteps of Nazi Germany? Why do prison populations continue to escalate? What will society do with the ever increasing excess population?

1 Willem Bonger, *Criminality And Economic Conditions*, (Indiana University Press, 1969) p. 128.

2. Oscar Lewis, *La Vida*, (New York; Random House, 1965).

# EDITORIAL

This January, we will be entering the third year of student struggle to develop and initiate the Chicano-Mexicano-Puerto Rican studies minor and the permanent retention of Professor Lopez on campus. The twofold student struggle has seen progress; at this point the Chicano-Mexicano-Puerto Rican studies minor has to be approved by two committees (College of Arts and Sciences and the Faculty Council on Academic Affairs) the Provost and the Board of Governors before on campus implementation.

The latino student struggle to bring back Professor Lopez reached its greatest height when he returned last fall to teach within the Criminal Justice department.

Like past trimesters, this winter trimester will be characterized by continued sacrifice and work for latino students and concerned faculty, particularly when the U.N.I. administration refuses to offer any support outside of vocal promises.

It is visible to latino students, that, the U.N.I. Administration is creating obstacles to break the stu-

dent's will to struggle. The latest obstacle is the pushing back of the program proposal from the Faculty Council on Academic Affairs to the Committee of the College of Arts and Sciences. The latest news on Professor Lopez is that he will be teaching another course in the winter trimester but the catch is, that, it is the same course - "Prisons and Jails" rather than "Police in the Minority Community" - which had been proposed earlier.

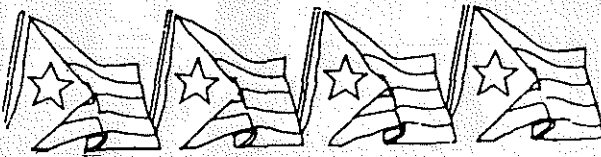
Why does the U.N.I. administration take this position? Simple. . . they do not want Professor Lopez to become part of the Chicano-Mexicano-Puerto Rican Studies minor. The U.N.I. administration knows that after 7 years of teaching within the History Department, Professor Lopez enjoyed the support of latino students on campus, and now they are afraid that a bunch of "communist radicals," led by Professor López, will take over the program to espouse the overthrow of the U.S. government.

On the other hand, the students see Professor Lopez as an important asset to the program, mainly because of his commitment to the latino students on campus and to his community. Professor Lopez could have easily accepted a higher paying position in any other university, but he chose to return to U.N.I. because the students wanted him.

Professor Lopez's commitment to the Puerto Rican community is best acknowledged by visiting the Puerto Rican Cultural Center located at 1671 N. Claremont Ave. This center, which he helped to establish, is self-maintained and funded by the Puerto Rican Community. Above all his achievements, it is his honesty and exemplary life that students most admire.

As this university fails to address the issue of Professor Lopez, they continue to protect Ignacio Mendez. The administration knows well that Mr. Mendez will never fit in the framework of the studies program, but how long will they continue to hold on to a professor who receives \$25,000 a year but has zero hour production? It is very clear to the latino students who see beyond Mendez's latino name and Colombian background. The answer is simple. . . until they have eliminated the Puerto Rican History line.

Yes, the latino students will be entering another year of struggle which would probably witness the university approval of the program - the release of Latin Americanist Ignacio Mendez and the hiring of Professor Lopez - that's the way latino students want it! Quality education is not a privilege, it is a right!



## QUE ONDEE SOLA

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

*Northeastern Illinois University  
Bryn Mawr at St. Louis  
Chicago, Illinois 60625*

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*Editor . . . . . Teodoro Anderson  
Co-Editor . . . . . Lillian Mercado  
Staff . . . . . Miriam Mercado, José Olán,  
Andy Caballero  
Contributors . . . . . Sonia Rivera, José Avilés*

# Famous Black Social Anthropologist Visits U.N.I.

On December 13, 1982, the Sociology Club sponsored the arrival of renown anthropologist Dr. John Langston Gwaltney to U.N.I. Over sixty students were present in room S360 to hear Dr. Gwaltney explain the motives behind a book which he authored entitled "Drylongso: A Self Portrait of Black America."

**"Drylongso" means**

**"Ordinary folk"**

**DR. Gwaltney**

As explained by Dr. Gwaltney's lecture, the word "Drylongso" means "ordinary folk". Dr. Gwaltney stated that the major motive to his writing Drylongso was to write an analysis which dealt with the actual reality of common Black people. Dr. Gwaltney stated that the immense social science research on Black people was what motivated him to write Drylongso because of their romanticist, racist misrepresentation of Black people which is reflective of the settler's domination over the native (as has been the case for black people since the beginning of chattel slavery and the division of Africa by the big western imperialist powers).

Que Ondee Sola congratulates the Sociology Club for having Dr. Gwaltney come to U.N.I. and hopes that such educational activities continue to become a part of the Sociology Club.



**DR. JOHN LANGSTON GWALTNEY**

(Cont. from pg. 1)

reject the Puerto Rican history position, the boycott was immediately initiated, principally to remind the racist history department and U.N.I. administration that the Puerto Rican history position (as well as anything which services latino students on campus) was created by the organized efforts of the latino student struggle.

Since his arrival at U.N.I. Ignacio Mendez has united himself with the most reactionary, racist and insensitive elements on campus; also, he has attempted to expel two student activists and recently, his med-

on his promise to the latino students that he would dling into the affairs of the ChicanoMexicano-Puerto Rican Studies Program caused for the delay of on campus approval for the program. All of this is done in attempting to have the U.N.I. administration overlook his (Ignacio Mendez's) unearned \$25,000 a year salary.

This all-out boycott of courses taught by Ignacio Mendez serves to not only expose his deceiving and opportunist character, but more importantly, to save the Puerto Rican history position created eight years ago by the latino student struggle.

# In the community...

## CALENDAR OF EVENTS

### REPRESSION BREEDS RESISTANCE

#### DINNER AND DISCUSSION

Sunday, January 15

Time: 6:00 P.M.

Place: Puerto Rican Cultural Center

1671 N. Claremont

Presentations: Kwame Kalimara — National  
Committee to Defend New Afrikan  
Freedom Fighters  
José López — Movimiento de  
Liberación Nacional (M.L.N.)

### LA ESCUELA SUPERIOR

#### RAFAEL CANCEL MIRANDA

les invita a un banquete en celebración de su décimo  
aniversario de su fundación

Sábado, 19 de febrero de 1983

Hora: 6:30 P.M. hasta 12:00 P.M.

Lugar: The Belvedere, 6016 W. Grand Avenue

### WOMEN FREEDOM FIGHTERS

For women seriously interested in  
a discussion on the revolutionary strategy for  
the liberation of women.

Tuesday, January 11

Time: 7:00 P.M.

Place: 922 W. Armitage

Sponsored by May 19th Communist Organization

## On Campus...

### Que Ondee Sola

Latino Students Newspaper

E-041 ext. 514

Services offered:

Photography Workshops  
Journalism Workshops.

### Counseling Services

Proyecto Pa'lante

Ext. 8219

Special Services

Exts. 550, 551

### U.P.R.S.

#### Announces

#### Creation of Scholarship

Through the joint effort of the Puerto Rican Cultural Center and the Union for Puerto Rican Students, a scholarship has been created to provide U.N.I. latino students the opportunity to develop and enrich their mathematical and English skills. The winner of the scholarship will be able to attend an intense 16 week program at the Adult Learning Center at 1671 N. Claremont.

For more information call Extension 514.

## Union For Puerto Rican Students

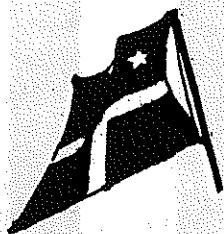
Meets Thursdays at 1:00 p.m.

Services offered:

Tutoring

Cultural Awareness

Study Groups and other Political Activities.



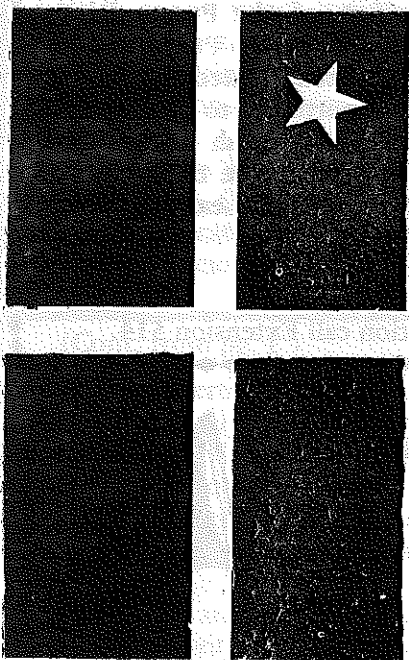


**LA ESCUELA  
SUPERIOR  
PUERTORRIQUENA  
RAFAEL  
CANCEL MIRANDA**

LES INVITA A UN BANQUETE EN CELEBRACION

DEL DECIMO ANIVERSARIO

DE SU FUNDACION



SABADO, 19 DE FEBRERO DE 1983

LUGAR: THE BELVEDERE HALL

6016 W. GRAND AVE.

6:30 P.M. hasta 11:00 A.M.

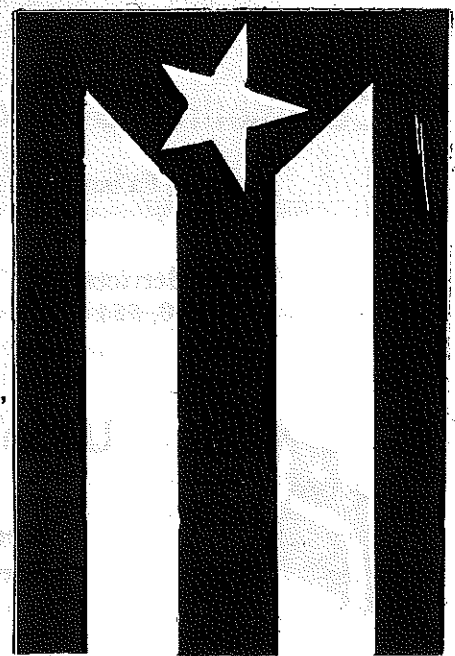
COMIDA, BAILE, ACTOS CULTURALES,

PRESENTACIONES ESPECIALES

DONACION: \$ 25.00 por persona

\$ 45.00 por pareja

Para mas informacion, llame al 342-8023



# Estudiantes Latinos Unidos en Actividad Navidena

El pasado 10 de diciembre en el salón Unicorn de la Universidad de Northeastern Illinois, se celebró exitosamente la actividad navideña que anualmente ofrece la Unión de Estudiantes Puertorriqueños.

La actividad fue muy concurrida ya que asistieron más de 100 personas. La noche comenzó con una comida típica navideña, la cual deleitó a los participantes.

En el programa se denotó la participación estudiantil. Al comenzar el programa la maestra de ceremonia, Lillian Mercado, les dió la bienvenida a todos los presentes y luego explicó el propósito del programa.

Como parte del programa estuvieron presentes los

niños del Centro Infantil Consuelo Lee de Corretjer y un duo peruano de la comunidad. Los estudiantes de la Unión y estudiantes simpatizantes prepararon varios actos los cuales incluían un baile de bombas, una poesía coreada, una poesía por la estudiante Matilde y un slideshow sobre la historia de la lucha estudiantil de la U.P.R.S. Para culminar el programa tuvimos una parranda y canciones de Latino América preparadas por estudiantes y miembros de la comunidad.

Queremos extender las gracias a todos los profesores, estudiantes y personas de la comunidad por hacer posible una actividad tan exitosa.

## Poesia

*Poesia Coreada por el grupo de teatro "Orientacion", parte del Movimiento Estudiantil Dominicano en solidaridad con la lucha Estudiantil Puertorriquena (U.P.R.S.) en U.N.I.*

### FELIZ NAVIDAD

#### FELIZ NAVIDAD

Por que el hambre continua en el pueblo

#### FELIZ NAVIDAD

Por que... en los niños sonrisas no hay

#### FELIZ NAVIDAD

Por que al pueblo lo siguen golpeando

#### FELIZ NAVIDAD

Por que... tengo el deber de luchar

#### FELIZ NAVIDAD

Por que... mi niño es aquel niño que gime en todas partes

#### FELIZ NAVIDAD

Pidiendo en su lenguaje un algo que comer

#### FELIZ NAVIDAD

Por que... Mi madre es esa obrera que baja por las tardes

#### FELIZ NAVIDAD

y no vuelve a su casa hasta el amanecer

### FELIZ NAVIDAD

Por que... Mi yo es este canto que escribo con ternura

### FELIZ NAVIDAD

con rabia, con angustias, con ganas de luchar

### FELIZ NAVIDAD

Por que... Nuestra paz se perdio en la tierra

### FELIZ NAVIDAD

Por que... En la tierra hay que buscarla

### FELIZ NAVIDAD

Por que... En la tierra hay que construirla

### POR QUE... FELIZ NAVIDAD

Se logrará en la tierra con la guerra y el sacrificio de los explotados

### POR QUE FELIZ NAVIDAD

no nos llegara del cielo

Grupo de poesia coreada y teatro "ORIENTACION".

# EL MIEDO EN LA LUCHA ESTUDIANTIL

En el tiempo que llevo en esta universidad he descubierto que el miedo es lo que está intimidando a los estudiantes latinos en U.N.I. Varias veces he intercambiado impresiones con estudiantes los cuales no se identifican con la Unión de Estudiantes. ¿Por qué estos estudiantes no se identifican con la U.P.R.S.? Estos estudiantes tienen temor. ¿Temor a qué? Temor a los ataques represivos por parte de la administración y profesores que no quieren entender el valor de los estudiantes latinos, temor a ser expulsados de este campo por motivos políticos.

Inclusive algunos estudiantes me han expresado que no se unen a nosotros por que esta lucha no nos va a llevar a nada, SIN ANTES DETENERSE a pensar y analizar que gracias a esta lucha que se ha venido efectuando muchos años atrás, nosotros los estudiantes latinos estamos en U.N.I.

Nuestra lucha es una lucha que siempre ha estado buscando una mejor educación para los latinos. El estudiantado latino en su mayoría conoce de la existencia de grupos estudiantiles. Grupos los cuales están en lucha por que nuestros derechos sean respetados.



Pero no puede existir lucha sin personas que estén dispuestas a luchar. Lo que principalmente falta es que los estudiantes latinos digan ¡BASTA YA! Decídete a luchar por una mejor educación y derrumba la muralla de ideas colonialistas que te impiden tu decisión de luchar.

Cuales ideas colonialistas? Estas son las mentiras inventadas por esta administración en contra de los estudiantes progresistas latinos y más aún con la distorsión de nuestra historia, la verdadera historia de Puerto Rico.

La alternativa a estos ataques por parte de la administración es seguir con la unión que existe entre los latinos. Demostrar a la administración que nosotros no aceptamos sus agresiones y engaños y que unidos los combatiremos y triunfaremos.

Nosotros, solo por ser latinos, nos encontramos privados de muchas oportunidades en este campo. En cambio se nos demuestra cada día más fuerte la opresión y el racismo. Por este motivo el estudiantado latino confronta muchos problemas en la universidad.



Uno de los problemas más grandes es la opresión que se nos impone a los latinos. Esta opresión que nos ostiga cada día y que en muchas de nuestras mentes se convierte en miedo. Nosotros estamos en el derecho de enfrentarnos a ese miedo y derrotarlo. Es tiempo de que nos respeten como estudiantes y como personas.

Debemos dejar esos pensamientos personalistas de venir a obtener un diploma y nada más. Antes de obtener ese diploma debemos dejar algo a nuestro paso por esta universidad para nuestras generaciones. ¿Que es lo mejor que podemos dejar sembrado por nuestro paso sobre este campo? Es nuestro orgullo de ser latinos y de luchar por los latinos bajo un sistema el cual nos oprime y quiere destruirnos.

Unidos, venceremos a la opresión, al racismo y a todo cuanto nos quiere destruir. Dejemos a un lado el miedo y conquistemos juntos el deseo de luchar. La lucha del pueblo latino por el bien de nuestras próximas generaciones.

**"LOS ESTUDIANTES UNIDOS  
JAMAS SERAN VENCIDOS"**

**"DECIDETE A LUCHAR POR UNA MEJOR EDUCACION Y DERRUMBA LA MURALLA DE IDEAS  
COLONIALISTAS QUE IMPIDEN TU DECISIÓN DE LUCHAR"**

# LETTER OF SUPPORT

*The following letter of support is from the Union for Puerto Rican Students (U.P.R.S.) at the University of Illinois, Chicago Circle Campus.*

Northeastern Illinois University  
5500 N. St. Louis  
Chicago, Illinois 60625

December 9, 1982

Dear Sirs:

On behalf of the Union for Puerto Rican Students (UPRS) from the University of Illinois-Chicago, we believe that it is the obligation of all oppressed people to struggle for social justice and freedom. We understand that the role of the university is a reflection of what the State represents; a repressive, racist and fascist institution geared towards the elimination of progressive elements on campus, and the destruction of programs geared towards the very survival of the latino student body and the political/cultural development and enrichment of our people.

We demand that the attacks carried out against Professor Jose E. Lopez and progressive latino students on campus by the U.N.I. administration via the ignominious Provost Cownie come to an end.

"THE AWAKENING OF CRITICAL CONSCIOUSNESS LEADS THE WAY TO THE EXPRESSION OF SOCIAL DISCONTENTS PRECISELY BECAUSE THESE DISCONTENTS ARE REAL COMPONENTS OF AN OPPRESSIVE SITUATION" -FRANCISCO WEFFORT-

cc President Williams  
Provost Cownie  
Dean Dobbs

-In Unity-

Jose L. Rodriguez

*Jose L. Rodriguez*  
Chairperson, U.P.R.S.  
U. of I.-Chicago



# BOYCOTT IGNACIO MENDEZ'S CLASSES!

## DO NOT REGISTER FOR THESE COURSES:

| DEPT | COURSE  | TITLE                                | REFERENCE NUMBER |
|------|---------|--------------------------------------|------------------|
| HIST | 2002 01 | xxx THEMES: HIST P.R. 1898 — PRESENT | 14980            |
| HIST | 105 01  | x HISTORY OF U.S. CULTURE            | 14881            |
| HIST | 109 01  | x INTRODUCTORY LATIN AMERICA         | 14898            |

xxx cancelled

x new sections have been opened for Ignacio Mendez

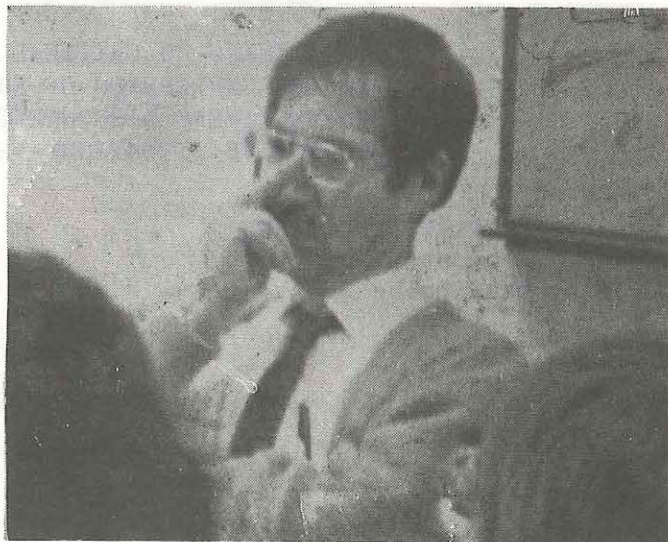
The Union for Puerto Rican Students (U.P.R.S.) and QUE ONDEE SOLA (Q.O.S.) renew their call for a boycott of Ignacio Mendez' classes. Ignacio Mendez is the professor who replaced Puerto Rican historian, Jose Lopez. Professor Lopez had a cordial relationship with the students, and this posed a threat to the U.N.I. administration.

Prior to the termination of Professor Lopez, in the summer of 1981 Ignacio Mendez met with student representatives from the U.P.R.S. and Q.O.S.; it was explained to Mr. Mendez by these representatives that the students wished to retain Jose Lopez, and that he would only be manipulated by the U.N.I. administration. At first, Ignacio Mendez seemed to have understood the legitimate demands of the students, but this receptiveness rapidly changed after the termination of Jose Lopez. With a bait of twenty-five thousand dollars (\$25,000), Ignacio Mendez immediately accepted the history position vacated by Jose Lopez, thus allowing himself to fall into the trap set by the administration.

The Union for Puerto Rican Students (U.P.R.S.) and Que Ondee Sola (Q.O.S.) demand that Ignacio Mendez resign from the Puerto Rican History position! Ignacio Mendez has no background in Puerto Rican History; he is a Latin American Historian as indicated by the classes he is offering. In fact, Ignacio Mendez is participating in a scheme with History Department

Chairperson, Joseph Morton to eliminate the Puerto Rican History line. Furthermore, he has also attacked the validity of the ChicanoMexicano-Puerto Rican studies program.

The U.P.R.S. and Q.O.S. urge students on campus to boycott classes offered by Ignacio Mendez and to expose his opportunistic character at the expense of latino students education.



BOYCOTT IGNACIO MENDEZ