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Que Ondee Sola- July-August 1983

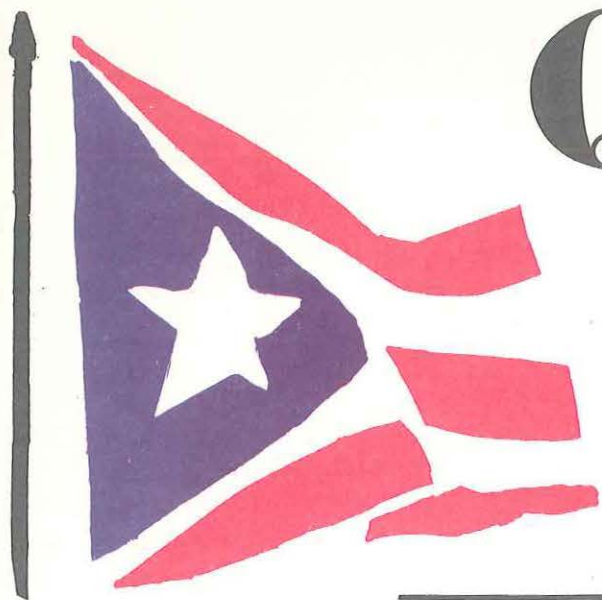
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QUE ONDEE SOLA

JULY/AUGUST, 1983 VOL. XI, NUM 11-12

WITH TOTAL COOPERATION FROM ADMINISTRATION... F.B.I. RAID Q.O.S. OFFICE!

On June 30, 1983, while the F.B.I. and their cohorts from other repressive agencies raided and ransacked the Puerto Rican Cultural Center at 1671 N. Claremont, the F.B.I. also conducted a raid of the Que Ondee Sola (Q.O.S.) office at U.N.I. Although no Q.O.S. staff members were present when the office was raided; other students witnessed the atrocity on the part of the F.B.I.

Other than a few pamphlets and record files taken from the office, damages incurred were minimal. Interestingly enough, two articles, regarding the 85th anniversary of the U.S. invasion of Puerto Rico and the recent U.S. militarization of Puerto Rico, were taken by the F.B.I. on June 30th from the Puerto Rican Cultural Center. The Puerto Rican Cultural Center is a regular place where Q.O.S. hold workshops in

photography, lay-out and journalism. The fact that the U.N.I. administration did not raise the slightest concern to stop the F.B.I.'s "legal breakin" into our office not only demonstrated the length at which students rights are defended at U.N.I., but it also showed the intimate relationship between U.N.I. (or any other university in the U.S. for that matter), the F.B.I. and the rest of the U.S. government. The June 30th F.B.I. directed "blitz Krieg" reminded U.N.I. of its reason for existing. To servie and protect the status -quo.

Such repression attempts to create an "anti-terrorist" hysteria which hopes to scare participants and supporters of national liberation struggles. As the U.S. continues to decline in its hegemony around the world, the U.S.

(Cont. on pg. 8)

"Without a doubt, it is necessary to learn to study and analyze in a scientific manner the conditions that surround us so far as to acquire the formation of correct and concrete ideas that will serve as our guide. But, it would be useless if we didn't possess the courage and sacrifice needed for the realization of our independence and justice." IDA LUZ RODRIGUEZ

COMMENTARY

Six years ago, the Information Science Department at U.N.I. consisted of one small room located on the third floor of the classroom building. There were only a dozen or so terminals which were hooked up to an outside computer system. Today, the Information Science Department is one of the largest programs on campus. It now has over fifty terminals located in four different parts of the campus, which are now hooked up to their own computer (valued at over \$100,000.00).

The recent growth of the information processing and communications field is directly related to the development of science and technology in the world. It is no secret that science is developing newer and faster ways to do tasks previously performed by the average laborer. Seeing that computer programming is one of the most marketable skills in the job scene today, many college students are rushing to obtain their degrees in this field. But what does the computer industry represent for latinos and blacks? Are computers the Industry that will assure jobs for future graduates? Is this why U.N.I. is budgeting large amounts of money on the Information Science Program? If we understand that the field is, by definition, restricted, then we also understand the class and national composition of these future "computer geniuses." The Question Remains ... who majors in this field and how are they chosen? At U.N.I., in order to enter the computer program, one must be very fortunate because of two reasons. First, one has to have a good educational background in math, and secondly there are limited classes open. The first of these two reasons is self-evident. The Departments insistence on high scores on math placement tests, or a minimum of B

in INTERMEDIATE ALGEBRA as a prerequisite for Introduction to Computers. This limits a large number of latino students from being accepted into the computer program. This is because most latino and black students do not enter college with the same educational background as your average white student. This results from the lack of mathematical preparation Latino and black students are given in high school. The Information Service classes are also usually given to students who have 30 or more credits, (seniors, juniors and sophomores have priority due to Northeastern's registration process) leaving only a small percentage of freshman eligible.

It can be seen due to U.N.I.'s low tuition (relatively speaking) that the average white middle class student can continue his/her education. This has caused a growing number of white students to register for these courses in record numbers. So, by the time a

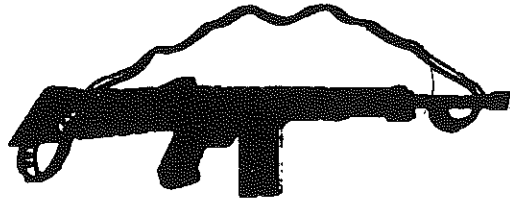
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NOW THERE IS NO FEAR



It's been several weeks already since Alberto Rodriguez was kidnapped by the FBI from his place of work at Northeastern University.

I can't forget that day...
When he was lied to, then abused.

I can't forget that day...
When one white man in a rain coat got Alberto out of the office where he works.

I can't forget...
When many white men who threw him against his car in the parking lot and those white men had guns and bulletproof vests.

Yes, I was there and I saw it all But I couldn't stop them from taking Alberto. The only words you heard from my lips were, "oh my god why???"

I wanted to run, not run away but to run to him that moment.

I stood still in fear.

Now there is No fear. I understand now what Alberto was trying to say, "The Puerto Rican Nation is oppressed and U.S. corporations have and are still using Puerto Rico for exploitation and committing genocide against the Puerto Rican people. I'm going to inform my people, let my voice be heard."

The government has failed from stopping Alberto from making his voice be heard. Most important, the government has failed to stop me and all those who know Alberto.

Yes, the FBI took Alberto to bring fear to me, to you and all those who know Alberto. **THEY HAVE FAILED!**

It has made me clear and stronger as a Puerto Rican woman, I

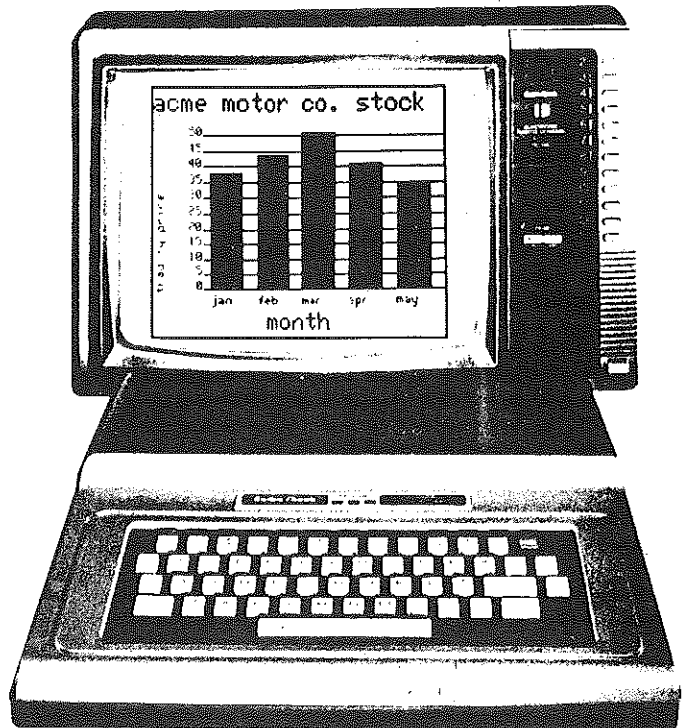
see and I feel the oppression of the Puerto Rican Nation. The flame of resistance has been lit. The only source to reduce this flame within me is **FREEDOM AND INDEPENDENCE** for Puerto Rico and our people.

The more you take
The more we gain
The more you take
The larger the flame
You have not stopped
me by taking
My brothers and my
sisters
For I'm still here
in the dark
Waiting for victory
IT WILL COME!!

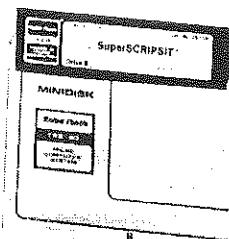


latino registers for a computer course, they are either full (due to the "Great White Rush") or the student is rejected by the rigid process of elimination

Now, some might say that this is not true, that if we say latinos are discriminated against it will only hurt their chances of ever achieving a major, or future funding of the Information Science Department. The fact remains the university is pumping all the money they can into this area knowing that there is a constant number of white students flocking to register in these classes. Since the latino population in these computer programs is so small, many latinos wonder if they really have a chance to be accepted. Another interesting aspect of the computer industry is how it relates to the overall economic situation in the U.S.



This country is in an economic crisis; obviously, the U.S must find new ways to make profits, and maintain its pacified privileged working class. This crisis will allow computer technology to unemploy many unskilled workers. This will happen because it will cost an employer less to hire one person to operate or program a computer then to pay money to workers. This is how the Information Science and Communications field is viewed in capitalist society - as a profit-oriented development, where the needs and demands of the poor in this country (Blacks, Puerto Ricans, Mexicans, and Native Americans) are not important. Instead of using this technology for the advancement of humanity, it is used by big business to generate



larger profits. This is what U.N.I's Information Science Program is geared to do. So, even if one or two latinos are picked to succeed in this field, the majority of latino students don't even wonder who will benefit from the computers program.

After all, this is the same university which eliminated Puerto Rican History, and who expelled and conspired to expel latino student activists. U.N.I. has encouraged security to harass latino students, while they refuse to fund the only viable latino student studies program (the Chicano/Mexicano/Puerto Rican Studies Program). One year ago, U.N.I. razed the latino student Cultural Center (p.1). To expect this same university to live up to it's rhetoric of equal opportunity would only be deceiving oneself.

EDITORIAL

On July 24, 1983, J. Fred MacDonald History, Professor of Popular Culture at U.N.I., was a guest on "Tony Brown's Journal." Throughout the broadcast, Professor MacDonald analyzed past and present disparaging roles which falsely depicted Black people in television and radio. Professor MacDonald even analyzed the radical difference between Martin Luther King and Malcolm X.

Professor MacDonald went on to accuse the U.S. of being racist since its inception as a nation. By criticizing mass media in the U.S. as being racist, Professor MacDonald has put himself forward as a defender of people of color. But, how does Professor MacDonald combat racism at U.N.I.?

As reference to the question the latino students at U.N.I. remembered when a new full-time position in the Criminal Justice Department was recently created. Immediately upon hearing of the position, Professor McDonald complained to members of the History Department that the Criminal Justice Department had "catered" a position for Professor Lopez. Professor Lopez returned to

U.N.I. in September after being fired by the History Department in 1981.

According to Professor MacDonald, it was inconceivable for Professor Lopez, a Puerto Rican, to earn a few-thousand dollars below his own salary at U.N.I. Apparently, Professor McDonald's concerns were heard by Frank Dabbs, Dean of Arts and Science at U.N.I., because after giving clearance to an advertisement by the Criminal Justice Department for publicity of the position, Dean Dobbs suddenly ordered the Criminal Justice Department to hire a person with a doctorate's degree; therefore making Professor Lopez ineligible for the position.

The latino students also remembered Professor McDonald's past comments of the abuse suffered by pseudo-Puerto Rican Historian Ignacio Mendez at the hands of the Union for Puerto Rican Students (U.P.R.S.). Professor McDonald understands fully that Ignacio Mendez serves as a wall between the just demands of the latino student struggle and the racist U.N.I. administration. Professor McDonald knows that latino students have refused to enroll in Ignacio Mendez's classes, because of his wholehearted allegiance to the racist U.N.I. administration.

In retrospect, one finds a dichotomy in what Professor McDonald says and how he conducts his life. How does Professor McDonald make the distinction between racism in mass media and racism at U.N.I.?

Even though, ironically, Professor MacDonald has mentioned that racism is deeply rooted into the economic and political structures of this country, his definite flaw on how to combat racism is fundamental of how typical White America confronts the problem. First of all Professor

QUE ONDEE SOLA

Longest and most consistent Puerto Rican,

Latino student newspaper in the country.

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PERSPECTIVE

Many U.S. scholars view leftist movements in Nicaragua, El Salvador and Guatemala as preliminary stages for the ultimate assault on Mexico. With strong backing from Havana and Moscow the largest and most influential Latin American nation will fall under communist control.

These allegations are far from the truth. If there are to be any social upheavals in Mexico, they will be kindled from within its own internal conditions rather than from Cuba or Russia.

The present economic and political crisis in Mexico is the worst since World War II. A foreign debt of 92 billion dollars has to be paid by the impoverished Mexican masses. Since the devaluation of the Mexican peso, the workers have been super-exploited. The exchange rate to the U.S. dollar in 1976 was 12.50 pesos. Today it is 150 pesos to 1 U.S. dollar. On top of this, the Mexican government sells U.S. dollars for 75 pesos to industrialists while the Mexican people pay the difference in high taxes.

By next year, the gross national product will decline by two percent or more. For the Mexican people high inflation and unemployment have become the norm. Presently, inflation has reached 100% and it is expected to be higher by next year. Prices of electricity, gasoline, tortillas, train and bus fares, sugar and even telephone calls have been raised. Unemployment is between 50% to 60% and overall underemployment greater. By next year one million are expected to lose their jobs. Coupled with the elimination of government subsidies for basic goods and services, the living standard for most Mexicans has fallen from subsistence to starvation.

The sorry state of the Mexican

masses is not a creation of a Cuban-Russian conspiracy, but it is the creation of the neo-colonial relationship which Mexico has with U.S. imperialism. History demonstrates well that the U.S. forced this relationship on Mexico. U.S. involvement and subsequent control over the Mexican economy includes 3 invasions, the forceable seizure of half of Mexico's territory and the creation of a political oligarchy which protects U.S. interests in Mexico and Central America.

This political oligarchy is better known as the Partido Revolucionario Institucional (P.R.I.). Since 1929 it has exercised a virtual monopoly over Mexican political life and as of 1977 the P.R.I. has not lost a major election. This corporate state perpetuates itself through a vast system of patronage in which political debts are routinely paid off in cash or favors.

The P.R.I. can only maintain itself through ruthless repression. An average of eight people are arrested everyday without a warrant. During a span of 10 years (1971-81), 500 people have disappeared after arrests; over 300 peasants are killed in confrontations with police each year. Torture is also a reality, which includes beatings with fists and truncheons, electric shock to all parts of the body including eye, teeth and genitals. Death squads also operate with the protection of the government.

While repressing its people at home, the P.R.I. government hides behind a progressive facade of supporting revolutionary movements in Latin America. This facade has been exposed as the Mexican government expelled over 40,000 Guatemalans and El Salvadorians seeking political asylum. They were

recognizes that Third World people in the U.S. are its most feared Trojan Horse. The U.S. government also understands that in order to implement "Plan 2020," a U.S. imperialist plan to convert Puerto Rico into eleven industrial military parks by the year 2020 with a garrison type regime, all sectors which support and struggle for independence and socialism for Puerto Rico, from the armed clandestine groups to Public organizations, must be destroyed.

Undoubtedly, the recent ease of F.B.I. restrictions in the U.S. has facilitated the recent wave of repression. The positive aspect of such repression is that the sides between the problems U.S. imperialism, and the solution, revolution, become more defined. Even though it elevates the level of struggle, such repression also tends to disillusion our people that the alternative to the solution is reformism.

For example, at U.N.I. we find "well aware" Third World students who not only vote in elections, but who also due to fear of self and



petit-bourgeoisie interests, decide to become the stoic accomplices of the capitalist system. These students should recognize that when the decisive hour of full-fledged fascism arrives that "house niggers" and "yes-men" are the first to be killed because no one, including the U.S. government can ever trust a traitor.

At Q.O.S., we understand the conditions at hand and like the heroic Mexican students who died in TLATELOCO and like the Chilean students who are recently saying no to Pinochet, we shall fulfill our historical duty.

Chicano Mexicano Puerto Rican Studies Program returns to C.P.D.

On June, 13, due to a procedural mistake, the Center for Planning Development(CDP) voted favorably to retain the Chicano-Mexicano-Puerto Rican Studies Program (CM/PR) for another year. Currently within its final experimental year, the CM/PR will remain in CPD until housed by an appropriated department.

It is anticipated that the CM/PR will be housed by the latter part of August. Presently the only problem which the program confronts is lack of funding.

Provost Cownie has mentioned on more than one occasion that he

will not allocate money, old or new, to the program. While he argues that U.N.I. is in a financial crisis, Provost Cownie continues to pay pseudo-Puerto Rican Historian Ignacio Mendez \$25,000 a year to lecture in emptied classrooms

Regardless of the obstacles, the CM/PR Advisory Board, along with the Union for Puerto Rican Students (U.P.R.S.) and Que Ondee Sola will struggle for the establishing of this program.

Chicanomexicano-Puerto Rican Studies, Now!

Lopez Si, Mendez No!

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PROGRAMA:

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Grupo Moriviví Marta Rodríguez*

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"Puerto Rico"	Puerto Rico
"Villa Sin Miedo"	Puerto Rico
"Controlling Interests"	Brazil
"El Pueblo Se Levanta"	Puertorriqueños en E.U.
"Fuera Yanki"	República Dominicana
"Bay of Pigs"	Cuba

UN LLAMADO URGENTE A NUESTRO PUEBLO

El 30 de junio de 1983, el FBI y la policía de Chicago invadieron nuestro plantel, llavándose con ellos más de \$25,000.00 en equipo educacional y dejando nuestros salones en escombros. Dicho asalto, que no tuvo otro motivo que el de destruir nuestros esfuerzos patrióticos ya que el mismo fiscal—Dan Webb—ha dicho que nuestro centro no está bajo investigación—ha peligrado la sobrevivencia de este gran experimento que por más de una década ha servido como punto focal de la vida cultural, educacional y política de nuestra comunidad.

**VENGAN TODOS Y DISFRUTEN
AVANCEN LA RECONSTRUCCION**

sent back to their countries to face torture or death.



In light of the political, economic and social conditions which plague the Mexican masses, millions of people are building a mass movement to alter their sad existence. Peasants, workers, indigenous people and urban populations have mobilized and taken action against the government. Unfortunately U.S. citizens do not know of these occurrences and are continuously fed misinformation.

The Mexican people will determine the political and economic future for their country-not the U.S., Moscow or Cuba. It will be inevitable that a revolution will take place in Mexico along with a U.S. invasion to protect its interests. This invasion will be a manifestation of the type of thinking that people of color cannot possibly make their own revolutions. This popular ideal will lead the U.S. into a war that it cannot win.



MacDonald, racism is not something which a white person can say "I think I'll stop being racist today." Racism is not an attitude. Racism is an historical development which has given privileges to the few, Europe and the U.S., and which has underdeveloped the many, the Third World. Only through a daily struggle of constant denial of white skin privilege can white people reject racism.

In conclusion, Professor MacDonald can best save his promulgated reputation by practicing what he preaches in and out of U.N.I.

SYMBOLS OF RESISTANCE



BOYCOTT CLASSES OFFERED BY IGNACIO MENDEZ!

DO NOT REGISTER FOR THESE COURSES!

DEPT	COURSE	TITLE	REFERENCE NUMBER
HIST.	200 P01	THEMES: PUERTO RICO	1 4 2 3 3
PSCI.	355 31	POL & GOVT MEX, CENAMER, CARIBBN	18 6 6 3

The Union for Puerto Rican Students (UPRS) and Que Ondee Sola (Q.O.S.) renew their call for the boycott of Ignacio Méndez classes. Mr. Méndez replaced Puerto Rican Historian José López, who was fired by the U.N.I. History Department because of his commitment to the latino student struggle on campus.

The History Department's rationale for firing Professor López was that he failed to meet their Ph.D requirement. This requirement was made policy shortly after the department refused to grant tenure to Professor López.

Prior to the termination of Puerto Rican Historian José López, latino students met with Ignacio Méndez to explain the blatant racism perpetuated by the U.N.I. History Department towards latino students on campus.

Ignacio Méndez was informed of the issue of Professor López and his possible retention to his position along with the cases of student activist Irma Romero, the CHICANOMEXICANO/PUERTO RICAN Studies minor program and other issues which the latino students were deeply involved. At first, Ignacio Méndez seemed to have understood the legitimate demands of the students but this receptiveness rapidly changed after the termination of Professor López.

With a bait of twenty five thousand dollars (\$25,000), Ignacio Méndez immediately accepted the Puerto Rican History position vacated by José López; allowing himself to fall into the trap set by the administration. (Divide and conquer.)

The U.P.R.S. and Q.O.S. demand that Ignacio Méndez resign from the Puerto Rican History line. Mr. Méndez has no background in Puerto Rican History. In fact, he is a Latin Americanist. The History Department already has a Latin American Historian by the name of Lorenzo Harrison.

Since taking the Puerto Rican History position, Ignacio Méndez's classes have been successfully boycotted. His frustration has led him to participate in a scheme to eliminate the Puerto Rican History line. Mr. Méndez's stay here has been characterized by opportunism. He has attempted to suspend students and to derail the struggle for the initiation of the ChicanoMexicano/Puerto Rican studies minor program.

Boycott Ignacio Méndez
López sí, Méndez no
ChicanoMexicano/Puerto Rican Studies