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Que Ondee Sola- July-August 1992

Nery Mangual

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JULY/AUGUST 1992, VOLUME 25, NO. 7

NEIU Plays Dirty with Professor's Retirement

Professor Lorenzo Harrison (of the history department) retired this summer. This fact may well represent a serious set back for the Latino student body at this University. Professor Harrison is retiring after 26 years of service here at NEIU. Professor Harrison has been one of the most dedicated instructors throughout his career who honestly cared and was dedicated to the educational progress of all students (not just Latinos). Professor Harrison also served as the advisor of the Mexican/Caribbean Studies Minor, which is of great importance and has been completely neglected by Northeastern's racist administrations throughout the years.

The reason his retirement means trouble for us is that we are under the understanding that his position will definitely be frozen by the administration. Not only will we lose one of Northeastern's best faculty members but we are guaranteed that his position will be closed, leaving the Latin American history line in limbo. The NEIU administration has always opposed

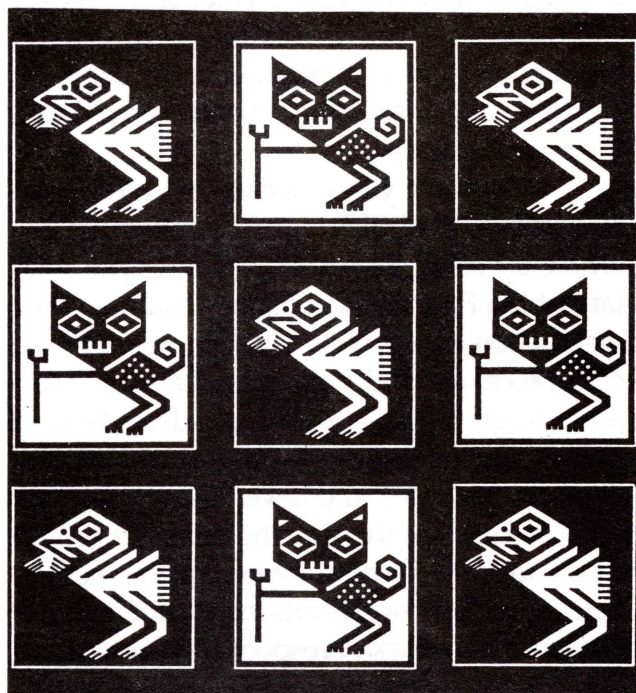
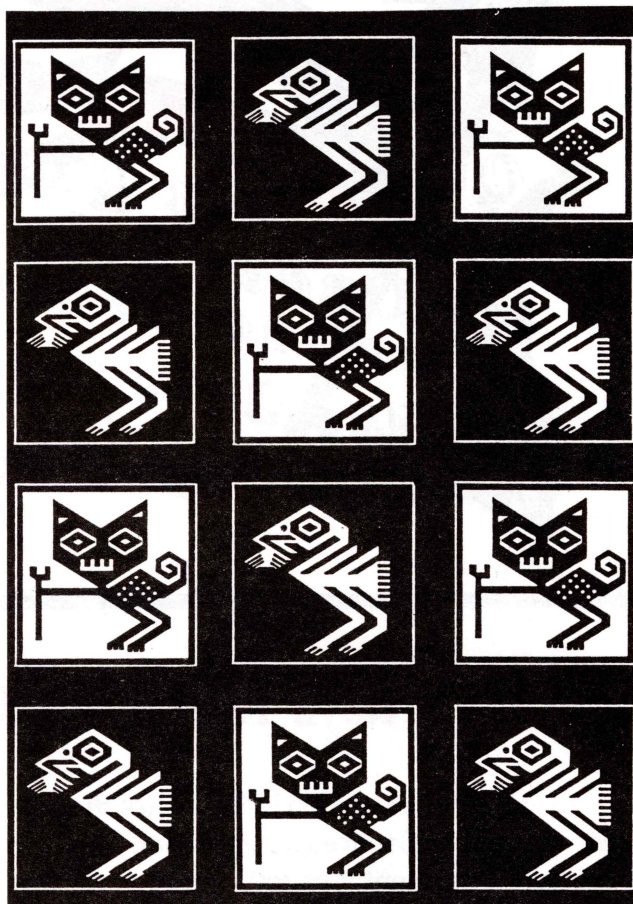
the progress of Latino students (e.g. CRUE Report, labeling students of color lazy, "unfit," and other racist labels). Northeastern's Latino population is one of the highest in Illinois, yet in 1992 their move is to eliminate our history from their academic map.

Over the years Latinas(os) have been attacked by the NEIU administration, for example by firing Professor José E. López who taught the Puerto Rican history courses. The destruction of Portable I which served as a cultural center, and a space for Latina(o) students to get together, exchange ideas develop pride in our heritage was a program the administration destroyed and never even came close to replacing. To this day the denial of proper funds to fund cultural events to the various Latino student organizations is but another example of the lack of respect and contemptuous racism which the NEIU administration shows towards our people. Hypocritical they

(continued on next page)

Harrison Retires cont....

exhibit El Centro, which is not even housed in our community anymore, as their proof of commitment to our community. How many of our Latino students are really served at El Centro? The fact is that even from its founding it did not count with the support of the Latino students. It was and still is a token (*una muñequita vestidita bonita pa' modelarla y mas na'*). We don't want no stinking tokens! Give us a Cultural Center, all other state universities have one! Give us back the Latin American history line! Stop your racist discriminatory funding practices! Hire a coordinator for the Mexican Caribbean Studies program! and replace Latina counselor Madeline Roman Vargas! We'd gladly trade all that for your token program: El Centro (unless you want to keep it too).



Que Ondee Sola

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15th DESFILE DEL PUEBLO:

A UPRS Tradition



Every summer it is a tradition for the Union for Puerto Rican Students (U.P.R.S.) to participate in the Puerto Rican People's Parade. Accordingly, this summer was no exception. It was held on Saturday, June 13th, 1992 and Que Ondee Sola (Q.O.S.) was there as usual to record the event and all its energy and festivity. It was the 15th year of our *Desfile del Pueblo*. U.P.R.S. worked closely with the organizing committee of the parade, composed of representatives from a wide group of community agencies and organizations, who struggle for and are committed to keeping our Puerto Rican culture alive and well. Thousands of Boricuas participated in our day of national affirmation, a people's affirmation of resistance to colonialism and a celebration of our culture of resistance.

The Desfile started at Dr. Pedro Albizu Campos street (Division) and Western at 2 PM. Cars

and pedestrians alike lined up for blocks as the Desfile proceeded through Dr. Pedro Albizu Campos street to California, where thousands of Boricuas joined in the Desfile. It was at this corner that we were joined by all who surrounded our float in singing our national anthem *La Borinqueña*, left fists in the air. All the floats proceeded north on California to North Ave, where we turned east ending our gesture at the doors of The Juan Antonio Corretjer Puerto Rican Cultural Center. Throughout the parade there was a lot of singing and chanting which is to be expected given the occasion and who we are!

The theme of this years parade was "500 years of Courage and Sacrifice," the best example of which are our Political Prisoners and POW's, who this year rightfully served as the honored marshals (in absence).

Poetry

Río Grande de Loíza *

-Julia de Burgos

Río Grande de Loíza! ...Extend yourself into my spirit and let my soul get lost in your streams, to search for the fountain that stole you away as a child and in a mad impulse returned you to the path.

Coil yourself around my lips and let me drink you, to feel you mine for a brief moment, and hide you from the world and hide you in yourself, and hear astonished voices in the mouth of the wind.

Get off for an instant from the lion of the earth, and look for the intimate secret of my longing; lose yourself in the flight of my bird imagination, and leave a water rose for my illusions.

Río Grande de Loíza! ...My source, my river, ever since the maternal petal raised me to the world; with you went down from the rugged hills, to look for new furrows, my pale desires; and all my childhood was a poem in the river, and a river in the poem of my first dreams.

Adolescence came. Life surprised me pinned to the widest part of your eternal voyage; and I was yours a thousand times, and in love, you awoke my soul and kissed my body.

Where did you take the waters that bathed my figure, with the stream of the newly risen sun?

Who knows in what remote Mediterranean country some faun on the beach will be possessing me!

Who knows in what shower of what distant lands I will be spilling in order to open up new furrows; or if perhaps, tired of biting hearts, I will be freezing in ice crystals.

Río Grande de Loíza! ... Blue. Dark. Red. Blue mirror, fallen blue piece of sky; naked white flesh turned black each time night gets in your bed; red stripe of blood when under rain floods of mud vomit on the hills.

Man river, but man with purity of river, because in your blue kiss you give your blue soul.

My very dear river. Man river. The only man who, kissing my body, has kissed my soul. Río Grande de Loíza!Big river, big tear. The biggest of all our insular tears, if it were not for those flowing out through the eyes of my soul for my enslaved people.

(Translated by Maria Arrillaga)

*The name of a River in Loíza Aldea, Puerto Rico



CONCIENCIA ESTUDIANTIL

Carta Informativa del Movimiento Estudiantil Latina y Latino (MELAO)

The Birth of a New Latino Student Movement

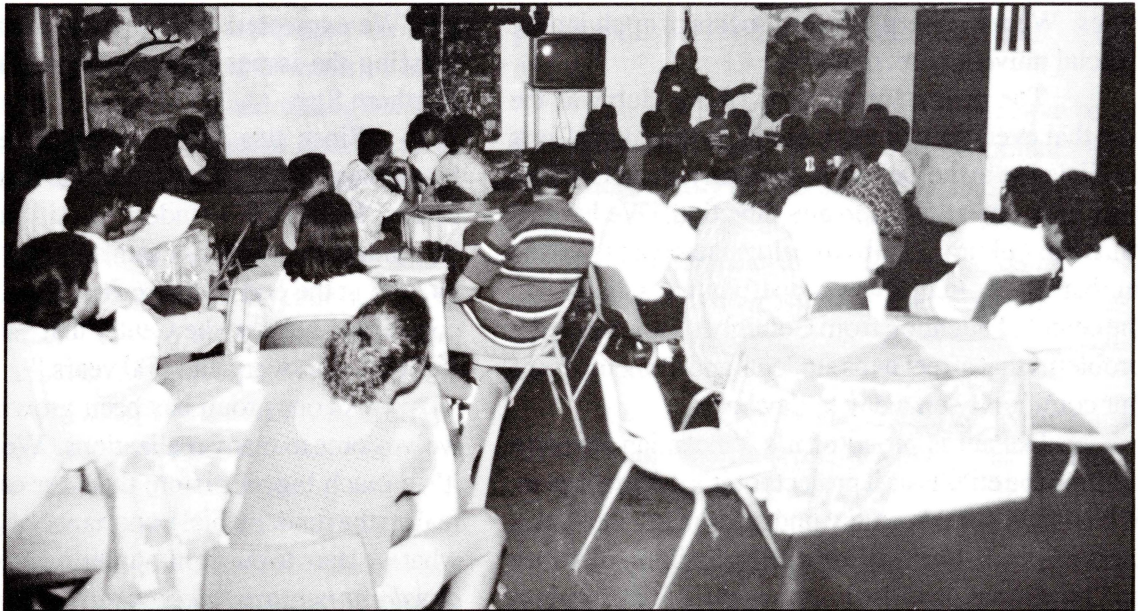
For the first time in recent history a group of students representing student organizations from the major universities and high schools of the midwest region got together and held a conference whose goal was to initiate a network of Latina(o) students. The network intends to overcome the serious problems currently facing Latina(o) students in general. The conference was held June 30, 1992.

Forty-five students attended. There were representatives from universities such as the University of Michigan - Ann Arbor, University of Illinois at Chicago, the University of

Illinois at Champaign Urbana, Northern Illinois University, DePaul University, Northeastern Illinois University, Wright College, Triton College, and Farragut, Whitney Young, and Morton West High Schools.

The conference started at 10 AM. There was a brief introduction and welcoming by the moderators. Following the welcome there was a five minute video presentation of what occurred at the University of Illinois at Champaign during the Cinco de Mayo demonstrations (see our May/June Issue). Each university and high schools followed with

presentations and updates of their progressive activities and situations particular at their campus or school. The student presentations reflected a similar problems at all our institutions of learning such as poor retention, lack of effective recruitment, racism in open as well as institutionalized forms, and overall attack on academic and cultural programs that benefit Latinos at our schools.



Students attentfully listen to Prof. Fraga's presentation.

Three very distinguished speakers were also part of the program that day. Professor Fraga, from Northern Illinois University, spoke on the "500 years of resistance." Lourdes Lugo, a community activist and a teacher at Dr. Pedro Albizu Campos High School, spoke on the issue of student activism from a woman's perspective. Finally, José López director of the Juan Antonio Corretjer Cultural Center and Professor at Northeastern Illinois University, spoke about the need for a clear vision of what we ought to do in order to effectively

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DePaul

by Victor Pérez and Ruben Rivera

In this year of heightened cultural awareness due to the debates surrounding the 500th anniversary of Columbus' trip, there has been a renewed interest in our Latina(o) heritage. At DePaul, the campus has been buzzing with lectures, guest speakers, and classes centered around the quincentennial experience. In light of these developments, the student body has organized to reevaluate their political position in today's "new world order."

A new student group on campus is called the *Alliance of Latin American Students*. The main focus of our new group is to become more politically aware and to achieve an increased involvement in the DePaul community as well as our Latina(o) communities. We are currently in the process of applying for official university recognition.

The reason for the birth of our club was the fact that even though there has been repeated efforts for dialogue in the DePaul community, there has been very little action taken in any direction. We hope to raise the cultural and political consciousness of the student body. In this way, hopefully we will redirect the center of attention from Columbus' voyage to the problems that affect us as students and as members of our community on a day to day basis.

DePaul is proud of its Vincentian Foundation and the emphasis it projects of its urban mission. We hope to put this policy under scrutiny. DePaul is currently in a phase of expansion, building libraries and buying up downtown office space. We want to know what the university has done to further their alleged urban mission they claim to have. What is being done for the students? What benefits in real terms will the student body realize, and specifically the Latina(o) population?

We are constantly bombarded with figures on how actively they try to recruit Latino/a(o) students, yet the question remains: How many of us are graduating? What are the reasons that some of us don't graduate? What role has financial aid played in either

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Northern

by El Pueblo Unido

Northern Illinois University has seen many Latino student movements and groups since the late 1960's. Whether it be OLAS, MeChA, FLORES, The Latino Student Movement, or presently El Pueblo Unido, they have all shared the common concerns of low recruitment, low retention, lack of Latinos represented in our faculty and administration, and problems with the academic curriculum of our so-called Latino/Latin American Studies minor.

It is on this note that El Pueblo Unido came together in February of 1992. As a concerned group of students questioning the validity and effectiveness of our Latino/Latin American studies. We expressed our concerns publicly by addressing the issues through the editorials in the Northern Star.

Since this time a series of events have taken place. We've met with the director of the center, fought for a student to sit on the search committee for a new assistant director to the Center, and at the end of the semester we protested a conference held by the Center that "celebrated in spirit the discovery and 500 years."

As our group has been growing together we've come to many realizations. We realize that it's a much bigger picture than our campus. We realize the fundamental importance of giving back what we learn to our communities. *La importancia de valorar nuestras raíces culturales para mantener nuestra identidad como gente Latina*. Only we are accountable and responsible for anything that occurs within our communities.

We have many goals as a student group. But in order to meet them we must network to build strong coalitions with our compañeros/compañeras on and off our campus. Being part of the founding of MELAO is consistent with our goals at Northern. Only together can we combat this institutionalized racism that confronts us in all spheres of life

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U of I Urbana-Champaign

by the Frente Estudiantil de Liberación Nacional

The administration at the University of Illinois campus at Champaign is attempting to destroy the Latina/o student movement and prevent our issues from being heard. In a blatant show of disrespect for our community, the racist administration is pressing new charges against some of the students that participated in the Cinco de Mayo takeover of the university administration building. This goes along with letters of reprimand that were issued to every student that university officials were able to identify at the protest. These actions are, in fact, a threat by the administration to keep us from voicing our concerns and to prevent further student activism from all those who participated in the building occupation. Yet, at the same time the administration is threatening us, it wants us to be happy because it is supposedly addressing our concerns. But all the administration has done is create another committee to deal with a few of our demands.

Obviously, the administration is not taking any of our issues seriously, from changes at our cultural center to Latina/o recruitment and most importantly, amnesty for everyone involved in the Cinco de Mayo protests. The university is, in effect, trying to co-opt our movement by pretending to address a few of our issues while using threats to keep us from taking any serious action. The Latina/o student movement here will remain true to our people's needs. We will pressure the university until all our demands are met. As we showed on Cinco de Mayo, we and our supporters in the Asian, Black, Native American, and white communities are willing to go to any measure and face the worst police brutality in order to accomplish our goals. We do so because we see that it is our responsibility to obtain these rights that our people everywhere, now and in the future, deserve. That is why we ask that students, workers, and community members everywhere support us in our struggle.

Northeastern

by The Union for Puerto Rican Students

For the past three years Northeastern's administration, under the direction of its president Gordon Lamb, has undergone a process of gentrification. Policies and plans have been implemented to change our schools urban mission. President Lamb has consistently argued that it's not Northeastern's problem that Chicago Public schools are not adequately preparing their graduates for college level education. He has even gone so far as labeling minority students as "failures" and "under prepared in ever increasing numbers" in his signed statement: the 1989 C.R.U.E. report. No apology was made for this statement rather it was ignored even when numerous student groups demanded a public explanation from President Lamb about the report.

Recent struggles at Northeastern have been defensive, waged to protect services or policies that have successfully helped the Latino student body in entering and completing a course of study at Northeastern. Unfortunately, the administration has met most of their directives for gentrification and Northeastern stands today less committed to our communities than ever.

Our struggle for the upcoming year must focus on a more offensive line of struggle. We must come up with concrete demands such as the following:

1.) Most state universities in Illinois have cultural centers run by students and staff selected by the students. Northeastern had a similar program (space) ten years ago. That was torn down, and promises to provide us with a new cultural center were never met. We need a new Latino Cultural Center.

2.) Northeastern has full fledged Judaic, women and Black studies programs. We must demand that a similar program be developed for Mexican and Caribbean Studies and that a staff be selected by a board of Latino students.

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birth cont....

overcome our dilemma as students struggling for positive change in our schools and communities. All of the speakers were very inspiring. They facilitated us with an idea of how the struggles have been in the past the set backs others faced before us and what has contributed to our successes.

In the afternoon the students broke into four smaller groups to discuss: a mission statement for our network, the structure we should follow in order to insure and facilitate communication and effective action in all schools, the establishment of a newsletter and the high school students as their situation might prove to be somewhat different than that of the

rest of the groups represented. All four workshops were successful in identifying the points that should be covered. They also provided for some, a more comfortable setting to get to know each other. The meeting concluded with a discussion surrounding the proposal of a name for our network. At the end our name became the MOVIMIENTO ESTUDIANTIL LATINA (O).

We want to thank the speakers and the students who in participating of this conference, made history and took the first step towards reaching a brighter future for our people and for us as students in our different schools See ya' next time -Evelyn Rodríguez UI/Champaign-Urbana.



Northeastern cont...

3.) Latino staff & faculty. The positions of Professor Lorenzo Harrison and Counselor Madeline Roman-Vargas have not been replaced, and in fact have been frozen.



Northern cont....

in this assimilationalist society we live in. On our campus we will strive to carry a pro-active agenda as opposed to a reactionary agenda in combatting our administration. But most importantly, we will strive to maintain the integrity and unity of our group, otherwise *de nada va a servir nuestros esfuerzos en la Lucha. "Recuerdan su fragilidad. Lloras tu y lloro yo, y el cielo tambien."*



DePaul....

successfully retaining students or driving them away. How successful is DePaul at recruiting and retaining Latino(o) faculty members? How serious is the administration in their commitment to the Latina(o) Student body.? These are very serious questions that we feel need to be answered, especially now, when DePaul is most proud of it's achievements. We simply ask that they correct their actions and start practicing what they preach!

History

by Larry Pérez

July 25, 1898

United States invasion of Puerto Rico

President McKinley sends general Nelson Miles (whose credentials included the butchering of hundreds of indian women, children and men, known as the massacre of Wounded Knee) in command of 16,000 u.s. marines to invade Puerto Rico. While this ended 405 years of Spanish control over that island it began u.s. domination which continues to this day. Puerto Ricans continue to struggle against colonialism, despite the u.s. government's repressive efforts to hold back the Puerto Rican Independence Movement.

August 12, 1508

Spanish colonization of Puerto Rico Begins

Ponce de Leon arrives at San Juan, Puerto Rico. The king named him governor of San Juan.

Government Cover-Up, Cerro Maravilla Case

On July 28, 1978, Arnaldo Dario Rosado and Carlos Soto Arrivi, two university students in Puerto Rico were assassinated by the u.s. government. Allegedly they were terrorists who were going to blow up a tower at Maravilla mountain. After five years of investigation it was proven that they were innocent of such accusations. During the investigation the following facts were revealed:

- The actual planning of the assassination was done by the FBI.
- Romero Barceló (governor of Puerto Rico at the time) was directly involved in the planning and execution at Cerro Maravilla.
- Romero Barceló participated in order to gain prestige in Washington and teach young independence supporters "a lesson."

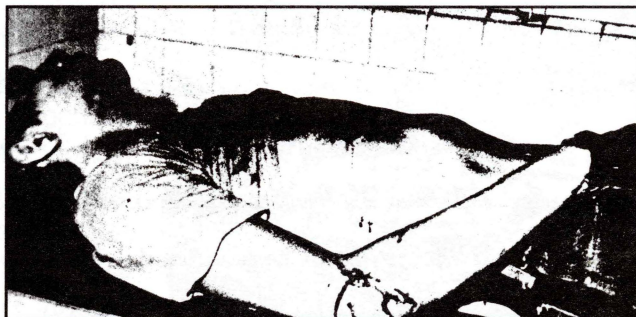
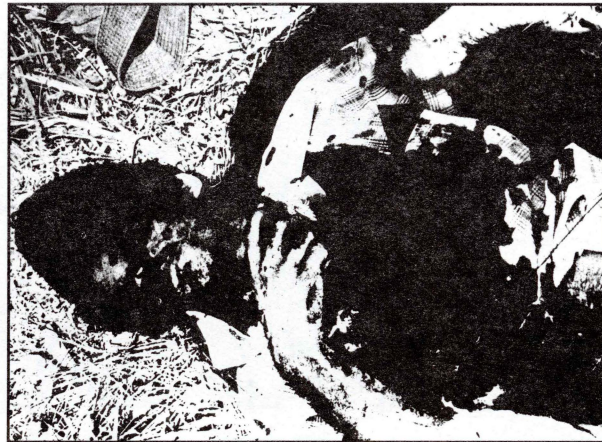
- The policemen and agents involved in the case were praised by Romero Barceló and declared "heroes."
- Finally it was concluded that the reason behind the assassination was to intimidate Puerto Rican youth from supporting independence for Puerto Rico.

Fourteen years later, the incident at Cerro Maravilla is still alive in the minds of the people of Puerto Rico. The assassinations at Cerro Maravilla serve as a clear example of government terrorism.

*Note the staff Q. O. S recommends readers see the video A Show of Force, (available at any mayor video store), which depicts the assassination and later cover-up by the F.B.I and the colonial administration. Although flared in many ways, a clear pattern of u.s. state terrorism is demonstrated.



Arnaldo Darío Rosado



Carlos Soto Arrivi

Don Pedro Albizu Campos

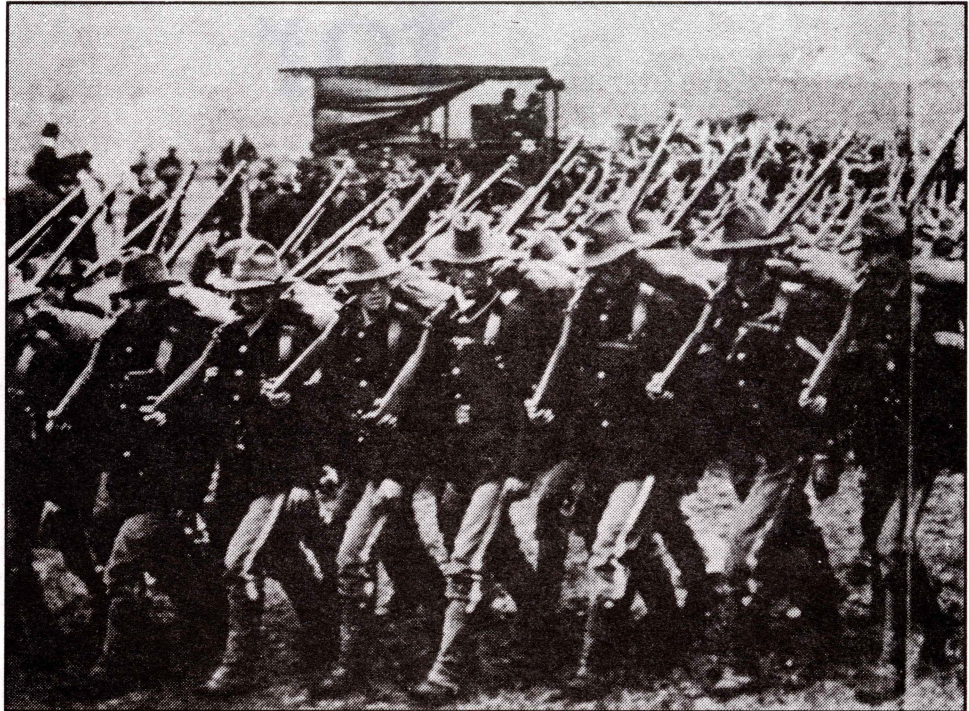


Last year the Puerto Rican community of Chicago renamed a portion of Division street to honor this man, the most illustrious figure of our nation's history. We did so on the occasion of his 100th birthday. This year we are proud to continue our homage to the man we respectfully call "El Maestro". For the first time a statue will be erected in his honor, and it is with the greatest dignity that Puerto Ricans in Chicago will be part of this great accomplishment. On September first of this year thousands of us will join in the ceremony to unveil this statue which will stand over seven feet tall in the entrance of Humboldt Park at the corners of California and Dr. Pedro Albizu Campos Street. The Union for Puerto Rican Students invites you to join us in Humboldt Park for this occasion..

The Invasion of Puerto Rico: 1898

On July 25, 1898, the u.s. undertook the invasion of Puerto Rico through the small port of Guanica. A contingent of 16,000 troops were met by small groups of resisters. One of these groups was led by the "Machetero" (Machete-wielder) José Maldonado, known by his nombre de guerra *Aguila Blanca*, who fought the invaders from the Southern half of the island. These guerrillas played an important role in supporting the peasant uprisings, beginning with the Ciales uprising in August of 1898 until 1903.

General Nelson A. Miles, who led the military invasion of Puerto Rico in 1898, had already gained notoriety as the butcher of Wounded Knee, where almost 700 unarmed Native Americans were massacred. *Graphics courtesy of Claridad.*



The Union for Puerto Rican Students invites you to:

**Register now!!
for**

“Colonial Systems”

Dept. ICSE

Section 01

Course # 202

Reference #27070

Classroom Building 3003

Time: 8:00AM - 9:15AM TR

For more info. call ext. 3805 ask for Lázaro

Prof. José E. López' class **“Colonial Systems”** fulfills 3 credit hours of the General Education requirement and is part of the **Mexican Caribbean Studies Minor**. Due to student interest in Prof. López' classes, seats are sure to be filled fast, so **register** during the add/drop session starting Aug. 29 and ending Sept.3.