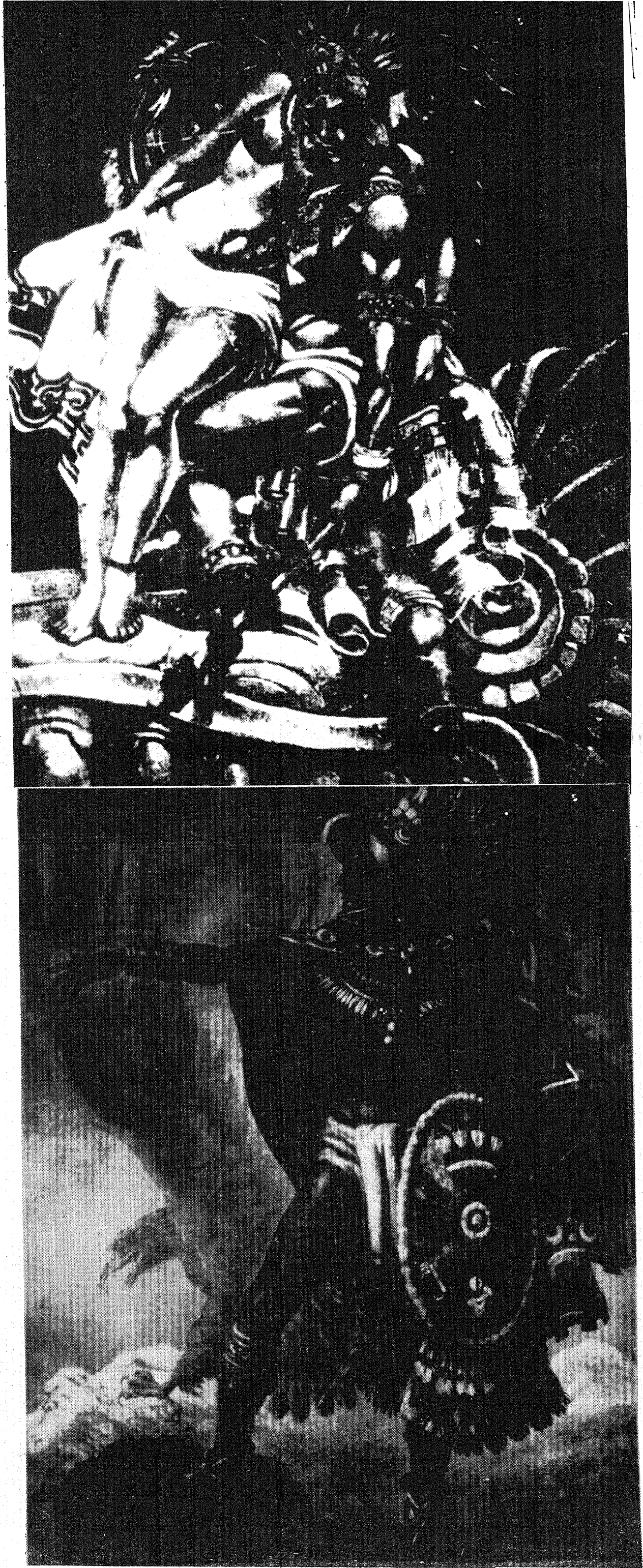


# PRELUDE

VOL. 2 No. 2

MAY 1974



# FOR OUR VETERANS

## Legion's National Commander Reviews State of Veterans Affairs In Congress

STATEMENT OF  
ROBERT E. L. EATON,  
NATIONAL COMMANDER  
THE AMERICAN LEGION  
BEFORE THE  
HOUSE COMMITTEE ON  
VETERANS AFFAIRS  
MARCH 5, 1974

Mr. Chairman and Members of the Committee:

It is a very great pleasure for me to appear here today before this distinguished Committee of the Congress. The American Legion is grateful to you for the programs you have initiated through the years. You have recognized the needs of the nation's veterans and have sponsored legislation to meet those needs.

I am honored to represent The American Legion, the largest of all the veterans organizations, now completing its 55th year of dedicated service to the Nation and its veterans. The American Legion is proud of its record of achievement, and of its association, on behalf of veterans, with this Committee. We appreciate your efforts—we look to you for leadership—and we pledge to you our continuing cooperation and support.

I cannot compliment this Committee without at the same time expressing our thanks to your very able staff director and the entire Committee staff. Their expertise in the field of Veterans Affairs, and their cooperation with The American Legion and its staff are invaluable to us as we continue to do our best to fulfill our responsibilities to the nation's veterans and their dependents.

I want to thank you, Mr. Chairman, on behalf of The American Legion, for introducing H.R. 12459, a bill to restore the observance of Veterans Day to November 11. Our thanks go also to the 21 Members of this Committee who joined with you in sponsoring this legislation. The American Legion opposed enactment in 1968 of that portion of Public Law 90-363 which changed the dates for observance of patriotic holidays and we have urged every Congress since that time to restore Veterans Day and Memorial Day to their traditional dates.

Thirty-six of the states will observe Veterans Day on November 11 this year notwithstanding P.L. 90-363 and we expect more of the state Legislatures to take action in 1974.

While the Judiciary Committee has jurisdiction of this matter, it is significant that you and twenty-one other members of this Committee who speak for the veterans in the House of Representatives believe as we do and co-sponsored H.R. 12459. Your support of our efforts, and the endorsement of the President in his Veterans Message last month, give us new hope and encouragement to press on to restore November 11 as the official date for the observance of Veterans Day throughout the Nation, an objective long sought by The American Legion.

We note with sadness that two distinguished senior members of this Committee have passed from our midst. Congressman John P. Saylor of the 12th District of Pennsylvania, and Congressman

Charles M. Teague of California's 13 District, are no longer with us. These Congressmen were champions of the veteran and his dependent during their years in public life. Their contribution to the work of this Committee will have a profound and lasting significance, and will be remembered as long as there are veterans who need the care and rehabilitation that a grateful nation is committed to provide. This Committee has lost two of its best and we have lost two of our most distinguished and best loved fellow Legionnaires.

Before speaking to some of the major concerns that will occupy our attention and energy this year, I want to renew the invitation earlier extended to each of you to be my guest tomorrow evening at our annual dinner honoring the Congress. Legionnaires from throughout the country will be in Washington for this occasion and they look forward to meeting with the members of their Congressional delegations in an atmosphere of hospitality and friendship. Vice President Gerald R. Ford will receive The American Legion Award for Distinguished Public Service, and many of his friends and colleagues in the Congress, will be present to honor him. The dinner will be held at the Sheraton Park Hotel and I hope that all of you will be able to join with us.

I shall now direct my remarks to some of our major areas of concern in the field of veterans affairs.

### National Health Insurance

For two and a half years, The American Legion has watched carefully the continuing debate on national health insurance. This Organization has not taken a position on the subject of national health insurance, because that subject is not deemed to be germane to the purposes for which the Legion was founded. However, we have a natural and a legitimate interest in national health insurance because of its potential effect on the veterans medical care program that is now maintained and operated by the Veterans Administration. With reference to this area of national concern, The American Legion has reached certain conclusions that I would like this distinguished Committee to be aware of, because it is clear that any national health insurance program that comes into being will be the result of legislation developed by the Congress.

The American Legion believes that some form of national health insurance will be established under Federal sponsorship.

We believe that such a program will have a traumatic adverse effect on the VA medical care program, unless Congress takes specific action to protect the integrity of the VA system.

The American Legion is unalterably opposed to the merger, integration or affiliation of the VA medical care system

with any national health insurance program. This Organization will so testify before the appropriate Committees of Congress when it has the opportunity to do so.

The Legion believes that any dilution or diminishment of the present VA medical care program, for whatever reason, would be a breach of trust of a commitment of the American people to its war veterans.

The separate identity of the VA medical care program as one for veterans is essential for the foreseeable future, in the face of a veteran population now in excess of 29 million.

The American Legion will continue to look to the Members of the Veterans Affairs Committees of both Houses of Congress to actively assist in whatever effort is necessary to maintain the integrity of the VA medical care program, when Congress reaches the point of writing legislation to establish national health insurance.

### Increased Disability Compensation

At present, Chapter 11 of title 38, United States Code, provides for payment of compensation of \$495 monthly to those veterans whose service-connected disabilities are evaluated at 100 percent. For those rates less than 100 percent, the payments range from \$28 to \$275.

Under the authority of this Chapter the Administrator of Veterans Affairs adopts and applies a schedule of ratings in earning capacity from specific injuries, including disease residuals. These ratings are based, as far as practicable, upon the average impairments of earning capacity resulting from such injuries in civil occupations.

Disability compensation payments were last increased by Public Law 92-358, effective August 1, 1972. At that time the increased payment for 100 percent disability compared favorably with spendable average monthly earnings of production or non-supervisory personnel on private nonagricultural payrolls.

To maintain the veteran's purchasing power, these payments must be increased in response to cost-of-living increases. As published by the Bureau of Labor Statistics, Department of Labor, the August 1, 1972 Consumer Price Index was 125.6 and by February 1, 1974 it had advanced to 139.7, an increase of 11.23 percent. For the six months ending in November, the Consumer Price Index rose at a seasonally adjusted rate of 9.7 percent. There is little, if any, assurance that the rate will not advance in excess of this amount.

Since disability compensation rates do not automatically respond to changes in the cost-of-living, legislation proposed should anticipate increases that will occur in the interval between enabling legislation granting offsetting increases.

Mr. Chairman, we urge this Committee's consideration of increasing the monthly rate of compensation for 100 percent disability to \$600. This amount would materially assist these severely disabled veterans in meeting today's cost-of-living at a standard which is not demeaning to their status as veterans. A similar percentage increase in monthly compensation payments should be provided for those whose disability evaluations are less than total and for those entitled to special monthly compensation payments.

Mr. Chairman, we urge this Committee's consideration of increasing the monthly rate of compensation for 100 percent disability to \$600. This amount would materially assist these severely disabled veterans in meeting today's cost-of-living at a standard which is not demeaning to their status as veterans. A similar percentage increase in monthly compensation payments should be provided for those whose disability evaluations are less than total and for those entitled to special monthly compensation payments.

### VA Schedule For Rating Disabilities

Although the Administrator of Veterans Affairs, by direction of the President on February 14, 1973, has recalled from the comment process the proposed draft revision of the Veterans Administration Schedule for Rating Disabilities, The American Legion does not believe that this is the end of efforts in this direction by this Administration or by following Administrations. A look at the history of the Economic Validation of the Schedule for Rating Disabilities will disclose that considerable effort and expense was directed to the project that was sanctioned originally by the Bureau of the Budget, and later by the Office of Management and Budget. It seems unlikely that the proposed revision will be permanently abandoned. As we recede from the end of our involvement in Vietnam, and the maimed and wounded are absorbed into our society, we predict that eventually the Veterans Administration will be instructed to promulgate a revised schedule based on the Economic Validation Study.

Under the present language of section 355 of title 38, United States Code, the Administrator of Veterans Affairs has unrestricted authority to change the disability rating schedule.

Mr. Chairman, we continue to remain convinced that Congressional approval should be mandatory before any changes or revisions are incorporated in the schedule for rating disabilities.

We urge your favorable consideration of legislation which would amend Section 355 of title 38, to provide that any revisions or adjustments in the provisions of the rating schedule pertaining to degree of disability for rating purposes be submitted to the Congress, and that such revisions or adjustments shall not become effective if either House, by resolution within 90 days, expresses disapproval.

### Compensation For Widows And Children

Dependency and Indemnity Compensation is authorized by Chapter 13 of title 38, United States Code, and payable by the Veterans Administration to a widowed spouse, child, or dependent parent because of a

service-connected death. For widowed spouses, the monthly rates are based on the service pay grade of the deceased veteran or serviceman. Rates payable to or in behalf of eligible children are identical. Since parent's dependency and indemnity compensation entitlement is subject to annual income restrictions or limitations, their need for increases will be covered elsewhere in my statement under death and disability pension.

Monthly rates of dependency and indemnity compensation payable to surviving spouse, spouses with children, and to children alone were last increased by Public Law 92-197, effective January 1, 1972. On January 1, 1972 the Consumer Price Index was 123.1. By February 1, 1974, it had advanced to 139.7—an increase of 13.5 percent.

Considering the cost-of-living increase that has occurred since January 1, 1972, and the increase anticipated if the seasonally adjusted rates published by the Bureau of Labor Statistics is any guideline, it appears that about a twenty-five percent increase in dependency and indemnity compensation rates is needed to enable these surviving dependents to meet the increased costs of food, fuel, housing, transportation, and other necessities of everyday living.

The Legion also recommends that DIC be paid to otherwise eligible beneficiaries where the veteran dies from natural causes following a rating of permanent and total service-connected disability for 10 or more years.

### Improving Educational Assistance

Enacted on March 3, 1966, the "Veterans Readjustment Assistance Act of 1966" established an educational assistance program for the post-Korean Conflict and Vietnam Era veteran. Since then, educational assistance payments have more than doubled. The many significant legislative changes added have made the 1966 Act, as amended, vastly superior to the World War II and Korean Conflict GI Bill.

Despite these increased payments and an improved program of readjustment assistance, cost-of-living increases and rising costs of tuition, transportation, books, and other necessities, continue to prevent many veterans from using their eligibility for educational assistance.

Several studies and much debate have been directed to the question of how does the level of benefits paid to Vietnam Era veterans compare with those benefits paid to World War II veterans. Some sources say that the assistance now being provided to Vietnam veterans is comparable to the assistance that was provided to veterans of WW II. And, there are those who take the position that the WW II veteran had a much better deal.

In making a comparison of

Continued from Page 18

educational benefits, it is not sufficient to determine what payments today would be equivalent to those available to veterans of earlier wars. The real measure or value of educational benefits is the goods and services they will purchase. In this instance, what type of education is available to Vietnam veterans on the basis of current benefits, in comparison to similar benefits provided to their WW II counterparts?

Recently the Veterans Administration published information on Vietnam Era veteran GI Bill enrollment in junior and four-year colleges by States based on participation rates. Ranked on the basis of cumulative participation rates of those states with the most highly developed low-cost public educational systems have the greatest degree of veteran participation. These participation rates ranged from 37 percent in California to 14.2 percent in Vermont.

From this it is apparent that a strong relationship exists between state per capita expenditures on higher education and veteran participation rates. This information supports the presumption that veterans living in states that do not provide low-cost, easily accessible opportunities for higher education, benefit less from Veterans Administration educational assistance because they cannot meet the cost of education in their states.

The fact is that higher education is not uniformly accessible to today's returning veterans as it was to the veterans of WW II. Tuition rates in 1948 were generally less than the direct maximum payment of \$500 to institutions for tuition, books, fees, and supplies. Consequently, the WW II veteran had access to almost any institution of higher learning in the United States. Generally—equal military service did provide equal readjustment opportunities.

To restore equity among veterans residing in different states with differing systems of public education, some form of variable payment to diminish the difference in state institutional cost is indicated.

In the judgment of The American Legion a uniform percentage increase in the existing educational assistance rates is not the best answer to the problem. At most, it would further increase the advantage of those veterans residing in states with a highly developed state-supported system of higher education.

Mr. Chairman, The American Legion believes that the answer to the clear and definite problem that exists in providing the most effective educational assistance to the greatest number of Vietnam veterans, rests in a separate payment, available to the veteran, and payable to the institution of his choice, of an amount that is reasonable and feasible, to cover the cost of tuition, fees, books and other usual student charges.

In the context of these remarks, Mr. Chairman, we note with approval that on February 19, the House of Representatives, without dissent, passed H.R. 12628, a bill reported out of this Committee. The measure provides an increase of 13.6 percent in the educational assistance allowance, and includes a number of other features designed to enhance the educational assistance program. We are especially pleased at the

proposed extension of eligibility to enter training from 8 to 10 years following release from active duty, and the reduction of the disability requirement for eligibility to receive vocational rehabilitation from 30 percent to 10 percent. The American Legion can support all of the provisions of H.R. 12628. It continues to be our position, however, that the preferable improvements in the Veterans Readjustment Assistance Act should include provision for a method of direct tuition payment to the institution, that will facilitate the veteran's ability to enter training, and broaden the range of choice of institutions available to him.

### Death And Disability Pensions

Veterans Administration death and disability pension is an income maintenance program. It is a means of supplementing the income of eligible war veterans and of their surviving spouses and children. Entitlement to monthly pension payments is determined by a needs test, based on income and net worth.

Eligibility criteria for Veterans Administration death and disability pension are more liberal than the means test for welfare. The dollar amounts of the needs test were set deliberately by the nation through its Congress at a level high enough to insure against anyone confusing the pension program with charity, or of associating the receipt of pension with indigency.

Because of fixed income from public or private retirement programs or plans, or annuities, pension beneficiaries are beyond the normal inflation balancing factors. Recognizing that pension is an income maintenance plan, Congress from time to time enacts legislation to restore the dollar loss in purchasing power by both increasing the amount of the monthly pension payments and the dollar value of the annual income limitations.

The American Legion believes that veterans and their dependent survivors should have the full measure of any Social Security or other retirement or annuity increase without suffering reductions in their pension income maintenance payments. Failure to act to protect these pensions against these reductions will, in effect, penalize them while granting nonveterans the full measure of cost-of-living Social Security benefit payment increases.

In enacting Public Law 93-177, approved December 6, 1973, Congress reacted partially to the problem of assuring that most VA pensioners were not adversely affected by the eleven percent Social Security benefit payment increases to occur in 1974 in two phases—seven percent in April and four percent in July.

Although this Act increased the monthly payment of pension by about ten percent, no change was effected in the annual income limitations—now \$2600 for the veteran or surviving spouse and \$3800 for beneficiaries with dependents. Consequently, on January 1, 1975, thousands of veterans and widows will have their pensions discontinued unless the annual income ceilings are increased.

Apparently the Congress has withheld consideration of increasing the annual income limitations until it has had full opportunity to receive and consider the Administration's

legislative proposals relating to a so-called pension reform program.

Under the pension provisions authorized by Public Law of the 73rd Congress, the infamous 1933 Veterans Economy Act, certain sore thumb situations arose which cast discredit on the program. After somewhat extensive study by the Veterans Administration and the Congress, Public Law 96-211, effective July 1, 1960, enacted reforms which are, substantially, the pension program encompassed by current pension law.

Under Public Law 96-211, the maximum annual income limitations were set at \$1800 for the veteran or widow and \$3000 for a veteran, or a widow with one or more children of the deceased veteran. Since 1960, these annual income ceilings have been increased to the present \$2600 and \$3800.

In theory, the 1960 income limitations reflected the above welfare or poverty levels on which payment of pension needs test are predicated.

To assure that the needs test for pension eligibility continues to be in relation to the needs test established by the 1960 pension reform act, it is necessary to

translate the 1960 current dollar income limitations to constant dollars.

In 1960, the Consumer Price Index, in terms of the 1967 Index, was 80.2 and for January 1974 it averages 139.7. Applying the multiplier to obtain today's ceiling in constant dollars resulting in an annual income needs test of \$3135 for the veteran or surviving spouse and \$5225 for the veteran or widow with dependents.

The American Legion in National Convention in 1973 in Honolulu recommended, conservatively, that these limits be set at \$3000 and \$4200 with corresponding restructuring of monthly rates of death and disability pension.

The American Legion has noted the comment of the President on the subject of the pension program, included in his Message on Veterans, sent to the Congress on January 28. At the appropriate time we will respond with precise comment to specific proposals from the Administration on the subject of pension reform.

Mr. Chairman, time does not permit a more detailed presentation of our 1974 legislative program in the area of

veterans affairs and rehabilitation. I have spoken, however, to our major areas of concern. For the record I submit, as a part of this presentation, a list of all the resolutions pertaining to our Veterans Affairs and Rehabilitation legislative program and I respectfully request that it be made a part of the record of this hearing.

In closing, may I again express appreciation to the Congress, and particularly to this Committee, for your efforts on behalf of our Nation's veterans. We are mindful of the tremendous demands that are made upon you as you deal with the problems that confront our nation in these trying times. However, during its history, now nearing 200 years, this country has not turned its back on those who have served it honorably, in uniform, in time of need. We know that you share our concern for America's veterans and that we can look to you for leadership in providing them with the benefits to which their service has entitled them. Thank you again for the opportunity to appear here today, and I pledge to you the continuing support of all Legionnaires throughout the country in the development and maintenance of our veterans benefits program.

## Veterans Advisement Center's Statement On Vietnam Syndrome

To: January 1974 Veterans' Public Hearings  
From: Veterans' Advisement Center

Subject: Viet Nam Syndrome—Transition Period  
Date: January 31, 1974

The average young man enters the Military with certain preconceived notions. This consists of what he believes is his duty to his country and himself. He expects that his military experience will be an honorable one of service to himself and country. Basic and advanced individual training prepare a man for the job he will perform while in the military. Training necessitates a restructuring of lifestyles; learning to work and live in group situations and respect for the integrity of others.

What that same serviceman will find when he enters the combat situation is entirely different. We are not here to pass on war stories and other painful experiences, but to try to convey a sense of the disillusionments, frustration and confusion that the serviceman encounters. This not a question of the specific brutalities of the Vietnam war. All wars are the same and we do

not believe that Vietnam was a unique experience. What we must deal with is how do we prepare the same young man for re-entry into a productive civilian status.

The facts are that many of our veterans are unable to immediately revert to productive civilian life because they haven't resolved the emotional and behavioral strains which they have endured. Instead these same veterans have become involved in many anti-social and highly self-destructive behaviors: drugs, alcoholism and crime are the most socially repulsive. But these just scratch the surface—the real crime and waste is in the unutilized potential. These men are unable to find direction or a sense of self worth. Without these, they are doomed. Support systems must be established which will aid the veteran in this transitory period.

Liaisons must be established between the military, and programs specifically geared to deal with the problems that these veterans encounter. These programs or services must aid in the restructuring of lifestyles. Specific services and support systems must be developed which will:

- (1) Bring veterans together and aid them in realizing that their problems are not unique.
- (2) Assist and support the veteran through this transitory period. This support must consist of a real program in which knowledgeable counselors will aid in the development of new perspectives on self and environment;
- (3) Familiarize the veteran with the current needs and demands of the labor market and society. Not only on a short range basis, but also help guide the individual toward a positive, productive future. This service must provide vocational testing, counseling and job placement.
- (4) An extensive follow-up service must be established which will maintain contact with the veteran and aid him in his vocational or educational transition.

At present there are many individuals and programs which have been carrying on this work. They have been effective in reaching a number of veterans. The problem that we face is not restricted to a small number of veterans but, encompasses literally millions. Presently we have been dealing with veterans on an individual basis. That is, when he is in need of welfare, we give him a few dollars; unemployment insurance is available for twenty six (26) weeks, but what about the rest of his life.

When an individual enters the military a training prepares him for the service, conversely shouldn't an organization seize the responsibility and prepare him for the rest of his life. Educational benefits are available but unless the veteran is emotionally prepared to take advantage of them, they are of no use. The issues are: who am I, where do I go from here.

James R. Salazar  
Brian C. McDonnell

**PUNTO says:**  
**GIVE THE VETS**  
**THE BREAK**  
**THEY'VE EARNED**

### For The Record:

## PUNTO JOINED CAMPUS EDITORS IN SUCCESSFUL FIGHT AGAINST MARCHI BILL

WE, THE EDITORS OF THE SICC STUDENT PRESS, FEEL THAT IT IS NECESSARY FOR US TO ISSUE THE FOLLOWING COMMUNIQUE IN RESPONSE TO SENATOR MARCHI'S BILL:

On March 19, 1974, Senator Marchi introduced legislation in the New York State Senate, which would prohibit the use of student activity fees for the support of student newspapers at public colleges. This legislation resulted from a cartoon which appeared in City College's OBSERVATION POST and which, according to Marchi, offended many students.

The Marchi Bill presents a continuation of the attacks against student press which began in the late '60s. It is not unlike State Assemblyman Lucio Russo's 1969 action in response to anti-catholic article's in SICC's DOLPHIN.

Once again, politicians are attempting to use an ethnic offense to their own advantage. The supposed offensiveness of the cartoon is being used by Marchi as an excuse to try to silence the only politically free voice in the academic world.

Marchi stated that campus newspapers are often repulsive to

many students. However, he has not provided any substantiation for his claim that a majority of students are opposed to college papers.

In our opinion, any legislation which would prohibit the use of student activity fees to support student newspapers would be detrimental to the existence of student publications. Also, we feel that this kind of legislative control is a blatant attack on the autonomy of students to regulate and administer their own affairs. Furthermore, we strongly feel that this bill would set a precedent for the future extinction of student activity fees, student government, and finally student opinion.

Therefore, we urge all students and faculty members to oppose this bill and to make their opposition known to Senator Marchi.

DOLPHIN  
Audrey Giorgionini  
Nadine Lepere  
BLACK PRESS  
Walter R. Gholson  
Felix Clarke Jr.  
EVENING NEWS  
Donald Nereirs  
John Boyle  
PUNTO

### Day Student Government Resolution Against Marchi

April 17, 1974

Whereas, there is a movement within the New York State Legislature to prohibit the use of student activity fees for campus publications and,

Whereas, student publications are an essential function of student life on campus and,

Whereas, student publications are the voice of the students, being totally student run operations and,  
Whereas, we view this kind of

legislative action as an attack on student control over student matters and an attempt to silence the student voice,

We hereby proclaim this bill to be in direct violation of student rights and freedoms, and diametrically opposed to student interests.

Moved By: Tom Nugent  
Seconded By: Edmund A. Jagacki  
Passed: UNANIMOUSLY

### New Club

Attention

There is a new Club on campus, Inter-Varsity Christian Fellowship.

Club Hours Wed. 1:30-3:30

B-208

William Martynek



BY IZZY SANABRIA

If you help your brother when he is in need, the chances are that he will always be there when you need him. Sounds logical, doesn't it? But does it always hold true? Unfortunately, there are too many people who do not practice what they preach. One of the main problems with our people is that not only do they not offer to help each other, but when someone does lend a hand they are re-paid with ingratitude.

In the newspaper the other day, I read about an Italian couple who befriended and fed a homeless young man only to be re-paid by getting tied up and robbed of everything in their apartment. Can you imagine how they must feel? It's enough to make you lose faith in humanity. Our people are in such a desperate struggle to get crumbs, that many will kill each other for those worthless crumbs. Some people don't know any better but what gets me is that some of our own so called leaders and "heavy for the people" types, don't do anything for the people unless it helps them.

Such is the nature of a certain disc-jockey who refused to exchange ads with us. He wouldn't mention our magazine to his listeners. "I can't afford trade-offs at this time" he said. "It's not to my advantage to help you, it wouldn't do anything for me". Jesus Christ! Our whole purpose is to survive together, not to always be bumping heads. I don't know how long it's going to take before we can all start working together and helping each other, but it better be soon before it's too late. Remember that old saying "Together We Stand, Divided We Fall".

Everyone is talking about how we've to stick together, but very few are practicing their words. As for me, I am getting so tired, I think I'll join the millions of Americans who are dying from APATHY Ho-Hum, who cares?

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PRESENTS

# LATIN SHOWSTOPPERS

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JOE CUBA  
IZZY SANABRIA

EDDIE PALMIERI  
TIPICA '73

LATIN MUSIC CONSULTANT SERVICE

## 265-0450

# THIRDWORLD MAYDAY SPONSORED BY B.S.U.

On May 3-5, the BLACK STUDENT UNION sponsored its FIRST MAYDAY-THIRD WORLD CULTURAL WEEKEND at Staten Island Community College. The purpose of the weekend was to raise consciousness and demonstrate the role that THIRD WORLD PEOPLE have played in the international workers struggle. The keynote address was delivered by Ms. ANGELA Y. DAVIS.

Ms. Davis was born in Alabama, graduated from Elizabeth Irwin High School, New York, and magna cum laude at Brandeis University, where

she also earned a Phi Beta Kappa key. She has also studied in France and Germany, has a Master's degree from the University of California, at San Diego, and has completed all but her thesis for her Doctoral degree at the same institution. Ms. Davis first became a national figure when she was fired, reinstated and fired again at U.C.L.A. by Ronald Reagan, the Governor of California, for being an avowed Communist.

On February 28, 1972 she was put on trial in California for murder, kidnapping and conspiracy in connection with the MARIN COUNTY SHOOT-OUT,

in which a superior court judge and Jonathan Jackson were killed. Ms. Davis had prior to this time been on the FBI's most wanted list, and the object of an international manhunt. She was captured in a mid-Manhattan motel on October 13, 1970, refused bail and extradited to California to stand trial. SHE WAS LATER FOUND NOT GUILTY BY AN ALL-WHITE JURY.

Other participants in the MAYDAY-THIRD WORLD CULTURAL WEEKEND were Sister Sonia Sanchez, Vinnie Burrows, Moses Powell, Cynthia Belgraves, Davis M'Gabe and others. The three day event also

included writer's workshops, political education workshop, a play, A Karate demonstration, a fashion show and more.

The weekend was sponsored by the BLACK STUDENT UNION in conjunction with the MAYDAY THIRD WORLD CULTURAL COMMITTEE, all proceeds are to go to the UNION for the creation of a BSU SCHOLARSHIP FUND. The BSU is a Black student organization at Staten Island Community College (membership is open to all full time students at the college). The proceeds from this event will also be used to organize a BSU LIBRARY, according to the

organization's president, Ms. SHARON SAUNDERS. During the past semester the UNION has sponsored a CONSCIOUSNESS RAISING SEMINAR which brought to the campus such notables as Gil Nobles, Judge Bruce Wright, Acklyn Lynch, Minister Ben 2X, and Roger Champion of the Attica Defense Committee. The UNION is involved in campus activities and has also sponsored community oriented projects, such as the COMMUNITY PEST CONTROL PROJECT, Preventive Medical assistance, tutorial services, street clean-up campaigns, Sickle-Cell testing.

## Humanistic Education At AID Center

For information, contact Prof. Jerrold I. Hirsch, at Trailer No. 5, or Extension 7872.

The AID Center, is actively involved in promoting Humanistic Education, coordinated by Prof. Jerrold I. Hirsch, on the campus of Staten Island Community College. The AID Center project will sensitize the college community around the characteristics and emotional dynamics of our students and campus.

Planned is the centralization of ongoing Humanistic Education programs in improving the educational organization of this institution. To further the humanization of teaching techniques and learning activities and the building of creative college task groups

concerned with improving student participation and decision making, sexism, and the use of conflict and emotion constructively are some of the current items of interest. A selection of problems for study and research and the development of a Resource Center and Library are presently in the works. Workshops in Humanistic Education for students, faculty, administration, and staff with experiences in techniques associated with group dynamics, sensitivity training and encounter groups are contemplated.

Prof. Hirsch has been actively involved with students in creating a human relations

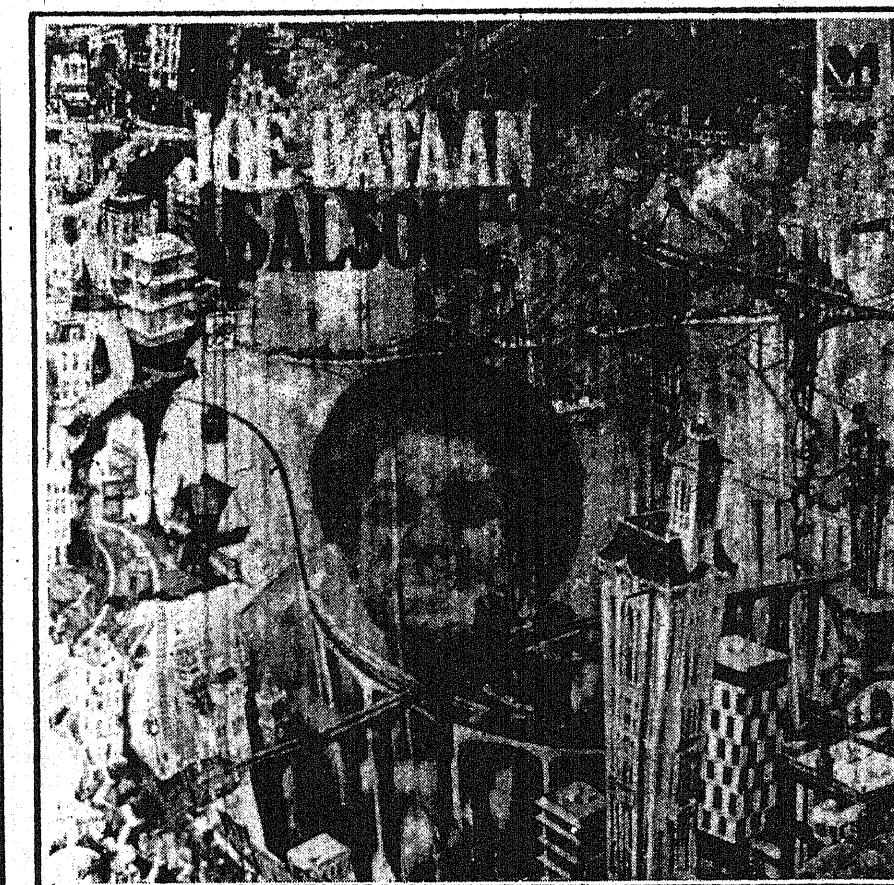
group. He has also consulted with agencies outside of Staten Island Community College such as Esalen Institute of San Francisco, California, National Training Laboratory of Bethel, Maine, and the SUNY Student Development Center in Albany, New York. There will be ongoing announcements of institutes and programs in affective education. Hopefully, educational opportunities will be made available for undergraduate students.

Two meetings have already been held with interested persons.

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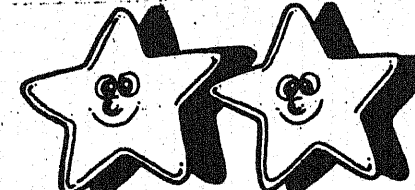
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## CUNY Still Needs A True Unity

By BELLE ZELLER  
PRESIDENT

Since a group of municipal colleges was transformed into the City University of New York a dozen years ago, the unity of the institution has never been fully realized. We now have twenty disparate campuses scattered throughout a great metropolis. They are administered by their own independent managements under the central supervision of the Board of Higher Education and the Chancellor.

While the various segments of the University community share common interests, they rarely communicate with one another. In this sense, the University "community" is only a paper reality.

Perhaps the single most active force toward building a true university community is the union. Our progress in this direction has been especially marked since the merger of two competing unions into the Professional Staff Congress in April 1972.

The union has brought together all the varied segments of the instructional staff—senior college personnel with community college personnel, teaching faculty with non-classroom personnel, the tenured with the nontenured, the full-time staff with the part-time staff. And by "brought together" I mean not merely on paper but in person—in chapter meetings, in the Delegate Assembly, in training conferences, in the Executive Council, in political caucuses. It is a tremendous boon to staff members who previously had little opportunity for contact outside their own colleges and departments.

We are now focusing our collective attention on the next contract negotiations. It seems early to begin preparations now, a year before we sit down at the bargaining table. But it is crucial to take this time to elicit the views of our varied staff.

The interests of our various segments and subgroups coincide. But they are not identical. It is important that all individuals and groups communicate their desires for the next contract to the union, that they have the opportunity to articulate their views and hear the points of view of others. The final contract we negotiate cannot possibly satisfy all of our demands. But it will have a better likelihood of doing so if our initial proposals accurately represent the interests of all our constituencies.

It is vital, therefore, for all members of the instructional staff to participate in formulating our contract proposals. Now is the time. Study the present contract. Identify those provisions you think should be improved, deleted or added to. Send your recommendations to your chapter chairperson, and attend those chapter meetings at which contract ideas are discussed.

We are hopeful that the next round of negotiations, under a new Board of Higher Education, will be more constructive and less protracted than the last round. We may never know how much taxpayer's money was spent by the CUNY administration in 1972-73 on fees for lawyers whose sole purpose seemed to be to frustrate agreement. We have reason to hope that this kind of performance will not be repeated. But we must do our part. We must bring to the bargaining table a package that truly reflects our common and varied interests.

We have the organizational structure to strengthen the unity of the instructional staff—the union. We have the vehicle for promoting our professional and occupational interests—the contract. Let's all take our responsibility seriously by doing the necessary spadework.

—Clarion Vol. 3, No. 7.

### VOTE COPE

Vote Cope, Committee on Political Education of the New York State United Teachers, has now embarked on its campaign to raise funds for effective political action in 1974.

The Professional Staff Congress is supporting Vote Cope's effort to influence the outcome of the 1974 elections by calling upon each member to make a \$10.00 contribution. All contributions to Vote Cope must be voluntary.

Vote Cope is the non-partisan political action arm of NYSUT. It is not a political party, nor is it tied to any party. It supports candidates for public office solely on the basis of their record and program on educational issues.

1974 is an important year for labor and for teacher unionism. It provides a rare opportunity to elect a liberal, veto-proof Congress.

The entire New York State Legislature and the Governorship will be up for election. It is crucial that top priority be given to the election of a Legislature and a Governor sympathetic to teachers.

Funds raised by Vote Cope are used on both a national and local level. 70 per cent of the funds raised are held by NYSUT, with 10 per cent each going to political action committees of the NEA, AFT, and AFL-CIO. N.Y. state locals may request funds from Vote Cope for endorsements in area races.

Vote Cope's primary electoral issues in 1974 include the following:

- Rescinding the Taylor Law restrictions on collective bargaining.
- Winning pension improvements and wiping out present pension inequities.
- Increasing state and federal aid for public education.

Like Camping?  
Here's Chance To  
Learn All About It

The Adventurer Club is playing host to free camping classes. The classes are held every Wednesday night from 8 to 10 p.m. A different aspect of camping is discussed every week. Equipment is supplied, and everyone gets a chance to use it. Classes are held at All Points Adventure Center at 7423 Amboy Road. For more information, call 948-0995 between 12 noon and 9:30 p.m. Michael Torrusio is President of the group.

Four Islanders  
Win Scholarships

Among 84 New Yorkers who were awarded college scholarships granted by the Governor's Committee on Scholastic Achievement were the following Staten Island students: William Costagliola of 359 Dongan Hills Ave., Ocean Breeze; Patricia Eretto of 35 Chelsea St., Tottenville; Maria Gonzalez of 36 Hamilton Ave., St. George; and Edward Lipson of 124 Hopping Ave., Tottenville.



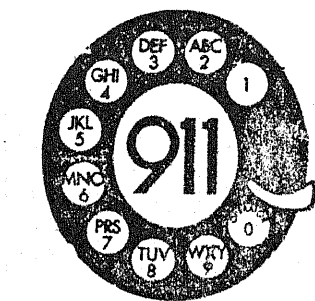
MARTA VALLE

Mayor Beame said, "Marta Valle is a highly talented and progressive educator. She is deeply committed to quality education and brings to the board a long record of effective public service to the city and to her community. I know she will serve the best interests of all of our citizens."

A founding member and former board member of ASPIRA, Inc. and the Puerto Rican Forum, Inc., Mrs. Valle is president of Valle Consultants, Ltd., which does research and provides technical assistance for Spanish-speaking communities.

A graduate of Hunter College, Mrs. Valle received her master's degree from the Columbia University School of Social Work. A former member of the New York City Commission on Human Rights, Mrs. Valle was appointed Commissioner of the Youth Services Agency (HRA) in 1967, a post she held until June, 1971.

Her term as a member of the BHE expires December 31, 1978.



### NEED HELP?

Seventy per cent of Staten Islanders who call the police in an emergency cause unnecessary delays. They do it by dialing the wrong number.

In any situation that requires prompt police assistance the number to call is 911.

To contact the Fire Department office on Staten Island in a non-emergency, residents should call 727-0700.

To report a fire, call 727-1100.

For non-emergencies, police assistance may be obtained from the precinct offices. The numbers are: St. George, 727-6464; New Dorp, 987-7900; Tottenville, 984-3600.

Dialing the right number can save precious minutes. And those minutes might save a life.

### LATIN AMERICA

#### CUBA

The U.S. economic embargo against Cuba, now 12 years old, is crumbling fast. In the wake of Argentina's decision to sell Cuba automobiles and buses, Canada is now pressing to conclude a deal with Cuba for 25 locomotives. The Canadian manufacturer, MLW-Worthington, is a subsidiary of Studebaker-Worthington, the U.S.-based firm. Despite intense pressure from the U.S. the Canadian government said March 8 the deal will go through whether the U.S. State Department licenses it or not.

## Letters We Love To Get

Dear Staff of Punto:

I would like to commend the entire staff of Punto in their efforts in bringing to the student public and population the well presented and most informative paper "Punto".

Your format of keeping the public informed is a very positive way in keeping communication on an ongoing basis with you and us the readers.

I am confident that you will continue to remain flexible and receptive to all your ideas that you share with us.

Thank you,

Nancy Cruz, Secretary  
Veterans Advisement Center  
Room B-7

P.S. May I suggest that you have or give a wider berth to the humorous side of life of being Puerto Rican, every culture has its own humor, let us not forget that many a time just getting in touch with laughter that comes with humor gave us a way out or just being able to deal with life successfully.

## Badillo Speaker

Dear Students,

College Discovery will be hosting an Awards Night and Dinner Dance for you and your families on Friday, May 17, 1974 at 7 P.M. in the upstairs cafeteria.

This is our Third Annual Awards and Honors Night Dinner Dance. Awards will be presented in recognition of those students who have demonstrated outstanding ability in a variety of areas, and whose contributions to the program, school and community have been especially significant.

We have planned to have on hand as guest speaker, Congressman Herman Badillo (D-Bronx-N. Y.), a man who has used his political influence to heighten the awareness of a number of political officials about the education of minority group students throughout the city.

We welcome you to the fun, and festivities of this night which we hope will be a memorable occasion for all. Hope to see you there.

Contact C. D. for further information!!!

Sincerely yours,

Yvonne Geer, Elayne Sayers

C. D. Awards Night Chairpersons

### LATIN AMERICA

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## Helping You Get Into Civil Service

On February 28th of this year the Commonwealth of Puerto Rico Migration Division in New York and the Regional Manpower Administration of the U.S. Department of Labor announced the opening of a new program, the purpose of which is: First, to train hispanics in the techniques of taking a Federal, State or City Civil Service exam. Secondly, to place these people in available slots within the public service structure.

As I am sure you will appreciate, this pilot program, the first in the nation of its kind, will attempt to provide a service that has not been provided to hispanics by any organization in an institutional manner in the past.

During the day to day operation of the Migration Division Employment Program, several requests for Civil Service qualified hispanics were received by the staff which were impossible to fill. Doing research into the matter, we came upon the startling fact that only one hispanic out of every 100 who took the exam could pass it. Our program is an attempt to increase the percentage of hispanics who take and pass the Civil Service Exams.

### PUERTO RICO

Gov. Rafael Hernandez Colon of the U.S.'s Puerto Rican colony has handed the U.S. Marines the islands of Desecheo, Monito and Mona for use in target practice, according to the Committee for Puerto Rican Decolonization. The Marine Corps has been using Culebra and Vieques islands for that purpose, against massive protests by the people in the vicinity. Colon's move, however, does not mean that the Marines will leave Culebra and Vieques anytime soon. It signifies, rather, that three additional islands are now in the Marines' hands. The move also implies that the projected oil tanker superport will probably have to be shifted to the Mayaguez and Nasco area on the west coast of Puerto Rico, maximizing the damage it will do to local fishing and MARTIN NICOLAUS

### Heartburn From Smoking?

If you suffer from heartburn, don't blame those spicy foods if you happen to be a smoker. Researchers in England link chronic heartburn with smoking. They found that the cigarette acid in the stomach in as little as four minutes after puffing it. The study suggests that cigarettes may be the single most important factor in converting occasional attacks of heartburn into frequent, painful episodes that will occur regularly. They say that renouncing the weed will show an immediate decrease in the stomach problems.

### Train for fatigue

Exercising to the point of muscle fatigue may be the key to the well trained muscle, say doctors at the University of Washington. Because strength and muscle endurance are so closely related, repetitious exercises to the point of fatigue gained as much in endurance as did those who trained for endurance by lifting weights up to one hour and twenty minutes. And those who trained for endurance gained equally as much strength.

# White Teachers, Fired Because They Weren't Bigots, To Get \$30,000 Damages

WASHINGTON, D. C. — Two white Starkville, Miss., teachers who lost their jobs about four years ago for associating and being concerned with black students and adults have won almost \$30,000 in compensatory damages, the National Education Association reports.

The NEA, through its DuShane Emergency Fund, has supported the teachers in their legal battle which began in July 1970.

Dr. Carolyn Reeves, the only Starkville teacher with a doctoral degree, will receive \$20,356 in back pay, benefits, and interest under the court order signed earlier this month by U. S. District Judge Orma Smith in Greenville. She had returned to her classroom in a Starkville elementary school last fall in accordance with an order of Judge Smith.

Janet Peterson, now a teacher at Mississippi State University, will receive \$9,307 for the more limited time she was unemployed.

Both women, teachers in all-black schools in 1969-70, were unable to get their contracts renewed for the 1970-71 school year. They had been recommended for reemployment by the principal for whom they worked in 1969-70.

The teachers alleged that they were not reemployed because they associated with and exhibited concern for the black community and the black students in the schools where they taught. In particular, the two teachers disagreed with the way the dual school system in Starkville was dismantled. Last July, Judge Smith upheld the teachers' contentions that their nonrenewals were in retaliation for their expressions of concern. For example, Mrs. Peterson

walked out of a faculty meeting because of distress by news that three of the four black schools were to be closed and that half-sessions would be instituted to accommodate most of the black students at formerly all-white schools.

Mrs. Reeves, among other things, expressed concern about the discriminatory manner in which a standardized test was administered to her pupils.

Starkville desegregation has been in the news for years. In

February 1970 the district court ordered the school district to implement faculty desegregation. That spring, several black teachers learned they would not be rehired for 1970-71 because they did not meet minimum cut-off scores on the Graduate Record Examination (GRE) imposed as a criterion for hiring and retention of staff.

NEA and the Mississippi Teachers Association were plaintiffs in the lawsuit that restored black Starkville teachers to their positions in 1972.

The 5th U. S. Circuit Court of Appeals observed that the GRE was not shown to be a reliable measure for testing teaching competency, and that the cut-off eliminated many good teachers.

The Peterson and Reeves matters were litigated as part of that suit.

For Further Information:  
Mel Hayes — (202) 833-4484  
Betty Sinowitz — (202) 833-4135

## Special Admissions Program: Only One Of Its Kind For Ex-Offenders

The Special Admissions program is an innovation in ex-addict and ex-offender rehabilitation. It is the only program of its kind in New York City. The Special Admissions Program operates from the premise that with education and involvement ex-addicts and ex-offenders can return to society as productive members.

### ON CAMPUS

Special Admissions Program students become members of the

Staten Island Community College campus and receive full-time matriculated status. All college career programs and curriculums are open to Special Admissions students i.e., business, technology, liberal arts, etc. For example, graduates may choose to pursue a four year degree through the transfer system or seek gainful employment. Special Admissions Program students have access to counseling, psychiatric consultation, individual and group counseling and financial

assistance. Student initiated projects aimed toward drug education and prevention and prison reform have created an atmosphere of concern and involvement for themselves and others. They have become providers of special resources for the community. Students of the Special Admissions Program have brought to the surface that given a substantial opportunity, ex-addicts and ex-offenders can accomplish goals.

### OFF CAMPUS

The program recognizes the need to further extend college opportunities to ex-addicts and ex-offenders in various rehabilitation and correctional centers. It offers accredited college courses in occupational areas such as business, electrical, electro-mechanical and mechanical technology, science laboratory technology, computer science, child care and community service. Students participating in these off-campus study programs develop motivation to obtain a college degree. Having acquired their off-campus credits, they are helped to prepare their college careers with counseling and orientation.

Students of the Special Admissions Program have brought to the surface that given a substantial opportunity, ex-addicts and ex-offenders can accomplish goals.

## Puerto Rican Organization: Why It Exists, How It Works

We realize that most of the stepping stones which obstruct the progress of any people as a whole is their lack of knowledge of their respective culture. Knowledge with which in term their pride will be built to a point in which we will feel love and unity with one another. With this in mind the Puerto Rican Organization was formed, to enhance the knowledge of our Latin Brothers and Sisters on Educational, Political, and Cultural issues that will affect you on or off campus.

With your support dedication and love for your people we will continue our struggle for self determination and a better tomorrow.

The Puerto Rican Organization functions by the work done by its committees. The organization is divided into four committees. These committees are: Educational Committee, Political Committee, Social or Cultural Committee, and Public Relations Committee.

The Educational Committee covers the Scholastic aspects of the latins in the college. It helps out students with problems such as tutorial help and any other problems dealing with their education.

The Political Committee deals with political issues of Latin America. During the year this committee brings in speakers of different political backgrounds. This helps us to understand the different political problems going on in Latin America.

The Social or Cultural Committee deals with the different cultures and customs of Latin America. It also deals with the social activities of the organization such as dances.

The Public Relations Committee is in charge of publicizing our activities throughout the college. It also deals with the other organizations of the college for any programs they might want to have with us or vice versa.

### 1. Who can apply?

Any ex-addict or ex-offender may apply provided he or she demonstrates a sincere motivation and sees the program as a means to achieving a goal. All applicants must be drug free (this program classifies maintained persons as drug free).

### 2. How to apply?

Applications are available at Staten Island Community College, Trailer 25, 715 Ocean Terrace, Staten Island, New York 10301, or they may be requested by mail.

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**7.30-9PM**

**WBNX 1380 AM**

### YOUTH AND COMMUNITY STUDIES PROGRAM

Are you interested in becoming a counselor, teacher, social worker, lawyer, psychologist or any job working with people? The Youth and Community Studies Program may be for you. This program offers a chance to not only get the knowledge needed for people working with people — it also will give you a chance to work with people and get credit for it.

How Long Will I Take? You may get a bachelors degree in three years. It may take longer, but if you are the kind of person who can learn anywhere — in a classroom, at work or by yourself, then you will find that the Youth and Community Studies Program offers something different.

Who is Eligible? This program is not for everybody. It is only for people who are serious, hard working and willing to experiment. For more information contact Stanley Aronowitz, Director, or David Nasaw, Faculty — 390-7563.

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**329-5757**

# Student Senate Hits Fee Proposal

The University Student Senate at its March 31st meeting acted to condemn any attempt by the New York State Legislature to limit the collection and appropriation of student activity fees.

The monthly plenary session also included a keynote address by former United States Attorney General Ramsey Clark on the topic of impeachment.

Mr. Clark outlined the political and legal framework in which impeachment should be acted upon. In recalling Vice President Gerald Ford's attempt to impeach Supreme Court Justice William O. Douglas, he noted that the former Michigan Congressman stated that "an impeachable offense is whatever a majority of the House of Representatives and two-thirds of the Senate say it is at a given moment in history."

Clark voiced disagreement with this analysis and stated that high crimes and misdemeanors as they apply to impeachment refer to "acts criminal in nature involving moral turpitude."

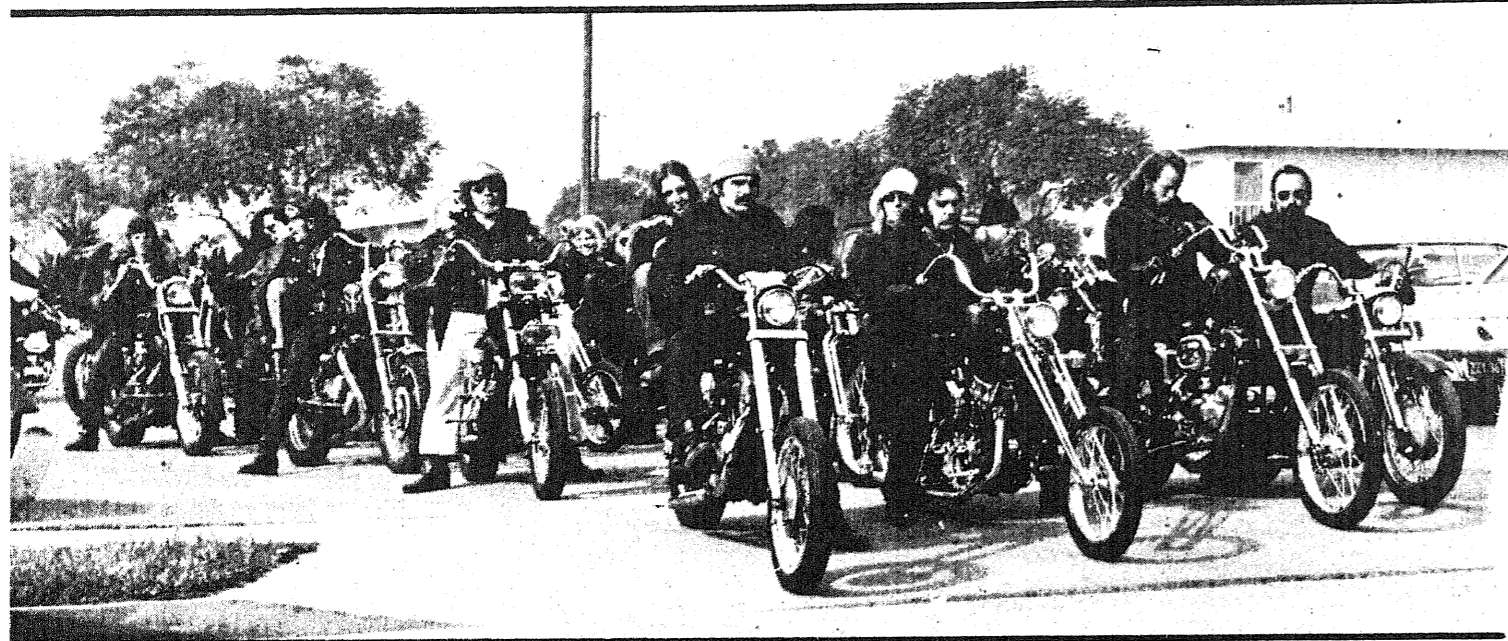
In alluding to the Congressional demands to receive tapes and other information, the former Attorney General insisted that "if you assume that you have in the House of Representatives the sole power of impeachment, you have the power to obtain every fact that is necessary to make a judgement." Clark participated in an extensive question and answer session following his speech.

The key activities of the plenary session revolved around pending legislation in Albany restricting or eliminating mandatory student activity fees. Vice-Chairperson for Legislative Affairs Joseph Lostrangio informed the delegates that State Senator John Marchi (R-S.I.) has introduced a bill that amends the Education Law to prohibit support of student newspapers through student fees. The Marchi bill was seen as a reaction to a recent cartoon published in the City College Observation Post.

The student governing body passed a resolution recognizing the nature of complaints from various groups and states its intention to provide them "with every opportunity to redress their grievances." The resolution "supports the highest ideals of our press and condemns any form of censorship over their actions." The Senate additionally authorized U.S.S. Chairperson Jay Hershenson to conduct an intensive lobbying campaign to defeat the proposed legislation.

The delegates also debated the funding levels for City University Graduate students and resolved to seek the establishment of fifteen (15) additional Lehman Graduate Fellowships for C.U.N.Y. students and to call upon the Legislature to raise the current \$2,500.00 ceiling on loan assistance under the New York Higher Education Assistance Corporation (NYHEAC).

The Senate also heard a progress report from Mr. Donald Ross, Executive Director of the New York State Public Interest Research Group. The former head of Ralph Nader's Citizen Action Group discussed several ongoing projects including an inquiry into the practices of the hearing aid companies, a property tax study, and legislative profiles.



# HELP THE ANGELS



## The Hell's Angels

are raising a legal defense fund to finance legal fees for appealing Sonny Barger's recent prison conviction, as well as building a legal fund to defend other Hell's Angels that may need legal assistance.

To do this we are selling t-shirts and tank-top shirts with the lettering "Free Sonny Barger" on them.

We are also selling bumper stickers: One measures 10 1/2" x 3" in red, white, and blue and simply says "Free Sonny Barger"; the other measures 2" x 7", printed red on white background, and says "Support Your Local Hell's Angels."

We also have a heavy poster that should be in every biker's pad. It measures 2' x 3'. It is black and white and depicts numerous scenes of Angel brothers doing all sorts of things. In the middle of the poster, we state our case—a case in which we're sure you'll agree.

There may be some of you who will want to aid us in our effort, but don't have use for the above items—and would just as soon send a contribution. We can dig it. Any amount will help—legal battles cost money, so contribute what you can.

All we want for each poster is \$3.00, plus 50¢ for postage and a special mailing tube.

**SUPPORT YOUR LOCAL HELLS ANGELS**

The bumper stickers sell for only a lousy buck each.

**★ FREE SONNY BARGER ★**



"Free Sonny Barger" t-shirts and tank tops sell for only \$5.00 each, in all sizes—small, medium, large, extra large.

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# CONSULTORIO LEGAL

(Consultas de trabajadores y patronos, contestadas por la Oficina del Procurador del Trabajo del Departamento del Trabajo de Puerto Rico)

P. ¿Procede el pago de su comisión a un vendedor que realiza una venta mientras se halla en disfrute de vacaciones?

R. Los empleados tienen derecho a exigir su paga por todo el trabajo que realicen aunque se encuentren en disfrute de cualquier tipo de licencia al momento de realizar la labor de que se trate. En caso que usted presenta habrá que compensarle, además de lo ya pagado en concepto de vacaciones, la comisión a que tenía derecho por la venta efectuada.

Desearnos apuntarle que constituye una violación penable bajo la Ley de Salario Mínimo el concederle a los empleados el disfrute de los beneficios que en los decretos mandatorios se establecen apartándose de lo que expresamente se dispone en ellos. En el caso en cuestión, por ejemplo, el Decreto Mandatorio Número 42, aplicable a la Industria del Comercio al por Menor, exige que los empleados disfruten de sus días de vacaciones consecutivamente, o sea, que no interrumpen sus vacaciones para rendir labor que beneficie a su patrono, y la violación de la ley se consuma sólo con que el patrono permita a sus empleados trabajar, aunque efectivamente no se les haya exigido o requerido que trabajen.

P. ¿Es obligación pagar la mesada cuando se despide a un empleado por economía?

R. Nuestro Tribunal Supremo ha determinado que un despido por motivo de economías está justificado y en tal caso no viene el patrono obligado a pagarle la mesada que se establece en la Ley Núm. 50 de 1949. Sin embargo, el tribunal ha reiterado en varias ocasiones que es de la competencia de los tribunales de justicia el determinar cuándo ha habido justa causa para un despido atendiendo a las circunstancias de cada caso en particular. Consideramos que lo más prudente para un patrono que se vea obligado a cesantear a alguno de sus empleados es el pagarle el mes de sueldo que constituye la indemnización requerida bajo la Ley de Despido, evitando de esa manera el surgimiento de reclamaciones posteriores que podrían conllevar erogaciones mayores.

P. Tenemos algunas dudas sobre el derecho de un empleado a trabajar por su cuenta o con otra empresa durante las horas libres, o sea después de haber rendido una jornada completa para su patrono. ¿Nos pueden orientar sobre el particular?

R. La Constitución del Estado Libre Asociado de Puerto Rico en su Artículo 2, Sección 16, reconoce el derecho de todo trabajador a escoger libremente su ocupación. Por consiguiente, no puede el patrono intervenir en las actividades a que se dediquen sus empleados durante sus horas libres. Naturalmente, como usted mismo señala en su comunicación, todo empleado debe guardar cierta fidelidad a la compañía para la cual trabaja no haciendo uso indebido del equipo que ésta pone a su disposición, ni convirtiéndose en un competidor de su patrono. Ahora bien, a nuestro juicio las expresiones contenidas en el memorando, copia del cual usted nos enviara, van más allá de exigir cierto grado de lealtad del trabajador hacia quien lo emplea y entendemos que milita en contra de las prerrogativas que nuestra Constitución les reconoce a los obreros.

# Veterans' Preference Explained

Peter Nieves, New York Coordinator of the Veterans Program of the National Puerto Rican Forum wishes to clarify what is a Veteran preference claim.

According to the Department of Defense a Veteran may claim five (5) or ten (10) points on any application for a civil service job or for federal employment or advancement.

A Veteran can claim five (5) points if he was in:

1 - Active Duty in the Armed Forces of the U.S. during war time.

2 - Upon award of a campaign badge.

3 - Upon award of a Service Medal for such service during peace time.

A Veteran can claim ten (10) points if he is a:

1 - Disabled Veteran or a Veteran who was awarded the Purple Heart for wounds received in action.

2 - A Veterans widow who has not remarried.

3 - The wife of an ex-serviceman who has a service-connected disability which disqualifies him for Civil Appointment, or

4 - The Widowed, Divorced or Separated mother of an ex-service son or daughter who died in action or who is totally and permanently disabled.

A Veteran can claim the preference only after he has taken a test and has attained a passing grade.

Mr. Nieves pointed out that many veterans who have taken tests and have missed the passing grade are under the misguided impression that they can use the preference points to attain a passing grade.

For more information the Veterans can call or visit our Veteran Center at 214 Mercer St., New York 10012, telephone 533-0100.

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# 3 Stories By A Revolutionist

Ricardo Flores Magon

From LaGente

Editor Note: The following excerpts come from a rare book written by Ricardo Flores Magon, who was an influential force in the development of the Mexican Revolution.

## The Soldier

The worker and the soldier met each other on the road "Where are you going?" asked the soldier. "To the factory," answered the worker. "And where are you going?" "I'm going to the fort; town X has rebelled and we have received orders to go and put down the rebellion with blood and fire." "Can you tell me," asked the worker "why have those people rebelled?" "Certainly I can tell you: those people all of a sudden refused to pay their rents, leases to the land and taxes to the government. When the authorities presented themselves to throw out the people who failed to pay rent, to throw the peasants out of the land, and get the taxes owed to the government, the people in the town refused to obey, they stabbed the judge, the notary, the police, the mayor and the rest of the bureaucrat. They burned the records, and on the highest building they placed a red flag with a message in white letters which says 'Land and Freedom.'"

The worker shuddered. He knew they were his class brothers, the poor, the disinherited. It was the proletariat who had rebelled. "And you are going to fight them?" he asked the soldier. "Of course I am," answered the slave in uniform. Those people are attempting against the right of individual property, and the duty of government is to protect the interests of the rich.

"But you are not rich," said the worker to the soldier, "what interest do you have in killing those people?" "I must make them abide by the law" answered the soldier coldly. "The law!" yelled the worker. "The law which holds up privileges, the law which is a heavy weight on those of the lower class and the guarantee of freedom and welfare to those who are of the ruling class!" "You are poor, but never the less you carry out laws which oppress those in your own class. Your parents, your brothers, your relatives, they are all poor. Those who rebel in town X, are poor people who suffer as you do and your parents and relatives. And maybe some in your family find themselves among the rebels."

The soldier shrugged his shoulders, and spit in the bushes alongside of the road. He had a look of disdain to the worker and said, "The law must be above all things! If my father breaks it, My father I will kill, because the law orders me to do so." "Well then," says the worker, "march on then to murder the flesh of your flesh and the blood of your blood."

The worker and the soldier continued their journey in opposite directions: the first to work and make the master richer; the second to kill and insure the tranquility of his master so he would enjoy "his" riches.

Town X was filled with activity, joy and enthusiasm without limits. The sad images of long awaiting had disappeared. The townspeople were in the streets, celebrating the day of freedom. An old man was addressing the people in this manner:

Friends: now each one of us is our master, let us celebrate our victory. We'll make an inventory of the town and its surroundings in order to know what elements we can count on, what supplies and means of production. Following this, like brothers, once we have celebrated our triumph, we will dedicate ourselves to work to produce items useful to all and

He could not finish his phrase, a shot was heard from a firearm and the old man fell, wounded mortally. Never to get up again. His face turned towards the sun.

The soldier had killed his father.

## Popular Justice

Order! yelled the Vazquista officer in anger, when after the takeover of the plaza, the women and children of the town were forcing the doors of the stores, warehouses and graneries to take what their homes needed. Believing faithfully in their uncorrupted hearts, that the Revolution had to be beneficial to the impoverished masses.

Get back, thieves! yelled the Vazquista officer when he saw the people act as if they had not heard him, for they continued breaking in to take out those helpful items that they so badly needed in their homes.

Halt or I'll give the order to fire on you! the Vazquista officer yelled furiously. Observing with anger that "attempt" on private property.

Oh! said a woman who was carrying a baby with her, "the officer is only kidding," and she happily continued along with the others breaking locks and keyholes to take the deposited commodities which were a product of the work of the poor, that they did not have in their homes.

In effect, for those good-hearted people the Vazquista officer was joking. How would it be possible for a revolutionary to defend the interests of the cruel bourgeoisie, that had the town previously in the narrowest of misery? No, definitely the Vazquista officer was kidding. They continued attacking bravely the solid doors of the warehouses, until the locks fell to pieces and the keyholes were wrenched out of place. This way leaving the doors opened so the masses would enter. They could already taste the good food they were to find there. At the same time imagining to have an enjoyable winter under the cover of the warmth of the fine fabrics stored in the warehouses.

Soon the people were in the streets carrying as much as they could. The children laughing, their mouths filled with candy; the women radiant with joy under the weight of their sorrows. Women and children happy at their thoughts of surprising the men once they returned from working in the mine. Ten kilometers away from the town. In midst of all the noise they did not hear the loud voice saying Fire! The rooftops were blanketed with smoke and a hail of bullets fell upon the people. Tearing off mature and tender flesh. Those who were not wounded were dispersed in several directions, leaving in the streets women and children agonizing or dead. They had gone to find life instead they found death! They believed that Revolution was made to benefit the poor, and they found that it was made only to hold up the interests of the bourgeoisie!

When the miners returned home, their arms weary from work, but happy for having come out of their jail to hold wives and kiss the little heads of their children. They learned from the lips of those who had survived, the sad news.

"The Vazquistas, protectors of the injustice called Capital, fired their weapons upon the women and children in defense of the 'sacred' right to private property." Night came covering everything with its blanket of darkness in that camp of death. Silence was only broken from time to time by the loud voices of the guard, or the sad howl of a dog that missed the presence of his owner. Shadows which seemed to be a part of the night, moved here and there without making a sound. However, a receptive ear could have heard these words being whispered softly "The dynamite" "Where is the dynamite" and the shadows would continue moving smoothly.

It was the miners who without having planned it had the same thought: blow up with the dynamite, those bastards who in the name of freedom had rose up in arms to tighten the chains of economic slavery. Moments later the fort of the Vazquista general was blown to pieces and with it the murderers of the people. When morning came in the midst of all the ruins, smoking still, one could see a red flag with an inscription of white letters spelling these beautiful words: "Land and Freedom"

## Thieves!

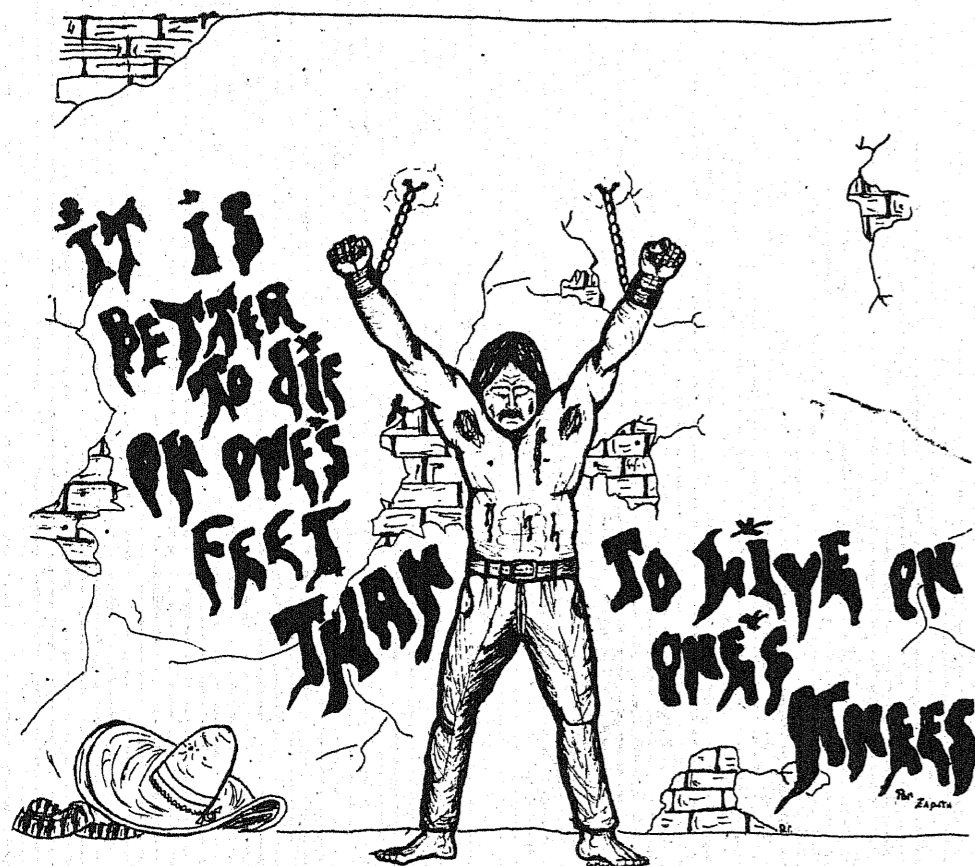
This is the name that Law and Order institutions gives us. Why? Because, we are teaching our brothers in poverty that all that exists must belong to all. We invite them to take possession of all. Who made the land? Was it the rich who now say that it is theirs? No!, the land belongs to all it is a natural resource for the good of every living creature. Who has built the houses, the clothing, all the commodities in life? Was it the individuals who live in the rich mansions and lead a life of luxury? NO!, all this has been done by the hands of the impoverished the people who are forced to live in the worst of misery, by those who are rotting in the prisons, whose life withers away slowly.

Thieves! They call us thieves those of us who no longer want any thieves. No, gentleman or the ruling class you are the thieves, who without any consideration have taken ownership of the land and other natural resources you did not produce. Stolen the products of the working man. You are the thieves, who illegally, (because your laws only play up to your schemes), take that which is produced by the workers without ever being in danger of ending imprisoned.

If I were to choose among types of thieves, I'd prefer the one who holds up a knife and resolutely says "your money or your life". I'd rather face that kind of thief, than the thief who sits by his desk, coldly and restfully, sucks the blood of his workers. As for the first kind of thief the one who steals and runs the risks of his actions, there is prison or a bullet; but for the well dressed thief there is respect, honor and happiness. This is the way things are under the present system of supreme social injustice for the "Law and Order" individual to steal is not a crime; provided this act has left large amounts of money.

But it is a crime if a 'common crook' steals. A banker or a businessman can carry out plans which lead to poverty and sadness in hundreds of thousands of homes. But this is looked upon as being a successful business action. But a man who might steal a piece of bread: that man is a 'common crook'.

The authority which protects the rich and holds up the social injustices will have to die!!! Death to authority!!!



# Veterans Have A Right To Be Bitter: Congressman Murphy

Statement of Congressman John M. Murphy

Vietnam Veterans Day

March 29, 1974

You veterans of the Vietnam War are here today protesting because you have received the short end of the stick. You are bitter and have every right to be.

I hope that I can help to remove some of that bitterness and that together we can work to improve the conditions you are faced with today.

You went and fought an unpopular war - where over 45,000 unsung heroes lost their lives defending a defenseless country against an assault from tyranny. Many of you here today bear the scars of battle wounds and terrible memories which will remain to haunt you the rest of your lives.

For your patriotism and obedience to the law of the land the United States owes you a debt we can never repay you in full.

But we must treat you with the same honor we have always bestowed on those who have sacrificed a part of their lives to serve their country.

Providing benefits and programs which compensate in full measure for his service to his country is an obligation which has historically been met enthusiastically by the American people. Veterans of service in this century, either during war or peacetime, have received benefits commensurate with the sacrifices they made, in the understanding that the veteran has many times endured hardship and an interruption in his private life in order to serve his country.

Today, however, after a controversial war in Southeast Asia that most Americans want to forget, we have allowed Veterans Benefits to lag behind the needs of the G.I. Joes of the 60's and 70's who answered their country's call. There were no victory parades for you young men, no wild street celebrations - it all ended with a whimper. And now large numbers of you face re-employment and adjustment problems every bit as severe as those faced after World War I, World War II, and Korea.

In an effort to correct this vast oversight in meeting our obligation to today's veteran, for my own part I have devoted substantial time and energy to the enactment of new veterans legislation designed to meet your reentry needs.

The principal bill in my program is the Veterans Comprehensive Education Act which was written to meet the financial needs of today's veteran who returns to school or college following his service. The bill would abolish the current system of straight benefit payments to GIs and substitute direct payments by the Veterans Administration to schools and colleges attended by vets. This formula worked successfully after Korea, and insures that any veteran who desires to return to vocational school, college, or certain job training programs may do so. The formula also provides generous subsistence payments to veterans based on their marital status and dependent status. The House Veterans Committee is holding hearings on this legislation now and I will be testifying on my bill next week.

Under my plan, the VA would pay veterans tuition as well as

laboratory, library, health, infirmary, and other similar fees, in addition to also paying for books, supplies, equipment, and other necessary expenses, including board and lodging. This was the intention of today's GI Bill, but skyrocketing education costs have made the fixed benefits schedule inadequate and obsolete, even in the face of increases passed this year in the House and Senate.

Additional legislation I have introduced would provide; changes in the computation of active duty training for education benefits, expanded employment opportunities for veterans following discharge, expanded educational opportunities for handicapped veterans, removal of the time limitation within which programs of education for veterans must be completed, and revised and enlarged readjustment assistance, job counseling, training and placement services for veterans.

A major concern has been the problem of drug addiction in the military, and, of course, among veterans of military service. I have been in the forefront of the effort to provide effective treatment and rehabilitation services for veterans, especially from Southeast Asia where the problem was so acute.

Many of these military addicts, the GI who became hooked in the service of his country, are true casualties of that war. They went into the service drug free and with no criminal records. Today the criminal population of New York City has been swollen by these servicemen who end up in our jails and our free dope clinics - and the same is true in other American cities.

There are approximately 350,000 Vietnam Era Veterans currently residing in the City of New York. The Addiction Services Agency estimates that of the Vietnam Era Veterans in New York City there are over 10,000 men who are addicted or abusing drugs not now in treatment. I would estimate based on discussions with Agency Officials that this figure may be as high as 30,000 or 40,000 veterans not in treatment living in New York City during the past few years.

The Nixon Administration offered these ex-GI addicts 30 days of detoxification, discharge and simple referral to a VA Hospital for further treatment. This approach has failed miserably. There were never more than 1000 ex-GIs in treatment in VA Programs in the whole United States. They refused to go. My position as outlined in legislation I have proposed would provide for:

o The civil commitment, where necessary, of a drug addicted serviceman to the Federal Program for Drug Treatment for a period of up to forty-two months of medical treatment and rehabilitation.

o The establishment of an outreach program within the Department of Defense to review discharge records and move aggressively into our communities to retrieve as many addicted veterans as possible and locate them in federally-sponsored addict treatment programs in their own localities.

o A new program within the Department of Defense to inform former addict veterans and the treatment personnel of our Nation's Drug Rehabilitation Programs of the DOD Recharacterization Policy.

o A provision to enable the

convening of Review Boards in our major population centers to enable the ex-serviceman to appear personally. This will mitigate the unconscionable practice of making the veteran pay his own travel expenses across country to come to Washington in order to plead on his own behalf.

By this large-scale commitment to assisting today's veteran, I do not mean to suggest that we can ignore the needs of older veterans. And one day you will all be older veterans - like me. So we must continue to insure that various increases and changes in Social Security Benefit Programs and Medicare in no way diminish the benefits available to veterans. And as we move toward a comprehensive program of National Health Insurance, I will work to insure that the veterans continue to receive full statutory protection within a veterans hospital system second to none.

Whatever our personal view of the war in Southeast Asia, we must recognize that today's veteran carries all the burdens American soldiers have traditionally carried in wartime. He is a modern hero, no more, but certainly no less than those before him. And as such he is entitled to gratitude and understanding from his countrymen, and I am determined to insure that we do not fail in that obligation.

Over and over again, I have heard the despair of a Vietnam Veteran who can find no one who understands his unique problems. And his problems are unique. They even have a name for it - PVS - Post Vietnam Syndrome. But his friends, his family, the people he passes in the street, even the guy in the bar who will not buy the vet a drink, do not understand.

Some of you attribute this behavior to some failure on your

part and you can't understand it. Of course, you can't understand it. The problem is not with you. It is with the people here. We sent you to fight in a war - a war we couldn't even commit ourselves enough to win. - A war some could not even commit themselves enough to lose. The guilt is not yours - it is the country's. They want to forget the war - blot it out of their minds. And in the process they have forgotten you.

The World War II Vet came home and in his camaraderie formed one of the most powerful lobbies in history through the Veterans Organizations. The Vietnam Vet has not yet done this. As one recently interviewed Vet said, "the last organization I joined was the Army. I learned my lesson. I'll never join another one again."

Joiners or not - you have picked the crucial time to prick the consciousness of the inhabitants of our musty Marble Halls. The President wanted to increase educational benefits by only 8 percent. The House by 14 percent and the Senate by 44 percent. If you are effective - you will convince the House to accept a figure close to the Senate Bill. But your real power will not reveal itself until the President picks up his pen. If you have made your mark - he will sign the Legislation into Law. The power of public opinion has a tremendous force in this arena we call Congress. That means that the Great Middle must be convinced that you need this Law. And in the short time available the key to the Great Middle is your already established Veterans Organizations.

Of course, they are saying they agree with you.

What else can they say. They must agree that you should have as much as we had - even though you wear different clothes and wear your hair dif-

ferent. (They also tell me you seem to look right through them when they talk to you.)

But you can mobilize their power. That is what must be done and I am here to tell you we can do it together.

List of Veterans Legislation Sponsored by Congressman Murphy:

H.R. 882: To provide for the payment of tuition costs for eligible veterans directly to the educational institutions concerned and to provide for overall increases in education benefits.

H.R. 861: To create a rebuttable presumption that a disability of a veteran of any war or certain other military service is service-connected under certain circumstances.

H.R. 859: To permit certain active duty for training to be counted as active duty for purposes of entitlement to educational benefits under Chapter 34 of title 38, USC.

H.R. 8260: To promote the employment of unemployed Vietnam veterans.

H.R. 4259: same

H.R. 4257: To promote the employment of unemployed Vietnam veterans in employment reflecting experience or providing training.

H.R. 4253: To promote the employment of unemployed POWs.

H.R. 4255: To promote the employment of unemployed handicapped Vietnam veterans.

H.R. 8626: To remove the time limitation within which programs of education for veterans must be completed.

H.R. 2687: To liberalize the provisions relating to payment of disability and death pension.

H.R. 8624: To clarify the circumstances under which the Administrator of Veterans' Affairs may pay for care and treatment rendered to veterans by private hospitals in emergencies and others.



# An Experience In Language



JAPANESE

yoi  
youe  
yottsu  
yugata  
yukimasu  
yuku-koto  
anata  
arigato gozaimasu  
asa  
ashita,asu  
ataatahai  
atsui  
ban  
dozo  
furui  
futatsu  
go  
Gokiyen ihaga  
desuha?  
gomen-nasai  
hachi  
hai  
hidari  
hikui  
hitotsu, ichi  
ikura  
ikutsu  
irasshaimase  
itsutsu  
jū  
kawaii  
kimasu  
kino  
kirai  
koko,koko-ni  
kokonutsu  
koman-wa  
kononichi-wa  
kudasai  
kyo  
migi  
mittsu  
moshi  
muttsu  
naku  
namae  
nana  
ni  
nichii

ENGLISH

good, fine  
right  
four  
evening  
go, goes  
to go, going  
you  
thank you  
morning  
tomorrow  
warm  
hot  
evening  
please  
old  
two  
five  
How are you?

I am sorry  
eight  
yes  
left  
low, short  
one  
how much  
how many  
welcome  
five  
ten  
cute, lovely  
come, comes  
yesterday  
dislike  
here  
nine  
good evening  
good day  
give me  
today  
right  
three  
hello  
three  
singing bird  
name  
seven  
two  
day

SPANISH

bueno  
bien o correcto  
cuatro  
por la tarde  
ir, iremos  
vamos  
tu  
muchas gracias  
por la mañana  
mañana  
tivio  
caliente  
noche  
por favor  
viejo  
dos  
cinco  
Cómo estas?

perdone  
ocho  
si  
isquierda  
corto  
uno  
cuanto  
cuantos  
bienvenido  
cinco  
diez  
bonita  
ven  
ayer  
no me gusta  
aqui  
nueve  
buenas tardes  
buenos días  
dame  
hoy  
derecha  
tres  
hola  
tres  
ruizeñores  
nombre  
siete  
dos  
día

KANNADA (INDIA)

nanu  
ninu  
howdu  
Illa  
olleyadu  
kettaddu  
hesaru  
ba  
hogu  
prithi  
ishta  
huduga  
hudugi  
hengasu  
gandasu  
thayi  
thande  
maduve  
anna  
thangi  
ganda  
hendathi  
magu  
ondu  
yeradu  
mooru  
malakku  
eyedu  
aaru  
yelu  
yentu  
ombathu  
hathu  
nugulunage  
nagu  
alu  
kopa  
thandi  
oota  
nanasthe  
chumbisu  
modalu  
aanele  
hoguthene  
san  
thappu

ENGLISH

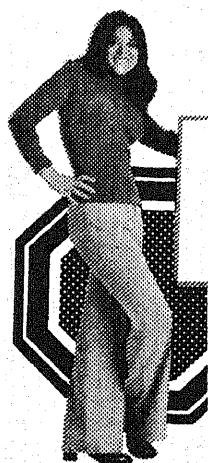
I  
you  
yes  
no  
good  
bad  
name  
come  
go  
love  
like  
boy  
girl  
lady  
man  
mother  
father  
marriage  
brother  
sister  
husband  
wife  
child  
one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten  
smile  
laugh  
cry  
angry (upset)  
breakfast  
lunch  
good morning  
kiss  
first  
after  
good bye  
right  
wrong

(E) You are a beautiful girl.  
(K) Ninu Bahala Sundari-yada Hudugi.

(E) I think I like you.  
(K) Nana Ninnanna ishta Padutine.

(E) I know I love you!  
(K) Nanuge Gothu Nanu ninnanna Prithisutine.

(E) I need you.  
(K) Ninu Nunage Behu.

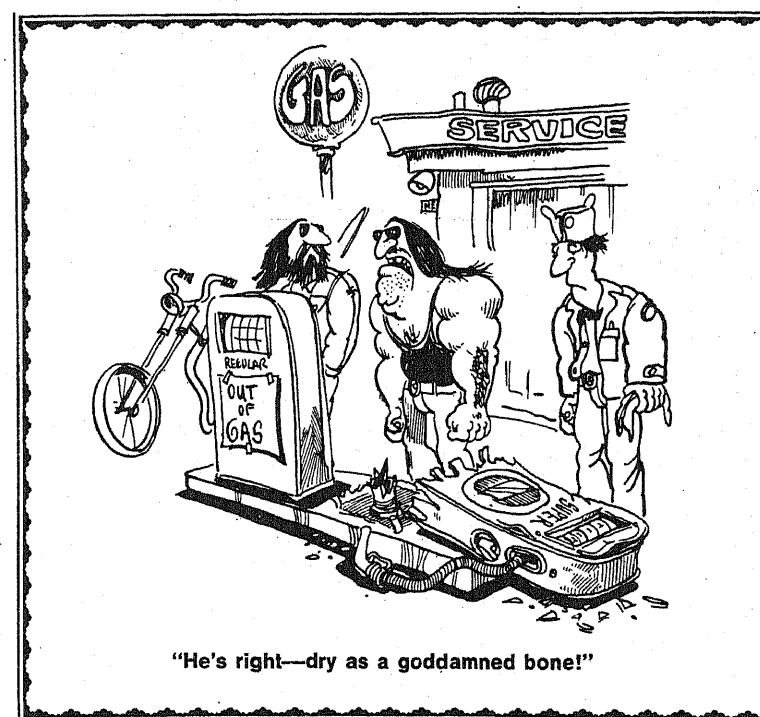


MANADARIN

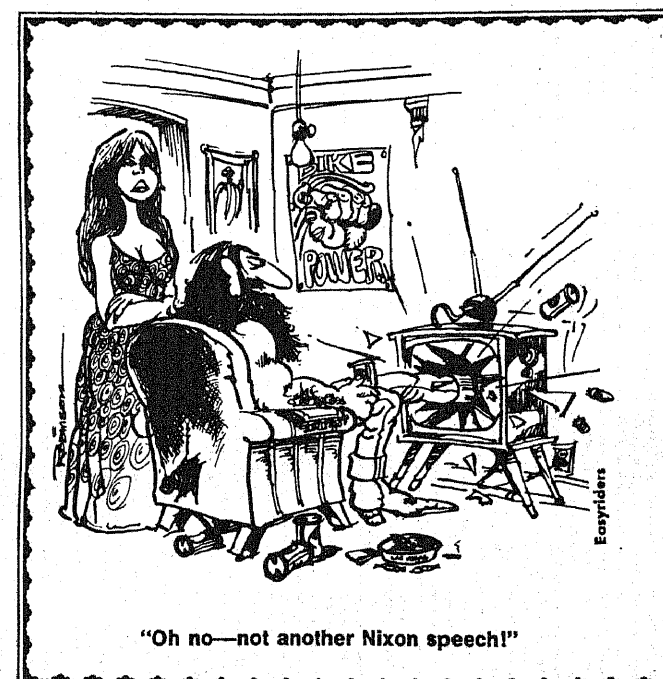
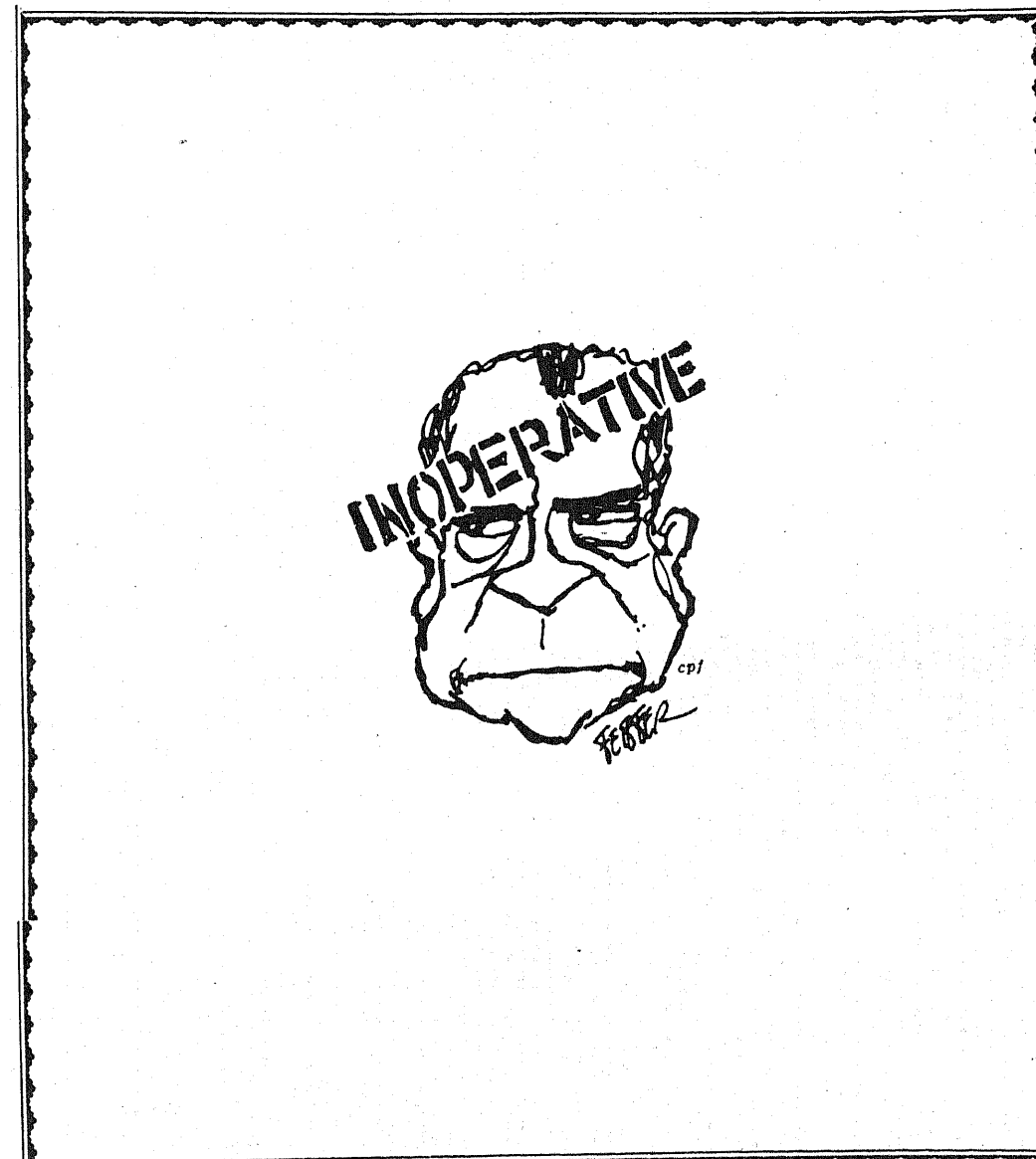
bā  
bāityān  
bānyè  
bāng (ju)  
bīn  
bīng  
bu, bù, bú  
búdwèi  
Búkèchí  
byé  
chí  
chélai  
chéng  
chyu

ENGLISH

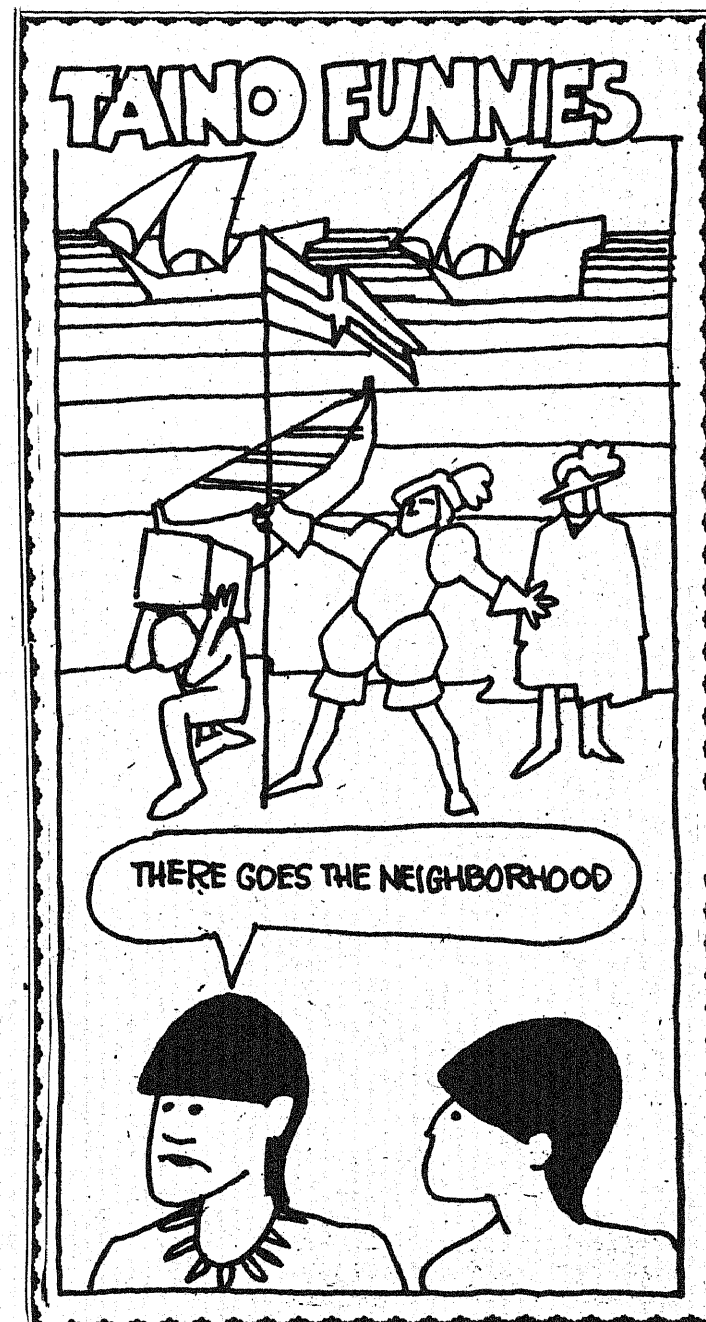
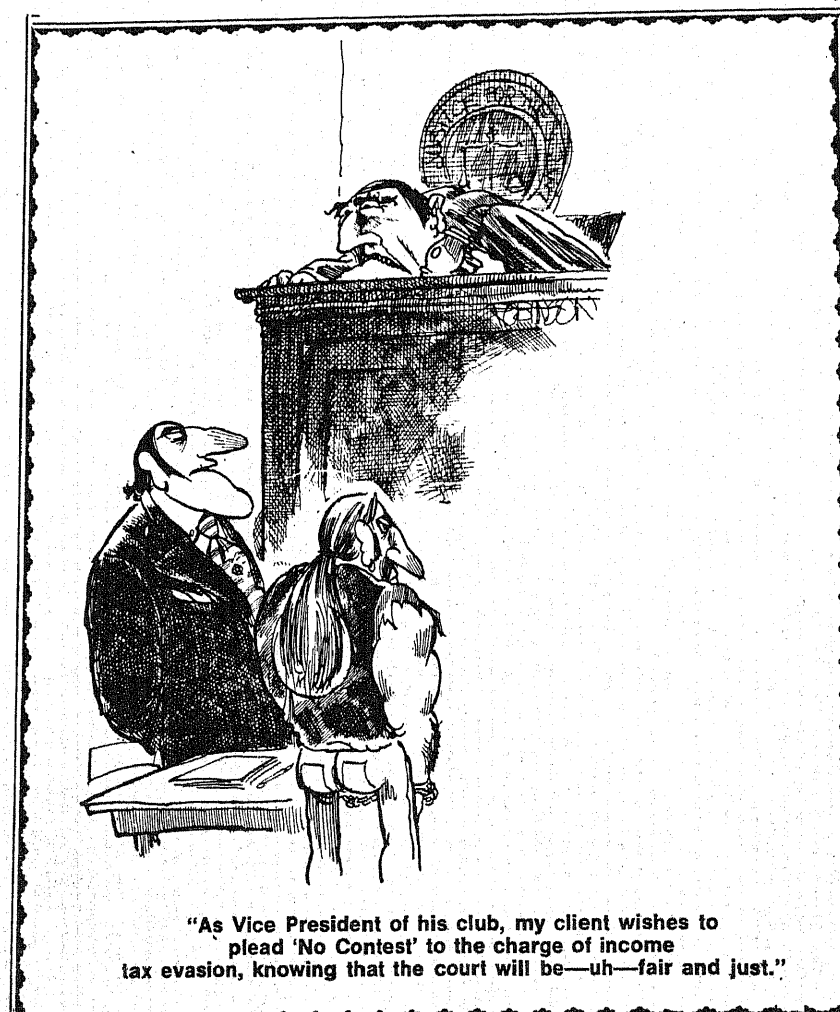
eight  
day time  
midnight  
help  
pen, pencil  
illness, sickness  
no  
wrong  
Your Welcome  
don't  
seven  
arise  
please  
go (there)



Art Young, November 1914



Copyright





# NEWS

## From The Puerto Rican Forum

Peter Nieves, Coordinador de el Programa "Ayuda al Veterano" que auspicia el Foro Nacional Puertorriqueño, dirigido por Hector I. Vazquez, desea a los Veteranos y a otros interesados que las aplicaciones para laborar en el departamento de Sanidad de la Ciudad de Nueva York las pueden conseguir en el 214 Calle Mercer en Nueva York.

Todos los Lunes de 6:00 a 8:00 de la noche ofrecemos clases para prepararlos a pasar el examen de servicio civil. El instructor de estas clases es el Sr. Henry Blassini, presidente de la Sociedad Hispanica de el departamento de Sanidad.

Este empleo paga de \$9,870, hasta \$12m886, despues de 3 años. No hay requisitos formales de educacion o experiencia pero debe medir no menos de 63 pulgadas. Hay limite en la edad hasta 29 años pero los veteranos pueden tener hasta 36 años, dependiefido cuanto tiempo estuvieron en el servicio.

Ahora no necesita licencia de operador de vehiculos, pero si pasa los exámenes escritos y fisicos debe tener licencia antes de ser nombrado al departamento. El examen escrito sera el Sabado 2 de Marzo 1974 y si pasa el escrito se le dara un examen fisico y mas tarde un examen medico antes de ser nombrado.

Señalo Nieves que las pre-aplicaciones estan disponibles en sus oficinas de 214 Calle Mercer en Manhattan, de lo contrario llame al telephone 533-0100. Es indispensable llenar la aplicacion lo mas pronto posible porque en caso de empate en el examen escrito, el empate se decidira de acuerdo al que lleno aplicacion primero.

Todo veterano interesado debe llenar aplicacióm antes de Febrero 8, 1974. El Foro Puertorriqueño, atravez de el Program De Veteranos, conjuntamente con Henry Blassini empezaran las clases de nuevo el Lunes 7 de ENero 1974.

# POEMS

Fire

We speak  
from time  
before dream possessed,  
if we reply  
to this time  
by dream expressed we may  
begin  
to form  
the first  
grain.  
We seek dream.  
dream within us  
dream within us  
dream holds the impregnable  
dimension which has a  
knowledge of simple  
ass  
impregnable  
is  
as  
constant  
as  
contant  
is  
impregnable.  
your time  
in space,  
your space  
in time  
is  
the other dimension of  
your existence in parts.  
to function,  
to Belong  
in this  
function  
is  
to reply before  
dream.

Wait

The flame  
raising or limping  
through floors  
stopping  
once again  
at your  
feet.

Once again  
at your  
feet  
is the child,  
But this time  
the flame asks,  
"Now does Santa visit all in one  
night."

WHEN  
IN THE PURE DARKNESS  
OF A PERIOD  
THE MIND  
REFLECTS  
THE OBSTACLES  
AND  
THE FACE  
PUNCTUATES  
THEM  
THE GLANDS  
WILL HEAR.

Father also surrendered  
Home.

once  
it  
is done  
a  
picture  
goes on  
remotely  
control  
ed

Eyes fixed to the mirror long  
after they are removed  
long after the flame has mad  
the journey  
from  
the finger  
to  
the smoke.  
Baptized by  
the intrument of speach  
a cigarette  
becomes a function  
of the lungs,  
when it no longer is  
the speculation  
of new flames feeding  
old hiroshimas.  
It was reported. . . .  
". . . at the point of impact, the  
blast has turned the  
dessert  
into  
glass." . . .  
That was the first test.  
From this comes the  
reference  
to mirrors who go on without us.  
Leaving  
behind a procession of ghosts.

We think  
to have thought it  
about  
While  
fire also did  
think us about.  
The flame presiding  
measuring tolerances  
having that necessary edge  
used to dissect into  
parts.  
That first spark knocked us  
eold.

The hands were the first thing.  
They resembled outer  
branches.  
So we ignited them.  
Extending to  
all parts of the body,  
In search of a cooling wind  
a drum to beat  
a word to print  
asleep to  
dream  
They rested.  
While the fire raged.  
Adding calories, building  
tolerances, hair dryers  
and other newspaper clippings  
on

which  
we know how  
puppies reply to.

Joseph Cortese



## BRIEFS

A recent New York City anti-massage parlor law has been ruled unconstitutional by the state supreme court.

The law was aimed at closing parlors that offered customers not only massages but quickie sex.

Justice Martin B. Stecher found the law's language so general "that any human contact more intimate than a handshake" would have been prohibited.

### Lay Off Salt!

A study involving 1,346 people at Brookhaven National Laboratory in Upton, New York, showed a direct correlation between salt intake and hypertension. Even more impressive are some studies regarding salt intake with specific geographic locales. One such study shows that natives of the Marshall Islands eat approximately 7 grams of salt each day as compared to the 26 grams taken in by those in northern Japan. Conversely, the high blood pressure incidence in the Marshall Islands is 9 percent as opposed to 39 percent, in Norther Japan. The doctors claim that our society has too high of a salt intake and could well survive on a mere 1 gram daily.

Rockland County in New York has elected a nine-man obscenity committee headed by a 60-year-old blind man.

Harry Snyder, a retired restaurant owner, believes that obscenity is a matter of feeling rather than seeing.

His wife and members of the committee will fill him in on the silent parts of the films.

### Why exercise controls weight

Overwhelming clinical evidence has suggested that regular exercise is beneficial in controlling coronary disease because of its weight reducing potential. But researchers have had much difficulty justifying

that opinion. For example, a 3-to 4-hour walk will expend only about 1,000 calories. But a study in Nutrition Reviews suggests that exercise does more than improve calorie balance. It may also provoke a more rapid turnover of free fatty acids and thus influence over-all metabolism in ways which are still not clear. According to the report, exercise has a salutary effect upon coronary disease because it provides a test of coronary artery efficiency, brings to light symptoms of coronary embarrassment at an early age, and promotes development of a collateral coronary circulation system.

It's what you do — not what you eat that counts

Exercise appears to be more important than what you eat in preventing heart attacks, according to Dr. W. J. E. Jessop of Trinity College. Dr. Jessop has been comparing heart attack rates of 500 men in Ireland with their 500 counterparts here in the United States. He found that the men in Ireland eat nearly 700 calories more each day than the American man, yet they live longer, have less serum cholesterol levels, suffer fewer heart attacks and weigh less than do the Americans. Dr. Jessop claims that it all relates to the fact that the Irish do much harder physical work than do the American men.

### Stay Away From Tranquilizers

Ophthalmologists from several countries who recently met in Amsterdam warned that ill-considered prescribing of drugs, notably of antidepressives with anticholinergic effects, is causing an increasing incidence of glaucoma and other eye disorders. Dr. Edy Risselet from the University of Lausanne told the Congress of the Society of Ophthalmology that he had been astounded to discover how many of his patients were taking psychotropic medicines. So lay off the tranquilizers and perhaps turn to wine. The Medical News has found some good things to say about wine as an aid to good health. It may be used first of all

as a rapid supplier of energy since it contains calories, B vitamins and several minerals including iron.

### Enlarged Heart? Don't Worry!

Athletes, especially distance runners, have a tendency to develop an enlarged heart which has caused much alarm for Americans, especially concerned parents. Well, a research team at the UCLA Medical School tells us not to fret. After examining athletes with larger hearts through rather thorough physicals they found no ill effects. They state that the heart is a muscle and should be built up like any other muscle. The increased exercise demands that increased oxygen be pumped through the body through the heart. An athlete will accomplish this by increased blood volume pumped per heart beat. In those who are untrained the only increase will come in the heart beat. With habitual exercise, calling for frequent increases in the volume of blood, the heart muscle develops to meet the need.

### New Pill for the Male

Many feel that the new trend in male contraception has been initiated by the Women's Lib movement, but such is not the case. Dr. Charles Turner of Boston University has come up with a new formula. His experiments with a combination of hormones successfully turned off the production of sperm and without any decrease in one's sex drive. He adds that when the treatments cease, the manufacture of sperm cells start right up. The pill itself uses both the male and female hormones, androgen and progestin. Used alone the female hormone stops sperm production but lowers the sex drive by inducing feminization. The male hormone in large doses also stops the production of sperm but may activate latent prostate cancer in older males. The proper concentrations of the two, however, avoid any such side effects.

## THE LAST WORD

FOR PETE'S SAKE,  
PARDON OUR ERRORS

This issue of PUNTO was just going to press when retiring editor "Pete" Carrera was injured in an accident, requiring him to be hospitalized.

Mr. Carrera wasn't able to proofread these pages under the circumstances, and time did not permit the printer to do so and still get the paper out by end-of-classes time, so PUNTO went to press "as is."

Here we are. Hope you enjoy it -- and forgive us our errors.



# PUNTO

PUNTO is published at Staten Island Community College  
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## An Apology To The Jewish Community

At this moment I would like to openly and publicly apologize to the Jewish Community for the article appearing in the pages of the February '74 issue of PUNTO.

During the time a lady brought the article to me I was in the middle of preparations for the February issue, placing the article to the side for a later time when I would be able to look into it further. During this time it happened to be read by every one who walked into our office being that it was on the corner.

Later while at the publishers (printers) they brought to my attention this article and asked if I was aware of it. Again I found myself with this article on my hands. Reading it and inspecting the manner in which it was printed it seemed to be original. The type and form — everything was identical.

So in my haste I approved its release without further investigating its authenticity until after our pages were out in the streets, during which time we discovered this to be a hoax.

So at this time I am taking all responsibility for the release of this article on the February 1974 pages of PUNTO. I would like to sincerely apologize to the community for this irrational article.

Carrero A P  
EX-Chief Ed of PUNTO  
(News-Mag.)

## Protest Against Mob's Action On Newspaper

The Puerto Rican Socialist party has launched an official protest to the island's governor concerning the March 17 attack on the party newspaper, Claridad.

A small group of fascist-type goons twice attempted to plant a bomb in Claridad's print shop and to shoot up the editorial offices.

Five persons were wounded by the attackers. Two were members of the PSP and three were neighborhood residents near the Claridad office.

Claridad's investigations have resulted in the positive identification of one of the attackers. According to witnesses, he is Jose Felipe Diaz Ortiz, about 25. Diaz Ortiz is described as a former and possibly present member of the ultra-right Young Americans for Freedom group.

PSP secretary general Juan Mari Bras, in a telegram to Puerto Rico governor Rafael Hernandez Colon, noted this was the third recent attack on Claridad, without anyone being arrested. He accused police and the governor of being accomplices in the attacks, adding:

"You who have not scrupled to unleash the National Guard and the shock troops against the workers and students defending their rights and who at this very time have had the effrontery to propose repressive laws smacking of the era of cave-dwellers... are an accomplice in these barbaric actions directed against the party of the workers and the newspaper of independence and socialism.

"I wish to warn you," Bras concluded, "that we the militant socialists will make use of the right of the individual and collective self-defense in order to repel any aggression by terrorist gangs who, under the protection of their government, direct their criminal violence against us. I am not petitioning you to investigate these incidents. I am accusing you of being — by omission or commission — an accomplice in them."

RECYCLE  
PUNTO.  
Give It To  
A Friend.

Reprinted from Daily News, March 19, 1974.

## Pitch to Rename Circle Off Key?

By OWEN FITZGERALD

A minor bill to rename Frawley Circle at 110th St. and Fifth Ave. as Latin Musicians Circle sounded flat notes among members of the City Council's Parks Committee yesterday.

Who was Frawley? Several lawmakers asked, why scratch his name? Perhaps his family still lives in the city, others noted. While Latinos might well be entitled to name a street for their own in that heavily Hispanic neighborhood, another councilman said, did the Council really want to honor musicians?

The legislative memo accompanying the street name measure identified James J. Frawley as a "Tammany district leader for the 17th Assembly District." The proposal to change the name of the circle, suggested by the city's Economic Development Administration, was introduced by Councilman Carter Burden (D-Manhattan).

### Frawley Died in 1926

The memo failed to note that Frawley was a popular Yorkville plasterer-turned-politician. He served in the State Senate from 1902 until 1914 and played a major role in a probe that resulted in the impeachment of New York Gov. William Sulzer in 1913.

Sulzer was removed from office for campaign contribution irregularities. Critics at that time

suggested it was Tammany Hall's way of taking care of Sulzer, who refused to do the bidding of Tammany tiger Charles F. Murphy, Frawley's close friend.

Frawley later served as Manhattan's public administrator from 1923 until 1926; and when he died that year at the age of 60, the Board of Aldermen, the predecessor of the Council, named the uptown intersection after him.

Frawley was regarded as the author of the state's boxing law and he later was associated with a construction firm that built the Manhattan and Queensboro Bridges.

### No Slight Was Intended

The memo with Burden's bill noted that "The Council has an unwritten rule that where a previous Council has named a street or park after some important personage of the day, the present Council will not change it, unless it can be shown that the name to be changed no longer has any significant or historic value."

Burden, who is not a member of the Parks Committee and was not at the City Hall meeting, said later that he intended no slight to Frawley's memory.

If that was how the bill was viewed by some, he added, he would propose another site to honor Latin musicians. Meanwhile, Committee Chairman Walter Ward (D-Queens) postponed consideration of the bill.

## New York's Cradle Of Latin Music

110th St. and Fifth Avenue was the cradle of Latin Music in New York City during the 1930's and 40's. Many of our Latin music greats made this spot their headquarters, and one of them, Noro Morales, went as far as titling one of his most famous songs after the location.

Carter Burden, City Councilman of the 4th District in Manhattan (which includes 110th St. & 5th Ave.), received letters from Latin New York writer, Max Salazar (published in Latin New York issue no. 9. An Open Letter to Carter Burden) outlining the importance of a tribute to our Latin music greats. Thus Mr. Burden introduced the bill to rename Frawley Circle (located at 110th St. & 5th Ave.) to Latin Musicians Circle.

The City's Council's Parks Committee was not receptive to the bill, which was to be expected, given the reputation the city government has seemingly gone to great pains to build as being unresponsive to the needs of Latinos in New York.

Instead of trying to find out

why our Latin musicians should be honored, what the historical importance of 110th St. and Fifth Avenue was, and what contributions had our musicians made to the world of music, Daily News reporter, Owen Fitzgerald chose instead to give us a history on Tammany politician, James J. Frawley.

We at Latin New York are not trying to demean Frawley's name. That is not our purpose. Our job is to document and expose our latin talent, and honor those that deserve honoring. No sane individual would argue that Tito Rodriguez, Noro Morales, Machito, Arsenio Rodriguez, Miguelito Valdes, Tito Puente, and Mario Bauza, among others, deserve a humble display of gratitude and respect. We must not allow the whims of politicians, out of touch with the realities of our community, to dictate what is the proper place for a tribute and what is not.

New York City is the most amazing city in the world! There are so many things going on that it's impossible to keep up with all

of them. Tributes have been made by the City government to literally hundreds of causes (ranging from changing the name of 6th Avenue to Avenue of the Americas), to officially declaring April "Jazz Month". Surely it can also pay tribute to the legendary giants of Latin Music. Latin New York urges its readers to write to:

THE HONORABLE WALTER WARD  
COMMITTEE CHAIRMAN ON PARKS AND RECREATION  
CITY HALL  
NEW YORK, N.Y. 10007

Let Mr. Ward know that you will support Councilman's Burden's bill, and that you want to know when the next hearing is scheduled. Let him know what a source of self-pride this tribute would be. We have a chance to do something to perpetuate the names and achievements of our musicians. We can do it together.

If we allow ourselves to be slapped in the face again... we deserve it!



Wife of Miguel Cruz, local resident, wounded in attack on Claridad, shows his blood-stained clothes.



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## VINIE BURROWS SHOW A HIT AT S.I.C.C.



Vinie Burrows in her one-woman show, "WALK TOGETHER CHILDREN", was presented at the S.I.C.C. Theatre, Staten Island Community College, on Sunday, May 5th as a presentation of the Kaleidoscope.

In an evening that was funny, moving and most of all gutsy, the vibrant Ms. Burrows ran the gamut from a courageous Sojourner Truth to Langston Hughes' racy Alberta K. Johnson to Brother Harlem Bedford Watts "telling Mr. Charlie where it's at." Described as "the Black journey from auction block to new nationtime" by the protean actress, Ms. Burrows used the words of ex-slaves, Blacks who have made history and a wide variety of other Black Americans lucky enough to have as spokesmen the likes of Paul Laurence Dunbar, Imamu Baraka, Robert Hayden, June Jordan, Don Lee and a dozen other enormously gifted Black writers. Ms. Burrows' totally

accurate and painfully honest portrayals in speech and song were complemented by multimedia slide projections in a visual environment that evoked joy, sorrow, frustration, hope and spiritual power. Ms. Burrows has toured

## Weekend On Racism

# We Look For Answers, But Come Up With Slogans, Rhetoric

Once again I find myself boarding a bus to leave the callousness of the city to experience a workshop on Racism. Leaving the S.I.C.C. campus Friday, March 29th in the snow, to ride a bus for six hours is not the best way to prepare for such a workshop, but it could not be helped.

While riding up to the World Fellowship Center, I took stock of the people on the bus. There were thirty altogether. The ethnic breakdown consisted of one-third White, one-third Black, and one-third Hispanic people. The conversation centered on what we, the group, expected upstate and, for myself, I wondered what I would gain from this weekend retreat.

Saturday morning we started on our group exercises. The facilitators for the two groups were a Ms. Nancy Mamis, White, a consultant for the Foundation for Change, and a Mr. Luther Seabrook, Black, a principal at I. S. 44 in Manhattan. My first observation was the absence of a group leader with Hispanic roots. I was not alone in this observation as my co-worker, Ms. Nancy Muniz, also pulled my coat. It was here, in my opinion, that the workshop showed one of its weaknesses. In the past, Whites have managed to alienate Third World People in cooperative ventures because of the lack of input on planning committees.

Racism was defined as "prejudice combined with power" during our first group discussion. It was quite obvious to me that power was in the hands of the racist, and we were playing our usual role of Third World victims.

During the Saturday sessions, the participants were asked to draw pictures of what Racism meant to each of us. One of the interesting things is that the Whites all drew pictures of Third World People being victimized by Racism, but they also included themselves as victims of the system's institutionalized Racism. The Third World participants always showed themselves as victims, but they showed willingness to accept help from whatever quarter it came.

This is the reality of the street where survival is the most important thing. The White participants needed to feel that they were being victimized by the system. This is what made the workshop session more like a communion of absolutism. Both the truth, as it has been so well stated in the past, is, "If you are not part of the solution, you are part of the problem."

Racism, as was pointed out constantly to the group by the facilitators, is a White problem, not a Third World problem. We may be prejudiced, but by definition we are not racist. The conveners of racist workshops are usually White, and the participation is usually disproportionately non-white. The question that many of the Third World participants constantly put forth to themselves was, "what are we doing here? What relevance does this workshop have for me and my everyday survival?" In the group discussions, one point was expressed constantly by the members of the group. We must get our own shit together before we deal with collaborating with the dominant culture. We have

more in common as non-whites in regards to our culture, socioeconomic position, and state of oppression. Yet we, as Third World People, do not define our problems and solutions similarly.

There is no dogmatic approach defined by Black people, Puerto Rican people, Chinese people, or anyone, that will erase Racism. Third World people stated, in the workshop sessions, that if we had absolute power we would be racist too, but maybe more humanistic in our dealings with whites because of our history, and if Whites want to eliminate racism in this society, they have the power to do so. We have to deal with our own problems in relating to each other as people who are victimized by the same control exercised in our communities.

Looking back on the history of the '60's, and coalitions which existed then, we find that there were too many sellouts by our White radical allies. The consequence of these actions was demonstrated in our Sunday workshops. By Sunday, the group was tired and began to lower

their mental guards, and express true gut feelings. Third World people once again told the Whites that they really don't trust their efforts to eliminate Racism. The Whites expressed their desire to help, but they were not sure of their willingness to give up the conveniences that power maintained for them. It was also in the Sunday session that many of the Whites began to force Third World participants to defend their feelings toward the White power structure. But it was pointed out by Mr. Seabrook and Mr. Nasaw that we are the victims, not the oppressors and as such, don't have to react defensively to their criticism of our prejudice. We are prejudiced by reaction rather than choice.

Whites are also convinced that to solve Racism we must accept their solutions. This concept generates from the inherent racism of the system which excludes Third World people from the decision making processes at all levels (in business, families, social and political institutions). I don't like Whites telling me what is good for Blacks. The Black experience is a Black experience. Can you check it?

With the culmination of the weekend, I asked myself what did I gain from the workshop. The answer was — a chance to lower the ten layers of shit between truth and projection. The participants were given a chance to intellectualize their shortcomings, handicaps, prejudices, emotions and power within the system. It gave people of different backgrounds a chance to relate to each other and fulfill certain psychological needs. It also offered a certain type of orgasm for those who thrive on solving the world's problems by subjecting others to their programmatic thrus in those areas. But as many of the Third World participants stated, "On Monday, we will all go about our everyday business on campus and maybe speak to each other".

The mood at the end of the weekend was indicative of the mood of our campus. We all look for answers to the problems of our society, and yet we only come

## NEA Backs Teacher Denied Promotion Because of Ancestry

WASHINGTON, D. C. — The National Education Association has asked the U. S. Civil Service Commission to reverse its stand in respect to a Japanese American teacher who asserts he was denied promotion to an administrative position in an American school in Japan because of his ancestry.

NEA has filed a friend-of-the-court brief with the commission's Board of Appeal and Review, asking it to reverse the findings of its complaint examiner. This official concluded there was no evidence of discrimination against Fred I. Nakagawa, a teacher in the Department of Defense's (DOD) Overseas Dependent Schools in Japan for nine years.

The brief urges the Civil Service Commission to grant Nakagawa a retroactive promotion and back pay, and suggests that the CSC take steps to prevent future racial discrimination in accordance with civil rights laws, Presidential orders, and its own regulations.

Nakagawa claims that his being denied an administrative position, and also admission to an administrative training program, were part of a general pattern of discrimination against Asian Americans in the school system. Less qualified persons — none Asian American — were chosen, he charges.

The teacher had taught for 13 years. He held a master's degree in education and had 12 additional college credit hours. Also, he had received satisfactory and outstanding ratings from his principals. His fluency in the Japanese language and familiarity with Japanese culture made him a valuable faculty member since 40 percent of the students in the DOD schools in Japan have at least one parent, the brief points out.

NEA is represented in Japan and many other countries around the world by an affiliate, the Overseas Education Association, which represents over 6,000 teachers. OEA's active members are teachers in the DOD's Overseas Dependent Schools.

The NEA has taken an increasingly active role in recent years in defending the rights of Asian American teachers and students, as well as other minorities. Samuel Ethridge, director of NEA's Teacher Rights program, reports that there are about 7,300 teachers of Oriental heritage in American schools and about 233,000 students.

The association, through its DuShane Emergency Fund, supported plaintiffs in a landmark U. S. Supreme Court case last year seeking to compel provision of English language compensatory education for non-English-speaking Chinese students. The plaintiffs, who were successful, represented 1,790 Chinese-speaking San Francisco children who required — but did not receive — assistance in learning English in order to benefit from required classroom programs.

NEA Representative Assembly supports the policy of providing "maximum educational opportunities for all children in their development to their fullest potential regardless of race, creed, color, sex or national origin."

In respect to nondiscrimination in employment, the association "believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, or demoted because of race, color, national origin, religious beliefs, political activities, professional association activity, age, or sex."

An Asian American Task Force and a Bilingual-Bicultural Task Force are among NEA units working toward those ends. For Further Information: Mel Hayes — (202) 833-4484 Betty Sinowitz — (202) 833-4135

up with slogans and rhetoric. The problems are old; the rhetoric, the programs, the solutions are the same. Each group blames the other for not solving the problem. The problem can be solved when each group learns to accept the definitions of the other, and when the power group stops using their power to reinforce their own doctrines, control, and Racism. The final example demonstrating this is the fact that no one in the Third World participants felt it necessary to convene the total group again on campus, but the White facilitators felt the necessity for the group to meet again. I wonder who will have their way, brothers and sisters? History will document the answer for us.

### Lopereno on Milner

## A Depressing Theory But Worth Reading

Expanded education or status inflation?

The Illusion of Equality. By Murray Milner, Jr. San Francisco, Jossey-Bass, Inc., 1972. 172 pp \$18.50.

"The past expansion of education has had no apparent effect on mobility, and consequently the degree of inequality and inequality of opportunity has remained roughly constant." This sentence appears on page 73 and is the lead sentence in Milner's conclusion of chapter 5. Though we have recently read articles attacking the sheer size of the multiversity and how, after a certain point, it becomes dysfunctional, this is the first time that a frontal attack is made on one of America's most cherished myths—education is the key to upward mobility. As the nation moves to that ideal of universal tertiary education, one must stop and wonder whether it will contribute to the ever-striving, overlive, achievement-oriented societal inflation which Milner depicts.

His main argument rests on proving that education is not the panacea that we have traditionally viewed it to be; more important, that education may even perpetuate the basic system of inequality in this country by holding forth false promises. His discriminating use of statistical studies and analysis thereof lend considerable weight to his argument. "The average (medium) number of years of schooling (for those 25 and over) was 8.1 in 1910 and increased steadily until in 1970 Americans averaged 12.2 years of schooling" (p. 70). Later, using other data, he concludes, "We need only note that the prevailing view is that the distribution of income has remained roughly constant since World War II." This statement directly challenges the belief that as educational level rises, so does that person's socioeconomic status. Milner contends that for low-SES groups this is not so. Although the absolute SES level may rise with more education, the relative position remains the same.

His central assumption lies in his belief of "status inflation." Milner states, "Briefly, I am arguing that equality of opportunity necessarily produces status insecurity; status insecurity encourages status seeking; and the three of them combine to produce status inflation." This argument is very similar to, and an expansion of, those made by William M. Birenbaum in *Overlive and Something for Everybody Is Not Enough*. This nation's constant search for material goods, its "keep up with the Joneses" syndrome, permeates the entire fabric of this society. It is the American society's version of the enzyme detergent. The problem is that the clothes get dirty again and must be washed over and over with the same detergent.

If one accepts status inflation as a fact and also corollary—that status inflation extends to education—then the conclusion is obvious: America is faced with the choice of perpetuating basic inequality and opportunity or working to produce true quality for all. This latter course would inevitably lead to a redistribution of income and wealth in this country. Many would argue that the only feasible way for this to occur is violent revolution. I believe there is one other way.

Load the top of the socioeconomic pyramid with Ph.D.'s in numbers so drastic that their sheer weight would render the top useless. The economy can easily absorb 1 million unemployed doctorates without too much strain, but what about 10 million? or more? There is also a point at which inflation of any kind can no longer be tolerated and the balloon bursts. Our function in the university is to accelerate the process of education so that in a not too distant future this may occur.

Interestingly, Milner states that the expansion of education has worked for the minorities in this country: "... in the realm of racial inequality, we are clearly committed—however tardily, reluctantly, and hypocritically—to move toward racial equality. However, we are not committed to a policy of reducing class inequality. In fact, such a goal is frequently considered 'socialistic,' 'Communitic,' un-

American, or worse. Instead, we continue to seek after an ambiguously defined concept of equality of opportunity and attempt to implement this elusive goal by further expansion of our educational system."

Milner's book is well worth reading. Unfortunately, it is not very pleasant reading, not only because of his highly depressing theory, but also because of his style, which constantly reminds the reader of his conclusions (he states them over and over again) and of his heavy use of data and his analysis of it. Although it is valuable reading, I doubt that it would have much appeal to a general audience. I would recommend it as required reading to faculty, administrators, and all college students, past and present.

—ERNESTO LOPERENO  
Assistant to the President  
Staten Island Community College

## Degradation

by Luis Gonzalez

They come to help—all they do is Rob  
They Build a factory to help—but all they do is Rob.  
They take a poor man's land for 15 Grands—after it's gone he starves—they kill  
They build to make more jobs—but they bring their own men. — they lie  
They make us citizens—but take away our pride—they insult us  
They treat our beautiful women like whores and dirt and expect us to smile—all we do is hate! hate! hate!  
They treat us worst than animals—then they call us animals  
They beat and kill us then—they label us trouble makers  
They sell us goods and overprice us—but yet they Call us thieves.  
We go to school to learn and nothing is taught—yet they call us stupid  
They say why don't we get a job—but won't hire us—yet they call us lazy  
They make laws and don't obey them—yet we are called criminals  
They do all this and more—yet we are said to be no good  
When will we have Freedom, Justice & Equality. When!

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## Project 75 Would Boost Minority Interest In Medical Careers

A project designed to intensify efforts to discover, develop and sustain interest in medicine among Black and other minority students at the college level. The pool of potential candidates is thought to be approximately 6 percent of all minority students enrolled in college. For various reasons, largely racial discrimination and other obstacles, most of these students in the past have abandoned interest by the end of college.

Thus, the concept of Project Seventy-five Centers was designed to provide central units to dispense information concerning careers in medicine to help the potential physician gain accurate information and adequate counseling. These activities should ensure the goal of 12 percent Black and other minorities in the nation's medical schools by 1975.

The project will be conducted by physicians, medical students, college students and lay persons with special interest in the health care field. They will be drawn primarily from the Black and other minority groups on the national, regional and local levels. Appropriate liaison will be developed and maintained with all organizations concerned with the problem of increasing minority representation in medicine. Primary leadership will come from the National Medical Association and its local affiliates around the country.

A variety of approaches will be used, but in each of them emphasis will be placed on establishing strong personal and group identification. Such identification is necessary to enable minority students to overcome the various well-defined obstacles that have, in the past, prohibited them from pursuing careers in medicine.

The project activity will be conducted nationally from a

central office in Chicago and three regional offices: Washington, D.C., Atlanta, Georgia, and Los Angeles. General information can also be obtained from local physicians and local chapters of the National Medical Association.

If you wish to become a doctor, we will help you become one. For further information contact The Project Seventy-five office in your region listed below.

It's very hard to explain things to people who never understand what I am going to say. But there are some who will do so and then I start crying.

I know, it's isn't concern to me. Give me or give them a conclusion of my idea. However they turn down before I do.


Very simple to hear someone saying not of do what really you want to do. They will always be screaming and yelling, if you will.

To say I want, sometimes is not the way it has to be. Whoever says it always get in trouble for nothing. Don't let them dissappear you.

Ciudad fria sin sentimientos, paraíso de esperanzas y futuros que alegres pasos los que te ansian. Que tristes lloran los que te tienen inmensa ube de masa humana, construcciones modernas y razas raras.

Luchan y viven por conservarte, pero lloran tristes por olvidarte. Ser robaste de sus mundos, para traerlos ha tu herido corazón. Muchos llegan por olvidar otros, han ansias de conquistarte. Ciudad fria e inmenso nonstruo, llevas contigo tu fe de triunfo, pero en el fondo tienes lastima de aquellos seres engañados. Que hasta ti llegaran sin comprender.

by Carmen V. Morales

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### Committee For The Puerto Rican Day Parade



FEDERICO PEREZ is president of Desfile Puertorriqueno, Inc., the Committee for the Puerto Rican Day Parade, of 1674 Broadway, Manhattan. Other officers include Vicente Velez, Andres Gonzalez, Angel Ramos, Roberto Napoleon, Delia Gavan, Carmen Diaz, Jose Serrano, Carmen Nales, Carman Matos, Silverio Guzman, Mildred Zapata, Felipe Fonollosa, Victor Suarez and Jimmy Horacio.

## Will Puerto Rico Survive? As Wages Go Up, Industry Turns To Machines Instead of People

Since the mid-1940's, observers have been charting the growth of the industrialization of Puerto Rico. Through Operation Bootstrap, beginning after the second World War and lasting up to the present. American industrial capital took hold of the island at great sacrifice to the Puerto Rican people, one million of whom were forced to migrate to the United States to look for work.

We see beginning in the '60's, as the industrial colony of Puerto Rico develops, another stage taking place—the construction and implementation of "heavy" industry. This is the construction of the massive refineries and petrochemical complexes, of which the superport complex is the latest development.

These industries require little worker-power, something which the Puerto Rico Economic Development Administration spells out very clearly in its document "Toward an Industrial Policy for the 1980's". They indicate that with rising labor organization it is more difficult to keep wages at the low levels (which have previously benefited American industry so well) and therefore productivity must be increased—through the introduction of heavy machinery. What does this mean to the island of Puerto Rico? It means increasing unemployment and therefore increasing migration. And it means the introduction of highly polluting and contaminating industry—introduced not for the benefit of the indigenous population, but instead for the aggrandizement of the profits of U.S. corporations. As a result, the health, safety, and development of the people or the land of Puerto Rico is not on the list of priorities. nor is, the final analysis, their very survival.

The following sections of an article called "Life and Environment of Puerto Ricans in the Danger" appearing in the

February 4, 1973 issue of the Puerto Rican newspaper Claridad lists some of the effects of heavy industry on the island. Below are a selection from news items which have been reported in Claridad during 1973 alone.

"Today, while you are reading this article, refuse is being dumped in the air, water, land, and coast of our island, which include: noxious gases, heavy metals, particulate matter, hydrocarbons, acids, dyes, pesticides, antibiotics. . . Most of them are capable of inducing cancer in humans; others can produce genetic damage. Already traces of these dangerous elements have been found in the fat tissues of Puerto Ricans. Many of these elements pose terrifying threats to the health of Puerto Ricans and their children. Malformation of the next generation is a frightening possibility if Puerto Ricans are exposed to too many of these dangerous elements. . .

But this is not the whole story. Nowadays, day by day, oil tankers of up to 100,000 tons go in and out of the harbors. They pose a permanent threat of an accident, spilling thousands of tons of oil over our bays and coasts. There are serious problems related to garbage disposal in each and every one of the municipalities of the island. Deforestation, thermal contamination, felling of mangroves, and an urban growth spreading all over the best rural areas, are increasingly apparent. . . There is an uncontrolled removal of sands in rivers and beaches; rivers are losing their capacity to erode vertically, which affects the sand supplies they provide to the beaches. Scores of wells have opened in order for the big enterprises to inject potent poisons into the deepest parts of the earth. Free and uncontrolled extractions of drinking water and the contamination of other reservoirs is allowed in the 1960's, there were numerous

leaks of radioactivity from the Bonus experimental atomic reactor in Rincon. . ."

February 15: Six workers at PPG were overcome by fumes from chlorine gas following a small explosion in their workplace. One of the workers spends 9 days in the hospital after the company doctor pronounces him fit to return to work.

March 17: A gigantic oil spill off the southwest coast of the island from a Mobil Oil tanker affected an area which provides 60 percent of all fish and seafood consumed in Puerto Rico. The colonial government estimates that damage done to fishermen's equipment alone at \$20 million. Incalculable damage has been done to the environment.

April 1: Farmers in western Puerto Rico, particularly in Barrio Palmgrejo de Lajas, are discovering that their pineapple crops are ripening and rotting prematurely, shortly after being planted. Investigation by Dr. Marco A. Tio of the Experimental Station of Rio Piedras linked the damage to fumes from a new petrochemical industry called Puerto Rico Olefins, operating in Guayanilla.

April 1: Studies by a church group called the Mision Industrial with the help of the Antituberculosis Association, the Puerto Rican Health Union, and the Center of Clinical Investigation of the School of Medicine have confirmed a high level of lung diseases such as asthma and bronchitis in the population of Guayanilla. A similar group was tested in Playa Cortada, an area which has the same characteristics as Guayanilla but is not situated near petrochemical plants, and no lung problems were found. The investigating committee placed the blame for the endangerment of the health of the population of Guayanilla on the petrochemical industries in the south of the island which are allowed by the government to have environmental standards which produce contaminants at intolerable levels.

May 13: More than 200 people of Juncos in central Puerto Rico were partially or totally incapacitated due to mercury poisoning caused by the thermometer factory of Becton, Dickinson and Co. Most of the victims were women workers of the factory.

## Puerto Rican

PUERTO RICAN

by Luis Gonzalez

My arms are Puerto Rican—to fight for our freedom!  
My legs are Puerto Rican—to stand up and be counted with mass.  
My mouth is Puerto Rican—to speak of evils, present and past done.  
My eyes are Puerto Rican—to see all injustice that is being committed.

My ears are Puerto Rican—to hear the deeds that my brothers have done  
My heart is Puerto Rican—to feel the hurt that my people feel.  
My mind is Puerto Rican—to remember and not forget all the injustice done to us and to think of ways to get even.  
I AM PUERTO RICAN!—another shade of Black!

## Puerto Rico Jobs Listed By USDA

TO: Addressees  
FROM: Phillip L. Garcia  
SUBJECT: Jobs

The Food and Nutrition Service of the United States Department of Agriculture has identified about thirty positions for which it would prefer to hire BORICUAS. The information is sent to you for dissemination. The jobs are as follows:

1. Approximately 20 positions, Food Program Specialists, GS 5 (starts at \$8055 per annum), GS 7 (\$9969 per annum), GS 9 (\$12,167). These positions are for persons who will monitor the food stamp program in Puerto Rico. This will involve determining eligibility, monitoring of banks which sell the stamps and stores which redeem them, as well as the state employment service which determines eligibility. Persons should have driver's license and a degree in social sciences, sociology, business administration or social work. Experience in social services to the community will also be helpful. Positions in Puerto Rico usually also pay an overseas differential.
2. Three positions, Officers-in-Charge, GS 11 (starts at \$14,671). Supervise the above 20 Food Program Specialists. These positions are also in Puerto Rico and should also include the overseas differential.
3. Approximately 5 secretarial positions for the above Food Stamp Program in Puerto Rico GS 3 (starts at \$6408) and GS 4 (starts at \$7198).
4. Three Food Program Specialists GS5 in central New Jersey area. Potential for promotion to GS 9 (currently starts at \$12,167) within two years.

Persons interested in any of the above positions should send a completed Standard Form 171 (available at all U.S. Civil Service and Post Offices) as well as their civil service rating to

Mr. Adelino Sanchez  
Food and Nutrition Service  
U.S. Department of Agriculture  
Washington, D.C.  
Phone: 202-447-5721

Persons interested in any of the above positions should send a completed Standard Form 171 (available at all U.S. Civil Service and Post Offices) as well as their civil service rating to

Mr. Adelino Sanchez  
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Washington, D.C.  
Phone: 202-447-5721

Persons interested in any of the above positions should send a completed Standard Form 171 (available at all U.S. Civil Service and Post Offices) as well as their civil service rating to

## LETTERS FROM THE EDITOR

Ms. Nancy C.,

I personally would like to thank you for your very moving letter, and we are pleased to hear that our work was to your liking.

We would at this moment like to ask you and all our readers to continue on writing. Keeping us on our toes.

Sincerely,  
Chief Ed  
Carrero A.P.

Editor's Note:

Many of you readers may be asking yourselves, why if they are so limited? But you don't ask yourself. Why am I so limited? Where am I? But most of all Who am I?

Come on down to Staten Island Community College's Puerto Rican Organization. Our offices are in the "C" building on the campus, room C-128.

Check it out! Find out what we have to offer to you, and let us receive from you. For in any and all organizations there's a give and take process, in order for it to work.

Carrero A.P.  
Chief Ed.

# Una Noche Sabrosa: Poetry Mixed With Puerto Rican Nationalism At Festival

by TONY CARRION

Add a pound of Puerto Rican poetry, a pound of Puerto Rican nationalism; mix well with a pinch of provocative poets and performers, let it cook for about an hour; and you've got the recipe for una noche sabrosa. That would be about the best way to describe the Festival of Puerto Rican Poetry which took place at the Ethical Culture Society (64th St. and Central Park West) on Thurs. Feb. 21. The event sponsored by the Puerto Rican Decolonization Committee in an attempt to raise money, was attended by some 75 people. The promiscuity of the audience attested to the interest of Ricans and non-Ricans in acknowledging

Puerto Rican poetry as a universal art form, and also as an outpost of revolutionary fervor. The success of the show rested on the conveyance of these two ideas, and subsequently, this show proved to be successful. This brings us to the next question: who was there? Lucius Walker, Ann Waldman, Angel Luis Mendez, Estrella Artau, Pedro Pietri, Jose Angel Figueroa — names who I'm sure many are acquainted with, were the people who made the words of such nationalists as Luis Pales Matos, Julia DeBurgos, Hugo Margenat and others transcend the printed page. Along with the vibrant and moving protest rhythms of El Grupo and Pedro Pietri doing Pedro Pietri, anything short of an enjoyable

evening would seem unlikely. So much for who was there; now here's a little of what went on. The program was divided into two half-hour segments, and as one might suspect, it started about 35 to 40 minutes late. To mention some of the highlights of the evening (as it would be both futile as well as a pain in the ass to describe everything) there were two beautiful and moving guitar renditions done by Estrella Artau and El Grupo. Julia DeBurgos' Ochenta Mil as sung by Estrella Artau, reflects the revolutionary spirit of 80,000 strong Boricueños; a theme which Estrella treats extremely well. The quality and strength of her voice is enough to convey the sense of courage inherent in the work. Montana is a powerful

protest song which starts out very mild and continues driving and driving until the rhythm catches you off guard. Written by Francisco Matos Paoli, when it is performed by El Grup, Montana Mia becomes more than a poem; it becomes a chant dedicated to the revolutionary spirit. Another high point of the evening, the reading of a letter written by Puerto Rican Nationalist Prisoner Rafael Cancel Miranda, expressed the thoughts and hardships of a man dedicated to his cause. By putting emphasis where necessary, Angel Luis Mendez marked his reading as effectual and provocative. When the name Pedro Pietri was heard, a sudden murmur generated through the audience. In any recital where I've heard

Pedro, he's usually been the highlight of the show, and once again, he took his place among the outstanding artists in the show. The poet's root as some call him (even his name has a taste of alliteration) brought laughter to the audience in his reading of the poem "Cigarette Smoking is Hazardous to Your Health". This seemed to break the ice and give a suitable introduction for Pedro, and from here, Pedro memorized the audience with his poem "Puerto Rican Obituary". In his own inimitable style, Pedro describes life in the Puerto Rican community and offers us pride and hope as ammunition for living in this country. The singing of the Puerto Rican National Anthem added the final touch to the evening.

# LATIN CITIZENS ARE TARGET OF GOVERNMENT HARASSMENT IN U.S.

NEW YORK — Everyday thousands of U.S. workers are either being deported mistakenly or harassed by U.S. Immigration and Deportation officials from coast to coast. The government contends that they are searching for foreign workers illegally in the country, claiming that such workers "upset the economy," on its already recession-ridden economic foundations. The foreign workers, in the main, Mexicans, South Americans and people from the Caribbean, are the targets of the government's immigration abuses. And in the Immigration department's rake of racist and national chauvinist inflections, Chicanos and other citizens have not been exempt from the department's dragnet searches and arrests. Many citizens, native and naturalized, have been deported illegally without hearings or concessions of injustices admitted by authorities. The dragnet arrests have been known to detain as many as 600

persons. Families of the arrested are separated and many workers have lost their jobs due to illegal confinement. The government's widest regulatory action against the foreign workers in the Rodino-Kennedy Bill, HR 16188, which originated in the House Judiciary Sub-committee on Immigration and passed the House Sept. 12, 1972. A similar bill has been written and submitted by Sen. Edward (Teddy) Kennedy (D-Mass) in the Senate. The Rodino-Kennedy Bill proposes to revise the Immigration and Nationality act. The bill would declare that any employer or employment agency hiring an "illegal alien" commits a crime punishable by fines and imprisonment or both. But legal loop-holes, including a two year "cleansing" period for the employer, releases him from responsibility but the "illegal alien" receives the full brunt of the law. The bill provides a racist

smokescreen to employers who would refuse Spanish-speaking and Caribbean workers employment on the grounds that he cannot be certain if their papers are legitimate. The bill would not only affect the nearly 20 million workers in this category but it will affect the labor movement and the country as a whole. These workers unable to obtain employment, will be forced to

work in sub-minimal employment and will be used as a wedge between the organizing activities of unorganized workers to a great extent and work under the most despicable conditions. The National Alliance has joined the fight against the Rodino-Kennedy Bill with the La Raza Unida Party, Casa Hermandad and the Coalicion de Latino-Americanos por la Liberacion de Latino America

(CLAN). The Alliance recommends that persons harassed by the Immigration department contact the organizations; Casa - 2673 West Pico Blvd., Los Angeles, Calif., 90013; 213-625-2169 La Raza Unida Party - 1859 South Troop Street, Chicago, Ill., 60608, 312-733-9472 and 226-4646; and CLAN - 37-63 82nd Street, Jackson Heights, New York, 11373.

# Vietnam Vets Are Tired Of Being Forgotten

Vietnam era veterans are the forgotten veterans. We are tired of this. It is our intention not to let the American Government dismiss us so easily. WWII vets were greeted upon their return with the "GI Bill of Rights". Vietnam vets were greeted with indifference and hostility. Therefore, we have taken it upon ourselves to draw up our own "Bill of Rights" with the hope that the people of this country will demand that it become a reality. It is the least that we deserve.

that was made available to WWII vets. 8. The right to a responsive Veterans Administration. The VA has become a monolithic bureaucracy and has never been concerned with Vietnam Veterans. We feel that a committee of Vietnam veterans,

working within the VA, would be more responsive to our needs. These demands are reasonable. The Vietnam veteran didn't ask if it was inflationary when he went to fight the war. He simply served his country. It is about time that his country started serving him.

## VIETNAM VETERAN BILL OF RIGHTS

1. The right of all wounded and disabled veterans to first rate medical and therapeutic attention, no matter what the cost.
2. The right to work. Thousands of jobs were found or created for the WWII vet. Nothing at all has been done for the veteran of Vietnam. We are, for the most part, unemployed.
3. The right to an education. Tuition, fees and books were paid for by the government after WWII. Those veterans also received \$75 a month for living expenses. The Vietnam veteran is expected to pay for tuition fees, books, rent, food, clothing etc. on \$220 a month.
4. The right to an on the job, training program with benefits similar to those given for educational purposes.
5. The right to effective counselling for vets with readjustment problems. (Bad discharges, drug or alcohol dependence)
6. The right to apply for small business loans under the same program that was made available to WWII vets.
7. The right to low cost GI Insurance under the same program

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NOTICIAS LATINAS with Tony Carrion: Fri. 11:30 - 12:00

To the President of the United States:

WHEREAS in 1973, the General Assembly of the United Nations reaffirmed the "inalienable right to independence and self-determination of the Puerto Rican people," and requested the government of the United States to refrain from taking any measures which would "obstruct the full and free exercise by the people of their inalienable right to self-determination and in particular to prevent any violation of these rights by corporate bodies under its jurisdiction;"

WHEREAS the Superport, oil-refining, and petrochemical complex proposed for construction in Puerto Rico would cause serious and irreparable damage to the land, air, and waters of the island, as recognized by the states of New Jersey and Delaware in rejecting the complex on their shores;

WHEREAS this complex would not solve the problem of the high rate of unemployment in Puerto Rico, would create unemployment by destroying the existing agriculture and fishing industries, and would force thousands of Puerto Ricans to migrate from their homeland to the United States;

WHEREAS the construction of this complex would cripple Puerto Rico's ability to develop an independent, diversified economy and result in the further control of the Puerto Rican economy by U.S. corporations, and the further entrenchment of U.S. colonialism in Puerto Rico in violation of the U.N. resolution;

THEREFORE we the undersigned demand that you, as Chief Executive of the United States insure that U.S. multinational oil companies not be permitted to violate the rights of the Puerto Rican people or the resolution of the U.N. General Assembly by proceeding in any way with the construction of the superport, oil-refining and petrochemical complex on Puerto Rico.

Name \_\_\_\_\_ Address (please write clearly) \_\_\_\_\_

Please mail to: Committee for Puerto Rican Decolonization (CPRD), P.O. Box 1240 Peter Stuyvesant Station, New York, N.Y. 10009



NUEVA YORK. El concejal Ramon S. Velez (izq.), de Hormigueros, Puerto Rico, toma el juramento de rigor a la nueva directiva del Club Social Aguadeno, nc. Velez se ha destacado por ayudar a los puertorriqueños y otros grupos minoritarios del Sur del Bronx. (Foto Cortesia del Proyecto Puertorriqueño).

# Hot Line To Help: How The Idea Is Growing

BY BEN GALLOB  
(Copyright 1974, Jewish Telegraphic Agency, Inc.)

Telephone hotlines, offering troubled people of almost every age and situation quick access to a variety of forms of help, have become a significant phase of aid provided by agencies of the Federation of Jewish Philanthropies of New York and more are being planned, according to a Federation report.

Noting that as many as 750 crisis-call telephone numbers were listed recently in a National Hotline Directory, a Federation spokesman cited use of the technique in a number of Federation affiliates. One is the Sunshine Line for troubled youth maintained at the Mid-Westchester YM+YWHA in suburban New York Scarsdale, now in its third year; another is the hotline of the Jewish Board of Guardians' Midwood Adolescent Project in Brooklyn; and CALL (Community Action Listening Line) established in 1971 by the Jewish Family Service of New York at Co-op City in the Bronx.

Because they can be set up with minimal financial outlays through use of volunteers, the hotlines emerged as a kind of instant therapy technique that could and did help young people in crisis situations, Federation officials said. They have since become a basic service technique in social work agencies where training of telephone volunteers has become a routine program. Long Island Jewish-Hillside Medical Center, another

Federation affiliate, has submitted a hotline proposal to the Nassau County Medical Services which has applied to the National Institutes of Mental Health for funds. When these become available, the medical center will train volunteers. The hotline program will be administered by the medical center for the County Medical Services and the County's drug and alcohol addiction units, which receive daily referrals from crisis-call lines. Plans call for development of a 24-hour team of medical personnel to respond to any hotline call for medical help in the county. The Federation spokesman said the medical center hoped to start the volunteer training program this month.

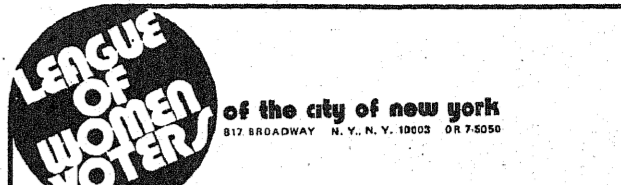
In Brooklyn, young people or their parents can dial a number Monday through Friday from 9 a.m. to midnight and from 3 p.m. to midnight on weekends to contact the Midwood Adolescent Project where young volunteers attend weekly training sessions on methods of handling such telephoned appeals. The spokesman said that like other hotline agencies, MAP reports a trend away from drugs and toward questions on venereal disease and abortion, as well as a growing number of calls from depressed and alienated adolescents who need to talk out their troubles.

Initially, the Scarsdale Sunshine Line functioned as a community message center, manned by 26 volunteers and backed up with a walk-in center

where social workers and psychiatrists were on call. Originally funded entirely by the Mid-Westchester Y, the Sunshine Line is still housed in the Y-building. Operating and staff expenses are furnished through the state-funded Community Mental Health Board of New Rochelle. To date, it has served more than 3200 persons of all ages, from a 13-year-old runaway to an 80-year-old great-grandmother in need of companionship.

CALL was an outgrowth of the Co-op City Drug Committee and, at first, a crisis line for aid to addicts. In the sprawling cooperative with its 40,000 Jewish families, CALL is professionally staffed by two social workers and 25 volunteers. Most of the calls are from young adults with marital and domestic problems, the spokesman said.

A relatively new out-reach program, the Telephone Reassurance Program for the Elderly was started by the Educational Alliance in May, 1973, to reassure and offer help to homebound and lonely elderly residents. Its goal is to reach from 80 to 100 such isolated residents. It is directed by a professional worker aided by students from the Adelphi social work school. Senior adults initiate the calls to alert elderly residents to help in shopping, escort service and other assistance available through Project EZRA, a joint program of JACY and the Alliance.



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BURN	DO	DON'T
First Degree (redness, mild swelling and pain)	*Apply cold water and/or dry sterile dressing or additional commercial or home medication.	*Apply butter, oleo-margarine, etc.
Second Degree (deeper and blisters develop)	*Immerse in cold water, blot dry with sterile cloth, and apply dry, sterile cloth for protection. *Treat for shock. *Obtain medical attention if severe.	*Break blisters. *Remove shreds of tissue. *Use antiseptic preparation, ointment, spray, or home remedy on severe burn.
Third Degree (deeper destruction, skin layers destroyed)	*Cover with sterile cloth to protect. *Treat for shock. *Watch for breathing difficulty. *Obtain medical attention quickly.	*Remove charred clothing that is stuck to burn. *Apply ice. *Use home medication.
Chemical burn	*Remove by flushing with large quantities of water for at least five minutes. *After flushing eye apply sterile pad for protection. *Obtain medical attention.	

# STRENGTHEN YOUR BONES WITH ACTIVITY

Extended inactivity allows bones of the human body to weaken, according to doctors at the University of West Virginia. Testing the long-range effects of immobilization on astronauts, the researchers discovered that inactivity upsets the balanced rate at which bone cells are constantly being formed and destroyed. Dr. Hugh A. Lindsay of the University's Medical Center reported, "When a person isn't working and moving about for a prolonged time, his bones aren't subjected to normal stresses. That upsets the normal mineral balance and weakens the bones." This research indicates the ever increasing need for exercise among the less active or sedentary.

**BOYCOTT Gallo**

Gallo, Boone's Farm, Spanada, Ytolla, Ripple, Andra, Red Mountain, Modesto, California. Also, any wine which says "Modesto, California" on the label. Gallo does not appear on all labels. Gallo is the only wine company with headquarters in Modesto.

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Winemaster's Guild, Old San Francisco, Parrot V. S., Director's Choice, Roma Reserve, Mendocino, Famiglia, C. Y. C., Virginia Dare, C. Y. C., La Mesa, Ocean Spray Cranberry Juice, Vin Clogg (Parrot & Co.), Ciltion.

**Francia**

Table, Vermouth, Private Labels, Spangola, California. Also, any wine which says "made and bottled in Rippon, California." All French products have #93364 on the label.

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**SUPPORT THE FARMWORKERS**

# Consumer Help Center : How It Functions

The Consumer Help Center is being operated jointly by WNET, Channel 13, in New York City and the New York University School of Law. The operation has been patterned after the successful George Washington University School of Law Consumer Project, in operation since 1970, and has been endorsed in New York State by the Regional Director of the Federal Trade Commission, The Office of Consumer Affairs, The Consumer Protection Council and in New Jersey by the State Consumer Protection Board, the Department of Law and Safety, The Consumers League, and many others.

The purpose of the Center is two-fold:

1. immediate relief for an aggrieved consumer who, in response to our announcement of this new consumer service, phones the station with a complaint and has it handled or routed to the proper authority by one of our trained interviewers.
2. Long-range consumer education programs. It is expected that the day-to-day problems handled by the interviewer will uncover occasional problem "pockets" resistant to one-to-one cures and requiring more extensive consumer education. These problem areas uncovered by the phone interviewer will be thoroughly researched by the law student interviewer and will become the subjects for a series of broadcasts produced and aired by Channel 13.

The phone interviewers will staff the switchboards of the Help Center and will be responsible for the following:

1. INTAKE: Complaints will be received by phone at the specially designed Help Center at Channel 13 headquarters, at 304 West 58th Street. Each received complaint must be noted thoroughly and categorized by the interviewer. Complaints may be categorized in one of two ways:

I) immediately resolvable - using the manual provided by the Center, the volunteer will be expected to decide if the consumer, given a proper referral, will be able to handle the problem himself. If yes, then the problem will be categorized as immediately resolvable and the volunteer will consult the appropriate referral manual to direct the consumer to the person or agency who will be able to provide help most quickly and directly.

II) not immediately resolvable - where a problem is not a Category I problem, the interviewer will be required to obtain all the relevant information and to make an appointment to call the aggrieved consumer back when a proper method for helping has been established. Category II situations are expected to occur in about 40 per cent of all cases and to be a function of language difficulties, misunderstandings, and more complex problems.

Staffing the Intake phones is an arduous task and no volunteer is expected to withstand the pressure for more than 1 1/2 to 2 hours in any given day.

**2. INVESTIGATION, CLARIFICATION & NEGOTIATION**

a) Investigation - This is the follow-up by an interviewer of a referral provided to an aggrieved consumer which, according to the consumer (at the time of follow-up) has not provided any relief. Although the purpose of the center is in part to encourage "self-help" by directing the consumer to the proper person to whom to complain, a secondary purpose is actually to provide assistance, where, for any reason, the consumer has been unable to obtain relief.

b) Clarification - Sometimes the problem between a merchant and a consumer is a semantic one. It will be the interviewer's responsibility to help the "adversaries" in these instances to

better communicate with each other in order that they may resolve their conflict.

c) Negotiation - where practical, interviewers under close professional legal supervision will be encouraged to mediate between the consumer and the merchant to help the parties effect a fair and equitable solution.

We emphasize that these activities will be carefully monitored and supervised by trained, experienced legal personnel.

### 3. FOLLOW-UP

Each original complaint will be followed up and reported upon by the interviewer taking the first call.

### 4. ANALYSIS

As a continuing part of their duties, interviewers will be requested to analyze the complaints handled by them and to categorize the manner in which the complaints were handled. In addition, it will be helpful to the center if each interviewer prepares a critique of the Center's operation, including suggestions for the improvement of the service to the community.



Verdad que es Una Guerra la Pobreza

# Cultura Puertorriqueña

## Compositores

La música, como la poesía, siempre ha sido una de las expresiones más importantes de la cultura de un pueblo. Muy a menudo los grandes compositores dan a conocer al mundo a una ciudad o región a través de sus composiciones.

Los Bosques de Viena y el Río Danubio, por ejemplo, son bien conocidos en todo el universo, porque hubo un compositor austríaco, Johann Strauss, que creó dos valses inspirados por esos dos bellos lugares.

De la misma manera, el jazz se extendió por los Estados Unidos al resto del mundo.

Los ritmos folklóricos puertorriqueños son una fusión de elementos españoles, indio y afro-caribe. Otras formas diferentes incluyen "décimas" y "coplas", que mayormente son cantadas en la parte montañosa de la isla; la "plena" y la "bomba", que son típicas de las ciudades costeras, y los "aguinaldos navideños" que son interpretados en toda la isla en la época de Navidad.

Pero hay otra modalidad en la música puertorriqueña desarrollada en el siglo 19, probablemente entre la aristocracia en Ponce. Se llama "danza", y revela el carácter romántico, pasional y sentimental del boricua.

Aurelio Dueño y Francisco Santalla, son los primeros compositores de danzas conocidas. Empero, dos de los compositores de danzas más famosos en la historia de nuestra música son Manuel G. Tavarez y Juan Morell Campos, cuyas danzas incontables fueron escritas para ser tocadas por una orquesta completa.

Este tipo de composición musical fue destinado al baile social. Después de unos cuantos años, la "danza" fue adoptada por el pueblo. En el Siglo XX los compositores más prominentes de las "danzas" son Angel Mislan, Simón Madera y Braulio Dueño.

La música popular contemporánea tiene entre sus grandes representantes en Puerto Rico compositores del calibre de Rafael Hernández, Bobby Capó y Noel Estrada.

Sus melodías son bien conocidas no sólo en América sino también en Europa. Hernández, autor de canciones tan conocidas como "Cachita" y "Lamento Borincano", es hoy por hoy el mejor conocido fuera de Puerto Rico.

Durante los últimos años, ha florecido un gran interés por la música clásica en la isla.

La presencia de Pablo Casals, el solista mundialmente conocido que ha estado organizando su famoso festival anual en Puerto Rico, ha atraído a la isla los músicos contemporáneos más famosos del globo.

## Pedro L. Torres

## Pintura

Francisco Oller, un puertorriqueño, logró fama en Francia como el primer boricua en adoptar las técnicas del Impresionismo. "El Velorio", su pieza maestra, se halla en exhibición permanente en el Museo de la Universidad de Puerto Rico. Otra de sus famosas pinturas, "El Estudiante", es exhibida en el "Louvre" de París.

Pero Oller no fue el primer pintor puertorriqueño. Antes de él hubo varios artistas bien conocidos, entre ellos: Miguel y José Campeche. Ellos vivieron en el siglo 18. José, cuya fama se extendió más allá de la isla, abrió una escuela de arte donde muchos jóvenes de talento tuvieron la oportunidad de estudiar pintura. Hoy, sus obras se exhiben en Venezuela y España y son ambientalmente aclamadas por los críticos.

La siguiente generación de pintores importantes apareció de 1930 a 1940. Entre ellos Miguel Pou, Ramón Frade y Oscar Colón Delgado. Estos fueron los mentores de la presente generación de pintores. Hay hoy un renacimiento artístico en Puerto Rico. Muchas casas bonitas del Viejo San Juan han sido remodeladas y transformadas en galerías de arte, donde la generación de pintores contemporáneos que han estudiado en Europa, los Estados Unidos y México, exhiben y venden sus trabajos.

Se esperan grandes cosas de esta nueva generación que tiene entre ellas a pintores tales como Augusto Marín, Rosado del Valle, Rafael Tullio, Carlos Raquel Rivera, José Alicia, Lorenzo Omar, Olga Albizu, Luis Hernández Cruz, Rafael Ferrer, Julio Micheli, Rafael Villamil y Edgardo Franceschi. Sus obras se encuentran hoy en muchas colecciones americanas, y por supuesto, cerca de los grandes maestros en el "Nuevo Museo de Ponce", Puerto Rico, diseñado por Edward Durrell Stone.

### INSTRUMENTOS MUSICALES

Los instrumentos típicos de música de Puerto Rico reflejan la influencia de diferentes grupos étnicos y radican que existieron en la Isla durante la colonización española.

El "güiro" y las "maracas" proceden de los indios taínos que poblaban la Isla cuando llegaron los conquistadores españoles. El "cuatro" y el "triple" son variaciones de los instrumentos de cuerda llevados por los españoles, tales como la guitarra. Los tambores y "marimbolas" representan la influencia negra afro-antillana.

Para fabricar estos instrumentos, los puertorriqueños usaron los frutos de algunos árboles como la "higuera" y el "marinbo." También usaron el tronco y la corteza de otros árboles.

Un "güiro" es fabricado tallando la cáscara de un fruto largo de la familia del pepino y haciéndole estrías paralelas en su superficie. El instrumento se toca con un alambre fino. El sonido rítmico y ronco que produce, marca el momento de comenzar a bailar.

La "maraca" es hecha del fruto de la "higuera". Debe ser redonda y pequeña. Después de sacar la pulpa de la fruta por dos hoyos hechos en la superficie, se le introducen piedrecitas. Luego se le ajusta una asa a la concha seca.

El "triple" es una guitarra pequeña, pero puede tener de una a cinco cuerdas. Es hecha de un trozo de madera. Sus sonidos son mas agudos y altos que los de la guitarra.

El "cuatro" es del mismo tamaño que el "triple", construido con forma de jarrón con boca estrecha. Tiene cinco cuerdas (dos pares y una impar).

A ningún régimen colonial conviene que el pueblo se eduque. Las tiranías florecen donde la ignorancia es ley. Tal es el caso del imperio español en Puerto Rico. La imprenta será utilizada principalmente para publicaciones oficiales obras consideradas no peligrosas para la paz colonial española entonces. La censura frena el desarrollo de la literatura boricua en parte durante el Siglo 19, y obliga a nuestros literatos a publicar en el extranjero, bajo pseudónimos en periódicos locales, y obras sin contenido político. La valentía de muchos escritores es castigada con cárcel o destierro por las autoridades españolas. No empecé las dificultades, la isla nos dá una serie de autores de valía, continuadores de la obra de Alonso; unos románticos, otros de tendencia revolucionaria o pasiva. A continuación mencionaremos algunos literatos que se destacaron durante el Siglo XIX.

**Pachín Marín (1863-1897)** Nació en Arecibo y murió por la independencia de Cuba en el campo de batalla. Fue un poeta romántico comprometido con la causa libertaria antillana. Publicó los siguientes libros de poesía: *Flores Nacientes* (1884), *Mi Obolo* (1887), *Emilia* (1890), y *En la Arena* (1898)—libro póstumo. Fue además un brillante periodista perseguido y desterrado por sus ideas autonomistas e independentistas. Su periódico *El Postillón* (1887) fugió al gobierno español fuertemente durante su existencia. **Pachín Marín** es considerado por los jóvenes poetas de la generación actual en Puerto Rico como uno de sus mas ilustres precursores.

**José Gautier Benítez (1851-1880)** Poeta romántico nacido en Caguas y fallecido muy joven en San Juan. Contrario a Pachín Marín su obra es conformista y está divorciada de la lucha política anticolonial. Su poesía está influenciada por Gustavo Adolfo Bécquer, el gran poeta español. Su obra es publicada póstumamente, aunque algunos de sus trabajos en prosa habían sido publicados en los periódicos, entre ellas *Don Severo Cantalero* y *Don Simplicio*. La tendencia gautieriana ha de influenciar numerosos poetas de corto alcance lírico.

**Lola Rodríguez de Vía (1843-1924)** Sangermeña de nacimiento, patriota firme, revolucionaria insornable perseguida por sus actividades independentistas. Esta ilustre poetisa es muy recordada en la isla por haber creado una letra revolucionaria para una canción de amor de Eugenio Astol. Se trata de *La Borinqueña*, versión en la actualidad usada por los grupos independentistas de Puerto Rico como auténtico himno nacional. Se asegura que ésta versión acompañó a los revolucionarios de *Lares* en 1868 en su gesta patriótica. Entre sus obras se encuentran: *Mis Cantares (1876)*, *Claros y Nieblas (1885)*, *Mi Libro de Cuba (1893)*, y *Poesías de Niños* (inédito). Su figura ha de ser recordada por siempre por todos los puertorriqueños.

# Los Indios

Cuando Puerto Rico fue descubierta, estaba habitado por los indios Taínos. Eran mas agricultores que cazadores. Estas gentes tenían piel cobriza y cabello lacio bien negro. Procedían de la Región del Valle del Orinoco en América del Sur y de otras islas del Caribe. Vivían en pequeñas villas cerca de la costa y alrededor de los bancos de los ríos.

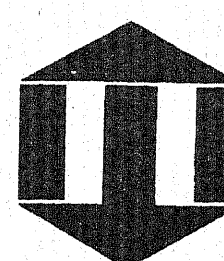
Los indios eran políglotas. Sus principales dioses eran en brillantes colores, principalmente rojo y azul. Preparaban la pintura de la savia de las plantas y de los minerales que hallaban en los ríos. También usaban un tocado hecho de plumas multicolores, que tomaban de diferentes aves que vivían en la isla. Hacían sus collares de piedras, dientes de animales y conchas. El cacique, o jefe indio, usaba una gran medalla de oro llamada "guanín", símbolo de su poder como gobernante.

Los indios eran políglotas. Sus principales dioses eran Yúkyú, símbolo de la bondad y Juracán, el dios del mal. También creían en dioses menores que protegían sus hogares, a los que llamaban Cemés. Estos dioses eran representados por estatuas de piedra, arcilla o madera.

Los indios creían que el "bohique" o médico, sacaba espíritus de los endemoniados. El areyto, o reunión de la tribu, era uno de los principales eventos en la vida india. Esta hacía las veces de nuestras escenas o las reuniones sociales de hoy. En el areyto, el joven aprendía sobre la historia de sus antepasados. Las canciones eran profundamente poéticas. Hablaban de la naturaleza y los héroes de las guerras. El areyto no sólo se celebraba con un propósito religioso o ceremonial, sino también por entretenimiento.

Grupos de indios tallaban al compás del ritmo regular de los tambores. Muchas de las danzas representaban escenas de los mitos y leyendas del pueblo Taíno. A los areyos se le daban muchos significados; celebraban victorias guerreras, lamentaban un desastre, conmemoraban el matrimonio del jefe, una buena cosecha o el nacimiento del heredero del cacique. También era usado para preparar y para ensayar una estrategia militar. Hoy no hay indios en Puerto Rico, pero su legado todavía está presente. Hay muchas palabras que han sido incorporadas al idioma español y caracteres típicos de los indios.

Palabras como bohío (la casa del indio), hamaca y muchas otras palabras relacionadas a la fibra y fauna tropical que se convirtieron en parte del habla diaria, son tainas. Cuando figuran dice que el jíbaro (campesino) es supersticioso y estorco, están nombrando dos características típicas de los indios taínos.



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How To Reach The Library

The Library for the Blind and Physically Handicapped, 166

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for mailing requests. Braille Book Review lists new braille, cassette and talking book titles.

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## SPANISH-SPEAKING POPULATION SHOWS 16.6% JUMP IN 3 YEARS

U.S. Spanish-speaking up 1.4 million

WASHINGTON — There were 10.6 million persons of Spanish origin living in the United States last March, an increase of 1.4 million over a year earlier, the Census Bureau reported Tuesday.

The bureau was unable to completely explain the big increase in its figures, but said it may partly be based on changes in census procedures. The 1970 census reported there were nearly 9.1 million persons of Spanish origin in the United States, and the new total of 10,577,000 represents an increase

of 16.6 per cent in the three-year period.

Included in the latest counts of persons of Spanish origin are 6.3 million of Mexican origin, 1.5 million of Puerto Rican origin, 700,000 of Cuban origin and 2 million of Central or South American, or other Spanish origin.

Biggest increase The number of persons of Mexican origin showed the biggest percentage increase from the 1970 census, rising 38.8 per cent, while persons of Cuban origin increased 34.6 per cent.

The number of persons of Puerto Rican increased 8.3 per cent, reflecting lower migration

from the Caribbean island to the United States.

In attempting to account for the big increase in the 1973 estimate over the 1972 estimate, the Census Bureau gave the following reason:

— It has changed the way of classifying children under 14 years of age from classifying them according to the origin of the head of household to the origin of other household members, such as the wife.

— Updating the census report with new information from the 1970 census, which alone added about 545,000 persons to the Spanish origin category of population.

Approximate rate — An approximate rate of increase of about 1.8 per cent in population from birth minus deaths. The Census Bureau said the increase since 1970 has been about 5.5 per cent.

— The flow of new immigrants from Spanish-speaking countries,

totaling about one-half million for the three-year period ending June 30, 1972.

About 159,000 persons immigrated from Mexico during the period to become permanent residents, the Census Bureau said.

It said population growth may account for about two-thirds of the difference between the 1970 census and the latest figures compiled in March, 1973.

The March 1973 census report was based on a sample of about one in 800 persons.

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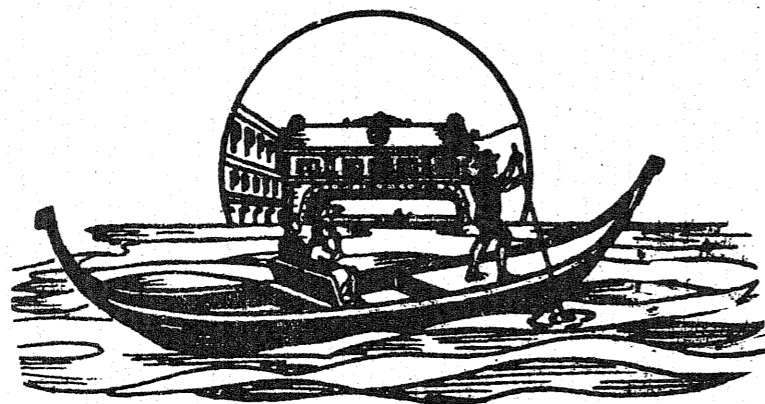
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## COMMUNITY ORGANIZATION AND INVOLVEMENT: IDEAS FROM ASPIRA

Punto, Realizing the limitations, lack of organization and community involvement.

Turned to Aspera for assistance in this matter. They came out very strongly with interest as to giving us all the help necessary in giving instructions in organizational procedures.

So here it is, as they, Aspira themselves, train their staff.

Editor Carrero A.P. P.S. Our thanks to Aspira for a job well done and may they continue this needed service.

### COMMUNITY ORGANIZATION MANUAL

#### OUTLINE

#### IV. METHODOLOGY

##### A. ORGANIZING A CLUB

1. Knowing the Student Population and the School

- a) The Students
  - i) The Freshman
  - ii) The Sophomore
  - iii) The Junior
  - iv) The Senior
- b) The Schools
  - i) Staff
  - ii) Programs
  - iii) Issues and Alternatives

##### 2. Starting a Group

- a) Recruitment
  - i) Students as Recruiters
  - ii) Other Methods
- b) Structuring the Group
  - i) Teacher-to-Student Stage
  - ii) Participant Observer Stage
  - iii) Observer—Coaching Stage

##### c) Developing Group Cohesion

- i) Non-Interference
- ii) Group Support
- iii) Dealing with Leaders
- iv) Peer Group Values
- d) Organizational Work
  - i) Teach Organization
  - ii) Write a Constitution
  - iii) Establish Membership Committee
  - iv) Write a Program
  - v) Hold Elections
  - vi) Prepare Membership Lists
  - vii) Hold Many Meetings
  - viii) Train in Holding Meetings
  - ix) Treat Aspirantes Properly

##### B. MAINTENANCE

- 1. Developing Materials
  - a) Information
  - b) Training Material
- 2. Monitoring Club Activities
  - a) Supervision
  - b) Attendance Sheets
  - c) Calendar of Activities
  - 3. Responding to Issues
  - 4. Incentives
  - 5. Agendas—Minutes
  - 6. Aides

### COMMUNITY ORGANIZATION MANUAL

#### IV. METHODOLOGY

##### A. ORGANIZING A CLUB

1. Knowing the Student Population and the School

There are four basic approaches to community organization, giving rise to four different types of community organizers: a) The Enabler, b) The Advocate, c) The Organizer, and d) The Developer. The Community Organizer is a Developer. Because these categories are very general, he or she actually performs duties across the four categories. But knowing the way the categories were formed facilitates the understanding of what community organization is in itself.

The Enabler is usually a professional, with a graduate degree, who works with representatives of community groups, and is employed by some

agency. He is usually trying to make "The System" work, by helping solve specific problems. Usually he works with middle-class rather than lower-class groups.

The Advocate is a person who has a profession, or status, or wealth, and who embraces the cause of the disadvantaged or alienated individual or group. He can command the attention of the community, or bring lawsuits, or employ financial resources, on behalf of the cause he favors.

The Organizer fits the description that most people would give when they hear the name "community organizer". This is the individual who devotes his time to finding a problem in the community, around which he can rally the community. His approach is, usually, more charismatic than the other types of community organizers. He will develop the discontent of the community to an intensely emotional state, and aim it at those institutions which have been neglecting or abusing the people in the community. Demonstrations, rallies, threats, and civil disobedience, are the tools he commonly employs.

The Developer, with an organized staff, is a person whose community is homogenous along nationality or ethnic lines. The Developer is of the same nationality or race as the people of the community; a Puerto Rican professional in New York City who works to help his people is a good example. The Developer is not out to destroy "The System"; he is out to teach his people how to master it to the best of the ability of each individual one. The program, where it encourages, and helps Puerto Rican students through high school and college and teachers leadership behavior in its club program, is seeking to develop the community, making its community organizers more nearly Developers than Enablers, Advocates or Organizers. The one characteristic that all approaches have in common is that they work to improve entire communities, and not to improve an individual's condition. In order to improve the entire Puerto Rican Community, the organization has to be defined for itself a limited client population consisting of Puerto Rican students, and it is the population with which our community organizers work most of the time. But working with students requires that a C.O. know the students themselves, the schools they attend, and the community that contains them.

2. Starting a Group

a) Recruitment. When he is called upon to start a new club the C.O. must approach students either individually or in crowds or assemblies. It is customary to ask to speak to assemblies, then meet with interested students after the assembly. Even if few students respond, these few can then be asked to recruit others. Recruitment is facilitated if the C.O. first confers with the counselors and teachers who can identify and recommend alert, active students interested in the community. This type of student will form the club's "core group", meaning those who will attend meetings regularly and do the club's work and help in recruitment.

A C.O. can also speak to a class, or he can speak to Official Class teachers and guidance counselors with the aim of having them recommend and encourage club membership to the students, since they are constantly recommending extracurricular activities to them anyway. An information-recruitment table,

should be systematically cultivated and used.

A community organizer employs certain strategies and tactics, once his goal is clearly defined. There is resistance to the achievement of the goal of developing the Puerto Rican community by helping to provide it with a large body of college graduates with leadership skills.

The organizations C.O. must be clear as to what the resisting and drawing forces are. He should actually list them. He could use a chart, such as in Figure 1. Such a chart will classify these forces in his mind, and he can then consciously work to weaken the resisting forces, and strengthen his own. Too often staff apathy is born out of the unassessed, perhaps subconscious influence upon the mind, of one resisting force (such as the teacher's union), while this conscious assessment can make one aware that in reality the drawing forces have tremendous strength.

a) Define Issues. First, it is not enough to say that Puerto Rican youngsters are not receiving a good education, or that their needs as Puerto Ricans are not being met. These flaws must be articulated in concrete terms, such as a lack of experienced teachers, not enough Spanish-speaking teachers or bilingual programs, racial imbalance, overcrowded schools, poor maintenance, and so on. In each situation, in each school, anything that impedes our students from achieving the desired level of motivation and performance must be identified and articulated.

b) Define Alternatives. Once the issues are defined, the C.O. must be ready to define alternatives—to ask for more schools, to demand the dismissal of a teacher, to ask for recruitment of more Spanish speaking teachers. Sometimes the problems are more subtle, less easy to perceive or document. For example, the presence in a school of a "school spirit" and an active program of extracurricular activities means that a large proportion of students has come to view extracurricular activities as a normal part of school life. Here is a rich source of active club members. If a school is relatively inactive, not only will it be harder to find eager club members, but it might even prove difficult to get many students interested in community issues. Overcrowding (double and triple sessions) often leads to this stifling of the initiatives of the students and the school staff.

2. Starting a Group

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set up in a prominent place in the school, is also a good method for recruitment. Posters, handbills, brochures, and registration forms are used at the table, and throughout the recruitment period, and a C.O. should design this literature, or have an input into its design. The school newspaper is a good place to place articles about the beginning of a new club. Yet no literature takes the place of the C.O., him—or—herself, his or her person—to—person interaction with the students, his or her sincerity and belief in what the organization is trying to achieve. First the C.O. must possess the capacity to relate to people in this way. This does not mean that he has to have done it before, only that he have the capacity to do it.

b) Structuring the Group. The C.O. first finds himself exhorting the individual students he has contacted, urging them to visit the Center or attend the first club meeting, and to bring other students. It is important that he realize that his goal is to have the students do this for him. A club's work is to be done by the club members, and this includes the explaining of the organizations goals and methods, as well as the recruiting, training, and monitoring of new members. Ideally, a C.O. should have to train only the first few core members. Thus, the cardinal rule that must be observed by every C.O.: Members interact with each other to the greatest extent possible. The C.O. will at first find himself in a teacher-to-student relationship with the individual student. He must encourage the participation of each individual, and must lead them away from addressing him to addressing each other. Thus he will enter into a second stage—where he is a participant-observer, taking part in the dialogue, but with the students also addressing each other, providing answers to each other, and questioning each other. The third stage ideally finds the C.O. being merely the observer and resource person: He, or one of his Aides, must be present at every club meeting, but they only sit and watch and listen, unless they are asked for information or for an opinion, or unless they see an error being made. They may also quietly coach individual members on how to debate, on parliamentary procedure, and so forth. Figure 2 gives a visual impression of the process.

c) Developing Group Cohesion. By allowing the students freedom to interact with each other, without undue interference, in the achievement of a consensus on a given topic, and in the making of decisions, the C.O. promotes group formation and cohesion. Consistent interference (an inability to keep from playing the center of attraction, the all-wise father) on the part of the C.O. will be fatal to the formation of a group. Described in organizational terms, a group is two or more Puerto Rican students who assume or acknowledge that they belong to an organization (their club) to which each makes a contribution and out of which they get praise, companionship, and a sense of accomplishment, (rewards) in the course of achieving certain self-defined goals of importance to themselves and the community. The individual is to get work from the group, support from the group, censure from the group, and loyalty from the group, according to the extent of his ability to behave as a group member, i.e., pursue common goals, obey the mutually agreed

upon rules, live by the groups values.

Still, the C.O. plays a very important part in all this, besides just bringing the students together. When he sees the group relying upon him, he must redirect their dependency needs to the group. This is a positive act on his part. Another positive act is to see that the group develops a democratic type of leadership. A common obstacle to this goal is that the C.O. might come to depend too much on one or two talented, very active members to plan and decide for the group, and overreward them, so that they become what the C.O. has himself avoided becoming—mother or father figures on whom they depend, who do it all for them. This gives these active members dictatorial power, stifling the growth of the other students. Direct your questions, or statements of problems, to the group as a whole. Advocate individual sacrifices from each member, for the good of the group. Present them with alternative plans of action if necessary, but let them debate these alternatives and make the final choice. Help the group develop proper procedures for problem solving, and for the resolution of internal conflicts, without becoming the group's leader. All this cannot be done just with words, or by the C.O.'s mere presence.

The major factor that promotes the formation of a cohesive group is peer group values. Adolescents look to each other for help in the accomplishment of their most important individual task: The formation of an identity. They need to feel accepted by their peers, that they are in step, that they belong. Thus the peer group has power over the individual adolescent by being able to grant or withdraw approval. This need is so strong that they actually create a subculture of their own, with a manner of talk, a code of social behavior, a style of dress, and so on. The C.O. must learn to rely on this power of the peer group to create a group and hold it together. The rewards of approval or disapproval given by a peer group should be given for activities within the ASPIRA club. This encourages participation. If the group thinks of education as something good, it will be pursued by all. The goals of instilling Puerto Ricanness can be enhanced by introducing Puerto Rican flags, symbols, foods, and culture into the club activities and atmosphere, to be adopted by the students and to become part of their subculture, which will be the dominant culture in the community when they are grown.

d) Organizational Work. The tasks that are to be assigned are designed to enhance the learning goals that the organization wishes to achieve with the students. They are to learn organization, planning, and problem-solving, as well as becoming conscious of their identity and their community. Thus, the C.O. comes to emphasize the training function common to all types of community organizers.

First, an effort must be made to instill full appreciation of the relative weakness of the individual in comparison to an organization. Explanation is not the best way to teach a teenager. He learns best by doing. He is to learn organization by organizing, problem-solving by solving problems, become knowledgeable and aware by doing research and being active, professionalism by watching his C.O. and other staff at work.

## An Orange

by Luis Gonzalez

I took the Sunkist orange and put it away in the icebox, and then I told the Dominican Orange to try and understand that Sunkist was from California, U. S. A., and that it had never seen a green Orange that was ripe. This calmed the green orange to some extent, and he went back to the tree and I went to bed.

I forgot to keep my eye on Sunksit and somehow it got out again and that next night Sunkist came rolling into my room really fast and I knew it was up to no good and sure enough, a minute later, a Dominican lemon came rolling into my room complaining that Sunkist was calling the lemon names because it too, was green.

I saw this as becoming a continuous habit, so I assured the lemon that it would not happen again and the lemon left.

I then turned to the orange, picked it up in my hand and told it I was going to eat it. It started screaming. I got very nervous and squeezed it too hard and this caused some orange juice to shoot into my eye. At this point I woke up wondering if I was going crazy!?!?

As I was leaving my house one day in the late part of June a strange thing happened. An orange jumped out of my icebox and started following me. At first I thought that my mind was playing tricks on me, but the orange kept following me. I finally turned to the orange and told it that it could not come with me, because I was going to a foreign country and it would need a passport. The orange asked why? so I told it that it was an American Orange which had the name Sunkist on it. As you will see the orange won the debate.

When I got to Santo Domingo I saw the orange again. It came to ask me why the oranges in Santo Domingo were green. Just then a green orange came into my room yelling in Spanish, "Keep that orange gringo orange out of my tree or my cousin and I will peel it bare." I tried to calm down the green orange for two reasons. One was because of the time at night, and the other because I didn't want the Sunkist Orange to be destroyed.



NUEVA YORK. La reina del Desfile Puertorriqueño de 1973, la bella señorita Millie Fernández, comparte fraternalmente con el presidente de esa institución, señor Federico Pérez (segunda desde la der.), Jimmy Horacio, Director Ejecutivo del Desfile y el periodista Jimmy Montañez. (izq.). Fernández entregará la corona en mayo a la joven que resulte elegida soberana del Desfile.

## Community Development

Puerto Rican Community Development Project, Inc.

210 West 50th St.  
New York, N. Y. 10019

Tel: 765-9800

George Rodriguez

Chairman

Jorge L. Ortiz

Executive Director

SUMMARY OF PROGRAMAS

OPERATED BY THE

PUERTO RICAN COMMUNITY DEVELOPMENT PROJECT, INC.

The Puerto Rican Community Development Project, exists to attack the manifestations of poverty among New York's population. Areas of service are as follows:

### BLOCK PROGRAM

The Block Organizations Program is one of community organizations operating through 100 sub-contracted agencies, Store-Front community based organizations, in every poverty area in the City.

These Store-Front are manned by a Community Worker, a person trained and supervised by the P.R.C.D.P. and the president of the local organization. The Community Worker offers direct services when necessary, but his or her main functions is to orientate the community around issues which effect the lives of poor people in the three or four blocks around the Store-Front. These problems are in the area of Housing, Welfare, Education, Consumer Education and Action, Narcotic and Family problems.

### MANPOWER

The P.R.C.D.P. operates a comprehensive Manpower Program not only on its facilities at 210 West 50th Street, but through their Three Out Reach Stations located among the 100 contracted organizations. Services includes, Counseling, Job Development and placement, Job Preparation and Training. Statistics showing the number of placements compared to the number of referrals reveals that the P.R.C.D.P. is now running the most successful Manpower Program in any of the poverty agencies in New York City.

### JOB CORPS

The Job Corps came into existence on October 8, 1964. This is a program that prepares young people for the responsibilities of citizenship and increases their employability from the ages of sixteen to twenty-one, providing them with education, vocational training, useful work experience and other appropriate activities.

The PRCDP started its Job Corps office in early 1968 and is now a full fledged agency for recruiting and referral of these youngsters. The Job Corps makes special effort to reach eligible youths in high poverty areas.

### Neighborhood YOUTH CORPS

The Puerto Rican Community Development Project, Inc., also has an all year round program which is the Neighborhood Youth Corps. This program serves the

youth by providing them Jobs.

During the summer the youth corps work 6 hours a day and during school seasons they work 2 hours a day.

This year the P.R.C.D.P. has recruited 950 youth which are being trained in fields such as: clerks, typist, answering and screening telephone calls and many other tasks that are performed in an office.

The purpose of this program is to provide the youth with experience in office skills.

### OTHER PROGRAMS

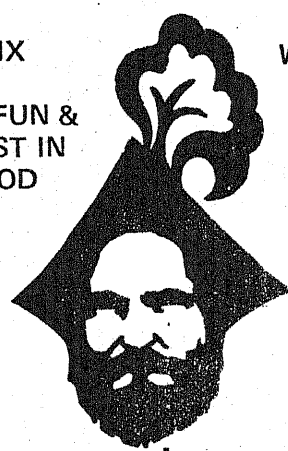
NARCOTICS PROGRAM: The PRCDP has just begun a juvenile

education and prevention unit for the treatment and prevention of narcotics addiction among youth. This program is operating in the Williamsburg section of Brooklyn, one of the highest areas of narcotics addiction in the City. Here counselors will work with youngsters who are experimenting with drugs in an attempt to get them to recognize the root of their own problems, to articulate their own problems, and needs, and to help them make their own decisions that will lead them away from experimentation and use to narcotics.

Jimmy Horacio  
August, 1973 Information Officer

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# Teachers Strike In Puerto Rico: A Prelude To The Future?

As strikes in labor areas classically associated with trade unionism raged in Puerto Rico, a new group of workers were remaining firm in a national strike which had paralyzed their particular area of work.

For the first time in its history the Federation of Teachers of Puerto Rico declared its membership on strike on January 28 of this year. The strike declaration, although fully supported by the union's rank and file, at no time pre-empted the tremendous impact that the strike would actually have.

Perhaps the character of the demands gave the strike its initial volatile character. The striking teachers were demanding collective bargaining rights for all public employees, a full, government paid medical plan, allocations of \$3 per student for more educational materials and a substantial wage increase to combat the high cost of living.

The demands, coming from what had formerly been one of the most conservative labor sectors, challenged the "slave-labor" mentality which often characterizes public employee-government relations. Indeed, the moment the strike was declared, government spokespeople as well as the Teachers Association of Puerto Rico, the "official" organization of Puerto Rican teachers which is controlled by school administrators, Department of Education bureaucrats, and retired teachers, called the strike "irresponsible".

While answering these charges with its demand for more money for study materials (thereby assuring the support of many student organizations, including the high school organization, the Federation of Pro-Independence Students, the striking teachers have had to answer other types of attacks.

The most direct attack has been the order of an injunction against the strike under the Taft-Hartley law from the Department of Public Education. Prior to this, the Department had threatened strikers with mass lay-offs. The Federation has declared that it will not obey the injunction.

Governor Colon, who has sanctioned police intervention and threatened a mobilization of

the National Guard has also directly intervened politically by issuing a call to return to work to all teachers who are members of the governor's Party (Popular Democratic Party).

Another dangerous tactic has been irresponsible reporting by the government-influenced commercial press, based on lies by government officials, that the strike was being severely weakened as more and more teachers discovered it was a "political manipulation".

Of course, no such thing was happening and the government had increasing difficulty explaining the forest fire spread of the strike. Felix Rodriguez, President of the Federation, reported 33 school districts completely closed down and 27 more partially closed down and plagued by heavy absenteeism.

Although the student related demand certainly had something to do with the absenteeism, there was apparently more to it. "Union leaders from other

unions," explained Rodriguez, "have been exhorting their rank and file members not to send their children to school."

This kind of trade union solidarity has not stayed at the level of rank and file exhortations. A Permanent Committee of Union Leaders in Support of the Teachers' Strike, formed shortly after the strike's initiation, has declared itself fully prepared to take leadership of the strike, making it a general work stoppage, if the

Federation's leadership were to be arrested.

With the imminent possibility of Guard interventions, the prospect — unfortunate for colonial authorities in Puerto Rico — of a general strike becomes more and more possible, further spiralling the political instability in Puerto Rico. At the time of this printing, strikers remain firm in their demands and support for their struggle continues to grow.

## Legislation Affecting Youth

FALL 1973

### runaway youth act

The House has failed to take any action on the Runaway Youth Act. The Equal Opportunity Subcommittee of the Education and Labor Committee has postponed hearings and the bill may be incorporated into the Comprehensive Juvenile Delinquency Act.

Several versions of the bills exist. They fall into two categories: One stresses the reporting of runaways; the other stresses the funding of runaway facilities. For an analysis of the bills, see the attached. (This discussion includes only those bills introduced prior to the Houston incident. Since Houston, a number of additional bills have been introduced; however they fall basically within one of the two categories outlined above.)

### THE YOUTH PROGRAMS ACT

The Youth Programs Act (S-949) was first introduced by Senator Mondale in August '72. The Subcommittee on Children and Youth held hearings but the Senate did not act on the legislation. The bill was reintroduced by Senator Mondale in February '73 and again has been referred to the Subcommittee on Children and Youth. There has been no further action.

The legislation has two main purposes. "One is to provide small grants for the operation of youth crisis services, the other is to try to attack the problem of alienation of young people from

Government and the political process by offering them a significant role in the administration of this grant program."

### COMPREHENSIVE JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT OF 1973

The Juvenile Justice and Delinquency Prevention Act (S-821) is pending in the Senate Subcommittee on Juvenile Delinquency. Nine hearings have been held.

### OVERVIEW HEARINGS ON AMERICAN FAMILIES

An interesting set of hearings was held by the Senate Subcommittee on Children and Youth during the week of September 24. The hearings included testimony from a variety of individuals and groups concerning the needs of families and children in America, the extent to which governmental policies are helping or hurting families, and what kinds of support systems should be available. The Subcommittee is now considering legislation which would require projects receiving Federal funds to

submit a statement showing the impact of their project on families and children.

Finally, there is S.2700. The bill postpones implementation of the fee schedule for nonpoor children participating in Headstart until July 1, 1975. The bill was introduced by Senator Mondale and is pending in the Senate.

For further information on the specifics of the bills, write National Youth Alternatives Project, 1830 Connecticut Avenue, N.W., Washington, D.C. 20009.

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Look up and not down  
Take off that frown  
Be proud, be proud  
Look up to the sky  
You're free so just fly  
But please, be proud, proud  
The tears from your eyes  
Wipe them away, please don't cry  
But be proud, just be proud  
Don't listen to what people say  
Don't let them run you away  
You're a woman and I'm a man  
So honey take my hand  
And let's be proud, so proud  
You have another heart beat in you  
And it's beating for me too  
That child will be alright  
We'll guide him (her) to the light  
And it will be proud, real proud  
Well you shall be my wedded wife  
My love for my life  
And together we three shall be proud

by Jessica Gibson

Good morning Love, did you sleep  
Good lastnight, I did I was so happy  
that you were by my side  
Lastnight and all night I was protected by your Love  
This morning I know it will be different.  
You were born with wings  
I could see in your eyes that you are ready to fly away.  
My love I'll cry when you leave  
I'll cry when I'm alone without my love.  
I'll search, and search the lonely beaches for you, hoping that you'll put down your wings and hold me once again.  
My love bird don't fly too high in the sky, and I hope when you make your final landing, that you'll land in my lonely arms and fill me with your Love once again.

by Jessica Gibson

Today it was clouded, yet sunny  
Today it was tears, yet joy  
Today it was hate, yet love  
Today it was me and you...

by Jessica Gibson

These hands are full callouses  
These hands are rough  
They're dirty, so dirty that they can't  
Be cleaned anymore  
These hands had to work for everything  
That they could hold  
Look these hands are greasy, their  
Fingernails are filled with black oil  
These hands bled many times from bruises  
These hands felt pain, these long rough black hands  
These strong, tough hands  
It puzzles me, these hands are so gentle to me  
These hands loved me tenderly at night  
These hands hold me gently and tight  
These hands belong to the man that I love  
These hands are your hands, which make them my hands too.

by Jessica Gibson

**MY LOVE**  
So sweet and kind.  
So wonderful is your touch.  
Your love to me, you give so much.  
My heart is yours, and you are mine.  
My love I give, till the end of time.

by Patricia Rogers

**Why Must It Be**  
why must it be  
You Dig dope and not me  
why must it be  
You see life different  
From me  
why must it be  
You live in a world of Fantasy  
why must it be  
You use dope as a key  
And a lock as tranquility  
And if this world is as great  
As it supposed to be  
why must it be  
People are using drugs  
Instead of Facing Up to Reality!

By Sister Joanne Brice

# PUNTO POEMS

Another lonely day, I waited for you to come  
To come to our secret meeting place  
While I was waiting, I was enjoying the beautiful scene  
The tall green grass  
And, oh, there were so many beautiful flowers  
A rain had just falling and the air was so fresh  
So many smiling faces past me  
I smiled back, knowing, really that I wanted to cry  
The sun was so warm with love  
Now the sun is gone  
And the flowers are wilted  
And the grass isn't green anymore  
And the air is of a morbid smell  
And all those smiling faces turned into frowns  
But I was still waiting for you  
I would have waited forever  
But a new lonely heart founded me, and I realized  
It was really him that I was waiting for.

by Jessica Gibson

**FEARS**  
I have fears of death, even though I know I will soon die.  
I have fears of doing, what people have already done—  
I have fears of loving, knowing I might not be loved in returned.  
I have of giving, thinking that it will not be enough—  
I have fears of pain, it will soon come.  
I have fears of people, will the harm be undone?  
I have fears of life, how long will it be here?

D.S.

Last night I slept with the rain  
Together we conquered the land  
Together we cleansed many bodies  
Me and the rain pondered on many roof tops  
We watch the people run from us  
Why were they running  
Why were they scared  
All we wanted to do was hold them  
All we wanted to do was touch their warm bodies  
But the children they cried, but their cry was full of joy  
They were so happy that we came to visit them again  
Their you tongues loved the way we tasted  
Me and the rain had fun last night  
But we left early, because we Wanted to give the sun a chance too.

by Jessica Gibson

Today as we enter college,  
We try to do for the future today.  
Preparation for the future.  
But what of those left behind, not yet ready enough for college  
But yet old enough to fight and I do say fight to defend what is theirs.  
Their younger brothers and sisters, families, their block.  
From the dealers, junkies, the muggers and others that would diminish that which is theirs.  
Yes, I speak of those gangs out in our streets.  
The Bachelors, The Savage Skulls,  
The Ace of Spades, Royal Charmers, and many others.  
Understand this I'm not saying that they are all angels, or right.  
Because its like a basket of apples,  
But it's up to us to work on these, not forcefully, but slowly, calmly, and with an open ear.  
But most of all an open heart.  
For we should know better  
We've already gone through this, all of this.  
The people in the streets, in the black-the-world,  
So before you look at them with prejudice  
STOP! Look then think about it,  
And if you must judge, well this is the time.  
When you've been there, you would know, and understand.  
Maybe then you'll find your way back with all those new things.  
To enrich and repair the old and young.  
The future is in our young and the guidance of our old.

**LOVE WAITING BY THE SEA**  
My love flies over the sea.  
Like a lonely seagull looking to be free.  
He looks for an island of paradise.  
He looks once  
He looks twice  
He keeps searching  
But finds nothing.  
He said, "Wait for Me."  
So I stand here,  
lonely and waiting  
by the sea.  
When will he find  
What he is looking for  
So he can come back to me.  
Forever more.

by Patricia Rogers

# Energy Conservation: HOW You Can Help

## ENERGY CONSERVATION

### A. Transportation

1. lower cruising speeds of public vehicles.
2. avoid quick stops and starts.
3. do not idle gas engines longer than one minute if vehicle is stationary.
4. maintain tires at proper pressure.
5. increase frequency of maintenance checks and tune-ups.
6. seek to eliminate unnecessary trips.
7. combine errands.
8. investigate alternatives to vehicle use such as the telephone, bicycles, walking, and public transportation.
9. upon starting a cold engine, allow it to move smoothly, then operate vehicle slowly until it reaches normal temperature.
10. use the brake to hold the vehicle, not the accelerator.

1. use air conditioning infrequently.
2. eliminate unnecessary weight.
3. travel in off peak hours.
4. anticipate stops.
5. remove unnecessary exterior attachments, such as racks.
6. form car pools if possible.
7. investigate the purchase of small or compact vehicles for municipal use.

### B. Public Safety

1. use fire and rescue vehicles for emergency purposes only.
2. eliminate vehicle idling unless needed to operate dome lights.
3. restrict speed of public safety vehicles responding to a call.
4. consider elimination of house checks and escort services by police.
5. consider stopping police vehicles at certain road locations up to fifteen minutes per hour of cruising time.
6. investigate the purchase of medium size vehicles for police use.

### C. Heating and Lighting

1. make all employees energy-conscious.
2. reduce thermostat setting to 65 degrees at the most during working hours; lower than this when public buildings are not in use.
3. investigate the possibility of closing off infrequently used rooms; turn off radiators or close vents.
4. allow sunshine to warm a room where possible.
5. draw shades or curtains at sunset.
6. reduce thermostat setting in public halls or lobbies.
7. wear heavier clothing or sweaters.
8. try to concentrate evening meetings in certain rooms heated by a single power source.
9. maintain an efficient heating system.
10. set water heaters at warm (100 degrees) for municipal purposes.
11. repair hot water leaks.
12. unplug water coolers in winter; consider adjusting the temperature setting.
13. consider the use of carpeting especially due to its insulating qualities.
14. mercury vapor lighting is a more efficient use of energy than fluorescent lighting which in turn is more efficient than incandescent. Study light needs to provide lowest wattage or foot candles necessary for safety or proper vision.

15. investigate windows and doors for proper weather stripping and caulking.
16. investigate insulation. Recommended is the equivalent of 6" of fiberglass in attics-ceilings and 3 1/2" in walls.
17. check radiators; replace defective air valves.
18. insulate exposed steam and hot water pipes.
19. investigate radiator covers to be sure that heat is not trapped.
20. a sheet of aluminum foil between a radiator and a cold wall will reflect heat back into a room.
21. radiators should be painted with an enamel paint for maximum heat efficiency.

22. do not block radiators with rugs or furniture.
23. dust on radiators or baseboards reduces efficiency of heat distribution.
24. reduce or eliminate exterior lighting where practical.
25. install storm windows and doors if none exist. Wood fixtures are considered to be superior to aluminum.

### D. Households (see also heating and lighting above).

1. use only cold water in washing machine; operate only for full loads.
2. be sure fireplace dampers fit tightly.
3. set refrigerator controls at a moderate setting.

4. do not allow frost build-up in freezer of greater than 1/4".
5. examine energy efficiency of appliances; for example, frostfree refrigerators use more energy than manual defrost models; instant-on TV's more than regular sets.
6. Kitchen fans which expel air to the exterior of a dwelling should only be used when necessary during cooking.
7. reduce wattage of light bulbs used for general illumination.
8. operate clothes dryers at full loads; keep lint screen cleaned.
9. plan oven meals ahead. Avoid opening oven door—loss of heat can be as great as 25 percent. Avoid use of undersized

10. shut off dishwasher when appliance reaches the drying cycle.

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Proyecto Puertorriqueño Para El Desarrollo De La Comunidad  
210 Oeste Calle 50  
New York, N.Y. 10019

George Rodriguez  
Chairman

Jorge L. Ortiz  
Executive Director

Programa de Cuadras

El Programa de Organización de Cuadras es uno de los servicios que se ofrece a la comunidad. Este opera a través de cien agencias con sub-contratos desde oficinas comunales ubicadas en las áreas mas pobres Ciudad.

Trabajadores comunales, entrenados en el Proyecto, ofrecen sus servicios allí donde se afecta mas la vida de la gente pobre, tales como en las áreas de la vivienda, bienestar, educación, narcóticos, orientación al consumidor, problemas familiares y otros.

La estructura organica del Proyecto fue renovada. Ahora tenemos, para ofrecer mejores servicios a la comunidad, tres regiones. Ellas son: Manhattan, Bronx y Brooklyn, funcionan en el 210 West de la Calle 50.

Las personas interesadas en utilizar los servicios que ofrecen nuestras cien agencias bajo contrato, pueden dirigirse o llamar a las Oficinas Regionales antes indicadas el telefono es: 765-9800

Operaciones de Campo

Los fines principales del Programa de Operaciones de Campo (Field Operation Program) son:

- a) Elevar el nivel educativo para reducir la pobreza;
- b) Estimular a nuestra organizaciones contratadas para que desarrollen un programa de accion en: Educacion del consumidor, desarrollo economico, accion para viviendas y servicios de entrenamiento (Manpower Out Reach), poniendo la mayor atencion en talleres vocacionales y en los jovencitos que abandonan la escuela (drop-out).

Los Cuerpos de Trabajo (Job Corp)

Los Cuerpos de Trabajo (Job Corps), existen desde el 1968. La agencia entrena jovenes entre las edades de 14 a 21 años para aumentar sus posibilidades de empleo. Tambien ofrecemos entrenamiento vocacional con experiencia en el trabajo. A veces se envian a campamentos fuera del ambiente donde se desenvuelvan. El Proyecto los recluta y refiere a otras entidades.

Programa de Entrenamiento y Preparación (Job Preparation and Training Manpower Program)

Este departamento tiene como mision fundamental dar clases para preparar al alumno adulto hasta hacerlo apto para que pueda tomar el examen de Diploma de Equivalencia de Escuela Superior e ingles como segundo idioma.

La agencia tiene una unidad para la educación y prevención de la adicción a las drogas, tan generalizada entre la juventud. El programa opera en la seccion de Williamsburgh, Brooklyn.

La tecnica para implementar el importante programa es el de que el joven reconozca la raiz de su propio problema y se exprese verbalmente, para que de esta forma reciba ayuda del consejero.

Los Cuerpos Juveniles de la Comunidad (Neighborhood Youth Corp)

El Proyecto tiene un programa denominado "Los Cuerpos Juveniles de la Comunidad" (Neighborhood Youth Corp), que funciona todo el año.

Este vital programa da trabajo a estudiantes de Escuela Superior, por un periodo de 6 horas en el verano y 2 en la temporada escolar.

Este año hay 950 jovencitos, de los cuales 28 estan laborando en nuestra sede, del 210 oeste de la calle 50. El resto se ha distribuido en las diferentes agencias bajo contrato en tres condados.

Los muchachos y muchachas trabajando en el campo (field) a ayudando a los trabajadores comunales en tareas diarias y aprendiendo, mientras realizan tareas de oficina, tales como: Mecanografía, archivo, atendiendo a las personas que solicitan ayuda, contestando el telefono. Estas tareas habitua al joven al trabajo, al mismo tiempo que le proporcionan una entrada que le ayuda a sufragar sus gastos.

El objetivo del programa es que puedan ganar algun dinero y adquieran experiencia y responsabilidad.

Desarrollo de Programas

Esta division se encarga de preparar programas (proposals) en las areas de salud, educacion, narcoticos, planificación familiar, desarrollo economico, etc.

Programa de Poder Laboral

Este es un esfuerzo para conseguir empleos a los hispanos que califican para los mejores puestos disponibles. Poder Laboral es una de las operaciones mas importantes funciones del Proyecto.

Gracias a la labor ardua desplegada por el personal del Programa ha sido posible ubicar en buenos cargos a un sinnúmero de personas en diferentes ramas de la industria de la ciudad, asi como en el Servicio Civil, en factorias, etc.

A diario, centenares de personas visitan la segunda planta de la oficina de la agencia, en el 210 oeste de la calle 50. Allí son atendidos amablemente por un personal especializado, incluyendo consejeros vocacionales.

La gran afuencia de personas que buscan empleo se producto directo de tres cosas, principalmente:

- 1. Al elevado indice de desempleados.
- 2. A las vacaciones escolares de verano que llevan a muchos jovencitos al mercado de trabajo, y
- 3. A la popularidad que ha tomado el programa

Estos ultimos, se deben en parte, a la invaluable colaboracion de los medios de comunicacion social (radio, prensa, television, etc.)

De paso queremos agradecer la cooperacion desinteresada de El Diario La Prensa, El Tiempo, a las estaciones de radio WADO, WHOM, WBNX y la WLVD, asi como a los canales 41 y 47.

Para comprender mejor lo que significa el Proyecto para el Desarrollo de la Comunidad Puertorriqueña, comparelo con una compañia grande que fabrica y vende muchos productos.

Como es de conocimiento publico Nueva York se esta transformando en una ciudad bilingue, como una poblacion hispanoparlante que sobrepasa los

dos millones de seres humanos. Ellos tambien necesitan ayuda para poder ajustarse al nuevo medio.

Es de suma importancia que la comunidad respalde vigorosamente los esfuerzos que el Proyecto esta desplegando. En este sentido deben darse animo y amplio apoyo a la Junta de Directores y a su cuerpo ejecutivo.

Si se pierden las oportunidades de adquirir fondos, las esperanzas para fundar un proyecto parecido al nuestro, serian muy remotas.

Como cualquier otra organizacion en su periodo de gestacion, la agencia no ha tenido un proceso muy facil. El Proyecto ha tenido que demostrar a la comunidad sus fortaleza en muchas crisis. Empero, ha seguido adelante apesar de todo.

Esto es una demostracion del respeto que muchos sectores sienten por la agencia y el respaldo creciente que ha recibido y sigue recibiendo de la comunidad, que es precisamente, su razon de ser.

El año pasado (de Junio 30 de 1972 al 30 de mayo de 1973), 563 hispanoparlantes, en su mayoría puertorriqueños, recibieron el diploma equivalente a escuela superior con nuestra ayuda y la del Estado de Nueva York.

Cada hombre o mujer pudo darse cuenta de la importancia de esta graduacion y las puertas que se le abren en el campo de mejores oportunidades de trabajo y educativas.

Y esto, gracias al desvelo del Proyecto para el Desarrollo de la Comunidad Puertorriqueña, unica agencia netamente puertorriqueña, pero que extiende sus servicios a los demas hermanos hispanoamericanos.

Jimmy Horacio  
Director de Informacion Publica

SPANISH QUOTAS

Tenure quotas are wrong in any language, as evidenced by the March issue of Eco de Hostos. The Bi-lingual newspaper of Hostos Community College carried articles in both English and Spanish analyzing the tenure quota policy adopted by the Board of Higher Education Oct. 29. "A lot of good teachers at Hostos are going to be fired because there are too many of them," the article begins. The effects of the quota policy are described as follows, in the Spanish version:

1. Será muy difícil reclutar buenos maestros para CUNY. Si usted es buen maestro, ¿por qué aceptar un trabajo en CUNY donde será expulsado en cinco años, cuando tiene otra oportunidad de trabajar en otra parte?
2. Siempre habrá un grupo grande de maestros sin experiencia que van a ser constantemente reemplazados. El 50 por ciento sin permanencia obviamente tendrá poca experiencia dentro del sistema de CUNY. (Esto, sin embargo, reducirá el costo porque los profesores nuevos, tiene un salario inferior. Para aquellos que quieren una Universidad "barata," esta situación es una gran ventaja.)
3. Sus colegas en la educación se harán sus enemigos. Si existe una posición de permanencia abierta, es muy difícil no ser fluido por ideas de "ellos o yo." En vez de ayudar a su colega usted podría tratar de desprestigiarle para que él no sea una amenaza al momento de conseguir la permanencia. O usted tal vez sería tentado a "hacer una jugada a su colega." Hay muchos medios sutiles de conseguir esto: hacer correr un rumor, ofrecer comentarios desfavorables, usarle sus notas de clase, oscurecer su investigación, etc. Naturalmente un profesor listo tendrá que estar siempre en guardia ante la posibilidad que describimos.
4. Los profesores sin permanencia estarán tentado a reclutar profesores inferiores. Si un profesor se presenta para la permanencia, sus rivales incluyen no solamente los profesores sin permanencia en su departamento, sino también los candidatos que solicitan por primera vez. Se le puede ocurrir a dicho profesor que una selección pobre de candidato no constituirá amenaza tan grande para él como una selección mejor.
5. Los profesores que saben que su tiempo se acerca al fin pierden interés en su dedicación. La enseñanza es un trabajo duro; exige muchas horas de preparación y de lectura para presentarse ante la clase, más horas adicionales de ayuda a los estudiantes y participación en comités. ¿Para qué poner todo este esfuerzo en un colegio que posiblemente le limitará de su trabajo? El tiempo sería mejor empleado en buscar un nuevo trabajo.

Las guías ofrecidas por el BOARD OF HIGHER EDUCATION sobre la permanencia seriamente afectará la educación de CUNY en lo que se refiere a su calidad. De hecho su efecto adverso ya se percibe.



NEW YORK. Estos adultos, puertorriqueños en su mayoría, pero tambien de otros países de America Latina, muestran orgullosos sus diplomas de inglés como segundo idioma, que adquirieron despues de estudiar cuatro meses en el Proyecto para el Desarrollo de la Comindad Puertorriqueña (PRCDP), una agencia Contra la Pobreza, situada en el 210 al oeste de la calle 50, en Manhattan. En la foto están Federico Perez, (segundo desde la izq.), sub-director administrativo del Proyecto; Antolin Flores, Tesorero de la Junta de Directores de la agencia, los profesores Porfirio Reynoso, del Departamento de Entrenamiento y Ausberto Torres, profesor de la clase. (Foto cortesía del PRCDP)

Internacionales Del Trabajo

RECHAZAN JORNADA DE 4 DIAS

La semana laboral de 40 horas en cuatro días ha probado ser sumamente extenuante para los obreros de una fábrica en Gerestried, cerca de Munich, Alemania. Después de dos años de experiencia, decidieron volver a la semana de 40 horas en cinco días porque la jornada de 10 horas de trabajo les cansaba demasiado y no tenían suficiente tiempo para dedicarlo al hogar y a la familia.

Durante los dos años de prueba la línea de montaje de una fábrica de componentes de refrigeración cerraba los jueves para darle a los empleados un fin de semana largo. Al principio los 350 empleados, estaban muy entusiasmados con la idea de tener el viernes libre, pero pronto encontraron que acomodar 40 horas de trabajo en cuatro días era más de lo que podían soportar.

COMPRAVENTA DE RENUNCIAS

Cerca de 500 trabajadores de muelles del puerto de Montreal, han acordado aceptar paga a cambio de su renuncia, informa la revista Labour Gazette, de Canadá.

La Asociación de Patronos Marítimos y 494 miembros de la Local 375 de la Asociación Internacional de Estibadores (ILA) han negociado un acuerdo que elimina 500 empleos de frente portuario que están de más por razón de los cambios tecnológicos y por declinación en los negocios.

En virtud del acuerdo a cada trabajador que renuncie recibirá \$12,000 y los beneficios de pensión. Otros 30 empleos quedarán vacantes próximamente por el mismo procedimiento.

Se espera que el acuerdo alivie las dificultades financieras en el puerto. Aun cuando las renuncias cuesten \$5,790,000 se estima que el puerto de Montreal podrá recobrar esta suma y tener ganancias después de 18 meses.

La ILA aceptó que se hiciera la oferta siempre que no se coaccionara a los trabajadores para que la aceptaran y que se le permitiera representarlos en las negociaciones sobre renuncia con la Asociación de Patronos Marítimos.

UN PAIS SIN DESEMPLEO

Nueva Zelandia es un país prácticamente sin desempleo. La cifra más alta de desempleo desde la Segunda Guerra Mundial fue en 1968 cuando alcanzó a un total de 8,000 en todo el país—menos del 1 por ciento de la fuerza trabajadora y muy por de bajo del nivel considerado normal en muchos países industrializados.

Hoy el promedio de desempleo fluctúa alrededor del 0.03 por ciento de la fuerza trabajadora—la proporción más baja en cualquier país desarrollado. De hecho lo que hoy es una escasez de mano de obra porque los desempleados registrados usualmente abarcan las personas altamente incapacitadas que sólo pueden trabajar en una extensión limitada de tareas.

Muchos patronos neozelandeses se quejan que esta situación conduce a un movimiento constante de personal, la gente moviéndose de un empleo a otro sólo por cambiar de ambiente. Otra queja que es común a todos los patronos es que los trabajadores, como están conscientes de conseguir fácilmente otro empleo no tienen el incentivo de hacer el mejor trabajo o realizar una labor razonable diariamente.

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