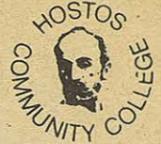


DE HOSTOS ECHO



SPECIAL EDITION

Hostos Community College

NOV. DEC. 1975

Thousands march to save Hostos



By Edwin Rivera — Editor of ECHO

The most massive and combative demonstration that has ever been held at Hostos Community College came to pass on November 19 in front of the branch of the Chase Manhattan Bank on 149th Street and Third Avenue in the commercial and banking center of the South Bronx.

Some 2,000 students, workers, professors and members of the community participated in the demonstration which was organized to demand that Hostos be maintained so that it can provide the services which the Black and Hispanic community of the South Bronx need.

The protest was organized by the Community Coalition to Save Hostos which is made up of the following organizations and individuals: The Hostos branch of the Professional Staff Congress, the Hostos Puerto Rican Caucus, Assemblyman Seymour Posner, the Hostos Student Coalition, the South

Bronx Community Corporation, Roberto de la Cruz, Mayor's Office, Congressman Herman Badillo, and a group of students from Lehman College.

THE BANKS: OUR ENEMY

The Community Coalition to Save Hostos pointed out that the banks are the real culprits of the economic crisis facing New York City, and that, because of that, the protest was held in the banking center of the South Bronx.

Jose Velazquez, secretary of the New York zone of the Puerto Rican Socialist Party (PSP), who is also a member of the Coalition, emphasized that it was "necessary to clearly define who our enemies and who are friends are."

Among the other speakers at the demonstration were: Alexis Colon, chairman of the Hostos Student Coalition, Maria Barbosa and Ramon Jimenez, members of the Hostos faculty, Eva Negrón, chairman of the Hostos

nucleus of the Federation of Puerto Rican Socialist Students (FUSP), Puerto Rican author Piri Thomas, a reporter from the *Daily World*, Fred Pepper for the student Coalition and Juan Valdez for The Dominican students.

DE LEON DID NOT WANT TO JOIN THE STRUGGLE

The President of Hostos, Candido de Leon, refused to participate in the activity, an attitude which generated discontent and preoccupation among the students and professors of our college.

"It is not the first time that he has refused to participate in activities of this kind," said a student during the demonstration. Some professors also refused to participate and did not allow their students to leave their classes.

"This is only the beginning of a long and tiring struggle which we will undertake so that our college or any other will not be closed," said a number of students to ECHO DE HOSTOS at the end of the demonstration.

Upstairs

Upstairs; a student journal which was created by the English department. It is headed by Pro. Shirley Lim, faculty advisor and Louis Figueroa, student editor.

Upstairs consists of creative writings by the Hostos student.

Genesis is a publication put together by the Hostos Organization of Writers (H.O.W.). It is under the faculty advisement of Pro. Albert Villanueva and edited by James Webster. This is a brand new publication consisting of everything, from a poem to an essay. It even has a comic strip.

We need your help in the form of poetry, short stories, essays, plays, fairy tales, compositions, and even photographs. Anything you wish to submit, bring it to either Louis Figueroa for Upstairs or James Webster for Genesis. The faculty advisors will also be available for consultation.

Students Activities

On Friday evening, December 5, 1975, at 8:00 P.M., Eugene Reynolds will present a poetry reading workshop at the Combo Room Coffee House.

Mr. Reynolds, a former member of the Negro Ensemble Actors Workshop, New Federal Theater Workshop and the National Black Theater is an actor as well as a writer. His most recent acting role was in the off-Broadway play, "Five On The Blackhand Side." He has done poetry readings at the Harlem Day Festival, The Bedford Hills Women Correctional Facility, Green Haven Penal International Communication Association as well as on Alma John's weekly WWRL radio program.

Writing credits include a two-act play, "You, Me and Maturity", a screen play, "The Family", and a book of poetry *Amalgamation—A New Presentation in Poetry*.

Mr. Reynolds will answer questions and discuss writing styles as well as read poetry. All members of the Hostos College Community are invited to share the evening of conversation and fellowship.

NOTARIO Rudolph Berenger

Toda Clase de Servicios **HOSTOS**
Salón 118 **COLLEGE**

Why not?

On November 4, 1975, an election was held for the ratification of the proposal. The reason for the students decision were:

1. The N.C. was drafted by the administration and a handful of students. No public assembly was held for opinions relating to the Hostos constitution.

2. Administration on involvement with students activities.

3. The new proposal was based on other colleges constitution which are not fit for Hostos.

4. The N.C. was drafted and written in english *only*.

5. The Student Senate was to be appointed by the Executive Board (no elections for representation).

6. The administration had veto power over student activities.

7. The Hostos clubs were denied the power to criticize the Student Government.

8. Hostos clubs threatened. Only students with academic standings can participate with its activities.

9. No overall representation for students with poor academic standing.

To sum it all up the New Constitution was unconstitutional. The final outcome of the elections: APPROVED 178 DIS-APPROVED 365

ECO DE HOSTOS

DIRECTOR
Edwin Rivera



Asistente Director
Roberto Lugo

Redaccion -- José L. Colón Marta Muniz
Eva Negrón Juan Sanchez Noemi
Vega Lucy Matos

Hostos Community College
Grand Concourse and 149 St.
Bronx, N.Y. 10451

ECO

needs your help

i Right on!

We should congratulate ourselves for the work and style the Hostos students showed during the Student Government election!

Some students were campaigning for prestige, others for the sake of power, others out of the pleasure, and some were ready to turn our college to some outsiders. This election was a teach-in for the student body who took their time to vote. I am sure the Hostos Students' Coalition intends to do the *Labour* the past Dogmatic Student Government failed to do. The Coalition is grateful of the **WISE VOTE**.

As students, we learned the process of a democratic election. The Coalition didn't have to ugly the walls, or hallways with senseless propaganda. The Hostos Coalition worked, and intends to do the best for the student's interest and well being, but the Coalition needs the support of a united-student body. Their support in conciousness is most needed, so that the Coalition can regain the rights of the students, at least as human beings!

Support the **HOSTOS COALITION** so we can keep you up to date ... for we have a long journey ahead of us. . . .

How to succeed at Hostos

by Professor Jerry Meyer

Many-perhaps most-students entering Hostos arrive after being out of school for many years or arrive straight from a high school which does little to prepare anyone for college. Here we will list some pointers which are almost guaranteed to get you out of Hostos within two years prepared to succeed in any four year college in the city.

1. Never miss a class.

Probably more than any other one thing, class attendance will determine success or failure in college. During class the subject matter is outlined, analyzed, discussed. Assignments are reviewed, new assignments are explained.

2. Actively participate in class. Sitting and listening are not enough. Take notes. Ask questions about anything in the assignments that is not clear to you. Do not hesitate to ask your teacher questions if something in the lesson is not perfectly clear to you. There is really no way a

teacher can guess what exactly might not be clear. Note, that if you have a question the chances are a hundred to one that others are troubled about the same point. Make sure that the teacher clearly explains to you any material that he/she marked incorrectly on an exam or paper.

3. Do your assignments before class. If you consistently complete the assignments before class, you will be able to ask questions about the assignments at the time when the material is being taught. More importantly, the class work should be much clearer and as a result more interesting. Underline the most important passages in your texts (on the average 20 percent should be underlined). Look up those words in a dictionary which are not perfectly clear.

4. Take advantage of your teachers' office hours. No two people have exactly the same problems, interests, or needs. Most students, at least some time during the semester, should have a conference with their teacher. The greater the problems, interests, or needs, the more frequently you should see your teacher individually.

5. Counselors and librarians can help, often enormously: utilize this resource.

6. Make sure you are taking the right course. Spend at least as much time choosing what courses you need to satisfy the requirements for your degree and need to achieve your career goal as you would to pick out a pair of shoes.

7. Do not take too many credits. Realistically assess how much time you have to devote to school. The rule of thumb is that a college course requires two to three hours of outside work for every hour of class. If you take 18 credits that means you need 36 to 54 hours of time for studying, preparing papers, etc. If you take too many credits, you may wind up blowing the whole thing or just getting by without learning very much.

8. Discover how you learn. Everyone is not the same. Some people study best by staying up late. Others accomplish more by getting up early. Find your way. In general, however, it is better to do at least some studying every day, and not study any one particular subject for much more than one hour.

Colleges : What can we expect?

The development of more and larger community colleges in New York City came as a result of both the needs of the economic structure our better trained workers and the mass struggles of many Third World people in the mid and late sixties. Four of the existing community colleges were opened then. This corresponded to a time in which the complexities of capitalist production was requiring a larger pool of workers that were skilled. Fulfilling the man and woman power needs of public and private employers was the guiding purpose of most curricula developed at these institutions. The emphasis on "vocational education" was the result of this need.

The key factor in the rapid development of so many of these community colleges was the militant mass struggles of the sixties. Without this there would have been more community colleges or an enlargement of the existing ones but no where as many. The militant struggles for open admission led to the CUNY system having to open its doors to all, therefore forcing it to change hierarchical structure. The community colleges will become the "second hand" institutions ("high schools with ashtrays") in order that they produce the "sub-professionals" that will be needed by public and private employers. They will work to better to train the militant sons and daughters of the late sixties in the work ethic and will try to obtain the rewards of patience and good citizenship. They will also serve to prove to all that "everyone has the opportunity to higher education." The built shortcoming of these institutions are all well known to us, but in spite of these tremendous barriers some of our people have been able to utilize this education to obtain a better job or to go on to four year institutions. The current crisis of capitalism and in particular of New York City threatens to (in the long run) eliminate

most of these institutions. Why? The reasons are very, very clear.

First of all the needs of New York City public and private employers for "subprofessionals" has been met, in fact unemployment among two and four year graduates appears to be at an all time high. Having unemployed intellectuals on the streets has many times presented a problem to the ruling groups. These people do not blame themselves for not having a job, they see themselves as having the skills but being denied jobs by the *System*. Within capitalism it is best to have a completely unskilled labor reserve army, rather than a skilled one. The latter present a greater threat to the power structure in the society. Aside from this, employers no longer see community colleges as a "good investment" for the City. The employers now see these schools as producing unneeded workers who in the future may be "troublemakers". The second reason why these institutions are threatened with elimination (as is Open Admissions) is simply because the mass organization and militancy of many Third World groups no longer exists today. The analysts of the ruling classes see no threat to their power if these actions are taken. The cutbacks, all across the board have been very exorbitant, as if guided by a conviction that the masses will do nothing. To a certain degree community colleges and open admissions were a concession to a massive people's struggle; this struggle and the type of organization we had before, do not exist at this time so the concessions are being taken back.

Most of the plans proposed to the BHE will eliminate directly or indirectly most community colleges. Those that call for tuition will lead to most students who attend community colleges being "shut out" completely. Working students who attempt to attend

will be unable to get financial aid, while at the same time unable to pay tuition. Full time students, with little financial means, who are being made promises of financial aid can realistically only expect their tuition to be paid. The financial aid they presently obtain for living expenses will go to tuition and they will be without money to survive, therefore forced out of school.

The Kibbee proposal will eliminate most of the student population of the community colleges. Only those who come directly from high school will be entitled to open admissions. There will only be 6,000 slots for those who do not come directly from high school and these will be filled on a competitive basis. Many Latin students from the working class will be, in fact, denied college education. Using Hostos as an example, we can clearly see that most of the population that Hostos serves presently would be disfranchised of a free university education. Most students from Hostos do not come directly from high school (as many as 90% or more). Most students from Hostos have not excelled in high school for they have been victims of the public high school system of this City. Few among them would get some of the 6,000 slots open for those who do not directly come from high school. We can estimate, with confidence, that at least eighty percent of the current Hostos student population would not be there if those were the requirements for getting in.

We can therefore see that most community colleges are in trouble and the cutbacks that are coming are only the beginning. Any strategy that we develop must be based on a complete understanding of the relationship educational institutions in this country have to the economic system.

Forecast for the Antilles



by

De Hostos

Eugenio Maria de Hostos, whose home was Puerto Rico, the Caribbean and Latin America through his vast, literary work and his participation in the struggle for the independence and progress of the peoples of this part of the Western hemisphere succeeded in combining in his personality, to the highest extent possible, the traits of these three regions.

Having his roots in the Antilles, De Hostos was able to identify himself with the cause of the Cuban Revolution, espousing it as his own. But what moves us most about De Hostos is this long-range vision of the future of the Antilles within the geographical complex of Latin America and the role which attributed to Cuba within this, based on both historical reality and on his dream for the future, as is the case with all true leaders of the people.

For De Hostos, the archipelago of the Antilles had a historic mission, closely resembling that of Greece in classical antiquity. In his essay, "Cuba and Puerto Rico", after a geographic description of the Antilles, we have the following lyrical account: "In this sea of the Antilles, the Caribbean Sea or the sea of Columbus, whose name is associated with the most glorious moment in modern history, two groups of islands, which in ages to come shall become the Greece of the new continent, offer their paradise, the wreath of their words, the bouquet of their vales, the enchantment of their views and the delights of their climate".

His thesis is developed in another article, "The Problem of Cuba". Just one hundred years ago, De Hostos gave a clear outline of what a free Cuba could represent, although of course, within the social and political schema which he was able to envisage at that time. But, in its fundamental aspects, the outline

corresponded to what was to be the historical significance of the Cuban Revolution. At the end of the article he wrote: If Cuba were to pains takingly carry out just one fraction of the task entrusted to her, in the future the whole world will stop to marvel at not only the works of man but also the miracle of nature in this and the other lands discovered by Columbus between the two great continental masses of the New World."

And De Hostos added; "In the period prior to the cosmopolitan civilization we know, there was a society established on an insignificantly small peninsula and on a few small surrounding islands which altogether had fewer inhabitants than the tiniest of the Antilles. Of all ancient societies, this, the Hellenic society, was the only one which reconciled human reason with humankind, as it progressed throughout history. And this society owed everything, even its intellectual genius, to its geographic situation.

"From then on, the only societies in the modern world which have occupied a geographic location which is not only similar but superior to that of Greece are those taking shape in Cuba and throughout the Antilles.

"Reflect on what has been made, how the world has changed: compare aspects of life in Hellenic society with those in the future society of the Antilles and then imagine the ideal that can and should be brought about.

"Never has a society had a greater, more stimulating, more beneficial spiritual future on the horizon".

The above is just a sample of the foresight of this illustrious Puerto Rican: Eugenio Maria De Hostos, a man of the Antilles and of Latin America.

New Student Government

In light of the preoccupation of the student body, we decided to interview the new president of the Student Government Organization. Following is the interview:

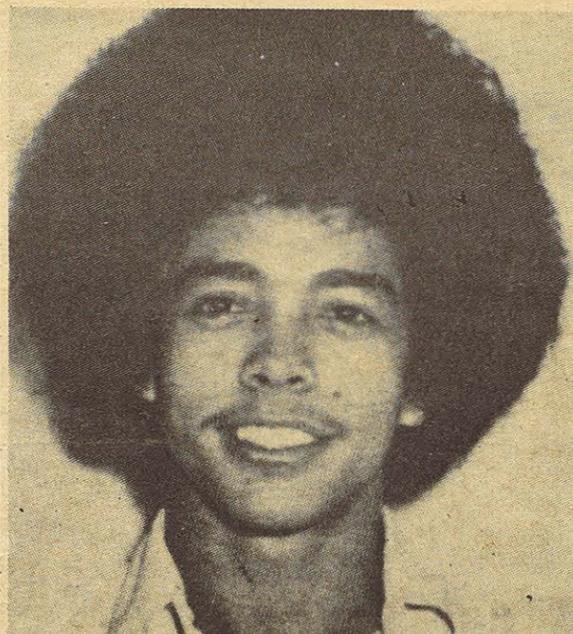
EOC: In view of the all the work that the student coalition did during the election campaign, how do you view the support that the student body gave you?

ALEXIS: Well, undoubtedly I think that the support that the student body gave the coalition has been demonstrated on various occasions, be it in the electoral victories of all our candidates for the student government or in the massive mobilization being carried out by the coalition. And we hope that that same support will be converted into a strong barrier that nobody will be able to topple.

EOC: In terms of the misuse of funds that in general has taken place in some organizations and of course in the administration, what do you in the coalition hope to achieve so that the individuals who are responsible for this are known to the public?

ALEXIS: Although we still haven't discussed this matter in the student government, one of the proposals which I hope to present and which I am sure they will accept, is that we conduct an investigation of the robberies that the administration has made in terms of the organizations and clubs recognized by the student government. We will open an exhaustive investigation on how they have used the budgets that have been assigned to them.

EOC: President Colon, I don't know if you have taken notice of the comments and pre-



Alexis Colón

occupations of the student body when they say that nobody can enter the lounge because of the mess that exists there. How do you plan on attacking that problem?

ALEXIS: We will most definitely attack the problem, but we also have to recognize the atmosphere of frustration and deprivation that engulfs the lounge. But all that is part of the frustrations and deviations that are inherent in many sectors of the student body when it is not consulted or when it is isolated from all social activity. We will do the opposite, or, in other words, we will do everything possible to integrate the student body and make it identify with our daily work.

EOC: In relation to the fact that there are organizations in the college that, since their founding, have done fabulous work with the students, like FUSP and PUL, those organizations do not have their offices. Do you think there is any possibility that they might get offices?

ALEXIS: As best we can we will try to share student government offices with these organizations, taking in mind of course that we will provide them with offices when we can. They truly deserve them.

EOC: What do you plan to do in relation to the crisis that is facing the college?

ALEXIS: Our student government states that the so called "crisis" that is facing the college is only a reflection of the crisis that is facing the city of New York. This crisis affects us more because we are the only bilingual college in the entire city and because its student body and teachers are Third World people. This crisis comes to a head in the desire of the Board of Higher Education to eliminate our college. We state that it is necessary that everybody, teachers, workers, and students, mobilize to turn back these plans and crisis that they want to hit us with. If we organize properly no crisis or anything else can affect us. That's the solution to all the problems of the student body. Solution to the crisis? Unity and struggle!

EOC: We appreciate your hospitality to have answered our questions, and we hope that your work in the student government be recognized by all the students.

ALEXIS: I hope so, thanks.

Let's fight back

TITUS WALKER

At one time black student unions stood as a vanguard in the movement of black people in this country. If you remember, S.N.C.C. (student non-violent coordinating committee) that spearheaded the civil rights movement for voters registration across the country. You will see that we are now finding ourselves walking blindly in the shadows of our own greatness. The black student unions are under attack: so we see our situation today as a state of emergency (But way)?

HISTORICAL BACKGROUND:

The 13th amendment so called freed the blackman in America and in 1865 after the civil war, the government created programs to blend the blackman into the main steam of American society, during this period black congressman and officials were voted to various political post (This period is known as reconstruction).

Then in the 1870's black people were set back again, be-

cause white southerners hated and feared any type of positive movement by black people into American society, and because they were determined to keep blacks as menial laborers. Andrew Johnson (Who was the only president next to Nixon to be almost impeached). Who became president after the assassination of Abraham Lincoln was not sympathetic to the cause of black civil rights and permitted the harrassment and lynching of blacks, by his policy of no policy and not enforcing civil rights laws in this country.

(Now doesn't this story sound familiar)?

In 1865 we were making great strides and then in the 1870's set back.

NOTES:

In 1960's we were making great strides and then in the 1970's set back.

So yesterday is just like today, just like then is just like now.

The plantation has just been past down from father to son.

So today, we as students, the future of tommorrow are being

attacked "again" by the Kibbee proposal to end open admission as it stands today in the city university.

This is our rubutal statement to the Kibbee proposal.

We see the Kibbee proposal as a direct attack on BLACKS, HISPANICS, POUR WHITE'S, THE YOUNG THE OLD STUDENTS AS WELL AS FACULTY IN THE CITY UNIVERSITY. The Kibbee proposal is a racist plan to systematically exterminate people of color out of the city university. We see the proposal as a format to deny our children a college education in America.

THE KIBBEE PROPOSAL

1) His proposal reduces the admissions of general equivalence diploma holder and also graduation of earlier years who never had an opportunity to go to college. Will now have a rougher time getting into a college.

2) His proposal states that their will be 3 terms instead of two, which means an increase in the admission fees.

3) His proposal states a

20% cut in faculty (last hired are always the first fired). This means a 20% cut of black, hispanic, and young professors. His proposal gives all remaining professors increases in salary.

4) His proposal states consolidation which means destroying centralize education at the college level. Closing institutions such as Hostos, Meger Evers, Kingsborough Community College.

5) His proposal also states a 2 year moratorium on new masters programs, which is an attack on blacks, hispanic's and young students, from receiving their masters degree and becoming professors (it hurts the job market).

6) Consolidation of Health Science programs which eliminates health science programs at small community institutions such as at Hostos and other Community College's.

CUNY students, workers fight back

By Ignacio Pérez

NEW YORK— City University of New York (CUNY) students, non-academic staff and faculty are militantly fighting back layoffs, shut-downs, termination of special programs and plans to end open admissions and free tuition and to merge CUNY to the State University of New York (SUNY).

The CUNY community has organized coalitions that are mobilizing thousands to demonstrations, rallies and other militant actions in an effort to present a united front in their struggle to defend the quality of education and the right to a higher education.

DEMONSTRATION

Thousands showed up for a demonstration

Coalition to Save Hostos— arrived amidst cheers to more than double the mass of demonstrators at the time.

Ramón Jiménez, Hostos faculty member, urged the people to "prepare for a very, very long struggle" and to beware of efforts "to divide us as to colleges, programs" and along other lines.

Jiménez stated "we have declared war on those who want to destroy education", followed by applause and cheers.

Chanting "They say cutback, we say fight back", the demonstrators remained firm in their

This group wanted to enter the BHE building while most demonstrators were apparently against it.

an independent group of students, faculty and staff, organized a massive show of strength and unity last November 20 at Wall and Broad Streets. This district was chosen for the activity to "point to those who are responsible for this crisis: the banks and finance capital", Rivera told CLARIDAD. The FUSP participates actively in the CUFA coalition.

Under the main slogan, "Make the banks pay", CUFA also sponsored a demonstration on November 26 at the Chase Manhattan Plaza, Liberty and Nassau Streets.

Rivera, in an interview, said that "these actions constantly being organized and carried out



outside the Board of Higher Education (BHE) central office last Monday to oppose a plan calling for a 20 per cent reduction in faculty and student body and other plans geared to deal with the massive cut-backs in budget. This plan was introduced to the BHE by Robert J. Kibbee, Chancellor of CUNY.

Initially called by the University Student Senate (USS) and the Professional Staff Congress (PSC), the demonstration grew from a small core of a few hundred in the early afternoon to a gigantic, angry mass as contingents from different colleges arrived by the busloads.

The impressive Hostos Community College Contingent— organized by the Community

"PARTIAL VICTORY"

Arturo Rivera, president of the Federation of Socialist Puerto Rican University Students (FUSP) and one of the featured speakers at the activity, claimed the mobilization resulted in a "partial victory", since it managed to cancel discussion on the Kibbee plan. This is the third time discussion has been cancelled.

Rivera called on all supporters to return to the BHE offices next Monday, December 1, to hold a similar demonstration. At 4 P.M. students, faculty and sympathizers will again try to discourage discussion of the Kibbee plan.

WALL STREET ACTION

The CUNY United for Action (CUFA) coalition,

throughout the city are setting the base for a general class boycott in the CUNY system".

The socialist student leader said the time is ripe for the creation of a Steering Committee in the city to prepare this general class boycott.

Rivera concluded by saying that students will not accept the merger of the CUNY system to the SUNY system, and they will fight in every way to avoid it.

**ALL out to
San Juan
on
December 7**

PSP Congress

In all of this context, the members of the Puerto Rican Socialist Party begin their deliberations this week in what is the Party's Second National Congress.

A political program, new set of organizational by-laws, and various resolutions on issues of the day will

be discussed by delegates representing the entire membership.

Indeed, the Congress process has been a model of democracy of fullest participation, of the kind of decision making which a society needs to solve its problems. It is in such sharp contrast to the top to bottom economic manipulations which are making people's lives impossible in Puerto Rico and in this country.

That is why the closing session of the Congress, on December 7 is such an historic event. There the decisions, democratically arrived at by the Party membership, will be presented to the Puerto Rican people. There, in San Juan, the alternative to the misery that we live under capitalism will be put forward and explained.

THE Puerto Rican Masses

Pedro Albizu

lay down/ face in the mud
 shot through the head
 shot in the mind
 shot in the back
 shot in the chest
 shot in the heart

Albizu

revolutionary/ warrior / nationalist / revolutionary

Lay down/ face in the mud. . . .
dead

Papo

came speeding/flying down the street
 tears in his eyes
 shouting/screaming/yelling/hollering
 "No. Pedro, don't die. . PLEASE DON'T DIE. WE NEED you
 Now."

"Pedro, you can't die now. .not now. Please don't Die."

Chino, el barbero left José hanging with 1/2 haircut
 came racing out/ heart broken

"No, Pedro, don't leave us, not now! !

Wilfredo, el bodegero closed his shop
 Joaquin, Miguel and Mario. . . all stopped selling La Bolita
 Dona Maria, left her spiritos

they all shouted/screamed/yelled/hollered
 "Please, Pedro, don't die"

All the Salsa records stopped. . . automatically
 Musicians of all kinds

Palmieri/ Colon/ cheo/ Puentes

The Latin Hustle stood still. . . as all the Latin Dancers
 in flashes of emergency rhythms
 rushed to Pedro

they all shouted/ screamed/ yelled/ hollered

In Rhythm

"Please, Pedro, don't die"

The Homicides stopped fighting with the Suicides and instead

Hijacked a subway

to where Pedro lay dead. . .

Papi stopped selling Piraguas

Maria, grabbed her two niñas, and started running
 understood).

The Fountain Crowd

left Central Park/ran so fast their

hairs couldn't catch up

ran so fast their

super-coolness was left behind. . .

The housewife sisters. . . Pilar. . . Concha. . . Alicia

stopped cooking/cleaning/sewing

all of them. . . they all

shouted/screamed/yelled/hollered

"Please Pedro, don't die"

Boricuas on the Island

jumped in the ocean

started swimming to the street where Pedro lay. . .

swam so quick they shook the C.I.A., F.B.I., C.I.C.

The Boricua workers

flooded from the subways

and instinctively ran to Pedro

Hundreds

Thousands

Tens of Thousands Garment Workers/ Restaurant workers/ Factory
 workers

shouted/screamed/yelled/hollered

"PLEASE PEDRO, DON'T DIE, NOT NOW"

Millions of Boricuas/ all kinds of Boricuas UNited their voices/

tears/ pain/ hopes / . . . strength

Pedro Albizu

slowly turned his twisted body

looked around

lifted himself up

and left Death in the gutter. . . .

Death, having been defeated. . .

. . .by the PUERTO RICAN MASSES

By Ramón Jiménez