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PIZZA

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Destruction

Continued from Page 3

Uzi sub-machine guns. Our guides warned us not photograph them under any circumstances.

Later, as we were driving back to the city after visiting a refugee camp, we saw a military truck returning to the city from the front with a cargo of dead bodies. They appeared to be wearing uniforms.

In the midst of this situation stands the University of El Salvador. The UES is a 146-year-old institution located

in the heart of San Salvador. It is the only public university in the country and occupies a special place in Salvadoran culture.

Like many other Latin American universities, the UES has a constitutionally guaranteed "autonomy" — it is funded by the state but is run independently of the government. But UES's autonomy has been violated several times in recent years. The military has invaded the campus a number of times, the worst of which occurred on June 26, 1980.

On that day, hundreds of heavily armed soldiers attacked the UES. They were supported by tanks and helicopters that roared over the campus grounds. At least 60 students and faculty were killed or "disappeared," and the rector of the University was assassinated.

The Salvadoran government claimed the University was a "sanctuary of subversion" and that it supported the FMLN guerilla movement from within San Salvador. University leaders claimed the government was unwilling to allow intellectual dissent against its policies.

Thus began the four-year period that has become known in El Salvador as the period of "The University in Exile." With the campus closed by soldiers, the university community rented buildings, basements and whatever they could find to continue classes. The students had to pay extra tuition during this time, and many found it impossible to continue their studies.

When popular pressure finally forced the return of the campus to the UES community in May 1984, the faculty and students found devastation. Buildings had been bombed, burned and defaced. Laboratories had been stripped of all equipment and fixtures. Three-fourths of the library's books had been burned or sold to other, private universities.

Earthquake damage at UES was also evident. The economics building is totally destroyed. A four-story struc-

ture, the building fell upon a large auditorium located on its first floor.

Everywhere we walked on the campus, we saw tents housing various administrative offices and the student-run clinic.

Although the Salvadoran government hasn't given the university any reconstruction funds since the intervention, the administration is using what little resources it has to build "cabinas" (small buildings) out of wood and mortar blocks.

The chemistry and pharmacy classrooms and laboratories are housed in some of these structures, and when our delegation walked into one of the laboratories to get an inside look at the construction, we were embarrassed to discover we had interrupted a class taking an exam. I was impressed by the determination of the Salvadoran students to continue their studies under the most adverse conditions.

In fact, when the campus was returned to the UES in 1984, the entire university community began a reconstruction project they called "Stone upon Stone." They literally rebuilt a large portion of the UES with their own hands.

The UES campus is much larger than that of the University of Oregon. More than 32,000 students are enrolled at UES this year, studying everything from architecture to zoology. Walking around campus, I got the impression that Salvadoran students differ little from students here, except they speak Spanish.

There is, however, one important difference. Because of the situation in El Salvador, the students at UES are much more politicized than U.S. students.

This is evident in their numerous and well-coordinated student groups. The General Association of Salvadoran University Students was instrumental in organizing the UES students into earthquake-relief brigades on the very day of the disaster. Students and faculty went into the least-affected sectors of the city and collected food, clothes, blankets and medicine to give to those who had suffered the most.

AGEUS members took us to one of the communities they had concentrated on. They called it "Labor II." It is a very poor neighborhood located on either side of a set of railroad tracks.

The "houses" are built out of mud bricks, scraps of wood, cardboard and whatever else the residents can find.

Labor II is a typical communi-

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