

22/3

Ames, Iowa



LATIN AMERICAN STUDENT UNION **LAS NOTICIAS**

Winter 1977
Published Quarterly
Iowa State University, Ames

In this issue:

Notes from Minority Programs

English Difficulties?

Spanish—The Second Language
of the United States

Spanish-Speaking Student
Population in Iowa

Study: Latinos trail whites,
lead blacks economically

The Mexican Americans Among Us

Book Review:

El Paisano

Poetry of Mexico

Octavio Paz

Dear Friends,

This Newsletter will be a quarterly publication and it shall be the main information outlet of L.A.S.U., i.e., Latin American Student Union, the student arm of the Spanish American section of Minority Student Programs.

Our Newsletter will concentrate on LASU programs, activities, objectives, achievements and any problems that face the Spanish American community here at Iowa State University and in the United States.

For the coming quarter, LASU in conjunction with the Spanish American section of Minority Student Programs have planned many social, cultural and educational events in which your participation is extremely necessary. Events for Winter Quarter will include a Latin American Film Festival, lectures by some noted guest speakers on the problems of Latinos in the United States, a bake sale and others. We will also be participating in some continuing education seminars, conferences and other community relations events, all of which will be mentioned in detail in subsequent newsletters.

It must be mentioned that there is a Graduate Assistant serving as the Spanish American Coordinator in the Office of Minority Student Programs. This person is Spanish-Speaking and is there to advise on any academic, social or personal problem that a Spanish American student might have. Please feel free to ask of us any kind of assistance or information you may need; or just drop by and get to know us.

Very sincerely,

Vivian Agosin, Coordinator
Spanish American Programs
(294-6338)

David Cuevas, President
Latin American Student Union
(294-6173)

L.A.S.U. VIBRANT & SUCCESSFUL

by David Cuevas

The Latin American Student Union was formed last September as a result of the growing need to voice and solve the problems of American students who are bi-cultural and bilingual, coming from the Latin part of the world (eg. Mexico, Puerto Rico, etc...)

Our specific programs and events are aimed towards the successful educational and social integration of the Spanish American student on campus and the provision of at least a minimum number of programs propitious to the welfare of the incoming Spanish American students recruited by the Minority Programs Office.

We are also interested in coordinating events with other student organizations with the purpose of ensuring cultural and human understanding.

During our first year as an organization, we had cooperated with the United Native American Student Association and the Black Student Organization in the presentation of the seminar '76 called "Minority Report: America's Image of Ethnicity." Another joint event was a booth at Veishea in which there was an overwhelming response. In view of this, our plans for next year's Veishea will be more elaborate.

On October 1975, we had as our guest Miguel Teran from the Governor's Spanish Speaking Task Force. He indicated a lack of support by the State of Iowa to the Spanish American population and the need for further integration among the existing Spanish American groups. In relation to this, a letter signed by the officers of LASU was sent to the Governor of Iowa, but the response was not satisfactory.

We have also seen the need for a full-time Spanish American counselor, who is aware of an sensitive to the special problems, adjustments and situations faced by the newly entering, as well as the continuing Spanish American student. Our proposal to the Vice-President of Student Affairs was very positive and we hope that this person will be working with us in the near future.

Besides the various activities planned, we will have a broad-based community outreach program to propagate our problems and to develop a more understanding relationship with Ames and the surrounding communities. As a matter of fact, we have already contacted various organizations and many are more than willing to be a part of our program.

Membership into our organization is open to anyone interested in Latin American matters and we are seeking to locate staff, faculty and students with such interests.

Our New Coordinator

by Roopchand Mohunlall

Youthful and energetic Vivian Agosin is the new Spanish Coordinator at Iowa State. She hails from Chile, speaks Spanish and English and is a mother of an active five year old daughter.

Vivian has experience as a researcher in the Psychology and Mental Health Departments of the University of Chile while her Master's thesis deals with studies of memory in preschool children.

As a new person on the job, Vivian is bursting with enthusiasm and a desire to contribute and generate innovative ideas that would help people to be more understanding and sensitive to the problems that face Spanish American students on campus.

According to Vivian the main problem of Spanish American students is the adjustment to a new lifestyle in this predominantly white middle-class environment. She also feels that certain academic deficiencies, because of a poor central-city education may also be a major limitation for these students.

Vivian is of the opinion that the Minority Programs Office can help to solve the culture shock by inviting students for informal and individual conferences and by the social and cultural events which have been planned for the academic year of 1976-77.

The main thrust of her work would be to create an environment where there is an understanding and sensitivity to human problems and feelings. She feels that the American society should be like a kaleidoscope, the more colors it has, the more beautiful it looks and yet there is some form of harmony.

She furthermore feels that, to be effective as a helper of Spanish students, she ought to be like a twenty-four hour Life Line, being available at all times for any type of help or advice needed.

Vivian intends to work very closely with other minority groups and student organizations that are sensitive to the problems of Spanish Americans. In addition, community groups will also be educated on issues facing the Spanish American population.

Vivian anticipates that not too long from now, a higher proportion of Spanish American students will be in Ames because Minority Programs will be taking part in active recruiting in the high schools of predominantly Spanish communities.

According to the Spanish Coordinator "everything is all set to roll the ball, how fast it rolls will depend on the cooperation of the rest of the Spanish American students on campus."

NOTES FROM MINORITY PROGRAMS

Minority Student Programs was designed to meet the needs of four groups of students Iowa State University: Native American, Black American, Latin American and Asian American.

The Office seeks to aid in assuring that these students receive the full benefits of being at Iowa State University.

The Office meets both educational and social needs and acts as a resource for the University in general. Special services and support is provided. The Buffy Sainte-Marie American Student Scholarship Fund and the Martin Luther King Fellowship Fund are administered by this office. Personal, financial and academic counseling is available for those students who are having problems that hinder them from functioning to their full potential.

For more information contact 119 Beardshear.
Ph. 294-8818.

"LAS NOTICIAS" NEEDS YOU

"LAS NOTICIAS" is a quarterly newsletter published by and for Spanish-American students at Iowa State

University and funded by Minority Programs. This is an appeal to you for help. We need desperately, reporters, writers and typists.

R.A. POSITIONS

The Resident Assistant (RA) selection process for the Department of Residence will begin soon. Students interested in becoming an RA for the 1977-78 academic year should call Teddy Anderson, Program Advisor, Union Drive Association, 294-1300.

WORKSTUDY TYPIST NEEDED

Requirements: ANYONE who can Type relatively "well"

Pay Rate: 2.30/hour (up to 20 hours)

Applicants should contact Mary Parker, 301 Beardshear Hall, Iowa State University, 294-6338.

ENGLISH DIFFICULTIES?

by Barbara Matthies

For students who are unsure about their English language proficiency, the Department of English has a diagnostic test and special lessons available. The test can be taken by appointment at the Student Counseling Service, and the results will be available in 339 Ross Hall which is the Office of the Director of English for Speakers of Other Languages.

That office can provide information about the language laboratories, self-teaching books and English 100 classes.

Students can receive help with listening comprehension, grammar, vocabulary, reading comprehension and writing.

If you want to take the test, phone 294-3568 to make an appointment. Be sure to identify yourself as a Spanish-American student.

SPANISH—THE SECOND LANGUAGE OF THE UNITED STATES

by Jaime Lacasa & Judy Lacasa

In 1776, the year of our independence, more than half the territory of the present day continental United States except Alaska, was Spanish, and Spanish was its language. And in the part that was not Spanish, the east of the continent where our republic was born, the importance of Spanish and of its teaching was already recognized even before the Revolutionary War. For example, in New York in 1735 Spanish was already being taught.

After our independence, leaders such as Benjamin Franklin, Thomas Jefferson and John Adams realized the importance of Spanish in the United States for both then and the future. Jefferson and Franklin not only studied Spanish themselves but had it put into the curriculum of the University of Virginia and the Philadelphia

SPANISH-SPEAKING STUDENT POPULATION IN IOWA

by Mario Delgado

Academy respectively. Later, in 1800, Harvard was offering three courses in Spanish. The recognition of the importance of the Spanish language continued in such a way that in 1825, in the U.S. Literary Gazette, the following prophetic words appeared, "Spanish will in (the) future certainly take the most important place in this nation after our own language." And now, 150 years later, we see this prophetic statement fulfilled. Today more Americans study Spanish at all academic levels than any other language. Even more, in 1973 of all the students enrolled in courses in the principal foreign languages, 40% - almost half, were studying Spanish. Besides, Spanish has been proposed as the second official language of the state of California. Also many documents, forms and information bulletins of our federal government are written in Spanish. Furthermore, in the entire country there are more than 100 radio or television stations with all or a great part of their programs in Spanish. Spanish speakers of the United States, numbering 12 million or more, constitute at the present the second ethnic minority of the nation. And while at present the growth of the Spanish-speaking population is half a million per year, by 1978 it will be a million. By 1985 more than 50% of the residents of California are going to be Spanish speaking. All this makes it believed that by 1990 the Hispanic community is going to be the most numerous minority of the United States. The importance and influence of these demographic data and of their consequences reach not only politics and commerce but all aspects of the way of life of our country. While in some parts of the country a working knowledge of Spanish is certainly an asset, and in other areas it is a must for those whose work involves contact with the public (lawyers, doctors, nurses, teachers, social workers, store clerks to name a few), in the not too distant future some ability in the language perhaps is even going to be a nation wide necessity.

What are the principal Spanish-speaking groups?

Of the Spanish-speaking Americans, 60% are of Mexican origin and live principally in the border states of California, Arizona, New Mexico and Texas. Some 15% are of Puerto Rican origin, and the majority of them live in New York City, making this practically a bilingual city. Seven percent are of Cuban origin and live mainly in Miami and its environs. In Miami, more than half of the inhabitants are of Cuban descent, and in some parts of this city of the United States English is not even spoken.

One has to note also that the influence of the Spanish speakers in the United States, and with it the value of knowledge of the Spanish language, is no longer limited to the states traditionally belonging to the so-called "Spanish belt." For example, in 1971, in Iowa there already were 46,000 Spanish speaking people and in a few places more than half of the people spoke only Spanish.

In view of all this, perhaps now it is time for Spanish, a language which we are accustomed in the United States to calling and studying as a "foreign language," to be treated as "our second tongue."

While the dominant student population in Iowa is English-speaking, a growing minority is either monolingual in a language other than English, or is to some degree bilingual. The largest non-English speaking children are Spanish-speaking students with Native American and Asian American speakers following close behind. In 1974-1975, 2.5% (15,916) of Iowa's Public school student population was minority. Of these, 65% (10,349) were Black, 19.6% (3,130) were Spanish surnamed, 6.4% (1,023) were Native American and 6.1% (979) were non-minority students.

Although Iowa's non-minority population declined from 630,561 in 1973 to 601,509 in 1975, its minority student population increased from 15,847 in 1973 to 15,916 in 1975. Interestingly, the increase in minority students was due to an increase in Spanish-speaking, Native American, and Asian American enrollment. Spanish-surnamed students, for example, increased from 2,962 in 1973 to 3,130 in 1975; Native Americans from 904 to 1,023 and Asian Americans from 851 to 979 during the same period. Of importance is that the slight minority increase stemmed from minority families whose primary language is not English. Also significant is the fact that most of the non-English speaking students in Iowa are concentrated in a few districts. For example, the 6 largest school districts in Iowa (Des Moines, Davenport, Cedar Rapids, Waterloo, Sioux City and Council Bluffs) house over 43% of all the Spanish-speaking students in the state, 49% of all Native American students, and 28% of all Asian American students. The other concentrations exist in a handful of school districts. If one adds the Spanish speaking students from Mason City, Ft. Madison, Muscatine, West Des Moines, Bettendorf, Ames, Ft. Dodge, Columbus Junction, Burlington, and West Liberty to the above 6 districts, one reaches over 77% of all Spanish-speaking students in the state.

The addition of South Tama school district to the largest 6 districts results in the total of 71.9% of all Native American students in this state. Finally, if we add the Asian American student population of Cedar Falls, Iowa City, Des Moines, Mason City, Ames, Clinton, Dubuque, and West Des Moines to these 6 districts, we will have over 50% of this minority group. The importance of these concentrations is that coordination from the state level makes it administratively possible for the Urban Education section of the Department of Public Instruction (D.P.I.) to have a major impact on non-English speaking students in the state of Iowa by working with a relatively small number of school districts in the state.

STUDY: "Latinos trail whites, lead blacks economically."

(from Des Moines Register, December 10, 1976)

The 11 million Americans of Spanish-speaking origin are worse off economically than whites but better off than blacks, according to a Census Bureau study.

The study showed that unemployment among Hispanic Americans in March registered 11.5%, compared to 6.8% for whites and about 13% for blacks.

Median income for Hispanic families in 1975 was \$9,551, compared to \$14,268 for whites and \$8,779 for blacks.

Some 26.9% of them were below the federally defined poverty level of \$5,500 for an urban family of four, compared to 9.7% of whites and 31.3% of blacks.

Income of Hispanic families dropped from 71.2% of white family income in 1974 to 66.9% in 1975.

The Census Bureau estimated that Americans of Spanish origin numbered 11.1 million in March, 1976, or 5.3% of the total population.

The Bureau has been compiling studies on the ethnic origins of Americans since 1969. The sampling method for the survey has changed several times, however, so officials feel that year-to-year comparisons are not valid.

Nevertheless, the latest survey compares with a Hispanic population of 10.6 million, or 5.1% of the total population in 1973, when the bureau first used current survey procedures.

In the latest survey, 6.6 million persons identified themselves as of Mexican origin, 1.8 million said they were of Puerto Rican origin, 686,000 reported Cuban origins and the rest were from other Spanish-speaking backgrounds.

Cubans tended to be the best off among the group, with a median family income of \$11,772. A key factor was that a bigger portion of Cubans and persons with origins other than Mexico or Puerto Rico are professional or technical workers. The percentage of Cubans 25 years old and over with at least high-school education was 51.5%, compared to about 30% of those of Mexican and Puerto Rican origin and 64.1% for the population at large.

BOOK REVIEW

"El Paisano"—Benedicto Cuesta

by Margarita Mondrus

New Mexico is the only one of the United States which is officially bilingual. A large proportion of the rural population, especially in the Sangre de Cristo Mountains, speaks a unique dialect which has persisted for 400 years, and to this day retains many elements of archaic Castilian of the 16th and 17th Centuries. The following is an excerpt from the book *El Paisano* by Benedicto Cuesta, an instructor of Spanish culture and Language at New Mexico Highlands University.

El tratar de conocer, apreciar y preservar el patrimonio cultural descuidando el idioma sería una pretensión académica sin valor. En la lengua se encarnan y se expresan el genio y las esencias de una raza. En lo que se refiere a Nuevo México, no hay duda de que estamos saturados de las presunciones de teóricos de la cultura. Ellos estudian y formulan esta cultura desde los moldes de sus propios conceptos y de su propia lengua, y así la recrean y expresan a su imagen y

semejanza.

Es aún más triste el caso de aquéllos que, teniendo el español como lengua madre, son ya incapaces de expresarse en su propio idioma. Esto indica que, aunque intenten demostrar lo contrario, van sin remedio haciéndose ajenos a su propia cultura. Así pues puede afirmarse que la sobrevivencia del idioma es condición necesaria para el mantenimiento de la integridad personal y cultural.

En el conjunto de la familia de pueblos hispánicos Nuevo México tiene una personalidad cultural (y por lo tanto lingüística) propia. Nuevo México no es México, ni Argentina, ni España. En la "comunidad" y en la "variedad" de los pueblos hispánicos se basa en gran medida su interés y fascinación. Así el idioma español en Nuevo México tiene sus características particulares, sus diferencias y proceso evolutivo. Es claro que las circunstancias históricas, geográficas, etc. de cada país influyen en el idioma, que por naturaleza es móvil y vivo...

Someramente hablando sabemos que el español de Nuevo México se basa principalmente en el castellano de los siglos XVI y XVII, y que es secundariamente afectado por otros dialectos: andaluz, asturiano, gallego, etc. No faltan algunas influencias de la lengua nahuatl de los indígenas mexicanos, ya que este idioma había influenciado y enriquecido el lenguaje de los hispano-parlantes de México al tiempo de sus emigraciones hacia Nuevo México. El español de Nuevo México parece haber sido muy ligeramente afectado--sólo unas cuantas palabras--por las lenguas indígenas nuevomexicanas: Tewa, Navajo....Desde el año 1846, fecha de la invasión norteamericana, el español, por necesidad, ha sido influenciado por la lengua inglesa. No es fácil determinar hasta qué punto esta influencia ha sido destructiva o enriquecedora...

Estamos en un momento histórico en que, desde las fuentes puras del español del siglo XVI, el dialecto nuevomexicano, con su sabor "cervantino," arcaico y rural, debe abrirse hacia un nuevo florecimiento, hacia una expansión legítima, pintoresca y llena de dignidad.

"Poetry of Mexico"—Octavio Paz

by Vivian Agosin

The following is an excerpt from Octavio Paz's introduction to the Mexican edition of the book *New Poetry of Mexico*.

The author writes:

The expression "Mexican poetry" is ambiguous: is it poetry written by Mexicans or poetry that in some manner reveals the spirit, the reality, or the character of Mexico? Our poets write twentieth-century Mexican Spanish but the Mexicanness of their poems as reflecting national character is very doubtful. It is said that Lopez Velarde is the most Mexican of our poets, yet his work is so personal in style that it would be useless to look for someone like him among his contemporaries and descendants. If that is what determines one's Mexicanness, then we would have to conclude that Mexicanness consists in not appearing like any other Mexican. The fact is that the work of Lopez Velarde bears more than a slight resemblance to the work of the Argentine poet Lugones, which, in its time, seemed close to the work of Laforgue. Not national character but

the spirit of an epoch unites these three poets.

The poetry of Mexicans is part of a larger tradition: that of the poetry of the Spanish language written in Spanish America in the modern epoch. This tradition is not the same as that of Spain. Our tradition is also and above all a polemical style, at war constantly with the Spanish tradition and with itself: Spanish purism against cosmopolitanism; its own cosmopolitanism against a will to be American. As soon as this desire for style asserted itself, it set up a dialogue between Spain and Spanish America. That dialogue is the history of our poetry: Dario and Jimenez, Machado and Lugones, Huidobro and Guillen, Neruda and Garcia Lorca. Mexican poets have participated in this dialogue since the time of Gutierrez Najera and the Revista Azul. Without that dialogue there would be no modern poets in Mexico, but also, without the Mexicans the poetry of our language would not be what it is.

I underline the Spanish American character of our authors because I believe that the poetry written in our country is part of a general movement begun around 1885 in the Spanish portion of America. There is no Argentine, Mexican, or Venezuelan tradition and style. The national histories of our literature are as artificial as our political frontiers. Both are a consequence of the great failure of the wars of independence. Our liberators and their successors divided us. But what our leaders separated may through poetry be united. This book thus presents only a fragment, the Mexican part, of South American poetry. This national limitation, however antipathetic it seems, is not too serious. This book is nothing if not a contribution to the Spanish American dialogue.

THE MEXICAN AMERICANS AMONG US

by Gene Erb

(from Des Moines Tribune, April 19, 1976)

There are some 5,600 Mexican-Americans living in Polk County, the largest concentration in the state.

They are the product of a migration that sought to escape political oppression and poverty in Mexico. They did -- but perhaps not as fully as many would have desired.

Most of those coming into Iowa in the 1920's went to work for Rock Island Lines and many lived in crowded dwellings next to the railroad tracks.

Some of the third generation Mexican-Americans have succeeded in professions, but they are the few. The dropout rate in school is nearly five times that of the rest of the community.

Most still work at laboring jobs and many are bitter about low pay and discrimination, even though this has changed somewhat in recent years. As late as 1960, Mexican-Americans had to sit in the back of a West Des Moines theater and they were restricted to a corner of a cemetery for burial of the dead. But Mexican-Americans have been proud of their heritage and efforts to preserve their culture and the Spanish language go on at the same time they are attempting to get more of the benefits of the mainstream of society.

Most Mexican-Americans have scattered throughout the county and state, but many of the older - first generation - people still live in West Des Moines.

THIRD GENERATION

And West Des Moines City Manager Elmer True commented: "We're in the third generation and the Spanish-speaking Americans....have been very good citizens for West Des Moines."

The mobility of the second and third generations is evident in West Des Moines. Robert McFadden, 69, of 517 Ninth Street in West Des Moines, a member of the local historical society, said the suburb's Mexican-American population has "dwindled down to mostly older folk" who lived in the older downtown district.

While there are inconsistencies in U.S. Census Bureau information about citizens of Mexican and Latin-American descent in Polk County, the figures do reflect a dispersal and movement away from West Des Moines.

According to the 1970 Census, there were 1,063 Mexican and Latin-American citizens in Polk County - 816 in Des Moines, 185 in West Des Moines and the remainder scattered through the county.

However, a 1973 U.S. Census report on population characteristics in Iowa indicated a much larger Mexican and Latin-American population in the county, 4,092 in 1970 and a projected, 5,622 in 1974 - the largest concentration in the state. And a report recently published by the Governor's Spanish Speaking Task Force said that figures for Mexican and Latin-American citizens in the state are understated by at least 5 per cent, which has been acknowledged by the U.S. Census Bureau, and perhaps by as much as 20 per cent.

SHIFT OCCUPATIONS

With the demise of the railroads, Mexican-Americans in the area have shifted to other occupations. According to 1970 Census figures, there were only 280 Mexican-Americans in Iowa working in railway, trucking and other transportation industries. Most (31.82 per cent) were employed in manufacturing industries, but their names now are represented in nearly every occupation and profession. While most second and third-generation Mexicans have better jobs, housing and incomes than their parents, they lag behind the rest of the populace in these three sectors, and in education and others as well, according to the Task Force study conducted in 1975.

The Task Force attributed the disparity to prejudice and ignorance in the state and to the failure of governmental bodies and school districts to deal effectively with the needs of Mexicans and Latin Americans of bilingual and bi-cultural backgrounds. The task force found that Mexican and Latin-American citizens do not receive equal pay for the work they do, and theorized that this disparity explains the "over-participation of Mexican-Americans in manufacturing industries. The study said that "since Spanish-speaking operators in manufacturing are paid less, they are more appealing toemployers." Many of the younger Mexicans are troubled, even bitter, about the discrimination they and their parents have endured.

OCTAVIO PAZ

(Nacido en Mejiro D.F. 1914)

En el servicio exterior Mejiro desde 1945 hasta su renuncia en 1968 como embajador en la India. Ha publicado muchos libros de ensayos, muchas traducciones de poesía obras de Matsuo Basho, Fernando Pessoa, ee cummings, George Schehade, Artur Lundkvist, entre otros, y mas de una docena de volúmenes de su propia poesía.

TRABAJOS DEL POETA

XV

Pueblo mio, pueblo que mis magros pensamientos alimentan con migajas, con exhaustas imágenes penosamente extraídas de la piedra! Hace siglos que no llueve. Hasta la yerba rala de mi pecho ha sido secada por el sol. El cielo, limpio de estrellas y de nubes, está cada día más alto. Mi sangre se extenua entre venas endurecidas. Nada te apacese ya, Cólera, Centella que te rompes los dientes contra el muro; nada a vosotras. Virgen, Estrella Airado, hermosuras con alas, hermosuras con garras. Todas las palabras han muerto de sed. Nadie podrá alimentarse con estos restos pulidos, ni siquiera mis perros, mis vicios. Esperanza, águila famélica, déjame sobre esta roca parecida al silencio. Y tú, viento que soplas del Pasado, sopla con fuerza, dispersa entre pocas sílabas y házlas aire y transparencia. Ser al fin una Palabra, un poco de aire en una boca pura, un poco de agua en unos labios ávidos! Pero ya el olvido pronuncia mi nombre: míralo brillar entre sus labios como el hueco que brilla un instante en el hocico de la noche de negro pelaje. Los cantos que no dije, los cantos del arenal, los dice el viento de una sola vez, en una sola frase interminable, sin principio, sin fin y sin sentido.

(born in Mexico, D.F. 1914)

In the Mexican foreign service from 1945 until his resignation as Ambassador to India in 1968, he has published many books of essays, many translations of poetry, - works by Matsuo Basho, Fernando Pessoa, ee cummings, George Schehade, Artur Lundkvist, among others and over a dozen volumes of his own poetry.

From WORKS OF THE POET

Translated by Eliot Weinberger

XV

My people, people whom my lean thoughts fed with scraps, with tired images painfully pulled from stone! For centuries it has not rained. Until even the sparse grass on my chest has been shriveled by the sun. The sky, clear of stars and clouds, each day is higher. My blood moves through hardened veins. No one appeases you, Anger, flashing as you break your teeth against the wall; nothing for you two, Virgin and Wrathful Star, you beauties with wings, beauties with claws. All of the words have died from thirst. No one will feed themselves with these polished remains, not even my dogs my vices. Hope, emaciated eagle. leave me on this rock like silence. And you, wind that blows from the past, blow fiercely, scatter these few syllables and make them air and transparency. To be finally a Word, a bit of air in a pure mouth, a bit of water on greedy lips! But now the forgetfulness pronounces my name: watch it shine between his lips like a bone that shines a moment in the snout of the night of black hair. The cantos that I never said, the cantos of sand, are said by the wind a single time in a single interminable phrase, sourceless, endless, senseless.

PEOPLE TO KNOW

Vivian Agosin	Spanish-American Coordinator, 301 Beardshear Hall
David Cuevas	President, Latin American Student Union
Yvonne Force	Secretary, 301 Beardshear Hall
Delores Hawkins	Director, Black Cultural Center
Dr. Patrick Jimerson	Director, Minority Student Programs
Margarita Mondrus	Secretary, Latin American Student Union
Mary Parker	Special Assignment, 301 Beardshear Hall
Berardo Valdes	Advisor, Latin American Student Union

Unión Latinoamericana Universitaria



Toby Fishbein
162 Library