La Resolución del Año Nuevo:
¡Unidad entre la Comunidad Hispana!

La mayoría de las personas comienzan cada año con una resolución que, muchas veces, se olvida. Este Año Nuevo, el University-wide Council of Hispanic Organizations (UCHO) también hizo una resolución: asegurar que la comunidad Latina/Hispana en la Universidad de Ohio State esté al tanto y sea informada de todos los asuntos que rodean a nuestra comunidad. Espero que esta información nos permita crecer y fortalezca la comunidad latina.

Al contrario de mucha gente que hacen resoluciones, tenemos la habilidad y la devoción de cumplirla porque no sólo nos afecta sino que también afecta a nuestra comunidad. "¿Qué Pasa OSU?" es el vehículo que permitirá que las muchas voces de nuestra comunidad se expresen a la gente en general. Aunque "¿Qué Pasa OSU?" representa nuestra meta para el Año Nuevo, esperamos que todo el mundo se beneficie de NUESTRA revista.

"¿Qué Pasa OSU?" es una revista dedicada a obtener la perspectiva de los estudiantes Hispanos/Latinos. Es también la forma de proveer información sobre varios temas actuales. Esta revista se ha hecho gracias a UCHO, el cual es una junta formada por organizaciones hispanas registradas en OSU, y el Hispanic Oversight Committee. Esta revista pertenece a la comunidad hispana y solamente responde a UCHO, el cual son ustedes. Por favor, piensen y utilicen esta revista como un foro abierto para la comunidad hispana. Sinceramente, esperamos que ustedes se beneficien de esta revista y compartan sus reacciones para hacer "¿Qué Pasa OSU?" mejor para nuestro beneficio.

New Year's Resolution:
Unity Within The Hispanic Community

Most people begin every new year with a resolution that often times is forgotten rather quickly. This year the University-wide Council of Hispanic Organizations (UCHO) also made a New Year's resolution: to make sure the Hispanic/Latino community within Ohio State University be brought up-to-date and informed of the many issues surrounding our community. Hopefully, this "knowledge" will allow us to grow and strengthen our community.

Unlike many individuals who make resolutions, UCHO has the ability and devotion to carry its resolution through because it does not only impact UCHO, but our community. "¿Qué Pasa, OSU?" is the vehicle that will allow the many voices within our community to express itself to the general populace. Although "¿Qué Pasa, OSU?" represents UCHO's goal for the new year, we hope everyone benefits from OUR newsletter.

"¿Qué Pasa, OSU?" is a newsletter devoted to getting Hispanic/Latino student's perspectives. It is also a means of providing current information on various subjects. The newsletter was made possible through both UCHO, which is a council made up of all the registered Hispanic Organizations in OSU, and the Hispanic Oversight Committee. This newsletter belongs to the Hispanic Community, and only answers to UCHO, which in turn is you. Please think of and use this newsletter as your forum to the Hispanic/Latino community. We sincerely hope you benefit from this newsletter as do we welcome any feedback to making "¿Qué Pasa, OSU?" more beneficial for you.
"How are you!" Samuel shouted as we passed by.
"Fine, thanks:" I shouted back.
"What's wrong?" My friend asked me quietly.
"Nothing," I answered a bit too loud.
"Why should anything be wrong?"
"Well, you almost bit that kid.
"No, I did not," I protested offended.
My friend kept quiet and so did I. Both knew what was coming.
"Well, ..." I said after a few seconds. "Maybe I sounded a little rough.
"You sure did," my friend insisted.
"What's eating you?"
"Oh, the same thing as always. Every time that I see a new Hispanic freshman on campus I can't help but imagine the odds that he will actually graduate.
"My friend did not reply. He knew the odds as well as I did.
"I wonder," I continued, "whether it would help to tell him.
"Well, you know. Foretold is forewarned," commented my friend.

We continued our conversation around a couple of cappuccinos at Cafe Fino and agreed that the academic situation of Hispanics at Ohio State was the best guarded secret at an institution that is not characterized by discretion. We also agreed that keeping the information for ourselves did not help anybody, although we could not decide whether knowing the situation would help anybody. Anyway, we thought that knowledge does not hurt, particularly at an institution of higher learning, and resolved to share the Hispanic community this information.

Undergraduates
The undergraduates being the bulk of our educational business, we first examined how they are faring at OSU. We assumed that most undergraduates at OSU are recruited within the state so first we found out from the 1990 US Census what the proportion of Hispanics was in Ohio. Of 10.8 million people in Ohio, 140 thousand, or 1.3%, are Hispanics. Because Hispanic Americans are younger than the average American population, we suspect that the proportion of college-age Hispanics is greater, but could not find the statistics for Ohio. We then examined the proportion of Hispanic undergraduates at OSU and found that, in 1990, there were 518 Hispanic undergraduates among a total of 40,161 undergraduates. This represents 1.3% of the undergraduate population and means that we are doing just our share, but are not helping the Hispanic community anything beyond the minimum. The situation improved a bit for 1992, when Hispanic undergraduates at OSU numbered 1.4%.

Before we feel proud of doing a minimal job, we should take a look at the proportion of OSU Hispanic undergraduates that actually graduate. In 1992, only 48.5% of the Hispanics that had entered OSU as freshmen five years prior had graduated or were still working on their first degree. The percentage of whites in the same scenario was 64.3%. This means that, in five years, we lose more than half the Hispanics that came to us in pursuit of a future. This figure puts a serious question on our competence as educators.

Graduate and professional students
We then turned our attention to the graduate and professional students. Because OSU recruits these students nationwide, we thought that it was fair to compare our proportion of Hispanic graduate and professional students with the figures for the nation. Here we are doing poorly, indeed. In 1990, 22.3 million, this is 9% of 248.7 million Americans were of Hispanic origin but only 1.3% of OSU graduate and professional students were Hispanics. This represents about a 7th of the number of graduate and professional Hispanic students that OSU should have if Hispanics had the same access to graduate and professional education that the general American population enjoys. The situation improved a bit for 1992, when almost 1.8% of the OSU graduate and professional students were of Hispanic origin, but we are still a long way from carrying our fair load.

Faculty
We do not pretend to know the reasons why graduate and professional Hispanic students lack representation at OSU but they do not seem to have any incentives to come. If we look at the composition of the Ohio State Faculty, the loud and clear message is that "Hispanics are not welcome here." In 1992, only 44, this is 1.4%, of the 3,229 tenure track faculty at OSU were Hispanics. In 1991, the national US Census listed 2.9% of teachers at American colleges and universities as Hispanics. This means that OSU has less than half the proportion of Hispanic faculty that our nation has on average, although our recruitment of faculty is worldwide.

But the whole news is even worse. OSU not only ignores Hispanic faculty when hiring, but also ignores them when promoting. In 1992, while 32% of the total OSU faculty were full professors, only 16% of the Hispanic faculty were full professors. Conversely, while 31% of the total faculty were assistant professors, 43% of the Hispanic faculty were assistant professors. As educators, we are fully conscious of the impact that role models have on the students. Our message to the students is that Hispanics are not good enough to teach at OSU and, if they are hired, they are certainly not reliable or competent enough to grant them professional responsibilities.

Staff
While 1.3% of the Ohioans are Hispanics, only 0.74% (92 out of 12,461) staff personnel at OSU are Hispanics. But the real situation is more complicated. The Equal Employment Opportunity Commission has divided the level of employment in several categories that have only approximate equivalences in the records of the US Census. The highest category varies from supervisors of professional employees to university presidents. Presumably, OSU fills these positions through national searches. The 1990 US Census listed 31.3 million workers in this category nationwide, 1.3 million (4%) of which were Hispanics. At OSU, however, of 790 employees in this category, only 5 (0.63%) are Hispanics, and none has a position of Dean or higher. In a lower category that includes counselors, personnel officers, librarians, accountants, etc., who are likely to be recruited locally, Hispanics make 0.9% (14,059 out of 1.6 million) of the state employees but 1.1% (48 out of 4,368) of the OSU employees. The distribution of Hispanics staff employees at OSU repeats the trend of the faculty: high level Hispanic staff at OSU is almost a 7th of the nation average but low level Hispanic staff is higher than the state average. Again, the message is that Hispanics are not reliable or competent enough to hold directive positions.

Conclusions
So Ohio State is prejudiced against Hispanics. But, how did this come to happen at a time of such acute sensitivity for diversity in our country? Evidently the OSU administration has been uncaring and indifferent. But we Hispanics also carry a part of the blame by omission. For years Hispanics at OSU were a fragmented bunch that kept silent while egotistic individuals with private agendas took over the Hispanic leadership. Nobody spoke for the Hispanics and when somebody pretended he or she did, it was mostly for his or her own benefit. Small, quiet, frustrated, and ineffective, the Hispanic community at OSU was easy to ignore. That is not so anymore! Starting with the first proposal for a Hispanic Action Plan in 1987, Hispanics have been fighting for a single and truly representative voice. In February 1993, all Hispanic student organizations at OSU continued on page 8, see BARRIGA
**Office of Hispanic Student Services**

The Office of Hispanic Student Services was created to provide services to the Hispanic student body at Ohio State University. As part of the Office of Student Life, the Office of Hispanic Student Services supports the growth of Hispanic students through activities which enhance the quality of life of the Hispanic students. The Office also intercedes with various administrative offices for the benefit of the students. As Director of the Office, Carmen Alvarez-Brekenridge, works to encourage and prompt students to get involved in activities at the Ohio State University. This involvement is what turns students of the Hispanic community into leaders.

The Director's role is not limited solely to students, although it is her primary responsibility, Carmen also represents, on behalf of the student's, many interests in the University and the Community.

As the Graduate Administrative Assistant (GAA) of the Office of Hispanic Student Services, Daisy Aguilar, has headed up the charge of developing leadership skills. She has especially devoted a great deal of time with the Hispanic organizations on campus. Daisy has organized workshops and has worked with students involved in Leadership Retreats.

The Office of Hispanic Student Services sponsors quarterly activities which are directed to the improvement of multicultural sensitivity and leadership skills in the Hispanic community. It organizes workshops on ethnicity and race relations, study skills, career skills, personal relationships, AIDS awareness, and drug and alcohol abuse. The Office is also in charge of the annual celebration of the Hispanic Awareness Week. The primary goal of this event is the promotion of the Hispanic culture both within and outside the Hispanic community.

Hispanic Awareness Week has been the perfect way for people from other cultures to get in contact with the Hispanic culture and discover its diversity. This celebration was nationally recognized in 1988 by the National Association of Continuing Education.

**UCHO**

The University-wide Council of Hispanic Organizations is currently working on a variety of different issues that involve the entire Hispanic student body. The Hispanic Needs Assessment, The Newsletter, and the Organization Brochure are among the last projects UCHO is dealing with.

The Organization Brochure will be a compilation of brief statements about each of the Hispanic Organizations. The Brochure will be sent out to every incoming Hispanic student so as to provide a basis from which Hispanic students will make a guided choice to join an organization.

The Newsletter has been a joint effort between the HOC and UCHO. The purpose of the newsletter is to allow students to give the students' perspective behind what is occurring at OSU. It is also a publication that will provide valuable information to the Hispanic community both within and outside OSU.

The Hispanic Needs Assessment is the most intricate project UCHO has taken on over the past year. The Needs Assessment is a work in progress, designed to determine what the needs are of the Hispanic community. The Needs Assessment is headed up by a committee from members of UCHO. Both the chair, Victor Mora and the committee, has been instrumental in moving the assessment forward. The 'instrument' that will be used to determine the needs of the Hispanic community is a questionnaire. The questionnaires will be sent out during the Spring quarter. Every student is encouraged to take a few minutes to fill out the survey. It is important that the survey be filled out because it is through the student responses that we can address the administration with OUR concerns and problems.
¿Solamente Inglés?

Por Luz V. Lopez, OSU, College of Law

"English Only!" Estas palabras han sido expresadas numerosas veces por representantes del gobierno, por los periódicos, y por las voces de nuestros compatriotas anglos. La idea de que los inmigrantes recién llegados a los Estados Unidos aprendan el inglés no es una novedad. La historia de este país demuestra que la llave para lograr éxito, ya sea económicamente, educacionalmente, o socialmente, es aprender a hablar inglés.

Nuevas razones para aprender inglés son indispensables para obtener éxito en este país. Una realidad muy dura, y son enfatizadas por esas personas que no pueden entender la importancia y el valor de su lengua y cultura. Como latino, debemos recordar que para competir y sobrevivir en esta nación, una competencia del inglés es necesaria. Entonces, ¿por qué no quejarnos cuando los anglos quieren obligarnos a aprender inglés?

La primera razón por la que nos quejamos es que ver con la palabra "only." Esta palabra se utiliza en lugar de la palabra "impossible" y nos da a entender que en este país no hay campo para aprender nuestra lengua, la cual es el reflejo más profundo de nuestra cultura. Ni el gobierno ni la gente de este país tienen el derecho de obligarnos a aprender a través de la lealtad a, un grupo étnico o racial a aprender inglés. No debemos olvidar que el inglés no es el idioma oficial de esta nación, sino el idioma más importante. Si el gobierno escoge al inglés como el "único" idioma, podrán erradicarse culturas o costumbres diferentes de la de la mayoría.

La segunda razón por la cual algunos de nosotros no apoyamos estas leyes restrictivas es la hipocresía de las instituciones gubernamentales y educacionales que las quieren implementar. El ejemplo más profundo de esta hipocresía se puede encontrar en nuestra ciudad de Columbus. El movimiento para hacer el inglés el idioma oficial de esta ciudad es muy fuerte en esta ciudad. Se pueden presentar, como fuerte evidencia de ello, los esfuerzos de la Ohio State University. Recientemente, la Universidad ratificó una propuesta que demanda que los quédan extranjeros aprueben un examen, el cual supuestamente es indicativo de su competencia en inglés.

Aunque existen razones para apoyar tal examen, este puede servir como un ejemplo del rechazo a la existencia y el empleo de otras lenguas, aún en un ambiente supuestamente liberal como el ambiente académico. En esta universidad corren el riesgo de perder a los estudiantes de los extranjeros, una apariencia de que otras lenguas no son apreciadas en la comunidad académica. Muchas personas señalan de hablar su lengua nativa por miedo a perder competencia en el inglés. Esta apariencia puede resultar en un ambiente de represión, en el cual se hablará ningún otro idioma sino que inglés.

Pero, ¿dónde está la hipocresía? Cursos para aprender a hablar inglés o para mejorarlos son pocos y caros. Al mismo tiempo de implementar el requisito contra los extranjeros, la Universidad ha cortado programas que enseñan inglés como un segundo lenguaje a estudiantes y a catedráticos extranjeros. Esta situación es peor en la comunidad local. Las personas que desean aprender inglés, muchas veces no lo hacen porque los cursos son demasiado caros, especialmente para personas que han llegado a este país recientemente y no tienen dinero. Esto resulta en un ciclo terrible, en el cual los recién llegados no pueden pagar por cursos para aprender el inglés porque no tienen trabajos lucrativos, y no pueden obtener mejores trabajos porque necesitan hablar inglés.

Es muy importante para nosotros, como latino y residentes de los Estados Unidos, tratar de aprender el inglés. Estos son la llave para mejorar, y para poder competir eficazmente en este país. Pero, si el gobierno decide obligarnos a aprender nuestra lengua, debemos protestar. No sólo por que nuestra lengua nos une y representa nuestra cultura, sino también porque al quitar nuestra lengua y obligarnos a hablar inglés, no se nos ofrece ayuda para aprenderlo. En vez de "English Only" deberíamos pensar en "Español También."

LO QUE ME HACE FALTA

Por Dario Hidalgo, Colombia
Graduate Student Civil Engineering

Estoy lejos, muy lejos, de mi "tierra". Y estamos tan lejos en las cosas más evidentes: las cosas que más me gustan y no puedo tener:

• Almuerzos de familia con Sancocho de Gallina, Jugo de Lulo y Postre de Natas (Algunas Variaciones: Ajiaco con Pollo, Frijoles Antioqueños, Bandeja de Carne, Papa y Yuca sudadas, Chuletas de Cerdo, Viudo de Capaz, Cuchuco con Espinazo o Carne Asada con Papa Salada y Ensalada de Aquacate; jugos de Maracuya, Mora, Guayaba, Guanábana, Mango; postres de Chufa, Arequipe, Bocadillos, Merengás, Brevas, Desamargado, Tumez, Queso Pera con Dulce de Guayaba o Lecha Asada.

• Futbol (con los pies), todos los domingos por la tarde o en el estadio. Perder horas discutiendo formaciones, jugadas y embarrados. Seguir por televisión todas las participaciones de los equipos nacionales desde los "pelaitos" hasta el equipo de mayores. Poder ver los goles de los jugadores colombianos en Europa.

• Fiestas con Salsa, Merengue, Vallenato, Cumbia y Porro.

• Conciertos del Grupo Niche, Joe Arroyo, Wilfrido Vargas, Juan Luis Guerra, Carlos Vives, Soda Stereo, Emmanuel, Silvio Rodríguez, Mercedes Sosa, Pablo Milanes, Ivan y Lucia, Celia Cruz, Richie Ray, Oscar de León, Franco de Vita.

• El seguimiento por radio y televisión de la Vuelta a Colombia en bicicleta, Clásico RCN, Tour de Lávenir, Vuelta a España, Tour de Francia, Giro de Italia, y de todas las participaciones de otros deportistas (boxeadores, tenistas, atletas, patinadores, etc.) en campeonatos mundiales o competencias internacionales.

• Paseos a la finca o a la playa, a estirarse al lado de una piscina o el mar a quemarse: es una de las cosas más sabrosas.

• Jugar con los hermanos, cuñados, padres, rondas interminables de Rummy (in cuanta variación existe), Ventena, Ocho Loco, Caída y Limpia, Dudo, Generala, Canasta, Kim.

• Ver crecer a los sobrinos.

• Tomar cerveza Bavaria, Club Colombia, Pilsen, Agua, Aguardiente Cristal, Nectar, Antioqueño, Galeras, Blanco, Ron-Tres Esquinas, Viejo de Caldas.

• Sólo una muestra de lo que me hace falta, lo más importante, afortunadamente, está conmigo.

¿Nostalgia? Sí, demasiada.
WORK OPPORTUNITIES

UNDERGRADUATE / INCOMING UNDERGRADUATE

Congressional Hispanic Caucus Institute, Inc. (CHCI) is offering interested Hispanic students to apply to work in the Nation's capital to experience first-hand the public policy making process. The two months you spend in Washington are geared towards developing and enhancing your leadership skills. The CHCI program provides chosen Hispanic students, with roundtrip transportation and from Washington D.C., a monthly stipend, university housing, as well as the possibility to earn college credit. To be eligible, students must either be college bound in the Fall of 1994, or be a currently enrolled undergraduate student. A minimum of 3.0 on a 4.0 G.P.A. scale as well as complete fluency in English is necessary. For more information call 1-800-EXCEL DC (1-800-392-3532) or pick up an application at the Office of Hispanic Student Services, 347 The Ohio Union. Deadline for submission is February 28, 1994.

GRADUATING SENIORS

The Ohio Legislative Service Commission is seeking applicants for 22 Legislative intern positions. The 1995 Ohio Legislative Internship Program is a full time job to begin on December 1, 1994 and run through December 31, 1995. The annual salary is $19,200. To be eligible applicants must complete at least a bachelor's degree program prior to December 1, 1994. Both Residents and nonresidents of the State of Ohio may apply. There are no requirements for particular fields of study. If interested in applying, ASC Career Service in 05 Brown Hall have applications. The deadline for applications is April 30, 1994. Equal Opportunity Employer.

GRADUATE FELLOWSHIPS

Graduate Fellowship Program (GFP) offered through the Congressional Hispanic Caucus Institute affords Hispanic students enrolled in graduate public policy programs or policy-related fields the opportunity to participate in the making of national public policy. A limited number of participants are accepted annually for this fellowship. GFP Fellows are required to work at least half of the Fellowship in congressional committees or subcommittees. Transportation to and from Washington, D.C., monthly stipend of at least $1,200 after taxes, major medical coverage, and enhancement of leadership skill will be provided. Eligibility requirements: applicants must be current graduate students who are pursuing a degree in a health-related field to work with either a Senate/House committee or subcommittee. Applicants must be pursuing a degree in a non-clinical, non-hospital, health-related field which includes: health care policy, health research, health administration, health education. Applicants can pick up an application and further information at The Office of Hispanic Student Services, 347 The Ohio Union.

Health Care Management, the Opportunity for You

If you are looking for a graduate program at The Ohio State University, you should find out about the health services management program. This is a two year program which combines courses on management (finance, human resources) focused on health and courses on health care. After the two years, you will graduate with a Master of Health Administration (MHA) degree and the best part is that you can enter the program with no specific undergraduate degree.

Currently, there are over sixty accredited programs in the country. The health career services program has been available at The Ohio State University for twenty-five years and has graduated over 500 alumni. People who graduate with an MHA are not restricted to jobs in hospitals. They also find jobs in public organizations (state and national), consulting firms, long term care organizations, groups of physicians, and insurance companies.

Because of the growing Hispanic population, the director of the MHA program, Pat Stohl, wants to recruit more Hispanics. In order to do this she has contacted the Director of the Office of Hispanic Student Services, Carmen Alvarez-Breckenridge, and is currently working on strategies to motivate Hispanic students to get involved in the program. If you would like more information please contact Pat Stohl at (614) 292-8193.
"Noche Artística," Good Idea, Badly Organized

On November 16, 1993, the Office of Minority Affairs, Retention Services, Hispanic Peer Mentoring Program presented the "Noche Artística." This event consisted of a fashion show exhibiting clothes from both local stores and the Hispanic entertainment dance group, Tropicalisimo. Luz Moore, the Interim Director of the Office of Retention Service explained that this activity took place to help the students adapt culturally to the university and link them to the community. The question is, however, was this goal met?

By talking to several students that went and participated in the activity, it was clear that they did not know the purpose of the event. Many thought that it was about the Hispanic community and did not understand the connection between the type of clothing presented in the fashion show and the Hispanic culture. Others could not see the relationship between the activity and the Hispanic Peer Mentoring Program.

There was also some controversy over the modeling of African clothing. Hispanics students understood that the clothing represented the African roots within our culture, however, non-Hispanics might not have perceived this in the same context. This should have been explained so as to avoid confusion. If the purpose of modelling African clothes was to identify Hispanic roots, then traditional clothing from our Spanish and Native American descendants should have also been incorporated.

Some students also commented on the lack of organization of the activity. Many details were left to be attended to at the last minute. This in part reflects the lack of organization, yet if more students would have been involved the problem of last minute preparation could have been avoided.

Basically, the idea of the activity was a very good one. It certainly attracted the attention of a lot of people who attended the event. However, if it is going to be done again, they should consider organizing the activity better, and give a fuller explanation to the audience of the nature of the event. One student suggested the creation of different committees, so that the workload could have been shared by all participants. Another student suggested that the mentors and mentees of the Hispanic Peer Mentorship Program should have been involved in the event more actively. Recognition is due to both Ivelisse Malave for working so hard on this activity and Luz Moore for coming up with the idea.

¿Qué Pasa?

CONFUSED ABOUT THE HISPANIC ACTION PLAN & HISPANIC OVERSIGHT COMMITTEE?

THE HISTORY:

In early September of 1987 a group of mostly Hispanic graduate students gathered to address the multifaceted problems faced by Hispanics at OSU. The Hispanic graduate students wanted to increase recruitment, improve retention by graduating more Hispanics, and enhance the academic and social environment to provide a support system for Hispanics.

The group of graduate students did an administrative task when they gathered and wrote a proposal to rectify the problems at OSU. This proposal was soon passed on to Provost Miles who was flabbergasted that students actually took time out of their schedules to do this. Recognizing that, an enthusiastic Hispanic student body backed the proposal, Provost Miles only sat on the proposal for a little less than a year. Then in 1988, he readily assigned it to a huge 30 member "Hispanic Task Force”.

The Hispanic Task Force was charged with revamping and reviewing the now dubbed "Hispanic Action Plan” proposal. After a year passed in the Task Force, a final report was given to Provost Hutchinson. The current Hispanic Oversight Committee Chair, Omar O. Barriga, who served on the Hispanic Task Force, readily admitted that the final Hispanic Action Plan that was submitted was “a bit too ambitious, it was as if the Task Force was trying to make up for all the past wrongs done to the community.” Thus, it was no surprise when Provost Hutchinson sent the Hispanic Action Plan on its international journey for approval.

Almost two years later, in 1991, the Plan that the Task Force submitted limped its way back to OSU. After being chopped, cut and processed, the OSU administration was prepared to offer its “feast” to the Hispanic community. The 1991 Hispanic Act Plan (HAP) was original governed by a 20 member committee, named the Hispanic Steering Committee. The Plans' articulated goals focused into three major areas: recruitment, retention, and enrichment. The Hispanic Steering Committee had five years to promote the implementation of the Hispanic Action Plan, yet two years into the program no truly significant advances were seen.

It was in February of 1993, when the new Provost Huber revamped the 20 member Hispanic Steering Committee. The 1993 Hispanic Oversight Committee was reduced to a more manageable six member committee made up of Hispanics: 1 undergraduate student, 1 graduate student, 1 professional student, 1 staff member, and 2 faculty members make up the new Hispanic Oversight Committee (HOC). The Hispanic Oversight Committee has one other non-Hispanic member, Don Dell, who is the liaison between the HOC and the Provost Sissons who has supported the goals of the HOC.

FUTBOL : WORLD CUP USA 1994

By Dario Hidalgo

The most popular event in international sports is coming this summer to the USA and it is predicted to be an exciting competition and a big financial success. Twenty four teams will gather in 10 cities for a month and a half tournament with packed stadiums, live TV coverage for 250+ countries, thousands of journalists and the most exciting exhibition of talent, skills, strategy, endurance and sportsmanship “futbol” (soccer) has to offer.

This festival around a single sport happens every four years, in accord with the summer Olympics, but the difference is that, unlike the Olympics, there is only one winner. The tournament begins with the qualifiers two years before the big event even occurs. So getting a spot in the finals is not only hard work, but a prestigious victory in itself.

Futbol is like a religion in many countries and winning the chance to be in the finals becomes a matter of national pride. Among the 24 qualified teams are: Colombia, Brazil, United States, Spain, Bolivia, Argentina, Italy, and Mexico. Only 16 teams will progress to the play-offs, and the final winner will reign as World Champions for the next four years. The favored teams are Brazil, Germany and Italy, but they will have a hard time with amazing Mexico, Colombia, Nigeria, and Cameroon. Yet, the battle does not stop here, the European countries also have strong contenders: Belgium, Russia, and Spain, the South American teams Argentina, and Bolivia will also be prepared to gain glory. It is hard to speculate what is going to happen in terms of results, but not in terms of fun: it will be a spectacular event!

Fortunately for us, ABC, ESPN, and Telemundo will carry the event live, giving this country the opportunity to share the excitement of a World Cup. I am looking forward to seeing my national team, Colombia, which I am sure will make history this 1994.


**Organizations**

**HGPNSO**

_Hispanic Graduate, Professional & Non-Traditional Student Organization_

HGPNSO is the oldest Hispanic Organization on Campus. HGPNSO has a long history of commitment to Hispanic issues in our community. We were instrumental in the implementation of the Hispanic Action Plan, the recruitment of more Hispanics and the creators of the first Hispanic network on campus. We have a variety of committees devoted to issues surrounding social, cultural and political issues and sports/recreation. We provide information about jobs, grants, scholarships, conferences, social and cultural events. We meet every other Friday at the Ohio Union, in Scarlet D. For information call Claudia L. Moreno, President, at 291-2917.

**ALPHA PSI LAMBDA, INC.**

Alpha Psi Lambda is the first Co-Ed Hispanic fraternity in the Nation. Alpha Psi Lambda was founded in 1985 with the purpose of promoting educational, social, and cultural activities among Hispanic students. For more information contact Peter Osborne, President, at 292-2917.

**OHSEA**

_Organization of Hispanic Students in Engineering & Architecture_

This student organization main objective is to enhance academic perspectives, cultural environment and professional development of each one of its members at Ohio State University.

OHSEA has progressed from a mere concept in the summer of 1991 to a nationally recognized affiliated chapter of the Society of Hispanic Professional Engineers (SHPE), the nations largest and most recognized organization of Hispanic Engineers. OHSEA has grown to be more than a moral and academic support group for Hispanic students in Engineering and Architecture, it has grown to become a multicultural group. OHSEA will provide you with the opportunity of getting to know leading corporations, exposing your image as a valuable prospect, developing strong leadership skills and team work spirit. For more information contact: David Name, President, at 784-0432.

**UCHO**

_University-wide Council of Hispanic Organizations_

This is the umbrella Organization for all registered Hispanic organizations at OSU. The purpose behind the Council is twofold: to address the various issues that arise in the Hispanic community as well as provide a unified voice for our community. The Council is made up of 2 representatives from each organization, but the meetings are open to all interested in attending. Currently, the Chair for this quarter is David Name, representative from OHSEA, next quarter a representative from TODOS will preside over the Council. For more information please contact Co-chair Evelyn Ortiz at 292-2917.

**La S. U. Latino/a Student Union**

As an activist organization La S. U. has deemed itself the "Watchdog" to help serve the Hispanic Community at OSU. Having participated in a variety of functions and exerting continued pressure on the University for a more responsive attitude towards the needs of the Hispanic community. For more information contact Jesse Montano, President, at 292-2917.

**OLAS**

_Organization of Latinos in the Arts and Sciences_

As the newest Hispanic organization at OSU, OLAS is dedicated to attracting and retaining Hispanic students interested in the Arts and Sciences. It is also an organization that will provide academic resources and economic means to each member. The group also provides moral and cultural support to the members of OLAS. For more information contact Ana Motta, President, at 299-7912.

**TODOS**

_Together, Organized, Diligently, Offering, Solidarity_

TODOS was created to support the Latin American community at The Ohio State University. Our major goal is to improve the quality of socio-cultural activities and educate the student body of Ohio State University about our culture and heritage as Latin Americans. The organization also created TROPICALISIMO which is a dance group that presents Latin American music and historical information of the music and culture. If you would like more information about the organization, please contact us by writing to or calling: Danny Oppenheimer, President, at 297-8974 or P.O. Box 18, 1739 N. High St. Columbus, OH 43201.
consolidated under a University-wide Council of Hispanic Organizations (UCHO). In the same month, the Office of Academic Affairs, after wide consultation with the Hispanic community, appointed a Hispanic Oversight Committee with representation from students, faculty, and staff. The mission of this committee is to promote the Hispanic Action Plan and represent the Hispanic community at OSU. One of the first preoccupations of the Committee was to create a student newsletter (the one you are reading now) as a link and a means of information and outreach among the OSU Hispanics.

What can you do to help? We are glad you asked! Keep a vigilant attitude and vigorously denounce unfairness toward the Hispanic cause wherever it happens. Also, denounce incompetence, even (or particularly) if it happens among ourselves. I believe that the indifference of the OSU administration toward Hispanics is not ill-intentioned but is the result of an excess of problems with a shortage of resources. The old adage "the squeaking wheel gets the oil" is true. If we are prompt to point out problems and offer solutions, we are bound to get the attention we deserve. And now we have our own newsletter to help us!

Let us walk to the future with our heads held high and a smile of confidence. We deserve a bright future but we must fight for it!

Note: Dr. Barriga is an Associate Professor in the Department of Veterinary Preventive Medicine and the Chairperson of the OSU Hispanic Oversight Committee.

**POETRY**

Ausencia

Cuántos días tengo que estar sin ti, quemar el fuego de tus besos en mi boca sedienta.

Cuántas veces tengo que cerrar mis manos que guardaron tu amor, tus estrellas, tus frutos de manantial, recorrer caminos, bosques; tratando de encontrar tu mirada.

¡Dulce pequeño grano de trigo, cuántas sombras para verte, qué nostalgia hasta encontrarte!

Cuántas veces tengo que estar sin ti, revolcando recuerdos, para revivir tu forma, cerrar mis ojos tratando de reconstruir entre mis sueños tu amor de burbujas!

Claudia Lucia Moreno, Doctoral Candidate in Social Work

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**Información**

**Electronic Newsletter on “EL RED”**

Free, electronic newsletter features article summaries on new generation computer and communications technologies from over 100 trade magazines and research journals, key U.S. and international daily newspapers, news weeklies, and business magazines. E-mail subscription requests to: listserv@ucsd.edu (Leave the “Subject” line blank.) In the body of the message type: SUBSCRIBE HOTT-LIST (Do not include first or last names)

**WANT TO WORK IN MEDICINE?**

The Health Career Opportunity Program/Summer Enrichment Program (HCOP/SEP) is a six week program designed to improve the background of ethnic minority and/or financially disadvantaged students who are interested in the Allied Medical Professions. The students will be exposed to courses such as chemistry, anatomy, physics, mathematics/statistics and medical terminology. They will also receive instructions in critical thinking, personality traits, test taking skills, and other professional development instructions.

During the six weeks of the program, twenty-five students will be exploring a selected allied health profession. After the six weeks, the students will have the option to work in clinical rotation program at a local hospital for four weeks. The students will earn money and will have the opportunity to work with a professional in a health field. To receive an application or obtain further information, please contact:

Program Manager
Health Careers Opportunity Program
School of Allied Medical Professions
The Ohio State University
1583 Perry Street-Room 516U
Columbus, OH 43210
Phone (614) 292-5564

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**¿QUÉ PASA OSU?**

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**SUBMISSIONS**

All interested parties wishing to submit articles, poetry, short stories, or other contributions to "¿Qué Pasa, OSU?" please contact Evelyn Ortiz at (614) 292-2917 or send via E-mail at quepasa@magnus.acs.ohio-state.edu Submissions are accepted in both English and Spanish.

Deadline for next issue is March 18, 1994.