

FEMINISTAS UNIDAS

A COALITION OF FEMINIST SCHOLARS IN
SPANISH, SPANISH-AMERICAN, LUSO-BRAZILIAN,
AFRO-LATIN AMERICAN, AND U.S. HISPANIC STUDIES

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FEMINISTAS UNIDAS NEWSLETTER

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Queridas compañeras:

Here in the Midwest Spring has finally sprung, but as this season gathers steam and the academic year rushes to its frantic finale, your officers and editor hope the coming months will be a time of renewal of spirit and energy for all Feministas members and bring a reaffirmation of our commitment to the cause of justice for all women the world over.

ANNUAL FEMINISTAS UNIDAS MEETING

With approximately 20 members in attendance, outgoing President Stacey Schlau called the business meeting to order at 10:15 A.M. on December 30, 1992, the last day of the MLA Convention. Rosemary Feal gave a treasurer's report of \$1500 in the general treasury and \$350 in the scholarship fund. Rosemary also reported on a breakfast sponsored by the MLA earlier that morning for representatives of the Allied Organizations of MLA to discuss the problem of reduction in special sessions due to the growing number of sessions sponsored at the MLA by allied groups; obviously, this affects us directly. There will be some further restrictions on allied organization participation, but nothing specific was mentioned in terms of new policies; we'll just have to wait and see. Sara Castro Klarén announced that Rosemary Feal is running for the Executive Committee of the Division of Twentieth Century Latin American Literature and urged our support.

The program committee suggested either "Empowering Women Students in Our Classes" or "Multiculturalism and Hispanic Feminism/Hispanism: Curriculum Integration" for the Feministas pedagogy session for MLA 1993. A discussion ensued, and the second topic was chosen (see below for details). Stacey Schlau will be the organizer. Of the two topics proposed for the second session, "Story-Telling and Orality in Hispanic Women's Writing" and "Voicing Female

Desire," the majority of those present chose the first(see below for details).

The committee to select topics for the 1994 MLA Convention will be headed by Amy Kaminsky. **Please send your suggestions** for topics -one dealing with pedagogy and one with literature/culture to:

**Amy Kaminsky, Women's Studies
University of Minnesota Twin Cities
Minneapolis, MN 55455**

Regional caucuses were discussed, and it was decided that two specific regions would serve as pilots to ascertain the viability of this structure: Southeast and Midwest. In the Southeast, Karen Stolley's name was submitted, and in the Midwest, Joanne Saltz and Patty Klingenberg volunteered.

A reminder from Rosemary Feal not to forget donations for the Feministas Unidas scholarship fund (to help a Feministas Unidas member who is participating at the MLA with travel and lodging costs). **Please note: There is a preliminary application printed in this Newsletter for those who wish to be considered for funding to the 1993 MLA Convention in Toronto, Canada.**

Shirley Mangini brought to the attention of the group the recent availability of Integrating Latin American and Caribbean Women into the Curriculum and Research, a resource volume edited by Edna Acosta-Belén and Christine E. Bose of the University of SUNY, Albany. There are also a bibliographic data base (*Albany PR-WOMENET Bibliographical Data Base*) and an interdisciplinary guide on Puerto Rican women in particular (*An Interdisciplinary Guide for Research and Curriculum Development on Puerto Rican Women*) available from IROW/CELAC at SUNY, Albany. Address: CELAC, SS-250, University at Albany, SUNY, Albany, NY 12222. The first volume and the data base are \$20 each, and the third volume (interdisciplinary guide on Puerto Rican women) is \$10. Add \$2 for mailing to your order. Payment should be made out to: University at Albany Fund RP#178.


Linda Fox passed out a flyer regarding the syllabi project she is undertaking this summer and for which funding from her university

is likely. She will need submissions by no later than late May, when the work to organize and format will begin (**Editor's note:** anyone still interested who plans to submit by late May is requested to include her/his summer address(es) and dates of residence, as well as telephone numbers, to facilitate contact). Send to: Linda Fox, Department of Modern Foreign Languages, IPFW, 2101 Coliseum Blvd. East, Fort Wayne, Indiana 46805.

Lou Charnon-Deutsch proposed editing an annotated bibliography of works pertaining to writers and criticism of interest to women Hispanists (see flyer and form in Lou's letter dated January 22, 1993 which will follow Member News)

Also discussed at the meeting was the matter of translations and the difficulty in knowing who is working on which authors/texts. Phyllis Zatlin has submitted the response which follows, for which we thank her immensely! Please send in information to share with your sister Feministas, and we will print it in a regular, continuing heading like the one which can be found in the issue.

The two sessions for MLA '92 were very exciting. The session on the Legacies of 1492 was lively and elicited a good deal of discussion. The panelists and discussant did an excellent job, and María Inés Lagos is to be thanked for the organizing of the session. The Workshop on pedagogy, held on the last day of the convention at almost the last hour, was extremely worthwhile. The editor attended the small group discussing sexism in textbooks which Lou Charnon-Deutsch coordinated, and in which her graduate students reported the results of their investigation into this topic; all of these participants should be commended for the practical results of this project. The other small groups were facilitated by Shirley Mangini and Terry Peavler with great success as well; thanks go to Rosemary Feal and Constance Sullivan for the organizing of this workshop.



PLEASE SEND
US YOUR
ARTICLES
AND
PHOTOGRAPHS

FEMINISTAS UNIDAS SESSIONS FOR MLA '93 (TORONTO)

1. "Story-Telling and Oral History in Spanish, Latin American, U.S. Latina, Luso-Brazilian and Afro-Portuguese Women's Writing"

This session will explore orality and the ways in which the oral is transmitted in women's writing.

Co-Chairs: Mary Jane Treacy (Simmons College) and Nancy Saporta Sternbach (Smith College)

Panelists:

Beatriz Urraca, Swathmore College, "The Seamstress-Story Teller Figure in Juana Manuela Gorriti's *La tierra natal*"

Georgina Dopico Black, Yale University, "Exhibitionism and Woman's Voice: Lydia Cabrera's 'El mono perdió el fruto de su trabajo'"

Cathy Den Tandt, Cornell University, "Excavating Histories: Ana Lydia Vega's *Falsas crónicas del sur*"

2. Feministas Unidas Pedagogy Session

This workshop will deal with the resistance common among participants and directors of curriculum integration and multicultural curricular projects to including United States Hispanic and Latin American/Spanish experiences and works, and the ways in which Latina and Latin American women's experience would enrich such projects. There will be several small groups, some providing information and resources for classroom use, some discussing strategies for working with colleagues from other departments and leaders of campus-wide curriculum integration projects.

Co-Chairs: Stacey Schlau (West Chester University) and María

Elena Valdés(Canada)

Presenters: Rosemary Geisdorfer Feal(University of Rochester) on Afro-Hispanic Issues; Ann Marie Stock (U. of Minnesota) on Latinas and/in Film; Florence Moorhead on How to Start a New Program Incorporating Multiculturalism

RESULTS OF VICE-PRESIDENTIAL ELECTION

Feministas Unidas announces the election of **Amy Katz Kaminsky** of the University of Minnesota as Vice-President of the organization. Amy's term will be for two years and then she will automatically become President in 1995 when Lou Charnon-Deutsch's term expires in December of 1994.

INSTRUCTIONS FOR ORGANIZING MLA SESSIONS FOR FEMINISTAS UNIDAS

We have felt that members of Feministas Unidas need to know "the ropes" in preparation for agreeing to organize one of our sessions at MLA. To this end, Rosemary Geisdorfer Feal, our Treasurer and frequent organizer, has prepared the following instructions. **Please take note!**

Instructions for organizing MLA sessions for Feministas Unidas
If there are co-chairs, make sure each person knows her responsibilities

- 1) Obtain MLA program forms for allied organization. Usually Linda Fox gets them. Observe dates as listed: below are the approximate dates by which MLA requires action.
- 2) When you send the announcement for the MLA Spring Newsletter of the session topic in early Jan., send a 'blurb' to Linda for distribution to FU members. This blurb should be more detailed than the one sent to MLA.
- 3) The 'literary' session usually includes 3-4 paper-preparers and one discussant. Papers are sent out to FU members (see below). The Workshop has included three or four facilitators to lead small groups. See programs from previous years.
- 3) Always notify Linda as soon as you know the details of your session (in April, send program copy; in Aug., send time/place of session and final program copy)
- 4) On the MLA forms, always check that the organization needs a CLOSED BUSINESS MEETING. If you fail to check this, we won't get one! Room size: about 25 people
- 5) Make sure all participants are members of MLA (by April 1) and Feministas Unidas.
- 6) Instruct those who are preparing papers to submit their papers to you by October 1 at the latest. Otherwise, there will not be enough time to get them into the Dec. FU Newsletter.
- 7) Paper must be prepared as follows (let the participants know these details when you accept them into the session)

Typed or word-processed, SINGLE SPACED in a 10 or 12 point font.
MAXIMUM 6 pages, inc. notes and biblio.
Name on each page. Number pages.

Send copies of papers as soon as you receive them to Linda Fox.

Linda's home address:

Linda C. Fox
6727 Pawawna Dr.
Fort Wayne, IN 46815

- 8) Instruct Workshop participants to bring enough copies of any materials for their group (usually about 15) OR send to you by Oct. 1 to forward to Linda for publication in the FU Newsletter.

9) Inform Program participants of date, time and place of session when you hear from MLA in Aug.

10) Remind speakers on literary session that they should prepare a summary of their papers (around 5-8 mins) to give at the MLA, but that they should not read the papers. The discussant usually has 15-20 minutes to give the response.

MLA dates (approximate: they change slightly each year)

7 Jan Deadline for receipt of announcements for Spring Newsletter to solicit speakers for the sessions

20Feb Deadline for receipt of statement of tentative allied organization programs for the convention including business mtgs and social events

1 Apr Deadline by which all participants in allied org. programs must be listed on MLA membership rolls.

9 Apr Deadline for receipt of final program for November Program issue of PMLA

mid-July Program copy proofs and info on date, time and place of allied org. programs sent by the convention office to program organizers

5 Aug Deadline for receipt of corrections for program copy proofs for November Program issue of PMLA

late Aug Information on date, time, and place of allied org. programs should be sent by organizers to speakers

Questions? Call Linda Fox (219-485-2134), Rosemary Feal (716-741-9107), or Jim Harvey at the MLA.

Prepared by Rosemary Geisdorfer Feal, treasurer

TRANSLATIONS

At the MLA meeting in New York City, it was agreed that a regular listing in the newsletter of translations completed or in progress would prevent us from all choosing the same few writers. Prospective translators should remember to seek written authorization from the author or her representative before beginning any translation. Although written authorization is not a guarantee that your work will not be undercut by a contract signed with someone else, it reduces this possibility and keeps you from violating copyright laws.

The following list of masters theses in translation I've directed, my own translations, and the ones proposed for the new *Estreno* series of contemporary Spanish plays are presented as a *punto de partida* for this valuable new service from Feministas Unidas. (For plays I have included stagings as well as publications.)

Phyllis Zatlin

Chacel, Rosa. *The Memoirs of Leticia Valle*. Unpublished masters thesis. Rutgers, The State University. January 1991. (Susan Diane Scott)

Delgado, Carmen. *Antía y los michinales*. (Children's book.) Translation in progress. Masters thesis. Rutgers, The State University. (Hilary Weiss)

Díaz Mas, Paloma. "We Wanted to Fly." *Crab Creek Review* 6.3 (1990): 16. (P.Z.)

---. "The Masterpiece." *Short Story International* 88 (October 1991): 89-94. (P.Z.)

Diosdado, Ana. *Usted también podrá disfrutar de ella*. Translation in progress. *Estreno* Spanish Play Series, edited Martha T. Halsey. (Patricia W. O'Connor)

Fernández Cubas, Cristina. "The Attics of Brumal." *Short Story International* 80 (June 1990): 53-75. (P.Z.)

---. "In the Southern Hemisphere." *Kansas Quarterly* 23.1/2 (1992): 83-93. (P.Z.)

---. "My Sister Elba." *Student Series: Short Story International*. Forthcoming. (P.Z.)

Pedrero, Paloma. *The Color of August, A Night Divided, and The Voucher*. Pace Downtown Theatre, Manhattan. 5-8 December, 1991. Dir. Timur Djordjadze. (P.Z.)

---. *The Color of August*. Loose Change Theatre Company, London. 5 & 7 March 1992. Dir. Tessa Schneiderman.

---. *Tonight in the Park*. *Collages & Bricolages* 6 (1992): 104-111; *Tonight We're Alone*. *Collages & Bricolages* 7 (1993), forthcoming. (P.Z.)

---. *The Voucher*. In *Democratic Spain (1976-1992)*, ed. Cecilia C. Lee. *The Literary Review* (1993), forthcoming.

---. *The Color of August, A Night Divided, and The Voucher*. University Park PA, *Estreno* Spanish Plays 6, 1994, forthcoming. Ed. Martha T. Halsey.

Peri Rossi, Cristina. Selected short stories. Unpublished masters thesis. Rutgers, the State University. May 1991. (Elna F. de la Bandera) [Thesis includes: "On the Beach," "The Influence of Edgar A. Poe on the Poetry of Raimundo Arias," "Simulacro," "*Ulva Lactuca*," "Happy Birthday," "The Fallen Angel," "A Wasted Passion," "The Museum of Wasted Efforts."]

FEMINISTAS UNIDAS
MLA SCHOLARSHIP APPLICATION (PRELIMINARY)

Feministas Unidas will be awarding several scholarships to assist in defraying costs to attend the MLA Convention in Toronto, Canada (December 1993). You may signal your intention to apply for a scholarship by returning this completed application to the address below by **Aug. 1, 1993**. You must be participating in a session or seeking employment to be eligible. Preference will be given to those with the least means and the highest costs. New members (those who have joined in 1993) are not eligible for this year's scholarships.

Name: _____

Rank or position(s): _____

Institution(s): _____

Year-round mailing address: _____

On a separate sheet, headed with your name, type the following information in order:

1. Session in which you will participate (title of session; nature of session [MLA division; allied organization; special session, etc.]; title of paper)
2. Nature of job search (seeking entry-level position; seeking a new position, etc.) and your current status (Ph.D., ABD, etc.) If you are currently a full-time or part-time graduate student, indicate sources of income or funding.
3. Give a budget for the '93 MLA. Indicate other sources of funding.
4. List previous conventions, including MLA, which you have attended in 1991-1993. List funding you have received.

Enclose a short version of your CV (2 pp. max.) and return paperwork by **Aug. 1** to:

Rosemary Geisdorfer Feal
Department of Foreign Languages, Literatures and
Linguistics
University of Rochester, Rochester, New York 14627

MEMBER NEWS

Electronic-Mail Addresses are here! Those of us with e-mail can now communicate over the waves. All your Feministas officers are now on e-mail, and if you are, too, please send your e-mail address to Rosemary Feal RSFL@TROI.CC.ROCHESTER.EDU

Barnes-Karol, Gwendolyn
Castillo, Debra
Charnon-Deutsch, Lou
Duarte, María
Feal, Rosemary Geisdorfer
Fox, Linda
Hernández, Librada
Igel, Regina
Johnson, Elaine Dorough
Kaminsky, Amy
Kastely, Amy
Levine, Linda Gould
Martín, Adrienne
Matthews, Irene
Oropesa, Salvador
Ortúzar-Young, Ada
Parker, Margaret
Payne, Judith A.
Peavler, Terry J.
Pollack, Beth
Quinlan, Susan Canty
Schlau, Stacey
Scott, Nina M.
Talbot, Lynn K.
Vargas, Margarita
Williamsen, Amy R.
Your Name!

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AWILLIAM@CCIT.ARIZONA.EDU
YOUR E-MAIL ADDRESS!

Other news from members:

Georgina Sabat-Rivers, Professor Emeritus at SUNY, Stony Brook, has asked if a new category for retired members is available; the officers will present a proposal at the next annual business meeting. Meanwhile, we congratulate and wish Georgina well in her retirement - it's a milestone to have a Feministas member in that category!

Laura Beard, Johns Hopkins University, has notified us of her status as the recipient of an American Association of University Women Doctoral Fellowship for the academic year 1992-1993, which is allowing her to complete her dissertation (now with new title) "Writing and Authority in the Fiction of Luisa Futoransky, Helena Parente Cunha and Nérida Piñón." Way to go, Laura - hope you have made great progress this year! By the way, AAUW fellowships range from \$1000-\$25,000 each, and this past year there were 101 women who were to "do post-doctoral research, complete doctoral dissertations, or work for graduate degrees in professional fields where female participation has been traditionally low." (from *Chronicle of Higher Education*)

Luz María Umpierre, SUNY-Brockport, needs our support. The text of the following letter may be mailed to either Governor Mario Cuomo or Chancellor Johnstone.

Dear Chancellor Johnstone and Governor Cuomo/NY State:

We ask for your Intervention in stopping the acts of persecution being carried out against Dr. Luz María Umpierre at SUNY-Brockport, in violation of her 1st and 14th Amendment rights and tenure/academic freedom.

Dr. Umpierre has devoted her entire career to fostering understanding among cultures. Her former students say that she is "a legendary teacher" in her commitment to students whose career she has fostered, supported, enlightened, and even paid for—students who would never have survived our university system and who today are lawyers, department heads, teachers, school psychologists, architects, engineers, college professors, university administrators, artists, etc.

If Dr. Umpierre, with her 25-page vita and world recognition, cannot survive within the State University of New York, how can we expect any scholar to carry on his/her duties with excellence and without fear, at SUNY or anywhere in the nation, of violations to basic Constitutional rights?

We join together in asking that her career, her life, her teachings, her advocacy be *personally* protected and valued by you.

Concerned colleagues, students and citizens

Send letters to:

Mario Cuomo
State House
Albany, New York 12212

Chancellor Johnstone
1 SUNY Plaza
Albany, New York 12212

Nina Scott (University of Massachusetts, Amherst) sends an article published in *Hampshire Life* in November in which she recollects a visit to campus by Nobel Peace Prize winner Rigoberta Menchú (article follows).

Member **Kayann Short** inquires about opportunities to work with grassroots women's groups in Latin America (programs, contact people, etc.) She is interested in this kind of political work and would like to find out more about it. If you have any information to share, please send it directly to Kayann at C B 226, University of Colorado, Boulder CO. 80309 or phone her at 303-786-0570. Also send a copy of any information shared to the Newsletter Editor, who will publish it for our readers in the next issue. Thanks!

Anita Vélez Mitchell, Puerto Rican-born poet, singer, dancer, actor, and director, has sent news of the 1992 awards she has received: "Applause", Newspapers' and A.C.E. - Best Director for "Butterflies are Free." Her daughter Jane is News Anchor with Walt Disney, California, K-Cal 9 and has an interview show "Primo-Latino." In preparation Anita has "Indo China Trilogy," a monologue in English about her recent travels.

Also from Anita Vélez Mitchell comes a letter and information about the military operations which used napalm bombs on and around the island of Vieques. (letter and article follow).

Hampshire Life, Nov. 13, 1992



First Person



by Nina M. Scott

Remembering Rigoberta Menchu

It is very poignant 500 years after Columbus' arrival that the Nobel Peace Prize should be awarded to an Amerindian woman. Rigoberta Menchu's selection for this honor has a special meaning for a number of people in this area: those who remember her visit to Amherst in December 1985 and those who helped to make it happen.

Menchu first became famous because of her book, *I Rigoberta Mencho*, published in Spanish in 1983 and subsequently translated into a number of other languages. I had read her story with a group of women graduate students and we had been singularly impressed by it. It was a very different book in both tone and style because Menchu was raised in a non-Western oral culture, one that values storytelling within a community.

Her father, a peasant leader who was very proud of Menchu, had trained her at an early age to speak in front of groups of fellow villagers, while her culture had

broken. Menchu was most worried about the disappearance of ethnic traditions like weaving and religion because the war had so disrupted people's lives that children were no longer being raised in the old ways. She was not optimistic that things would change any time soon, but trusted in the stubborn resistance that her people had shown since the arrival of the Spaniards. "People obey, but no one knows what they are really thinking," she said.

She listened closely to her interpreters, and several times made them re-translate when she felt something had not been stated correctly. When the audience broke into applause at the end of her talk, Menchu got up, smiled and clapped for them. She help up valiantly for another hour at a reception, and then was finally taken away to rest.

The next morning there was a brunch at Five Colleges, this time limited to people who spoke Spanish so that she would be able to speak more freely.



Rigoberta Menchu during her visit to Amherst in 1985.

Nina M. Scott

of fellow villagers, while her culture had taught her always to think of herself as a member of a community, not as a single individual. The first sentences of her book show this very clearly: "My name is Rigoberta Menchu. I'm twenty-three years old. I would like to present this live account which I haven't learned from a book and I haven't learned alone, because I have learned everything alongside my people and that's something I want to stress."

Menchu's story is a rich and a sad one. She tells of the customs of her Guatemalan people, and also of their poverty and helplessness in the face of exploitation and mistreatment. She spoke only her indigenous language until one day her younger brother died of malnutrition in a coffee-picking camp where the family was working to earn extra money. Menchu's mother did not know what to do with the child's body and ultimately was forced to pay the overseers of the camp part of her salary just to bury her son. None of the other Indians could help because all spoke different languages and could not communicate with each other. It was then that Menchu realized that she had to learn Spanish if she was to help her own people.

Both of Menchu's parents and one of her brothers died violent deaths at the hands of the Guatemalan military, and she finally had to flee the country herself, but remained active in working on behalf of her people from the outside. In 1982 in Paris she met cultural anthropologist Elisabeth Burgos-Debray, wife of an activist who had been with Che Guevara in Bolivia. Burgos, a

12 Hampshire Life, November 13, 1992

Rigoberta Menchu during her visit to Amherst in 1985.

Venezuelan, invited Menchu to her house, and the two became friends over Latin American ethnic food: black beans, tortillas and hot peppers. "We only trust people who eat the same food we do," Menchu told Burgos. Burgos spent eight days taping Menchu's story, then edited and published it. *I Rigoberta Menchu* became a surprise best seller and she began to become famous. But back in '85, when she came here, she was not nearly the international celebrity she is now.

I was on sabbatical in the fall of that year, trying to do my research and keeping a very low profile. One day Patrick Sullivan of the University of Massachusetts School of Education called to ask if I would help coordinate raising money to bring Menchu here. At that time she was at the United Nations in New York, trying to convince world opinion to censure the Guatemalan government for human rights abuses. As I knew the book, I was excited about the chance to meet her and agreed to help.

A number of Central American Peace groups in the Valley had contributed towards funding Menchu's visit, but it was the generosity of the Five Colleges that put us over the top. We raised about \$600 and it fell to me to call her at the U.N. and ask if she would come to the area. "Of course I'll come," she said. I apologized for not being able to offer her more, but Menchu remarked that whatever people gave her she sent on to Guatemala and that any amount was fine. On Dec. 7 she arrived at my back

door, escorted by Eliana Ortega and Patricia Gonzalez, faculty members from Mount Holyoke and Smith. Barely five feet tall, Menchu had on a winter coat over her traditional *huipil*, the brightly colored woven blouse she always wears. She was dead tired, not having slept at all the night before because she was involved in U.N. negotiations, and had a long night ahead.

A potluck dinner had been arranged at the home of Richard and Ruth Hooke, and the house was full of people eager to meet Menchu. As she spoke no English, Janet Gold and Ana Teresa Perez, then graduate students in Spanish, served as volunteer translators.

As soon as Menchu arrived she seemed to get her second wind. Unfailingly poised, calm and gracious, she ate little as she answered questions and signed books — not just her name, but long dedications. The slowness of her writing and the careful way she formed her letters reminded me of how little time she had actually been literate.

Shortly before 8 o'clock we took her to the Red Room at Amherst College, which was already full to overflowing. She sat down at the table, flanked by her two nervous interpreters. With not a note in front of her she told the audience at length of her people's plight, noting similarities between the problems of Guatemala and South Africa. She told of the virtual genocide of the indigenous people, of "model towns" that were de facto concentration camps, of the "disappeared," of the power of the military that she felt would not easily be

at Five Colleges, this time limited to people who spoke Spanish so that she would be able to speak more freely.

Many people there wanted her to talk about her book, and how she felt about its success. Menchu again stressed that it was not her story, but that of her people. I noticed particularly that she never referred to it as "my book" but "the book," and said she was happy that many people were reading it because they would be better informed about her country. When the morning drew to an end and she had to catch her bus back to New York, she said to us all, "Sometimes I go to places where I can stay only a short time and I'm sad when I have to leave because I'd like to stay longer. Some day I'd like to come back here and have more time with you." Shortly after, she left.

I have never forgotten Menchu's visit and I'm sure others who knew her then feel the same way. I can still see her bright *huipil* and the extraordinary intensity of her dark eyes, which could be in turn merry or shining with tears when she spoke of her parents' death. Periodically I re-read the words of dedication she wrote in my copy of the book:

"With great affection and all my heart for you, Dona Nina and your family. This book is a memento of my people for you all, a small part of the history of the poor, the indigenous and the most humble of my country and my continent. It is the cause of all who today fight for life, social justice and development. It is they who love life and freedom. Fraternally, Rigoberta Menchu Tum." □

Nina M. Scott is a professor of Spanish at the University of Massachusetts at Amherst.



PUERTO RICAN ASSOCIATION OF WRITERS OF NEW YORK

December 11, 1992

Voice of the People

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The headlines in the two leading papers for Spanish Speaking New Yorkers, El Vocero and El Diario of December 8th were astonishing. Military operations in Puerto Rico had been doing invasion practices in the coast of Vieques, to the extent of the use of napalm bombs which had been showered over part of the island. Stacey Byington, spokesperson for the marines stationed in Puerto Rico said that these maneuvers if carried out in Camp Pendleton, California would have been too expensive.

The Puertorican community of Vieques, our "Isla Nena" an island off Puerto Rico which is one mile bigger than Manhattan were very distressed. Are we not supposed to be at the end of a cold war and about to enter into a new world disarmament order? The use of napalm when one is dealing with a western environment in peace is uncalled for. It endangers the environment and burns whatever it comes in contact with, as it happened when napalm was tested in El Yunque during the Vietnam war.

News about the 20 tons of live bombs including napalm that were detonated within two weeks time over the island of Vieques, Puerto Rico have not appeared in any of the American newspapers or media. According to Robert Rabin - director of the Municipal Archives of Vieques, these bombings have done incalculable damage to the island.

A concerned American from Vieques,
Anita Velez Mitchell

Marina resta importancia al napalm en Vieques

EDGARDO MARTINEZ

Una portavoz de la base naval Roosevelt Roads en Puerto Rico, sede de los cuarteles generales de la Marina de Guerra estadounidense en el Caribe, defendió ayer el uso del potente químico napalm en los simulacros militares realizados recientemente en la isla de Vieques, y afirmó que se había creado una tormenta en un vaso de agua con el asunto.

El uso de *napalm* en las prácticas militares realizadas en octubre y noviembre en Vieques, un municipio de Puerto Rico con una población de 8.000 personas, salió a la luz pública el pasado 19 de noviembre en un artículo publicado en "El Navegante", un periódico que publica la propia Marina en la mencionada base.

Las bombas de *napalm* contienen un fósforo gelatinoso que quema todo lo que este a su alrededor y fueron muy usadas en la guerra de Vietnam.

El artículo en cuestión, titulado "Aviadores de la Marina entrenan localmente con bombas vivas", describe una serie de maniobras realizadas en la "Isla Nena" por un escuadrón militar con sede en Cherry Hill, Carolina del Norte.

La misión, dice la información, comenzó con un bombardeo en las áreas que controla la Marina en Vieques, en donde siete aviones *Intruder* talaron blancos con bombas de práctica 4K82. Se detonaron en total 20 toneladas de explosivos vivos en un periodo de dos semanas, y por primera vez en casi 50 años se incluyó el uso de bombas de *napalm*.

Un militar, el teniente coronel Harris Spies, fue

citado como diciendo que el uso de Vieques como área de práctica significaba grandes ahorros para la Marina ya que la isla está más cercana a las operaciones navales de la costa este y que lo que les tomó dos semanas en Vieques les hubiera tomado dos meses en California.

Al ser interrogada al respecto, Stacey Byington, oficial de relaciones públicas de *Roosevelt Roads*, dijo que en todo el artículo sobre la operación, el uso del *napalm* aparece en sólo "una corta línea" y que en esencia se había creado un gran revuelo por nada. "El *napalm* es un arma autorizada que se usa en otras áreas de prácticas y que normalmente se usa en zonas muy amplias", dijo Byington a *el diario/LA PRENSA*. "No es nada fuera de lo común." Al mencionarse que el uso del poderoso químico estaba causando preocupación entre la población local y grupos que se oponen a la presencia de la Marina en Vieques, Byington dijo que no había escuchado nada al respecto y que si la gente se estaba quejando, "están quejándose con la gente equivocada."

Byington indicó que en simulacros militares, el *napalm* se usa "muy conscientemente," en

áreas muy definidas, lejos de la población y de la vida silvestre."

Pero Robert Rabin, un viequense que dirige el Archivo Histórico del municipio, echó tales argumentos, afirmando que en realidad la Marina ha causado daños ecológicos incalculables a la isla y que a ellos no les importa en absoluto el bienestar de los residentes. "Desde hace un año ha habido una intensificación en los bombardeos," dijo Rabin, y añadió que no puede hallar razón para tal cosa a la luz del fin de la guerra fría y el "nuevo orden mundial."

Rabin señaló que en octubre y noviembre hubo bombardeos en horas de la mañana, tarde y noche y que la Marina obviamente ha rescindido del acuerdo formal que hizo en 1983 con el gobierno de Puerto Rico. Como parte del acuerdo, explicó Rabin, la Marina promovió industrias para crear empleos y prometió proteger la ecología.

"Todos esos proyectos están ahora cerrados y se está investigando la posibilidad de que hubo fraude. Algunos proyectos duraron sólo un año y mucha gente se quedó desempleada. Hay mucho malestar por todo esto," apuntó Rabin.

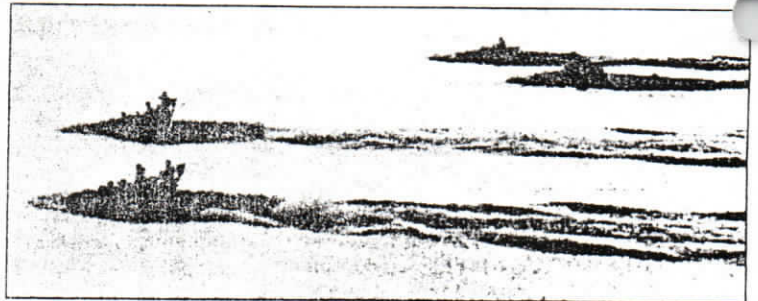


Foto: ARCHIVO

ESTA IMAGEN capta un ejercicio de invasión frente a las costas de Vieques. Maniobras como ésta, incluyendo bombardeos, se han estado realizando por décadas en la isla.

Había un "plan Drácula" para Vieques

La presencia de la Marina de Guerra de los Estados Unidos en Vieques se remonta a principios de la década del 40. De las 33.000 cuerdas de terreno que hay en la isla, la Marina ocupa 26.000, ó tres cuartas partes del territorio.

Hay un desempleo de 50 por ciento; la poca actividad económica gira en torno a los empleos que provee el gobierno estatal y el gobierno municipal; unas 100 personas que están empleadas en la base naval y un poco de turismo.

Desde el principio, la Marina siempre tuvo la idea de desplazar a la población y quedarse con la isla entera, según revelan documentos. En 1947, el Departamento del Interior propuso trasladar a los habitantes a la isla de Santa Cruz, que forma parte de las Islas Vírgenes estadounidenses. En el 1961 había un plan para "abolir" el municipio de Vieques y sacar a toda la gente y hasta los huesos de los muertos en los cementerios, para que no vinieran sus deudos

a recordar su memoria. Ron Fernández, autor del libro *Puerto Rico: the disenchanted island*, describió esta idea como "el plan Dracula".

En un memorando al presidente John F. Kennedy, el entonces gobernador Luis Muñoz Marín no vio viable dicho plan pero tampoco descartó su implementación si los Estados Unidos no tenía otra alternativa, y dijo entonces que haría todo lo posible para que la gente lo aceptase.

(Eduardo Martínez)



Department of Hispanic Languages and Literature

January 22, 1993

To Members of Feministas Unidas
From: Lou Charnon-Deutsch, President

Hello and Happy New Year! I would like to thank everyone who participated in a most successful pedagogical workshop and literary panel at the New York convention of the Modern Language Association. It is encouraging to see that Feministas Unidas is such a vibrant organization, still growing in size and stature. I also want to express hearty thanks to our outgoing president, Stacey Schlaug, and to those who worked so tirelessly to keep Feministas Unidas going over the past few years: Linda Fox, the Editor of the Feministas Unidas Newsletter, and Rosemary Geisdorfer Feal, our Treasurer.

At the Feministas Unidas business meeting in December, I proposed editing an annotated bibliography of works pertaining to writers and criticism of interest to women Hispanists. I will undertake the job of editing and publishing (desktop) the volume and I am asking the membership to participate by sending me short (2-3 sentence) reviews of books that are relevant to the field of feminism and hispanism. To those who are willing to participate by reviewing 3 or 4 items, I will provide a copy of the bibliography free of charge. When it is completed, I will make the bibliography available to members and non-members at a modest cost. Could you take a moment to fill out the form on the back of this letter and return it to me? Even if you choose not to participate, perhaps you could send us lists of critical works that you would like us to include (on individual women writers, on theory applied to Spanish or Latin-American women writers or the representation of women in Spanish or Latin-American culture)

Thanks for your help!

Lou C Deutsch

Lou Charnon-Deutsch

I would like to participate in the bibliography. The books/articles I could abstract are:

1.

2.

3.

4.

 I cannot participate in the project but I would like to see the following books/articles reviewed. (use space below, or simply xerox bibliographic information that you wish to share with us).

I will get back to you at a later date with requests for reviews or further information. Send this to:

*Lou Charnon-Deutsch
21 Stony Brook Ave.
Stony Brook, NY 11790*

Past Conferences of Note

Victoria García-Serrano (Emory University) reports that the 1992 Feministas Unidas session at the M/MLA in November at St. Louis was excellent: "Las aportaciones de las ponentes eran de gran calidad." The organizer of the '93 M/MLA Feministas Unidas session is Ksenija Bilbija, and the theme will be *Las máscaras del deseo femenino*. By the date of this issue of the Newsletter Ksenija has picked the panelists and will report on that session for the next Newsletter in December, as well as the topic for 1994's M/MLA Feministas Unidas-sponsored session.

CALL FOR PAPER PROPOSALS

The Eleventh Annual Wichita State University International Conference on Foreign Literature is scheduled for April 7-9, 1994. The topic of the conference will be "Continental, Latin American, and Francophone Women Writers". For those interested in presenting a paper, the deadline for a one-page abstract is October 1, 1993, **postmark**. Complete papers (8-10 pages) must be **postmarked** no later than December 3, 1993. Papers may be written in English, French, German or Spanish.

Address:

French, Francophone, Italian and German literature: Ginette Adamson
Spanish and Latin American literature: Wilma Detjens
Department of Modern and Classical Languages and Literatures
Wichita State University
Wichita KS 67260-0011

The Sixth Annual Afro-Hispanic Literature and Culture Conference will take place on November 5-6, 1993 at Southern Arkansas University. The theme will be "The Representation of the Other and the Issues of Race, Gender and Text in American, Panamanian, Puerto Rican and Cuban Literature and Culture". A 300-word abstract dealing with any aspect of the theme should be sent to Dr. Elba D. Birmingham-Pokomy (see flyer for address and other information).

Call for Papers

"The Representation of the Other and the Issues of Race, Gender and Text in American, Panamanian, Puerto Rican and Cuban Literature and Culture"

The English and Foreign Languages Department of Southern Arkansas University is sponsoring the Sixth Annual Afro-Hispanic Literature and Culture Conference. The conference will take place on Friday, November 5, and Saturday, November 6, 1993. The theme for this year will be:

"The Representation of the Other and the Issues of Race, Gender and Text in American, Panamanian, Puerto Rican and Cuban Literature and Culture"

We would like to extend an invitation to colleagues from all disciplines to present a paper at the conference. Please submit a 300-word abstract dealing with any aspect of the theme to:

Dr. Elba D. Birmingham-Pokorny
Sixth Annual Afro-Hispanic Literature
and Culture Conference
English and Foreign Languages Department
SAU Box 1220
Southern Arkansas University
Magnolia, Arkansas 71753-5000

Deadline for receipt of abstracts:

August 16, 1993

The length of the paper should be such that it can be read in twenty minutes, with ten extra minutes given for discussions.

Conference keynote speakers

Enrique Jaramillo-Levi - Panama

Miriam De Costa-Willis - United States

Arturo Lindsay - Panama

RESEARCH IN PROGRESS

Acosta, Marta. Dissertation in progress, University of Miami . *Self-Concept in the Poetry of Amparo Amorós*. A philosophical and feminist study of Amorós' work, focusing on the concept of self traced by the poetic "yo" vis-a-vis the Other and the world. Amorós is a twentieth-century Spanish poet who is beginning to acquire wide recognition.

McNerney, Kathleen and Nancy Vosburg, eds. *The Garden Across the Border: Merce Rodoreda's Fiction* (Susquehanna University Press, forthcoming in 1993).

A collection of essays on the prose narrative of Merce Rodoreda.

ARTICLES PUBLISHED

Umpierre, Luz María. "Homophobia in Academia," *Collages & Bricolages* No. 7 (1993). Individuals \$6, Institutions \$7 % *Collages & Bricolages*, P.O. Box 86, Clarion, Pa. 16214.

BOOKS PUBLISHED

Detjens, Wilma. *Teresa y los otros: voces narrativas en la novelística de Hilda Perera* (Miami: Ediciones Universal, 1993). Male and female narrative voice and narrative technique in six novels by Cuban exile author Hilda Perera. Available through Ediciones Universal or through author (Wichita State University).

Kaminsky, Amy. *Reading the Body Politic. Feminist Criticism and Latin American Women Writers* (Minneapolis: University of Minnesota Press, 1993).

This volume examines the practice of feminist criticism in the context of Latin American literature, proposing a Latin American feminist criticism that is both regionally specific and in current dialogue with North American and European feminist practices.

Payne, Judith and Earl E. Fitz. *Ambiguity and Gender in the New Novel of Brazil and Spanish America: A Comparative Assessment* (Iowa: University of Iowa Press, May, 1993).

This book examines the differing perceptions of ambiguity found in the new novels of Brazil and Spanish America as they apply to questions of gender and participation of females and males in the establishment of narrative models. (see flyer following)

This book examines the differing perceptions of ambiguity found in the new novels of Brazil and Spanish America as they apply to questions of gender and participation of females and males in the establishment of narrative models. (see flyer following)

Cleary Nichols, Geraldine. *Des/cifrar la diferencia: narrativa femenina de la España contemporánea* (Madrid: Siglo XXI, 1992).

A collection of seven essays, the first an overview of feminist criticism of literature in the U.S., and in Spain; the rest dealing with works by outstanding contemporary writers: Ana María Matute, Merce Rodoreda, Carmen Laforet, Esther Tusquets, Ana María Moix, Montserrat Roig, Carme Riera.

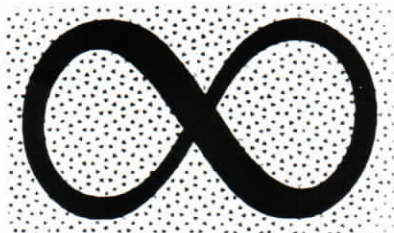
Sabat-Rivers, Georgina. *Estudios de literatura hispanoamericana. Sor Juana Inés de la Cruz y otros poetas barrocos de la Colonia* (Barcelona: PPU, 1992).

The book is a collection of sixteen of the author's articles (published throughout several years). Deals with lyrics of the Colonial times in Spanish America, especially Sor Juana, Balbuena, Domínguez Camargo. Some of the articles deal with feminism, others with *criollismo* (or both), others with *Barroco de Indias*.

Scott, Nina M., translator and editor. *Sab and Autobiography*, by Gertrudis Gómez de Avellaneda (Austin: University of Texas Press, February, 1993). (See flyer following)

Treacy, Mary Jane, translator. *A Forbidden Passion*, by Cristina Peri Rossi (Pittsburgh: Cleis Press, February, 1993). (See flyer following)

Zatlin, Phyllis, introducción. *Escribo tu nombre*, de Elena Quiroga (Madrid: Espasa-Calpe, 1993).



Ambiguity and Gender in the New Novel of Brazil and Spanish America

A Comparative Assessment

BY JUDITH A. PAYNE AND EARL E. FITZ

"Finally, a critical study that is an honest representation of the Latin American New Novel with its inclusion of narratives written in Portuguese as well as in Spanish!"—Nelson H. Vieira

"An accessible Jungian analysis of the liberation of the word from its bondage to gender in modern Brazilian and Spanish American fiction."—Mary L. Daniel

Literary Criticism/Latin American Literature
May, 224 pp.
ISBN 0-87745-405-1, \$29.95s

"... satisfying and refreshing . . . It is significant and proper that the authors have gone out of their way to stress the many differences between Spanish America and Brazil, too often lumped together under the catchall of 'Latin America.'"—Gregory Rabassa

"The selection of novels to be analyzed in depth is excellent. . . . a wide-based, relatively broad-public contribution to both gender studies in literature and the study of contemporary Spanish American and Brazilian narrative."—Naomi Lindstrom

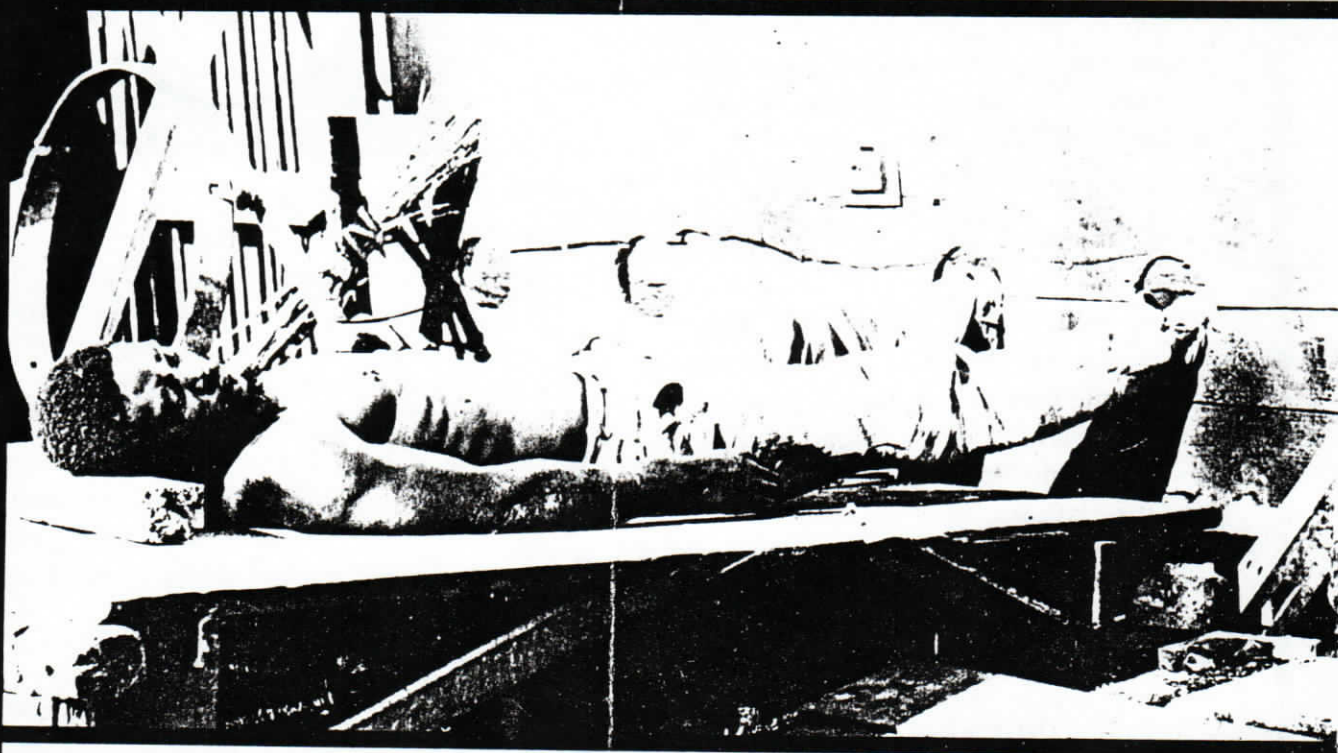
In this first book-length study to compare the "new novels" of both Spanish America and Brazil, the authors deftly examine the differing perceptions of ambiguity as they apply to questions of gender and the participation of females and males in the establishment of Latin American narrative models. Their daring thesis: the Brazilian new novel developed a more radical form than its better-known Spanish-speaking cousin because it had a significantly different approach to the crucial issues of ambiguity and gender and because so many of its major practitioners were women.

As a wise strategy for assessing the canonical new novels from Latin America, the coupling of ambiguity and gender enables Payne and Fitz to discuss how borders—literary, generic, and cultural—are maintained, challenged, or crossed. Their conclusions illuminate the contributions of the new novel in terms of experimental structures and narrative techniques as well as the significant roles of voice, theme, and language. Using Jungian theory and a poststructural optic, the authors also demonstrate how the Latin American new novel faces such universal subjects as myth, time, truth, and reality. Perhaps the most original aspect of their study lies in its analysis of Brazil's strong female tradition. Here, issues such as alternative visions, contrasexuality, self-consciousness, and ontological speculation gain new meaning for the future of the novel in Latin America.

With its comparative approach and its many bilingual quotations, *Ambiguity and Gender in the New Novel of Brazil and Spanish America* offers an engaging picture of the marked differences between the literary traditions of Portuguese-speaking and Spanish-speaking America and, thus, new insights into the distinctive mindsets of these linguistic cultures.

JUDITH PAYNE is assistant professor of Spanish in the Department of Hispanic and Italian Studies at the University of Victoria. **EARL FITZ** is professor of Portuguese, Spanish, and comparative literature at Penn State University.

Sab and Autobiography



*By Gertrudis Gómez de Avellaneda y Arteaga
Translated and edited by Nina M. Scott*

XAS

"*Sab* is, without a doubt, one of the most important works of fiction in the nineteenth century. . . . a jewel of the Romantic tradition in the novel of the Hispanic world . . . [and] historically significant for its place in anti-slavery literature. . . . This translation is excellent."

—Evelyn Picon Garfield, professor of Spanish and comparative literature, University of Illinois at Urbana-Champaign

" . . . these early Cuban works are extremely important for understanding not only Cuban literature, but also slavery, race relations, culture, and other related themes."

—William Luis, Vanderbilt University, author of *Literary Bondage: Slavery in Cuban Narrative*

Eleven years before *Uncle Tom's Cabin* put a human face on the suffering of slaves and fanned the fires of abolition in North America an aristocratic Cuban woman told an impassioned story of the fatal love of a mulatto slave for his white owner's daughter. So controversial was *Sab's* theme of miscegenation and its parallel between the powerlessness and enslavement of blacks and the economic and matrimonial subservience of women that the book was not published in Cuba until 1914, seventy-three years after its original 1841 publication in Spain.

This is the first English translation of *Sab*, the best-known work of Gertrudis Gómez de Avellaneda y Arteaga, one of the leading writers in nineteenth-century Spain and Latin America. Also included in this volume is

(Continued on back flap)



James E. Scott

(Continued from front flap)

Avellaneda's *Autobiography* (1839), whose portrait of an intelligent, flamboyant woman struggling against the restrictions of her era amplifies the novel's exploration of the patriarchal oppression of minorities and women. Both works will be of interest to a wide audience, including those interested in Latin American literature and history, race and slavery studies, gender studies, and feminist criticism.

Gertrudis Gómez de Avellaneda y Arteaga (1814–1873) was a major figure in Spanish-language literature, writing poetry, plays, novels, essays, and a voluminous private correspondence. A resident of Spain for many years, she later returned to her native Cuba, where she founded and directed a women's journal in Havana in 1860.

Translator Nina M. Scott is a professor of Spanish at the University of Massachusetts, Amherst. She has written extensively on and translated the works of Latin American women writers.

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A Forbidden Passion

— Cristina Peri Rossi —

February, 1993

A Forbidden Passion gathers the short fiction of internationally acclaimed author Cristina Peri Rossi. Elusively yet deeply political, oddly but decidedly humane, the tales in *A Forbidden Passion* embody what Julio Cortazár calls Peri Rossi's "great gift — the ability to project onto the high plains of the imagination the historical present in all its tragic reality."

Peri Rossi's fiction — aptly compared to that of Kafka — has been translated into ten languages. Her most recent poetry collection, *Babel bárbara*, received the Premio Ciudad de Barcelona in 1992. Available English for the first time, *A Forbidden Passion* faithfully renders Peri Rossi's surreal, biting, yet ultimately tender perspective on men and women struggling against destiny. Each story each evokes a forbidden or futile passion. A lost traveler, a bewildered angel, a man who can never repay a debt, a woman unable to dream, an Atlas grown weary of holding up the world — each tale represents Peri Rossi's "act of piety on behalf of an ignorant, haughty, wretched humanity." Each affords a glimpse of what she believes to be the common foundation of human life: "the fever of passion, and our great and small failures in the attainment of its object."

"These stories," says Luisa Valenzuela, "are quiet and disturbing like the quiet waters of a marsh. They are maps of the soul, where estrangement is the norm and thresholds are crossed allowing us a glimpse of the other side."

A respected feminist writer in Latin America, Peri Rossi was forced into exile in 1972. Her fiction naturally develops the theme of the exile, a concept she expands in order to explore estrangement of other kinds. "Women," she writes, "simply because of their sex are exiles even in their own society."

Publication of *A Forbidden Passion* is a coup for Cleis, whose commitment to fine literature by women has resulted in widely praised translations of important world fiction. *A Forbidden Passion* represents Cleis' first collaboration with Seix Barral, the Spanish publisher credited with initiating the spectacular Latin American "Boom." Dubbed a "gender bender" by the VLS, Peri Rossi greeted the news of her publication by a U.S. women's press as an occasion to meet a new circle of readers as a lesbian author.

Enthusiastic reviews of Peri Rossi's previous work in English (*Ship of Fools*, Readers International, 1989) include *The Women's Review of Books* ("Undeniable talent and insight.") and *Belles Lettres* ("To read Cristina Peri Rossi is to embark upon a voyage through the many layers of Western culture and tradition.") The VLS advised its readers to "prepare for a strange voyage. . . Peri Rossi certainly isn't a 'feminine' writer, if the word means ladylike, but not everyone will agree with the jacket blurb that calls her a 'feminist voice' either. . . An androgynous voice, maybe? A woman's voice posing as a man's?"

Even before publication, *A Forbidden Passion* has begun to generate the same curiosity and excitement. Rick Simonson (Elliott Bay Book Company, Seattle) writes, "Translator Mary Jane Treacy and Cleis Press do readers in this country a great favor in bringing out this captivating collection of stories by Uruguay's Cristina Peri Rossi — one of the finest, most essential American (in the larger, more accurate sense of the term) writers at work today."

Chilean critic, author and professor Ariel Dorfman states, "Finally American readers can understand why Cristina Peri Rossi is a surprising and extraordinary author. *A Forbidden Passion* is a book not to be missed."

Amplifying a theme from Peri Rossi's "The Bell Ringer," Eduardo Galeano writes, "Hanging from a cord the bell ringer swings from one point to another over the village and surrounding land. The village is empty and the land barren, but the bell ringer knows that sometimes the bell rings in another heaven. Cristina also. Thus her literary bell rings so beautifully."

We are proud to add *A Forbidden Passion* to our growing list of Latin American women's writing in translation and to add Peri Rossi to our list of authors — Luisa Valenzuela, Elena Poniatowska, Angelica Gorodischer, Alicia Partnoy, Isabel Allende — who combine literary excellence with a passion for justice. *A Forbidden Passion* is mandatory reading for anyone with an interest in Latin American fiction, in political fiction, or in writing of extraordinary merit.

A Forbidden Passion is available to the book trade from Inbook, the sales division of Inland Book Co., and from Baker and Taylor, Bookpeople, Bookslinger, Ingram and other wholesalers.

Individuals may order directly from the Cleis Press. Please send \$9.95 plus \$2.00 postage and handling. PA residents add 6% sales tax. Visa and Mastercard orders welcome; phone orders accepted Monday through Friday at (412) 937-1555; FAX (412) 937-1567.

Available Date: February 15, 1993
184 pages
ISBN: 0-939416-68-9 \$9.95 paper
ISBN: 0-939416-67-0 \$24.95 cloth

Translator: Mary Jane Treacy

La poeta Carlota Caulfield, Mención de Poesía *Premio Plural* 1992

LA POETA Carlota Caulfield, profesora de literatura hispánica en el Mills College de Oakland ha recibido en la Ciudad de México la Mención de Poesía del prestigioso *Premio Plural de Literatura, Pensamiento y Arte Gráfico*. El premio es convocado por *Plural*, la revista cultural del periódico mexicano *Excelsior*.

En este premio participan autores de cualquier nacionalidad o lugar de residencia que envíen trabajos inéditos. Carlota presentó su manuscrito *A las puertas del papel con amoroso fuego*. El jurado de poesía estuvo integrado por los escritores mexicanos Juan Domingo Arguelles, Homero Aridjis y Minerva Salado.

Este no es el primer reconocimiento a su obra que Carlota Caulfield recibe. En 1983 ganó la Mención del *Cuarto Concurso Internacional de Poesía Mairena* y en 1988, obtuvo en Italia el prestigioso



La poeta Carlota Caulfield

premio internacional *Ultimo Novecento* en la categoría de "Poetas del

Mundo". También en 1987-1988, la poeta recibió la *Beca Cintas* por su poesía.

Carlota nació bajo el signo de Capricornio, en La Habana en seno de una familia catalana-irlandesa. Ha vivido en Zúrich, Nueva York, San Francisco y Orleans. De 1984 a 1990 rectora de la gaceta literaria *tuerto* que editaba en San Francisco. En la poeta se encuentra una mujer que *Angel y 34th St. poems*.



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ASUNTO:

Octubre 15 de 1992.

Maestros y Escritores:

La presente va dirigida a invitarlos a colaborar en la Revista Entorno de la Universidad Autónoma de Ciudad Juárez, pues hemos pensado abrir una sección de Letras Chicanas. Las colaboraciones pueden ser artículos de crítica (8 a 15 doble espacio), reseñas (3 a 6) y creación literaria. Asimismo si desean - informar sobre algún evento pueden hacérselo saber.

Agradecemos de antemano su interés y les enviamos un cordial saludo.

Atentamente

Ysla Campbell
YSLA CAMPBELL

Programa de Estudios Literarios

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ACHIEVEMENT STILL LAGGING FOR ALL MINORITIES

by Debbie Acosta

Minority student academic achievement has been one of the few bright spots in U.S. education in the past decade, while remaining one of its failures.

Studies on U.S. student achievement over 10 years show a pattern: Minorities are closing the achievement gap with whites in many areas, yet they still lag to a degree many say is "unacceptable."

"The good news is, yet the gap is closing. The bad news is it's not closing fast enough," says Wilhelmina Delco, a Texas legislator and former vice-chair of the governing board for the National Assessment of Educational Progress (NAEP).

The evidence:

* The average Scholastic Aptitude Test score for blacks has risen 51 points to 737 since The College Board started keeping score by ethnic groups in 1976. Scores for Mexican-Americans rose 28 points to 809. White students' scores fell 11 points to 933.

* The annual graduation rate for black high school students rose to 75% in 1988 from 68% in 1978, a Census report said. For whites, the rate slipped to 82% from 83%; the Hispanic rate remained 55%.

* The history and civics report card out in April from NAEP showed a smaller gap between whites and minorities. Yet, on the 0 to 500 scale, white 12th graders (301.9 points) averaged 22 points better on civics than Hispanics and 28 points better than blacks.

This and other reports suggest that poor scores are strongly linked to poor economic conditions that affect minorities more than whites. The NAEP report said youth in "advantaged urban communities" with high numbers of professionals scored 25 points above youth in "disadvantaged urban communities" with high numbers of adults on welfare.

Delco says the gap must not continue. "We all suffer when we have a segment of the population that doesn't do well."

From the Hispanic Register

CAMPUS RACISM: As Diversity Increases, So Do Tensions

AMHERST, MA--Think of reflection, debate and uninhibited discourse. Think of tolerance and respect for differing ideas and perspectives.

The words call up the time-honored image of the university. But on many campuses across the US, the reality does not match the image.

"Look around you and it looks like a beautiful school," says Didier Kouassi, 18, at the University of Massachusetts. "But (one) night when I walked past the high-rise dorms, someone yelled out, 'Niggers should go home.'"

Like many colleges, the University of Massachusetts is struggling with racism on a campus where the student body of 23,000 is increasingly diverse. A dorm rampage last month was sparked when a black counselor was punched by a white youth. Later, minority students reported death threats. Graffiti aimed at race and sexual orientation appeared.

Recently, the university announced a series of steps to deal with the problem, including recruitment of more minority students and faculty, and diversity training for staff.

But the University of Massachusetts is not alone in battling tensions.

One in four black, Hispanic, Asian or Native American college students experiences slurs, harassment or assault each year, says Adele Terrell, whose National Institute Against Prejudice and Violence surveyed more than 30 campuses. The ratio is higher for gay students, she says.

The attacks are stunning when they take place at a college, but "schools reflect the racial tension in society, which has been at a high level for the past few years," says Harvard psychiatrist Alvin Poussaint.

Among recent incidents on campuses around the country:

- At George Washington University in Washington, D.C., students and faculty met last week to discuss race relations after a student leader referred to a black student as "that nigger."

- At the State University of New York at Oneonta, hundreds protested recently after college officials gave police investigating an assault the names of black male students. Two officials were punished for taking blacks from class for questioning.

- Controversial filmmaker Spike Lee recently attended a student rally at the university of North Carolina, Chapel Hill, to support a black cultural center at the school. One speaker called whites "blue-eyed devils."

- At Auburn University in Alabama, a black football player stirred controversy last year when he accused coaches of encouraging segregation in the athletic dormitory and perpetuating racial stereotypes.

- At Washington's Georgetown University, a white law student caused debate over affirmative action by saying in an article that black students had lower test scores and grade point averages than whites.

"We've just shifted the battleground from the streets to the campuses," says Loretta Ross of the Center for Democratic Renewal.

Many experts say campus tensions are aggravated by higher tuition and cuts in student aid and teaching staff at financially strapped colleges, where students fight to get in classes.

"That's fertile ground for scapegoating, jealousies and animosities," Poussaint says.

But problems start before students arrive on campus. A report on the University of Massachusetts problems, issued today by Massachusetts' Advisory Commit-

tee to the U.S. Commission on Civil Rights, calls for localities to begin tackling racial and religious hatred in grade school.

"Children go to segregated schools and live in segregated neighborhoods. (Often) they don't encounter people who are different until they get to college," Terrell says. The situation can become volatile because students "are away from home and unsupervised for the first time in their lives."

Segregation often is perpetuated by fraternities and sororities. At the University of California, Los Angeles, two fraternities were disciplined for racist lyrics in songbooks.

"Frats are an institutionalization of segregation," says Steve Klein of the Martin Luther King Jr. Center for Nonviolent Change. "Most do a lousy job of integrating" minorities.

But bad feelings abound on all sides. White students are confused and alienated by demands by black students for separate student centers, housing and curriculum.

Some white students see such demands as racist. But black students say many white students are racists and don't understand their call for recognition of their culture.

Black students at North Carolina State University recently burned the school newspaper after a writer called black leaders at a nearby campus "Ku Klux Klan Nazis" for demanding a separate black center.

At the University of Massachusetts, courses in non-Western culture are required for all students. There are seven ethnic centers on campus.

But racial tensions on campus still have been high. After four policemen were acquitted in the beating of Rodney King in Los Angeles last spring, nearly 1,000 students cheered when Black Studies professor John Bracey called Los Angeles rioters "our warriors" and urged students to "stand with them."

Afterward, protesters smashed windows, tore up files and occupied the student newspaper office. A demonstrator was arrested for attacking staffers with a baseball bat.

Some minority students who spoke out against the rampage say they were threatened.

"People were saying I was a sell-out or some kind of traitor," said Evelyn De Jesus, a student reporter.

The University of Massachusetts plans steps to broaden its multicultural programs. Other campuses offer similar programs and have tried to ban "hate speech," though a Supreme Court ruling this year forced many to repeal speech codes as violations of the First Amendment.

But many students and administrators say easing tensions will take more than rules and new programs.

Says Leo Pinson, a senior at Ohio State University: "You can make all these rules people are supposed to abide by, but if you don't change attitudes, nothing will really change."

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