

TAPESTRY

2018

TEXAS A&M UNIVERSITY-KINGSVILLE
WOMEN AND GENDER STUDIES JOURNAL



Cover Page Art: Amado M. Peña Jr.

Los Cuentos

Foreword

The painting “Los Cuentos.... The Stories” by Amado M. Peña that covers this edition of Tapestry presents in vibrant and haunting colors the importance of cuentos, stories, and art in the lives of women. It features a grouping of four women, a young girl sitting in the lap of her mother, an older sister looking on as they read from a volume of Los Cuentos. Overseeing the scene stands the ghost of the elder woman who has handed down a tradition of storytelling, of reading and writing to the women of her family. As such the painting suggests how story, how art form part of our familial and cultural heritage, how they bring together a community of women who share their stories from generation to generation. The painting evokes the beauty of story, whether in words or though the medium of paint. It reminds us that making art is part of the human experience, that art nurtures us and connects us. This is what Tapestry does. It brings together stories and art to form a community of readers, writers, artists as a way of sustaining our cultures, our souls.

Dr. Susan Roberson

Professor of English
Women and Gender Studies Director

Feature Artist: Amado Maurilio Peña, Jr.

Biography



23A Arroyo Nambe Santa Fe, NM 87506
<https://www.penagallery.com/>

Amado Maurilio Peña, Jr. was born in Laredo, Texas in 1943. He studied art and education at Texas A&I (now Texas A&M Kingsville), where he received his Bachelor's and Master's Degrees. He was a teacher in his hometown of Laredo as well as in Crystal City and Austin, Texas. He continues to teach as part of the Studio Art League program at Alexander High School in Laredo and is also an adjunct professor in the College of Education at the University of Texas. He has been a presenter at many national education conferences.

Of course, Amado's first love is art, and he has been a successful professional artist for more than 30 years.

Amado is a Mestizo of Mexican and Yaqui ancestry. His art celebrates the strength of a people who meet the harsh realities of life in an uncompromising land, and his work is a tribute to the Native Americans who survive by living in harmony with an adversarial, untamed environment.

His artwork is inspired by places such as Canyon de Chelly, Spider Rock, Monument Valley, Enchanted Mesa, Acoma, and Black Mesa. These sites are part of an enduring landscape that speaks of the ancient heritage of a region that is now known as Arizona and New Mexico.

Amado's artwork is defined by its bold color and form and dynamic composition. Through his art, he communicates his vision of a land, its people and their art.

Amado Peña is recognized as an Artisan of the Pascua Yaqui Tribe of Arizona. This is a particularly high honor and one that he cherishes. He is dedicated to furthering the public's knowledge and interest in the Tribe, its art, its history, and its culture.

Education

Texas A&I University, Kingsville, Texas B.A. (Art) 1965

Texas A&I University, Kingsville, Texas M.A. (Art & Education) 1971

Exhibitions

Massachusetts	Oklahoma	Washington D.C.	Kansas
Texas	Arizona	New Mexico	Pennsylvania
Florida	Virginia	Colorado	Washington
California	Illinois	New Jersey	Minnesota
Wisconsin	Maryland	Georgia	Tennessee
Oregon	Louisiana	Utah	Arkansas

Fundraising Activities

Music at Angel Fire, Angel Fire, New Mexico
Taos Spring Arts Celebration, Taos, New Mexico
Spring Arts, New Mexico
Laguna Gloria Art Museum, Austin, Texas
Texas Sesquicentennial
Albuquerque Civic Light Opera, Albuquerque, New Mexico
Austin Civic Ballet, Austin, Texas
Futures for Children
National Migrant Referral
Mexican American Legal and Educational Fund, Los Angeles, California
Fiesta Caceria, Laredo Texas
Childrite, Taos, New Mexico
National Conference on Women and the Law
National Association for Bilingual Education
Texas A&I University, Kingsville, Texas
University of Texas Nursing School, Austin, Texas
Art Has Heart, Casa de Amigos, Scottsdale Gallery Association, Arizona
March of Dimes, Austin, Texas

High Plains Epilepsy Association, Amarillo, Texas
 Juvenile Diabetes Foundation, New Jersey
 Native American Rights Fund, Boulder, Colorado
 Austin Community College, Austin, Texas
 Laredo Community College, Laredo, Texas
 National Association for Bilingual Education, Albuquerque, New Mexico
 Easter Seals “Stars Over the Caribbean” Fundraising Gala
 La Peña’s “Toma Mi Corazon” Visual Art Exhibit and fundraiser, Austin, Texas
 STEP for Children Fundraiser, Sarasota, Florida
 OTOART, Visual Expressions of Hearing
 Santa Fe Symphony, Santa Fe, New Mexico
 Oklahoma Foundation for Excellence, Oklahoma City, Oklahoma
 American Diabetes Association
 El Paso Community College, El Paso, Texas

Experience

<u>Austin Community College</u> , Austin, Texas Artist in Residency	2012
<u>El Paso Community College</u> , El Paso, Texas Artist in Residency	2001-Present
<u>United Independent School District</u> , Laredo, Texas Founder/Artist in Residence/Studio Art Program at Alexander High School	1994-2006
<u>Laredo Community College</u> , Laredo, Texas Artist in Residence, Instructor Laredo Community College Art Department	1997
<u>Austin Community College</u> , Austin, Texas Artist in Residence, Instructor, ACC Art Department	1990-1992
<u>Penn State University</u> , State College, Pennsylvania Artist in Residence, Penn State Art Department	1989
<u>Idyllwild School of Art</u> , Idyllwild, California Art Instructor, Native American Arts Program	1988
<u>Austin Independent School District</u> , Austin, Texas Art Instructor, Chairman of the Art Department L.C. Anderson High School	1974-1980
<u>Crystal City Independent School District</u> , Crystal City Texas Art Instructor, District Chairman of the Art Department Organizer of the Art Program for the School District	1972-1974

<u>Texas A&I University</u> , Kingsville, Texas Art Instructor, Graduate Assistant	1970-1971
<u>Laredo Independent School District</u> , Laredo, Texas Art Instructor at Martin High School	1965-1970
<u>Texas A&I University</u> , Kingsville Texas Student Assistant in the Art Department	1964

Awards, Achievements and Honors

- 2012 Best of Show, St. George Art Festival, St. George, Utah
- 2011 2nd Place Painting; Watercolor, Indian Wells Art Festival, Indian Wells, CA
Award of Excellence, Bricktown Art Festival 2011, Oklahoma City, OK
2011 Albuquerque International Balloon Fiesta Poster Artist, Albuquerque, NM
- 2010 Best in Division, 1st Place , Painting, Heard Museum Indian Fair and Market,
Phoenix, AZ
Best of Show, 1st Place, Oro Valley Arts in the Park Fine Art and Jazz
Festival, Oro Valley, AZ
2nd Place Drawing, Red Earth Festival, Oklahoma City, OK
2nd Place Printmaking (Monotype) Eiteljorg Indian Market, Indianapolis, IN
1st Place Mixed Media Painting, Eiteljorg Indian Market, Indianapolis, IN
2nd Place Drawing, Eight Northern Pueblos Indian Market,
Okey Owingeh, NM
3rd Place Painting, Eight Northern Pueblos Indian Market,
Okey Owingeh, NM
Best of Category, Painting, Autry National Center Indian Fair & Market,
Los Angeles, CA
Curator's Award, Sun Bowl Exhibit, International Museum of Art,
El Paso, TX
- 2009 2nd Place Drawing, Native American Arts Festival, Litchfield Park, AZ
Award of Merit, Drawing, Southwest Arts Festival, Indio, CA
Best of Show, Purchase Award, 1st Place Painting, St George Art Festival
St. George, UT
3rd Place Painting, Eiteljorg Indian Market and Festival, Indianapolis, IN
- 2008 2nd Place Drawing, West Valley Arts Council Invitational Native American
Arts Festival, Litchfield Park, AZ
Award of Merit, 2008 Southwest Arts Festival, Indio, CA
3rd Place Painting, Red Earth Festival, Oklahoma City, OK
1st Place Painting , Best in Division Painting, Honorable Mention Drawing
Eiteljorg Museum Indian Market, Indianapolis, IN

- 2007 Award of Merit, Drawing, Southwest Arts Festival, Indio, CA
 1st Place Award Drawing, St. George Art Festival, St. George, UT
 Purchase Award, St. George Art Museum, St. George, UT
 2nd Place Award Drawing, Red Earth Festival, Oklahoma City, OK
 Honorable Mention, Angel Fire Artfest, Angel Fire, NM
 Best in Category, Pastel, Pencil, Pen and Ink, 36th Annual
 Ruidoso Art Festival, Ruidoso, NM
- 2006 Best in Category Drawing, Ruidoso Art Festival, Ruidoso, NM
 1st Place Award Painting, Angel Fire Art Festival, Angel Fire, NM
 1st Place Award Drawing, Eiteljorg Indian Market, Indianapolis, IN
 Best in Category Drawing, Eight Northern Indian Pueblos Council Arts and
 Crafts Show, Ohkay Owingeh, NM
 1st Place Award Drawing, Eight Northern Indian Pueblos Council Arts and
 Crafts Show, Ohkay Owingeh, NM
- 1st Place Award Drawing, Indian Wells Art Festival, Indian Wells, CA
 1st Place Award Drawing, St. George Arts Festival, St. George, UT
 Best of Division, 2nd Place Award, Heard Museum Indian Market, Phoenix,
 AZ
 Best of Drawing Award, Oro Valley Art Festival, Oro Valley, AZ
- 2005 Best in Category, Pastel, Pen & Ink, Ruidoso Arts Festival, Ruidoso, NM
 1st Place Award Painting, Eiteljorg Museum Fair, Indianapolis, IN
 3rd Place Award Painting, Southwest Arts Festival, Indio, CA
 Outstanding Latino Cultural Award, Hispanic Caucus
- 2004 Best in Painting, Tempe Festival of the Arts, Tempe, AZ
 Best of Category, Red Earth Festival, Oklahoma City, OK
 1st Prize, Gallup Intertribal Ceremonial, Gallup, NM
 Honorable Mention, Heard Museum Fair, Phoenix, AZ
 3rd Place Award Painting, St. George Arts Festival, St. George, UT
- 2003 Invitational Circle, Tapestry Arts Festival, San Jose, CA
 Hall of Fame, Tapestry Arts Festival, San Jose, CA
 1st Place Fine Arts, Castle Rock Artfest, Castle Rock, CO
 Honorable Mention, Lawrence Indian Arts Show, Lawrence, KS
 1st Place Award Printmaking, Southwest Arts Festival, Indio, CA
 University of Texas, Chancellors Council, Austin, TX
 Master Presenter, NISOD Dept. of Educational Administrators, College of
 Education, Austin, TX
 1st Place Award Oil/Acrylics, Oro Valley Arts Council Festival, Oro Valley,
 AZ
- 2002 2nd Place Painting, Sharlott Hall Museum Prescott Indian Market,
 Prescott, AZ

- 3rd Place Award Painting, Red Earth Fine Art Competition, Oklahoma City, OK
- 1st Place Watercolor, 2nd Place Watercolor, Best in Category Printmaking, 1st Place Printmaking, 3rd Place Drawing, 2nd Place Mixed Media, 1st Place Mixed Media, Gallup Inter-Tribal Ceremonial, Gallup, NM
- Top in Category Painting, Ruidoso Art Festival, Ruidoso, NM
- Juror's Award, Castle Rock Artfest, Castle Rock, CO
- Faculty Appointment, Adjunct Professor, University of Texas at Austin
- Best in Show Mixed Media Painting, 1st Place Mixed Media Painting, Lawrence Indian Art Show, Lawrence, KS
- Invitational Circle, Tapestry Arts Festival, San Jose, CA
- Amado M. Pena, Jr. Day, May 17, 2002, Austin, TX
- 2001
- 1st Place Award Printmaking, Southwest Arts Festival, Indio, CA
- Honorable Mention Fine Art, Heard Museum Indian Fair and Market, Phoenix, AZ
- 2nd Place Award Watercolor, Gallup Inter-Tribal Ceremonial, Gallup, NM
- Top Ten, Ruidoso Arts Festival, Ruidoso, NM
- Best of Show, 1st Place Award Painting, Ruidoso Arts Festival, Ruidoso, NM
- 1st Place Award Painting, Castle Rock Artfest, Castle Rock, CO
- Best of Class Painting/Graphics, 1st Place Graphics, 1st Place Painting, American Indian Art Festival and Market, Dallas, TX
- 3rd Place Painting, Port Clinton Art Festival, Port Clinton, IL
- Invitational Circle, Tapestry Arts Festival, San Jose, CA
- 3rd Place Painting, Spirit of America Native American & Wildlife Festival, Clearwater, FL
- Best in Classification, Dallas Indian Market, Dallas, TX
- Spirit of America Native American & Wildlife Festival Poster Artist, Nov.2001 Tampa, FL
- Southwest Arts Festival Poster Artist, Indio, CA
- 2000
- Best of Show Award, Southwest Arts Festival, Indio, CA
- 1st Place Award Painting, Southwest Arts Festival, Indio, CA
- People's Choice Award, Southwest Arts Festival, Indio, CA
- 1st Place Award, Bayou City Art Festival, Houston, TX
- 1st Place Award Printmaking, 8th Annual Dallas Indian Market, Dallas, TX
- 1st Place Award Painting, Castle Rock Arts Festival, Castle Rock, CO
- 1st Place Award Printmaking, Castle Rock Arts Festival, Castle Rock, CO
- 1st Place Award Paper Cast, Gallup Inter-Tribal Ceremonial, Gallup, NM
- 2nd Place Award Painting, Gallup Inter-Tribal Ceremonial, Gallup, NM
- 2nd Place Award Drawing, Gallup Inter-Tribal Ceremonial, Gallup, NM
- 2nd Place Award Watercolor, Eight Northern Indian Pueblos 29th Arts & Crafts Show, San Juan Pueblo, NM
- 2nd Place Award Drawing, Eight Northern Indian Pueblos 29th Arts & Crafts Show, San Juan Pueblo, NM
- Invitational Circle, Tapestry in Talent, San Jose, CA

- Best of Show, Bayou City Arts Festival, Houston, TX
 Pascua Yaqui Tribal Artisan
 3rd Place Award Painting, Spirit of America, Clearwater, FL
 Calendar Cover 2000 Pascua Yaqui Tribe of Arizona
- 1999 1st Place Award, Mixed Media, Southwest Arts Festival, Indio, CA
 Invitational Circle, Tapestry in Talent, San Jose, CA
 1st Place Fine Art Prints, Castle Rock Artfest, Castle Rock, CO
 Purchase Award, Cherry Creek Arts Festival, Denver, CO
 3rd Place, Graphics, Cherry Creek Arts Festival, Denver, CO
- 1998 Recognition as Tiger Legend, Martin High School, Laredo TX
 LULAC National Humanitarian of the Year Award Nominee
- 1997 Alumnus of the Year, Texas A&M at Kingsville, Kingsville, TX
 Award of Appreciation, March of Dimes South Texas Chapter, McAllen, TX
 Commencement Speaker, Spring 1997 Commencement Exercises, The University of
 Texas-Pan American, Edinburg, TX
 Top 50 Distinguished Alumni, Laredo Community College, Laredo, TX
- 1996 All Time Best Selling Cover, “Patrones en Colores” Southwest Art Magazine
 August 1990
 Fascinating Texans Award, Institute of Texan Cultures, San Antonio, TX
 National Spokesperson for March of Dimes “Think Ahead” Campaign
 Peña Studio-Gallery Opened, Santa Fe, NM
 Public Service Announcement Video for March of Dimes “Think Ahead” Campaign
 Role Model and Excellence in Art Award, Multicultural Education and Counseling
 Through the Arts, Houston, Texas
 Works Featured in “Selena”, Selena Film Productions, Inc. Warner Bros. a Division of
 Time Warner Entertainment Company, LP
 Works Included in Permanent Collection at the National Museum of American Art,
 Smithsonian Institution, Washington, D.C
- 1995 Certificate of Appreciation, Texas A&M University at Kingsville, Texas
 National Spokesperson for March of Dimes “Think Ahead” Campaign
 Public Service Announcement Video for March of Dimes “Think Ahead” Campaign
 Reader’s Choice, Best Artist of 1995 The Austin Chronicle, Austin, TX
 Recognition of Major Contribution in the Field of Art, Texas General Land Office,
 Austin, TX
 Amado & J.B. Pena Art Has Heart Foundation Established, Austin, TX
- 1994 Certificate of Appreciation, HomeSpun, San Marcos, TX
 Certificate of Appreciation, Texas A&M University at Kingsville, TX
 Exhibition Honors Award, Texas State Arts & Crafts Fair, Kerrville, TX
 Reader’s Choice, Best Artist of 1994, The Austin Chronicle, Austin, TX
 Recognition for Achievement in Art by Texas Land Grant Commission, Austin, TX

- 1994 Westfest at Copper Mountain Poser Artist, Copper Mountain, CO
- 1993 Presentation of Key to City, Corpus Christi, TX
 Presentation and Planting of 50th Star on Texas Walk of Stars, Austin, TX
 Proclamation from City of Austin of Amado M. Peña, Jr. Day, Austin, TX
 Proclamation from City of Laredo of Amado M. Peña, Jr. Day, Laredo, TX
 Reader's Choice, Best Artist of 1993, The Austin Chronicle, Austin, TX
 Surisi Timepieces, Limited Edition Watch
 Riflefire Custom Clothing, Nashville, TN
- 1992 Honorary Associate of Arts Degree from Austin Community College, Austin, TX
 Speaker, National Museum of American Art, Smithsonian Institution, Washington, D.C.
 University of New Mexico Alumni Association Homecoming Poster Artist
 Texas Association of Chicanos in Higher Education, Meritous Service Award
 Migrant Educational Opportunities Fund, "Artes 1992" Guest Speaker, Flint, MI
 National Association for Bilingual Education
- 1991 Designs and Creates Sets for "The Magic Flute", San Antonio Festival San Antonio, TX
 Narrator, "Spirits of the Canyon", PBS Special
 Artist in Residence, Austin Community College, Austin, TX
 Art Auction, Funding Austin Community College Scholarship, Lou Diamond Phillips, Celebrity Auctioneer, Austin, TX
 "Chicano Art: Resistance & Affirmation 1965-1985" UCLA Wright Art Gallery, International Tour Includes Denver Art Museum, San Museum of Art, National Museum of Art, Washington, D.C.
- 1990 Grand Marshall, Washington's Birthday Parade, Laredo, TX
 Honoree, The State of Texas Cultural and Historical Resources Committee, Austin, TX
 Art in Embassies Loan Program, Bangladesh Embassy
 Three Graphic Arts Awards of Merit, Austin, TX
- 1989 Formation of the Amado M. Pena, Fr. Scholarship Fund, Austin Community College, Austin, TX
 Proclamation, Austin Community College, Austin, TX
 Distinguished Alumnus Award, Martin High School, Laredo, TX
 Three Graphic Arts Awards of Excellence, Austin, TX
 Guest Artist, Penn State Art Department, State College, PA
 Parade Marshall, 21st Annual Fiestas Patrias Parade, Houston, TX
- 1988 Certificates of Merit, Graphics Art Award, Printing Industries of America, Inc.
 Cover Artist, Mexican and American Foundation Annual Report, Los Angeles, CA
 Appreciation Award, Ronald McDonald House, San Diego, CA

- 1987 Native American Artist of the Year Award, Kine Ve Keyah Museum, Page, AZ
 Proclamation, City of Austin, TX
 Guest Speaker, Creativity Symposium, Austin, TX
 Guest Speaker, Idyllwild School (ISOMATA), California
 Letter of Greeting from Mayor Feinstein, San Francisco, CA
 Retrospective Exhibition, Scottsdale Center for the Arts, Scottsdale, AZ

Publications

- 1987 The Laredo Morning Times, “Peña Brushes Art Canvas for Fiesta Caceria” 1/15
Austin Adopt-A-School Newsletter, Recognition, February
Key Magazine, “Amado M. Peña, Jr.” Cover, February
Southwest Profile, Amado Peña”, cover article, Spring
Arizona Trails, “Amado Maurilio Peña, Jr.” April
Austin Business Journal, “Profit Pictures: Popular Peña Paints Lucrative Bottom Line”
 6/25
The Arizona Republic, “Markets, Exhibits Spotlight/Indian Artist” 7/27
Las Vegas Sun, “Indian Art, Culture Focus of Page Market” 7/27
Los Angeles Life, People section 7/23
Navajo-Hope Observer, “Marketplace Seeds to Retain Culture,” 7/17
Santa Fe Reporter, “Amado Peña: Art of the Border” August
The Forum, “Peña Art Corporation Produces southwest Works” August
Daily News, “Where Will Former ‘GH’ Star Turn Up?” August
Austin American-Statesman, “Southwest Style: Amado Peña’s Dazzling Home
 Manages to be Snug, Functional” 10/18
The Corsicana Daily, “Art Following Life: Peña” 10/28
The McAllen Monitor, “Xoxhil Benefit Exhibit to Feature Recent Works: Amado
 Peña’s Artwork to be on Sale” 11/12
Key Magazine, Cover Article, November
Taos Magazine, “El Taller’s Mary Alice Merritt” Winter
- 1988 Changing Times, How to Invest \$1000 or Less” August
Laredo Morning Times, New Work Represents Another Milestone” 5/5
- 1989 Guestlife Santa Fe, “El Taller Gallery” Annual
Vista, Personality Section, December
- 1990 Chicano Anthology Index, textbook Cover Illustration
Southwest Art, “Amado Maurilio Peña” Cover Article, August
The Austin Chronicle, Reader’s Choice, Artist of the Year
West Austin News, “Eight Austinites Receive Citations of Honor from Cultural
 and Historical Committees” December
Laredo Morning Times, “Family Recalls Artist’s Earlier Pursuits” May
Art in American History, Overhead Projection Teaching Aid, Transparency of work

- Laredo Morning Times, “Amado Peña Named WBC Parade Marshal” January
Texas Medicine, TMA Releases Amado M. Peña Jr. Print for Border Health Conference, November
- 1991 Austin Weekly, “Local Heroes” January 2-8
Southwest Profile, Whitney Publishing Company, Taos NM, “Art as Autobiography” Cover, February/March
Southwest Art, “High Note” September
International Fine Art Collector, Amado Peña, a Time of New Imagery” October
Austin Chronicle, Reader’s Choice Artist of the Year
Keyboard Companion, Cover Illustration, Fall
- 12th Annual Saginaw LULAC Scholarship Awards, Cover and Article
Laredo Morning Times, “Amado Peña Named Among State Honorees” January
Laredo Morning Times, “Artist Peña Bags Another State Honor” January
Corpus Christi Caller-Times, “Peña: Southwestern Artist Will Talk About His Work, Inspiration at AMST” April
Sunday Express News, “*Magic Flute* Sets Bring Paintings to Life for Peña” June
Sunday Express News, Amado Maurilio Peña, Jr. and *The Magic Flute*: San Antonio Festival ’91—The New Frontier” June
Durango Herald, “Snowdown Artist Named, Schedule Full of Fun. Peña Returns as Benefactor Artist” January
- 1992 18th Annual TACHE Conference, Program Page 12, July
The Galveston Daily News, “Artist Peña to Appear at Saturday’s Art Walk” November
Dallas Morning Times, Photo, May
Vidoran & San Antonio Commercial Recorder, “Amado Peña, A Brush With Greatness” December
El Paso Times, “Peña Highlighted at Studio W” October
The Galveston Daily News, “Visions of Serenity” November
- 1993 Socio Culutral, “Expoicion Pictorica de Amado Peña” November
That’s Country, “Amado Peña: 51st Texas Star” January
Austin American-Statesman, “Artists Paredes, Pena Deserve Every Tribute, October
Herald Coaster, Autograph Time” April
Austin American-Statesman, “Artist Peña Helps Send Sanchez Kid to College” October
Dallas Morning News, “Amado Peña: An Artistic Storyteller Paints His Heritage” October
Corpus Christi Caller-Times, “Images of Mestizo Culture: Works of Artist Amado Peña to be Featured at Opening of Center for Hispanic Arts” March
Beeville Bee-Picayune, La Feria News, Parryton Herald and Throckmorton Tribune, “Amado Peña, A Brush With Greatness” January, February and March
Abeline Reporter-News, “Peña” Southwest’s Premier Indian Painter Brings his Vivid ‘Peña People’ style to Western Heritage Classic Art Show” May

- Midland Reporter-Telegram, Photo, October
Yippy-Yi-Yea, “Westfest at Copper Mountain Resort” Fall
Midland Reporter-Telegram, “Peña Talks to People through Art” October
That’s Country Magazine, ”Taking Aim at America’s Music” September
- 1994 17th Annual Liberty Mutual Legends of Golf, “Artist Amado Peña Creates ‘The Legend’ “ May
The Victoria Advocate, “Peña’s Art Helps Define Southwest” May
Laredo Morning Times, “Educator, Artist Team for Story of Family Values” November 17, 1994
El Paso Times, “Craving Contact With His Roots” October
Michael Matin Murphey’s 8th Annual Westfest, “Westfest Artists Share Their Love And Passion for the American West” September
The Monitor, “Decorated Ostrich Eggs to be Auctioned Off at Easter Seals Gala On Saturday” April
- 1995 Austin American-Statesman, “Their Arts are in the Right Places” February
East Valley Business, “Southwest Arts Festival Premiers Renowned Artist Amado Pena.” January
Southwest Art, “Covering the West: The Best of Southwest Art.” October
The New Mexican, “Books Celebrate Mestizo Roots” March
Campaign News, “Peña Exemplifies the Spirit of Volunteerism” March of Dimes National Newsletter, April
Laredo Morning Times, “Poster Signing Party to Benefit Students” January
GuestLife New Mexico, “Peña Studio•Gallery: Welcome Back Amado!”
- 1996 The Southwest Arts Festival, Amado Peña Creates ’96 Festival Poster” January
Mature Living, “Southwest Arts Festival Features Renowned Santa Fe Artist Amado M. Pena, Jr.” February
The Desert Sun, “Southwestern Art on Display” February
The La Peña Newsletter, “Toma Mi Corazón IV” La Peña’s Visual Art Fundraiser, February/March
Santa Fean Magazine, “Road To Romance” January/February
The Dallas Morning News, “Amo, Amas, Amado” January 14, 1996
Laredo Morning Times, “Alexander Art Students Under Peña’s Guiding Hand” May 2, 1996
- 1996 American Indian Art Festival & Market, “Amado Peña Joins the ‘Circle of Honor’.”
Desert Sun, “Artist in Action,” March 17, 1996
San Antonio Express-News, “Peña is Proud Home is Where His Art Is”
Laredo Morning Times, “Peña returns to Teach Laredo Youth”, May 1996
Walt Garrison All Star Rodeo, “Amado M. Peña, Jr.,” March 30 & 31, 1996
- 1997 The PAN AMERICAN, “Amado M. Peña to Speak at Graduation Ceremony”
Laredo Morning Times, “Monday Wash: Critique Said the Kid Could Draw”

- Indio Post, “Buyers Spend \$300,000 for Art”
The Telegraph, “Noted Artist Likes Alton Enough to Come Back” Alton, IL
Laredo Morning Times, “Peña Conversation Starts Speaker Series.”
- 1998 Southwest Art, “Conversation Piece: Print Publishers,”
- 2006 Laredo Morning Times, Que Pasa, “Amado Peña Exhibits His Work” December 15, 2006
- 2009 Northern New Mexico Arts Catalog, “Amado M. Peña, Jr. ‘A Living Legend’”
Native Visions Calendar, 2009
Native People’s Magazine, “Eiteljorg Museum Indian Fair & Market” May/June 2009
- 2010 Dodge City Daily Globe, “Art Up Close” Dodge City Days, August 3, 2010
- 2011 Around 505, “Portrait of an Artist” Fall 2011

Collections

Governmental

Palacio de Gobernador, Baja California, Mexico
 The People’s Republic of China

Museums

The Heard Museum, Phoenix, Arizona
 Historical and Creative Arts Center, Lufkin, Texas
 Museum of Nuevo Santander, Laredo, Texas
 National Museum of American Art, Smithsonian Institution, Washington, D.C.
 New Mexico Museum of Fine Art, Santa Fe, New Mexico
 The Whitney Museum, San Antonio, Texas
 St. George Art Museum, St. George, UT

Institutional and Corporate

Execucom, Austin, Texas
 Inter-American Development Bank, Washington, D.C.
 New Mexico Highlands state University, Las Vegas, New Mexico
 Pan American University, Edinburg, Texas
 Southwest art, Houston, Texas
 Texas A&I University Art Museum, Kingsville Texas
 Texas Commerce Band, Pasillo de Artes Gallery, Austin, Texas
 Tracor Incorporated, Austin, Texas
 The University of California at Long Beach, Long Beach, California
 The University of Kentucky, Louisville, Kentucky
 The University of Texas, Benson Latin American Collection, Austin, Texas

Austin Community College, Austin, Texas
El Paso Community College, El Paso, Texas

Private Collectors

Juanita Alba and Rick Perez
Jerry Apodaca
Jim Arndt
Adolph Bach
Gary BeBout
Seri Belafonte
Dr. and Mrs. Enrique Benavides
Senator Lloyd Bentsen
Mr. and Mrs. Jim Berry
Jesse Bonilla
Marian Bramcaccio
Paula Bressler
Tom Brokaw
Jackson Browne
J. Jette Campbell
Ralph Carrigan
Dr. and Mrs. Pete Castañeda
Mary Clark
Marta and Juan Cotera
John and Carolyn Crouchets
Mr. And Mrs. Peter Dallo
Sonny Delgado
Mary Alice Dickenson
Richard Dreyfus
Holly Dunn
Peter and Tami Eacott
President Luis Echeverria
Bill Freckleton
Frank Gaines
Jo Gehrbe
Luis Gomez
John Gorman
David Gutierrez
Ken and Mona Hale
Charles and Freda Haskovec
Tom and Dee Hayden
Dean Henderson
Mr. and Mrs. Calvin Hill
Dr. and Mrs. Felix Hull
Bruce Kinker
Dr. P. Kocen

Phyllis and Gary Kotin
Norma Machado
Dr. and Mrs. Julio Madrigal
The Marshantucket Pequot Tribe, Ledyard, Connecticut
Frank and Sue McClellan
Rosalinda Molina
Ben Nighthorse Campbell
James O'Connor
Nora Ojeda
Dr. and Mrs. Hector Ortiz
Maria and Amado Peña, Sr.
Irene Peña
Anita Peterson
Jane Peterson
Lou Diamond Phillips
Representative J.J. Pickle
Mr. and Mrs. Andrew Ramirez
Michael Rabbitt
Kenneth and Jerrie Randall
Stan and Elaine Reichel
Frank Ribelin
Dr. Sidney Robin
Dr. Ricardo Romo
Roberto de la Madrid Ronandia, Former Governor of Baja California, Mexico
Betty Rose
Reverend and Mrs. Jose Santos
Ana Lee Schlosberg
Marilyn Scott
Alicia and Martin Solis
Lolly and Michael Starkweather
Roscoe Tenner
Dr. and Mrs. Alfredo Treviño
Francis Treviño
Anabelle Valle
Kimberly Williams
Jonathan Winters
Liese Jean Wooten
Mr. and Mrs. Theodore Ziehe

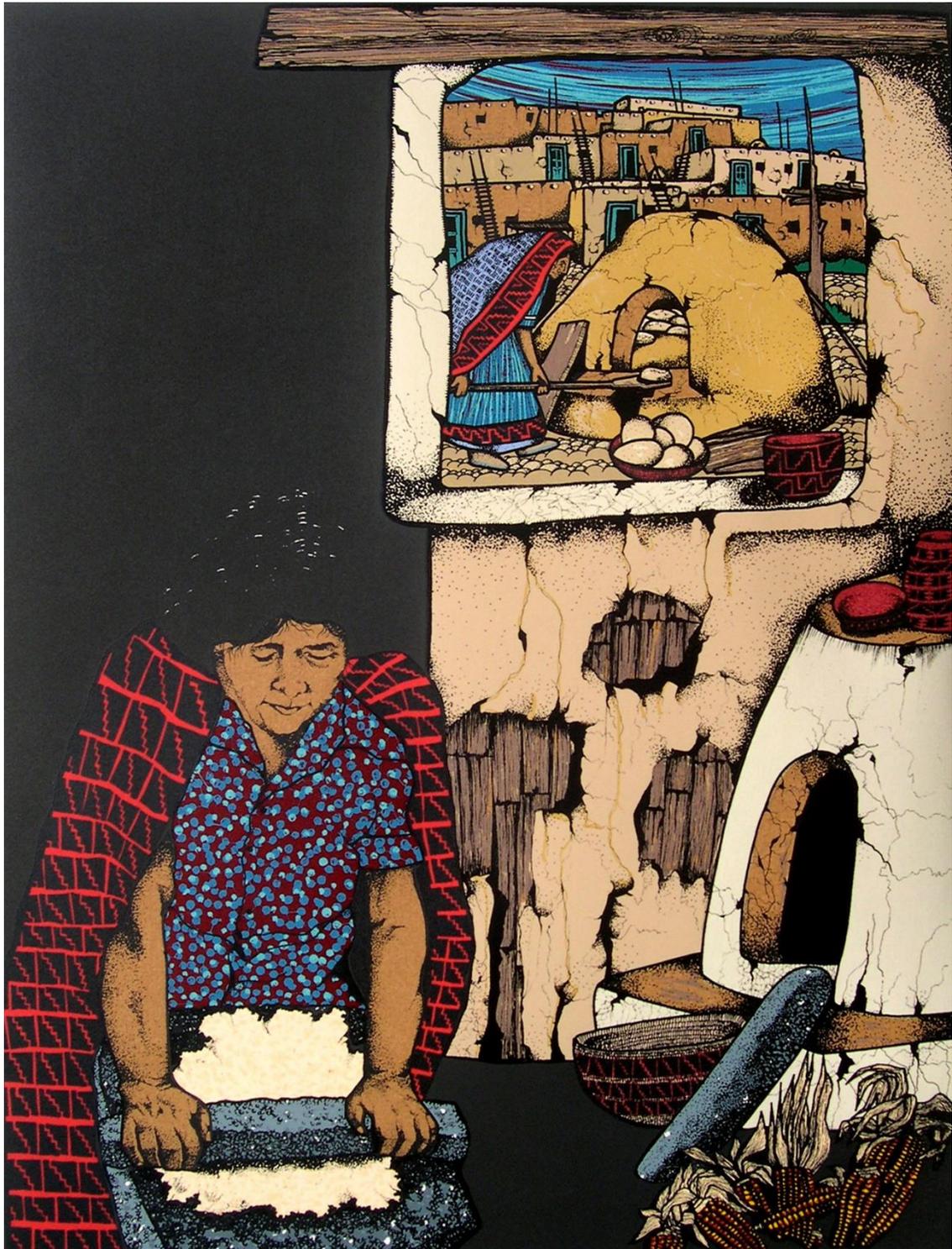
Amado M. Peña Jr. Art Works

1970's

El Pan Dulce



Maiz

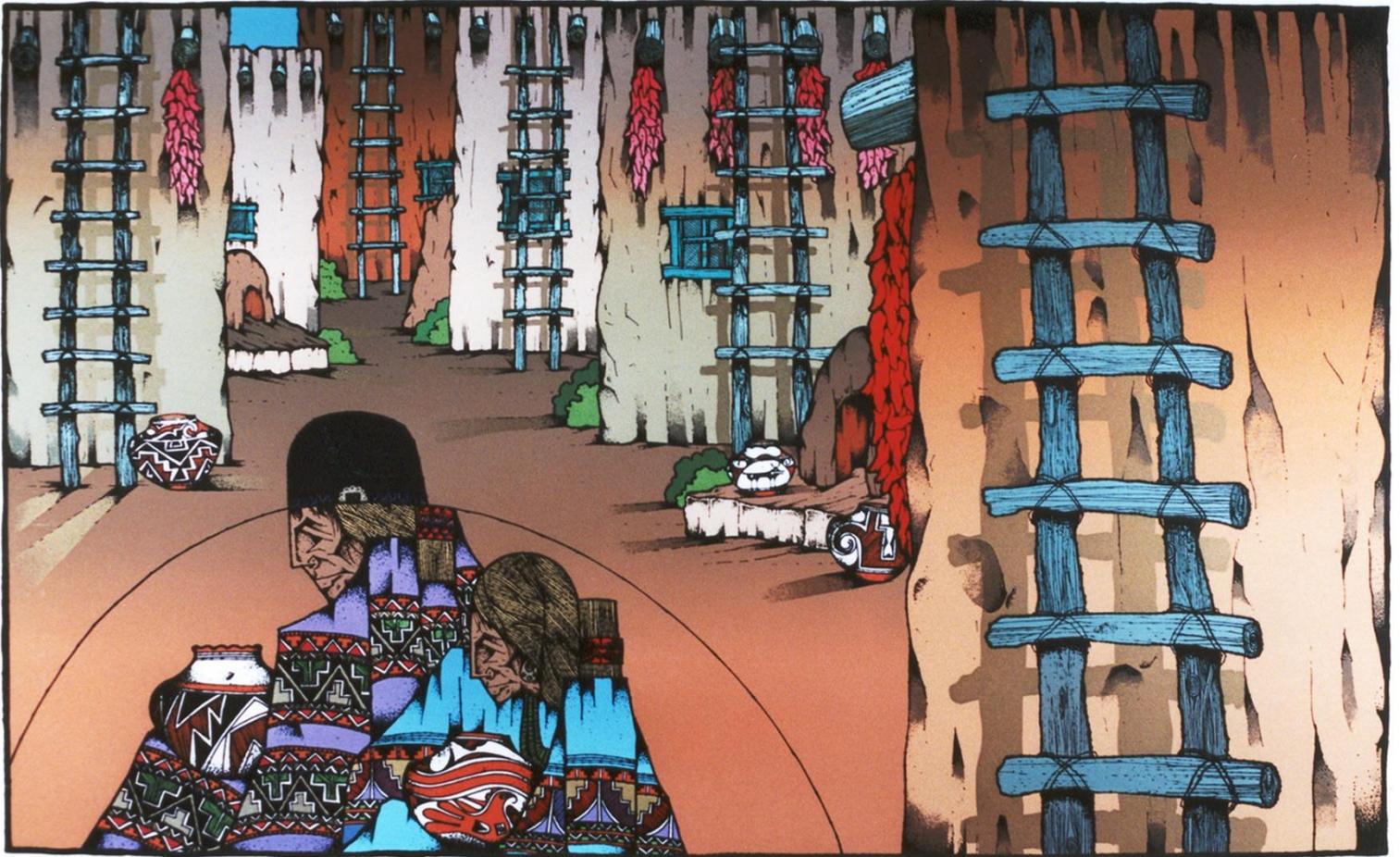


Tres Paraguas



1980's

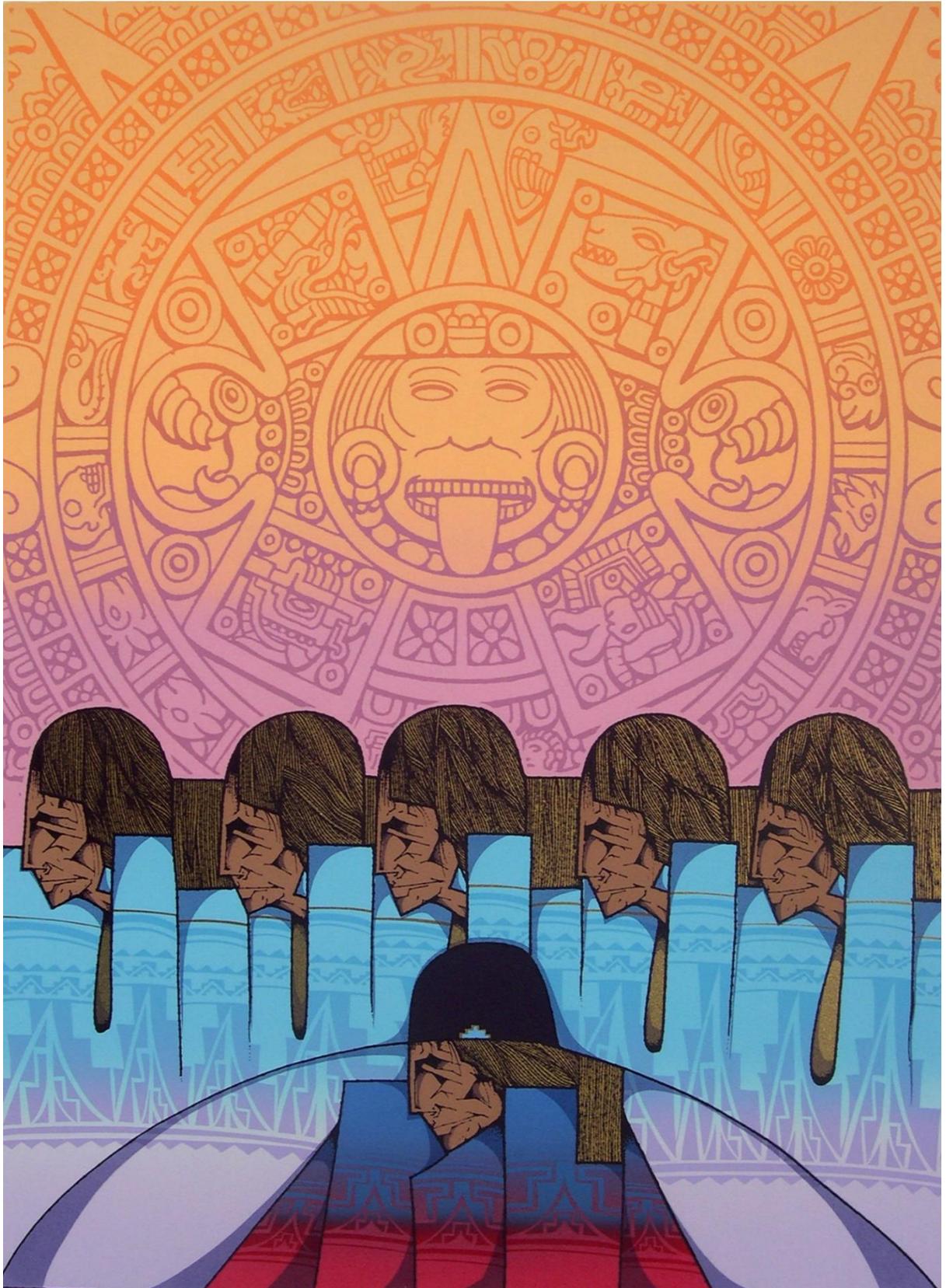
Del Pueblo



Hermanos



Lo Nuestro



1990's

Colcha Series



Colcha Series_Cuatro del Valle



Colcha_Series_Turquesa_y_Morado



2000's

Mestizo Series_Dos con Olla



Mestizo Series_Iris de JB #2



Mestizo Series_Juntos con Patrones



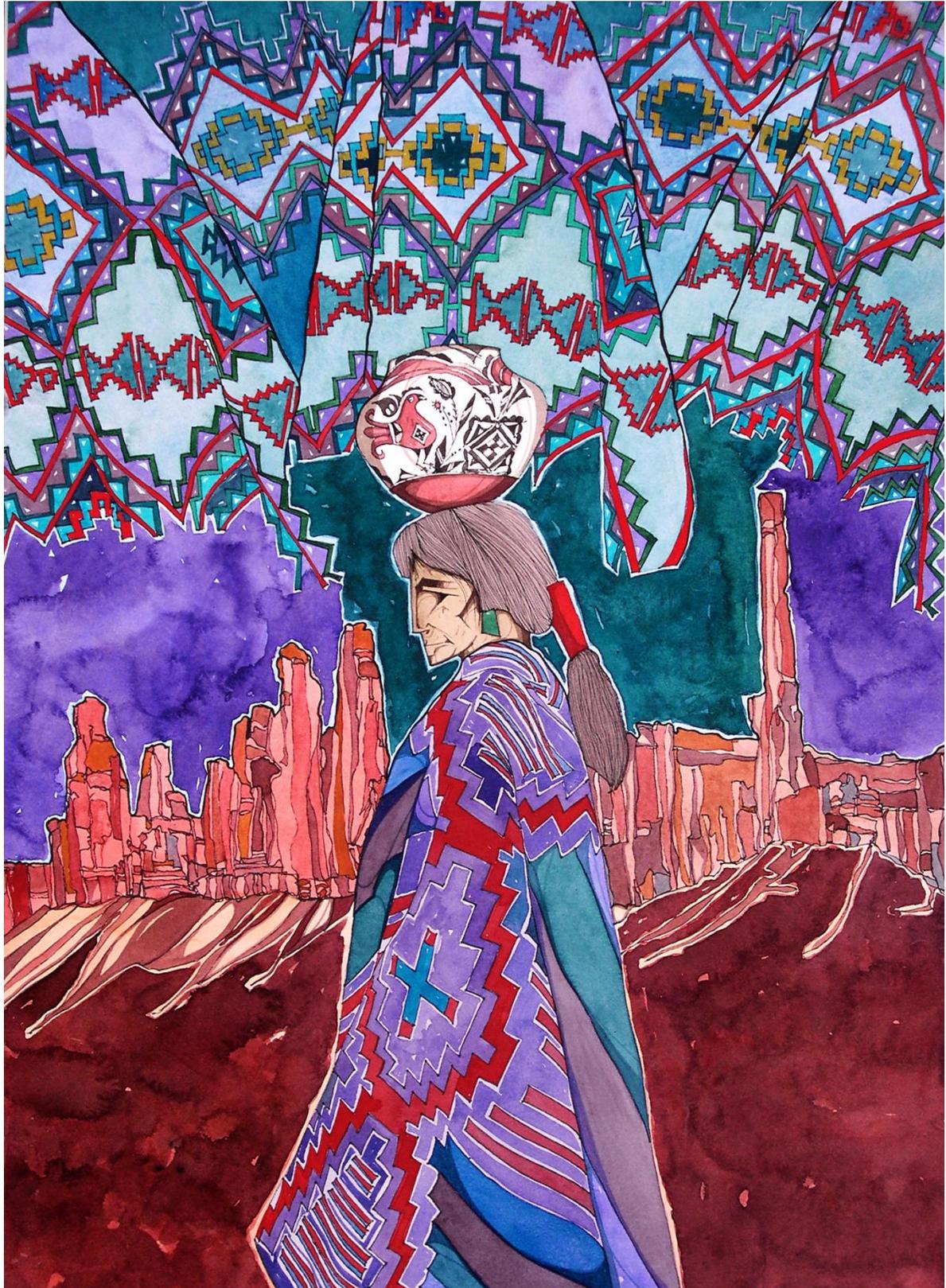
Mestizo Series_Los Visitandes



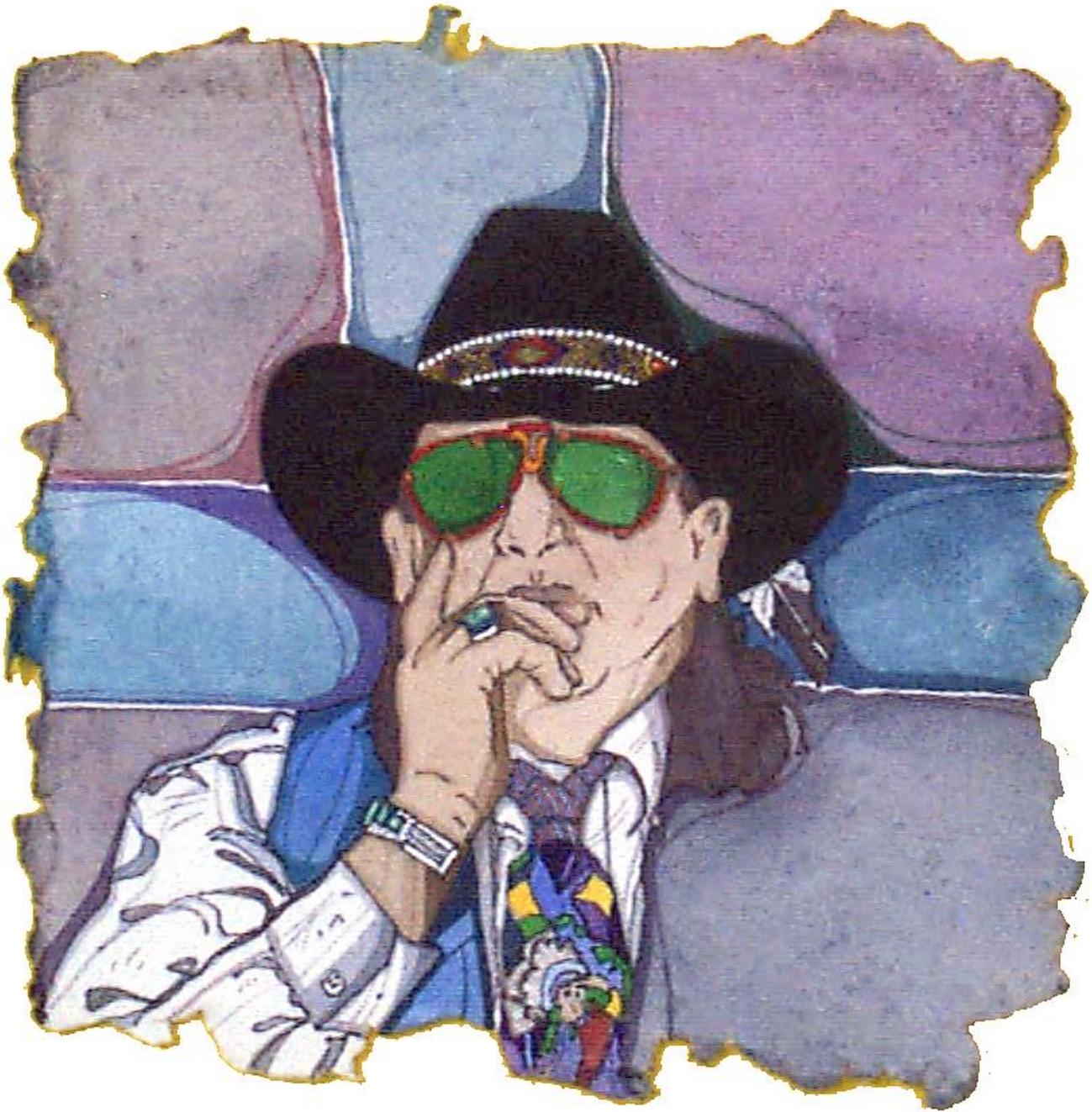
Mestizo Series_Mujeres con Azul



Mestizo Series_Nuves Bonitas



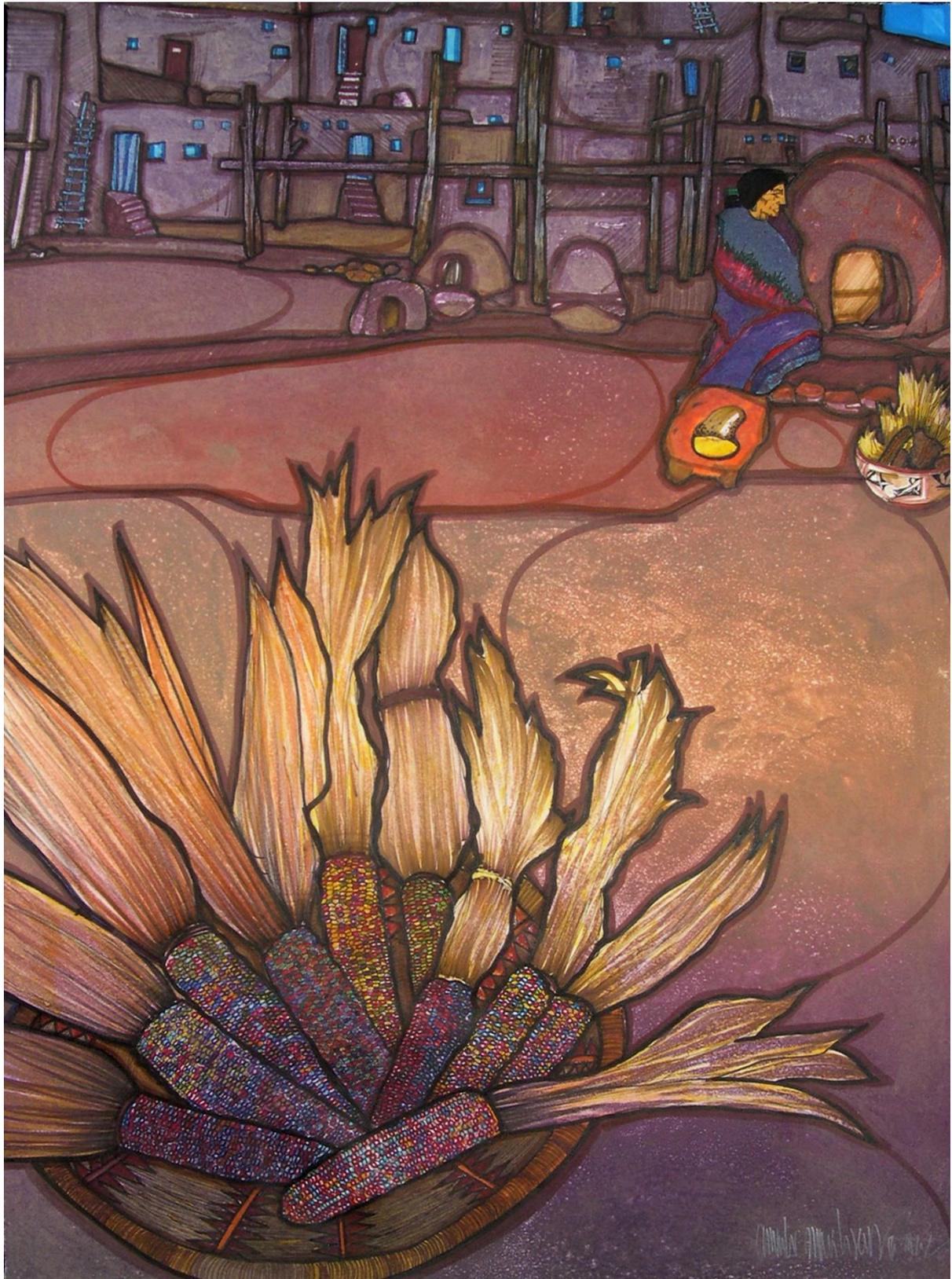
Mestizo Series_Un Retrato



Mestizo Series_Adios, Mi Valle



Mestizo Series_Cosecha



Mestizo Series_de Pasoe en Colores



Mestizo Series_My Red Moccasing



Mestizo Series_Trofeo del Valle



Mestizo Series_Two Voices



Current Work

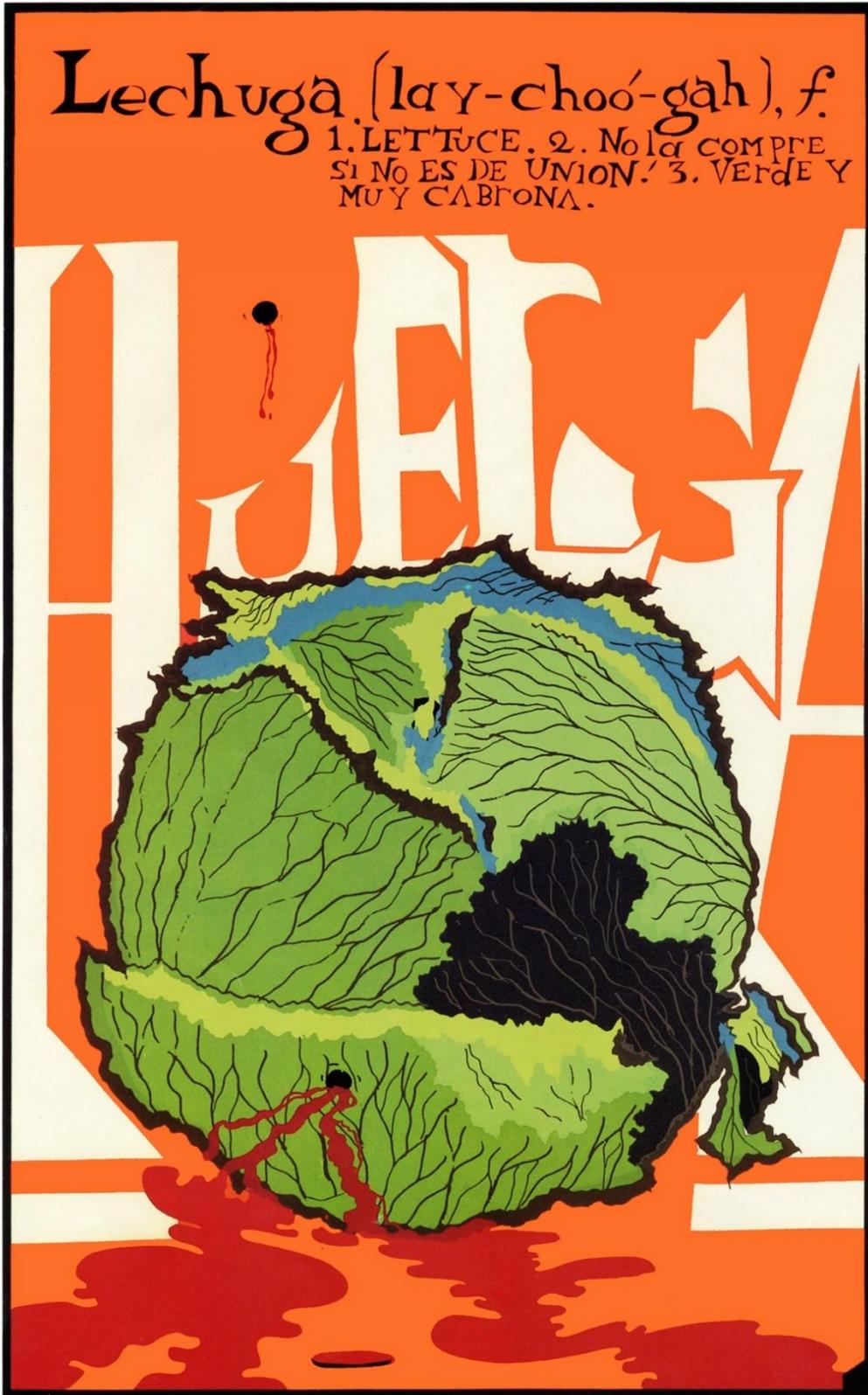
El Chotis



Lechuga

Lechuga (lay-choo-gah), f.

1. LETTUCE. 2. No la compre
SI NO ES DE UNION. 3. VERDE Y
MUY CARONA.



Mestizo



TABLE OF CONTENTS

	Page
Cover Page Art: Amado M. Peña Jr.	2
Los Cuentos	2
Foreword	2
Feature Artist: Amado Maurilio Peña, Jr.	3
Biography	3
Amado M. Peña Jr. Art Works	17
1970's	17
El Pan Dulce	17
Maiz	18
Tres Paraguas	19
1980's	20
<i>Codex de la Cosecha</i>	20
Del PuebloHermanos	20
Lo Nuestro	22
1990's	23
<i>Codex de la Cosecha</i>	23
Colcha Series	23
Colcha Series_Cuatro del Valle	24
Colcha_Series_Turquesa_y_Morado 2000's	25
<i>Codex de la Cosecha</i>	26
Mestizo Series_Dos con Olla.....	26

Mestizo Series_Iris de JB #2.....	27
Mestizo Series_Juntos con Patrones	28
Mestizo Series_Los Visitandes	28
Mestizo Series_Mujeres con Azul	30
Mestizo Series_Nuves Bonitas	31
Mestizo Series_Un Retrato	32
Mestizo Series_Adios, Mi Valle	33
<i>Codex de la Cosecha</i>	33
Mestizo Series_Cosecha	34
Mestizo Series_de Pasoe en Colores.....	35
Mestizo Series_My Red Moccasing	36
Mestizo Series_Trofeo del Valle	37
Mestizo Series_Two Voices	38
Current Work	39
<i>Codex de la Cosecha</i>	39
El Chotis.....	39
Lechuga.....	40
Mestizo.....	41
TABLE OF CONTENTS	42
John M Gaona	55
Laura Canales "La Reina De La Onda Tejana"	55
Octavio Quintanilla	65
2018-2020 San Antonio Poet Laureate	65
WGST Tea Honoring the Minten Sisters: A Texas Legacy	68

WGST Symposiums 2017-2018	70
ACADEMIC STUDIES	75
<i>In Memory of: Drewey Wayne Gunn</i>	75
TAMUK Drewey Wayne Gunn Collection	76
Books Authored and Co-Authored by Drewey Wayne Gunn	79
About Drewey Wayne Gunn	81
Mexico’s Gay Cultural Pioneers	81
Dr. Samuel Betances	91
Be My Study Partner.....	92
Quotes to Support the Benefits and Value of Dual Language Proficiency	93
You are César Chávez.....	97
Isabel M. Mata, Christina Lopez, & Richard L. Miller	98
The Influence of Parenting on Gender Differences in Moral Decision Making.....	98
Monica A. Simoncelli	111
A Universal Perspective of Women through Three Latin American Poets	111
From the poem collection <i>El Dulce Daño</i> (1918).....	113
From the collection of <i>Raíz Salvaje</i> (1922)	117
Ebone Longoria	119
Technology as a Method of Teaching.....	119
Tiffany L. Naranjo	125
Effects of Poverty on Differently Abled Students	125
Jordan Schryver	134
Socio Economic: Comparing International Child Development to the United States Child Development	134
Kaitlyn Laurel	142
Limitations of Gender Roles in the Classroom.....	142

Cecilia Rose Garza	149
Comparison of Charlotte P. Gilman’s Earlier 1900 Works	149
Jaziel Martinez Alcantar	157
The Culture of Gothic Literature	157
Sammy Guerra Jr	162
The Culture of Rodeo.....	162
Hayden Judson	166
The Culture of Baroque Music	166
Cristopher Rodriguez	169
The Culture of Jazz	169
Adrianna Valdez	172
Culture of Greek Life.....	172
POETRY	176
Octavio Quintanilla	176
Bestia.....	176
When Field Workers Get Old	177
About the Author	177
RJ Gonzales	178
Lechuza	178
About the Author	179
Eugene Thomas Jr.	179
No Preguntes Porque.....	179
Blashphemy.....	180
Libre	180
Incorporate	181
Cultures Clash.....	181

Moscas en La Pared	182
Bate de Asero	183
Brown Girl	183
Author’s Biography	184
Candice Smith	184
The Vent of a Vagina	184
Friendly Fire.....	185
About The Writer	185
Jo Benavides	187
My Light in the Darkness	187
Plaserae Johnson	187
Fatherless Happiness.....	187
Your Eyes.....	188
Jamaica.....	189
Demon.....	189
Author Biography	190
Joel Wigelsworth and Tlacaoel Fuentes	191
The Monk.....	191
Jenni Vinson	192
My Words are Mine	192
Tiffany Garcia	193
Remember Harvey & the Battle of the Little Clay Piggy.....	193
CELEBRATING INSPIRATIONAL PEOPLE	195
Cynthia “Cynda” Garza	195
I want to LIVE!.....	195

Johnathon Harper	203
Janet Lee and Morris Harper.....	203
Andres Quintanilla	205
Maribel Montoya	205
Rachael Smith	206
Lisa Smith	206
Nayele Tello	208
Ana Tello	208
Christian Nelson	211
Martin Nelson	211
Carlos Vasquez	213
Amnah Ziyad	213
Charles Taylor	216
Emily Drosche	216
Kassandra Salinas	217
Sandra Salinas.....	217
Ruben Guerra III	220
Crystal Guerra.....	220
Victoria Romanovskaia	223
Natalia Romanovskaia	223
Jacob Lopez	226
John Lopez	226
Emily Segovia	229
Gerardo Espinoza.....	229
Maricruz Luna	231
Juan Bocardo Luna	231
Samantha Rowe	233

Samantha Talkington	233
Gary Esquivel Jr.	235
Erica Esquivel	235
Richard Vargas	238
Loranda Jo Vargas	238
Wilbert Howard	241
Antionette Camelle Branker	241
Lincoln Richard	243
DeeDee Davis and Torey Boozer	243
Joseph Lopez	246
Raquel Yzaguirre and David Laurel	246
Jose Luis Lopez	250
Marcello “Chico” Lopez	250
Lyandra Garza	253
Laura Garza	253
Samantha Chapa	255
Angela Chapa	255
James Collazo	257
Jaime Collazo	257
Rene Abrigo	260
Rosario Zarate Abrigo	260
Dennise Arellano	262
Vianey Arellano	262
Julyssa Pena	265
Victoria Pena	265
Jessica Myers	267
My Mother	267

Jennifer Lopez	269
Augustin Lopez.....	269
Juan Renteria.....	271
Juan A. Gonzalez	271
CULTURE SECTION	273
Piedad Ymbert	273
Traditions, Culture, and Family	273
Ya La Rurrúru.....	273
Pajarito	274
Señora Santana.....	275
Señora Santana 2.....	275
Duérmete Mi Niño	276
Emma Conde Rios	278
DICHOS, Spanish Parables	278
About the Writer:	278
Las mejores frases sobre educación.....	280
Recetas	281
Cabrito al Pastor (Young BBQ Goat).....	281
Tripas (Tripe).....	281
ARTWORK SECTION	282
Angela 'A'marie' Alvarado	282
Rape Culture	282
Bleeding Over the City	283
A Night to Remember	284
Falling in Love.....	285

Dancing with Regret	286
While I Slept	287
Artist Statement	288
Breana N. Briseno	290
Adrian	290
2pac	291
Mother Nature	292
Whitney Houston	293
Alexandra M. Guerra	294
Artist Statement	294
El Ojo	294
Blessed Baby	295
Selena	296
Jo Benavidez	297
Battle with the Mutant Behemoth	297
Spec Ops 1st Recon	298
Alma Flores De Dávila	299
Caprichos de la Naturalesa	299
Cicatrices	300
El Arco del los Enamorados	301
El Cruse	301
La Vista de los Mayas	302
Cosecha del Sol	302
Mis Origenes	303

Reflejos	304
Respiro del la Jungla.....	304
Biografía de: Alma Flores De Dávila	305
Jennifer Bowyer	306
Landing	306
Windmill at Dusk	307
Little Kaina	308
Eight Point Autumn.....	309
Caballo Azul.....	310
Kissing Trees.....	311
About the Artist.....	311
Russell Shelton	312
Mr. Razar Jack	312
Clay Bowl	313
Razar Jack.....	314
Mr. and Mrs. Satan.....	315
Four Faced Triangles.....	316
Razar Jack II	317
`Golie Taylor	318
El Paso	319
Sunset and Moonrise.....	320
Squared Rectangles.....	321
The Sacrifice	322
The King's Elephant	323

Four Squared Circles.....	324
Squared Rectangles.....	325
The Vulture	326
High Flying Moth	327
Colored Rectangles.....	329
About the Artist.....	330
Frank Guerra	331
Gallo.....	331
Pazzazz.....	332
Summer Dress.....	333
Tangerine.....	334
Fedora	335
Male in Graphite	336
Piercing Eyes	337
White Lightening	338
Las Catrinas	339
About the Artist.....	339
PHOTOGRAPHY SECTION.....	340
Andru Guerra.....	340
Bazaar	340
Pose.....	341
Rustic Relaxation.....	342
Wooden Thoughts.....	343
POP 2016	344

Distress.....	345
Bloom.....	346
Strength 2017	347
When the Darkness Surrounds.....	348
Self Portrait 2018	349
About the Photographer	349
Lifetime Support of Gender Rights Award	350
Dr. Richard Miller.....	350
TAMUK NOW 2018 Person of the Year Nominee Biographies.....	351
Dr. Paul Hageman (Department of Music).....	351
Mr. Marco Iniquez-Alba (Department of Language & Literature).....	352
Dr. Craig Meyer (Department of Language & Literature)	353
Mr. Peter G Pardo Jr (Department of Psychology and Sociology).....	353
Dr. Alberto Rodriguez (Department of History, Political Science, & Philosophy).....	354
TAMUK NOW 2018 Person of the Year Award.....	356
TAMUK NOW 2018 Person of the Year: Dr. Paul Hageman	358
Editor’s Page	363



The National Association for Bilingual Education (NABE) recognized *Tapestry* Journal for the creation of a new space within the Texas A&M University-Kingsville campus and its surrounding community.

The *Tapestry* Journal was presented at the February 25, 2017 National NABE conference in Dallas by Editor, Jenni Vinson.

We extend sincere gratitude to all of the participants in the *Tapestry* Journal project who have come together to create a

project which truly does provide a space for the voices of all would share their creative talents. The Texas A&M University-Kingsville campus and its surrounding community has proven to have a great amount of people with diverse talents.

John M Gaona (Bino G., Tejano Music Awards Event Coordinator, Historian.
We extend gratitude to singer/performer, Carlos Guzman for his photo with Laura Canales)

Laura Canales "La Reina De La Onda Tejana"

(1954-2005)



Laura Canales is one of the most successful artists to emerge from the borderlands between Texas and Mexico. She was born on August 19, 1954, in Kingsville, Texas and died on April 16, 2005, in Corpus Christi, Texas. She was married and divorced three times. She graduated from HM King high school in Kingsville, Texas and went on to receive a bachelor's degree in Psychology and Speech Therapy, from Texas

A&M University-Kingsville, (TAMUK) in 1997. She later returned to obtain a Master's degree in Psychology at TAMUK.

Before slain female superstar Selena brought Tejano music to international prominence, there was Laura Canales. Known during her 1980s heyday as La Reina De La Onda Tejana (The Queen of the Tejano Wave), Canales blazed a path for women in the border-crossing fusion music of Mexican-American Texans. "She was the lady who broke the gender barrier," Tejano Roots Hall of Fame chief executive Javier Villanueva was quoted as saying in the Washington Post. "At the time, it was taboo for female artists to front bands or perform in public. But here came Laura, and she just took the Tejano world by storm." In an interview quoted in the Austin American-Statesman, Canales herself said that she and her band "put femininity in a male-dominated genre."

Though preceded by a few other female singers in Tejano music (the durable career of

San Antonio's Lydia Mendoza began in the 1930s), Canales was the genre's first modern female star, and a runaway annual award winner until Selena came along. Known for her generosity to others, Canales mentored the young Selena during the first part of her career with her band Los Dinos. Even when the two began to compete for annual awards and for the top spot on music sales charts, they often shared stages and maintained a mutual admiration. Selena, according to Tejano music chronicler Joe Nick Patoski (writing in his weblog), said that Canales "paved the way for everyone who has come after her, including myself."

Canales was born on August 19, 1954, in Kingsville, a ranch town in the flatlands of Texas south of Corpus Christi. Attending high school in Kingsville, she sang in the choir, and she was



encouraged to develop her vocal gift by choir director Millicent Wiley. In 1973, Canales appeared with the band Los Unicos. It was her father, Perfecto Canales, not her mother Maria, who encouraged her early efforts at performing. "My dad was my only supporter," she told Patoski. "He used to go with me, pick up a six-pack and have fun, dance with all the girls. But he died in '77. After that I'd come home crying and Mom would say, 'Quit! Get out!'"

Between 1973 and 1975, Canales performed with Los Unicos and took female vocal slots with one of the top Tejano bands of the 1970s, El Conjunto Bernal. She became romantically involved with Los Unicos drummer Balde Muñoz. In 1975, they joined with accordionist Ramiro "Snowball" de la Cruz and two other musicians to form Snowball & Co., with Canales as lead vocalist. The unusual look of the pale, platinum-haired de la Cruz---an albino---helped put

Snowball & Co. on the map, but the precise vocals of Canales, rhythmically hard-edged yet passionate as she turned the male-perspective themes of traditional Tejano lyrics on their heads, stoked the group's popularity. Vocalist Ruben Cubillos told Houston Chronicle writer Ramiro Burr that she "will best be known for delivering a balanced yet soulful punch to her polkas, rancheras, and ballads." A cover of Mexican-American vocalist Linda Ronstadt's "Midnight Blue" sold well and made Canales's voice more familiar.

The band's name changed to Felicidad in 1978 after Snowball's departure, but that did not slow them down much. Canales drew large audiences in such venues as the McAllen Civic Center



near the Mexican border. "She was always humble and happy-go-lucky," banquet-hall owner Nano Ramirez told the McAllen, Texas, Monitor. "She never got a big head even though she was the first major female star in Tejano music." Others recalled that when Canales appeared on bills with other artists, she would come out and sit in the audience to listen after her own set was completed.



The peak of Canales's popularity came in the 1980s, after her band changed its name once again to Laura Canales & Encanto in 1981. She and Muñoz also married that year; it was one of three marriages for Canales, all of which ended in divorce. One of

her most successful recordings was her first under the Laura Canales & Encanto name; the title track of *Si Viví Contigo* was the first of a string of Canales hits that saturated Tejano radio. In addition to the "Reina De La Onda Tejana" tag, Canales was sometimes dubbed the Barbara Streisand of Tejano Music. She never made a substantial effort to cross over to English-language pop, but, like other Tejano singers including Selena, she did occasionally record country-flavored English-language songs like "Take Me Back."

By 1985, Canales was being booked into venues such as the vast Billy Bob's club in Fort Worth. She won



both Female Entertainer and Female Vocalist Tejano Music Awards for four consecutive years beginning in 1983, a record exceeded only by Selena in the 1990s. Canales felt under pressure on both personal and professional fronts, however, and during the late 1980's she dropped out of sight for several years, emerging briefly in 1988 as a disc jockey on Houston radio station KYST. Various rumors surrounded her absence from the scene, but the publicity may have helped give her a renewed run in the spotlight: she was signed in 1989 to the major label EMI Latin. The regional Freddie label had mostly released her recordings, up to that point.



Appearing with the group Los Fabulosos Cuatro, Canales released the hit album No Regrets. She also recorded for the Fonovisa label in the mid-1990s, and she continued to perform on group bills. In 1992, however, Canales began to look ahead to a life after the music business. She

enrolled at the Kingsville branch of Texas A&M University, majoring in psychology and studying speech therapy, graduating in 1997. "The realization to go back to school came when I read about the high suicide rate in teenagers," she stated on the Ondanet website. "I never realized teenagers would even consider suicide as an option." "If I could do it all over again," she told the Monitor, "I would have finished college before I started my music career."



In 2000 Canales became part of the first group of inductees to the Tejano Roots Hall of Fame, and she was still a strong concert draw. She began graduate studies in Psychology at TAMUK. Fans and friends were shocked when Canales died in Corpus Christi on April 16, 2005, after complications from routine gall bladder surgery. United States Representative Solomon Ortiz issued a statement, quoted in the San Antonio Express-News, praising Canales as "a true Texas talent and a pioneer."

Laura Canales's Career

Performed with Los Unicos, 1973; performed with El Conjunto Bernal, 1973-75; formed and performed with group Snowball, 1975-78; group changed name to Felicidad, 1978; group changed name to Laura Canales & Encanto, 1981; worked as disc jockey, 1988; signed to EMI Latin label, released No Regrets album, 1990.

Laura Canales's Awards

Numerous Tejano Music Awards, including both female vocalist of the year and female entertainer of the year, every year from 1983 through 1987; first-year inductee, Tejano Roots Hall of Fame.

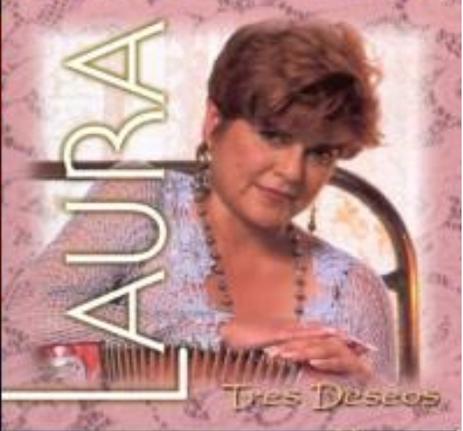
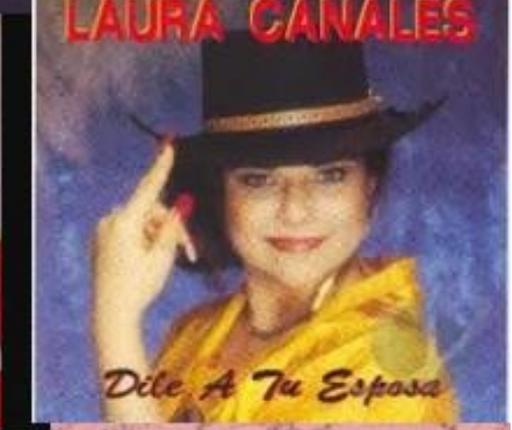


With Joe Lopez, Mazz

With Carlos Guzman, Tejano Legend



Laura, her mother and brother, Joel



TFCD-12011

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Canales /bio.html), accessed September 13, 2011. *Washington Post*, April 23, 2005.



John M Gaona, (Bino G., Tejano Music Awards Event Coordinator, Historian)

<https://www.facebook.com/TEJANOUNIVERSITY/>

<https://www.facebook.com/Tejano.Music.Awards/>

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www.tejanomusicawards.com

Octavio Quintanilla, PhD
City of San Antonio 2018-2020 San Antonio Poet Laureate



“What an honor to represent my city as Poet Laureate and promote poetry as part of its constitution,” said Quintanilla, an assistant professor at OLLU, where he teaches literature and creative writing in the Master of Arts/Master of Fine Arts (MA/MFA) program. “It was a surprise. I didn't expect it.”

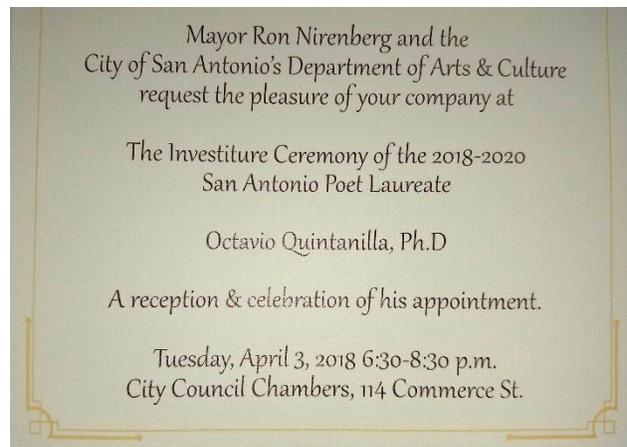
A native of Harlingen, who lived in Mexico until the age of 9, Quintanilla has taught at OLLU since 2013. He is the author of the poetry collection, “If I Go Missing.” His works have been published in or are scheduled to appear in such journals as “Salamander,” “RHINO,” “Alaska Quarterly Review,” “Pilgrimage” and “The Texas Observer.”

"I have promoted poetry and the literary arts since I arrived in San Antonio," Quintanilla said. "I will continue to do so by visiting schools, participating in literary events and supporting writers in the community as much as I can. My passion is not just reading and writing poetry, but also getting it in the hands of people as much as possible."

Quintanilla joins previous San Antonio Poet Laureates Carmen Tafolla (2012-2014), Laurie Ann Guerrero (2014-2016) and Jenny Browne (2016-2018) in a role designed to generate interest and preserve the art of poetry. Tafolla, Guerrero and Browne have gone on to become State Poets Laureate of Texas.



“As a world-class city, San Antonio supports and fosters its creative and artistic communities -- especially the many individuals who have committed their lives and work to preserving our city’s cultural legacy,” Nirenberg said. “Octavio is one of those committed individuals, and the City of San Antonio is proud to have him serve as our new Poet Laureate and promote the importance of literary arts in the community.”



City of San Antonio Announces
Octavio Quintanilla

2018-2020 San Antonio Poet Laureate

Author and OLLU Professor Becomes San Antonio's
First Male Poet Laureate

Javier Flores, Department of Arts & Culture 210-207-960, javier.flores@sanantonio.gov

SAN ANTONIO (March 20, 2018) – Mayor Ron Nirenberg and the City of San Antonio announce Octavio Quintanilla, Ph.D., as San Antonio's new Poet Laureate. Quintanilla, a local author and professor, will serve as the City's fourth Poet Laureate for a two-year term from 2018-2020. Mayor Nirenberg and the Department of Arts & Culture will host a public investiture ceremony at City Council Chambers in the Municipal Plaza Building, 114 W. Commerce, on Tuesday, April 3, 2018 at 6:30 p.m. to officially appoint Quintanilla to the position. The event will be one of the many taking place throughout the city in April in celebration of National Poetry Month.

In 2012, San Antonio became the first major city in Texas to recognize and appoint a Poet Laureate. Texas has appointed a state Poet Laureate since 1932, and many cities throughout the United States, including San Francisco, Santa Fe and Denver, have Poet Laureate programs. Quintanilla becomes San Antonio's first male Poet Laureate and joins previous San Antonio Poets Laureate Carmen Tafolla (2012-2014), Laurie Ann Guerrero (2014-2016), and Jenny Browne (2016-2018) in a role that is intended to generate public interest in and preserve the art of poetry, while celebrating the culture and history of San Antonio. All three previous San Antonio Poets Laureate have gone on to become State Poets Laureate for Texas.

“As a world class city, San Antonio supports and fosters its creative and artistic

communities – especially the many individuals who have committed their lives and work to preserving our city’s cultural legacy,” Mayor Nirenberg said.”Octavio is one of those committed individuals, and the City of San Antonio is proud to have him serve as our new Poet Laureate and promote the importance of literary arts in the community.”

Quintanilla has been an assistant professor at Our Lady of the Lake University since 2013, where he currently teaches literature and creative writing in the Master of Arts and Master of Fine Arts programs. He earned his Bachelor of Arts and Master of Arts in English from the University of Texas Pan American (now the University of Texas Rio Grande Valley). In 2010 he graduated with a doctorate in literature and creative writing from the University of North Texas. He also taught high school English for seven years in the Rio Grande Valley.

Quintanilla is the author of the poetry collection, “If I Go Missing” (Slough Press, 2014). He has published works that have appeared or are forthcoming in journals such as Salamander, RHINO, Alaska Quarterly Review, Pilgrimage, Green Mountains Review, Southwestern American Literature, The Texas Observer, Existere: A Journal of Art & Literature, and elsewhere. A native of Harlingen, Texas and having lived in Mexico until the age of nine, Quintanilla has been active in the San Antonio community through a variety of activities including serving on advisory committees for the San Antonio Book Festival, Luminaria, and Zoeglossia: Retreat for Writers with Disabilities. He is also the South Texas Regional Editor for Texas Books in Review and on the Peer Review Board of Southwestern American Literature.

“What an honor to be named the 2018-2020 Poet Laureate of San Antonio. This is a city I love and I look forward to working with our communities to celebrate and promote poetry,” Quintanilla said. “San Antonio is a visionary city, and I am so happy to be given the opportunity in the capacity of Poet Laureate to contribute to our literary future.”

Since 2012, the City of San Antonio's Department of Arts & Culture has supported innovative programs and public events in San Antonio and in conjunction with the city's Poet Laureate including festivals, workshops, readings and more.

In April, the City of San Antonio joins communities across the country in celebrating National Poetry Month. More information on the San Antonio Poet Laureate program and National Poetry Month can be found at www.GetCreativeSanAntonio.com.



WGST Tea Honoring the Minten Sisters: A Texas Legacy



SEP
14

WGST Tea Honoring the Minten Sisters: A Texas Legacy

by Women and Gender Studies (WGST)
under the direction of Dr. Susan
Roberson

Free



Sales Ended

[DETAILS](#)

DESCRIPTION

Tapestry Journal is produced via TAMUK's Women and Gender Studies (WGST) under the direction of Dr. Susan Roberson.

The 2017 edition of Tapestry houses the story of the migration and establishment of the Minten family along with the creation of the Christmas House. The Minten sisters attribute the venture of the Christmas House to Mattie Gaston, Kingsville resident and member of the Kingsville Garden Club.

We will be hosting a Tea Party in honor of the Minten sisters on Thursday, September 14, 2017 from 3-4:15PM.

The event will be held at the Texas A&M University Conner Museum located at 905 W Santa Gertrudis St, Kingsville, TX 78363. We would greatly appreciate having your organizations plan on attending.

DATE AND TIME

Thu, September 14, 2017
3:00 PM – 4:30 PM CDT
[Add to Calendar](#)

LOCATION

Texas A&M University-
Kingsville Conner Museum
905 W Santa Gertrudis
Kingsville, TX 78363
[View Map](#)



WGST Symposiums 2017-2018



The Women and Gender Studies Program Sponsors

Career Path Discussion for TAMUK Women in the STEM Fields

November 8, 4:00-5:00 Blue Room, Sam Fore Hall

Panel Members

Dr. Angel Ball (Communication Sciences and Disorders), **Dr. Breanna Bailey** (Civil Engineering), **Dr. Michelle Garcia**, (Animal & Wildlife Science), **Dr. Maribel Gonzalez-Garcia** (Chemistry), **Dr. Elda Sanchez** (NNTRC)

Discussion may include such topics as:

- How to navigate departmental dynamics
- Managing explicit and implicit sexism, micro-aggressions
- Maintaining a research agenda
- Balancing professional and personal lives
- Traps to avoid
- Ways to build to a successful portfolio and attain tenure
- How to shape a post-tenure career



2017 WGST Student Symposium Program

October 25, 2017

10:00 Welcome

10:05 Gender and Literature

- "Toni Morrison's Evolution of Characters"—Stephanie Johns
- "Women Trapped in a Shakespearean World"—RaeLynn Pena
- "Dealing with the Gender Binary and Dysphoria in Howe's *The Hermaphrodite*"--Mel Amaro

11:00 Precarity and Resistance

- "And God Said Let there Be Light" and "A Beautiful Bride"—Ruben Chapa
- "Making Waves with an Ocean of Tears: 'The Collector of Treasures'"—Sara Wolf, Joseph Brooks, Alexander Soliz, Kayla Kurapati, Lexi LaCour, Kathleen Zamora, Leslie Jurecek, Ross Richardson
- "Overcoming Precarity: 'Microbus to San Salvador'"—Yesenia Rojas, Aleah Edwards, Emilio Arce, Adriana Naranjo, Seneca Gonzalez, Emily Sanchez, Delilah Barrera, Jerry Zacarias, Abe Buentello, Christopher Aguirre
- "Cut and Run: 'The Collector of Treasures'"—Kyra Solis, Kamba Lopez, Jackson Lewis, Fernando Mercado, Isabella Brown, Michael Chavez, Chelsea Maldonado, Analyssa Gonzales, Kaycee Rodriguez

12:00 Keynote Address

"Peacebuilding in a Complex World: Experience from Muslim Women"--Dr. S. Ayse Kadayifei-Orellana

1:00 Individual Responses to Precarity

- "Road Trips"--Elaina Bauman
- "Breaking Gender Roles in Ancient Greece"—Claudia Alvarez, Valeria Castillo, Margaret Castanon, Jacqueline Garcia, Leobardo Ochoa, Brenda Riojas, Tiffany Saldivar, Jingyu Zhang
- "'The Collector of Treasures': The Injustices of Oppression"—Jazmin Montalvo, Rachel Gomez, Ben De La Paz, Chris Garcia, Sara Reeder, Alondra Moreno, Amanda Yuraitis, Ariel Hernandez

- "Gender Struggles in *Lysistrata*"—Justin Mota, Mark Villarreal, Eric Garza, Casey Kapa, Jacob Ramos
- "Pride and Sexism in *Othello*"—Clarissa Casares, Regina Caballero, Alonso Armendariz, Brian Ubi, Ray Espinosa, Raul Reyes, David Earley, Michael Barrios

2:00 Art and Life—Chair: Soyoung Kwan

- "Artesanias made by Mexican Indigenous Women"-- Diana Luna Pedraza
- "Are Perceptions of Single Individuals Affected by Sexual Orientation?"-- Mel Amaro, Ilene Guzman, Callie Hogan, James Menefee, and Dr. Maura Krestar (faculty advisor)
- "Clara Schumann Musical Presentation"--Megan Eborn



Dr. S. Ayse Kadayifci-Orellana is Associate Director and Assistant Professor of the Practice at Georgetown University's MA Program in Conflict Resolution. Before coming to Georgetown University she served as a consultant for the Religion and Peacebuilding Program at United States Institute of Peace, and as an Assistant Professor in the field of Peace and Conflict Resolution at the School of International Service at American University, Washington D.C. She is also one of

the founding members where she served as the Associate Director at Salam Institute for Peace and Justice, a non-profit organization for research, education, and practice on issues related to conflict resolution, nonviolence, and development (2005-2012). She received her PhD from American University's School of International Service in Washington DC in 2002 with a Master's degree in Conflict Analysis from University of Kent in Canterbury, England. Dr. Kadayifci-Orellana has authored "*Standing on an Isthmus: Islamic Narratives of War and Peace in the Palestinian Territories*" and co-authored the edited volume, "*Anthology on Islam and Peace and Conflict Resolution in Islam: Precept and Practice.*" She has also written various book chapters and journal articles on Muslim women's peacebuilding initiatives, mediation and peace building, religion and conflict resolution, interfaith dialogue, Islamic approaches to war and peace, and Islam and nonviolence.

Co-Sponsors: Department of History, Political Science, and Philosophy; Department of Language and Literature; Department of Psychology, Sociology, and Criminology; Social Work Program; Multicultural Affairs Office; The Honor Society of Phi Kappa Phi

Women's History Month Symposium Program

February 28, 2018

MSUB 219-C



NEVERTHELESS SHE PERSISTED: Honoring Women Who Fight All Forms of Discrimination against Women

9:15 Welcome—Susan Roberson

9:30 Jacki Thomas—“Camille Claudel, French Sculptor”

10:00 Dana Byrd, Ph.D., Desiree Lopez, M.S., Nadia Hasan, Ph.D.—“The persistence of seeking help when you need it: Factors influencing Latina college students’ decisions to seek mental health help, a comparison with Latino students”

10:30 Kathleen Rees—“Ellen Swallow Richards: Trailblazer and Advocate”

11:00 Jieming Chen—“Changes of Gender Roles and Perceptions of Gender Equality in South Texas: Evidence from a Class Survey Project.”

Story Board Gallery

1:00 Susan Roberson—“Maria Stewart: An Early Abolitionist’s Persistence against Racism and Sexism”

1:30 “Persevering Women in Psychology”

Mary Whiton Calkins	Don Daughtry	1863-1934
Mamie Phipps Clark	Marion Blake	1917 - 1983
Lillian Gilbreth	Rick Miller	1878 - 1972
Kay Redfield Jamison	Nadia Sherman	1946 -

3:00 NOW Person of the Year

Dr. Paul Hageman (Department of Music)

Mr. Marco Iniguez-Alba (Department of Language & Literature)

Dr. Alberto Rodriguez (Department of History, Political Science, & Philosophy)

Dr. Craig Meyer (Department of Language & Literature)

Mr. Peter Pardo Jr (Department of Psychology and Sociology)

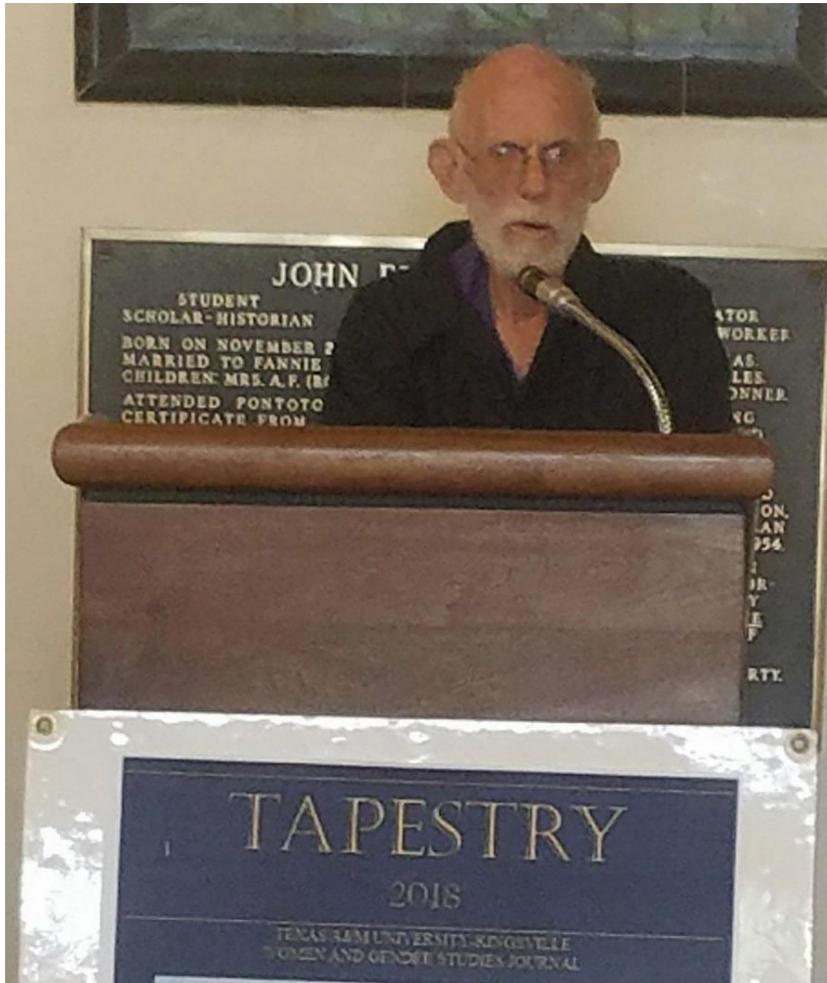
Dr. Richard Miller, Lifetime Support To Women Award 2018



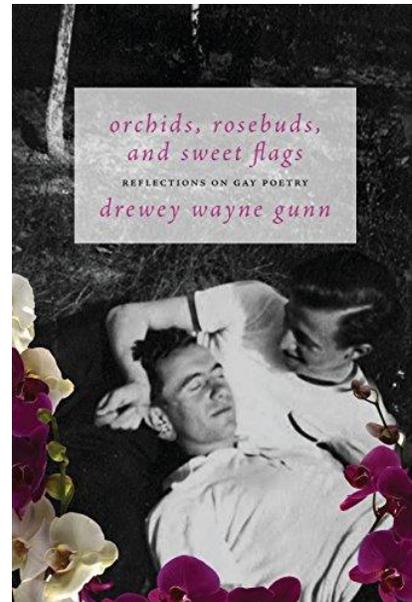
ACADEMIC STUDIES

In Memory of: Drewey Wayne Gunn

(August 9, 1939-April 21, 2018)



Dr. Gunn presented before the audience gathered to celebrate the 2018 edition of *Tapestry* Journal on Thursday, April 5, 2018 at the Conner Museum. He introduced his latest book, *Orchids, Rosebuds, and Sweet Flags: Reflection on Gay Poetry* being released by Amazon on April 15, 2018.





TAMUK Drewey Wayne Gunn Collection

Collection Summary

Creator	Drewey Wayne Gunn
Title	Drewey Wayne Gunn Collection
Dates:	1900-1910
Abstract:	Professor Emeritus Drewey Wayne Gunn served as an active Texas A&M University-Kingsville faculty member from 1968 to the present (except for sojourn in Denmark as a Fulbright teacher and in France as an ESL teacher from 1972 to 1977). He is a literary historian, editor, translator and author. Dr. Gunn donated a collection of Tennessee Williams literature. It includes articles, manuscripts and plays featuring literature he loves and a field he enhanced with publications and work. Dr. Gunn, in another donation added 367 volumes of LGBT literature.
Identification	A2005-019; A2010-005; A2012-013; A2015-100; A2017-019
Collection URL	http://archives.tamuk.edu/ead.php?xml=Gunn%20EAD
Quantity:	4 linear ft.
Location:	A2005-019 Drewey Wayne Gunn Book Collection, PS3545.I5365 Z8457; A2005 Box #1 I-22-4; A2012-013 & A2015-0100 Box #1 I-22-4; A2017-019 Drewey Wayne Gunn Book Collection.
Language:	English

Historical Note

Professor Emeritus Drewey Wayne Gunn is a native of North Carolina; he received his B.A. from Wake Forest University and his M.A. and Ph.D. from the University of North Carolina at Chapel Hill. In high school he set a goal of one day entering the Library of Congress catalog -- a goal every librarian applauds. This is one of many goals he accomplished throughout his lifetime. He is a

literary historian, editor, translator, and co-author of one novel on the relationship between French poets Verlaine and Rimbaud (currently being translated for a French edition). An early book, *American and British Writers in Mexico*, was translated into Spanish: the Mexican ministry of education placed copies in all schools and public libraries. Nobel laureate Octavio Paz singled it out for comment in one of his essays. Dr. Gunn received both the Texas A&M University-Kingsville Alumni Research Award (1982) and the Alumni Teaching Award (1996). Two of his books were finalists for a Lambda Literary Award. His book *Gay Novels of Britain, Ireland, and the Commonwealth 1881-1981* was named a *Library Journal* best reference book. His life partner was Air France translator Jacques Murat. As a professor of Language and Literature he collected a large personal library of gay literature which he began donating in 2014 and 2015 to the James C. Jernigan Library. This collection is the "Drewey Wayne Gunn Collection of Gay Literature" and is available to the public. This collection was used by Dr. Gunn when he worked on papers and his own publications. They contain notes on photographs, articles, and images. Royalties from Dr. Gunn's publication *Gay American Novels, 1870-1970*, have been gifted to the Jernigan Library for the support and enhancement of a second collection, "Drewey Wayne Gunn Donation of Lesbian Literature."

Scope and Contents

The Drewey Wayne Gunn Collection consists of correspondence, journal publications reviewing Tennessee Williams plays, fifteen publications of Williams' plays, maps and a paper written by Dr. Gunn, "From the Closet to the Open Stacks: Reflections on the Past Fifty Years at the University." The Tennessee Williams Literary Journals include Spring 1989, vol. I no.1; Winter 1989-90, vol. 1 no. 2; Winter 1990-91, vol. II no. 1; Winter 1991-92, vol. II no. 2; Winter 1993-94, vol. III no. 1; Fall 1995, vol. III no. 2; Fall 1997, vol. IV no. 1; 1999, vol. IV, no. 2; and Spring, vol. 5 no. 1. The Tennessee Williams Newsletters include Spring 1979, vol. 1 no. 1; Fall 1979, vol. 1 no. 2; Spring 1980, vol. 2 no. 1; Fall 1980, vol. II no. 2; Spring 1981, vol. III no. 1; Spring/Fall 1982, vol. III no. 2; and Spring 1983, vol. IV no. 1. The later donation of 367 LGBT volumes of literature are housed in the Drewey Wayne Gunn Collection in Rare Books, they are available in the Jernigan Library Catalog and the South Texas Archives Online Database.

Arrangement

The materials are arranged in the order they were donated in each accession, the volumes are classified by Library of Congress call numbers.

Index Terms

Persons

Gunn, Drewey Wayne, 1939-
Murat, Jacques, 1931-1994
Williams, Tennessee, 1911-1983
Verlaine, Paul, 1844-1896
Rimbaud, Arthur, 1854-1891
Twain, Mark, 1835-1910
Fuentes, Carlos, 1928-2012
Synge, J. M. (John Millington), 1871-1909
Steinbeck, John, 1902-1968
Wilde, Oscar, 1854-1900
Forester, E. M. (Edward Morgan), 1879-1970
Vidal, Gore, 1925-2012

Organizations

Texas A&M University-Kingsville -- Faculty publications
Wake Forest University
Fulbright scholarships
University of North Carolina at Chapel Hill

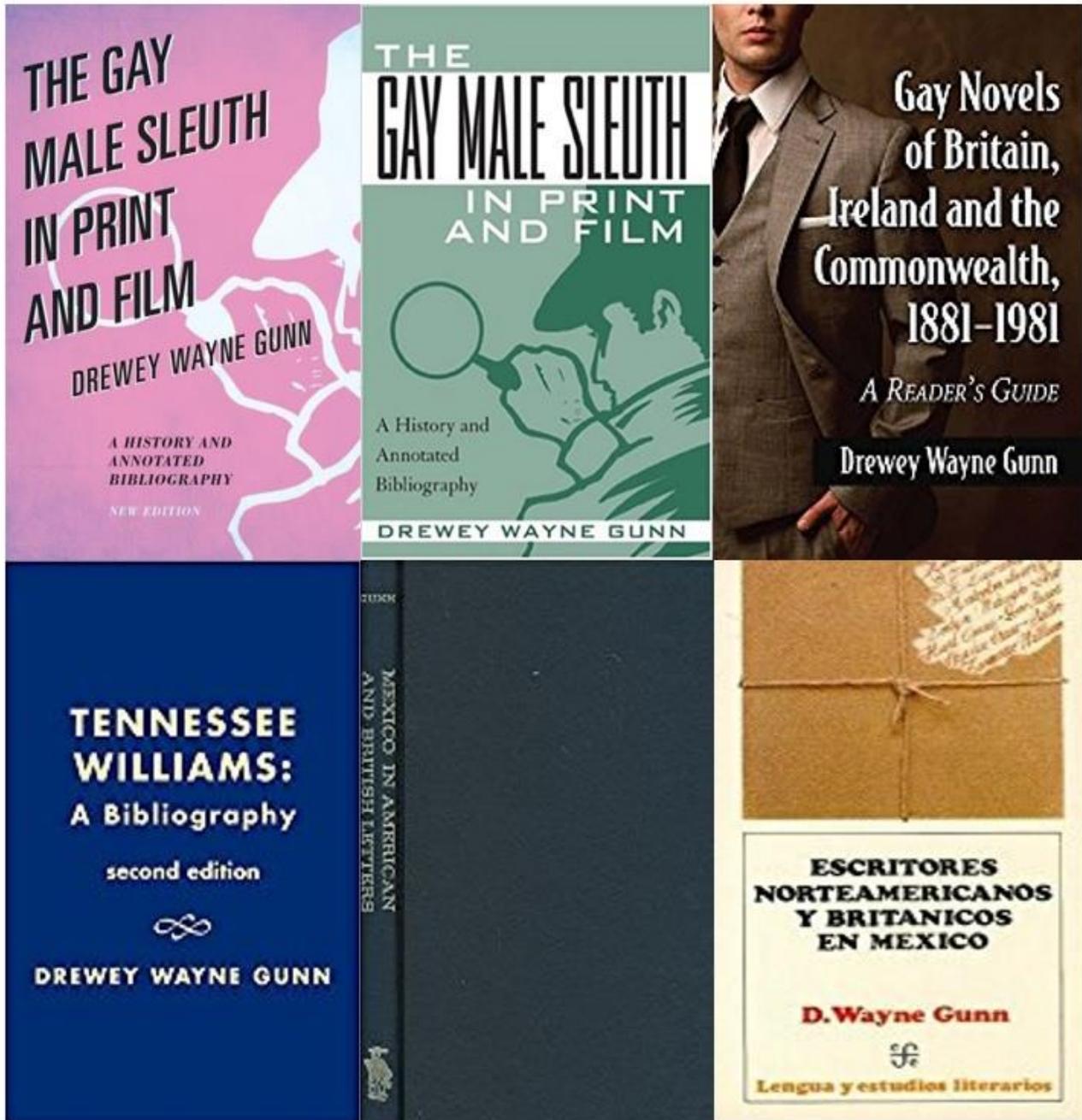
Geographical Names

Kingsville (Tex.)
Chapel Hill (N.C.)
France
Denmark

Subjects

Gay and lesbian studies
Homosexuality and education
Gay men -- Social conditions
Social change
Gay men in literature
Gay rights
Detective and mystery stories, American
Detective and mystery stories, England
Poets, French
French poetry -- 19th century

Books Authored and Co-Authored by Drewey Wayne Gunn

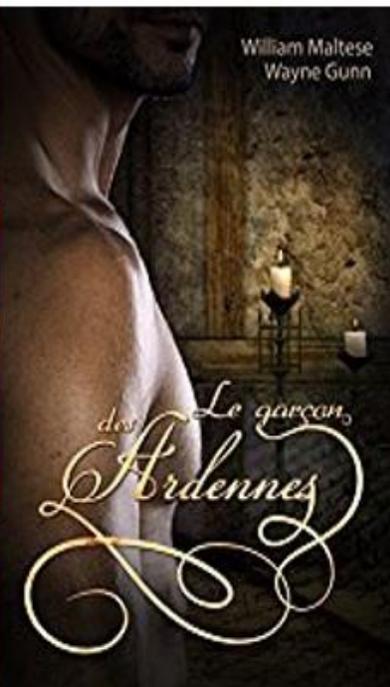


**FOR THE
GAY STAGE**



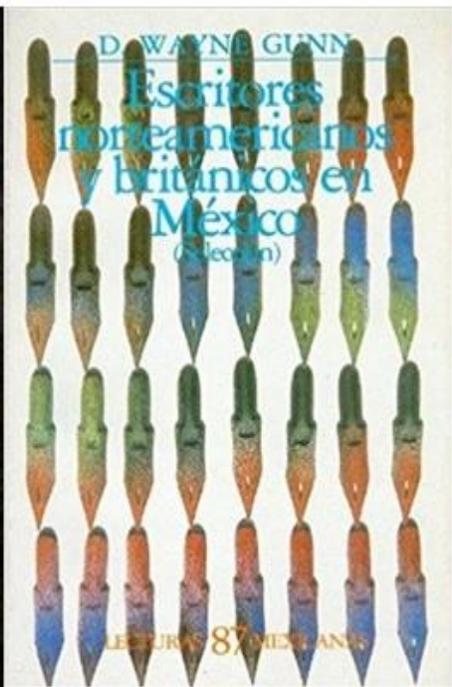
A Guide to 456 Plays,
Aristophanes to Peter Gill
DREWEY WAYNE GUNN

William Maltese
Wayne Gunn



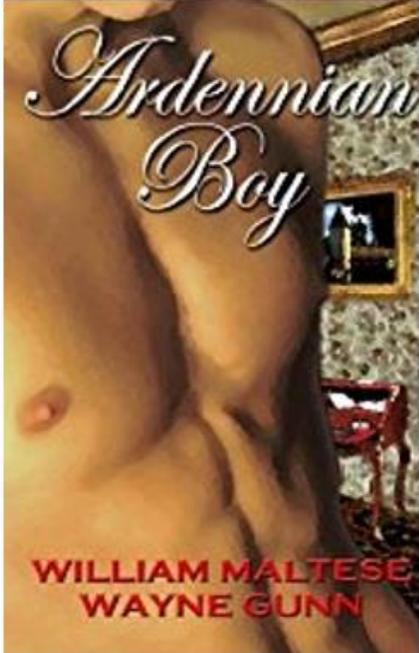
*Le garçon
des Ardennes*

D. WAYNE GUNN
**Escritores
norteamericanos
y británicos en
México**
(Selección)

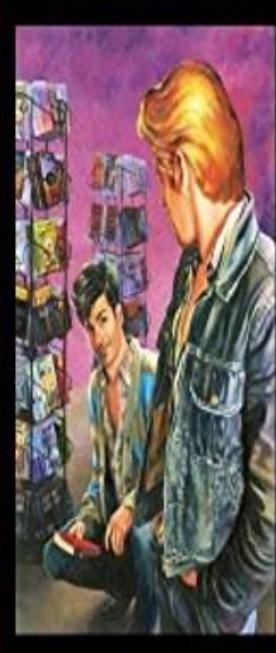


LECCIONES 87 MENSAJES

*Ardennian
Boy*



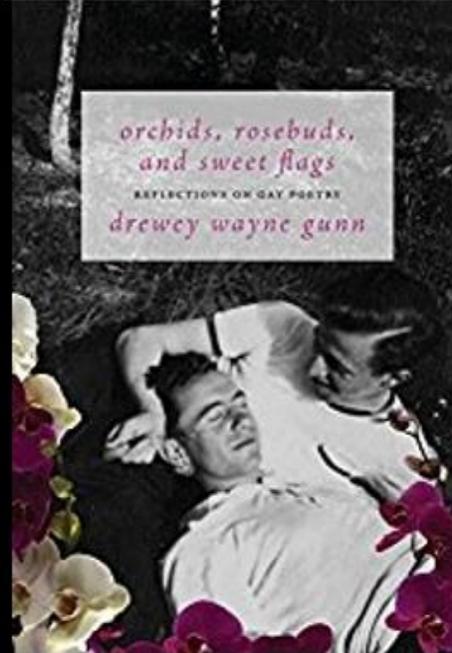
**WILLIAM MALTESE
WAYNE GUNN**



**The
Golden
Age**
OF GAY FICTION

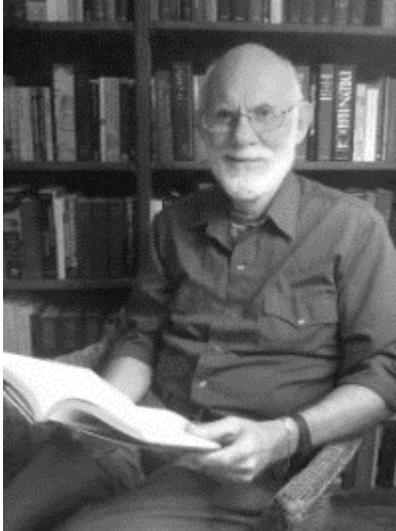
Edited by
Drewey Wayne Gunn
MLP Press

*orchids, rosebuds,
and sweet flags*
REFLECTIONS ON GAY POSTER
drewey wayne gunn



About Drewey Wayne Gunn

D. Wayne Gunn first joined the faculty of what was then Texas A&I University in 1968 to be as



near Mexico as possible. His first two books were *Mexico in American and British Letters: A Bibliography of Fiction and Travel Books, Citing Original Editions* (*Scarecrow Press, 1974*) and *American and British Writers in Mexico, 1556-1973* (*University of Texas Press, 1974*). The latter was translated into Spanish and was referenced in an essay Octavio Paz published in the *New Yorker*. He realized only late in life that his love affair with the country probably began when he read *The*

Bobbsey Twins in Mexico at age eight.

Mexico's Gay Cultural Pioneers

For John Morgan and Monica Simoncelli

In the 1920s a number of young, aspiring writers in Mexico City banded together to form a group known as *Los Contemporáneos*, after the name of the journal with which they were collectively associated 1928–31. They shared a common interest in aligning themselves with the international avant garde. Many of them also shared a common sexuality, living and expressing themselves as openly as it was possible for gay men to do at the time. These included Carlos Pellicer (1897–1977), Elías Nandino (1900–1993), Jorge Cuesta (1903–1942), Xavier Villaurrutia (1903–1950), Salvador Novo (1904–1974), plus the Columbian Porfirio Barba-Jacob (1883–1942), who was in Mexico at the time. They impacted the development of later Mexican poetry, particularly that of Octavio Paz. Yet they remain almost unknown in the English-speaking world. Only Villaurrutia's poetry as a whole has been translated. There are selections of Novo's

and Nandino's available. Otherwise, unless a reader knows Spanish, s/he is denied access to these men's singular achievement.

Winston Leyland, the editor of the literary journal *Gay Sunshine* and owner of the press named after it, tried to launch an interest in the group. He published *Now the Volcano: An Anthology of Latin American Gay Literature* in 1979. It included the first publication, in any language, of a portion of Novo's exceedingly frank memoirs, as well as translations of three poems by him and one poem by Villaurrutia. But not until 1993 did Eliot Weinberger bring out his translation of Villaurrutia's *Nostalgia for Death*, along with Ester Allen's translation of Octavio Paz's homage to the poet, *Hieroglyphs of Desire* (Copper Canyon Press). In 2004 D. M. Stroud gave us Villaurrutia's complete poetry, *Homesick for Death: Dead Nocturnes* (Saru Press). In 2010 Don Cellini presented fifty-three of Nandino's poems chosen from across his career (McFarland); in making his selection Cellini addressed Nandino's sexuality forthrightly. Marguerite Feitlowitz translated *Pillar of Salt*, the whole of Novo's memoirs in 2014, along with nineteen very explicit gay sonnets. The volume, published by the University of Texas Press, is a must for the gay bookshelf. By comparison Anthony Seidman and David Shook appear strangely prudish; of the forty poems they chose in 2015 for *Confetti-Ash: Selected Poems of Salvador Novo* (Bitter Oleander Press), only five or six are homoerotic, and one might miss the fact entirely were it not for Alberto Blanco's blurb on the back cover comparing Novo to Oscar Wilde.

I have fallen in love with Villaurrutia's poetry. His corpus numbers a little over a hundred poems, a figure one arrives at only by counting individual titles that make up suites of poems. When one considers how covert was the poetry of American and British gay writers of the same period — Claude McKay, Countee Cullen, Langston Hughes, T. S. Eliot, Hart Crane, Siegfried

Sassoon, W. H. Auden, Stephen Spender — and even Spanish writers like Federico García Lorca and the early Luis Cernuda, the homoeroticism of Villarrutia’s poetry is startling. I realized just how sensual the original must be when I asked a Spanish-speaking neighbor to read aloud “Nocturno de los ángeles,” and she kept looking at her children in the room as if hesitant to go on. Octavio Paz calls it Villaurrutia’s most erotic poem. The title is deliberately ambiguous. It can be translated as “Los Angeles Nocturne” or as “Angels Nocturne,” and in fact means both. Dedicated to the gay Mexican movie producer Agustín Fink (1901–1944), about whom Novo has some delicious tales to tell and with whom Villaurrutia visited L.A. in 1936, it describes an evening spent cruising the city’s streets. The movement of the men is likened to a river’s flow as

they stroll, they stop, they walk on by.

They trade glances, they risk smiles,

they pair off improbably.

Following age-old rituals, matches are struck, doors are opened, “the heart [is] caught between two orgasms.” Then, mysteriously, the men are transformed into angels of desire. Or perhaps actual angels visit the aptly-named city

to chant the songs, the pledges and the swearwords

in which men concentrate the ancient mystery

of flesh, blood, and desire.

Using simple aliases (“Dick,” “John”), these heavenly creatures —

They stroll, they stop, they walk on by.

They trade glances, they risk smiles.

They pair off improbably.

In the rented rooms where they go for sex, when they strip, they reveal “celestial” tattoos before

they “fall back into bed” to dream of men, “not of angels.”

The poem is one of twenty-five that make up *Nostalgia de la muerte* (Nostalgia for Death). It is followed immediately by “Nocturno rosa.” Written for José Gorostiza (1901–1973), another *contemporáneo* and probably a lover, Villaurrutia compares various parts of his body to the rose. He begins by describing what the rose is not. It is not “like baby’s skin,” nor is it “the resurrection rose.” It is not “the pink flash of fire,” nor is it “the sailor’s compass rose.” It is not the flower itself, the pink rose. Then he begins to list what his “rose” is. It is a “digital rose,” although what the finger is exploring goes unmentioned. It is “the pink shell” of the ear listening. It is the “rose incarnate of the mouth.” And it is — well, at this point I am unsure what it is. There is no stanza break, so one is led to think the poet is still describing the mouth. All the translations agree that the stanza builds to the statement that

it is the labial rose,
the wounded rose.

But some of the terms Villaurrutia uses to arrive there lead me to wonder if he is not in fact describing a man’s anus, its lips yielding and expanding for a lover. In the next stanza the poet calls it “the rose of eyeless wakefulness.” The final stanza evokes an image of smoke and ash and carbon that makes a pinpoint of light in the dark without taking up space, apparently a shared cigarette after sex.

Other poems are equally homoerotic though not quite so sexual. “Nocturno de la estatua” (Statue Nocturne) is dedicated to his lover of the 1920s, the painter Agustín Lazo (1896–1971), who gave up art upon hearing of Villaurrutia’s premature death. Despite its title, the poem may describe one of Lazo’s paintings. (His portrait of the poet appears on the cover of *Homesick for Death*.) “Nocturno amor” (Love Nocturne) is addressed to Villaurrutia’s later lover Manuel

Rodriguez Lozano (1896–1971), another painter. “Nocturno mar” (Sea Nocturne) dedicated to Novo, muses upon the relationship between the ocean and blood. It becomes unclear whether “your secret rumor” belongs to his own blood or to Novo’s (perhaps, in fact, to Novo’s semen); whichever, the poet promises to “keep our secret.” The “Nocturno de la alcoba” (Bedroom Nocturne) in which he celebrates

the sweat moistening our thighs

that embrace and struggle and, finally, give in

is delivered to no particular lover. The volume concludes with a section entitled *Nostalgias*. The deeply closeted Langston Hughes unexpectedly inspires one, “North Carolina Blues” (the title is in English in the original). In 1934–35 Hughes had returned to Mexico, where he had spent much of his childhood. Villaurrutia wrote an article about him for one of the national newspapers. The poem evokes Hughes’s own work at a distance. But why North Carolina? So far as I know, Hughes had not been there since 1931, and Villaurrutia never. The poem, or perhaps it is better described as a suite of eight oriental-like verses, is quite sexual: it “reeks of human flesh.”

After *Nostalgia de la muerte* Villaurrutia’s poetic production slowed down even further. But the poems sometimes became more explicit. In the first of his two sets of *décimas* (or “tenners,” as Stroud labels them), we find this (Death Decima VII):

In the rubbing, in the contact,

of ineffable delight,

of caress supremely light

leading out into the act,

we accept mysterious pact

in a long, delirious spasm

where hallucinating chasm
and infernal agony
forge together what is me
and what is you in one orgasm.

Save for a set of satiric “Boston Epigrams” with which it ends, his final volume, *Canto a la primavera* (Canto to Spring, 1948), could just as well be called Canto to Love. Twelve poems celebrate love “more than for sex and power.” Neither Weinberger nor Stroud truly capture the power of Villaurrutia’s lines; nor does either seem completely sensitive to their sexual complexity. But enough comes through to yet dazzle a reader.

One gathers that Villaurrutia himself presented a set of contradictions. Outwardly, he was one of the most discreet of the *Contemporáneos*, even going so far as to destroy one of Novo’s manuscripts that he felt was too indiscreet. But Carlos Monsiváis, in an essay that accompanies Novo’s *Pillar of Salt*, quotes an epigram Novo wrote about Villaurrutia:

This little actress, so fine and small
our very favorite Lilliput
whose ass accommodates one and all,
do we exaggerate to call him slut?

Aspiring to be a “Proust who lives in Mexico,” in his memoirs Novo recalls his early encounters with Villaurrutia while both boys were still in their teens. In writing about their sharing Joris-Karl Huysman’s *À rebours*, André Gide’s *Immoraliste*, and Oscar Wilde’s *Picture of Dorian Gray*, he notes: “The conversation about Wilde was bringing us closer to sharing confidences. I did not dissimulate my inclinations. Xavier seemed not to have discovered his.” Soon, however, Villarrutia is equally out. Novo says, “Drivers were my passionate predilection:

truck drivers, whom I approached to start a conversation that ended with a date for that very night; or the chauffeurs of hired cars in which they would drive us to some appropriately dark or shady spot.” Meanwhile, according to him, Villaurrutia had “learned to procure the passive little ragamuffins he liked.” Somewhat later the two friends and their lovers rented apartments next to each other. About this time they also met the gay painter Roberto Montenegro (1885–1968). Novo was in Buenos Aires at the same time that Lorca was and encountered the Spaniard; some have speculated that the two may have had a very brief affair.

Given what little we have of Novo’s poetry in English, it is hard for an English-only speaker to get much sense of him overall. Certainly he seems not to have Villarrutia’s power. The Erotic Sonnets are fun. Novo can be genuinely humorous and sometimes vulgar as well as campy. In Sonnet XI, missing a lover,

when I get hot, I introduce a finger
in effigy of the plantain I pine for

with the result that “I”

confuse the simple urge to fart
with a deep and yearning exhalation.

Sonnet XVIII has as its subject the reunion of two old lovers. After discussing their altered appearances, the poet says,

But I’m pleased to see — unless my sight be dim —
the size of some things doesn’t change.

He goes on to affirm, “I love you now as I loved you then” and begs him,

Sweetheart, suck in your paunch,
I need to remove — my denture.

In Sonnet XIX, he sighs, “I used to be the man; now I’m barely a Kate.” (The translation is very loose; “Kate,” not present in the original, appears for the sake of rhyme.) It is maddening that we have so little of Novo’s work available to us in translation.

Nandino too fell under Villarrutia’s spell. His translator includes a suite of Poems for a Deceased Poet that Nandino wrote after Villarrutia’s unexpected early death. Nandino tries to comfort himself:

you have not died because
your fervent voice lives beside me.

He goes on,

I hear your hidden voice;
exposed, it scatters
— more alive when unspoken,
closer when hidden deeper.

Nandino’s poetry, in comparison to Villarrutia’s, is simpler, more straightforward. Cellini writes, “Critics have generally divided Nandino’s poetic themes into contrasting pairs: life/death, faith/doubt, presence/absence.” The last pair shows up particularly in Nandino’s erotic poems: for example, in “Mi primer amor” (My First Love):

I discover your unforgettable face,
and suffer the presence of your absence.

He is celebrated for his command of traditional forms: the sonnet, the *décima*, the nocturne, and, towards the end of his life, the haiku and the tanka. The craggily handsome native of Jalisco was a physician in the capital for much of his life, but he always maintained deep ties with his natal town of Cocula, Jalisco. After he retired, he averred, “Poetry helped me understand medicine and

vice versa.” But in Cellini’s selection, his practice of medicine is notably absent.

Cellini prefaces his translations with a 1983 poem of the poet’s:

It doesn’t matter to me
how my life is judged.
I’ve tried to live it
doing exactly
what life wanted, every desire,
temptation and whim
carefully
completed.

Much of the poetry Cellini chooses for inclusion relates the importance of the poet’s “carnal appetite.” Poem after poem celebrates his naked body intertwined with another’s in bed. In “Eternidad carnal” (Sexual Eternity) he coarsely says:

Let’s stay this way,
like two dogs, stuck together,
until death comes
to separate us.

He constantly invokes mirrors, leading some readers to accuse him of narcissism. But Cellini is clearly right when he asserts that Nandino is reflecting his desire “to see someone like himself, another man, in the mirror.”

Why can’t I be your body
on top of my naked body
to hug myself

and feel the fire traveling
up my thighs through you?

the poet writes in 1935 in an untitled poem. Later (“Más lejos,” 1941), he writes,

I no longer want to escape my body,
or turn you into my dreams.
I just want to know that you’re with me.
So close . . .

In the early 1980s Nandino encountered a young California student Francisco Xavier Alarcón (1954–2016). Jesús Hernández’s afterword to Alarcón’s selected poems, *From the Other Side of Night: New and Selected Poems* (University of Arizona Press, 2002), quotes Alarcón as saying that Nandino “became his role model and soul mate.” In a sense Alarcón provides an American coda to the *Contemporáneos* movement. His earlier poems resemble Nandino’s later work in their brevity and their simplicity, but their contents most often are indebted to Lorca. Alarcón even composed his own set of Lorca-like sonnets *De amor oscuro* (*Of Dark Love*, 1992). Manuel Hernández-Gutiérrez calls it “the first collection in Mexican American poetry wholly dedicated to the emotion of love.” He also cites an earlier collection, *Ya vas, carnal* (*All Right, Brother*, 1985), as “the first publicly declared gay literary work published and distributed inside the Chicano / U.S. Latino literary circuit” (see D. W. Foster, ed., *Latin American Writers on Gay and Lesbian Themes*, 8, 10). Presumably because Alarcón writes almost exclusively in Spanish, he has been largely ignored in discussions of gay American poetry. But not only is he a fine poet of the carnal but a strong voice for activism. Francisco Aragón translates the ending to his 1985 poem “Bienaventurados”:

blessed

the exiles
of love
the queer
in spirit
for they carry
deep inside
the seed
of true
liberation!

Alarcón might be describing all the gay *Contemporáneos*.

Dr. Samuel Betances



Dr. Samuel Betances is a Senior Diversity Consultant. He is an outstanding motivational speaker and workshop facilitator. He works to inspire willing learners to excel. Dr. Betances is both entertaining and informative. His story from dropping out of school, growing up in violence, and on welfare, to earning two graduate degrees from the Harvard Graduate School of Education is compelling. He also did post-doctoral work at the University of Wisconsin-Milwaukee on Urban Social Institutions.

He is passionate about social justice and increasing the cultural competencies of mission-driven teams for educating urban students from poverty to study and to graduate. He is a product of reading and promotes reading to excel, wherever he goes. His book “Ten Steps to the Head of the Class: A Challenge for Students” is in its fourth printing and a new version, “Ten Steps to the Head of The Class: A Handbook for Middle School Students” was just released. His book “Winning the Future through Education: One Step at a Time” received excellent reviews from high school educators, principals, students, and parents. Higher education specialists of first generation students are especially glad for the book. The book serves as a road map on how to excel by turning bad study habits into good ones.

“Dr. B,” as his students liked to call him, taught Sociology at the former Chicago Teachers College (now Northeastern Illinois University) for 25 years. He has worked, and conducted workshops for, educators in over 956 school systems throughout the USA. Samuel Betances is also a very sought-after diversity consultant and commencement speaker. He delivers standing ovation, quality heritage event keynotes during Hispanic or Black History Month events. He is an effective workshop facilitator.

He is a teacher’s teacher. His workshops on how to plan and implement successful strategies for ensuring the success of all students are recognized as vital and presented in a way that do no cause injury across identity lines. He teaches the tough topics in ways that create inclusion and networking, rather than conflict that tend to poison relationships. He continues to be and important faculty member of the Harvard Graduate School of Education’s Summer Academy for Senior Urban Educators.

Dr. B is a bilingual, biracial, bicultural professional who is passionate about assisting educators, parents, communities, and leaders to make it possible for students to study and graduate. He conducts workshops in both English and Spanish. His work experience includes all US states and territories and many countries including Japan, Korea, Costa Rica, Trinidad and Tobago, Venezuela, Mexico, Canada, Germany, and England.

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Be My Study Partner

By: Dr. Samuel Betances, Senior Diversity Consultant, Educator, Motivational Speaker and Author

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My destiny is with success

I’ll make my loved ones proud

By completing my education

Not by fooling around!

I have a “distraction detector”

Built into my learning mind

To sharpen good study habits

So, I won’t fail and lag behind!

In my quest to be the best

Be a partner and not a pest

You lured me to your pad

To focus on our math

Now you want to use me

But, I’ll never go for that!

Keep your legs closed

Open up your mind

I’ll be your study partner

Not your piece of pie!

Keep your hands to yourself

On your urges you must sit

Study hard and read your books
Don't harass me with your looks!
You say that I'm pretty
I know that you are "bad"
But, we are here to study
Not to hit the sack!
Stop looking at my body
With eyes that penetrate
We are here to study
Not to deviate!
You said "c'mon let's study"
That we would be a team
So no more jive-smooth talking
Let's do that study thing!

Cause I'm serious about my studies
And you're not messing with me!
My hormones are under control
I pray, study, and exercise
You'll have to do the same
To travel by my side!
I have lots of high tech resources –
"Facebook," iPod, TV and video games
But, I'll make sure that none frustrate
My plans to "glow" and graduate!
Neither high tech toys nor naughty ploys
Will block the quest to my destination
To climb, grow, thrive, and excel
Through self-control and my education!

Quotes to Support the Benefits and Value of Dual Language Proficiency

List compiled by: Dr. Samuel Betances
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"Bilingual Education Equals Understandable Instruction."

- Samuel Betances

"Language is the umbilical cord to Culture."

- Eduardo Seda-Bonnilla

**"If you talk to a man in a language he understands, that goes to his head. If you talk to him
in his language, that goes to his heart."**

- Nelson Mandela

"You can never understand one language until you understand at least two."

- Geoffrey Willans

“One language sets you in a corridor for life. Two languages open every door along the way.”

- Frank Smith

“To have another language is to possess a second soul.”

- Charlemagne

“Those who know nothing of foreign languages know nothing of their own.”

- Johann Wolfgang von Goethe

“Language is the road map of a culture. It tells you where its people come from and where they are going.”

- Rita Mae Brown

“Those who know many languages live as many lives as the languages they know.”

- Czech proverb

“Many Americans have long been of the opinion that bilingualism is ‘a good thing’ if it was acquired via travel (preferably to Paris) or via formal education (preferably at Harvard) but that it is a ‘bad thing’ if it was acquired from one’s immigrant parents or grandparents.”

- Joshua Fishman

“One who speaks only one language is one person, but one who speaks two languages is two people.”

- Turkish Proverb

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

- Flora Lewis

“The knowledge of words is the gate of scholarship.”

- John Wilson

“To learn a language is to have one more window from which to look at the world.”

- Chinese (Mandarin) Proverb

**“As a hawk flieth not high with one wing, even so a man reacheth
not to excellence with one tongue.”**

- Roger Ascham

**“There is no such thing as an ugly language. Today I hear every language as if it were the
only one, and when I hear of one that is dying, it overwhelms me as though it were the
death of the Earth.”**

- Elias Canetti

“Every language is a temple, in which the soul of those who speak it is enshrined.”

- Oliver Wendell Holmes

**“Any time you think some other language is strange, remember that yours is just as
strange, you're just used to it.”**

- Linguistic Mystic

**“Language is an anonymous, collective and unconscious art; the result of the creativity of
thousands of generations.”**

- Edward Sapir

“Language embodies the intellectual wealth of the people who use it.”

- Kenneth Hale

**“Those who know not how to love their own language are worse than an
animal and a smelly fish.”**

- Jose Rizal

“My homeland is the Portuguese language.”

- Fernando Pessoa

“In an advanced industrial society in an increasingly interdependent world, the knowledge of other languages becomes indispensable.”

- David Kilgour

“A man who speaks three languages is trilingual.

A man who speaks two languages is bilingual.

A man who speaks only one language is English.”

- Claude Gagnière

“Americans who travel abroad for the first time are often shocked to discover that, despite all the progress that has been made in the last 30 years, many foreign people still speak in foreign languages.”

- Dave Barry

“Anyone who says that you can get along in our country without knowing English is a fool. And anyone who argues that you can make the best contribution towards the progress of our country knowing only English is a greater fool!”

- Samuel Betances

Strengthening the World of Work through Leadership,

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You are César Chávez

A Tribute by Dr. Samuel Betances, Senior Diversity Consultant, Educator, Motivational Speaker and Author © Copyright Souder, Betances and Associates. All rights reserved.

If you live for a cause worth dying for - as he did

If you are a champion of the environment and want to make the air we breathe and the food we consume free of toxic poisons - as he did

If you believe that persons who must do menial work to survive are not beasts of burden to be used and discarded - as he did

If you believe in the right of people to organize and demand fair wages, clean water to drink and sanitary conditions in the workplace - as he did

If you believe in traveling overseas and persuading allies not to purchase food products harvested by oppressed farmworkers living in deplorable conditions - as he did

If you believe, as a man, in saying no to your macho privilege in order to make alliances across gender lines with women as equals in the struggle for our civil and human rights - as he did

If you believe in making coalitions of interest across identity lines for pursuing social change to improve the living conditions of the poor - as he did

If you believe in nurturing your spiritual life to fuel your passions for your causes - as he did

If you fast and pray as essential acts of Faith in your struggle against principalities and powers that don't want to let your people go - as he did

If you believe that people engaged in peaceful protest should not be over-policed and under-protected - as he did

If you are willing to embrace the tools of democracy of the Republic to express your freedom of speech and to mobilize politically for halting abuse - as he did

If you believe in emulating the life and legacy of great leaders who preached and marched against tyranny through non-violence, like Jesus, Gandhi, Martin Luther King, Jr. and Nelson Mandela - as he did

If you believe in working with your hands and back so that your children can become healthy, respected, educated and able to work with their minds as competent professionals - as he did

If you believe in leveraging two languages as resources for strengthening the human condition and for making our society just, inclusive, more productive and safer for differences - as he did

If you love your country enough and want it to live up to its promises of freedom and opportunity for all by risking your life and reputation in the hands of those who don't want to share - as he did

Then, my dear sisters and brothers in the struggle, because you have embraced the formula of “*Si Se Puede*” (Yes We Can) and by virtue of your beliefs and values being in alignment with those of this genuine American hero
- **You are César Chávez!**

Editor's note: I had the honor of listening to the motivational keynote speech of Dr. Betances at the 2017 NABE Conference in Dallas, Texas. We met after his presentation and he graciously agreed to weave in his works with TAMUK's *Tapestry Journal*. He read the poem, “*You are César Chávez*” at the conference but acknowledged that he had not published it. It is our honor to publish this work.—Jenni Vinson

Isabel M. Mata, Christina Lopez, & Richard L. Miller

The Influence of Parenting on Gender Differences in Moral Decision Making

Texas A&M University-Kingsville

“Can the believing father in Heaven be happy with his unbelieving children in Hell? Can the loving wife in heaven be happy with her unbelieving husband in hell?’ I tell you, yea! Such will be their sense of justice that it will increase rather than diminish their bliss.”

Jonathan Edwards, *Discourses on Various Important Subjects*, 1738

One of the earliest models of moral decision-making was that of Lawrence Kohlberg (1958). Expanding on the work of Jean Piaget (1932), Kohlberg proposed that the process of moral development was principally concerned with justice, and that it continued throughout the individual's lifetime. According to Kohlberg, individuals can become increasingly sophisticated in their moral reasoning as they gain social and psychological competence. In his theory,

Kohlberg suggested that individual's progress in their moral reasoning through a series of six stages that could be more generally classified into three levels as shown below.

Level 1 (Pre-Conventional) (up to age 9)

1. Obedience and punishment orientation
2. Self-interest orientation

Level 2 (Conventional) (10 years old to adolescence)

3. Interpersonal accord and conformity (a.k.a. The good boy/good girl attitude)
4. Authority and social-order maintenance (a.k.a. Law and order morality)

Level 3 (Post-Conventional) (adulthood)

5. Social contract orientation
6. Universal ethical principles (a.k.a. principled conscience)

The first level of moral thinking is the pre-conventional stage and is generally found at the pre-school/elementary school level. In Stage 1, individuals behave in accordance with socially acceptable norms because they are told to do so by an authority figure and because they feel compelled by a threat or application of punishment. In Stage 2, individuals behave correctly because they believe that correct behavior is in their own best interest.

Moral reasoning in Level 2 reflects societal norms, thus the name "conventional." This level of reasoning is typical of individuals from 10 to 20 years of age. In the first stage of this level, individuals do what is right in order to gain other people's approval. The second stage of Level 2 is based on obeying the law and responding to the obligations of duty.

Kohlberg suggested that most adults do not reach Level 3 moral thinking. Decisions made in the first stage of Level 3 are based on an understanding of social mutuality and a genuine interest in the welfare of others. In the final stage of Kohlberg's model, moral reasoning is based on

universal principles and the demands of individual conscience.

Carol Gilligan, a colleague of Kohlberg at Harvard University, noted that Kohlberg collected data in support of his theory from affluent middle-class males only, which resulted in females scoring consistently at stage 3 (Conventional) and males at stage 4 & 5, when the model was applied to them. This raised a point of contention since Kohlberg's model suggests that women are morally inferior as compared to men. Gilligan suggested that there are differences in one's ethical perspective that are related to gender—that is, that men and women follow different but parallel paths of moral development that lead them to make their ethical choice based on different ethical criteria (Gilligan, 2003). She proposed that how individuals respond to ethical dilemmas when confronted with moral choices, follow one of two routes: Some people base ethical decisions on principles of justice, equality, impartiality, and rights. This is the justice perspective. But others base their decisions on a care perspective, in which the need to preserve relationships and minimize hurt takes precedence over considerations of justice and rights. The care perspective places special significance on attachment and compassion (Giammarco, 2016).

In support of Gilligan's theory, research by Skoe, Cumberland, Eisenberg, Hansen, and Perry (2002) examined the influence of sex and gender-role identity on moral decision making and found that women scored higher than men on care-oriented reasoning, whereas men scored higher than women on justice-oriented reasoning. Crandall and colleagues (2000) and Ford and Lowry (1986) found similar sex differences. To explain this gender difference, Bussey and Maughan (1982) suggested that sex role socialization contributes to the observed sex differences in moral reasoning. However, many researchers have failed to find gender differences in the use of justice vs. care oriented reasoning (Beal, Garrod, Ruben, & Stewart, 1997; Friedman,

Robinson, & Friedman, 1987; Walker et al., 1987). Also, several researchers have found that gender differences are moderated by other variables, including dilemma content (Walker et al., 1987; Wark & Krebs, 1996) and social class (Beal et al., 1997; Puka, 1989).

A meta-analysis conducted by Jaffee and Hyde (2000) revealed small gender differences in the care orientation favoring females and small gender differences in the justice orientation favoring males. They identified several moderator variables that have been shown to influence the justice vs. care orientation. Among these were age (Pratt and colleagues, 1988), socioeconomic status (Tronto, 1987), correspondence inferences (Eisenberg et al., 1983), type of dilemma (Clopton & Sorell, 1993), as well as the sex of the protagonist described in the moral dilemma situation (Colby et al., 1987).

The purpose of this study was to examine another factor that could serve as a potential moderating variable that might affect gender differences in the utilization of a justice vs. care orientation - parenting. Changing cultural mores have given modern men a larger role in the care of their offspring (Harrington, VanDeusen, & Humberd, 2011).

Becoming a father not only changes a man's life but also his brain in ways that provide him with the same "baby sense" often attributed to mothers. Recent research has found that caregiving activates a recognizable parental caregiving neural network. Abraham and colleagues measured brain activity, oxytocin levels, a hormone that mediates trust, nurturing and affection behaviors, and parenting activities of men and women. The act of parenting activated two neural networks involved in emotional processing and social understanding. Fathers who were engaged in caregiving showed activation patterns and oxytocin levels similar to mothers. As a result of these changes, fathers may be more likely to adopt a care orientation in making moral decisions. Becoming a parent also changes women in that mothers are more often involved in disciplining

their children. In doing this, mothers tend to encourage equity, security and collaboration (Pruett & Pruett, 2010). With their focus on equity, mothers may be more likely to adopt a justice orientation in making moral decisions.

The purpose of this study was to compare the moral decision-making of men and women who were either parents or non-parents. Participants were asked to solve five moral dilemmas involving either an adult or a child using either a care or justice orientation. The five dilemmas were based on Moral Foundations theory (Graham and colleagues, 2013), which suggests that there are five innate and universal principles that form foundational principles embraced across cultures.

The five foundational principles are care/harm, fairness/cheating, loyalty/betrayal, authority/subversion, and sanctity/degradation. The principle of care/harm is based on our ability to feel (and dislike) the pain of others and to protect them from harm. The principle of fairness/cheating is based on the process of reciprocal altruism and involves concern with equity and proportionality according to shared rules. Loyalty/betrayal underlies virtues of patriotism and self-sacrifice for the group as well as one's family. Authority/subversion forms the basis for the virtues of leadership and followership, including deference to legitimate authority and respect for traditions. Purity (Sanctity)/degradation forms the basis for religious ideas of striving to live in an elevated, less carnal, more worthy life and abhorrence for disgusting things and actions.

Method

Participants

The participants were 146 faculty and staff (51% female; *M* age = 25.5) employed by Texas A&M University-Kingsville.

Procedure

The study was conducted on the campus of Texas A&M University-Kingsville. The researchers created two online surveys. Both surveys asked the participants demographic questions such as: their age, sex, if they had children, number of children, sex of children, and the age they became a parent. Each participant received an online survey with a randomized combination of adult and children moral transgressions and was asked how they would respond to each. The responses reflected either a care or justice orientation.

Materials

A situation describing a transgression related to each of the five moral principles was created using both children and adults as the transgressors. For each situation, the participants were given two possible actions to take. One action applied a justice-oriented approach and the other was care-centered.

The survey questions for the moral principle of Care that involved children was: “If a child is in a fight at the playground, how do you explain why that is wrong?”

- A. That is against the rules (Justice)
- B. They could be hurt or get in trouble (Care)

A similar question was asked on the second survey, but involved an adult. The question was: “If a friend is in a fight at a bar, how do you explain why that is wrong?”

- A. That is against the rules/law (Justice)
- B. They could be hurt or get in trouble (Care)

The survey question for the Fairness principle applied to children was: “There are two children and two toys, one of the children has both toys. Why should the child with both toys share with the other child?”

- A. Since there are two children and two toys both should get one (Justice)

- B. The other child will feel left out (Care)

The survey question for the Fairness principle applied to adults was: “A group of people are playing pool at a bar. They notice that another group has been waiting for them to finish. Why should they let the other group play?”

- A. So each group receives a turn (Justice)
- B. To be considerate of their time (Care)

The survey question that involved the principle of Authority applied to children was: “A child is talking back to their teacher, how do you explain why that is wrong?”

- A. You should respect your elders (Justice)
- B. That could hurt the teacher’s feelings (Care)

The survey question that involved the principle of authority applied to adults was: “An employee talks back to their boss, how do you explain why that is wrong?”

- A. They should respect their superiors (Justice)
- B. They could lose their job or a pay raise (Care)

The survey question that involved the principle of purity applied to children was: “You are working at the grocery store and you see a child stealing some fruit. What do you do?”

- A. Turn them in to the manager (Justice)
- B. Stop them and ask them why they are stealing (Care)

The survey question that involved the principle of purity applied to adults was: “You are working at the grocery store and you see an adult stealing some fruit. What do you do?”

- A. Turn them into the manager (Justice)
- B. Stop them and ask them why they are stealing (Care)

The survey question that involved the principle of loyalty applied to children was: “A child

notices a group of bullies making fun of another student. Why should the child speak up?"

- A. Bullying is against the rules (Justice)
- B. The bullies will hurt the student feelings (Care)

The survey question that involved the principle of loyalty applied to adults was: "A worker notices his colleagues have been harassing a coworker over their attire. Why should the worker speak up?"

- A. Harassment is against work policy (Justice)
- B. They could hurt the coworker's feelings (Care)

Results

Moral Transgressions by Children

For the "care" situation that involved children fighting in the playground, men without children were more likely to prefer a justice-oriented solution (69%) than were fathers. In contrast, women without children were less likely to prefer a justice-oriented solution (31%) than were mothers, $\chi^2(1) = 10.0, p < .05$. There was not a significant gender difference between parents and non-parents in choosing the care-oriented solution with 53% of both mothers and fathers choosing the care-oriented solution, $\chi^2(1) = 0.0, p = .96$.

For the "fairness" situation that involved sharing toys, mothers were more likely to choose the justice-oriented solution (67%) than were women without children, while fathers and men without children showed no difference (50%) each, $\chi^2(1) = 3.28, p = .07$ in their choice of justice-orientation solutions. Preference for a care-oriented solution showed a gender difference. Mothers were more likely to choose a care-oriented solution (56%) than were women without children while fathers were less likely to choose a care-oriented solution (45%) than were men without children.

For the “authority” situation that involved talking back to their teacher, fathers were somewhat more likely to choose a justice orientation (57%) than men without children while mothers were less likely to choose a justice-oriented solution (44%) than were women without children although this difference did not reach statistical significance, $\chi^2(1) = 1.85, p < .12$. There was not a significant gender difference between parents and non-parents in choosing the care-oriented solution with 38% of mothers and 47% of fathers choosing the care-oriented solution, $\chi^2(1) = .$

For the “loyalty” situation that involved bullying, men without children were more likely to choose a justice-oriented solution (63%) than were fathers while women without children were less likely (46%) to choose a justice-oriented solution, $\chi^2(1) = 2.41, p < .10$. There was not a gender difference in preferences for the care-oriented solution with 56% of both men and women without children choosing this solution.

For the “purity” situation that involved stealing fruit from a grocery store, men without children were more likely to choose a justice-oriented solution (70%) than were fathers while women without children were somewhat less likely (40%) to choose a justice-oriented solution, $\chi^2(1) = 5.76, p = .016$. Similarly, fathers were more likely to choose a care-oriented solution (67%) than were men without children as were mothers to a lesser extent (45%), although this difference did not reach statistical significance, $\chi^2(1) = 1.14, p = .21$.

Moral Transgressions by Adults

For the “care” situation that involved a bar fight, there were no gender x parenting differences in preference for the justice-oriented solution with the justice-oriented solution being preferred by both men without children (78%) as well as women without children (80%). There were gender differences in preferences for a care-oriented solution. Eighty-two percent of

mothers preferred the care-oriented solution while 55% of fathers preferred the care-oriented solution as compared to women and men without children, $\chi^2(3) = 3.84, p < .05$.

For the “authority” situation that involved sharing the pool table for folks waiting to play, mothers were more likely to choose the justice-oriented solution (88%) than were women without children while 65% of fathers preferred the justice-oriented solution as compared to men without children, $\chi^2(3) = 0.04, p = .073$. Preference for a care-oriented solution showed no gender differences, with 50% of both mothers and fathers indicating a preference for the care-oriented solution.

For the “fairness” situation that involved talking back to the boss, fathers were somewhat more likely to choose a justice orientation (60%) than men without children while mothers were much more likely to choose a justice-oriented solution (88%) than were women without children although this difference did not reach statistical significance, $\chi^2(2) = 2.20, p < .14$. There was not a significant gender difference between parents and non-parents in choosing the care-oriented solution with 78% of mothers and 67% of fathers choosing the care-oriented solution, $\chi^2(1) = 0.00$.

For the “loyalty” situation that involved a friend being harassed, there was not a significant gender difference. Men without children were more likely to choose a justice-oriented solution (71%) than were fathers as were women without children (76%), $\chi^2(1) < 1$. There was a gender difference in preferences for the care-oriented solution. Fifty percent of fathers chose the care-oriented solution while 100% of mothers chose the care-oriented solution, $\chi^2(1) = 4.27, p < .05$.

For the “purity” situation that involved stealing fruit from a grocery store, there was not a significant gender difference. Both men without children (67%) and women without children

(69%) preferred a justice-oriented solution. However, there was a gender x parent difference in choosing the care-oriented solution. One hundred percent of mothers chose the care-oriented solution when compared to women without children while only 67% of fathers chose the care-oriented solution when compared to men without children, $\chi^2(1) = 8.97, p = .013$.

Discussion

The question posed by this research was whether or not becoming a father changed men's traditional preference for a justice orientation to moral decision making to a more care oriented approach and whether becoming a mother changed women's traditional preference for a care orientation to moral decision making to a more justice oriented approach.

In four of the five situations involving a moral transgression by a child, fathers were less likely to choose a justice orientation as compared to men without children. The one exception was the "authority" situation that involved a child talking back to the teacher. In that situation, fathers more often chose the justice orientation when compared to men without children. In three of the five situations, mothers were more likely to choose a justice-oriented solution as compared to women without children. The two exceptions were authority and purity.

Preferences for the care-oriented solution to a child's moral transgressions for the most part showed no gender x parent differences, except for the fairness situation in which mothers preferred a care-oriented solution compared to women without children and the purity situation where fathers preferred a care-oriented solution compared to men without children.

In the situations involving a moral transgression by an adult, preferences for justice vs. care-oriented solutions was not as straightforward as it was for children's transgressions. Preferences by parents vs. non-parents depended upon the specific moral transgression with mothers and fathers more likely to choose care-oriented solutions for some transgressions and

more likely to both choose justice-oriented solutions for other transgressions. In general, the justice vs. care orientation predicted by Gilligan's theory seems to be changed by becoming a parent with a role reversal more likely when dealing with children and the absence of gender differences when dealing with adults.

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TAMUK Alumni

A Universal Perspective of Women through Three Latin American Poets

I will write about three women that were exceptional women of their time. All Latin American poets. Their poetry was full of metaphors, similes, puns, chiasmus, symbols and other poetic techniques. These women spoke about the hypocrisy of men, of what men expected women to be like, yet men were free to do as they please, specifically in the Hispanic-Latin American culture that these women belonged to. Men were not only free to do as they wish but were expected to be this way without much censorship, and were looked upon with secret awe and admiration. Man's uncountable consequences for their behavior towards women. These women grew up in a patriarchal society, male dominated society. They became poets in a society where the art of poetry was the monopoly of men. And in some instances even the right to education was a right only men had. There was no equal rights and opportunities for women. Women didn't have the freedom to be able to become an educated-career women as young

women have today. These poets had many odds against them but they denounced through their writings the inequality women endured in their times. Inequality that women may still be enduring today in certain sectors of society and of our world.

Sor Juana Inés de la Cruz (1651-1695) was born in colonial México at a time when women could not attend universities and were only expected to get married or become a nun. Yet she was a self-taught scholar and student of scientific thought, philosopher, and composer. And to be able to read, write and research freely, Sor Juana decided to become a nun. Eventually even in this secluded lifestyle she was compelled to give up her books and studies by church authorities.

In her different writings she defended a woman's right to education, to intellectual freedom, to be able to be writers, scholars, and to pursuit further knowledge if they wish to. In the very famous poem, "Hombres que acusáis" she criticizes the hypocrisy of man who seduce women to later scorn them, man's contradictory view of love. A conceptual antithesis, a philosophical satire as she called it.

Sátira Filosófica: arguye de inconsecuencia el gusto y la censura de los hombres, que en las mujeres acusan lo que causan

Hombres necios que acusáis	a	You obstinate men that accuse
a la mujer sin razón,	b	women for no reason
sin ver que sois la ocasión	b	without seeing that you are
de lo mismo que culpáis.	a	the one to blame.
Si con ansia sin igual	a	If with unparalleled zeal

solicitáis su desdén,	b	you beg them for a brief
¿por qué queréis que obren bien	b	moment of carelessness.
si las incitáis al mal?	a	Why do you want them to act proper, when you coax them to wrong doing?

This type of poem is a “Redondilla”, which is a Spanish stanza consisting of four verses, of eight syllables each, with a rhyme scheme of abba. This particular poem has 17 stanzas (not included here) extending the theme of this poem.

Sor Juana Inés de la Cruz, was a poet of the Latin American Baroque period. Baroque is an artistic style that flourished in Europe around the 1600s. During the Golden Age of Spanish literature, it extended to Latin America. The Baroque form of expression of the Spanish poets Luis de Góngora and Francisco de Quevedo was adopted by the Latin American Baroque. Consequently Sor Juana Inés de la Cruz' writings are filled with these movement's poetic forms. Poetic forms filled with dark, laboriously metaphors and concepts.

More than two hundred years later, another woman poet, retakes the theme of man's hypocrite behavior towards women in society. It is Alfonsina Storni (1892-1938), born in the Italian speaking region of Switzerland, and raised in Argentina.

From the poem collection *El Dulce Daño* (1918)

Tú me quieres blanca

You want me white

Tú me quieres alba,
me quieres de espumas,

You want me dawn,
you want me sea foam,

me quieres de nácar.

Que sea azucena

sobre todas, casta.

De perfume tenue.

Corola cerrada.

Tú que hubiste todas

las copas a mano,

de frutos y mieles

los labios morados.

Tú que en el banquete,

cubierto de pámpanos

dejaste las carnes

festejando a Baco.

Tú que en los jardines

negros del Engaño

vestido de rojo

corriste al Estrago.

Tú que el esqueleto

conservas intacto

no sé todavía

por cuáles milagros,

you want me mother of pearl.

That I be a lily

above all others, chaste.

Of faint perfume.

Unopened bud.

You, that had them all

cup in hand,

with flowing fruit and honey

staining your lips purple.

You who were in the banquet,

covered in vines

left your flesh

to celebrate with Bacchus.

You, that in the black

gardens of Deception

dressed in red

ran to Destruction.

You who still preserve

your bones intact

only by some miracle

of which I know not,

me pretendes blanca
(Dios te lo perdone),
me pretendes casta
(Dios te lo perdone),
¡me pretendes alba!

You expect me white
(May God forgive you),
you expect me chaste
(May God forgive you),
You expect me dawn!

Huye hacia los bosques;
vete a la montaña;
límpiame la boca;
vive en las cabañas,
toca con las manos
la tierra mojada;
alimenta el cuerpo
con raíz amarga;
bebe de las rocas;
duerme sobre escarcha,
renueva tejidos
con salitre y agua;
habla con los pájaros
y lévate al alba.

Flee to the forest;
leave to the mountain;
wipe your mouth;
live in shacks,
feel with your hands
the damp earth;
nourish your body
with bitter roots;
drink from the rocks;
sleep upon the frost,
renew your flesh
with saltpeter and water;
speak with the birds
and get up at dawn.

Y cuando las carnes te sean tornadas,
y cuando hayas puesto en ellas el alma
que por las alcobas

And when your flesh returns to you
and when your soul is back in your flesh
the soul that in bedrooms

se quedó enredada,	was left tangled,
entonces, buen hombre,	only then, good man.
preténdeme blanca,	expect me white,
preténdeme nívea,	expect me snow,
preténdeme casta.	expect me chaste.

She makes direct accusations to the man that she loves. He wants her chaste and pure when he is not. She expresses this through a crescendo of objections and indignation. Alfonsina Storni tells men to cleanse themselves and to purify themselves through nature before they can demand women to be virgins and pure. Men lose all their rights to claim from women what they do not possess. Denouncing the double morality and standards of men.

She used imagery, anaphors, and parallelism. She alludes how men want their women, through metaphors and symbolism. She uses the color white which means, in our culture: purity, innocence, wholeness and completion. Women virgins, not touched nor used. Virtue in sexual matters, chastity. Which is the antithesis of the colors purple, red and black that she uses to describe men. Black, the color of the hidden and the secretive. Red, the color of extremes, passion, violence, and adventure. Purple associated with eroticism and seduction.

This poem is made up of verses of six syllables, “hexasílabas”; with a certain assonance or vowel rhyme scheme. Uncommon in the Spanish language. This shows the poet's rebellious posture in her poem themes and writing techniques. Even though she had a style of her own, she was part of the Post Modernism and Modern feminism period of the Twentieth century.

Juana de Ibarbourou (1895-1979) born in Uruguay, was a Latin American Post Modernism writer, though she did not participate in any feminist movement, her writings broke off from the traditional themes, just like Sor Juana Inés de la Cruz, Alfonsina Storni and a few

other women poets did. The themes of her poems are love, motherhood, passage of time, and death, she shows nature imagery, femininity, sensuality, seduction, and eroticism. Her poetry lacks the open indignity that other women poets showed in their work. Rather she gives the impression to embrace to be a full woman in a man's world but not with certain stagnant feelings towards marriage routine.

From the collection of Raíz Salvaje (1922)

Mujer

Si yo fuera hombre ¡qué hartazgo de luna
de sombra y silencio me había de dar!
¡Cómo noche a noche solo ambularía
por los campos quietos y por frente al mar!

Si yo fuera hombre ¡qué extraño, qué loco
derange

tenaz vagabundo había de ser!

¡Amigo de todos los largos caminos
que invitan a ir lejos para no volver!

Cuando así me acosan ansias andariegas
yearnings

¡qué pena tan honda me da ser mujer!
woman!

Woman

If I were a man, what lavishness of moon
veil and silence would I satiate myself with!

How I would ambulate night after night
across the still fields and the seashore!

If I were a man, what a tenacious, strange,
wandering man would I be!

Friends with all the extended remote paths
that call upon never to return!

When pursue relentlessly with unsettled

what deep abysmal sorrow I feel of being a

In this poem she longs to be a man so she can have freedom to act. She doesn't denounce the unequal treatment of a woman in a man dominated society. It is implicit. She rather admires

man's freedom not to be tied up, judged or accounted for. She expresses deception, regret of being a woman only when she yearns for that freedom. This poem is predominant made up of verses of 12 (docecasílabos) Spanish poetic syllables. Its rhyming scheme is consonant, ABCB-ABCB-AB.

In our country a wave of public allegations of sexual harassment and abuse are being denounced against men in power. On the other hand, contradictory information is common in musical videos, commercials, movies, and even bestsellers books. Information where women are portrayed continually as sex symbols and a dominant-submissive relation is considered a normal relation for women to accept if it is with men in power. We live in a world where some societies are still practicing female genital mutilation and female infanticide. Yet it is women who also allow this to happen and play an important role in keeping these atrocities as traditions. However, women in agriculture communities and during war time, have worked and work besides men, have worked and work as hard as men, and have done and do man's work without losing their essence.

Sor Juana Inés de la Cruz, Alfonsina Storni, and Juana de Ibarbourou, women writers, women poets, expressed themselves with great beauty, eloquence, and power at a time and place that it was taboo and intolerant to do so. These Latin American women, had a universal vision of women. A vision where a woman is accepted and respected as an educated person, a mother, a lover, a wife, and human being. To love, accept, and respect our differences is invaluable and has great prospective in our society.

Ebone Longoria

Technology as a Method of Teaching

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Introduction:

Today there is a constant debate regarding youth and the influence of technology. On one side, there is continued support for the use of technological tools as early as infancy age to influence learning. On the other side, critics see technology as an entity that hinders the development of children. While both ends of the spectrum hold valuable opinions on the matter, there are no concrete answers as every child learns through various mediums. However, it can be argued that when technology is used appropriately it may yield positive outcomes.

The use of technology as a method of teaching children is important to explore because the outside world post high school graduation, sometimes sooner, is becoming heavily reliant on the use and exposure of technological tools and applications whether it be in the workforce or using the self-checkout lane at a local grocery store. Are we losing touch with traditional social skills, such as asking questions or understanding verbal and nonverbal cues? Can children learn new information better through a screen or in real life situations with tangible items and people?

Also, it is important to understand that not all learning takes place in a pencil and paper setting. What we see becoming more relevant in today's educational world is applying skills and guidelines in the actions of the child, taking a more constructivist approach to have children learn through experiences. The learning can aid in not only language development, but also in physical and cognitive development as well.

Summary of Research:

In researching the use of technology in toddler age (approximately 24-36 months) to

teach language, we can refer to “Skype Me! Socially Contingent Interactions Help Toddlers Learn Language,” (Roseberry, Hirsh-Pasek, and Golinkoff, 2014). A widely known concept today when discussing the use of screen technology in a learning environment is called a “video deficit,” which refers to the discrepancy between what is learned with a live person and what is learned with a media source. In this study, we observe children learning through three different mediums: A live in-person interaction, a live video chat, and a “yoked video” (a prerecorded video without any personal communication to the children). It was also noted that while the majority of child participants fulfilled the hypothesis that learning is more successful via live interaction, they still learned some information through the media source, however it was not as “robust.”

On an extended study of the “Skype Me!” research, we refer to “Toddlers’ Word Learning from Contingent and Noncontingent Video on Touch Screens,” (Kirkorian, Choi, Pempek, 2016). This study starts off where “Skype Me!” left off, but desired to understand if children were truly not learning as much through screen or if it was the lack of personal interaction that was yielding negative results. We see that the study uses children between age twenty-four months and thirty-six months, same age range as the previous study, where some children use touch screen computers to interact and others watch noninteractive videos with the same materials. The goal of the study is to see how well children are able to transfer knowledge off of a screen and into real life situations (finding the misplaced puppets in real life after seeing their hiding spots on screen).

In the advanced portion of the study, the children are applying knowledge via screen to real world in order to successfully learn words. Post video exposure, children were tested to see if they could identify and match names with the respective objects. The study concluded that

children overall were more successful with interactive videos that required particular responses than noninteractive videos. However, there was a noted trend that children at three years of age were showing connection between non interactive video and real life application, leading researchers to believe that there may be a shift in learning capabilities around thirty months of age and on.

To take a look at a different learning domain, we can see the impact of technology in mathematics referring to, “Concrete Computer Manipulatives in Mathematics Education,” (Sarama, Clements, 2009). What the researchers were arguing is that when we as educators use tangible manipulatives to teach math concepts, we refer to the practice as “concrete,” but what we have to understand is that it doesn’t mean that using live materials confirms a child’s understanding unless they can apply what they know to other mediums, such as a computer. What the study implies is that the use of the computer, particularly in grade three and up, to solidify comprehension can be the most valuable to the mathematical learning of the child as it removes distractions and focuses directly on the concept we want them to learn. The computer applications will require students to be more precise and focus on a particular goal, such as addition, rather than become overwhelmed with the many ways they can use the base ten blocks outside of math.

The study goes on to mention that the optimal learner is someone who is able to use both physical material and the computer applications and understand how the learning correlates between one and the other. In short, the computer shouldn’t be the only source for learning material, rather a supplement to the traditional use of physical manipulatives.

Furthering the benefit of technology as a method of teaching, we see a variety of development opportunities through physical and social development in children while aiding in

their academic success, referring to, “Exergames for Physical Education Courses: Physical, Social, and Cognitive Benefits,” (Staiano, Calvert, 2011). Exergames is the combination of exercise with video games, which can be popularly seen carried out with games such as Dance Dance Revolution, Wii Sports by Nintendo, the use of the Xbox Kinect, and so on. What each of these games has in common is that they require coordination skills as well as comprehension to understand goals and rules to be carried out by physical means.

When these games are played regularly, there is a greater chance that the adolescent youths and adults these games are designed for will burn more calories and boost heart rates, similar to standard exercises like walking. This, of course, leads to promotion of healthier lifestyles including more physical activity and improving athleticism. In a cause and effect view, healthier living and improved endurance leads to weight loss and improved self-esteem of the individual.

Analysis:

When I reviewed the “Skype Me!” study, I feel that the outcomes were exactly as I expected them to be. With prior knowledge of understanding how infants need nurturance and care in order to develop in a healthy way, I assumed that the same idea could be applied when teaching language to kids. As humans I feel we need to be able to use our senses to understand the world around us, and when there is a lack of opportunity to do so we aren’t getting our optimal learning experience. In this particular case, the children who were able to make eye contact with the teacher and be able to read their lips and facial expressions while targeting to the novel verbs were more successful than others who were hindered in their environments.

I brought the same knowledge into the “Toddlers’ Word Learning” study. The only difference is that I took away the understanding that although in person is best for most, there are

some who benefit more from working interactively with a screen. Touch screen tablets are becoming a standard in education today as we see children in preschool and elementary schools using iPads to hear sounds or view pictures. What the study focused on is how students receive a greater benefit on real world application when they are challenged to answer with direct responses through screen rather than loose instruction or noninteraction videos.

When reviewing the “Concrete Computer Manipulatives” article, I felt that the researchers were spot on with their approach. Although the use of physical manipulatives (such as base ten blocks and counters) is the traditional method of teaching math concepts, it is not the only way to do so and definitely does not confirm a student’s level of mastery. Another method that has proven successful in the classroom is the use of computer applications set up for specific concepts. With computer applications there is less distractions for the students and it yields quicker feedback than using physicality alone. When physicality and computer applications are interconnected, the student shows a greater sign of skill mastery and the chances that the student can apply the knowledge to real world scenarios are higher.

Lastly, the “Exergames” article provides a good example of learning with a twist. When we hear that there are ways to teach children without explicitly telling them we prepared a lesson, Exergames would hold true. Many of the games used for this purpose are commonly found in the home or in local arcades that students play to compete against friends and family. Through games that require physical activity we are promoting healthier lifestyles while also boosting cognitive development, motor skill development with coordination, and social skills, especially within the self.

Conclusion:

In conclusion, it is clear that the use of technology as a method of teaching can be highly

beneficial if used appropriately and responsibly. I believe in the use of fundamental methods that involve students working with their surroundings to gain understanding and particularly develop fine motor skills through use of physical material. At the same time I see the importance of including technological tools such as computers and touch screens to solidify that understanding. My main concern as an educator is to prepare my children to be successful in tomorrow's world, which is becoming more technologically advanced by the day.

Most importantly, parents and educators have a responsibility to the children we teach to not leave it to technology to teach our children everything. Some skills don't develop off a screen, but through replication of behaviors from adults and peers, or through personal lived experiences. Have your children go outside and feel the grass, smell the flowers, hear the cars drive by, taste their food, or see the bugs. Go to the library with your child, explain its purpose, and have them choose their favorite book. Go for walks at a nearby park or in the neighborhood. Explain to them how personal safety works. As parents and teachers we are our children's number one resource. Remember that technology is best served as a supplement, not the main source of knowledge.

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Effects of Poverty on Differently Abled Students

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Introduction

Does Poverty affect students with learning disabilities and is part of the cause of students obtaining learning disabilities? It is widely known that schools in impoverish areas do not receive an equal amount of funds as those in higher income areas. Naturally, you could then concede students with learning disabilities would not receive the same benefits or assistance in the lower income school as they do in other schools. As an effect, the number of disabled students in the lower income regions is greater than that of regions with higher income. There are many types of learning disabilities students can be diagnosed with. Without their needs being addressed, this would make it more difficult to be successful in the school setting. The other side of this is, who makes up a majority of the impoverish areas? How many ways can poverty affect students especially those who are starting out with learning disabilities? Diverse communities may be at greater risk to having learning disabilities due to the environment and lack of needs being met. Lastly, is poverty the cause of these children growing with learning disabilities?

Summary

In the article, *Unproven Links: Can Poverty Explain Ethnic Disproportionality in*

Special Education, the authors, Skiba, Poloni-Staudinger, Simmons, Ada B, Feggins-Azziz, Chung researched how poverty affects student's development along with the ratios of students in different races with disabilities and whether there is a connection to poverty, race and disabilities. What they have found is there is a higher number of African American students who live in poverty and are differently abled, Latino students being a close second. This does not mean race plays a factor in whether students are differently abled. What they have proven is poverty has a negative impact on students and is a factor with differently abled students but not as much as one would think. We often assume the relationship of disproportionality in differently abled students and poverty is the link to failure in education.

What the authors found was not what most would expect. African American students were more than 2.5 times as likely as other students to be identified as Mild Mental Retardation about 1.5 times as likely as other students to be identified as Moderate Mental Retardation, and more than 1.5 times as likely as other students to be identified as Emotionally Disturbed (p. 139). Meaning, poverty is not the cause of students becoming differently abled except in only a few categories; mild mental retardation, learning disability and speech and language and had zero affect correlation with emotional disturbance and moderate mental retardation. In contrast higher income districts have more abled students due to the abundance of resources as opposed to students in lower income districts.

The authors show the lack of resources in schools with lower income families. Differences such as; teacher salaries, student to teacher ratio, expenditures per students, and average test scores. What this means is when students are not receiving the necessary resources to be successful such as smaller classrooms, supplies and support, they are less likely to graduate high school, go to college, and will more likely be a continuing strain on the economy.

When researching differently abled students, it is important to consider poverty as having an impact on their education. Depending on the event faced by the student, socio-economic status can have various implications and effects. Studies report these implications are measured in the short and long term. Kim, Losen and Hewitt (2010) state, children who have special or emotional needs are particularly likely to be pushed out of mainstream schools and into the juvenile justice system (p. 51). Differently abled students are often misunderstood by educators, when they should be receiving additional support. Instead they are punished for acting out, suspended or expelled, when what they need is supplemental assistance in the classroom. Kim, Losen and Hewitt (2010) use an example of one report suggested up to 85 percent of the children in juvenile detention facilities have disabilities that would make them eligible for special education services (p. 51). The children in these situations would have different outcomes in their futures if someone could have recognized their need for help. This intervention would be reflected in the reduction of crime rates and the burden placed on the justice systems.

The growth of technology is both a success and a struggle for educators today. The expeditious movement of information is successful because this is a wonderful tool for educators to continue their own education on modern day issues. However, the vast amounts of knowledge moving through the internet can be a struggle for differently abled students which also poses as another challenge for teachers to help them keep up. Especially when they may not have as much access to this technology due to the budgetary issues in lower income schools. Wendell (1996) says “the pace of life is a factor in the social construction of disability that particularly interests me, because it is usually taken for granted by non-disabled people while many people with disabilities are acutely aware of how it marginalizes or threatens to marginalize us” (p. 41). There aren’t many exceptions made by society that help differently abled people in the job

market or in schools. Those who are not able to keep with the speed of information and fast paced work environments, technology needs to be a focus for all students no matter the socio-economic status.

In the article, *A Systematic Review of Generic and Special Needs of Children with Disabilities Living in Poverty Settings in Low- and Middle-Income Countries* authors Lygnergård, Donohue, Bornman, Granlund & Huus write about special needs students and poverty with reference to Maslow's hierarchy of needs where needs of people are placed in order from basic needs to psychological needs and then self-fulfillment needs. The authors are looking at how socio-economic status affects differently abled children's basic needs when they are deprived of access due to their situation to start off with.

There is a cycle continuing with differently abled students who grow up in poverty, whether the disability is congenital or acquired, parents with a low socio-economic status means students have more exposure to risks to environmental hazards. Having a disability only hinders a person's ability to stay employed, this becomes a cycle that only reinforces poverty (p. 297). Children in poverty in the US will still have access to food stamps, welfare programs and food is easily accessible in the US however very uncommon for a child to die of starvation in the United States, poor children often do not eat an optimally nutritious diet that promotes healthy development (p, 298).

Another issue differently abled student's face when in a low economic status is misinformation regarding their health. The article shows how parents in low economic status can easily be misinformed about their child's situation; they may look for a cure when there is none, or worse they may believe the situation is permanent when they child could be helped. The main issue is the medical expenses can be too much for a family in poverty regarding medicines,

doctor's bills and transportation to the hospital. Therefore, rehabilitation is more difficult and children will develop at an even slower pace (p. 307 & 308). When considering these setbacks with Maslow's hierarchy the authors determined most research covers the basic needs of children in poverty. However not much research has been covered on the higher needs such as love, self-esteem and self-fulfillment these are often not sought after and need fully understand students with disabilities growing up in poverty and how their lack of resources affects their development and hindering their futures.

Thurston, & Navarrete researched mothers with special needs children and obtained interesting statistics regarding access to help, mother's educational status, and support for special needs children, homework and marital status of moms with special needs children. In their article *Poverty-level Mothers: A Comparative Study of those with and Without Children Who Have Special Needs* they researched four states and poverty in rural areas. Their findings concluded only twenty seven percent of mothers had completed high school the others dropped out due to family responsibilities and eleven percent were employed (p. 44). Twenty four percent of all families studied were receiving special services no matter the ethnicity although they found there was a higher proportion of Anglo children receiving special services (p. 44). With the lack of education on the parent's part the authors found "Twice as many of the special needs group mothers reported language, learning, or behavior problems in school and nearly three times as many reported receiving special services themselves (p. 44)". Another hurdle special needs children are facing is support from both parents. Research shown in the article found only twenty seven percent of the special needs families had both parents in the home and married, twenty seven percent were divorced and ten percent were never married (p. 42).

It's important to not only consider what is wrong with education system with respect to

special needs children but to also research how to best help them to be successful. Milsom shows how school-age students with disabilities often have negative school experiences related to their having a disability, and school counselors, administrators, and teachers can help to create more positive school experiences that promote their academic career, and personal/social growth, meaning it is up to educators in the schools to ensure all students are receiving an equal education and equal treatment (Milsom 2006). This article shows in depth how negative behaviors in the schools toward students with disabilities from either their peers or from school staff can have a negative impact. Cases of principals and counselors exhibiting negativity with disabled student's shows specifically that supporting the idea of negative attitudes and behaviors is directly affecting students with disabilities (Milson 2006).

Stephanie Hutchins has written her dissertation on special needs students and the impact of poverty on these children. Hutchins taught and studied an area not too far from where she grew up what was called the "Gap", where generations of families had lived and repeated the pattern of high school drop outs and early teen pregnancy year after year. Stephanie tells a powerful story of one child she could help by taking a personal interest in her education. This one student was the first out of her family to graduate high school and attend college when Stephanie met her all she wanted to do was drop out of school and have children as a teenager.

This fueled Stephanie's research and she found "Most students with special needs saw gains in my classroom due to the fact that they are in a structured stable environment and middle-class rules were enforced. The biggest obstacles faced by these students is to have the opportunity to experience more real life middle class experiences to gain the social and life skills that will be necessary to be successful in their economic and social lives". When students are introduced to life outside their social norms, given opportunities and support they may not be

given at home we are not only giving them the ability to dream bigger but we are also giving them the confidence to go after their dreams.

Analysis

Skiba, Poloni-Staudinger, Simmons, Ada B, Feggins-Azziz, Chung found differences such as; teacher salaries, student to teacher ratio, expenditures per students, and average test scores in lower income schools compared to schools with higher budgets. These areas of deficiencies cause a lack of resources followed by repeated cycles of poverty, which in turn cultivate more poverty and cause more economic strain.

Another continuing pattern with poverty and differently abled students is the direct pipeline to a criminal future which is shown by Kim, Losen and Hewitt (2010). There is a high number of juvenile students with disabilities which should have been given the additional support, but instead were seen as lashing out or misbehaving. Due to the impoverish situation in which they reside, they are unable to receive the diagnosis and the medical care needed. They should be given extra support and care but instead are seen as delinquents and in turn they become criminals.

Technology is another hurdle for differently abled students according to Milsom (1996), technology has been a considerable resource. People are developing apps every day to assist with disabilities and to provide new ways of teaching children. However, they can also be difficult to keep up with technology developing so quickly and the pace in which people are working every day is also becoming more rapid. This growing work pace can make it difficult for a person with physical disabilities to keep up, could cause unemployment in the future.

Lygnegård, Donohue, Bornman, Granlund & Huus researched differently abled students on the Maslows hierarchy chart at first, they consider student's basic needs and how this is

affected more so by poverty with respect to differently abled students than with students who are not. They too see a pattern or a cycle continuing with students who grow up in poverty, then to include the disability only hinders a person's ability to stay employed. They later conclude there has been more research on children's basic needs but not much on the higher level of needs of Maslows chart, there is much to be learned in these areas.

Thurston, & Navarrete research mothers with differently abled children, they find these women are mostly divorced or unmarried, uneducated, and are wanting to be more supportive with school and homework but are unable to due to the financial constraints they are in. They admit not having the time to help with homework and ranked homework time in the survey as low.

Milsom talks about the negativity seen in schools from teachers, students and administrators towards differently abled students. Milsom concludes teachers need to give differently abled students an environment with positive reinforcement, we as teachers need to give all students a nurturing positive environment with rich learning methods while building their confidence with their successes.

Hutchins writes about her own personal experiences with teaching in impoverish schools, she writes about the impact she has on one student and how she changed her path from teen pregnancy and drop out to high school graduate who can financially care for her family. Her research shows how taking the time to personally invest in our students, giving them opportunities to explore life outside their communities we could be opening doors they didn't know existed.

Conclusion

When considering the effects, poverty has on students who are differently abled we need

to be able to look at the situation with compassion but we cannot forget to think of it objectively. As teacher's, we need to invest in our students no matter what their stories may be, we could easily have an impact on their success in the future and not just the one year we teach them. Cycles and patterns of poverty continue to repeat due to the lack of resources and lack of innovation from the teachers. By helping our students become better learners we will also be helping their communities and our society as a whole. If we wish to better society, bring a better future to our children then we need to continue our work in helping students to gain more access to educational programs in early ages to help children how to live with their learning disabilities in the future years.

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Socio Economic: Comparing International Child Development to the United States
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1. Introduction

What does it mean to be an American? Well around the world there is one commonality... blessed? The Socio-Economic factors in the United States include a variety of contributors ranging from the parent's education level, the family's yearly income or even their occupational status. Americans are envied by those whom wish to have a better life because for them in their vast amount of worries, whether it be the dangers of the environment around them

or simply just having an inconsistent supply of food and/or water, they all worry about things that we as Americans have just immediately available in our everyday lives and take for granted. Not to say there are those in the United States that aren't struggling, but that they have a much better system of support to gain solutions. So, compared to their situations, we as American have very petty complaints and truly have a much to be thankful for, yet we still only search for what we feel is wrong within our country and how our children are under developing skills we feel they should have learned in the school system. We feel it's important for each person to feel individual and contribute remarkable things to this country, but we lack the patience or self-sacrifice to endure the true strains of achieving or helping another achieve an education to better that life. This is something we will look at and go over because the amount of complacency Americans dish out over there disagreements, with the educational progression and of our young students, and how they seem to be lacking self-motivation is at a great disbalance. When looking at those of children in comparison that of other countries, where an education is still a luxury, American students are disinterested causing a halt in their developmental progression, where a student in a poor country might do anything to continue their education, American children are the exact opposite. The Socio-Economic situations in the United States may have significant variation in it, but how do these situations measure up to that of other countries in our world today? Well that's something I'd like to discuss with you here today, along with a few other important things. So, the question I am looking to answer here today is, what are the major differences Socio Economically in Child Development opportunities for children on an international stage in comparison to that of the United States?

2. Summary of Research

I'm sure that most American parents out there want the best for their children, but do we

want the best for all children? Well if we did, then we would be working together to make the Socio-Economic gap in opportunity throughout the entire country shrink. How does this effect development? It's simple, those whom have a higher, or even a more acceptable, socio-economic status will be more likely to better their own situation or at worst remain in that high status with little to no effort placed into it. This is important to understand because it, in some cases, creates a mindset in a child that they don't have to do anything additional other than to just participate to continue to relish in this lifestyle. This isn't a healthy societal trait and is something that a poor student from a Caribbean Island wouldn't even consider a possibility. True America is that land of opportunity, but could you say too much opportunity? We are indeed saturated with chances others in the world could only dream of, and yet here we are squandering that blessing ignoring to better ourselves or help the helpless. The cause is because we as American students are taught to be selfish, not to learn. The saying 'Everyone is a winner' is one of the most used in American culture to help pad the egos of children whom feel as though they are inadequate, but this promotes a lazy and effortless attitude of 'why try if I'm a winner always'. Now I know that is harsh, but for the Unites States to rid themselves of petty complaints regarding the least important of issue, why not make Education and the Children's Development the main goal. This would take advantage of the immense resources this great country has at its disposal, and make learning seem like less of an optional side note, and make it the ONLY option American Children have. International Educators, especially in poor countries, respect what education means and what opportunities it can open, hard work in these places goes a long way and carries immense weight when trying to better one's life. This builds mentally strong human beings who search for answers, and develop a high self-esteem of self-satisfaction through perseverance.

American children are indeed overstimulated, so let's go over an example where Lilian

Katz observed a dance given by the 3-year-old children in her travels to China. Something she noticed was that the Chinese children's peers weren't causing disruptions during the performance, but instead were absorbed in the stimulus of the dance for all 40 minutes of it. How this experience differs from the American children she's taught, in the same age group, is that they seem to be under stimulated in comparison. How can this simple dance hold the attention of the under stimulated children of China, but most likely have multiple disruptions if presented to American children? It's reliant on the teacher's confidence in what they are doing, and the students knowing what is expected. So "the more confidently and optimistically we address children, the more likely they are to respond in a desirable way, which in turn strengthens the adult's confidence." (Katz, 2007) But something that undermines that confidence in American Teachers, especially in lower socio-economic classes, is the use of fearful manipulation tactics, for disruptive children, that can place distrust, from the student's perspective, in the teacher. This can create a veil in the student's eyes that the teacher doesn't truly have complete authority over them, but instead the imaginary person or thing, being their consequence for disruptive behavior, does. This in turn can have a ripple effect on children's outlook on Teachers later in their academic career. Continuing to share experiences in both the Caribbean Islands and India with 6 to 7-year-olds, Mrs. Katz goes over that it's unheard of for students in these areas to be disruptive or act out against the teacher in any manner. "At this early age, these boys are motivated by the belief (rightly or wrongly) that this experience offers them their only hope of a better life. It is difficult to imagine such a belief among most American 6-year-olds!" (Katz, 2007) This is a powerful acceptance that we see in multiple locations across the world, and it is a very respectable way of helping make sense of their situations. It promotes a positive outlook on Education from a child's perspective, helping strengthen the academic development of their way

of thinking, and the parents being supporters of education also believe in their child's schooling. The largest difference between lower Socio-Economic classes in the United States and those in other countries is that here, in the United States, it's not truly believed by all those in the social class system that an education will help you get out of a current undesirable situation. But in the same areas where Mrs. Katz had her experiences, in the Caribbean Islands and India, this is a belief that is bought into by the entire families, not just the student, feeling there is a chance for a better life. This is a much better environment for a child's development because it promotes healthy thoughts, and perseverance to better understand the world around them to better themselves.

The socio-economic issues on an international level are that in the United States there is no, or very little, passion as well as confidence in knowledge, because teachers are set up for failure with over stimulus, lack of teacher support and American students feeling they have the right to act out for attention. But in a place with little opportunity, such as Mrs. Katz experiences in the Caribbean Islands and India knowledge, schooling and respect for the teacher is something expected to be given by the students with little to no resistance. Teachers cannot feel righteous about what they are teaching in America because for the most part it seems that we teach the children to pass a certain test, not to gain important knowledge for later use. It's an amazing idea to track what the kids are learning, to help those who aren't, but in this case it's hindering Teachers ability to teach.

There isn't always agreement between countries when discussing a topic, for instance "*Socio-Economic Planning*" (Verter, 2017), but surprisingly even topics like this can be agreed upon easier with someone sharing the same views, but isn't necessarily a fellow countryman. State mandated testing and benchmarks given in the United States is something few educators

seem to agree with but we teach to the test to represent gain of knowledge, whether fake or real is up to if the students feel it's important to retain. "The negative influences exam-oriented education systems have on Chinese students, whom view education as nothing more than merely passing examinations" (Kirkpatrick, 2011), is similar to which students and teacher in the United States react. Interest in the U.K, in contradiction to how Chinese students feel, have set in a new curriculum end testing, known as Literacy Hour and Numeral Hour. The reasons for these types of educational systems being spread over the borders of the world, is because the argument isn't that Benchmarks and exam-oriented testing is bad for Child Development, but there can be bad or flawed systems implementing the processes, causing them to be less effective. "In fact, it has been suggested that high-quality early education is of special importance from a psychological, an educational, a sociological, and an economic perspective and thus is of significant relevance not only to the individual but also to society as a whole." (Weinert, 2016)

"Gender, race, ethnicity, socioeconomic background, class, or other characteristics ascribed at birth" (Katz, 2007), are not things that Americans factor into what profession or socio-economic status they are, but because the idea is that those do not predetermine your future. These are things that children around the world have to deal with and go against in order to prevail. But for both situations, its agreed upon "that early childhood is particularly important for acquiring cognitive and non-cognitive skills (e.g., critical thinking, problem-solving, interpersonal, teamwork) that are essential attributes" (Young, 2015) for adulthood and there is the commonality found to be worldwide. "Studies show that investments in early childhood are likely to more than pay for themselves in subsequent decades." (Young, 2015)

The educational system gives those in the lower socio-economic class the chance to rise and lift themselves out of their situations, and "there is no evidence that constant criticism of

schools and teachers raises any school achievement level or any teacher's competence." (Katz, 2007) We, as a country, attack our school systems and teachers for our student's failure, rather than trying to come together to improve schooling for all future students for an even greater chance at success. "Surely, much is wrong in the United States, and there will always be great need to improve the quality of life of all members of our society." (Katz, 2007)

3. Analysis

After going through all my sources, I can say that I was able to gather additional information from each one and this new information helped me to better understand what exactly it was that I was researching. I may have already known a few of the things I read, but there was plenty of new information, that until I started my research, I would have otherwise never have really known. I think a handful of things that stuck out in my research was the studies from Lillian Katz and her personal experience around the world and how in various cultures, education is treated with more respect than in western societies. Another amazing piece of knowledge was the studies from Mary Young and how important Early Child Development is, and how that is something to be true all around the world. A shocking statistic from Mary Young's journal was "more than 200 million children under age 5 fail to reach their developmental potential because of poverty, poor health and nutrition, and lack of early stimulation." (Young, 2015) I wanted to include this in my summary but this was keeping me thinking so it is what I'm basing my conclusion around. But before we get to that, all the remaining five sources helped me understand differences in other countries and in the ways the cultures in those areas effect Child Development and Schooling in general.

4. Conclusion

On the International scale, the United States is better prepared for Early Childhood

Development. We as American have luxury, whether you're rich or poor, just being in America you are alleviated of the problems third world countries must deal with. My question, what are the major differences Socio Economically in Child Development opportunities for children on an international stage in comparison to that of the United States? Has been answered. The answer is that no matter how bad we as Americans feel our Child Development curriculum is here, we forget that in most places around the world this type of curriculum or study is none existent. School, which encourages and strengthens Early Childhood Development, is an expectation as an American but a luxury for other around the world. These studies have opened a lot of questions in my mind but "more than 200 million children under age 5 fail to reach their developmental potential because of poverty, poor health and nutrition, and lack of early stimulation." (Young, 2015) So I guess my new question is any is this, in what ways could those International students benefit from trading places with an American child? And vice versa?

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Limitations of Gender Roles in the Classroom

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Introduction

Although society typically thinks of sexism in reference to the wage gap, sexual harassment, and other adolescent issues, most do not consider the effects it has on children. Education is the foundation of a person's life. Students are exposed to this discrimination as young as infancy. This continues into the school system as well. Gender roles have been enforced

for centuries, and although this is a more progressive era, it is nearly impossible to change the way we think about them. Gender roles impose a series of rules upon males and females. What they wear, how they speak, appropriate occupations, hobbies, even the toys children use to play along with how society perceives their skills all depend on their gender.

Thankfully, there are many educators that believe gender roles should not have a place in their classroom; however, there are many incidences in which educators and peers continue to promote the ideals behind gender roles. Something as simple as daily language can dangerously deteriorate a student's self-confidence and perceptions of what they are capable of. Despite their apparent skill set, if it does not coincide with their constructed gender roles, it is unnecessary and irrelevant.

Educators need to be more aware of the language they are using toward their students and how their students view and act on gender roles. How can they do this? Where should they look first? Determining how to discontinue these impositions expands student's opportunities and, therefore, academic development.

Summary of research

Linguistic sexism is defined as "a wide range of verbal practices, including not only how women are labeled and referred to, but also how language strategies in mixed sex interaction may serve to silence or depreciate women as interactants" (Umera-Okeke, 2012, p.4). Because this type of sexism is most prevalent, it frequently goes unnoticed. It is a constant act that is hard- but not impossible- to keep track of. Analyzing meaning and origin of terms and phrases can better the understanding of linguistic sexism.

Hostile and benevolent sexism are the two categories of sexism in language. Hostile sexism is blatant discrimination or assault based on gender; the competency and intelligence of women

is directly disparaged (Fiske & Glick, 1996). Benevolent sexism refers to terms of endearment which indirectly belittle respect and authority earned by women and girls. An example from the text compares the language used toward a male doctor and a female doctor. One may use a term of endearment with a female doctor (ex. Sweetheart), and although this term alone does not have a negative connotation, in context, it disrespects and strips the doctor of authority. When referring to a male doctor, one may never consider calling said doctor anything other than “sir, doctor,” and the like (Fiske et al., 1996).

Literature was the main source of gender distinction in the Victorian era. Children’s literature originally was written for adults to teach children lessons. More specifically, the novel *Little Women* promoted domesticity to young girls in addition to specified ways to act and speak like a proper lady; juxtaposed to *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*, books for young boys promoted adventure with high achievement and excitement (Broadus, 2017).

Students are equally interested in all subjects and experience similar beliefs of competency; the beliefs of their parents have proven to be similar (Anderman, 1997). An assumed perception of parent beliefs is girls should excel and focus on subjects involving reading and writing while boys focus on math and science. Through this study- and one composed by Andre, Chambers, Hendrickson, and Whigham (1999) researchers have falsified said claim and confirm that parents support and encourage their children to excel and enjoy all areas of academia. There was no significant data determining parents’ belief or students’ need to excel or stop enjoying certain subjects based on the student’s gender (Anderman, 1997; Andre, et al., 1999).

Teachers are not determining “the gender-different attitudes, perceptions, and achievements; they helped maintain the differences” (Wilkinson & Marrett, 2013, p. 5). Most

educators attempt to hold their students to equally high standards with equal opportunities to achieve said standards. Because of an archaic gender construct, it is difficult to truthfully and whole-heartedly follow through on these goals. Teachers are subconsciously disciplining students and providing more attention to certain students based on pre-conceived notions on who will succeed in what content area.

The effects of these gender constructs can be examined through Erik Erikson's theory of psychological development, also known as the stages and ages (Psychology Notes HQ, 2012). These stages occur at certain points in a person's life ranging from infancy to death. Stage 1, for example, Trust v. Mistrust occurs during infancy-18 months. Seven more stages follow for a total of eight (Psychology Notes HQ, 2012). When examining each stage, it is easy to determine how a student can be effected because of forms of discriminations experienced during specific age ranges in their life.

Analysis

As an educator, one should ask themselves, "when have I experienced gender roles in the classroom? What effect did it have on me (short-term or long-term)? Have I ever facilitated gender roles in my classroom? What effect did that have in my classroom?" Answer and analyze the questions, accept the answers, then attempt to form solutions to minimize and eventually rid your classroom of these constructs.

Erik Erikson's theory of psychological development has three stages taking place during school years: stage 3: initiative vs. shame and doubt; stage 4: industry vs. inferiority; and stage 5: identity vs. role confusion (Psychology Notes HQ, 2012). More often than not, the latter is the outcome.

When observing teacher-student interaction, simple use of language can be overlooked. If a

young girl is called “sweetie” and a young boy is called “sport,” can the two be interchanged? If the answer is no, why not? Most people do not have a viable answer to this question. This begins stage 3: initiative vs. shame and doubt, ages 3-5 (Psychology Notes HQ, 2012). Research has shown that although benevolent terms and phrases can be utilized as positive forms of endearment, it often has the opposite effect with disrespectful connotations despite the speaker’s intentions (Fiske et al., 1996). Our students are being told who has higher potential and who is worth more time and respect. Young girls feel beautiful and sweet but not strong and capable. Why is it that they cannot be made to feel they are strong and beautiful along with sweet and capable?

This also occurs during student-student interaction. Sometimes it is more overtly stated-hostile sexism. “You run like a girl.” “You’re a boy, you can’t play with dolls.” This leads to issues regarding play. Students often act in accordance to what they see or hear from their parents. “...common assumptions include that all doctors are men, all nurses are women, all coaches are men, or all teachers are women” (Umera-Okeke, 2012, p.3). Most students continue to play within their gender roles. Stage 4: industry vs. inferiority; students’ self-awareness is heightened and their success, or lack thereof, amongst their peers is recognized (Psychology Notes HQ, 2012). When they decide to act outside this construct, other students may just go along with the scene or some may question the student’s acts. It is our job as educators to listen to those students’ concerns and ask why they feel that way. Let them know it is all right for a girl to be the doctor or a boy to be the dancer. Behaving in this manner does not make them better or less than their fellow classmates.

A notion I once believed to be true was a majority of parents wanted their children to succeed in certain subject areas based on their gender (ex. Boys should be good at science, girls

should be good at ELA). However, Anderman (1997) and Andre et al. (1999) have proved to me otherwise. I have never been more glad to be wrong. There was no significant data proving females and males have varying degrees of likeness for math and science; however, within the same study, girls showed more interest in ELA. Parental support and expectation is still held high for both genders in every subject (Andre et al., 1999).

It is important to note that not all parents are equally supportive. Different cultures place value in subjects differently; their expectations for their children are often wildly different from those of Western, American culture. In Hispanic culture, it is not uncommon for boys to be expected to attend higher education while girls stay at home to help around the house. Similarly, boys also tend to receive more independence and respect. These ideals carry into the classroom and without disrespecting our students' cultures, educators should enforce equality and equity amongst the students. "It may be one way at home- and that is okay- but this is how it is at school." Doing this can, however, enforce stage 5: identity vs. role confusion (Psychology Notes HQ, 2012). The student has known who they are what is expected of them, and for them to be suddenly told something different can lead to much reflection, self-doubt, and questions. Guiding these students and reassuring inconsistent gender-appropriated behavior will ease the transition. When these students are finally given the opportunity to realize they are not limited by their gender roles; there is much more available to them.

Conclusions

In a classroom, educators have the privilege to shape the lives of children- the next generation. There is a chance to teach social justice and right the wrongs created by our ancestors. Advocating for each other in front of students shows they can advocate for each other and themselves as well. Letting them know they are capable of anything- and their gender should

not affect their opportunities- sets a foundation for critical thinking and a belief of fairness for all. Is it possible for all teachers to have this mindset? Even if this was so, would it be possible to change the minds of all students? Would parents be against their children being told something against what they have taught them? It will be a messy journey but one that is well worth the risk.

When we reflect, and promote reflection with students, we are able to improve ourselves and strive for a better tomorrow. Slowly, a change will occur in the classroom. Students will question behaviors they once accepted. They will accept behaviors they once rejected. Students will accept that their gender should not be a variable in any case that determines their capabilities or range of opportunities.

Teaching is seen as job for women; it has a “motherly” feel. This misconception is due to ignorance in what teaching as profession stands for. Teaching is shaping minds, providing knowledge, learning about culture, educating parents, promoting social justice, accommodating needs, and accepting the differences of students everywhere. Being motherly is not a determining factor of what it means to be an effective teacher. This is often mistaken for caring for students, and no- you do not need to be a woman for considered feminine to care.

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Cecilia Rose Garza

Comparison of Charlotte P. Gilman's Earlier 1900 Works

In short story, we see the time and psychosis of authors, better yet artists, unfold before our eyes. *The Yellow Wallpaper* and *If I Were a Man* were fostered and brought to life by a woman, Charlotte Perkins Gilman, who had a drive for innovation of a society who discriminated against her sex. True to her lineage of strong women such as: Catharine Beecher who fought for women's education, Harriet Beecher Stowe abolitionist/author and Isabella

Beecher Stowe another women's rights activist. She believed certain issues needed to be brought to light and did so by encompassing her ideas into these works. She came to write the infamous short story of *The Yellow Wallpaper* before her first story, *Woman and Economics: A Study of the Economic Relation between Men and Women as a Factor in Social Evolution* which took off making her true impression for the world to see during her lifetime. Here after, publishing *The Yellow Wallpaper* in 1892, she wrote another short story entitled *If I Were a Man* in 1914. This gap in time between her writing revealed plenty of change in her life. For example, she came to find inspiration to write *The Yellow Wallpaper* since it came from a place of pain. When Charlotte was twenty-five years old she gives birth to her daughter, Katharine Beecher. At the time though she came down with severe depression and was prescribed a "rest cure" by S. Wier Mitchell, a neurologist who recommended limited intellectual activity. Her struggle was one that many go through and her story becomes her first true dive into the activism she promotes the rest of her life. Later in life, prior to *If I Were a Man*, she found stability in her new husband George Houghton Gilman who supported her writing in a way that she moved into presenting the issues in a more concise manner. It can be numerous factors, however her style of writing evolved to a consistency of her life's path. Throughout her literary career, as Greene stated, "Gilman also campaigned for reforms related to labor issues and the medical community's treatment of psychological illnesses." She managed to stay true to her opinions on society in her stories as well as their overall themes; however, she came to show a drift in her point of view choice, and how she decided to portray the location of the stories.

The Yellow Wallpaper is based in a house that the main character and her husband are currently renting. [For the purposes of this essay, since not specified otherwise in Gilman's text, the main character will be referred to as Jane and the husband as John.] She speaks of being

extremely ill and drinking tonics to maintain her strength. She then proceeds to speak about her treatment plan consisting of bedrest and limited mental activity. The narrator, who is Jane throughout the story, always seems to be in a state of disarray. Jane does seem to speak and interpret her surroundings in the finest vocabulary and uses graphic detail to help the reader use imagery to better enjoy the story. This can make the reader feel that she is in a proper state of mind and even cause the reader to gain trust in the fact that she has been misdiagnosed. As the story goes on, it becomes very clear that she could be conveying a setting quite like a psychiatric ward, “it would be the heavy bedstead, and then the barred windows, and then the that gate at the head of the stairs, and so on,” (Gilman). The reader can begin to see that she also shows signs of severe depression when speaking about the wallpaper’s pattern, “and when you follow the lame uncertain curves for a little distance they suddenly commit suicide,” one can attribute a tone that is being set. Jane does leave us clues to figure out the root to her character’s madness. The clues are hidden in the writings of the children, “I wouldn’t have a child of mine, an impressionable thing, live in such a room for words,” and “No wonder the children hated it!” She reveals her character’s shortcoming to shed light on post-partum depression or a depression attributed to an incident that occurred at the loss of a child. Throughout, the story Jane creates a cycle of battling this urge against the wallpaper. She describes feeling the strongest of compulsions to take off every piece of that gaudy yellow wallpaper. Jane’s compulsions turn to insanity as John comes to the door and wants to know what the stir is about. When challenged by Jane’s unwillingness to open the door he gets an ax and makes his way in. The story is brought to an abrupt halt when John faints upon entering Jane’s room. The best interpretation to be believed is how John fainted at the sight of Jane having self-mutilated her own skin to have purified her womb for a child. It’s a gory end to a sad story but makes one think twice about over-looking an incident that wasn’t

handled right.

If I Were a Man speaks about a woman by the name of Mollie Mathewson's perfection in her early 1900 society. Yet, for a woman of such class and reservation, she fits the stylistic mold laid out for her, she had the least desire to be a woman; her fantasy was to be a man. Within the first couple of stanzas, she is granted her wish to become a man. A businessman named Gerald on his way to work. She breaks down the concept of the physical differences between a man and a woman. Everything that a man had to offer in physics started with the simplistic nature of freedom. The freedom to walk as he pleased and have everything fit exactly how it should, this could bring the reader to understand that we live in a man's world. Mollie's thoughts are consistently represented by the narrator even though she is physically represented as Gerald to the outside world. Her next revelation comes to us as she experiences the idea of having pockets and not just pockets but pockets filled with, "the possession of money, of her own earned money" which we can see as a true privilege that no woman experienced at that time. As she finds her seat in the train station instead of seeing the male counterparts as commuters, they are considered friends. She sees how in-depth she could get to know people just by being a male. The best thought is being able to understand her male counterpart, and surprise, her husband's thoughts on women. It is fascinating for the reader to see her grow in awe of the two-fold ideology behind women and to see how she can relate to his thoughts on topics such as, "She-as Gerald-had already forgotten about that bill, over which she-as Mollie-was still crying at home," (Gilman). The perplexing tumult conspires at the conversations overheard by the male passenger's view on women. The fiasco stops at the words of Gerald, yet they truly came from Mollie. The only reasoning that is hard to wrap your mind around is analyzing how Mollie could be in Gerald's body, hear his thoughts and speak up to defend women in the train. It might have

been Gilman shining light on multiple personality or bipolar disorder, no matter the case she brought more attention to her true cause of feminism.

When writing either story, Gilman kept true to a certain style of feminism. She idolized the idea of a woman in a different perspective. The reader shouldn't come to feel that she is trying to make excuses or speak to a woman's perfectionism. As a writer, she seemed to tailor her story to help a woman be held to realistic standards both emotionally and in the work force. Her task in *The Yellow Wallpaper* was to have the reader walk away understanding the toll a woman can face from a disease that wasn't given proper attention or justice at the time. It can be considered a blessing how that work came to affect feminism today. As stated by Lanser in her Feminist Criticism, "the rediscovery of "lost" works like "The Yellow Wallpaper" offered not only welcome respite from unladylike assaults on patriarchal practices and from discouraging expositions of androcentric "images of women in literature" but also an exhilarating basis for reconstructing literary theory and literary history." Some may also take a slightly opposing stance to push the boundaries of how, "the "graphic" representation of "raving lunacy" in middle-class mother and wife that revealed the rage of the woman on a pedestal," (Lanser). She was criticized for bringing forth this topic in such a radical way, but one could argue that it was necessary to be original about the presentation of material. If she were bringing up the topic of *The Yellow Wallpaper* in this day her material would be a little miss leading or profound but in that time, it was essential to have her work hit the very being of what she was aiming to accomplish. As for *If I Were a Man* Metallic states that Gilman shows, "her critique of the "sexual-economic" relationship that she saw binding women to men," which only helps her overall version of empowering the woman. She holds true to the ideals of not saying the woman is the all-powerful, human but better yet saying that society had no right to belittle women for the

role they were being coerced into playing. It was inspiring to see someone so ahead of her time trying to affect change in a group that was baffled at the thought of her ideas that can still be seen today in even the most progressive of cultures.

Theme always prove to be the spotlight to any short story. The twists and turns a short story brings you through can make a plot, but in the end, what was the point? In both stories a dissection of freedom can be felt as well as being able to obtain the virtue of putting yourself in another person's shoes. Now, they flip flop in the way that *The Yellow Wallpaper* has a highlight of freedom being the main theme whereas, the reader can be pulled into seeing Jane and her obstacles from her shoes. In contrast, *If I Were a Man* makes it very apparent that Mollie is walking in her husband's shoes and though she appreciates the new ways she is learning it brings her to have compassion for her husband. The under lining is noticing her catch her sense of freedom to glide through wanting to be a woman. She just wants to be a more independent woman. The theme of freedom can relate to both in the way that we are all seeking that silvering lining to get us through. Being a woman in the both stories can push you to step back and analyze how there is always room for improvement and to keep on the grind.

In contrast to her adherence to style, she drifts in her approach to point of view during the twenty-two-year gap in the making of these two short stories. The point of view given in the first story couldn't hold truer to the first person. The entire story is given to us in the words and diary of the main character Jane. Of course, this complicates the story at some point to think of how we can follow such an unreliable narrator throughout the story. It's obvious to see she contradicts herself in all aspects of her life, but somehow, we trust her enough to explain her side. It's debatable if Gilman uses this point of view to have you walk in her shoes, possibly gain emotion for what she is going through. It could possibly only work as tactic to the female readers who

enjoy the short story, but nevertheless it does captivate her audience long enough to get them to her point. The point of view in the second story is classified as third person from the fact that we hear a narrating third party speak about all of Mollie's thoughts, what she sees, hears and learns while being in her husband, Gerald's body. This point of view is more relaxed but so is the story. She uses a more passive technique in getting her equal labor view across, and puts the character in the other person, hence the other sex, shoes. By doing this it could lead the reader to believe there is a fair playing field to build one's ideas from. It could be by chance but there is evidence to prove the ways behind using a different point of view in her short story narratives.

Charlotte Gilman evolves her location in respect to time, characters and topic she was gearing toward. She begins in *The Yellow Wallpaper* having a very controlled location. She limits her character to four walls in one room and pushes those limits. She also chooses to hold tighter on the parameters regarding characters. In Jane's diary, we hear about her husband/doctor, brother and the children pertaining to her head. The characters correlate with the idea of her being alone with her mind. Jane's character needs to portray the idea of someone who feels lonely, she only trusts herself and honestly needs to find herself through her wounds. The issue being that no one understands her pain, the depression she feels isn't accepted at the time. At this point in Gilman's life she channels what happened to her seven years earlier and tries to find better cause for it. Though this style of writing wasn't as admired it made a great comeback from the 1960's until now. In *If I Were a Man* she does a complete turn and expands her location to a public location in the car. She then moves to broaden the character list and puts a handful of men in the dialogue. It's easy for the reader to appreciate the ending since it really was a woman's argument that shut down the controversy of four to five men. The topic of her story is mostly geared toward appeasing the reader to empower women into the labor force so there wasn't such

a dependence on money from men. By changing her location, she holds her audience to be more open minded on the idea she is presenting.

After seeing the full view of Charlotte Perkins Gilman's stories had to offer it is clear to see their strength's such as *The Yellow Wallpaper*'s graphic message to be displayed in a way that hasn't found competition. Yet, it was a story that didn't find its place in the world until there was a call for change; may it be racial, gender or sexual equality her story fit the theme of the fight that came to be past her time. About *If I Were a Man*'s message, it can still be very relevant to the battle women fight everyday on unequal pay. We still receive 70 cents to every man's dollar beside the fact that the number can fluctuate depending on your ethnicity. She did seem to write in an adjusted way to best get the point she was portraying across which is the most educated thing she could've done to get her work noticed for the betterment of society.

There is so much to be seen in these works due to the heart that is put in them. It goes to show, that if you don't like something but have a drive and passion to see them change, one can do it simply through ink. Art is something people express in different ways but it's how you choose to share your gift for the greater good.

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Jaziel Martinez Alcantar

The Culture of Gothic Literature

Every individual has their own likes and dislikes, so it is no surprise when they join groups where they share common values, interests, or reading tastes. I propose to examine academic citations to analyze the culture of gothic literature. I will discuss the history, the first gothic novel, and the most common motifs used within the culture of gothic literature.

The origin of “Goth” came from the Germanic tribe that fought against the Roman Empire. In time, the Goths separated into two groups, the Visigoths (located in the west) and the Ostrogoths (located in the east). Around the 5th century AD, the Goths, at the height of their power, sacked the Roman Empire and captured Spain. It was during the Renaissance when the term “Goth” became a synonym to medieval architecture. These “Gothic” medieval architectures were barbaric in sight compared to the Classical style many adored. Castles, mansions, and abbeys are perfect examples of gothic architecture; they effortlessly created a haunting atmosphere which would be used as settings in gothic literature (Lathan).

Gothic literature is defined by its mysterious and terrorizing atmosphere laced with

romance and supernatural elements. The settings of gothic novels often evoke a sense of dread and excitement. Castles and mansions allow characters to explore and often times serve as a device to either protect or terrify the characters even further; the concept of isolation in a massive place can serve as a refuge or cause terror if they are closed off from the world. The writing in gothic literature is mainly expressed through picturesque imagery and melodramatic narrative devices, which are used to create emotions of horror and suspense (Kennedy). While Gothic literature plays on fictional fear, it also contains realistic scenarios; rape, murder, and sin were fears felt by many and continue to do so to this day (Lathan).

Inspired by the gothic architecture, Horace Walpole decided to write a novel which would incase the mysterious aura of gothic architecture. In 1764, Walpole published his novel, *The Castle of Otranto*, due to the atmosphere and supernatural occurrences in the novel, it eventually became known as the first gothic novel. *The Castle of Otranto* centers on Manfred, the tyrannical lord who seeks to stay in control of the castle. On the day his son Conrad is to be married to his fiancée, Isabella-Conrad is found dead beneath a plumed helmet from a statue; unleashing a chain of mysterious deaths and hauntings. Manfred chooses to divorce Hippolita, his wife, to produce an heir with Isabella. Horrified, Isabella flees to an underground passageway within the castle. She is aided by Theodore, a peasant whom she found a prisoner within the castle, which allows her to seek refuge with Father Jerome. From a birthmark, Father Jerome discovers that Theodore is his own son, born before entering priesthood. The priest pleads to Manfred to release Theodore, to which Manfred agrees under the notion that Isabella is returned. The ghost of Prince Alfonso appears to verify that Theodore is the rightful successor of Otranto. The novel concludes with Manfred assassinating his daughter in place of Isabella, Manfred's distress causes the castle walls to collapse, leaving Manfred with promise to lead a good religious life,

thereafter. Theodore and Isabella are then wed and Theodore becomes prince of Otranto (Cregan-Reid).

Walpole's intention in writing *The Castle of Otranto* was to fuse "old" and "new" romance. Romance that contained an unrealistic fantastical nature was "old", while romance that was grounded in realistic terms was "new." By setting his characters in a mysterious fictional world rooted in realistic situations, Walpole was able to merge both styles. It was the atmosphere of *The Castle of Otranto* and its depictions of love, sorrow, loss, and terror that caused the gothic literary movement and how it is perceived (Clementi).

Gothic literature is filled with motifs. As witnessed, Walpole was the first to present the motif of the setting through gothic architecture. A crumbling castle emanated the deterioration of the world around the character, the scenery signified that at one point in time, the castle was alive and loved before it became a shell of itself. The tyrannical male character is often oppressing a young virgin damsel in distress, however with the aid of supernatural forces- powerful omens, dreams, ghosts, and so on- the villain is defeated. The romance motif present in gothic literature is the most diverse; love between characters may not be reciprocated, lovers may be forced apart, there may be a love triangle, or love can be perceived as most powerful (Lathan). Gothic literature does not shy away from "cruelty, tyranny, eroticism, and usurpation", as they have become common elements of gothic narrative (Cregan-Reid).

The legacy of *The Castle of Otranto* has paved the way to a plethora of modern day literary genres such as mystery, thrillers, and supernatural, all harboring from gothic literature. These genres transmit and emphasize the shock that would have occurred in a gothic novel, however while not "strictly classified as Gothic writers" (Kennedy). It is no surprise that through the movement of gothic literature that the gothic film and music industry followed, as "tragic

tales of doomed romance and supernatural horror” appealed and enthralled many individuals (Clementi).

Individuals often seek groups they share common values, interest, or reading tastes to converse with. I proposed to examine academic citations to analyze the culture of gothic literature. I discussed the history, the first gothic novel, and the motifs used within gothic literature. I learned that Walpole’s *The Castle of Otranto* caused a gothic literary movement, which bared many genres of literature and made its way into media.

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About the Writer



Jaziel Martinez Alcantar is a sophomore working towards a Spanish major. She loves to enjoy stories through all forms of media, such as literature, theatres, and films. Jaziel believes that stories are important and should be spread; for that reason, she seeks a career in publication as a translator.

Sammy Guerra Jr

The Culture of Rodeo

People tend to join groups they share common values, interests, or traits with. I propose to examine academic citations to analyze the culture of the sport of rodeo. I will discuss the traits, the language and any equipment used by this culture.

Rodeo as we know it today did not exist until the late 1800's. Actually, the word "rodeo" comes from the Spanish meaning "roundup." The reason is because before fences, the ranchers would let their cattle graze on open ranges. This meant when spring came around, they needed to gather their cattle or do a "roundup." The Spanish were very skilled when it came to horsemanship and the manner of which they worked cattle. With the civil war, the frontier territories were rapidly expanding. This allowed for the Americans to learn the ways of the Spanish, thus the American rodeo was born (Sturman).

To track the first rodeo in America is extremely difficult, or impossible. "Many places make this claim including: Sante Fe, New Mexico in 1847, Deer Trail, Colorado in 1869, and Pecos, Texas in 1883. All early rodeos varied greatly by events and most were free to the public. Prescott, Arizona held their first rodeo on July 4, 1888." (Sturman). The modern-day rodeo consists mostly of bull and bronc riding, bareback, calf roping, barrel racing, pole bending, steer roping, steer wrestling, and team roping. All events require a horse and rider (Sturman).

With so many events, I will explain the event "team roping." I believe this sport is the most cowboy of them all because cowboys use this technique every day when they work cattle. Team roping consists of a two- person team, a "header" and "heeler." The contestants will back into the box, and call for the steer from the chute. The header will rope the cow, steer, bull, or heifer by either the horns, neck, or half head (when you rope a horn and nose). When the animal

has been caught, the header will dally and handle the steer in such a way that their partner will be able to catch also. The heeler will rope the heels of the steer after the header catches and turns the steer and will dally when the steer is caught. Now, the steer gets a head start. That means the header needs to let that steer out before they can leave the box. If the heeler catches only one leg, it is penalized by adding five seconds to the time. If he catches both legs, it is considered clean and will not be penalized (Clark).

There are many technical aspects when it comes to team roping. It may seem easy to the untrained eye because it only lasts a few seconds. But, what most people do not understand is that horses are not born knowing what they know. It takes a lot of patience, skill and most of all time to be able to train an animal to do anything. Now, there are some horses that are better trained than others. Most people will only train a horse to do one thing instead of teaching them small things that will tie together and can open endless possibilities for a horse. The head horse needs to score, break flat, rate, side pass, and face. The heel horse must be able to score, break flat, rate, and put their hind end in front of their hips causing a great slide to a fast stop. The quicker the heel horse stops, the faster the time will be. Many horse are trained for one job, which is not bad, but I prefer a horse to be able to do anything I want. This means teaching a horse to bend, respond to pressure using soft cues, and being able to control every part of the horse (Clark).

Like every culture, there are certain terms and sayings that go along with the lifestyle. Almost every rodeo event has a barrier. The barrier is a rope that is stretched across the box and is connected to the animal in the chute. The animal will break a ribbon when it pulls the rope to the length. If broken, the contestant will be penalized. Scoring is a major part of any timed event. Scoring is when your horse will not respond to the opening of the chute, but your hand to get out

on the animal perfectly. The saying “get out” means leaving at the perfect time to where you do not break the barrier, and can rope the animal quicker giving you a faster time. You may hear some people call a steer a “747”, that refers to the 747-jet plane. So, they are calling the steer extremely fast. An important term that is used the most because it is required by all contestants for each chosen event is “entry fee.” This is the amount it costs to enter the rodeo and compete for a chance at prize money in the rodeo. “Prize money” is a certain amount of money paid to the winner or winners of the rodeo in each event Patterson).

When someone refers to a “dally” it means to wrap the rope around the saddle horn (front part of the saddle that comes up). Team ropers use this method to be able to stop or turn the steer. Sometimes, the header will sometimes throw an illegal head catch and must “fish” it on the horns. That means trying to get the rope around the horns, neck, or half head in order to turn the steer cleanly. The person that tells the time keeper when to stop in team roping is called the “flag man.” The flag man can be of either sex. With horses that has a good slide, most people will say “that horse will put some elevens in the dirt.” That refers to the two lines the hind legs of the horse create when sliding to a stop. The “grand entry” happens before the rodeo begins. This means that all the contestants ride into the arena behind the Texas flag and Old Glory, then our national anthem is played. Also, when someone wins the go round, they will have a “victory lap.” Which means they lope around the arena being applauded for their performance (Magnus).

People tend to join groups they share common values, interest, or traits with. I proposed to examine academic citations to analyze the culture of rodeo in the United States. I discussed the traits, the language and any equipment used by this culture. The difference between rodeo and any other professional sport, is that if you do not win, you do not get paid. Rodeo is a sport that teaches you about simple life and a good way to live it. You will notice that before every

single rodeo, the national anthem is played, and every single person will take their hat off and bow their head to thank the Lord for being able to do what they love.

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Hayden Judson

The Culture of Baroque Music

People tend to join groups they share common values, interests, or traits with. I propose to examine academic citations to analyze the culture of Baroque Music. I will discuss the traits, the language and any equipment used by this culture.

The term Baroque is used to refer to the period of western music from 1600 to 1750. This era is responsible for much of the earliest European music most people are familiar with and for expanding musical horizons. Though the music composed during the Baroque period is widely varied in style, there are many concepts important to the period. One of these concepts was that music was a powerful tool of communication. This concept was revived from ancient Greek and roman ideas during the Baroque era (McGovern, *What is Baroque Music?*).

There are also many characteristics that define music from the Baroque era. Contrast was an important part of Baroque compositions whether it is coming from the dynamics, number of players, or the choice of instrument. This period also saw the popularization of the concept of having both a melody and harmony present in a composition. Prior to this, pieces of music tended to consist of a single melody and possibly an improvised accompaniment or even multiple melodies played at the same time. Instead of that Baroque pieces focused on a single voice and a simplified accompaniment (McGovern, *What is Baroque Music?*).

One of the best known composers of the Baroque era, Johann Sebastian Bach, was born on March 31 in the year 1685, in Eisenach, Thuringia in Germany. From a very early age Bach was surrounded by music. In his biography about Bach Turner mentions that “Johann Sebastian Bach came from a family of musicians, stretching back several generations. His father, Johann Ambrosius, worked as the town musician in Eisenach, and it is believed that he taught young

Johann to play the violin” (Turner). Bach also received religious instruction early in his life which influenced his musical career later in life (Turner).

By 1703, Bach started his first job as a musician working as a violinist and occasionally an organist for Duke Johan Ernst in Weimar. After this, his reputation as a performer earned him a position as the organist for the New Church in Arnstadt. There he played for religious services and gave musical instruction. However, Bach did not get along with his students, and after leaving for several months when he was only given leave for a few weeks, he left Arnstadt for a position as the organist for the Church of St. Blaise in Mühlhausen. After only a year, Bach again moved, this time to work as the organist for Duke Wilhelm Ernst in Weimar (Turner).

Later Bach began working for Prince Leopold of Anhalt-Cöthen. During this time, he worked on instrumental music including concertos for orchestras, dance suites, and sonatas. This is also when Bach composed his Brandenburg concertos which are considered some of his greatest works. After the prince dissolved his orchestra, Bach began working at the St. Thomas Church in Leipzig, where he wrote many religious pieces including a musical interpretation of the bible. Bach lived in Leipzig until his death in 1750 (Turner).

There are many Terms associated with Baroque Music. A Fantasia is a composition that was often exaggerated and unpredictable, and often meant a free improvisation. A motet is a vocal composition usually written for use in a church or for personal devotion. A gigue is a fast dance that originated in Ireland as the jig, it also often acted as the final movement. An allemande is a somewhat slow, serious dance that became one of the four standard dances of the 17th Century (McGovern, *A Baroque Glossary*).

The Baroque period was also a time of many different instruments, some of which are still around today while others are rarely still used. One Baroque instrument not commonly used

today is the harpsichord, which is a keyboard instrument that made sound by plucking strings with quills. The Lute was also commonly used early in this era. A lute is a string instrument like a guitar that is plucked. During this era the viol, which is a precursor to violins, was often used and there came in two types, one is held with the knees while the other is played on the arm. There were also many wind instruments present in the Baroque period, such as the oboe, a reed instrument that was most favored woodwind in the 18th century. Another was the bassoon which was a double reed instrument often compared to the human voice and praised for its tone (Enrico; McGovern, *A Baroque Glossary*).

People tend to join groups they share common values, interest, or traits with. I proposed to examine academic citations to analyze the culture of Baroque Music. I discussed the traits, the language and any equipment used by this culture. In my research, I learned of the great history of baroque music and about Johann Sebastian Bach, one of the greatest composers at the time, along with the meanings several of the terms associated with it.

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Cristopher Rodriguez

The Culture of Jazz

People tend to join groups they share common values, interests, or traits with. I propose to examine academic citations to analyze the culture of Jazz. I will discuss the traits, the language and any equipment used by this culture. Plethora

Jazz is such an interesting culture; the diversity of people directly affects how popular it has become. “Can it be mere coincidence that this same commingling of Spanish, French, and African influences was present in New Orleans at the birth of jazz? ... Latin cultures have always seemed receptive to fresh influences from Africa. Indeed, in the area of music alone, the number of successful African and Latin hybrids (including salsa, calypso, samba, and cumbia, to name only a few) is so great that one can only speculate that these two cultures retain a residual magnetic attraction” (Gioia). Jazz originates from the transportation of African slaves, however, when they arrived the already distinguished grooves came to mix with those of Spanish descent (Gioia).

Jazz has evolved greatly from a basic jazz combo twelve bar blues, to big bands, to freeform jazz. These forms of jazz have evolved due to the mixture of different cultures and ideals towards music. The most basic jazz feel is the two and four, this feel is what creates the popular jazz swing. While the also popular Latin-jazz has a one and three feel, what this means is that in a four/four measure the accented beat for swing is two and four and for Latin-jazz it is one and three. In musical terms jazz is very broad there are various styles some of which are: bossa, swing, songo, ballad, up-tempo, etc. Jazz is a language of its own those who play and/or listen understand the sensations that it provides (Gioia).

Duke Ellington is one of the most known composer's in the jazz world. Most people

would agree mostly because of the way he introduced his music. “The two aspects of his career were related; Ellington used his band as a musical laboratory for his new compositions and shaped his writing specifically to showcase the talents of his band members, many of whom remained with him for long periods” (Ruhlmann). Duke Ellington charts became so widely known that some of them became standards, or pieces that are heard and can be easily recognized (Ruhlmann).

Some of Duke’s more people charts are: *It Don’t Mean a Thing (If It Ain’t Got That Swing)*, *Mood Indigo*, and *Sophisticated Lady* (Ruhlmann). Another popular chart that the Duke Ellington group played was *Take the ‘A’ Train*, however, this chart was not written by Duke. The death of Duke Ellington was a great tragedy to the jazz culture. Even though he died in 1974 his band continued till 1996. This was made possible because it was taken over by Duke’s son Mercer. Duke Ellington is revered because of his great compositions that have shaped the way Jazz has developed (Ruhlmann).

Like most cultures jazz has many different sayings and words that describe the tonality of a chart. For starters, the word “chart” in jazz depicts the work of music that is being played. Instead of being called a “piece” it is called a chart. There are two sections to a jazz chart the A section and B section. The A section usually describes what the chart is going to sound like, while the B section is the part of the chart where it accentuates the melody in the A section. Or in as Thelonious Monk stated, the bridge is “to make the outside sound good” (Brotman).

A stated there are several charts that have become very popular because of this the fake books were created. The Fake book is “a collection of jazz charts, published without paying royalties and thus illegal. For decades, a book called '1000 Standard Tunes' circulated; you can still see its grossly simplified charts, written three to a page. In the 70s the "Real Book"

appeared, out of the Berkley School of Music, with some 400 tunes in excellent calligraphy. This has become the standard and all jazz musicians are still expected to have a copy. The rare 'Monster Book' is very good. Others are a series called 'Spaces', and the 'Real Book Vol. II and III'. In recent years a large number of *legal* fake books have been published. They have much higher standards of accuracy but usually don't have as many tunes" (Brotman). Overall there are several jazz terms that are widely used that could be understood around the world.

People tend to join groups they share common values, interest, or traits with. I proposed to examine academic citations to analyze the culture of Jazz. I discussed the traits, the language and any equipment used by this culture. I, Cristopher Rodriguez, have been greatly affected by this study on the Jazz culture, I have learned about jazz to a new extent. Jazz for me has been a go to genre but now even more so because I feel that I can understand it on a different level.

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Adrianna Valdez

Culture of Greek Life

People tend to join groups they share common values, interests, or traits with. I propose to examine academic citations to analyze the culture of Greek Life. I will discuss the traits, the language and any equipment used by this culture.

The history of Greeks goes far back 1776. A student by the name of John Heath, at the College of William and Mary found that he kept getting rejected by the two Latin secret societies on campus. He decided to create the first Greek-letter society with a group of his friends called, Phi Beta Kappa. Now Phi Beta Kappa is known as an academic honor society, they admit both woman and men (Glass).

While he may have started the trend of the Greek letter organizations, the modern social fraternities and sororities can be seen back to Schenectady, New York at Union College where Kappa Alpha society was founded in 1825. After that two more fraternities were founded on that campus. “This triad referred to themselves as “fraternities”, which derives from the Latin word *Frater* meaning “brother”” (Schell). For a while Greek life only consisted of men. But in 1851 in Wesleyan College in Macon, Georgia the first secret society of only women was founded. After that what founded then more woman found the courage to start their own organizations. While they were not a Greek-lettered organization they got their Greek letters early 1900s (Schell).

The first actual all women, Greek-lettered organization was Kappa Alpha Theta. They were founded in 1870 at DePauw University. They were the first ones to call themselves a sorority. “Sorority, like fraternity, comes from the Latin word *Soror* meaning “sister”” (Schnell). Since then there has been a lot of different types of sororities and fraternities created or as they

say “founded”. They Greek organizations range from social, service, professional, honors, religious, and many more (Schnell).

Theta Phi Alpha is the social sorority I joined October of 2017. Joining together we provide support and friendships to one another and face challenges all together, we are an organization that enables future generations to share the same sisterhood and opportunities as we have. Like many other sororities we started with a different goal. In 1908 Father Edward D. Kelly believed that catholic woman should have an organization to help them shape them into o better women and have a better life. He thought that providing these woman with an accepting sorority would do the job. He created Omega Upsilon, it became a local fraternity of catholic woman at the University of Michigan. (Lee, History)

While there was woman wanting to join the sorority, the membership did not grow fast enough and they were unable to support the group and their activities. In 1912 Father Kelly then asked Amelia Sweeney, a University of Michigan graduate to help promote to the citizens of Detroit to join in on building a catholic based organization for college woman. “On Aug. 30, 1912, Theta Phi Alpha began operations on the campus of the University of Michigan. Two undergraduate members of Omega Upsilon became members: Eva Stroh, a sophomore, and Otilia Leuchtweis, a senior and Theta Phi Alpha's first chapter president” (Lee, History)

All fraternities and sororities have things that they only do or stand for. Theta Phi Alpha has many different symbols. Our colors are silver, gold, and blue, our official jewels are the sapphire and the pearl. Our official symbol is the compass. We have a coat of arms, it is a silver gold and blue crest. Our flower is the white rose and lastly our mascot is a penguin because that is the symbol of friendship (Lee, Insignia).

All Theta Phi Alpha members wear a badge, they receive that badge when they are

initiated. There is just the member badge, the new member pin, the centennial badge, national president badge, chapter president badge, and the grand council badge. “On all of our campuses, you’ll see our sisters proudly promoting our letters and symbols on banners, sweatshirts, bumper stickers, and wherever else you can squeeze in the three Greek letters” (Lee, Insignia).

Theta Phi Alpha also does philanthropies and community service. Many other fraternities and sororities do philanthropies, while they are all different depending on the organization, people seem to always miss this part of the organization. “Philanthropy and community service can take many forms. Volunteering, participation in service projects, and collection of donations, whether monetary or of goods, are some of the ways to participate. Theta Phi Alpha” (Lee, Philanthropy/Community Service).

Theta Phi Alpha has many philanthropies we have local and national ones. Some of our national philanthropies are Glenmary Home Missioners, The House That Theta Phi Alpha Built, and also Camp friendship. We donate and help out for these philanthropies, from throwing events, and raising money. The goal is to make the community and try to make the world a better place (Lee, Philanthropy/Community Service).

Just like many have different traits and activities, they also have a language. Whether it be slang or just their terminology. Fraternities and sororities have any different terms that to a normal person might be confusing. One term is Active, this means that a member is initiated and will be a brother or sister for life, they will participate in the chapters’ activities and meetings. Badge, it is a special symbol or the fraternity or sorority, it is worn by an initiated member. Chapter, it is the local group of the sisters or brother, if the organization is national then there are many chapters around the United States or the world. Greek, this means that the organization is a Greek lettered organization. Bid, is a formal invitation to a new member that stated that they

active members will like to include them in the initiation and organization for life (Jessup).

Stroll, a line dance done by only the members of that organization, usually done at a yard show or at one of their events. Initiated Member, is a member who has completed the new member process or pledging process and has gone through the organizations initiation. “Legacy the brother or sister, son or daughter, or grandson or granddaughter of a fraternity or sorority member. Each international organization has its own policy regarding legacies” (Jessup). New member is someone who received a bid and is a part of the organization but has not been initiated. A sister is a word that a sorority member refers to her other members or the same organization.

People tend to join groups they share common values, interest, or traits with. I proposed to examine academic citations to analyze the culture of Greek Life. I discussed the traits, the language and any equipment used by this culture. To me joining a sorority was a shock, I was always the shy one and the person outside looking in. Coming to college I noticed all of these wonderful leaders on campus. I had always had an itch for leadership so I decided to take a chance. Now I am the person I have always wanted to be, comfortable in my group of sisters.

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POETRY

Octavio Quintanilla

Bestia

"...many passengers on "the train of death" will either perish during the journey, disappear by the wayside or be wounded, robbed or mutilated"—Homero Aridjis on riding "La Bestia, published in HuffPost.

Le cortó un brazo.
El brazo izquierdo.
El brazo izquierdo quedó tendido
entre la vías.
Se resbaló.
Se resbaló y el tren le cortó la pierna.
Se resbaló y el tren le cortó
la pierna derecha.

Nadie vigila el tren.
Al tren nadie lo vigila.
Solo los maleantes y la lluvia
que no quiere caer.
La lluvia tiene miedo y los maleantes
quieren sangre.

El tren siempre tiene sed.
El tren le cortó las dos piernas.
Cuatro mil kilómetros de pierna
para cruzar México.
El tren siempre tiene hambre.

Pero la sed tiene más filo.
El tren le cortó los senos
con la sed.
La sed comó machete.
La sed del tren como machete
le cortó los senos.
Senos que amamantan la distancia.
Distancia como cobija.
Cobija para los muertos.
Los muertos que vienen en camino.

When Field Workers Get Old

Because they are too old to meet
the strict demands of distance,
they can no longer migrate north.
Their feathers fall off.
Even their backs have a hard time bending
to recognize what their fingers pick.

Some remain close to the land
in order to inherit its blessings.
Their children have moved on to other ways of dying.
They will never know
what their parents know
about the earth's quiet hostility,
or how sometimes it can go soft
with giving.

About the Author



Octavio Quintanilla is the author of the poetry collection, *If I Go Missing* (Slough Press, 2014). His poetry, fiction, translations, and photography have appeared, or are forthcoming, in journals such as *Salamander*, *RHINO*, *Alaska Quarterly Review*, *Pilgrimage*, *Green Mountains Review*, *Southwestern American Literature*, *The Texas Observer*, *Existere: A Journal of Art & Literature*, and elsewhere. Reviews of his work can be found at *CutBank Literary Journal*, *Concho River Review*, *San Antonio Express-News*, *American Microreviews & Interviews*, *Southwestern American Literature*, *Pleiades*, and others. He holds a Ph.D. from the University of North Texas and is the regional editor for *Texas Books in Review*. He teaches Literature and Creative Writing in the M.A./M.F.A. program at Our Lady of the Lake University in San Antonio, Texas. He serves as the 2018-2019 Poet Laureate of San Antonio, TX.

RJ Gonzales

Lechuza

She had been following me since I was eleven years old,
watching from afar unless she needed to tell me a secret.
On these nights she scratched at my window *en la madrugada*,
pulling me from my slumber and leading me to the backyard.

“*Vengase*,” she would say, as I became overwhelmed with warmth.
Outside she would emerge cautiously from the bushes as a tall, dark figure with
the consuming wide eyes and narrow beak of an owl and pull me into
her cinnamon-scented feathers to whisper, “*Hola, querida. Necesito un favor.*”

Together we’d fly over our village to the forest she called home
where we’d feast on the flesh of ripe peaches and dance around a fire.
We’d spit the pits of our fruit into the flames and watch as it changed colors
from orange and yellow to green and blue.

She bathed in these flames each time, emerging
as a beautiful nude woman with long dark hair that flowed past her waist.
In this form, she’d sit beside me and whisper horrific things about my future and
infuse enough wisdom to help me overcome them.

With nimble fingers, she’d mold the tan clay of my body
into fuller and rounder shapes than before.
And from her satchel, would fetch a bitter red drink
for me to sip while she chanted as the clay melted into my new supple skin.

At the end of our meeting, she would tuck a feather in my hair,
kiss my forehead, and I’d wake up in my room hearing only the sound of
fluttering wings and a distant shriek which meant
she would visit me again soon.

When I turned fifteen, she stopped visiting me.
At night I would call to her, whistling to get her attention and
each time I’d return to my room disappointed and find only
a single plucked feather resting on my pillow.

When I turned sixteen and the feathers stopped,
I began to think I’d never see her again. Until...
One night, I heard scratching at my window
and leapt up from my bed, eager to see my old friend.

Outside she emerged from the bushes and I ran to greet her
but she collapsed in my arms, shrieking and holding onto her side.

She had been shot and her cold blue blood seeped down my arms and legs.
“*Hola, querida,*” she wheezed. “*Necesito un favor.*”

I ran inside and collected all the feathers she had given me
and began to put them back onto her thinning wings,
but she reached out a glittery golden talon and shook her head.
Instead, she ripped off her wings and attached them to my back.

Suddenly, new feathers grew and she shrieked with laughter as
my eyes grew wide and my nose and mouth narrowed and hardened into a beak.
My hands shifted into sharp glittery talons and before she withered away to dust,
she pulled me close and told me her greatest secret of all.



About the Author

RJ Gonzales is a student at The University of Texas at San Antonio majoring in English with a concentration in Creative Writing and a minor in Film Studies. He specializes in writing novels and screenplays in a variety of genres, and found a new love for writing poetry. He was selected as a national semi-finalist for Scenarios USA in 2010 for his original screenplay, *Fatboy*, and is rebooting his first novel for a new audience. Film and writing have been his two biggest passions for as

long as he can remember, and he one day hopes to merge the two as an industry screenwriter but will always find a way to remain a content creator if Life leads him down another route.

Eugene Thomas Jr.

No Preguntas Porque

Que la vida no te respondera
Se ase muda la condenada
Se sienta en una esquina viendote
Con una sonrisa macabre
Nadien la ve solo tu
Por la noche te perturba
Por el dia te recuerda
Que no te respondera
No hablara, dejala

Aunque la mimes, le cantes, o le alaves
Se usa muda, y se que perfecta
Dejela Sentada
Que calladita se mira mejor
Es perfecta, y no hay merced en su corazon

Chapter: Activista

Blashphemy

Watch that brown man
Tell me I don't write
Like my pencil marks are less than his
Watch that brown man
Tell me my heart can sing
Like the ink on my pen bleeds more than his
Watch the circles of critical eyes
Dig
Deep
Into
The flesh of a poem
of a story
carved into
the dark skin of a Indio
carved into hands picking fruit
I must want to be in their circle
True words my carvings could be
Just follow the steps of a real poet
And a real writer you shall be

Libre

Yo no soy poeta
Contimas escritora
Mis palabras las echo
Con Coraje y euforia
La tinta de mi pluma
Es igual que la tuya
Mis palabras las hecho
Con lamento y a Pecho
No llamo atencion a mi nombre
Ni busco aplausos, Ni Ojos de asombre
Mi Alma nesesito gritar
Palabras al Viento para aclamar
Que no soy poeta
Contimas escritora
Vivo en la Letra
De un corazon que implora
No me llamas poeta ni contimas escritora

Libre

Incorporate

Notes on The Missing 43 Mexico's kidnapped Students with Omar Garcia

Un dia

Nosotros fuimos indiferentes

Causas

Activista

Incorporate

Ay diferentes maneras

Ten compromiso

A Tu sociedad

Para cambiar

Incorporate

Poco a Poco

Tareas Sensillas

Usa el dolor, el llanto, el coraje

Comunidad

Incorporate

Pelear

Con ethica

No generalisar

Ay muertos y desaparecidos

En todos Lados

Incorporate

Un dia

Nosotros

Tambien

Fuimos

Indifirentes

Chapter: Mexican Mom Black Dad

(A chapter dedicated and written to my children)

Cultures Clash

Sweep the Floor

Clean your room

I found the "Garrita" for you and the broom

Don't want my Chancla

on your Nalga

Stand up straight

Don't look down

Speak out and speak loud

Make your bed

Brush your teeth

Smile big

When they say

not part of the team

Stand high
stand strong
When your cultures clash
In a world that's wrong
Don't want my chancla on your nalga
Break the box
Make your mold
Fight till death
And hold your own
Two colors stand
Two cultures form
Black and brown is what you know
Create a race that's all your own
Don't want my chancla on your nalga
Mix collard greens, chile and beans
Drink koolaid and Jamaica tea
Bring life into Freedom Towns
And peace into border lands south.
Don't sit in the back
Don't live on your knees
When the world don't get your
Duality

Chapter: Blue Blood Brown

Moscas en La Pared

Aqui andamos y no nos rajamos
Somos jente de un Mundo mudo
Como una mosca en la pared
No lo digas si es que puedes Ver
El silencio nos defina y el miedo nos divide
Para que las cosas se queden como son
No lo digas si es Que puedes Ver
Como una mosca en la pared
Los numeros Mandan las estadisticas Disen
Que el dinero habla Cuando el perro dise
Las polisas grintan
Las Reglas rechinan
Aqui no hay Humanos
Solo hay contradises
Aqui nadie habla
Aqui nadie pide
Porque se save que el systema dise
Para que las cosas se quedan como son
No lo digas si es que puedes ver
Aqui todos somos como moscas en la pared

Bate de Asero

Soy un beisbolero
Con mi bate de asero
Vengo y estoy porque soy el Mero mero
Mi juego me acostado
Sangre y sudor
Soy un macho con valor
Triago ritmo traigo swing
Las hembras se trompiezan
Para llegar a mi
Son largos Los Dias
aburridas las noches
Pero tengo mis planes
para Cerrar con broche
Una hembra Aqui
un hembra Aqua
las escojo para destacar
Aveses ay sonrisas
eveses gritos
No importa
Ella's saven
A lo que Han venido
Lo hago por "fun"
Para sentirme vivo
Porque soy etrella
Porque lo tengo vien meresido
No Hay "complayns"
No hay temor
Tengo Listo al mejor
Para si acaso dise
que dijo no
Prendo una Vela al Santo Dios
Soy un beisbolero
Con bate de asero
Vengo y voy
Porque soy el mero mero

Brown Girl

When I Was a Brown Girl
I only wanted to shed the dirty clothes
I only wanted to clean the dirt off my face
I only wanted to go to summer camp
Instead I walked the curcos watching the sun rise and smelling the morning dew
I watched brown Hands and brown backs bending picking breaking
I ate tacos in the grass Carried water jugs into thirsty fields
I saw smiles on cracked faces and saw peace in tired eyes

My dirty hair and shoes caught foreign stairs on white grocery store floors
When I was a brown girl all I wanted was to be free
Free of the stares hate foreignness
I worked I read I pushed
Not to be a brown girl in a white world
My refuge was bronze spice and bright colors
Change and uncomfortableness came in a uniform one day
It asked be to be one color
it swallowed me into a battle
It forced me to see good and evil has no color
Now I still eat tacos I still watch the sun rise and smell the morning dew
The foreign stares the angry faces are still there
Brown, black, and white faces disappear into one snarled face
Hoping wishing this brown girl away

Author's Biography

Sol is a native of the Rio Grande Valley. She was born in Mission, Texas but spend most of her summers working in the fields, with her family, as migrant farm workers. Sol was naturally attracted to advocacy and social justice issues connected to racism, colorism, and classicism. Sol developed a natural interest in authors like Gloria Anzaldua, Cherrie Moraga, and Sandra Cisneros. Sol moved to Houston in 1998 and attended the University of Houston and later became a police officer for the Houston Police Department where she worked as a investigator in the Adult Sex Crimes Unit. There she was exposed to many social justice issues such as domestic violence, sexual assault, mental illness, police corruption, and political cronyism. Sol also learned how the criminal justice system reflects the consciousness of its environment and how the most powerful control the administration of justice. Sol's poetry reflects her experiences through many lenses and it reflects many distinctive worlds converging. Sol currently lives in Houston with her family, two dogs, and three chickens.

Candice Smith

The Vent of a Vagina

My vagina belongs to a virgin, victim, survivor, lover, friend, foe, mistress, whore, prostitute, wife, mother, grandmother, leader, follower, warmonger and peacemaker.

My vagina made men weak and mighty, and made me strong and powerless. It is revered and reviled, a temple and a tomb, a garden and a cemetery, a blessing and a curse, the beginning and the end.

My vagina is not pink, perfect, scentless, hairless, stapled, printed, digitized, airbrushed pornography. It smells like the ocean from whence it came. It was the earth cradle for two children I got, and two I didn't. My vagina birthed a dream, a home, a village, a nation, a planet and a future.

My vagina used to carry my shame and the malfunctions of the men who fucked it. But now, it's sick of hauling that shit around. So those guys can take back their lies, empty promises, and

proclamations of love, wedding rings, penises, fingers, tongues, sexual aids, dirty secrets, dirtier words, pedophilia, porn addictions and laughable inadequacies—take them all back.
My vagina is mine now.

Friendly Fire

Military women dodge landmines that look a lot like men.
Heat-seeking missiles, they target longitudes and latitudes below our necks.
They don't see our medals and rank because they envision us out of uniform.
How are we allowed to command their bodies but not their squadrons?
Where can we hide from their friendly fire?
Is there a bomb shelter for our spirits?
Why don't they resemble the enemy?
Who will fight if we kill them all?



About The Writer

Candice Smith, Writer, Blogger from Independence,
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Women

{WGST}

and Gender

STUDIES

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Jo Benavides

My Light in the Darkness

I found myself thinking of you every day and night.
It seems to me that when I'm near you, my heart races but when you're gone It grows heavy.

I don't know why I feel this way but of one thing I'm sure.
It feels like being born but without you it feels almost like dying,
As if I can't live without you.

We are two pure souls wandering in the dark finding each other sometimes and losing each other
as well in the dark.

You are my light in the darkness
The one thing that keeps me from losing myself to my own darkness within me.
It exists in all of us for the same reason as the world;

To keep our balance both in spirit and in the world.
There is no peace without war, no dark without light.

The sun rises and sets just as the moon waxes and wanes.

Plaserae Johnson

Fatherless Happiness

You helped create me.
You didn't lead me.

You didn't make me who I am today.
You never told me it would be okay.

You didn't teach me what I know.
You weren't there to watch me grow.

You weren't there the first time I got my heart broken.
There are too many words unspoken.

When you've seen me you never know where to start.
That's shows how many years we've been apart.

You don't have a place in my heart.
A father is supposed to impart.

You are forgiven.
Cause that's what my God's written.

The anger from my soul has been released.
However, my feelings for you are deceased.

God gave you a blessing in a child.
You took it and gave it back.

The guilt piled, and piled.
Therefore, you attack.

I understood that a dad is a luxury.
You're not really a necessity.
Without you, I've been very happy.
I don't even long for your company.

Your Eyes

They are something only God could make.
When I gaze in your eyes, my breath you take.
Your eyes stop my thoughts.
Snatching and mesmerizing.
Look away, I cannot.
Pulling and hypnotizing.
They force my pair, to stop and stare.
They cause the pause anytime, anywhere.
Then we see nothing but us.
We speak without words.
Our eyes discuss.
Your eyes,
Your eyes
They're so alive
They have a calm unexplainable.
The everyday and the occasional.
You've caught me, the untamable.
Your eyes create a bond, unbreakable.
Your eyes,

Your eyes
They're purified.

Writer's objective and perception of "Jamaica": *The entry lines of the poem are describing the roads in comparison with the people of Jamaica. It is a metaphor for their skin tones, and other contributions of their culture (eating, driving, dancing, etc.). The middle lines focus on their lives, appearances, personas. Then the land is described. Lastly, the poem explains why people continue to visit Jamaica.*

Jamaica

Sun-dried, weary, bold; different shades of black.
Snake-shaped, crowded, narrow, and plenty of cracks.
Natural, real, happy, and healthy.
Wide spectrum of poor and wealthy.
Green, free, proud, and clear waters.
Black babies with black mothers and fathers.
An island captivated by a kind so tough, and wise.
An island visited consecutively by tourist's eyes.
Hurricane hosting, black people boasting, and
Cruise ships floating.
Jamaica.

Demon

The devils hard-working assistant.
I've seen you consume innumerable.
You're powerful and persistent.
I've seen you move the immovable.

You're immortal, straight from hell.
Anything involving you, won't go well.

Burning, frustrating, and painful.
Hurting, Cunning, and hateful.

Your wicked ways snatch contentment.
Creator of enemies and resentment.

You are intangible and malicious.

Author Biography



Plaserae Johnson was born May, 20 1994 in Glendale, Arizona. She has written in approximately ten issues for Texas A&M Kingsville's newspaper, The South Texan. Also, she has been published in Texas A&M Kingsville's academic journal, Tapestry. She's also been published in Texas A&M Kingsville's literary magazine, Writer's Bloc. Plaserae currently updates poems, articles, freewriting, and peeks of chapters from her book on her website. She searches for any opportunity to display her talent and passion. Her desired goal as a writer is to be an elite professional writer and win the highest of awards.

Joel Wigelsworth and Tlacaoel Fuentes

The Monk

A story told in photographs of a monk searching for answers in his life. Gallery show still in the works. (Online video)

<https://youtu.be/ybyXaf15jD4>



Jenni Vinson

My Words are Mine

February 19, 2018

**I stood in front of you with a river of words
Ready to rage a current to flood you off your feet to carry you away
I stood in front of you in silence
My rage remained calm, my words remained mine and you stayed**

**My eyes saw, my ears heard, my heart felt and my gut twinged
And when the next you came around
I stood in front of you in silence
My rage remained calm, my words remained mine and you stayed**

**The crowd of you grew
My eyes saw more, my ears heard more, my heart felt more and my gut
twinged
I stood in front of you all with a river of words
Ready to rage a current to flood me off my feet to carry me away**

**My rage remains calm and my words remain mine as I say
You have eyes that do not see
You have ears that do not hear
You have hearts that do not feel**

**My eyes smile, my ears sing, my heart flies and my gut is at peace
Nothing any of you did changed me
I am determined to remain who I am
I am my Ama's child and she would have stood in front of you in silence
too.**

Tiffany Garcia

Remember Harvey & the Battle of the Little Clay Piggy

Sometimes it's easier to smile than to cry.
Other times it's easier to cry in the dark, then to try a smile.
It's the little things that make the difference. We seem to forget this until everything is gone. We miss the big picture and come up short.

With my home in dismay
I fine on display
A box upon the hand.

Full of mud
And possible blood
I lend a helping hand.

To my demise
Upon my eyes
I see a red-T.



A sure find that blows my mind upon opening I did see.

A muddy piggy all wrapped and wet Looking up at me.
His little smile upon a pile of mud I couldn't see.

It's the little things that make the difference Like my
little clay piggy. Hidden from view I surly knew
Of my little clay piggy.

For his ears are gone because he was fallen upon
A big man was he.

He survived
To my surprise
For quite a fall he took.

For on the shelf
In his little nook,
Nothing is left...

Not even the books.

Nor the shelf it's self in a box

Were he stood in the mud
Were he hood did this mighty hand find
Were he could the ears of my pig
Have been...that were instantly refined.
Smashed like the glass
Of his past from the rubble
Fellow china cast. I dug on the double

To see what was in the?
So unfortunate that my dad...
And to my surprise

Had such a bump that met with the eyes
That caused his rump my little clay piggy.
To take a mighty fall.
With a smile

To bust his rump we climbed the pile
From such a bump for a victory was she.

Upon broken glass did he fall. The prize of my trouble
found among the rubble Upon broken glass brought a lot of joy with she.

Did we find? From busting his behind I'm so happy we found my little clay piggy! Did we find?
My little clay piggy. It's the little thing that make a difference like my little clay piggy!



CELEBRATING INSPIRATIONAL PEOPLE

Cynthia “Cynda” Garza

I want to LIVE!

I struggled to recover from a widespread infection and from lung, heart, and kidney failure in January 2012. In the desperate rush that only parents can understand, my parents Gene and Alice found organizations and offices to provide initial direction of how to find funds. They found a charitable organization to pay for my ER, ICU, and regular hospital bills. Also they got a lawyer to help them get approval of my Social Security application. Then Social Security paid my nursing home fees. I have nearly the perfect parents for wading through all the paperwork needed to begin to get me the money to survive. My dad worked as a CPA for many years both for the IRS and later at a lawyers' group, so government forms are easier for him to fill out than most. And my mom worked for many years in the insurance office of Christus Spohn Shoreline.

They did not only make sure I had the money, they also made sure to show that they loved me and supported me in my struggle to survive. They visited me almost like clockwork while I was in the hospital, twice a day when I was in ICU, once a day when I was in the regular hospital room, and once every 2 weeks while in the nursing home. Because my parents provided the means and the love, I received an opportunity to focus on healing. Thank you Mom and Dad. After waking up from the two weeks I spent in a medically induced coma, I found myself to be immobile from the neck down and to be trached and voiceless while attached to a full

ventilator. I switched from being in survival mode to being in recovery mode by practicing yoga.

One morning my pulmonologist stood over my ICU bed saying, "We need -you- to help us get your lungs well. I want you to breathe in deeply and out completely, all day, every day." I couldn't speak to answer her as I had so recently been trached, so I just nodded at her. But she was already leaving the room. Only months later after going to my first yoga class did I learn that the pulmonologist had asked me to practice yogic breathing. I was practicing yoga in my ICU bed.

My lungs started clearing. With the help of the pulmonary techs, I started being weaned from the full ventilator. While I was still on the last stepdown of the ventilator, my lungs had healed enough that I started using the whistle instead of a button to activate a nurse call. I could see that my breath moved a metal ball that struck a device that connected with the nurse alarm system. I could survive without a voice. Shortly after that, I was moved into a regular hospital room and taken off the ventilator to be put on an air condenser, a machine that drew air from outside the machine/from the room and delivered oxygen to me through a nasal cannula. As time passed, I started to need so few nurse assists to clear my lungs by using a mucus suction machine that I was allowed to eat solid food. Even my voice started coming back. I could tell my family and friends and medical people what I needed instead of trusting they understood my sign language--because they did not always understand--which made me feel isolated in my hospital bed. When my voice started returning, I knew I was starting to heal.

As I continued my breathing practice, I started healing from inside out. A month before leaving the hospital, I found myself increasingly empowered in my bed. I started controlling the television remote, using the bed controls, using the regular nurse call button, and answering the

phone. By my own power I was connected to the world outside my bed. As my hands and my elbows moved and strengthened, I began to drink from a toddler's sippy cup and feed myself my meals by holding my fork by the very top of the stem and dropping my food into my open mouth--something like a baby bird. Sometimes I was too hungry to waste food dropping on my hospital gown so my mom feed me those times. When my mom brought me water and other necessary items to my bed, I combed my own hair and brushed my own teeth. I felt personal dignity just starting to return.

My progress continued, and I moved to a nursing home in Pearsall. I continued to breathe and started to do the basic exercises the physical and occupational therapists asked me to do. When my hands strengthened enough to grasp and pull to help others get me into a wheelchair, the therapists started me walking. They moved me into a wheelchair one day and started me walking using the parallel bars walking the next. The therapists told me stop when I needed to breathe and rest and then start again. They told me to stop trying so hard, to walk when I felt I could, rest when I needed to, that I would walk when my body was ready. The therapists knowingly or unknowingly spoke to me of yogic principles: Make a 60% effort, stop and breathe when you need to, progress takes time. I followed this go-and-stop-and go again process, growing increasingly impressed with the power of breathing and resting.

As my breathing and walking improved, I started resenting my trach. Trachs are nasty with bodily fluids coming out of them, fluids that should go down the throat. I was afraid that I might have to live with my trach and its nastiness forever. Then in September, my primary sent me to consult with a new pulmonologist. He asked me why I still had a trach. He asked because I could talk with the trach which somehow indicated that a certain amount of healing had happened which showed that a trach was no longer medically indicated. Wow. No trach. When

the doctor tried to remove the trach, the trach remained lodged in my throat. Rather than risk damaging my throat, he sent me to a surgeon. The surgeon had expected to make one cut, but he had to make two cuts. All my breathing in deeply and out completely everyday all day had healed my throat and then some. I was extra healed.

I returned to the nursing home to recover from the trach removal. I was happy, my parents were relieved. Yet my primary doctor was not pleased. A few days after my return to the nursing home, my primary doctor told me how he was not happy about my trach removal. He scolded me, telling me that he had told me to not remove the trach. Had he? Why? He was honestly scared that I would stop breathing again--and then what. Oh yeah, he was scared that I would die. My having the trach removed made him so angry that he wages his hands in the air and left my room. I let him say what he had to say because it is his job as my doctor to be concerned about my health. And I was leaving soon.. I could put all this behind me and start a new life. I had no idea what it would be other than better than this nursing home with a bunch of old people who were drugged up, checked out, and waiting to die. Then other patients could choose death, I choose life. I only had to finish the nursing home part of my recovery. One night when sleep would not come, I watched a PBS program about women in their 70s, 80s, and 90s who were practicing yoga. The women said how they had more balance and better flexibility with less pain.

They said they took fewer medicines for pain, for hearts, and lungs, and emotional problems. Fascinating. I could possibly live a life beyond sitting up for an hour and returning to bed for two. I could possibly stop taking so many medicines, especially that anti-depressant that my primary had so politely insisted I take. I might be like a normal person someday and take only an occasional Tylenol. Hope for a better future had arrived. I saw that God was sending me

a message. I told God that I did want to go to yoga, and that He would have to provide opportunity, transportation, and money. Then I waited for the help arrive.

In November I left the nursing home in Pearsall. I had arrived on a stretcher, still groggy from the initial stages of recovery. Seven months later I left the nursing home walking behind a walker. I had said goodbye to everyone, left little love gifts with those who helped me through. When it was time to leave, I left my room, walked through the building, through the parking lot, and into the SUV without sitting down and resting. I felt as though I could fall down anytime, but I was not thinking clearly. I had determined to end this chapter and begin a new one, so I pushed through a legitimate fear. Perhaps the excitement kept me from falling. When we got there I laid down to sleep. Running away while running toward tired me out.

When I returned home everyone was an expert on how to get me healthier, thinner, stronger, and whatever else they wanted me to do. I kept saying, " No, thank you anyway." Sometimes I had to say it several times to the same person. I just kept waiting for when the question about yoga arrive, so I waited. Then my friend Teresa who had heard me turn everyone else down asked me if I would care to go with her to yoga. That was my cue so I said, "Yes, please. When?" The very next day Teresa took me with her to yoga class at the. YWCA. I immediately signed up for a scholarship to help me to lower my membership fees. Soon I signed up for the B-Line, CCRTA's paratransit service. Everything I needed--opportunity, transportation and money-- to go to yoga classes fell into place without any effort. Indeed the PBS program had been a sign.

Everyone at the YWCA and in yoga class were so supportive. Teresa brought me a chair with armrests that I could more comfortably sit and breathe in. When the instructor Selena spoke with me before class, she said that just sitting and breathing in deeply and out completely made

for a good yoga class. If I felt safe doing a bit more, just remember to stop before I got too tired. When Selena turned to start class, I glowed and teared up. God had put into place for me the right pulmonologist, a PBS program about yoga, an inviting friend, a reduction in fees, a caring and knowledgeable yoga instructor. I acted out my gratitude by making an effort. I started my yoga at YWCA by moving my hands and feet while consciously breathing. Sure, I had been taught to stop, rest, and breathe by the therapists, but I had not before been taught how to incorporate breathing into my physical movement.

I began my gradual transformation into an energy-limited yet independently living person. That can only be God's Work. When I put in my request for a scholarship for membership fees, I said that I would do service work. I wanted to practice yoga at a reduced cost that I promised away my precious limited energy. When I felt too uncomfortable about the mismatch between what I would do and what I should, I started to seek out service work. After trying different things, I have currently settled twice annually teaching a "Happy Feet" class of light yoga and light massage. Many of the people who come to this class rarely take off their shoes (even those who practice yoga), so this class gives them an opportunity to re-kindle long-forgotten friendships with our feet. Some of the people in this class prefer to exercise in a chair, so every yoga position starts in a chair and can be deepened standing behind a chair or against a wall. When we massage our own feet and when we make our feet happy to re-connect with us, the sense of euphoria begins. Happy feet make for happy people.

In addition to teaching the foot yoga and massage class, I also lead "Coloring Time". While do not practice yoga during coloring time, we do calm our hearts and minds and increase lung function, similar to the ways practitioners of gentle hatha yoga do.

So I have developed a new life. With a minimal amount of help from friends and family, I am able to live independently. I live in a privatized HUD apartment complex where I walk fewer than a hundred feet to a bus stop. When the temperatures are cold to warm, I often ride the regular bus. I run my own errands and go to and from my medical appointments almost always by myself. I go to the emergency room less often and the minor emergency more often. I haven't been admitted to the hospital for 2 years. I am currently dealing with a medical question about do I have or do I not have a problem with my widow-maker artery. As all too usual, I am waiting on approval from my insurance company.

In the meantime, I continue my yoga practice and service work at the Y. Along the way, I have developed new friendships. My current yoga instructor's wife Susie Middour, my long-time friendly-live-in-the-same-neighborhood-person-turned-friend, Joanie Jackson and I practice yoga together and color together. Susie operates at heart chakra, something I strive to do. So I was glad she supported Coloring Time and became part of a new friendship trio. A couple of months ago I was afraid that I might need a surgery and wouldn't be able to take care of myself, she immediately offered her and her husband David's guest room that has an attached full bath. What a prize Susie is. Joanie is a prize too. She makes me smile. She started coming to yoga class because she wanted to hang out with me and be my friend. And then I became her friend back. Joanie shows me that yoga continues to work for those who walk behind walkers. She gives me joy. We three give each other encouragement.

I have been blessed by my parents. They are 78 and 83 years old, have been married for 54 years. They are yet tired of living, so I may have them for some time yet. They don't understand all this yoga and coloring and holistic approach I take. But watching the results of my efforts

basically silences them in my presence. I am glad they have each other to wonder at me when they are alone or are with others. I just don't want to hear it. I want to live it.

About the Author:



Cynthia "Cynda" Garza (Pictured in the center) is a former student of Texas A&M University-Kingsville. She completed my undergraduate degree in 1994 and did coursework toward a graduate degree in the late 1990s. She lives in Corpus Christi where she spend time at the YWCA practicing yoga, occasionally volunteer teaching for the YWTeens Leadership Camp, and occasionally interviewing for

television news spots and other promotional materials.



Johnathon Harper

Janet Lee and Morris Harper



My mother Janet Lee Harper was born in Little Field, Texas on March 28, 1963. My father Morris Wayne Harper Jr. was born January 24, 1968 in Waco, Texas. My Mothers parents were Jimmy wells and Helen Wells, later on known as Helen Cox after she divorced Jimmy and remarried Melvin Cox. My father's parents were Morris Wayne Harper Sr. and Janie Harper. My mother had two sisters one was her identical twin and the other younger, then she had one brother who was older. My father had one younger sister and an older half-brother.

My mom's childhood was fun filled with jumping on the trampoline and running track while my dad's childhood was full of working on the farm with his father. My mother grew up poor and did not live in one town very long. My grandmother would move them from town to town to be close to her second husband who was in the navy. Once she was in high school they settled in Waco, Texas. My father grew up in a small town and lived in a 4 room 3 bath brick house on a farm. One of my mother's favorite memories she recalls is when her twin sister and her would play jacks and jump rope all the time. One of my father's favorite memories he recalls is going down to the farm and fishing with his friends. My mother described school as more boring until she was old enough to be in athletics. She really enjoyed volleyball and running track. My dad described school as dreading but he loved band and was a very good percussionist who went to state for marching band. My mother was fifteen when she acquired her first job at El Charro restaurant in Waco Texas.

My father was 16 when he had his first paid job and he loaded big red trucks in Waco, Texas. His first job was working on the farm but that's not employed. My mother wanted to be auto mechanic growing up but she decided that was not in her skill set and growing up that was seen more as a male job. My father wanted to be a farmer after his father and work the farm. As of today, I help him work his father's farm and that is also where I have grown up. Neither of my parents served in the military. My mother did not attend college and my

father when to a technical school then went on to work in the family business. My parents got married August 31, 1996 and had me a year and a half later.



My parents only had one child together and I was born December 31, 1997. My parents described meeting me as love at first sight and they were so excited to take me home.

My father has always taught me life lessons and even led me on the path to figure them out myself. He has taken the steps to make sure I was raised right and I can never repay him. As I get older I realize how much he has done for me and how he has steered me in the right direction. My mother has always been there for me and pushing me to chase my dreams, everything I have accomplished has been because of the right guidance my parents have given to me.

How will you use their guidance to keep you on track? Using my parent's guidance, I will continue to work hard for my goals and opportunities. They have steered me in the right direction for as long as I can remember although they do not choose to control me. All I can do is work hard and repay the favor by taking the opportunity they have given me and making something out of it. I wrote about Morris and Janet's own life, how we met and why this person will keep me on a path towards success. If I did not have these people in my life I would not have any inspiration or purpose to achieve great things. My inspiration is the reason why I am a first-generation college student, a collegiate track athlete to a team that ranked third in the nation and a future engineer.



Andres Quintanilla

Maribel Montoya



My mom, Maribel Montoya, has always been an inspiration and role model to my sisters and I throughout our lifetime. She was born on February twenty-six nineteen seventy-four to Aaron and Petra Montoya in a little ranch called Santa Adelaida, Tamaulipas. She was the youngest of six children. Her childhood was not like many of her friends because she lived on a ranch in the middle of nowhere. They lived in a house made out of cinder blocks with six rooms and five acres as a backyard. School was different

because teachers rarely traveled out to the outskirts of the city so they got taught through the television. My mom always recalls my grandfather coming back from selling the sorghum crops and driving into town to buy new shoes for the school year.

My mom was nineteen when she got her first job at a jewelry store where she worked for two years. My mom had always dreamt of becoming but the universe had other plans in store for her. She met my dad through the jewelry store and they instantly fell in love. She always says that if it were not for my dad, she would be a nurse. My dad and she moved to Maine as migrants to work in the broccoli fields for six years. We lived in Maine up to when I was six years old, they finally bought a house in Los Fresnos and currently live in it now. My mom had three children ages eleven, twenty-four, and nineteen. My mom still had aspirations of

becoming a nurse but having two kids and a full-time job did not leave her much time to attend school. She decided to attend Texas State Technical College to be a Certified Nursing Assistant (CNA). She now has been working as a CNA for 8 years and was recently approached by the company to pay for nursing school so that she can become a registered nurse.

My mom inspires me to be the best version of myself on the daily. She is one of the main reasons I am the man I am today, she has sacrificed so much of her time to attend our school functions and other shenanigans we drag her into and has never complained. She always says “la vida es como una escalera, paso a paso llegaras a donde quieres estar”. I carry her quote with me on the daily as a reminder that I will become a successful psychologist one day and it will be thanks to her guidance and love she has given us since day one.

Humans do need inspiration to thrive and succeed. I proposed to discuss the person in my life who has been inspirational to me. I wrote about her own life, how we met and why this person will keep me on a path towards success.

Rachael Smith

Lisa Smith



The person who inspires me is my younger sister Lisa. She was born in Fort Hood, Texas on April 1, 2000. She is the youngest out of four kids and her parents are Randall and Lucinda Smith. She described her childhood as zombie-like because she was always on ADHD pills so she had no life to her. Growing up she moved to El Paso, Texas during the first time of her first grade.

She described her house she lived in huge because it was a five bedroom house, two story with a pool and a trampoline in the back.

Later she moved to New Hampshire with my mom and my older sister during her fourth grade and she lived there for two years. She lived in an apartment with them and she described school as awful because she was always getting bullied. What she recalled from her childhood the best was when she shared a room with me and we would put on puppet shows for the family. After two years our dad got custody of her and she moved down to Ingleside, Texas with us. She missed her friends back in New Hampshire but she was glad to see me.



When I asked her how she felt when she met me and she said at first she did not like me because I was a bully but now were like best friends. Growing up she wanted to be a veterinarian then she wanted to be police officer and now she wants to be a paranormal investigator. Now that I am away at college she has nobody to talk to while she is at home by herself so she spends her time on YouTube watching videos. She wants me to do three am challenges with her and I told her one day I will. She inspires me because I know she looks up to me and she talks about



me all the time to her friends, she inspires me to do better in life because I know someone is watching me. The way I will use their guidance to help me stay on track is to think before I do something because there is someone watching and using me as a role model.

Nayele Tello

Ana Tello

Humans need inspiration to thrive and succeed. I propose to discuss the person in my life who has been inspirational to me I will write about her own life, how we met and why this person will keep me on a path towards success.

My sister Ana Tello was born on June 16, 1988 in Denton, Texas. She is the oldest child out of the three our parents Hector Tello and Ana Tello had. She lived her childhood in Wakefield, Nebraska where she grew up in three different houses, the house she talks about the most, is a yellow one of two floors, with a big back yard with a tree swings. She loved that house because she lived a lot of memorable moments there with her younger brother Leonel. She also says it is her favorite house because that is where she met her baby sister who she already knew was going to be her best friend. My sister always tells me about when she first saw me and how she was so excited to finally meet me, she says she had been waiting for me for so long, and could not wait to carry me. She was so excited to be having a baby sister my parents gave her the luxury of giving me my name.

My sister always talks about our brother's tantrums and her most memorable story she recalls is when she was about seven years old and our brother was about five. She remembers being in a store called Pamida, and our brother kept crying and screaming for a toy, she remembers how our mom could not even carry him anymore. She accurately remembers this

story because she remembers comparing herself to an angel, and the best child ever, and our brother as a little demon never listening. As a child she loved going to school, she loved learning, and she loved her friends. She always talks about how her teachers were always so nice to her and how they cared about all their students. She always tells me about the times they had events and gatherings and how the community was always involved with her school.

Since she became a teen mom at the young age of fifteen she struggled in school and in life more than a fifteen-year old usually would. She got her first job at the age of sixteen working as a waitress at stars, at the same time she was going to high school. During her Christmas break she decided to drop out of school and focus on her daughter and work. She has always had a kind heart, and she has always enjoyed helping people. Her dream job was to become a Registered Nurse, due to her dropping out of high school, that dreamed seemed impossible, but she found a school in San Marcus called Gary Job Corps, which would open the door to many different opportunities. The only problem was that she needed to leave her daughter for nine months to a year to get her certification.

Fortunately, my sister did get to attend the school and she got her certification to be a Certified Nurse's Assistant, it was not exactly her dream job but it was close enough and she did what she loved, which was helping people. Shortly after getting her degree in 2010 she had her second daughter, Alezeah, and she moved to Kingsville, Texas with her husband and daughters. It has not been easy for them managing their time, finances and family, but my sister is always very optimistic about the future, she always thinks about the good things that could happen in life.

She inspires me because she never gives up. Her resilience and the way she lives her life cautiously but carefree all at once inspires me and makes me hope I grow up to be the kind of

mother, daughter and sister she is. She tries to make the best out of everything and everyone no matter good or bad. She always keeps me motivated by reminding me that I am my only enemy, that I am the only one holding myself back. She has always been there for me, for example right now even though she has been having problems in her home she still offered me to live with her so my own dream of attending Texas A&M University-Kingsville could come true. Her guidance has helped me get to where I am today, and I will keep using it to reach all my dreams. I will let her past experiences and her daily words be the voice that reminds me that I can accomplish anything I set my mind to.

Humans do need inspiration to thrive and succeed. I proposed to discuss the person in my life who has been inspirational to me. I wrote about her own life, how we met and why she will keep me on a path towards success. I will forever be inspired by my sister Ana Tello and will always use her guidance to succeed in my own life.



Christian Nelson

Martin Nelson



Martin Nelson was born on July 17, 1972 in Sherbrooke, Canada by his mother Nichole Nelson. Richard Nelson is his father and both of his parents have remained married together throughout Martin's entire life. Born as the youngest child, Martin had two older sisters, France and Sylvie. Sylvie was this oldest being born in November of 1965 and France was the middle child being born in March of 1967. When Martin was only nine his family moved to Maine, so his father could take a new doctor position that was open. All of the children were bullied in the school in Maine and the family was not making any friends, so they moved to Edna, Texas to open a clinic where a doctor was needed.

Martin grew up in Edna and still lives there today, so do his mother and father, but both of his sisters have moved into New England states. The house in Edna that the Nelson family moved into is still standing today and is where Richard and Nichole still live. The family home is a brick house that was three bedroom, leaving Sylvie and France no choice but to share a room while Martin got his own room. Growing up as a child Martin raced dirt bikes and would practice tricks on his BMX every day all day. Martin figures that the reason bicycles and dirt bikes were his life at the time was because of how much everyone looked up to Evel Knievel. Recalling from childhood, Martin's best memory that could come to mind was when he rode

bulls during military school. Military school was an attempt from his parents to try to straighten him up. Basically, the only reason Martin liked school was because he was the center of attention there. Learning was not his strong point, but all of his friends were there and it was where they socialized. During high school he began to hang out around older friends because they were more fun and funnier and also because nobody would try to bully him. Martin began working fairly early in life, mowing his dad's clinic was his main source of income as a child but when he turned fifteen he began tinting windows. Tinting windows was Martin's income throughout high school, he worked from his parents' garage and even began to work in a tint shop during college.

After Martin graduated from high school he was not sure what he wanted to do, he tinted windows for about two years and realized it was a dead-end job and that he needed a real career. One day it occurred to him that he should fly airplanes, sure enough he began attending the San Jacinto College in Pasadena, Texas. His major was a form of science in aviation where he learned everything there was to learn about airplanes. Once he graduated college he started working on natural gas compressors while he was taking flight lessons in order to save up some money. During this time of his life he met his future wife, Tonja Rudel, who has stuck with him throughout everything that will be coming up. Martin began crop dusting in 1996 and enjoyed the profession but came to realize it was too dangerous for a soon to be father to be doing. In October of 1998 Martin and Tonja had their first child, Christian Nelson. A few months later in March of 1999 Martin and Tonja had their wedding day in Edna, Texas. Beginning to fly leer jets in 2000, after his second child, Mathieu Nelson. He has upgraded companies to flying private jets for Waste Management where Martin truly enjoys. In July of 2005 Martina and Tonja had their final child, Maci Nelson who is the only girl out of two boys.

Martin Nelson is my father and has been there for me and with me throughout my entire

life. Martin and I are the same exact person, with the same looks, voice, and personality; we both agree on this and have been reminded from almost all of our family and friends. I am inspired by Martin because out of all of his choices in life he has chosen the right ones and is smart on which decision to take. Growing up I did not understand why he would be “lame”, but later on I learned more about my father in which he has done everything there is to do, and he just does not see a point in trying to be cool. So far in life I have tried to follow in my father’s footsteps ranging from doing everything his way and trying to make my choices on what he would decide. I hope in everything I do throughout life is the same decision he would make and helps to guide me through the struggle of growing up.

Carlos Vasquez

Amnah Ziyad

Humans need inspiration to thrive and succeed. I propose to discuss the person in my life who has been inspirational to me I will write about her own life, how we met and why this person will keep me on a path towards success.

The people closest to us are often those that we would want to tell about our successes as well as our failures as we know they would either humble us on our feats or encourage us in our endeavors. For me I am fortunate enough to have such a person in which I can confide in as well as count on to encourage me to succeed. This person for me is my fiancé and best friend, Amnah Ziyad. Amnah and I met in middle school while we waited for our teacher to get to school and unlock the door to our class. However, given that our teacher was already fifteen minutes late and we were both tired of waiting around the hallway, she decided to ask me if the door was locked only to turn it the knob and find that the door was unlocked the entire time.

From this encounter mine and Amnah's relationship grew and we gradually learned more about one another. In the seven years we have known one another it is not difficult to say we have covered the bases of asking the other personal questions as well as childhood experiences.

When I asked a series of questions required for the interview, Amnah replied appropriately which eventually led to an overview of her life. Starting with the question regarding her birth place and how her childhood was Amnah responded, "I was born on June 13, 1998 in Christus Spohn Hospital in Kingsville, Texas. My parents are Nasar Ziyad and Hilma Gonzalez, I am the second eldest of six children and I grew up in a warm homey environment despite moving a lot. Growing up I had to earn what I wanted, not necessarily by saving my money, but by being a good kid and getting good grades in school". When asked during the interview if there was a childhood memory that was seemingly unforgettable she responded with, "I suppose a common occurring event was going to visit my dad at work after he and his coworkers had gone earlier that morning to our local bakery for sweets and goodies. It almost always wound up with me eating a jelly-filled donut with them during their break and playing around having a paintball war with left over CO2 canisters".

After asking Amnah about her childhood I proceeded to ask about her school life and what her first aspirations to be were, "School was easy, I normally went to get it over with and enjoy the rest of my day. I got my first job was when I was eleven and I became a provider for my mom and when I grew up I wanted to become a vet. That changed when I realized how many bugs would be involved with that profession, instead I decided to become a human doctor opposed to the animal doctor". Proceeding with a more personal question of whether at this point in time she was happy with her life choices she proclaimed, "I am incredibly happy with my life so far. I am currently attending a university as an under-grad with focused studies on

bio-medicine to further expand my dream and become a doctor. I have my own apartment at the age of 19; I'm a happily engaged fiancé. Honestly, at this point in time, I am proud of where am because I never truly saw myself being here”.

Finally coming to the last question of my interview, I asked her what she hoped from me, “What I am hoping from you is that you go far. Go far and to hold your head up high for what you have accomplished with what you had holding you back every step of the way. There’s no doubt in my mind that you’ll blow people away and amaze yourself when you try”. It is no surprise why Amnah has always inspired me with her strong personality and ability to ask for clarification to things she does not understand. Having always felt a need to do well and become someone important, it is nice to know that the person who inspires me is hoping for me to succeed. After knowing Amnah for seven years of my life, it is needless to say that I rely on her a lot and value whatever input she may have to any problem that I would be facing. She is an important part of my life and I do not believe I would be where I am now without her love and support.



Charles Taylor

Emily Drosche



Emily Drosche was born in Austin, Texas on May 3rd, 1994. She was born to Laura and Jason Drosche, and was raised in Goldthwaite, Texas. When she was born, she had one older sister, Nicola Drosche. Now she has eight siblings all together with two of them being adopted, and all but one are younger than her. Emily told me several small anecdotes about her childhood, one being that she would spend most summers working with her dad on various

construction projects. She loved working with her dad, it inspired her to see how hard he worked. Another story she told me was that her, her cousins, and her sister would go out to the woods near their house and create forts with blankets that would allow them to “hide out” in the woods. She described her childhood house as being “Big, 2 story, 3 bedroom, her bedroom had a desk next to her bed, had a vanity with a sink and a big window, out the window was the side yard and the dogs pen”. This was her favorite because she always loved her dogs.

Emily explained to me that school was difficult for her as a child, but that she aspired of being a lawyer someday. She got her first job at 16 working at the local sonic. She hated it there, only staying for a month before she went out and found a better job working with her step-mom at the Central Texas Telephone co-op.

Emily and I met 3 years ago when I was helping one of my buddies move into an

apartment in north Austin over thanksgiving break. She was in line at an Albertsons getting some candy with one of her siblings and her mom. I was behind them in line getting a Gatorade and a coke. I saw how beautiful she was and I thought “what the hell?” and said hello to her. I eventually managed to get her number and we spoke for about a year until I finally got the courage to man up and date her. We have been dating ever since June 22nd, 2015. She felt that I was funny and she enjoyed talking to me, I was not boring like the other guys she would talk to. She said I made her happy.

Emily, for the past 2 and a half years has been my inspiration to finish school, on top of other things. She has been the motivation because if I have a degree then I can make our lives together better. We can go on vacations and enjoy the finer things in life together and not have to struggle like most other families. Anything that I can do to do better for her and for us then I do it. While she was not always there to motivate me through college, when she came into the picture I started taking school seriously, my grades started improving, and my life was much better and much simpler. Emily has made my life exponentially better, and has motivated me to do whatever I can to make our lives better.

Kassandra Salinas



Sandra Salinas

My mom was someone who came into my life and became the greatest influence and inspiration to me. She was born in Monterrey, Nuevo Leon on May 17, 1978. She was raised in a

small pueblo called Los Herreras. With her two siblings who ranged in their ages, she was the oldest following her sister Selene and her brother Antioco who were cared for by her parents, Maria Rosa Pina and Antioco Pina. They were a very small family compared to many others where they lived, but with a little more luck than most.

The thought of having a family so small compared to the average family population you would expect it to be easier for them but that was not the case. She had a hard life growing up with the movement from home to home staying with random people because their parents did not give them the proper parent attention. Working and making money was the most important things to them other than giving their children love and care, but instead of that, they gained terrible experiences from other people they did not even know. Being so miserable and rich did not match what was expected from a family that had a lot of money and power having the biggest home in the town. They had a cement two story house having a built in convenient store and a restaurant all in one property.



Even though she had bad experiences in her life, there is always this one story that she would tell us as kids that lightens up her childhood. The memory she told us of was of her grandma's tall fluorescent tree that she would use as her getaway spot. She would visit this tree as much as she could when she would visit and would never get down from it. One day, she was being too stubborn to get down from the tree until a branch she was leaning on for support caused her to fall off and fall to the dirt. When she woke up, she found herself laying down on the couch with no clue to as how she got there. She would ask her mom and grandma how she

got there, and they had no idea. No one was at the house but the three of them. She never knew who picked her up and aided for her unconscious call for help to this day.

My mom was never very fond of school, so she dropped out in the 4th grade. While she was there, she was most interested in sports. She participated in everything that would keep her away from home as much as possible. She would participate in track, basketball, and La Escolta de la Bandera. Popularity was a role in my mom's life for her being known as the richest girl in the town. Some people thought she was annoying though because of a retainer that made her talk weird. Not all was love, friendships, and games, but it was work and utter disappointment of a good childhood. It was an odd scene seeing the richest and smartest girl in town working in the fields picking up vegetables and fruits of every kind in the hot sun earning her money to take care for herself and her siblings at the age 13. Dreams were crushed in several factors in her life, like being a flight attendant. Having the ability to travel around the world, seeing what it had to offer, learning new languages, and being a part of different cultures by interacting was something so interesting to her.



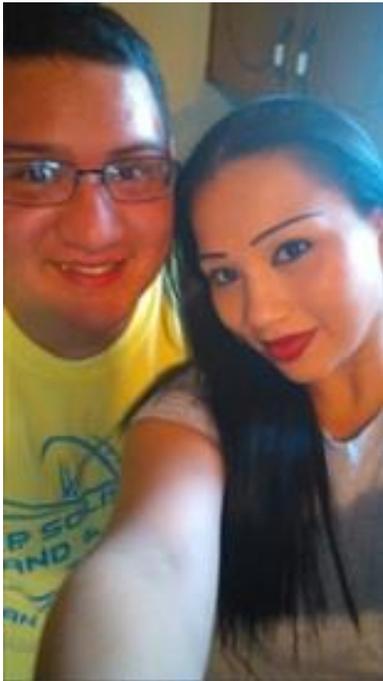
At 16, she got married to my dad, Ricardo Salinas on January 2, 1996. This moment made her happy knowing she would get out of the house she was neglected at for so long. Even though this still was not the best for her for the reason being my grandma hated her with a passion for being with my dad. My parents migrated to different areas to continue to work in the fields. By the age of 21, she found out she was pregnant with me. When she first saw me, she was full of joy

because she finally had her first born after trying for a year and a half. Now in my family are three girls, me, Nallely, and Lizbeth, and a boy, Ricky.

During my life I grew up seeing how hard she worked to get us the stuff we have needed, not just the materialistic things but the love and care she did not receive as a child. Starting from living in a small apartment of only two small rooms with minimal space to a beautiful humble house with four rooms where our family will continue to have memories. It took hard work and dedication from her and my dad. Determination, strength, power, and love has made me feel independent and want to strive in school to make my mom proud to show her everything she did for us was not put to waste. My mom is the greatest inspiration to me for everything she has gone through. She is the reason I am the person I am today.

Ruben Guerra III

Crystal Guerra



I have come across many people who have inspired me to be the person I am today but one person stood out the most. That person is my sister and her name is Crystal Guerra. She was born in Weslaco Texas on December 3, 1989, and raised in Donna Texas. She is the oldest of two other siblings and learning more about her past made me have even more respect towards her and it makes me want to strive even harder to do my best in life .

Before I was born, both my parents and two sisters used to live in a little one bedroom house. We didn't have a lot of money but she said she would make the best out of things. Her favorite memory

during her own childhood was getting the chance to go on little family road trips to corpus to go visit family. She had told me that her childhood was not all that great but she made the most of it. She said that it did get a little better but still was not all that great especially when I came into the picture.

Once she heard about my parents having another child she just told herself “Ugh, another kid to take care of”. She was happy that she was going to get a brother but she knew that I was going to be her responsibility while my parents go out and work. To get away from taking care of us, she would go stay with my grandparents for the weekend. She never had that connection with our parents like others have with their family. I always saw her as a person that would keep to



herself and was very independent.

When she was just sixteen she got her first job which was at Whataburger. I had asked her why she wanted a job so young and she said that she did it so she can have her own money. Having the job did affect her in school because she would come home tired and she never did her work. She never really liked school so she would skip a lot and would get into fights. Once junior year came around she got pregnant and she ended up dropping out of school. Until this day she is still working in Whataburger but now she is a manager.

Even though she did drop out of school she is currently working on getting her GED and planning on going to college to study to become a Social Worker. When I asked her what she wanted to be when she grew up she told me she wanted to be either a nurse or a doctor but now

that her life did not go as planned she is still happy that she is doing something more with herself. I do admire that even though it has been a while since she dropped out, she is making an effort to jump right back in and create opportunities for herself to better the lives of not just herself but for her children. Despite the long hours she works plus having those motherly duties she still manages to get all her work done for school and she is doing it all by herself. If that does not give me that push that I need to keep doing what I am doing now than I do not know what will.

Crystal never married but after her first child she now has three in total. Two girls and one little boy. Seeing her working hard, paying the bills, going back to school and being a mother of three young children gives me so much inspiration because if she can do that then I can do what I need to do in order to graduate. She tells me that the only reason she is doing what she is doing now is not just for herself but in order to give a better life to her children so that they do not have to struggle as much as she did growing up. She wants the best for them and she is setting an excellent example because despite her past she is now changing for the better.

Getting to know her more by interviewing her made me realize how much underappreciated she is. All the responsibility growing up, what happened in high school to now has been just very eye opening for me. She tries her best to provide not only for her children but also to the family is very influential. She is hardworking, a mother of three, no husband, changing her ways to better the life of her children and the family, and she is very determined to finish with her GED and get started in becoming a social worker. Seeing her chasing her dreams after so many years gives me that inspiration that I need in order to keep going after my own dream and to never give up. Crystal has taught me that even if life does not go as plan do not be afraid to still try to better yourself by chasing another dream or just by working hard to get where

you want to be.

Victoria Romanovskaia

Natalia Romanovskaia



When you learned how to speak, what was your first word? It is Mother. No one loves us like our mothers, no one is willing to sacrifice everything for us like our mothers and for me, my mom is the person who inspired me to succeed. My mother name is Natalia Romanovskaia, and she was born in Simferopol, Russia on July 10, 1975, in a family of teachers and she has a ten years' younger sister Anna. Her childhood was happy and fun, and when I was a very little girl I always asked her to tell me fairy tales for the night and she always made little stories about her own childhood memories. At the age of five her parents decide to move to another part of the

country to the north part to Kamchatka for another kind of job and if before they lived in the pretty warm climate zone than after moving they had only one month of summer, but they lived there in peace and extremely happy together. They had a little apartment which they divided with another family and their part of the apartment consisted of the two rooms and furnace. My mother went to her first school class in Kamchatka where she was only one blond girl in the class and the rest of the class were Koryaks boys (the nationality of Kamchatka, who have Asian roots). She was popular in her school because her appearance was not typical for her schoolmates.

When I make decisions and she does not always agree with them, she makes sure that I know that she

is behind me all the way because she wants me to always be happy. She has taught me right from wrong and the significance of self-respect. My mother never scolds me or condemns me, but she always supports me and gives pieces of advice, because she has a lot of experience in her life. The most memorable are from her childhood. She told me that once her father gave her as a present brand new Adidas overalls with fur and on the first day after she got a present she decided to go with her friends and jump on fishing nets and of course after this day her overall was completely ruined and how fast she was running around their house so her mother will not get her for a punishment. She also remembers her childhood as a time when she was studying how to skiing, hunting and fishing. After three years, her parents decide that she should move back to her hometown and live with her grandmothers because this type of climate was too cold for the young girl and this geographical area did not have a lot of social benefits for her. She remembers how much she and her parents flew from the one side of the country to another because of her parents and she missed each other. Anyways, after 10 years they finally moved back all together to their hometown.

During her life, she changed four schools and studying was not interesting for her, she had a lot of problems with administration of the schools and her grades were very low, but at her high school she decided which type of work she want to have in her future and start to work hard with the dream in her heart. She finished high school as one of the best student and afterword she had bachelor and master degree in one of the best university in the country “Moscow State University” in the major of business administration-economics and accounting. She thinks that one of the most important components in success is education level and background experience which will influence your future life and career.

Natalia got her first job when she was fifteen and she worked as a nurse in the oncological hospital because at this age she wanted to be a doctor. After this work experience, she understood that this work is too hard emotionally for her, because of the feelings of compassion, empathy, and pain of the patient. But her job after the end of the university was completely different, she started as an office assistant in the small bank, but she worked hard and get a good career growth and after four years she worked as a main accouter in the largest bank of the country. After fifteen years of work in the bank sphere, she decided to quit and opened her own business. That is why she always pushed me to work hard and never give up.

My mom has two kids; me and my brother Tolik, who is 7 years younger than me. She was married

twice, first time at the age of 21 and second time in 2004. She told that she has everything in her life what she can ever dream about and she is happy the way she lives right now.

I cannot imagine my life without my mother behind me, she raised in me all good character traits which I have. She will always be my role model and women number one in the whole world. My mother was twenty-three years old when I was born and she was dreamed of her childhood about the daughter with blue eyes and blond hair who will be little cope of herself. When I was little my family had a hard time, but my mom went through everything and right now her family doesn't need anything. My mother has always provided me and my brother the best educational opportunities that there could be, she has always pushed and strived for me to get all that I should and more, she always encourages me to be the reach my full potential. I feel that if I do not take advantage of everything she has provided for me, I am being lazy and a disappointment to her. She is this woman who made me learn new languages and study as hard as I can. I had a busy schedule in the school, with all my tennis practices, additional workouts, tutor's hours, and different study courses and my mother always found time to help me beside her own job. And even here throughout thousands of kilometers, I feel my mom love and support. I am thankful to my mother for everything what I know, what I can and what I have. I certainly would not be the person I am today, inside or out, without the influence of my mother upon my life. I am very proud and happy to be a daughter of my mother.

Jacob Lopez

John Lopez



The man who helped me become the young man I am today, has helped me through all situations, and has been there for me through thick and thin. No matter what the issue I face may be I know that I can call him and he will be there to help me through it. My entire life my dad has always been my greatest inspiration. He was born in a small town near the border called San Benito, on

November 14, 1971, with his six older brothers and sisters. Being the youngest of seven, he was always looked at to be the baby of the family, and from what he has told me, his mom always treated him as such. His mom, Beatrice Montez, and father Arturo Lopez, helped raise him and his six siblings in a small two-bedroom home in the middle of San Benito.

My dad grew up in a small home, with a family that was not well to do. He was always teased for being the “white kid” in the family by his brothers and sisters but at the same time was always loved by friends of his mother for his blonde hair and green eyes. He was always a little different than his brothers and sisters. His brothers and sisters always saw him as “The black sheep” for his blonde hair and green eyes, but all the older ladies from the neighborhood saw him as the gem and always wanted to touch his face so not to give him “ojo” or the evil eye. His greatest memory comes from the affection of his mom’s friends and the fact that she would always have them come over so that he can read them the book “Pokey Little Puppy”. He said

that at a very young age he was able to read, and he took pride in the fact that his mom used him as entertainment for the other ladies on the block. My dad describes his family to be “two separate generations”, his oldest siblings being 14, 12, and 11 when he was born then him and his three other siblings only being each a year apart.

Growing up in the same neighborhood his whole life, he was able to build strong relationship with other children that lived in the same area. My dad explained his scholastic life to be simple, because of the relationships that he had made in his neighborhood. My dad mentions that he had to look toward his friends and their siblings to help him get through school and stay on the right path while doing things the right way. He also states that one of the major contributions of helping him get to where he is today was the sports he was in, as well as the coaches who became major role models for him. The close-knit group during his high school life was also a major part of his life helping him find the love of his life, my mom, amongst his classmates.

My dad got his first job at the age of 13, for a family friend working nights at the cotton gin in San Benito. His job was to make sure the older men stayed awake while operating the machines, and transport the cotton to the next gin in the next town over. He worked this job for about 30-40 dollars a week in order to help his mother pay the electricity bill while his brothers and sisters had already moved out or were out getting into trouble. He did not work his first real job until he was 16, working at H-E-B to help pay the electricity while also having a little bit of money to go out on the weekends. He states, “I did not work because I wanted to, but because I feared if I did not, then the power at the house would go out and the stress would fall on my mother”.

His mother, being ill most of his teenage and early adult life, made my dad want to be a

pharmacist. He believed that if he could be a pharmacist then he would be able to help people like his mother who were forced to take several different prescriptions every single day in order to stay healthy. However, his dream changed as he got older and was inspired by one of his high school football coaches who helped him get his life on track after the passing of his father his junior year. He looked up to his coach so much that he felt that he would be able to help more people by being a coach than being a pharmacist. My dad said, "I realized that I did not want to be a pharmacist as much as I wanted to help people who went through the same things I went through growing up, and show them that theirs a better life for them". My dad went on to pursue his kinesiology degree at the University of Texas- Pan American, where he continued his studies at the side of my mother, his high school sweet heart. My mom and dad married while still in college on February 4th, 1995. Soon after he graduated in December of 1995 at the age of 22 he was quickly hired as a middle school physical education coach at Coakley Middle School in Harlingen, where he worked for three months before being hired by his high school football coach at his alma mater of San Benito. My parents had two kids, myself and my oldest brother Matthew.

My dad tells me every day how proud he is of my brother and I, as well as encouraging us to be the best men we can be. He tells me time and time again that the only reason he feels he has yet to grow any white hairs at the young age of 45 is because he does not have to worry about what I am doing in life because he knows I am smart enough not to make mistakes. He told me, "you have the same heart as me and you know good people from bad, the people you have surrounded yourself with so far are great people and you know what is right from wrong". He tells me every day how blessed he is to have me in his life and it is his love and affection that has gotten me to where I am today. He has inspired me through his work ethic and his passion for

helping others. I have always lived my life the way he has shown me and through his main principle, “you will only receive respect from those who you show respect to”. I thrive every day to be as good of a person as my dad is, while being able to pursue my own dreams. I learned a lot about my dad and his life, leading to additional respect for him as a person as well as gratitude for all he has done for me and my family.

Emily Segovia

Gerardo Espinoza



The person in my life that will keep me on the path to success is my private lesson instructor Gerardo Espinoza. Gerardo, also known as Jerry came into my life at the beginning of this semester. The

reason this person is so inspirational is because just like me, he also had a late start to college and he fought against all odds and was determined enough to get his Masters. Jerry has also been one of the few teachers that kept believing in me since the beginning even though I was having a rough start with my instrument. To someone that felt like they were not doing anything right just having that one person believe in me was what helped me push through the first weeks.

Jerry was born in Laredo, Texas in November 28, 1985 to Gerardo Daniel Espinoza Sr. and Gloria Espinoza. He was the youngest and only boy out of the two older girls. His childhood

was in a house in the projects which was loud and involved picking at him for being the youngest and the only male by his older sisters, that up to this day they still pick on him. Although he had a humble living his childhood was a memorable one and one of the memories that sticks to him the most is when his dad bought him a Sega Genesis (like a Nintendo) (Espinoza).

During his childhood he wanted to be a firefighter but once he was introduced to music he knew he just wanted to do that the rest of his life. Through his younger years in school he just went through the motions and just wanted to get out of there. It was not until he attended Texas A&M University-Kingsville that he began to have some of the best times of his life as he recalls. Later, he moved on to Texas State University and received a masters for jazz studies and proceeded to land his second job of his life time as a private lesson instructor. Along with being a private instructor Jerry is frequently sought after by other musicians because of his abilities as a musician, he is even sponsored by CE Woodwinds and will make an appearance at the Texas Music Education Association in their booth as their featured artist.

When I asked for his first impression of me he said he saw me as a hardworking freshman that would be the future and that means the world to me coming from someone that I aspire to be like one day. The reason I believe Jerry will keep me on a path to success is because he is constantly encouraging me to get out of my comfort zone and pushes me to challenge myself. He is also one of the most patient person I have ever met in my life and to be successful in my field I will need someone willing to nurture my knowledge and adjust to my level or pace of learning. Getting to do the interview on someone I admire has thought me that no matter what your childhood and your circumstances were there is always the possibility of us accomplishing our goals with a determined mind.

Maricruz Luna

Juan Bocado Luna

My grandfather Juan Bocado Luna, was born in Elejido Nueva Victoria, then later registered at Municipio de Valle Hermoso, Tamaulipas on August 20, 1950. His parents were Juliana Bocado and Juan Luna. He had 10 siblings, seven sisters and three brothers, for a total of 11 children. He was the seventh born out of all his brothers and sisters. When he was born to the age of 15 he lived in Elejido Nueva Victoria, a small ranch located on the outskirts of Valle Hermoso.

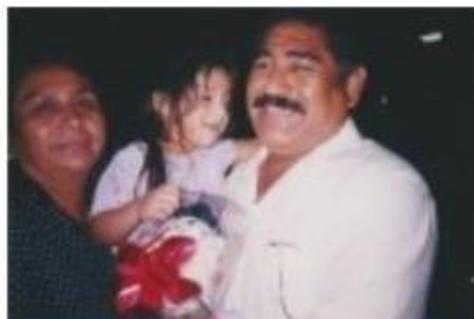
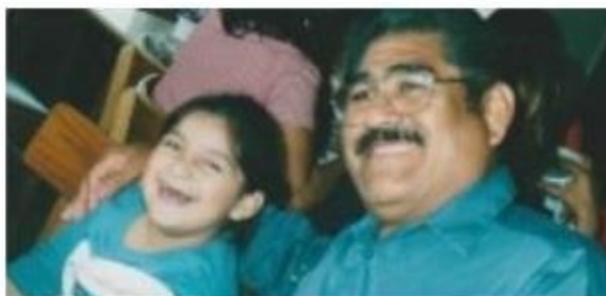
Growing up in the ranch, there was never the thought of attending school. As a child he only went to school up to the third grade. My grandfather could not complete elementary school because he had to work with his dad around the ranch, maintaining it and making sure the horses were fed. My grandfather's house was small; they did not have running water or electricity. It was just four standing walls, a leaky roof, and a floor made out of dirt, but nonetheless it was a home.

My grandfather started working at his first job between the age of five and ten. His first job was selling oranges with chile out in the street. After being able to save enough money, my grandfather bought all the necessary things needed to shine shoes. My grandfather would later sit out in the plaza and charge five cents to shine shoes. At about the age of ten, he started learning about auto-body and paint. He always dreamed of owning his own body shop one day, which he did at the age of 31.

My grandfather loved riding the horses with his brothers during their free time. A story that my grandfather always recalled was when he was younger, he and one of his brothers went horse-riding and came across some rabbits. They thought that it would have been a good idea to

chase the rabbits while riding the horses. When they tried, my grandfather was thrown off from his horse and was stomped on his face by the horses' hind hoof, and he recalled stating "all that trouble just to chase some rabbit". After that, every time they told the story and they could not hold in their laughter.

My grandfather married my grandmother Maria Flores on December 26, 1973. They had six children Juan, Uvaldo, Sergio, Jaime, Elizabeth, and Gabriela. My dad was the oldest son of the six kids. When my grandfather was 27 years old, he came to the United States. When he crossed to the United States, my father was two years old. They lived in Houston for several years then they lived in Brownsville and till this day the rest of my family is still there.



When I was born my grandfather was extremely happy. I was told several times that I brought out the best in him. Since I was about four months old I stayed with my grandfather and

grandmother till I was about the age of nine. Then my family and I had to move to Victoria, Texas. My grandfather would always visit us every weekend, he could not spend too much time apart from me. My family and I moved back to Brownsville, and I decided to move back with my grandparents a year later.

My grandfather is my inspiration because he taught me that hard work pays off. He taught me that anything life throws at our way; we can get through it. I watched him suffer with Leukemia and what came along with it. My grandfather passed away on February 10, 2011. Even though he had cancer, he never let that stop him from being positive about life. He is what keeps me going and what keeps me on my path to success. I know that he is watching over me and I hope to continue to make him proud. My grandfather was and will always be my inspiration to continue to succeed throughout life.

Samantha Rowe

Samantha Talkington



Samantha Talkington, my mother, has been an inspiration to me throughout my life because of her determination and perseverance. My mother has always wanted the best for me, as all parents want for their children. She has continually pushed me to excel and be my best in everything that I do. This is part of why she is an inspiration to me. She always pushes me to do better.

My mother was born in Kansas City, Missouri on September 6, 1973. My grandparent's

names were Lora Lee Hursman and James Leroy Hursman. Out of their eight children, my mother was the youngest. She had three older brothers Robert, Michael, and James. Her four older sisters were named Linda, Ruthie, Jamie and Loralie. My mother is now married to my stepfather, Andy Talkington. They were married on March 11, 2005 after my baby brother was born. My mother has three children, including me. My little brother, Zachary, was born on February 21, 2005. My little sister, Madison, was born on May 5, 2006.

My mother's childhood was not as easy as that of my childhood. She wanted to make sure I had a good childhood that was not like hers. Her family moved around a lot and was poor. So, they mainly lived in trailer homes and a only lived in a house a few times. My mother said she remembered going without electricity a few times and about one - third of the time they did not have phones. A lot of the time, somebody else in the family lived with her family's house and they had to share rooms. Since her siblings were older, they and their children would come and stay with them. This made for some cramped quarters.

Even though my mother's family moved around a lot, most of the time, she was able to attend the same school. She was never in any extracurricular activities due to her family's lack of money for such things. My mother wanted to be an elementary school teacher when she got older. Unfortunately, she was never able to meet this goal because of lack of money. Her family did not have the money to spend on gas, food, books, and all the other things college kids need. My mother's best childhood memories were during the holidays. Even though her family was poor, she remembers that, during Christmas time, her parents always made sure they had gifts under the tree. Also, the Easter bunny always seemed to make it by their house. Another of her childhood memories is of when her family would go to the beach. They often went to Galveston to swim and fish. Her family had a lot of good times at the beach.

When she was 19, my mother decided to help out the family by getting a job. Her first job was at Dave's Express. She started attending college at the age of 20. Unfortunately, during this time, my grandmother was dying of cancer. This caused my mother to miss a lot of school because she was often at the hospital. My grandmother died that year and my mother never went back to college. She does want to return to college to get a degree and it is definitely on her bucket list to do so. If she does indeed go back to college, she would be the only child of her parents that got a degree. She now works with the Houston Chronicle, which is a major newspaper company. She had worked there for about 20 years. My mother will continue to help me persevere in my life. This is because she wants me to graduate college and have a good life. She wants me to be happy and to be the best I can be. I know, that if I need help, my mother will always be there for me.

Gary Esquivel Jr.

Erica Esquivel

My mother Erica Esquivel, was born in San Benito Texas on January 2, 1986. Her parents are Peter and Mona James who had five children consisting of three girls and two boys. My mother was the middle child having been the third born.

Erica's childhood was average, contributing to that childhood were two parents that were still together until the age 11. Chores and rules were also set into place to help mend good behavior with the outside world. The belt and many other flying shoes were also sought as seeking missiles to those who did misbehave. Education was also brought to the highest regard, to make sure that she had the best chance in what the future had held for her. Vacations were also taken as well as many holidays. Erica grew up Catholic however converted to Christianity later

in her teen years. Her parents were separated at the age eleven, and eventually had left and gone with her mother. However, when Erica was thirteen, both parents remarried only to see that five years later divorced when my mother was eighteen.

My mother grew up in McAllen until the age of eight. The house quite small consisting of only two bedrooms in a nice neighborhood and lived close to the nearby elementary school. Erica later on moved to Harlingen where her parents had updated her grandparents' house and lived out in the country. One of the attributes about living out in the country had meant that more land was available, thus more chores were needed to maintain the acres of land that needed much attention.

One of the most memorable moments in my mother's life was when she had Cat Scratch Fever at the age of three. While still infected with the disease, the symptoms had lump nodes in the throat and swelled up and had to have surgery to remove them. Every detail was engraved into her mind during the operation, from receiving apple juice at the end of the operation then receiving a teddy bear from her father.



School for my mother was good, she was well behaved. My mother was not able to read until the third grade, who was helped from a very dedicated third grade teacher and eventually turned into an avid reader until this day. Erica had wanted to be a lawyer and practice family law, but instead had a change of heart when she had



worked at the learning center and became interested in teaching and wanted to pursue a career in

teaching. College was an option that my mom took advantage of. TSTC was a college where she had gotten her associates degree and Texas A&M University-Kingsville for her bachelors. My mother was married on October 1, 2011. She has six children, three step kids and three biological children. My mother was nervous when she had met me, knowing that I was the oldest and determined that I would be the decision maker in the relationship.

My mother has inspired me in a way to where I will never regret her coming into my life. I knew in my heart that she had entered my life with only positives in mind. She inspired me for her hard work in college to where she had six children to take care of while working as a paraprofessional along with attending TAMUK. My mother had also had a big impact on my life when my biological mother didn't want to take care of me and my two younger brothers.



I will use my mother's guidance to help me prevail in college and give hope to all of my younger siblings that they are able to the impossible. Her determination to chase her dreams will

help guide me to what I really want to become as I finish college. I will have her guidance to help me with the hard work dealt with in years to come. My mother will always play a vital role when it comes to my life.

Richard Vargas

Loranda Jo Vargas



The person that has been the most inspirational to me is my mom Loranda Jo Vargas. She is my biggest supporter, encourager, fan my mother Loranda Jo Vargas was born in Falfurrias Texas on November 29, 1972 to Emilio Escalante and Judy Faye Clegg Escalante. She was the youngest of three with her brother Sonny Escalante and sister, Loretta Escalante and she was definitely a daddy's girl.

She grew up in a small wooden three-bedroom two bath home in Encino, Texas that had a population of maybe 300 people back in those days, it was truly a country place to live. She attended a small elementary school that went up to sixth, then when she completed sixth grade she had to travel on bus to attend Falfurrias school's grades seventh thru twelve. She absolutely loved school and truly missed the small classrooms from Encino Elementary, she describes them as being kind of like a little house in the prairie school, each grade level had only 8 students her playgrounds consisted of open fields, and one swing set that everyone ran to try to get in line to swing on.

The Cafeteria prepared home cooked meals, so lunch time was always a treat. After

school she would rush home to saddle up her horse and practice roping as her and her older brother were Champion Team Ropers. She also raised pigs & farm animals for the County Fair but on a very sad day during the County Fair on March 8, 1984 her mother passed away of a massive heart attack leaving her to be raised by her Father and brother, as her oldest sister had already married and left the house. She remembers being extremely sad, it was tough growing up without a mother and not being able to ask her for advice.

She continued to excel in school regardless of the situation and promised to succeed for her mother's memory. While attending Falfurrias High School my mother was in a VOE class which stood for Vocational Office Education, which is when she got her first job as an English Secretary for one of her favorite teachers Mrs. Enedina Garcia. My mother wanted to be an English Teacher like her mother when she grew up, but after graduating she chose to go into the Medical Field and try to become a nurse.

In 1993 she received her LVN license from DelMar College and began working and Spohn Kleberg Hospital here in Kingsville it was during that time that she met my Father Ricky Vargas. They moved to Fort Worth Texas in 1995 where she did not continue to work in the nursing field for reasons I would rather not discuss, none the less after not continuing to pursue her career in nursing her license expired.

In 1997 she began working at a Learning Center to help make ends meet. She then realized she had not been living and fulfilling her dreams as an educator, she began to take night classes to receive her associates in early childhood education. It was in 1998 that she found out she would be having a baby, she says she was so excited and could not wait to meet him not knowing the gender at the time, but she was absolutely certain she would have a son.

Then on June 30, 1999 she had me, she says it was the happiest day of her life, then on

August 30, 2004 she says God completed her with my sister her perfectly beautiful daughter Jaclyn Faye Vargas. After a couple of years, she said my father and she began to have problems and eventually they divorced in 2007. She said although the divorce was necessary it was still tough financially and spiritually. She became very determined to succeed even more as a single mother and tried to be the best provider and mentor for her children.

She became the Director of the Learning Center that she started off working at in 1997 and started her own Cleaning Company. She worked long hours, she said “the best part was being able to bring my children with me to work, it was as if they were a part of the school and administration”. Her motto is NEVER give up, when one door closes it is because God has a mightier plan and purpose for your life. We were involved in church groups and attended church regularly. In 2014 she decided to pull out her roots that she had planted in the Fort Worth Area and bring us to be raised in South Texas closer to family.



It was a hard decision she made as she was doing extremely well & was very successful up in North Texas, and we were all very happy, but none the less she felt an urgency to move. It was a tough transition for me and my sister at first so there were many times she said she cried out to God questioning her decision, never letting us see the fear she

had. She said after a couple of months things settled and God’s plan began to unfold in our family’s lives.

She purchased a home in the Flour Bluff area where I and my sister have been very successful in

academics and athletics. She works as an Office Manager for a Rental company called Dash Truck And Equipment Sales and still continues to work part-time for a Marketing Company she has pretty much always had two jobs. She still says no matter what you may be going through always continue to grind, never give up, “If You Believe It, You Can Achieve It”. My mother has always worked hard to help support our family and has always been there to support me. Which I hope to do the same for my future children and set them a good example. I will continue to work hard to achieve my goals and become someone she can be truly proud to call her son.

Wilbert Howard

Antionette Camelle Branker



Antionette Camelle Branker, born February 26th, in Houston, Texas was when my momma was born, the reason I push so hard to be great and the person that has taught me everything. My mother's parents were Tony Branker and Cherry Pleasant who were both born in Trinidad and Tobago, a country located in the Caribbean. Both my grandparents, though are separated, were two parents that knew how to have fun but also demanded that school and work must come first. My mother

currently is the oldest out of five siblings two of which were from my grandfather and the other two from my grandmother. My mother's childhood was not the best after her parents got divorced while her still being very young, but as long she remained respectful and did what she had to do she would be okay.

Both my grandparents were not the ones to tolerate any disrespect what so ever, they both were raised with a lot of discipline and love, the same way my mother raised me. The best thing my momma could remember from her childhood was my great grandmother, she lived with her from when she was three to eight years old, and though I have never met her my great grandmother she says she was amazing in her eyes. My momma says that my great grandmother was a "beautiful, wise, and amazing" woman and that everything she did my momma adored. My mother said, "She could eat a damn piece of bread and it would amaze me, I wanted to be and do everything just like her". My mom got her first job when she was 16 and worked at Weiner's which was a retail clothing store, she hated working there but loved the paychecks, plus she said every little amount of money she got would help her mom in the house .



When my mom was little she wanted to be an architect, because she loved to draw, especially homes and buildings. Even though her dream was to be an architect when she was younger, as she grew up she began to shift toward teaching little kids and now that is exactly what she is doing. Though she did not attend college for very long, she quickly acquired a job working with little kids and started gaining more and more experience until she gained enough experience to be a director of an elementary school. My mother met my father at a young age and got married around the age of 20 and were married for 21 years, but sadly got divorced. My momma has one child, which is me. My mom says when she met me she was very nervous, but felt so much love at the same time. She thanked God for the baby boy that he gave her and

promised to protect and care for him always. My momma inspires me because she is one of the only people that believed in me no matter what. My mother has always had my back and has taught me that nothing in this world is just handed to you. She gave me her all when she had no more.

She was patient with me, she cared for me, she protected me, she taught me right from wrong, and I am completely grateful for that and I always will be. My mom inspires me because she is the strongest person I know even though the world around her is not in her favor. My mother has done everything for me and I want to be able to care for my mother the same way she has cared for me. My momma is the person in my life that inspires me the most, I love my momma, and because of that I will always do what I need to do to make sure she is okay. Everything I do is for my mother so that she can finally take a break and rest, relax, and let me handle all her problems. My momma is everything to me, and I'll do everything in my power to make sure she is good.

Lincoln Richard

DeeDee Davis and Torey Boozer



The most influential person in my life by far would have to be my mother DeeDee Davis, not just because of her motherly influence but because of the adversity she has overcome in life. She raised me and my brother by herself for the majority of our earlier lives. Another influential person in my life is my best friend Torey Boozer because of his undying determination. We met when we were 12 years old and have never lost touch, no

matter the distance. Growing up listening to what my mother has overcome in life and the accomplishments that she has acquired during the duration of her life was inspirational to me. Having my brother at an early age is something she never let deter her from the progression of her and her family's lives. Despite that fact she was able to get and sustain a good job from then on getting experience and moving up in rank. By the time I was born we had for the most part a pretty steady life. There were hard time and times when we did not stay in the best neighborhoods but she always stayed positive and strived for better in not just herself but also the people around her. As me and my brother got older and more independent she took that opportunity to get back in school. A few classes here and there and before I know it she was graduating and going on to start on her next degree. Till this day she tells me “a complacent, indecisive person will fall behind. Even if you do not make the right decision, the experience you gain and you thrive to grow will always push you to be a more productive and all around better person.



My friend Torey is at this point more than just a friend, I consider him my brother. At this point I have known him for half of my life. Of those years together we have showed each other so much and have grown tremendously since we met. Our backgrounds are very similar in many ways with the most relatable between us being not just how we were brought up but the messages we were taught along the way. Even our mother's call us son when we go to each other's house. He is like the twin brother I never had. Displaying his drive to stay in school as long as it takes to get his degree,

he inspires me to keep pushing. He is also the person that inspired me and gave me the little push I needed to make it back to school. With him comes a very competitively determined spirit that I strive to replication within myself. I also admire the independent stand-alone mindset he has. He is the type to always be right even when he is wrong, while never being ignorant to the fact. It takes courage and heart to stand up for what you know and clearly get your point across with a medium of understand. After all of this time we have had disagreements but never a real argument or fight based on our similar communication skill sets. Because of this ability he has acquired a plethora of nicknames in which my favorite that describe him the best in my opinion are the “analogy king” and “professor finesser”.

These are two people that I could go on about for days and that have my utmost trust and respect. I do not have to worry about telling them anything. When I do I can expect a 100 percent truthful response without a biased decision based on our relationships. I value their opinions over most because I understand they have my best interest in mind and I believe they are a pair of people that will never leave my side no matter what happens. I truly appreciate everything that they have done for me through the duration of my life and I do not know where I would be without their help and support. They will always have a special part in my heart.

DeeDee & Torey Roles

Mother

Wife

Health Care Field

Grandmother



Son

Friend

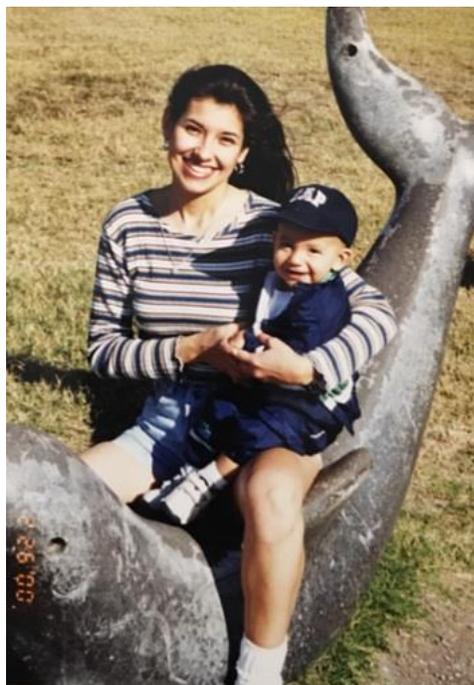
Brother

Athlete



Joseph Lopez

Raquel Yzaguirre and David Laurel



As a child, my mom grew up very poor. She was born in Lynwood, California on August 30, 1972 and had moved to Houston and finally settled down in Corpus Christi. Her parents were Rey and Connie Yzaguirre and her siblings were Cindy and Rey Yzaguirre Jr. She did not have a normal childhood like all of the other kids in her neighborhood, but Christmas was the worst because her parents did not make an abundance of money, although she still remembers the day when she received a bike as her first and only present. With a shortage of funds comes neighborhood selection and status quo. She lived in a low-income neighborhood and in a small house that did not have air conditioning (AC), or a central heating system, and was only a three bedroom with a total of five people living in the house.

While her parents were out making as much money as they could, she went to school like a normal child, however, after school she would come home to a house filled only with her brother and sister because her parents were out working until a very late hour every night. She says, “I feel like my sister raised us more than our parents did”, because her parents were never around to teach her things or discipline the children.

She had trouble in school and understanding the material because she had Attention Deficit Disorder (ADD), and could not focus in the classroom which led to her acting out and getting in trouble multiple times. She finished high school but did not attend college. She says

that because she did not go to college and pursue her desired career in acting and theater, she did not fulfil her dream and settled for less than what she hoped for in life. She had a rather tough time during school with all of her disadvantages but still found a way to better herself in the strategic game of life.

How We Met

My mom married in the year 1999 to a man named Gabino Lopez (my dad), and soon had me later on that same year. When the doctors informed my mom that I was very ill and could possibly die if I was not taken into treatment right away. She cried and could not wait for me to get out because, like any momma bear, she could not wait to take care of her baby. After my treatment was over, she had the awesome experience of a mother holding her child for the first time. When she held me, she said that she had felt like a mom for the first time because she got to take care of me and nurture me like any mom would want to with their first child.

How She Inspires Me

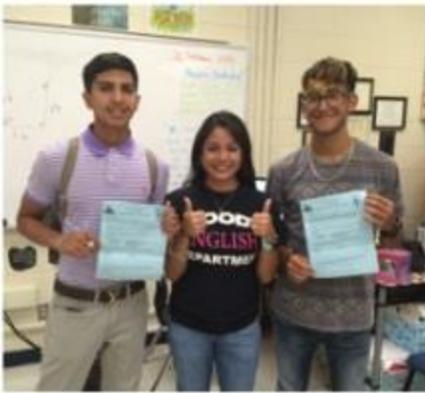
My mom inspires me because, despite her life filled with hardship, she still wakes up with a smile on her face. Somehow she finds a way to make good of the day without reason, and this really pierces my thought process because I think to-myself, she had it harder than you at your age, so I try not to complain or tell myself that I have it hard because I have it easy, compared to her. She is a single mother with two children, lives by herself in a middle-class home, sometimes works 12 hour days just to pay bills, and has one child in college and one in middle school. She is doing all of this on a high school degree with no college experience, so if I can grow to become half the person she is, with a college degree, I think I would be fairly successful and could help her with paying bills and other expenses, which in no way could repay all that she has done for me, but it could at least show my appreciation for all the inspiration that

she has given be to get where I want to be in my life.

Early Life



David Darron Laurel (Darron) was born April 26, 1999 in Corpus Christi, Texas. To Veronica Laurel and his father. He has a little brother named Landon and a little sister named Lauren, but they are from his step dad Sam. He does not belong to his father anymore because his dad gave up the rights to Darron 2 years ago. David had a rough childhood growing up. His mother, Veronica Laurel, had him when she was only 17 years old, his father was affiliated with gang related activity and was not around to see him that much.



Darron and his mother lived in his grand-mothers house, but had moved out and lived in a government complex that was in a dangerous neighborhood. Their house was very small and they made a lot of life changing memories that would stay with him until today. Some of the memories were when

he was laying down with his mother and she taught him how to whistle, “At that moment I realized that I didn’t need anyone to teach me anything except for my mother” (Laurel), however they had to move out because someone was killed in the complex and everyone had to evacuate. Darron did very well in school because his mother really pushed him in everything that he set his mind to do because she wanted him to be the best at what he did. Darron’s mother had a huge impact on his childhood and still does to this day.

My freshman year at Foy H. Moody High School, I was the new guy that was not from

the feeder school so I did not have an abundance of returning friends to greet and associate with. My second period class was biology and that was where Darron and all of his best friends, Jacob Chavira, Matthew Lopez, and Amando Guerra, had their second period as well. At first, I was by myself and did not have any friends in the class, or in high school for that matter, but a few weeks into biology we were placed into groups and of course I was placed into their social group. At last I was finally going to have friends. Well they all liked me except for Darron, my future best friend did not like me at all and wanted nothing to do with me. He is not very fond of meeting new people and never really has been. But after being accepted into their social circle he started to talk to me and I thought to myself, “well he still doesn’t like me, but at least he is talking to me”, and later on that day he said something to me that I would never forget. I was walking down the halls after school by myself and I see Jacob and Darron walking across the intersection of halls and I got my hopes up in thinking they would invite me to walk with them, but they saw me and passed by. When I got to the end of the hall I saw them stop and wait for me to catch up with them and I remember Darron telling Jacob “I don’t know Jacob, I’m thinking that maybe he could be one of the best friends” (Laurel). I will never forget that moment in my life because Darron gave me a family in high school when I thought I would never have one and from that day on, we hung out every day and still do to this day here in Kingsville.

Darron will continue to inspire me every day in my life because he is one of the most loyal and hard-working people that I know and despite his hardships as a child and growing up in rough neighborhoods, he still pushes himself to be the best that he can be. His mother can push him all she wants to, but ultimately it is up to him to get the job done and it is his responsibility to make sure he stays on top of his work and does not falter. We are here in Kingsville together and we always push each other to do our work, stay on track with our assignments, and we will

help each other become Civil Engineers and future business partners. I will always look to Darron when I need some advice or just a push in the right direction because I know that he will give me the best possible advice that he can and would not let me fall off my career path. These two push me to be the best that I can be every-day and despite their different backgrounds and attitudes, they both want what is best for me and I cannot thank them enough.

Jose Luis Lopez

Marcello “Chico” Lopez



The person who has had the most impact on my life besides my parents was my Grandpa Marcello but everyone called him Chicho, and he probably one of the greatest men I have ever known. He is originally from Mexico but immigrated here with my grandma in the seventies to search for a better life. He was born in

Lemon Tamualipas, Mexico on April 28, 1936, to Manuel Lopez Esparza and Ofelia Arcos Roque. He was the seventh oldest of twelve with the oldest being Delia Perez and the youngest, Jose M. Lopez.

He had a rough childhood very much unlike mine, he did not speak ill of his parents or siblings but it was rough because of their situation. It was a very large family but they had a very low income especially for a family of fourteen, it showed as their house was a simple one with adobe walls and a tin roof. Everything got better as the children got older as they were able to

either help out around the house or get jobs to support the household with additional income. He did not like school and ended up dropping out after third grade, this was also in part because he wanted to help out around the house.

Later he got his first official job working at a bus barn at the age of fifteen where he would wash charter buses that would return from long trips. Although this was his first official job he had been helping his father (my great-grandfather) with carpentry and building furniture at the age of ten. He told me he did not really aspire to be anything when he was a kid because he did not have time to think and just worked for a better life. He said one of his favorite memories was working at the International Harvester plant in Saltillo, Coahuila Mexico because when he would do clean-up he would dance with the mop and dancing was one of his favorite things, through his whole life dancing was one of his favorite things to do.

Later in life at the age of eighteen after he met my grandma and they were planning on moving to America he was enlisted to the Mexican Army. During that time he received military training on Sundays he had to stay in Mexico while my grandma and some of their relatives moved to America. At the end of his first year he was entered into the lottery where if you get the white ball you re-enlist but the black ball lets you be discharged, lucky he got the black ball and happily left to America to reunite with my grandma and relatives. My grandparents were married March fifth, nineteen-sixty-six and started their new lives together in San Benito, Texas working all sorts of jobs, mainly agriculture. My grandpa never got any college but he did not mind as he was content with his life. They had four children with my dad being the second oldest. He first met me when I was born and while he held me told my dad how proud he was of him, then it carried on to how proud he was of my family.

In the simplest terms he was a good man, I have never heard anyone in my family speak

ill of him and I do not think they ever will. He was very kind, always smiling and cracking jokes, he was always upbeat and loved to dance, and would dance whenever he had the chance. He was hardworking, he was always doing something, and even later in life when he could not sit still and do nothing all day and because of that everyone would try to help as much as they could. I believe he was good parent too, just based on how my dad is and how I have become I can firmly state he is a good role model. The most his nature showed though the most when he had to go on dialysis. Because of this he became very gloomy and grouchy as the future became more uncertain, yet still never got angry at us. This all changed when we celebrated New Years with him he realized that with the time he had left he should live life to the fullest and his whole attitude towards life changed back to how he was, I asked how he did it and he replied by simply stating “All you need is a smile.”

His guidance will stick with me the rest of my life, it will be something that I will never forget. It will keep me on track not only with his example of work ethic as well as how to treat others. His life also serves as a reminder for what he worked for, a better life for his family, which is a chance I should not squander which will keep me motivated though my life. This is how my grandpa Chicho inspired me to better myself and keep moving forward.

Chico Lopez...

“In the simplest terms he was a good man, I have never heard anyone in my family speak ill of him and I do not think they ever will. He was very kind, always smiling and cracking jokes, he was always upbeat and loved to dance, and would dance whenever he had the chance”.

Lyandra Garza

Laura Garza



This person has inspired me from day one, and this person is my mom. Her name is Laura Garza, she was born in a small town called Taft, Texas on December 26, 1980. Her parents are Norma Brosig and Ricky Guerrero she has five siblings, two brothers and three sisters. The names of her siblings and birth order are John Guerrero, Laura Garza, Martha Quintero, Victoria Aparicio, Valerie Guerrero and Ricky Guerrero Jr, which is her half-brother from her dad's side. She explained her childhood as good but also rough because she and her siblings grew up with divorced parents. Her being the oldest daughter put a lot a responsibility on her because she had to take care of her younger siblings whenever she needed to. My mom moved from house to house when she was a kid, but her childhood home was a big house out on a ranch they used to live on in the country. She did not have any specific childhood memory but her favorite thing was when they always had family gathering where all her aunts, uncles and cousins would get together and have a cook out on the weekends.

Going to school was easy, but the hardest thing for her was always moving from different houses and it was always causing her to miss school. She was also played sports while she was in school which was volleyball, basketball and she was also a cheerleader. She had met a guy, who was a senior, her sophomore year who soon became my dad. She finished high school and got her diploma. She attended college at Del Mar in Corpus Christi, Texas and what she wanted to be was be a math teacher, but she changed her mind and went to college to be a teller at a bank.

Being a mother at the age of nineteen and going to college was not easy for her but she still went through with it and did what she had to do.

She got married to my dad on February 13, 2009 they had three children me and my two sisters. On August 21, 1999 was the first day she met me, and what she felt was just pure excitement because I was her first child. In the year of 2012 is when my parents divorced and after that is when I realized even more that my mom is the strongest person ever when she goes through a rough point in her life. Her being a single parent is rough when she does it all on her own and does not ask for help from anyone because she is so independent. I have witnessed her go through some scenarios that are tough, but I always knew she can get



through them. She always tells my sisters and I that as long as she has us by her side she can get through anything. She also inspires me, not just because she is a single parent, but because she never lets anyone tell her she cannot do anything. Never have I ever in my whole eighteen years seen her not do something someone told her she cannot do. She always tells me to strive to my goal and do not let anyone get in the way of it, and that never forget that family and education are the most important things in my life at this moment.

As I got older I realized that my mom does a lot for my sisters and I because when I was younger I really did not

see how much she had did to keep us three happy. She also became a person that I can go to anything to. As I went through high school my mom and I became really close, every time. Whenever my parents got divorced I realized that it is basically just my mom, two sisters and I so that is when I knew I had to step up being the oldest sibling. My mom will always continue to inspire me because as every mother wants, she wants the best for me and to have a great future. My mom being my inspiration and listening to everything she has told me and continues to tell me will keep me on track because in the future I want to give back to her for all what she has done for me.

Samantha Chapa

Angela Chapa



The person that I chose to interview was my mother Angela Chapa. Angela was born in Falfurrias, Texas on March 27, 1983. She was born to Ismael Garcia and Rosie Perez. She is the youngest of four children. Angela grew up with divorced parents who got along, and she spent her holidays with both sides of the family.

Angela grew up in a 3-bedroom house with a huge backyard, and she also shared a room with her older sister. When Angela was younger, her siblings and her would spend all summer at the public pool in Premont and stay there from when it first opened to when it closed. She enjoyed how close she was to her siblings. In junior high and high school Angela was involved in sports, band, mariachi, and she was the vice president of the Spanish Club. Angela was involved in volleyball and basketball, in band she played the French horn. Angela graduated from Premont

High School in 2001.

When Angela was 17 years old, she got her first job. She started working at Dairy Queen to support her child while she was still in high school. Growing up she had always wanted to be an English teacher, but she ended up not meeting that goal. Angela decided to change her major to criminology. She was not in the military, but her best friend was and still is.

Angela attended college right after high school, but had to take a break to raise her family. She started attending Coastal Bend College again last year and she wants to finish to make her family proud. Angela married her high school sweetheart on July 20, 2002. They were together for 14 years. Angela has 4 children, 3 girls and 1 boy who is the baby of the family.

Angela said, "It was one of the greatest days of my life when I met you,". Angela inspires me because of how hard she works and how she never gives up even when things get tough. She inspires me because without her amazing influence I would not be the person that I am today. Her guidance will keep me on track because I see how hard she works to support her family and I appreciate everything that she does for us. She has supported me through thick and thin, through the hardest days of my life and she will always be there for me. My mom is the greatest, most hardworking person that I know. I will forever be thankful for her. I learned how much of a hard worker my inspiration was and how she succeeded to get to where she is today.

James Collazo

Jaime Collazo



My dad, Jaime Collazo, was born on January 26, 1968.

Now 1968 was a crazy time for Mexican-Americans in the United States. The East LA walkouts happened in March of 1968 over the quality of education Chicano students felt they were being forced to deal with in their school district.

I feel like my dad being born during that movement encapsulates his motivation and determination to push the

people around him to become the best version of themselves through education.

Jaime Collazo was born in San Antonio Texas to Eliodoro and Rebecca Collazo. He was the baby of the bunch. He had three older siblings. Two brothers and one sister. They grew up in a small house in a nice neighborhood by Lackland Air Force Base. He shared a room with his two brothers until they moved out. Most of the stories my dad recalls involved his older brothers getting into all kinds of mischief while my dad, the baby, just watched them get in trouble. The one story in particular he always ends up reminding them about is the one during fourth of July. His brothers got a whole bunch of firecrackers and were messing around with them in the bed of their dad's truck. Then by accident, one fell when they were lighting them and set the rest off in the truck. My dad remembers them jumping and running as fast as they could from the truck. The best part he said was when his dad came out with the belt and demanded answers. He laughs so hard he cries every time he tells that story.

School was always a serious matter in my dad's house. His grandfather has preached

education to his kids, and then on to my dad and his siblings. My great-grandfather believed that the only way for Mexican-Americans to truly escape the cycle of working in the fields or factories was education. My dad's grandparents were migrant farmers. They wanted the next generation of the family to be successful and not have to work as hard as they did. They instilled an appreciation for education in their kids, which followed into my dad and his siblings. But, school did not come easy all the time. My dad struggled in math, but excelled at history and literature. He was in the highest level of classes you could take for history and English at his school. At times, he felt discriminated because Mexican-American students were not supposed to be in those classes, but he kept working.

Now athletics was a different story. Running was what my dad loved to do. He was an elite long-distance runner at John Jay high school. He went to state three years in a row. Him and his childhood friend Ruben Reina set records at that school that still stand today. Also in high school, my dad got his first job at footlocker at 16. He loved his job. He loved talking with people and being independent. He also was one of the people who sold and wore the first Jordan 1's when they came out in 1985. He graduated in 1986 and went to South West Texas, or now known at Texas State in San Marcos.

Entering college, my dad did not know what he wanted to do with his life. He knew he was good with computers so he gave that a try for a few years. He never seemed to have a passion for it, but he did find his passion when he was working with an Upward Bound program. My dad realized he loved working with kids, especially ones who were not given the guidance he was given at a young age. From then on, he changed his major to education and never looked back. He graduated South West Texas in 1991.

His first job was in Waller Texas. Waller is a small town outside of Houston. He was a

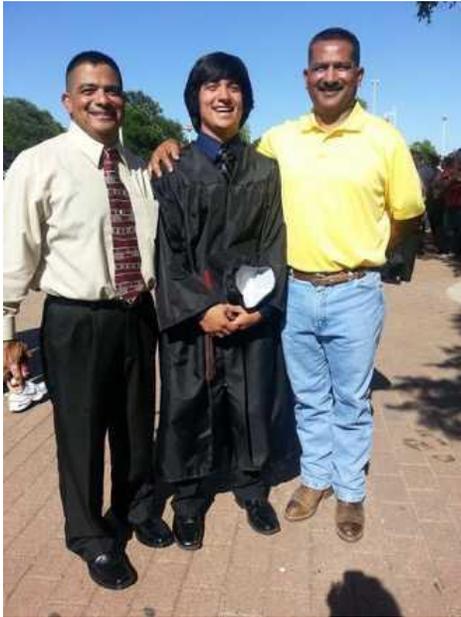
history teacher and coach. He loved his job, but he knew he wanted to eventually come back home to San Antonio. That is where the story of my mom begins. I am not exactly sure where or how my dad met my mom but I do know it was while my dad was working in Waller. My mom was a few years younger than my dad and went to the John Jay high school as well. She was in nursing school in San Antonio and they had a long-distance relationship until right before they got married in June 1994. I was born a little over a year later in October 1995. My little brother was born a year and a half after me in April 1997. Around my birthday, my dad always seems to get nostalgic and decides to tell me about how he felt when I was born and all that emotional stuff. He says being a dad was the greatest thing he could ever ask for, especially to sons.

Now around 1999 is when my dad went from just a dad to the person I will forever look up to. First, his father passed away from throat cancer. I do not remember much about this time or my grandpa, but I do know he meant a lot to my dad. It is still a tough subject to talk about even to this day. Next, in 2000 my mom left my dad and us. So, my dad was left to take care of my little brother and I, and of course himself. That was definitely a tough time for us. All my dad could do was be there for us, and he was, day in and day out. Little did I know that during this whole time, my dad was getting his master's degree from the University of Texas-San Antonio. He walked the stage in 2001. Looking back it is hard to fathom how my dad was able to hold himself together and still give us the quality of life that we had.



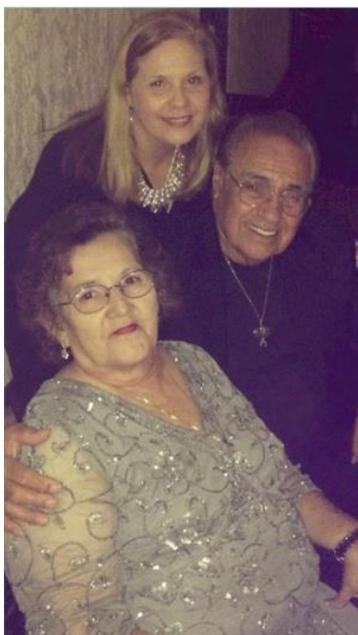
Now, nearly 20 years later, my dad remarried in 2003 and I have a stepmom and a step brother. My dad has constantly been tough on my brothers and me. He pushes us to be the best we can be, even if it means being harsh with us. He consistently preaches about the importance of school and

learning new things which is perfectly exemplified by him working at the middle school that all three of us attended. He has touched the lives of thousands of students as a teacher and school counselor across Texas for the past 25 years. It is hard to go anywhere without my dad being recognized by one of his former students.



My dad is the one who inspired me to want to become a teacher and continues to inspire me to keep working in college. Every once in a while, when I feel like I cannot handle school anymore, I think about all the obstacles my dad faced, and I push myself a little more so one day I can make him proud . I could not ask for a greater dad then the one I was blessed with. Although our life has had its ups and downs, I know it made us who we are and I would not trade a day of it.

Rene Abrigo



Rosario Zarate Abrigo

The person who has inspired me the most in my life and really got me going into the direction that I needed to go, and has sculpted me into the man I am today is my very own mother. Her name is Rosario Zarate Abrigo and she was born on July 9, 1960 in San Diego Texas, at my grandmother's house with a lady called a mid-wife. That is someone who comes to your house and delivers the baby the all-natural way.

Her parents were Gloria Rangel Trevino and Rene Antonio Zarate, and she was the oldest of five. She said, “that she had a lot of fun with her brothers and sisters every summer because they would go on vacation to Mexico, Dallas, San Antonio”. In order to go on vacation they would have to do their chores, which consisted of her washing the dishes and her sister folding clothes and her brother cutting the grass outside. In her high school days, she said, “she loved school and had a lot of friends, even a best friend named Yvette which is still her best friend till this day. She also enjoyed doing many sports and after school clubs”. And acquired a job at the age of 18 years old, she worked at a nursing home with the elderly and because of that job she went on to college and became a Licensed Vocational Nurse (LVN). And now she works at the Alice Pediatric Clinic, where she has been working for 19 years. It had been her dream since she was younger to become a nurse and help people in need. It took her one year of college here at Texas A&M Kingsville to fulfill her lifelong dream.

On June 5, 1981, she married my father Armando Abrigo and had three children. On December 23, 1997 was me, her last child, she described to be happy.” I was so happy to meet Rene due to losing a baby before him, so he was wanted and loved. I was so happy when I found out that I was pregnant”. My mother inspires me in many ways that words cannot begin to describe how much she has helped me stay on track and show me what it takes to be successful and make a living with my life. She has showed me right from wrong and now it is my turn to see what I will make of it with my own choices. And I thank everything my mother has done for me. I will continue to use every lesson and everything she has taught me along the way to stay on track with my life successes. I learned that I am the person I am today because of my mother and all that she taught me.

Dennise Arellano

Vianey Arellano



parents much”.

My aunt Vianey has made a huge impact on my life, but first I will tell you all about her. Vianey is my 22-year-old four foot ten and “3/4” tall aunt, but she is more like a best friend/big sister. She was born the youngest out of five in Pharr, Texas on November 19, 1994 to my grandparents Lazaro and Rachel Arellano. Because Vianey was the youngest she did not really have anyone to play with in her early childhood, all her siblings were grown and married. She described her childhood as very lonely. “Mom was always working, dad was always working. My mom would not get home until super late. I did not see my

Elementary school was the epitome of difficulty for her. “It was hard because I only spoke Spanish as everything I was learning was a completely new language. I remember my Kindergarten grade teacher being upset and frustrated with me for not understanding them. My family was poor so I would buy cheap khaki pants that looked almost green and for that reason my teachers would try to send me home”. For a lonely little girl, she had big dreams, “I wanted to be a ballerina, teacher and an actress”. After five years of loneliness I popped into the world, “I do not remember exactly, but ever since you were born we were like best friends. We would do incredibly ridiculous and dangerous things together. We would do flips on the trampoline where you would fall off, hit your head, and laugh. One of our best memories was getting almost struck by lightning, running in the rain. We loved the outdoors more than anything”.

Things progressively grew better with time. School grew to be “so much fun. I never missed a single day in 15 years. To this day I love school. I started off in the GT program in the 3rd grade and strived to be better as the years went by. School was definitely my favorite part of the day. Besides learning a new language I was blessed at a young age to meet my best friend who happened to be the only other native Spanish-speaker in all of my school” (Arellano). When asked if she had met her goals she laughed. “Um, well, I took ballet classes, I was in theatre and am now going to school to be a speech Language Pathologist at Texas A&M Kingsville (TAMUK) which is a better paying version of teaching”.

Vianey is currently not married but in a relationship, has no kids and plans to “keep it that way for a while”. She is planning on graduating with a bachelor’s degree in CSDO this year from TAMUK. She also is not a part of the military, and honestly, I do not even think she has ever touched a gun. Now that you see what kind of person she is and what she has been through it will be easier to explain why she inspires me.

Something I did not mention earlier was that besides growing up as almost an only child, she was also brought down by family members being too “Americanized” in comparison to everyone else in her family. For a little girl to feel alone and bullied not only in school but at home, I can only imagine the thoughts that must have been going through her mind while trying to figure out what the “right” moves were. With so much emptiness you would think she would be a lot more different. She honestly is one of the strongest people I know. To be able to push so many obstacles back and prove others wrong is something I deeply admire. She has not stopped no matter what has come in her way. She had a way of surpassing it all no matter how long it took or how many opinions she had to disregard.

Being so close to her I personally saw the struggles she would go through to get where

she is now. The sleepless nights, countless studies, drama, anything and everything. This was all because she wanted a better future and a way of getting her parents out of poverty. She currently works at a local spa to help her parents out with the cost of college, trying not to stress her mother out over the many things she has to take care of. But the strange thing is, if you were to take a look at her she is happier than

ever. She is the sweetest, kindest, most adventurous woman I have ever met. The moments I have lived with her are moments I never want to forget. I would not trade her for the world. She is my inspirational role model and I hope to one day be as strong and mind setting as her. Ever since we met, I have admired Vianey



more than anyone and I plan to learn more from her.

Vianey Arellano: ...“ For a little girl to feel alone and bullied not only in school but at home, I can only imagine the thoughts that must have been going through her mind while trying to figure out what the “right” moves were. With so much emptiness you would think she would be a lot more different. She honestly is one of the strongest people I know. To be able to push so many obstacles back and prove others wrong is something I deeply admire”.

Julyssa Pena

Victoria Pena



My mother was born on January 26, 1969 in Kingsville, Texas. Her parents are Aida Ambriz and Prescilliano Guajardo. My mother is the 3rd eldest of six siblings, which are Vidal Ambriz, Dalia Ambriz, Eva de la Rosa, Sara Cavazos and Briana Cruz. The house

my mother grew up in was very poor and she grew up in a rough neighborhood. However, she spent most of her time outside playing jacks, or with simple toys. Electronics were not quite big in her time growing up.

One story from her childhood that she can remember vividly is that every Friday her grandfather would buy only one \$.30 ball for her and her siblings to share. She was always grateful for such a small thing and is blessed that she had his influence in her life. My mother had it tough in school. Since she grew up in a Hispanic home, the only language she knew was Spanish. She had to have special English classes and it hurt her confidence in communication for a while. Now she knows two languages and is exceeding expectations she had for herself.

The way my mother met my father is an ironic story, my mother told her friend that wanted to bring my father and mother together that she was not interested in him whatsoever. Soon enough she gave it a shot, and he turned out to be her high school sweetheart and the person she will love forever. After my mother attended college at Texas A&M University Kingsville and Del Mar College in Corpus Christi, Texas, she married my dad on February 17,

1995 and they had three children. My eldest sister, their favorite also known as me, and my younger brother. When I was born, my mother felt extremely happy because she tried a whole year to have me and she could not. Thus, is clear evidence that I am her favorite.

At only age 15, my mother worked through the school program for low income and she would work for her school clothes. She wanted to become a nurse when she grew up, but eventually within time she figured it was not for her. She then moved into the dental area of nursing and became a dental assistant. My mother was the first out of her family to graduate high school and college. When times were hard, the thought of military was a good option for my mother, but she did not want to leave my older sister, which concluded her not going.

My mother is the biggest inspiration in my life. I am this person standing in front of you today because of my mother. She worked her whole life and continues working hard to support me as well as my siblings. I am fortunate to have parents who support me financially and emotionally, even though I am in college. She never fails to buy me necessities, even though she comes home with her back hurting.

From childhood to adulthood, she is the true definition of a hard worker. I aspire to be a great mother and human being as she is one day. Efficient work will take place at every job I get, as my mother does every single day. I will carry the guidance my mother taught me growing up throughout life. When things get tough, I will remember what my mother went through and if she could do it, so can I. Most importantly when I complain about a situation not going my way, I will remember how hard my mother had it and that I am very privileged to have a roof over my head and a family that loves me.

I wrote about my mother's own life, how we met and why this person will keep me on a path towards success. Even though my mother had a tough life growing up, she is a terrific

woman all around and I am very fortunate to be taught and able to teach lessons to others as well derived from such a loving person.

Jessica Myers

My Mother

I interviewed my mother because she is the most inspirational person I know. She was born in Peoria, IL, On April 16, 1955 to Dorey and Norman Willard. Tracey was one of five children that included two sets of twins and she was one of them. Technically she is the oldest of all five being born almost a full minute before her twin brother Todd Willard.

They lived in the country on a hill that is still disputed against amongst her relatives on who owns said hill. Their house was three bedrooms and one bathroom. Her grandmother lived a few miles behind them in the woods and she remembers walking there almost every day to see her and her “Da” which is what they called their grandfather.

I did not have to ask about her favorite childhood story she likes to tell about her childhood because being her daughter I have heard it about a million times. It was winter and there was already about a foot of snow on the ground and all five of them were sledding. They happened to be sledding down the very steep hill that their house sat on and the two sets of twins knew they would have to grab a tree branch before they hit the bottom of the hill which happened to be a ‘crick’. None of the older siblings (all twins) told Troy the youngest about having to grab the branch. Long story short, he did not grab the branch and crashed into the ‘crick’ coming out freezing with all of his siblings laughing at him. She still laughs as if it is happening while she tells the story.

Starting from the age of eight she had a job shucking corn for .50 cents an hour. All of the

children shucked corn to help out the family because with five children money was very tight. She dreamed of being a gym teacher and went to a junior college after high school where her graduating class had a total of 73 students and they all graduated and the majority except for one or two had gone through school with her since she was in kindergarten. She never graduated because she had to get a full time job to help the family. At the age of 26 she got married and had two children at the age of 30 and 31. This marriage did not last and ended in divorce at the age of 35. They stayed very close friends and never lived more than a mile away from each other.

This person inspires me because I saw her struggle my entire childhood working two jobs so we my sister and I could have everything we needed and wanted. I tell everyone I do not think she slept until I was 16 years old. I am now a single mother and she moved her whole life back to Texas to help me with my baby so I can have a chance at finishing college, obtaining my degree to make a better life for my son and I than she had. Her sacrifices for my sister and I alone will keep me on track, but to see the pride she will have on her face when I walk the stage at graduation is the stuff my dreams are made of.

I chose to interview my mother because she is the first person that pops in my head when I need inspiration, not just for my future goals but for the simplest things like waking up even though I am exhausted because my baby was up all night, I think back at how tired she was and she got up, so I can too.

Jennifer Lopez

Augustin Lopez



Lindolfo López Hernández and Elvira Hernández García gave birth to Agustín López on March 14, 1970 in Linares, Nuevo León, México. Mr. And Mrs. López had nine children; Teresa, Araceli, Francisco, Agustín, Teofilo, Inocencia, Lourdes, Julian and Lindolfo Jr. Throughout their childhood at the ranch they lived in, they worked with their parents and then went to school afterwards. Their house was made of adobe de soquete, the women were manly in the kitchen while the men helped with the cattle outside.

There was mostly no time to play back then, they had many things to do and not much time to have fun. They were no toys back then, if they were you made them yourself or you did not have any they were manly bought for the more stabled families. When they were little kids after they were done with all the work they had, they would play with the in the cow's pen. They would also take the tractors tires go up a hill and come rolling down over and over again until they could not go any longer. As my father told me this story he laughed and said, "I remember we would try to get the bees honey and run with the whole bee hive all over the ranch running away from the angry bees".

The schools were nice, they were made of block and it was like their only little school since they were few kids who got the chance the go to school. They were like houses connected to each other and it went from fist grade to sixth grade, then from first to third which to us would be seventh to ninth and that was it. Not so good for them their teacher was my grandfather's

cousin, which meant if you behaved bad he would spank you and would tell your dad and you would get spanked again.

I know my dad pretty well, and he is a very hard working man s when I asked how old he was when he had a job, he laughed and said, “I have worked my entire life, since I even started walking we would pick wheat or whatever we were put to do”. He wanted to be an engineer but there was more important need he had to take care of. Either he worked to have and education or to have food on the table. Since where he lived there was no high school he did not go which means he could not go to college either.

In Mexico you are forced to sign up to the military, it is all a matter of luck and luck was on my father’s side. He went three days and then got black balled which meant you could leave. The only way you would come back was if there was a war and they needed the men. At that point my dad married my mom on November 15, 1993 which he needed to ask my mom for because he did not remember. He now has five kids, he was happy and excited to meet me, my mom let him name me.

My dad inspires me because after all the things he has gone through he has always been strong and made it through. That makes me want to be just like him, hardworking and caring. He has always done and given my family and i everything he can, he always tells us that everything he does is for us and he wants us to have a better life than the one he did. He is always asking how I am doing and I know that if I ever need anything he will be there for me and will help me as much as he can. I know I have his support and I want to make him proud which makes me want to keep going and to try harder. My father inspires me because the can always solve any problem thrown his way and keep his head up high no matter what.

Juan Renteria

Juan A. Gonzalez



On March 8, 1932 Juan A. Gonzalez was born in San Antonio, Texas to the parents of Santos and Emilia Gonzalez. He was the youngest of five siblings, three boys including him and two girls. His siblings from oldest to youngest were Norbert, Carmen, Mary, and Hill Gonzalez. The Gonzalez family lived in a home with three small bedrooms which one of them were shared between Juan and Hill. Juan says “we fought like any other siblings but we always got along at the end of the day”.

As a child he attended David Barkley Elementary School, he said he did not have time to participate in any extracurricular activities because he would help his father. At nine years old when he was not in school he would help deliver the paper and milk to the neighborhood with his father, Santos. Few years later Juan’s father bought a drug store when at 17 Juan had his first job. After school he would either ride his bike or walk to the store and deliver medicine and/or merchandise to customers or work as a soda shaker. For middle school and high school, he attended Lanier in San Antonio which today is just Lanier High School.

While attending school the only language Juan could speak was Spanish because his grandma could not speak English so he was just taught Spanish as a child. If him or any of his other classmates were caught speaking Spanish during school, the teachers would get after them. So him and his other classmates had to hide in order speak Spanish with one another. Juan says “all I knew was Spanish, the only thing I could say in English was to ask permission to use the restroom”.

In high school Juan was a part of the ROTC where he had the position of Staff Sergeant and that is when he knew he wanted to join a service job in the military. Also while attending high school he met the love of his life Refugia Maria Ortiz, they both had the same homeroom class. He said “I was attracted to her because of how smart she was and that she was my dictionary”. They did not date much because of how strict Refugia family was but they did love each other. After graduating from Lanier in 1950 that is when Juan joined the service and both Refugia and Juan promised each other they would wait till he came back to

get married because if he died he did not want leave behind a young widow.



Juan joined the Marine Reserves and was sent for two weeks of training in San Diego, California. When he came back he decided to join the Air Force right when the Korean War began. After two years serving in Korea he came back home and married Refugia on June 11, 1952 at St. Alphonso Church in San Antonio. He and Refugia were sent to Topeka, Kansas and then to Travis Air Force Base in California where they had their first born Juan Gonzalez Jr. Soon he was sent to Denver and eventually was discharged in 1955.

Juan said “the reason I was discharged was because I was on a plane with 12 other men who have never been to Korea except for me. I told them that I did not want to send my wife and child home alone. They gave me two choices either go on the mission to Korea or be discharged, so I signed the papers”. He and his wife and child came back home to San Antonio where they built a 3-bedroom house together and eventually had two more daughters Cynthia and then Marlene, my mother. They then moved out of the house they built and into a bigger one.



After serving in the Air Force, Juan attended St. Phillips College. While going to college he worked for Kelly

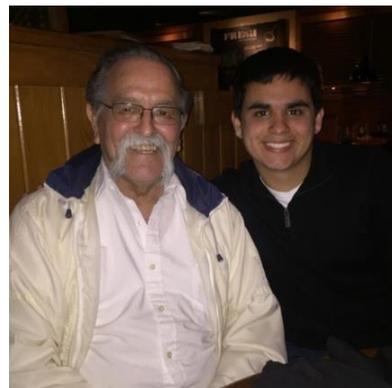


Air Force Base where they assisted on repairing planes. Kelly ended up giving him an opportunity to participate in their apprentice program where he would be in charge of his own crew and work as a supervisor. He worked as a supervisor on how to take apart the aircraft until he retired. After retiring he spent his days now taking care of and

watching his grandchildren, great-grand children, and great great grand children grow up.

On August 15, 1998 that is when Juan and I first met he said “after seeing you for the first time I was over

joyed. Even though you were named after me, I knew that you were going to be someone special one day, someone that would change the world” (Gonzalez). My grandfather inspires me because he has taught me how to be the best person I could be and how to never give up and always put your family first. He has always taught me to strive towards my goals in life and never let them go. His wisdom and advice he always gives me about staying in school in order to work towards a great career is my guidance to keep me on track and be successful. I wrote about Juan A. Gonzalez’s own life, how we met and why this person will keep me on a path towards success. My grandfather has always been there for me and will always be there for me even when he is gone. I take his advice he has given me and use it in my everyday life.



CULTURE SECTION

Piedad Ymbert

Traditions, Culture, and Family

Ya La Rurrúru....



When I think of my childhood, I remember touch, smells, sounds and singing. Rururu....rururu is such a sweet sound. Arollos helped calm my sisters and lull them to sleep. When I became an aunt, one of my babysitting duties was to be able to lull my nieces and nephews to sleep. Then I became a mother and found that babysitting pales in comparison to a mother’s full care. I was on

call 24-7. I ran out of Spanish arullos and found that I only knew the lyrics to two English

lullabies, Hush Little Baby, Rock-A-Bye Baby and could only hum Brahm's lullaby, so I included hymns, Moon River, and a lot of humming. This was of course before Google. Now I am a grandmother, and a retired teacher, I am no longer pressed by time and all the responsibilities a new mother faces, I have searched and found the arullos my mother and father sang to me, my sisters, and their grandchildren.

As I cradled Elena in my arms, the songs and the words my father sang to my younger sister just flooded my mind. I lost my father this year and his memory and my loss are with me always. Perhaps that was the reason the songs and the memories of him came so easily. Here are my favorites:

Pajarito

Pajarito canta tu, canta tu, canta tu,
Pajarito canta tú, canta para Dios.
Cántale a las flores que hay en el jardín.
Cántale a los niños que aman a Jesús.
Pajarito canta tú, canta tú, canta tú,
Pajarito canta tú, canta para Dios.

Pajarito, ¿Quién te trajo?
Pajarito, pajarito, ¿quien te trajo aquí?
Yo solita, Yo solita, viene dar aquí.
Pajarito, pajarito ¿Quién te trajo aquí?
Yo solita, Yo solita, viene dar aquí.

My old-time favorites also came to mind, but the lyrics to one of my favorites, Señora Santa were in question so I decided to ask my mother about it. She laughed and she said that those changes had been made by her little cousin. It seems that my mother was his babysitter and when my sister, the oldest was born, my cousin, Teofilo did not like her so he changed the words. Here are the lyrics to the lullaby I sang for so many years, but chose not to use for my granddaughter, Elena.

Señora Santana

Ya la rurrú rurrú,
Ya la rurrú rata,
Ya se va dormir la niña chiquita.
Duerme niña, duérmete ya,
Sino viene el viejo y te comerá.
Te come la carne y te deja el pellejo.

Señora Santana ¿porque llora el niño?
Por una manzana que se le ha perdido.
Vamos a la vuela, cortaremos dos,
Una para el niño y otra para Dios.

Then I asked my mother to sing it to Elena and her version was the one I somewhat remembered, but not the one I sang to my children. Of course I only sang it in the privacy of my home. Thanks to Google, I have found several versions and all are different, but here is my mom's version.

Señora Santana 2

Señora Santana ¿porque llora el niño?
Por una manzana que se le ha perdido.
Vamos a la huerta, cortaremos dos,
Una para el niño, y otra para vos.
Duérmete, mi niño,
Duérmete ya,
yo te daré dos:
una para el niño
y otra para vos.

Before the birth of my granddaughter, I started to gather all the Spanish lullabies I could get my hands on and I discovered that my mother had combined parts of different lullabies into one. One of them is Duérmete, Niño and I also discovered that my mother's cousin's lyrics to Senora Santa were probably not his. As with the other arullos, there are many versions, but I found the closest one to what I learned.

Duérmete Mi Niño

Duérmete mi niño, duérmete mi amor
Duérmete pedazo de mi corazón,
Duérmete mi niño, que tengo que hacer,
lavar tus pañales sentarme a coser
Ese niño quiere que lo duerma yo,
dormir en mis brazos y en mi corazón.

Duérmete Mi Niño (Dark versión)

Duérmete niño
Duérmete ya
Si no viene el coco
Y te llevará
Duérmete niño
Duérmete ya
Que viene el coco
Y te comerá.
Que viene el coco
Y te comerá

As with Mexican cuentos, Mexican lullabies also tend to include some type of folk lore—and a dark side. It was very interesting and satisfying to know that there were two versions—perhaps the intended one and the one that intended to let the child know that sleeping was a serious matter and the lullaby was and is a means to an end-sleep! May our arullos continue to live on in our families and future generations!

Traditions, Culture, and Family

Great Grandpa and Elena



My Parents



Four Generations



Emma Conde Rios



DICHOS, Spanish Parables

About the Writer:

Brownsville, Texas Educator and Consultant, Graduate of Texas A&I University-Kingsville, Emma enjoys collecting the dichos of the Mexican and Mexican-American community.

- Lo que bien se aprende, nunca se olvida.
- A child who allowed to be disrespectful to his parents will not have true respect for anyone.
- Mucha gente presume lo material porque como persona no valen nada.
- Cuando maduras, buscame, estare en los columpios.
- La herencia mas grande que usted puede dejar a las proximas generaciones es a honestidad.
- Lo que aprende en la cuna, hasta la sepultura dura!
- Si no puedes ser el lapis perfecto para escribir la felcidad de alguien, se el borrador que elimine su tristeza.
- No hagas con el amor lo que hace un nino con su globo, que al tenerlo lo ignora y al perderlo llora.
- Los grandes Psicologos de mi infancia, y las consultas eran gratis: la chankla, a cuchara de madera y la escoba!
- Ser gorda no es problema. Ocupate de no ser ignorante, porque ahi si esta cabron!
- Las unicast cosas que te puedes llevar cuando dejes este mundo son las que llevas dentro de tu corazon.
- No hay guapos sin defecto no feos si gracia!
- No hay bonita sin pero ni fea con gracia!
- Mas sabe el diablo por viejo que por diablo.
- A la pobreza persigue la pobreza!

- No hay mal que por bien no venga!
- El poder de la doncella la hace parece mas Bella!
- El que Te ama no Te dana.
- Hechando à perder se aprende.
- El que te ama no te dana.
- No sabes lo que tienes hasta que lo pierdes.
- Mas vale suegra por vieja que por suegra.
- La venganza dura un dia y el perdon una Eternidad.
- Has el bien y no Te fijes a quien.
- A buen sueno no hay cama dura.
- El la pena y los afanes...consulta los refranes.
- Dios tarda pero no olvida.
- Al que le pique que se rasque.
- Tanto va el cántaro al río hasta que se rompe.
- Detras de un nino bien educado hay una madre con chancletas y muy buena punteria!
- Nunca le cuentes demasiadas cosas de ti a los demas. Recuerda que en tiempos de envidia, el ciego comienza a ver, el mudo a hablar y el sordo a oir.

Reglas de buena educacion: a child educated only in school is an uneducated child!

- No vaya a donde no lo inviten
- No hable de lo que no sepa.
- No se meta en lo que no le importa.
- No abrir nevera en casa ajena.
- No llame despues de las 10 de la noche.
- No visitor a la hora de almuerzo.
- No entre en las habitaciones en casa ajena.
- No trates el director de la empresa con mas respeto que a la persona de limpieza.

Las mejores frases sobre educación

1. “La educación es un proceso que no termina nunca” Josefina Aldecoa
2. “La educación consiste en ayudar a un niño a llevar a la realidad sus aptitudes” Erich Fromm
3. “Enseñar es aprender dos veces” Joseph Joubert
4. “La vida debe ser una incesante educación” Gustave Flaubert
5. “Lo maravilloso de aprender algo, es que nadie puede arrebatárnoslo” B. B. King
6. “La educación no crea al hombre, le ayuda a crearse a sí mismo” M. Debesse
7. “Lo que se dé a los niños, los niños darán a la sociedad” Karl A. Meninger
8. “La verdadera educación de un hombre comienza varias generaciones atrás” Eleuterio Manero
9. “El sistema educativo se tendría que construir pensando en el desarrollo de los niños” Richard Gerver
10. “La educación es la culpable, casi siempre, de desviar a la gente de sus talentos” Ken Robinson
11. “No les evitéis a vuestros hijos las dificultades de la vida, enseñadles más bien a superarlas” Louis Pasteur
12. “El fin de la educación es aumentar la probabilidad de que suceda lo que queramos” José Antonio Marina
13. “Para educar a un niño hace falta la tribu entera” Proverbio africano
14. “Una de las peores cosas que se puede hacer con un niño es no atenderlo” Javier Urra
15. “El mejor medio para hacer buenos a los niños es hacerlos felices” Oscar Wilde
16. “Para viajar lejos no hay mayor nave que un libro.” Emily Dickinson
17. “Dime y lo olvido, enséñame y lo recuerdo, involúcrame y lo aprendo.” Benjamin Franklin

Recetas

Cabrito al Pastor (Young BBQ Goat)



A favorite Mexican food is cabrito al pastor, or young goat, roasted on a spit over open coals (often from mesquite wood). Cabrito al pastor is cooked for 6-10 hours and is turned every 15-20 minutes, unless you have the more modern, electric rotisserie which turns the meat continually.

The cabrito used to go from cleaning to preparation with a spice rub (salt, pepper, garlic, chili powder) to the spit for slow cooking. Now, some prefer to soak the cabrito overnight in brine solution (salt and cider vinegar). The cabrito is immersed in the brine and kept refrigerated overnight and then impaled on the spit for slow cooking. The brine is said to remove some of the gaminess of the cabrito and also serves as a tenderizer for faster cooking.

Tripas (Tripe)



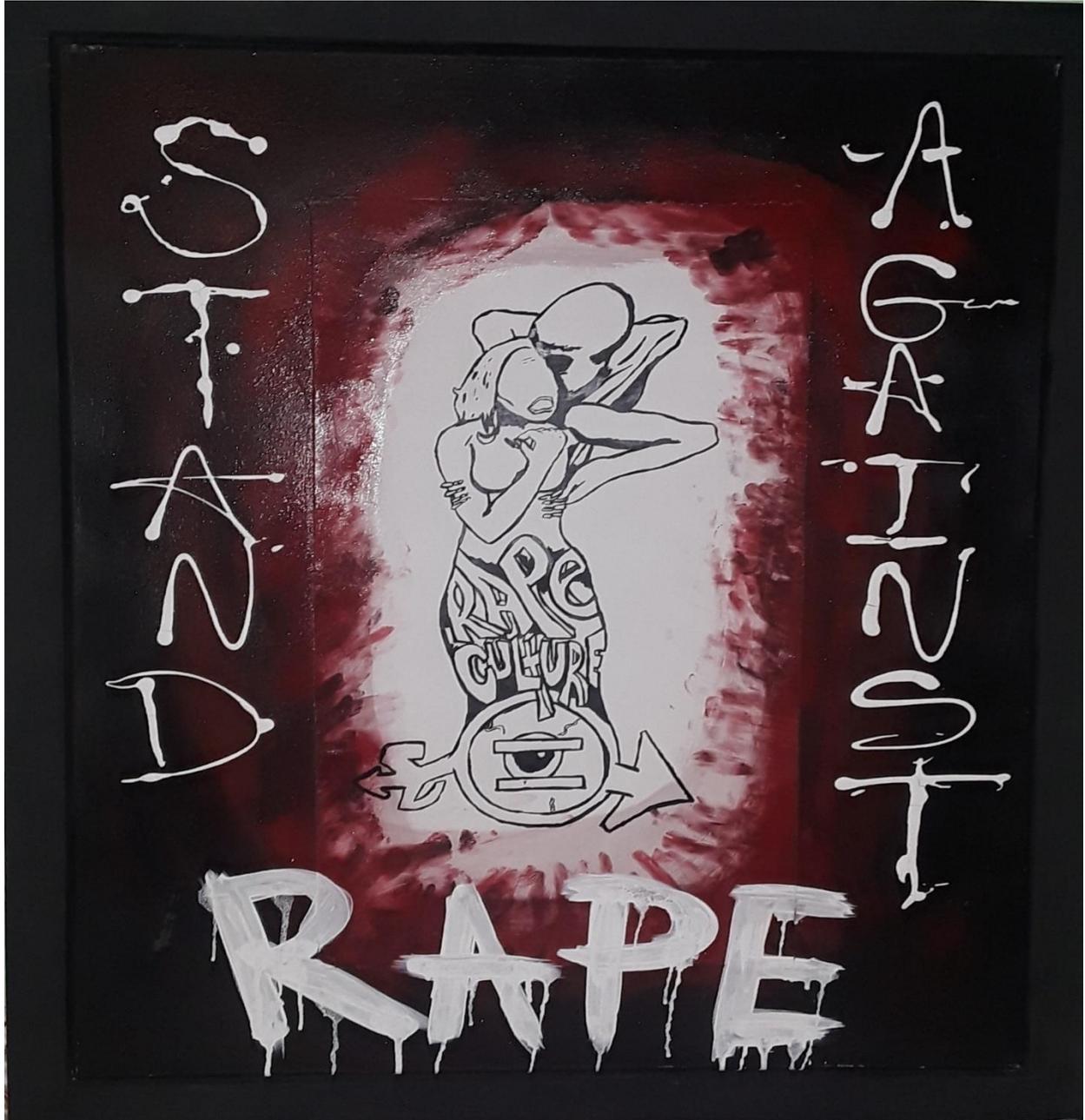
Another Mexican delicacy is the well-prepared and seasoned taco de Tripas (the small intestine of farm animals). The intestines are thoroughly cleaned and cut into 3-4 inch sections. They are boiled in salted water for tenderizing. A cast iron “disco” or disc (very similar to the Chinese wok concept) is heated over an outdoor wood fire. The well-drained tripas are tossed into the greased disco to be continually turned until they arrive at the level of crispiness the cook desires. They are most often spiced with salt, pepper, and garlic. Tripas are served a tortilla with avocado slices and cilantro.

ARTWORK SECTION

Angela 'A'marie' Alvarado

Rape Culture

Acrylic



Bleeding Over the City

Acrylic



P

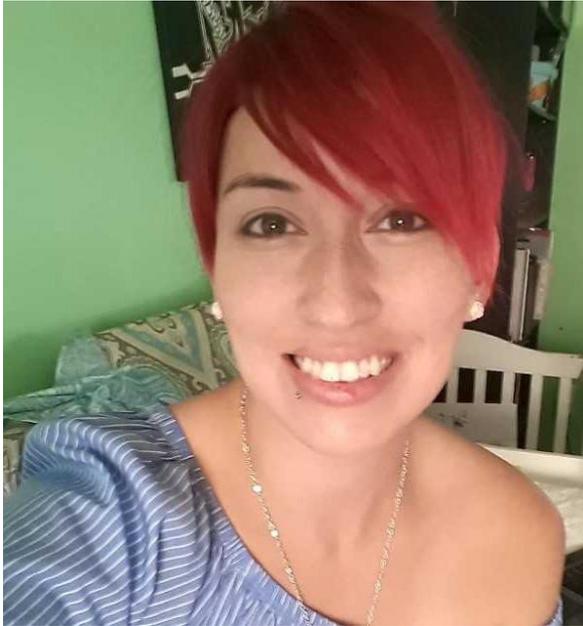








Artist Statement



Your mother is getting her miles in at the track. You've been telling her to take better care of herself. Night time is her only free time and so she doesn't feel embarrassed around others. Your mother is attacked. She is raped.

Your little sister has her first boyfriend at the age of fifteen. He is a bit older, more experienced and his mother never taught him, 'no means no'. Your little sister loses her virginity by force.

You have a date with a guy, you've been hoping would ask you out. Great smile, good career, seemingly almost perfect. However, his mother was always used horribly by multiple men. The abuse eventually trickled down to him, Adult games played with a child. Your first date is every woman's dream. Second date your head is spinning by how lucky you think you are. Two months later you're already living with him. You tell him you're not in the mood, you don't want to. Now your head is spinning by the force of a hit. You're begging to be let go.

I was raped in my early twenties. I fell in love with a man who let his drinking always go too far. I was raped by my boyfriend on his bedroom floor of his room. With the amount of alcohol in his system, he did not listen to me crying 'no'. My tears were coming out. He was too heavy from intoxication for me to push off. Since he was my boyfriend and I was naïve, I waited for him to be done, he passed out on top of me. I rolled him off, curled into a ball and cried on the floor until morning. Also, since he was my boyfriend, I never reported him, I never told

anyone of what had happened. I stayed with him for another month or so before I left him. I was young and wanted to be wanted.

Sexual violence is a way to take power over another life. It happens to women and men all over the world. My work depicts real issues, real stories being told through acrylic paint on a canvas. My work is viewed as controversial because no one wants to talk about the ugly truth. No one wants to see the truth of society. Rape, sexual violence lays a path of destruction no one wants to take responsibility for. I choose to show women's and men's stories to show there needs to be accountability in the world. To give rape victims a means of power back after feeling as though we are being blamed for what the world has done to us. I refuse to be a victim, however, I do choose to show the reality of the struggle to gain the strength I have through the grotesque events of life.

BECAUSE RAPE IS NEVER THE VICTIM'S FAULT.

**Not if she was drunk. Not if she was naked.
Not if she was wearing a miniskirt or a veil. Not if
she was a sex worker. Not if the authorities didn't
believe her. Not if she was queer. Not if she was a
woman of colour. Not if she was seeking asylum.
Not if she was your partner. Not if she was
disabled. Not if the victim was male.**

Breana N. Briseno

Adrian

Watercolor and acrylic on watercolor paper



2pac

Watercolor on watercolor paper



Mother Nature

Watercolor on watercolor paper



Whitney Houston

Watercolor on watercolor paper



Alexandra M. Guerra

Artist Statement: I am Alex Guerra, and I'm currently a senior who is finally closing in on my Bachelors of Fine Arts degree here at TAMUK. Before coming here, I spent basically my entire life in one place: the small border-town of Roma, Texas. A majority of my art is influenced by my life in that small town, surrounded by my large, Hispanic family.

El Ojo

Inks and charcoal on watercolor paper





Selena

Inks on Snare paper



Jo Benavidez

Battle with the Mutant Behemoth

Acrylic, India ink, and Prisma pencil



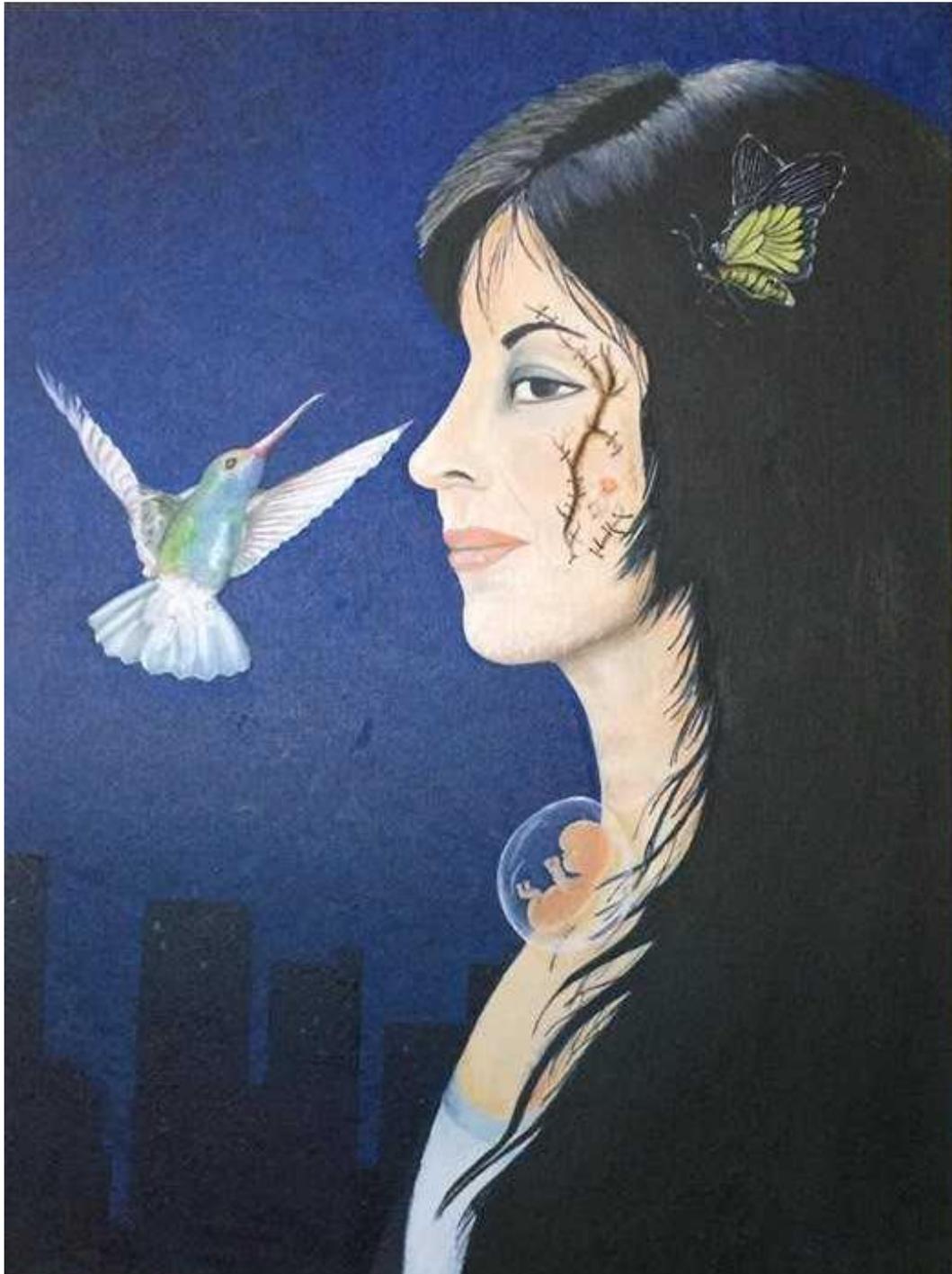


Alma Flores De Dávila

Caprichos de la Naturalesa

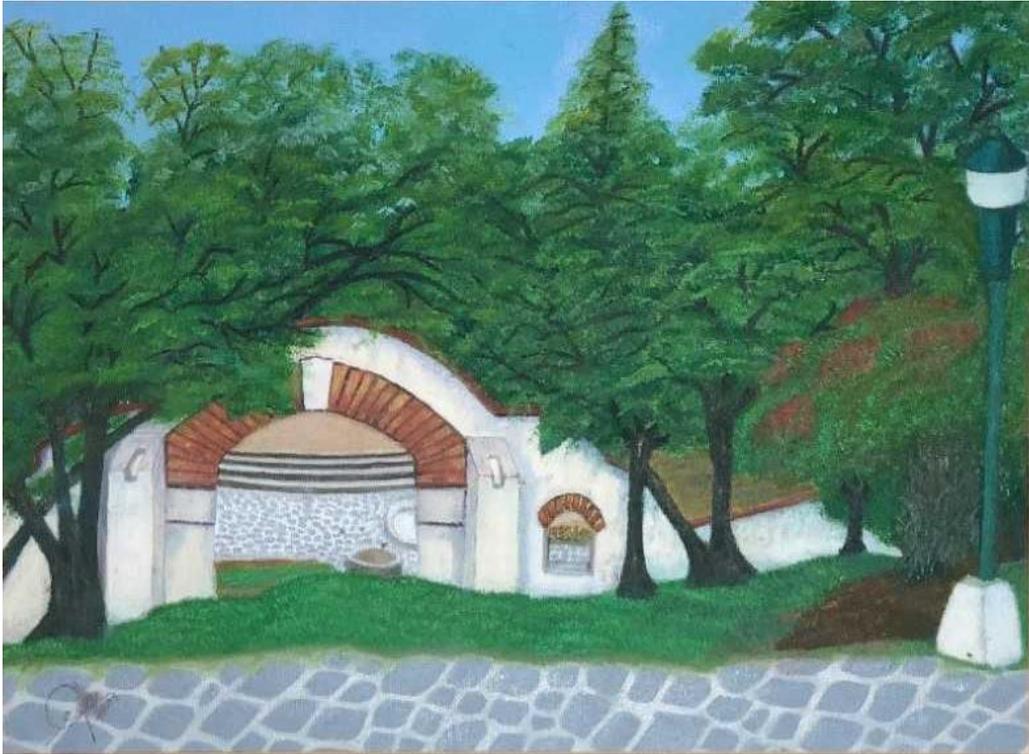
Acrylic





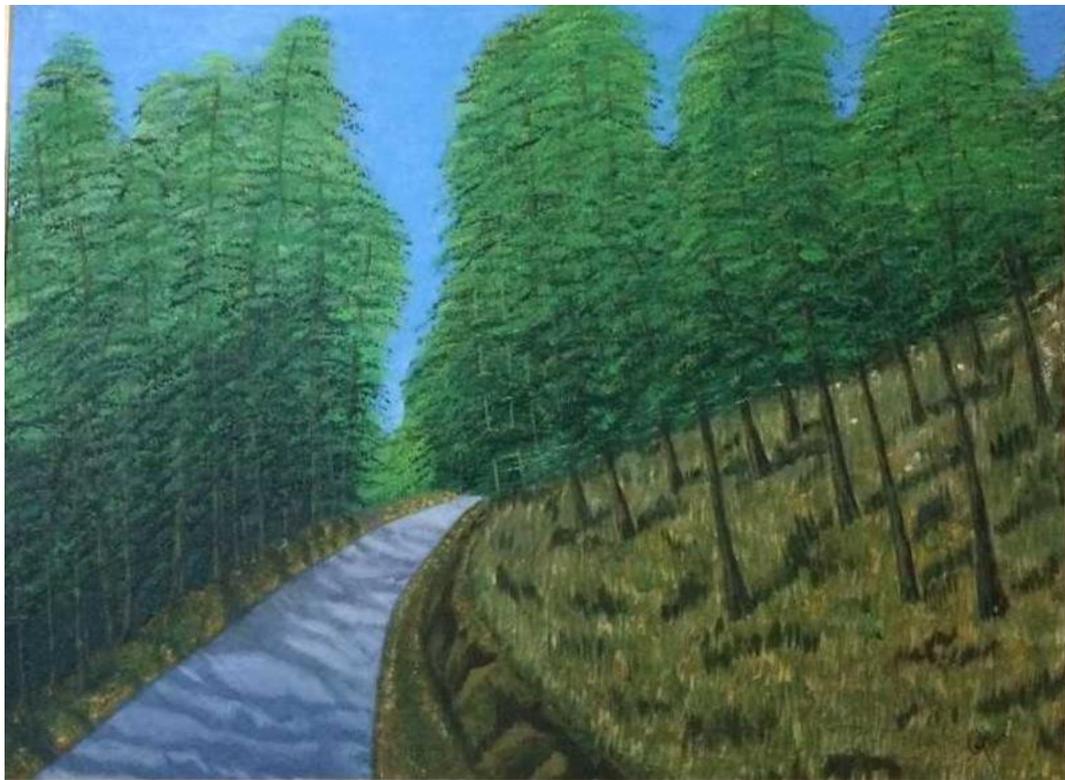
El Arco del los Enamorados

Acrylic



El Cruce

Acrylic



La Vista de los Mayas

Acrylic



Cosecha del Sol

Acrylic





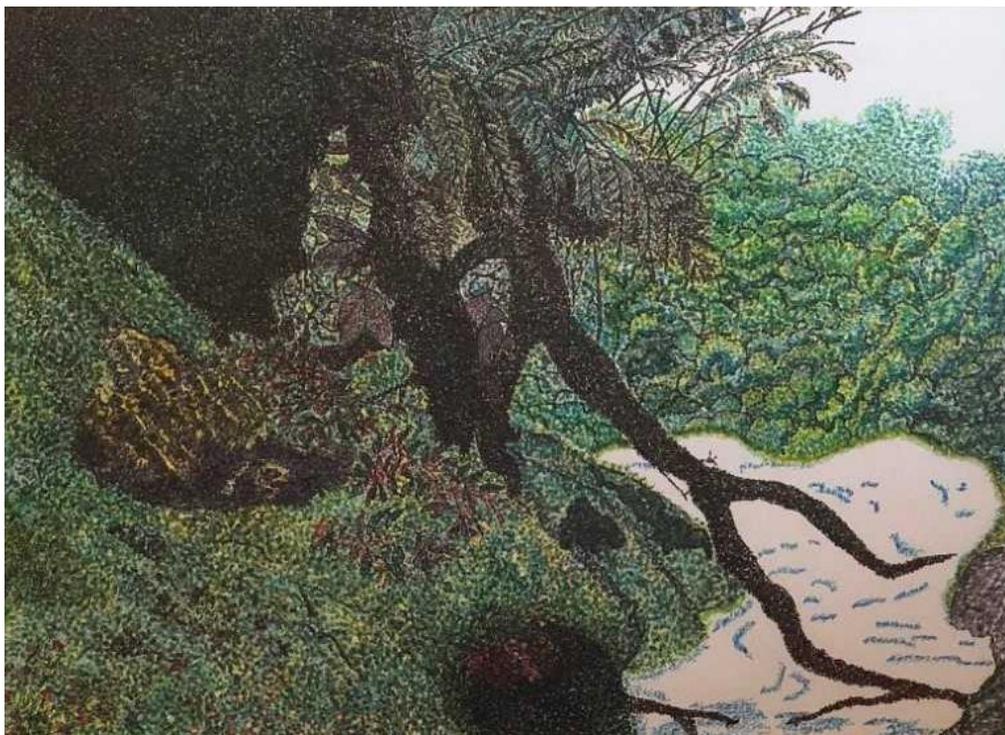
Reflejos

Acrylic



Respiro del la Jungla

Acrylic



Biografía de: Alma Flores De Dávila



Nacida en la Ciudad de Guatemala, en 1967.

Estudio Psicología en la Universidad de San Carlos de Guatemala. Estudio pintura en la Escuela Cultural de Arte de la Municipalidad de Guatemala

Por su talento innato recibió una beca y pudo terminar sus estudios satisfactoriamente. Durante su niñez a la edad de 8 años comenzó a sentir esa inclinación por el dibujo sin imaginarse, que ese don ya lo traía, más adelante por circunstancias de la vida fue que ella se introdujo en bello mundo de la pintura y fue allí donde descubrió ese talento.

Sus Padres y su hermana Virginia le animaron para que desarrollara ese don, fue así como comenzó su vida de Artista Plástica. Una de sus primeras obras llevo como titulo la Arboleda, que por cierto resulto muy apetecida por los conocedores del arte tanto así que en una exposición en Peten se la robaron.

Otra de sus obras y la más importante en su carrera como Pintora fue la pintura llamada el Renacer, en esta refleja un momento difícil en su vida, la obra ya mencionada fue elogiada por el expresidente y actual alcalde de la ciudad de Guatemala el Señor Álvaro Arzú. Al principio de su carrera le habían otorgado una beca para Republica Dominicana la no pudo tomar por razones de salud, pero esto no la desanimó, al contrario, le inspiró para seguir adelante y crear otras obras.

Jennifer Bowyer

Landing

Acrylic



Windmill at Dusk

Acrylic











About the Artist



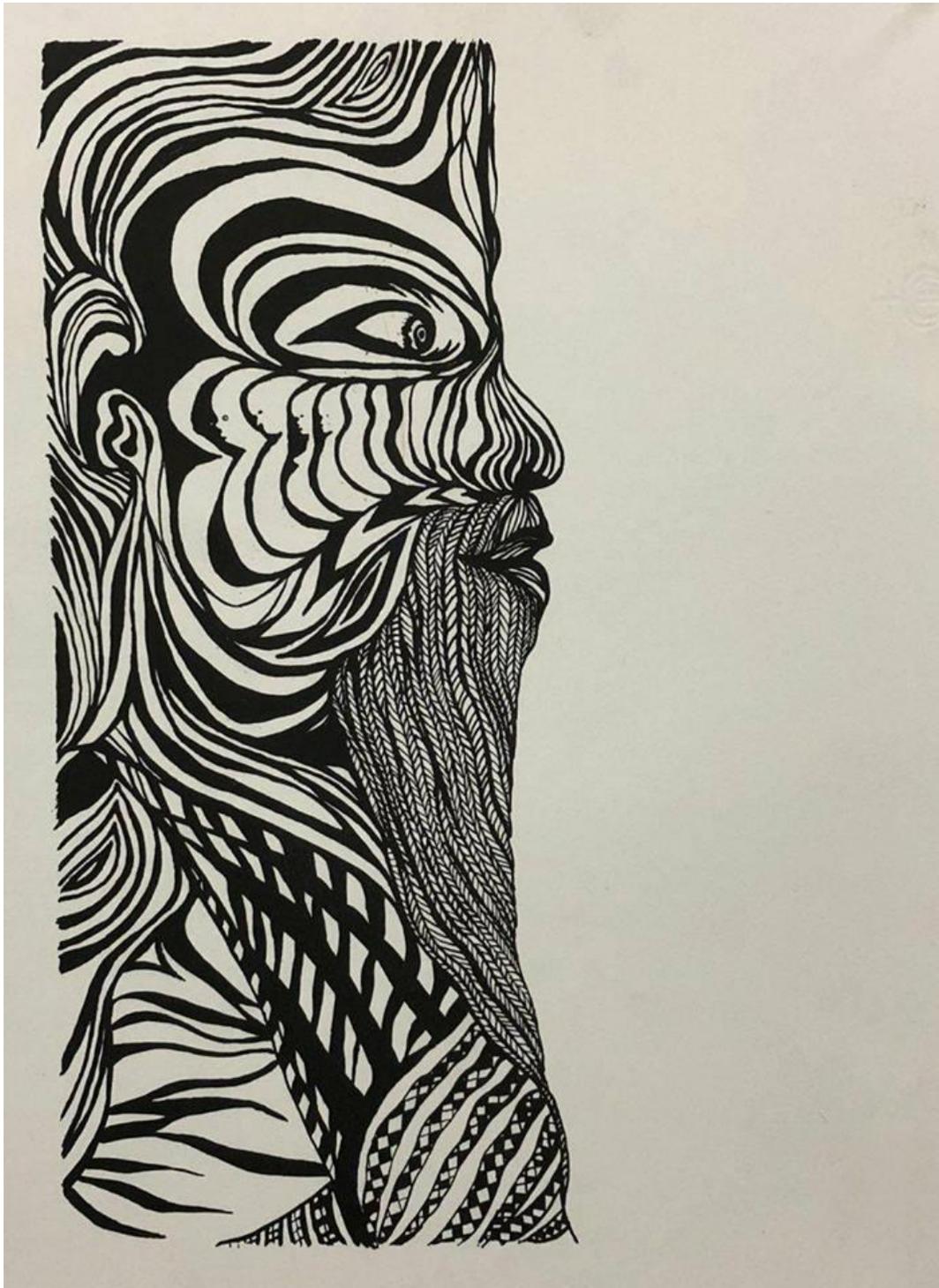
Jennifer Bowyer studied Fine Arts at Texas A&M University-Kingsville. She currently works for Kingsville ISD.

She is a passionate artist who explores various methods of painting with soulful success, from landscapes to colorful abstracts. She has participated in every issue of *Tapestry* thus far with beautiful works.

Russell Shelton

Mr. Razar Jack

Lithograph



Clay Bowl

Oil Painting





Mr. and Mrs. Satan

Oil Painting on Wood Panel







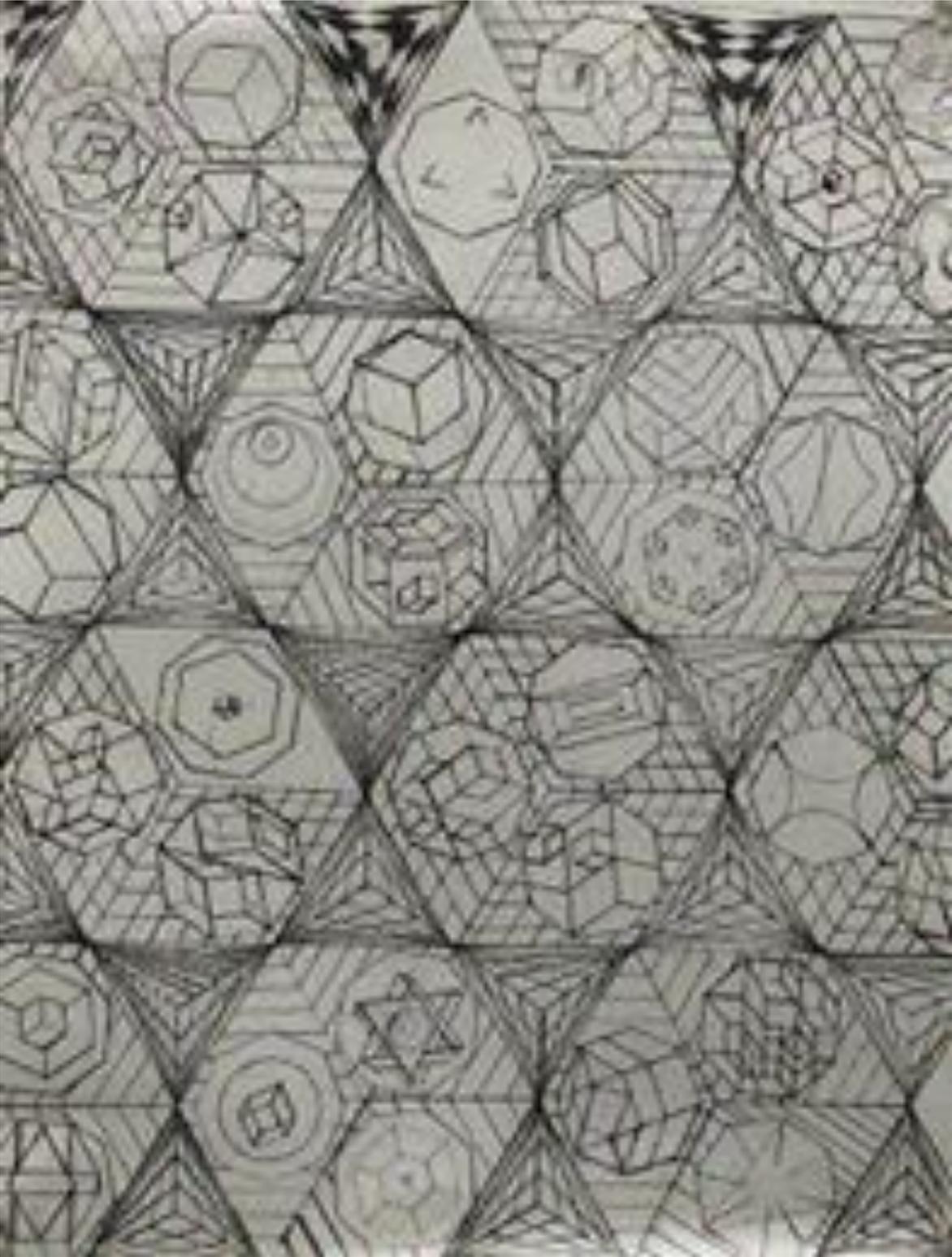
Golie Taylor

Graphite on Paper

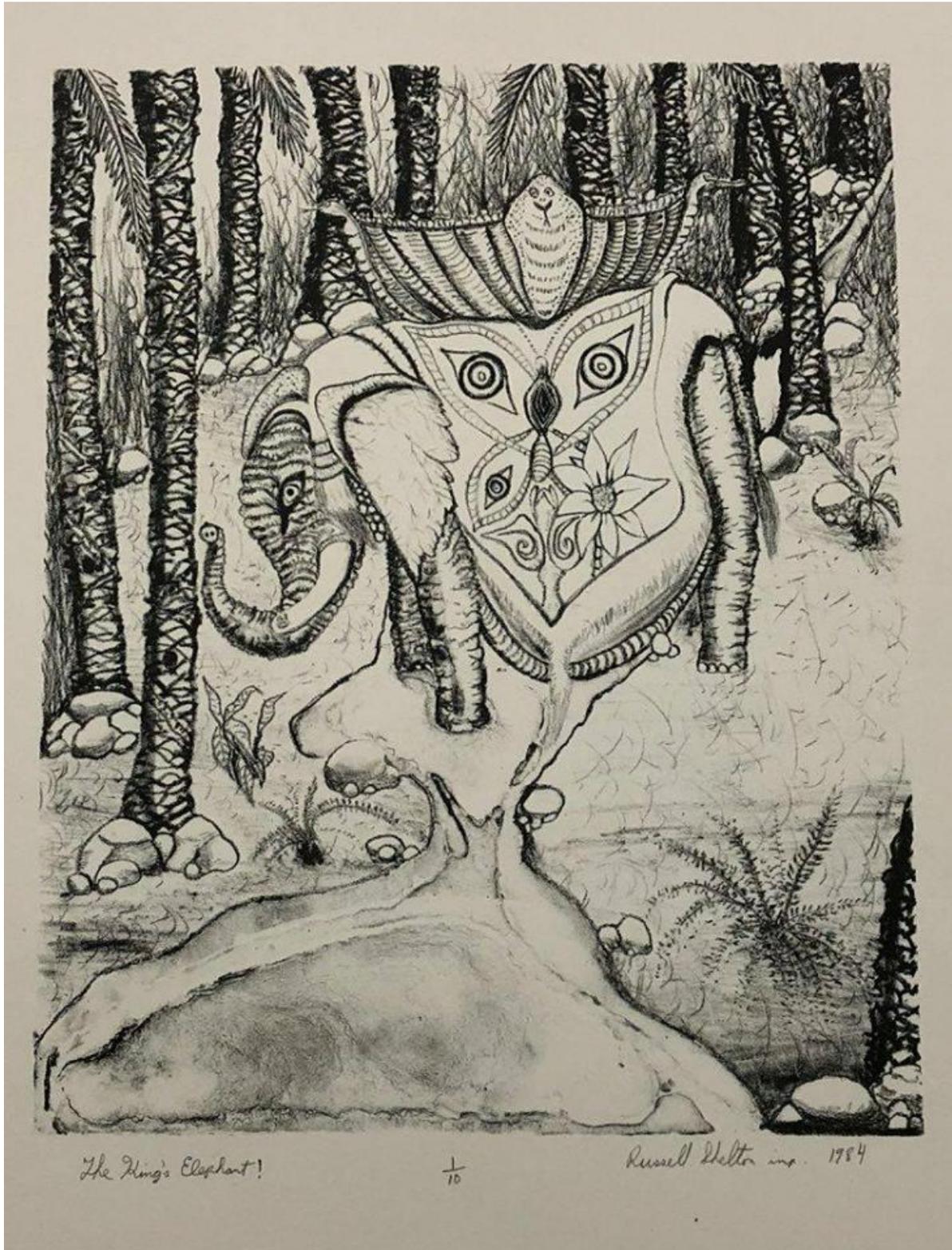




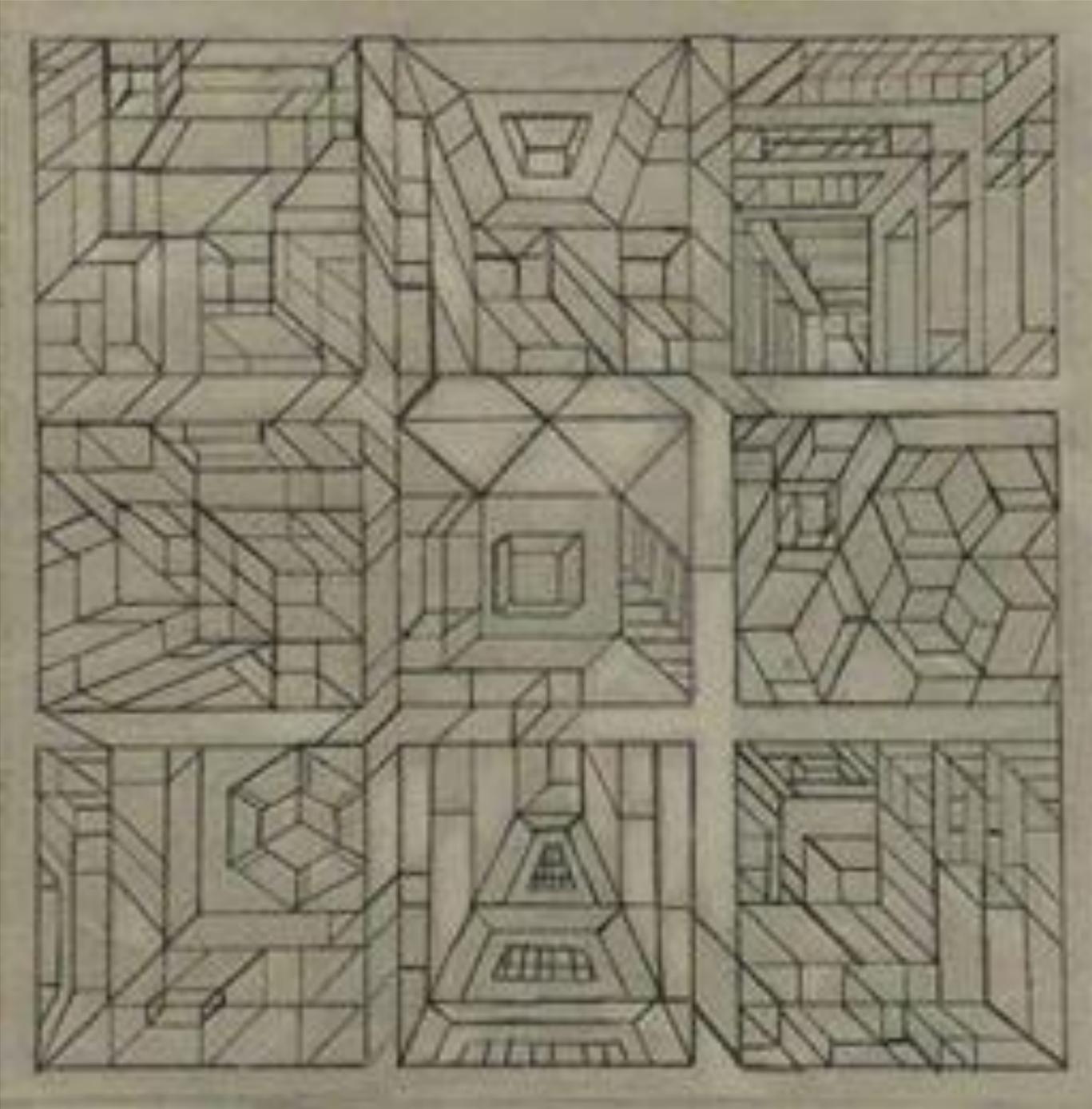


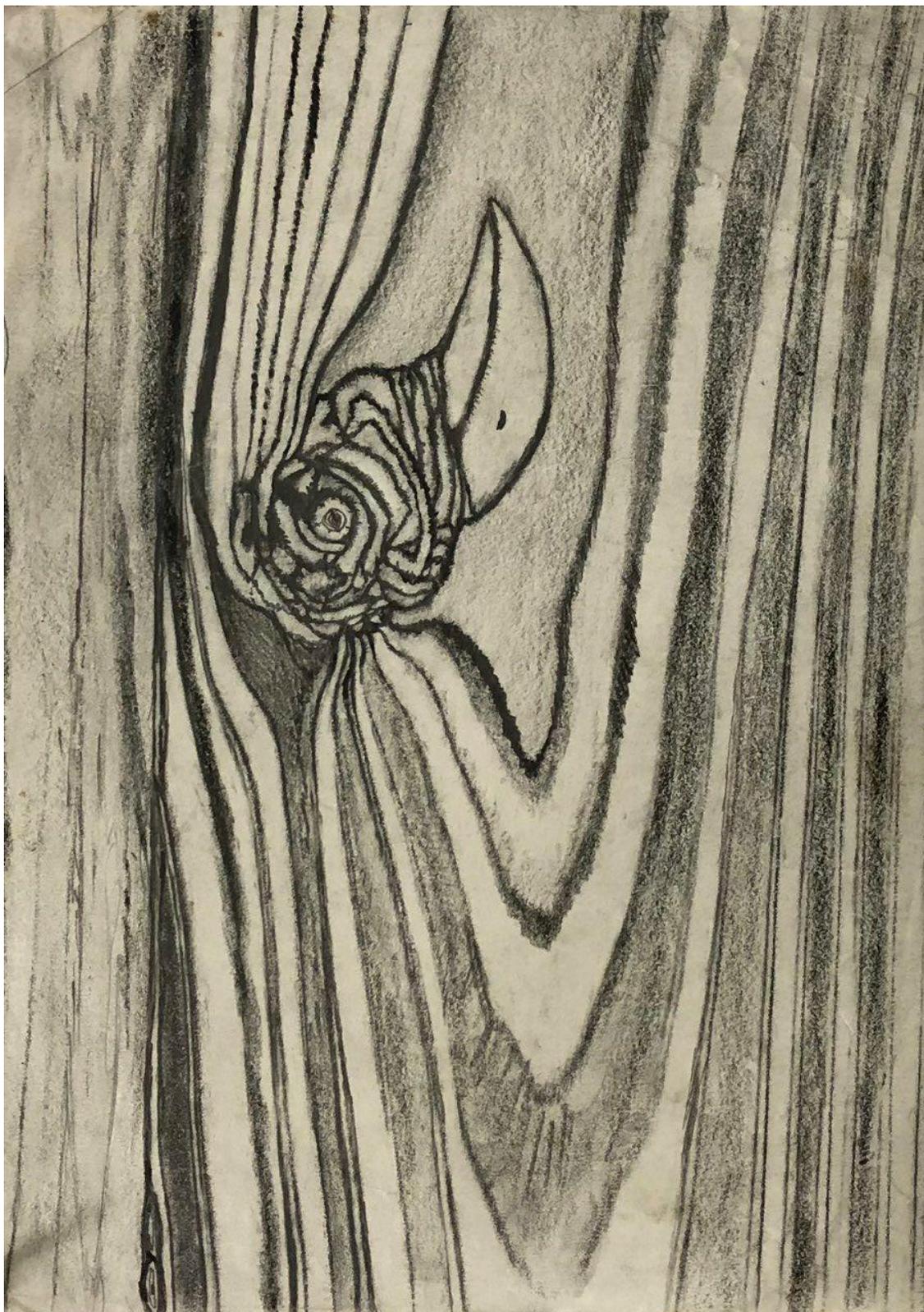




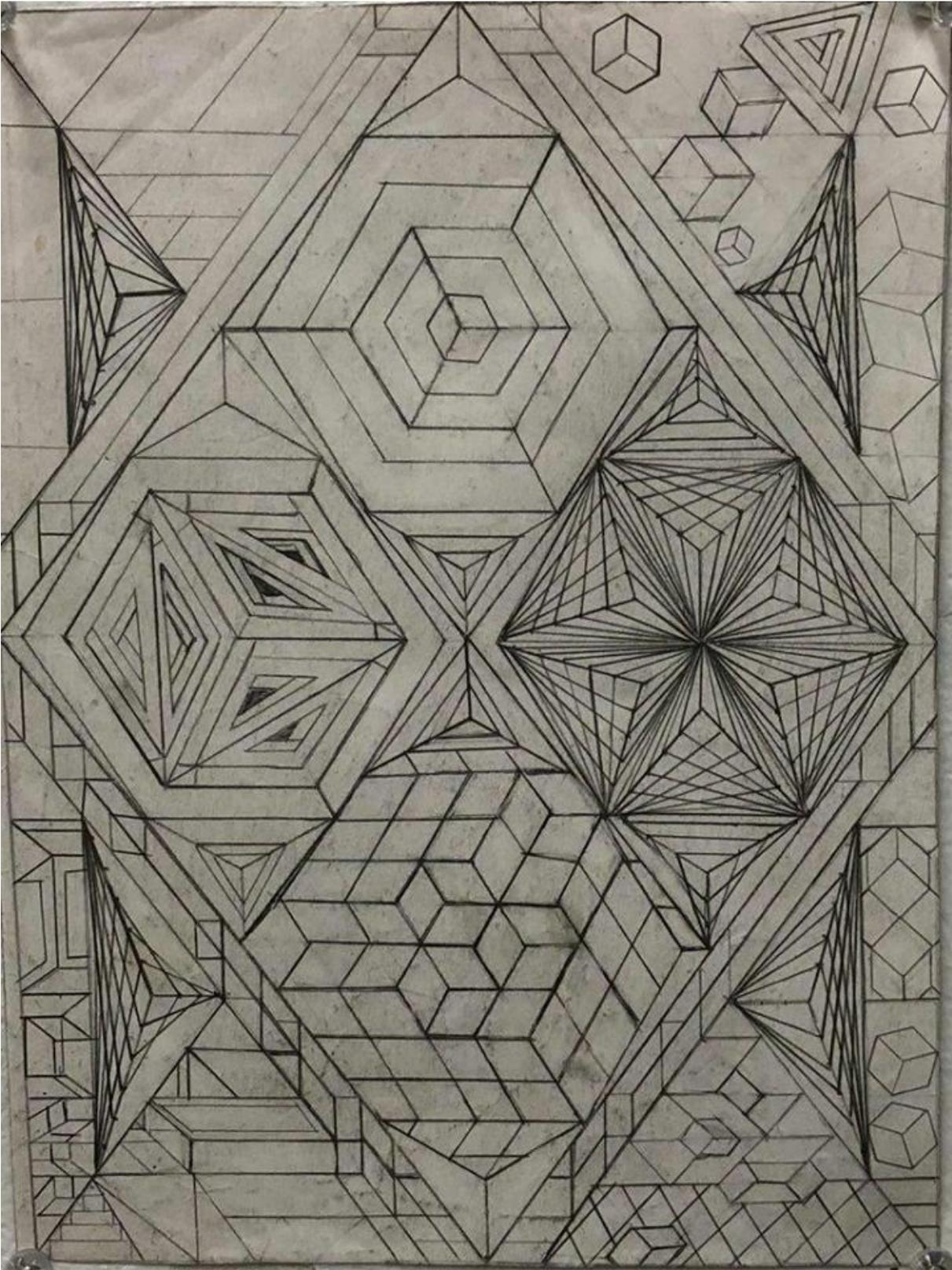












Colored Rectangles





About the Artist

Russell J. Shelton is an independent artist operating out of Kingsville, Texas. He was born in the small seacoast of Palacios, Texas. His parents were Andrew and Mary Louise Thomas Shelton, who moved to Kingsville in 1947.

Mr. Shelton attended all the local schools including Texas A&I University. He obtained a Bachelor's Degree in Fine Arts and a Master's Degree in Education. He went on to teach school at all-level. In Robstown, Texas he taught Special Education. He taught two years at Kleberg elementary before going on to teach 18 years of art and special education at Memorial Middle school in Kingsville, Texas. He is currently retired from education.

As an artist, Mr. Shelton worked on print making, dry paint, etching, metal engraving, calligraphy, and his favorite medium: stone and plate lithography. He models his work after the surrealist images of Spanish artist, Salvador Dali. The Dutch artist M.C. Escher's visual paradoxes also inspire Mr. Shelton. Jacob Lawrence is a reminder of the hardships Shelton faced coming up during the time of segregation and the still present racial injustice that is alive and prevalent.

Shelton stated, "I can only hope to achieve the marvelous, empirical, realism found in the art of the genius engraver, William Hogarth, whose work I admire the most".

Frank Guerra

Gallo

Acrylic



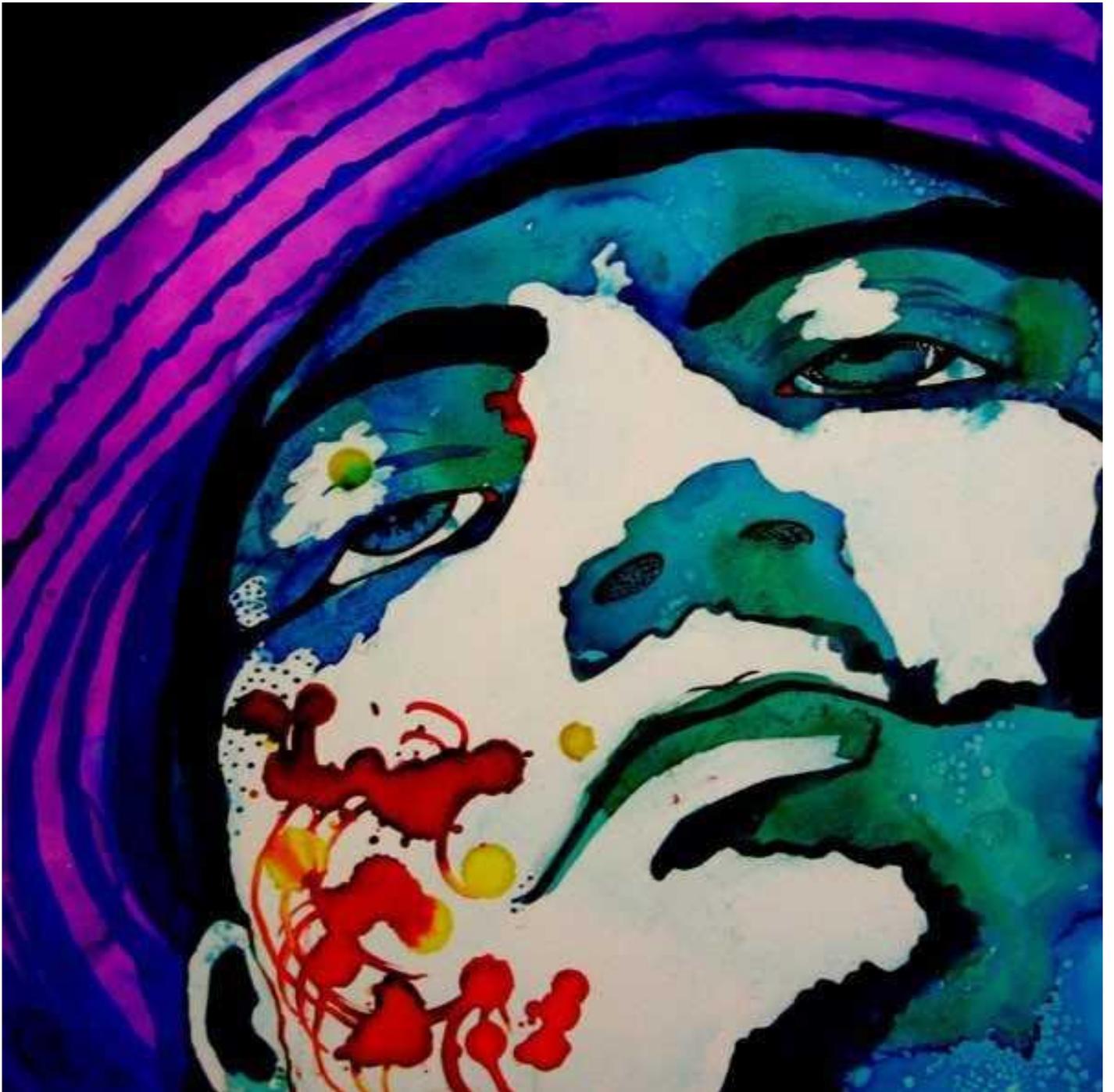




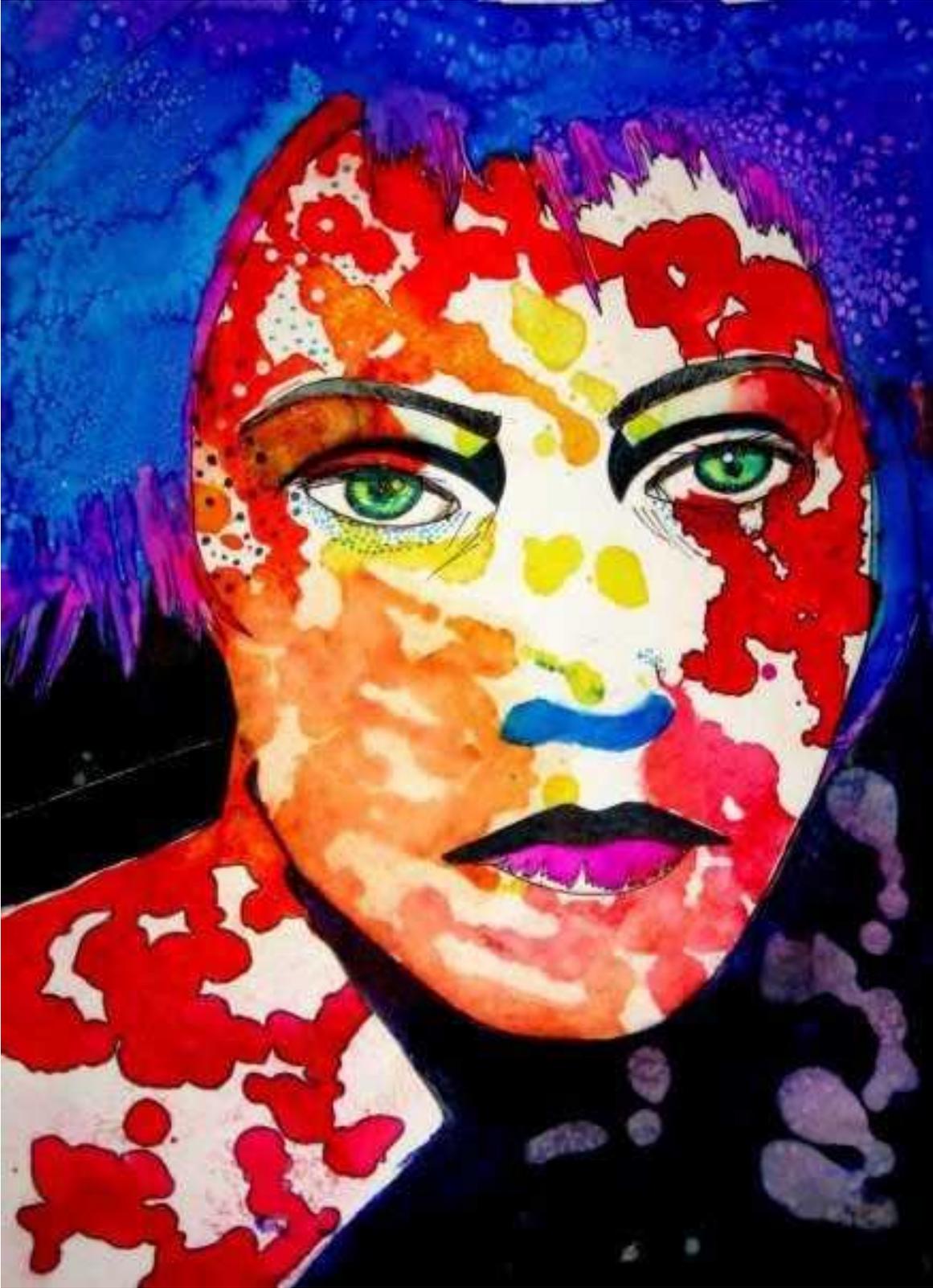
Tangerine

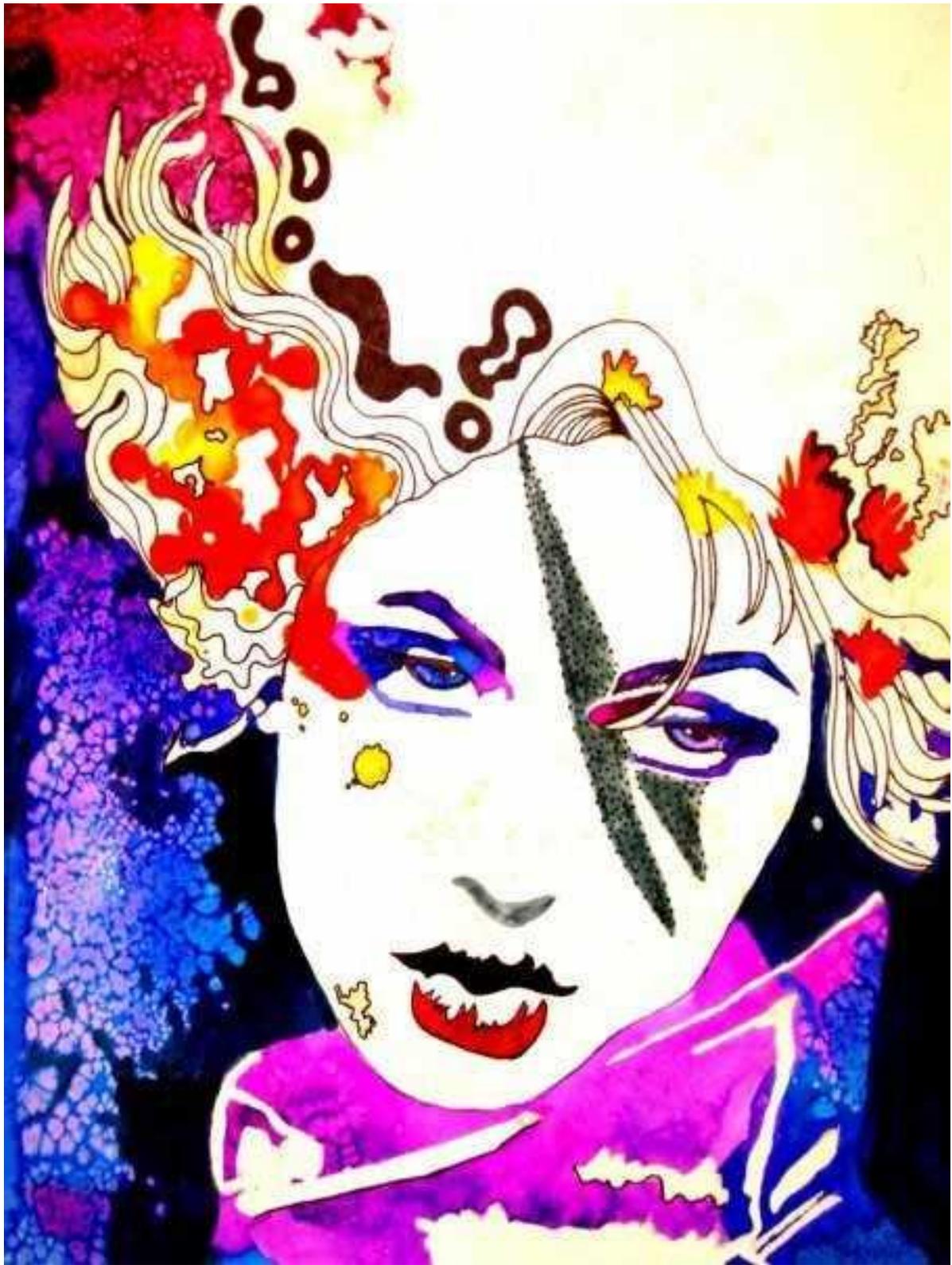
Acrylic













About the Artist



Frank Guerra earned his BFA in 2001 at Texas A&M University-Kingsville. He has shown his work in twelve states and two countries. Frank Guerra has taken a break from the art world in 2008. His last exhibit was called,

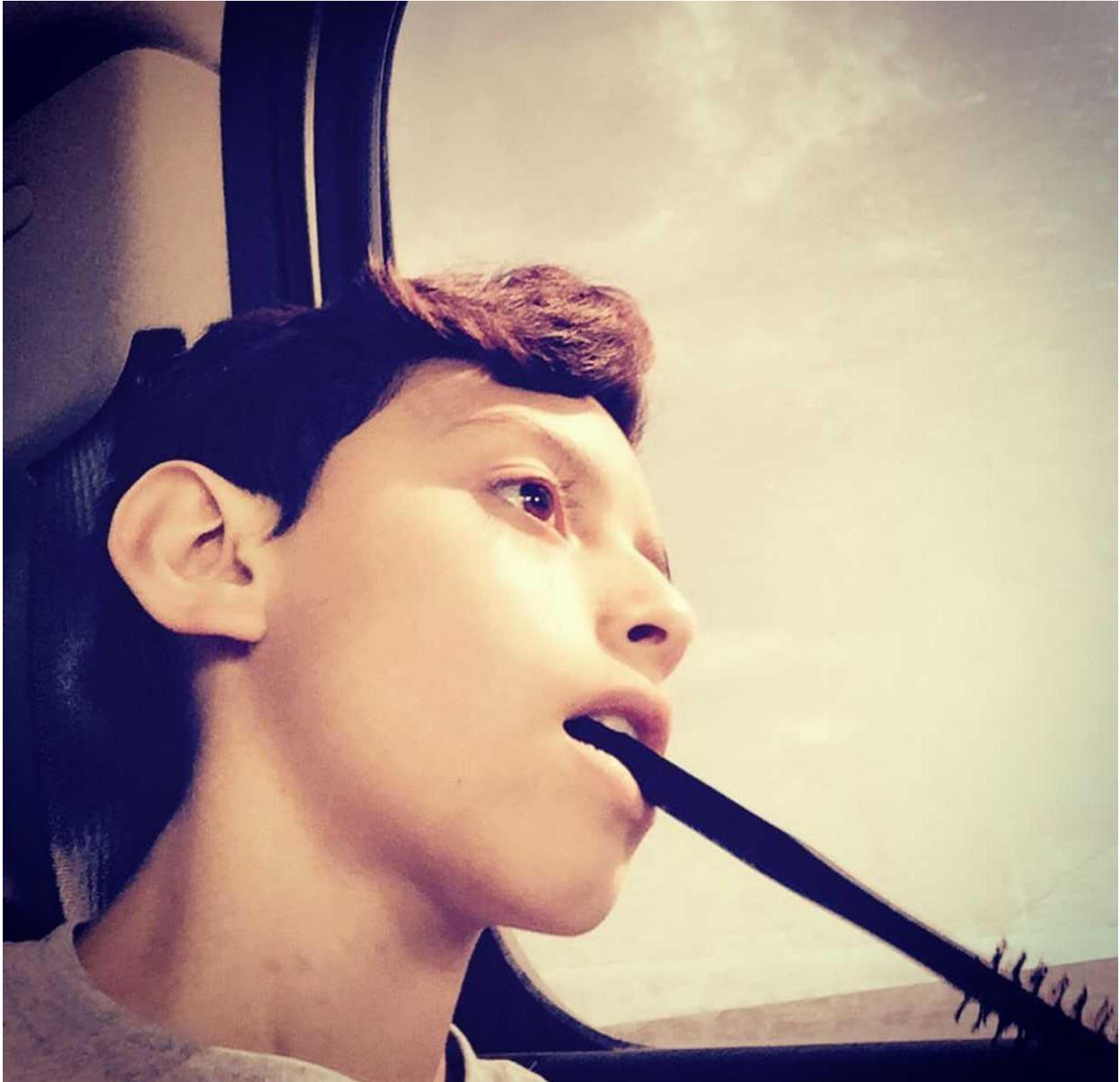
“Hello...Remember...Goodbye”. The exhibit was an exclusive collaboration with La Pena Art Gallery in Austin, Texas. Frank Guerra is currently focused on making an impact in public education and is an Assistant Principal for Cotulla High School in Cotulla, Texas.

He is currently part of TAMUK’s Educational Leadership Doctoral Program and plans to complete his degree in 2019.

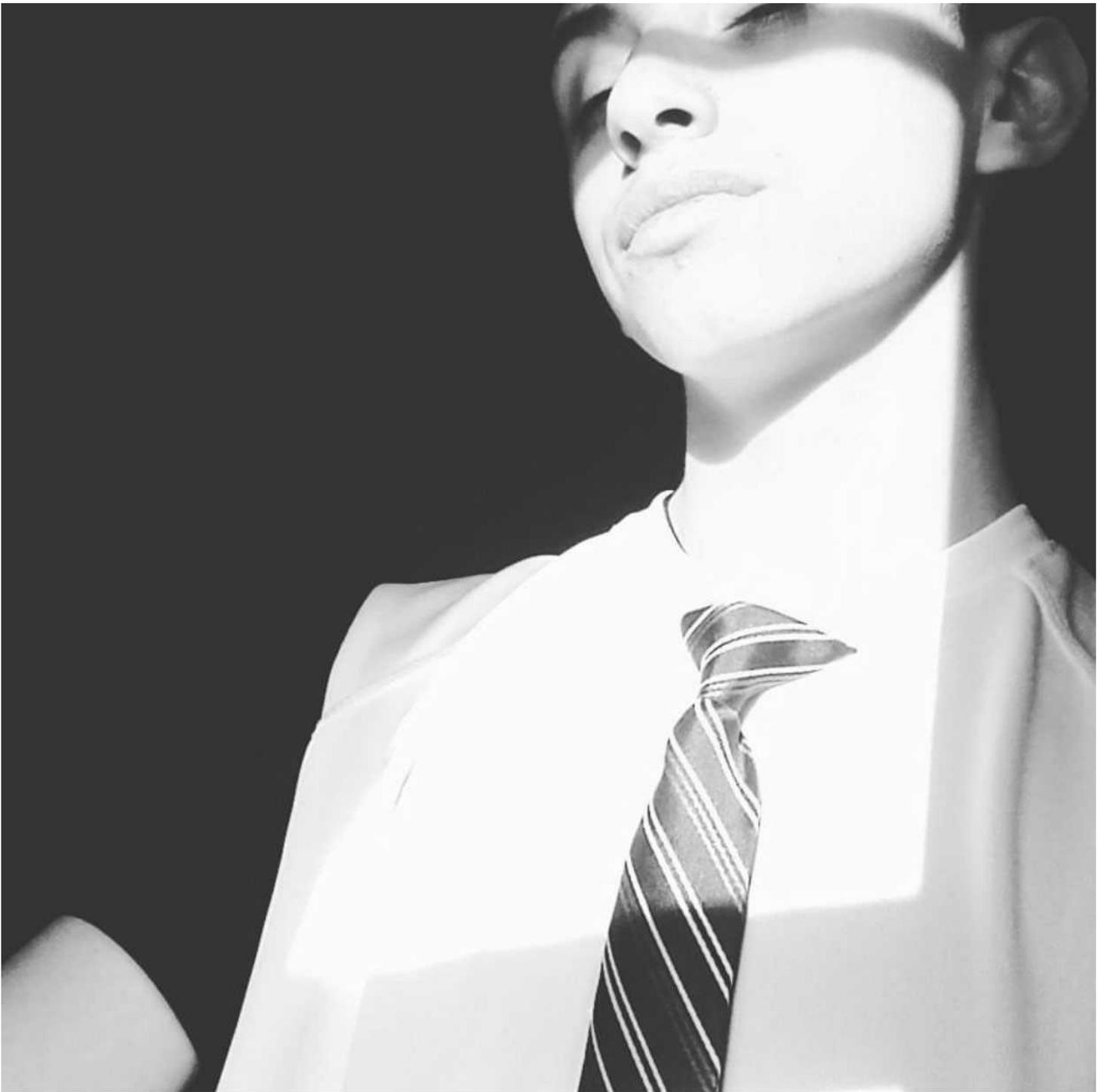
PHOTOGRAPHY SECTION

Andru Guerra

Bazaar



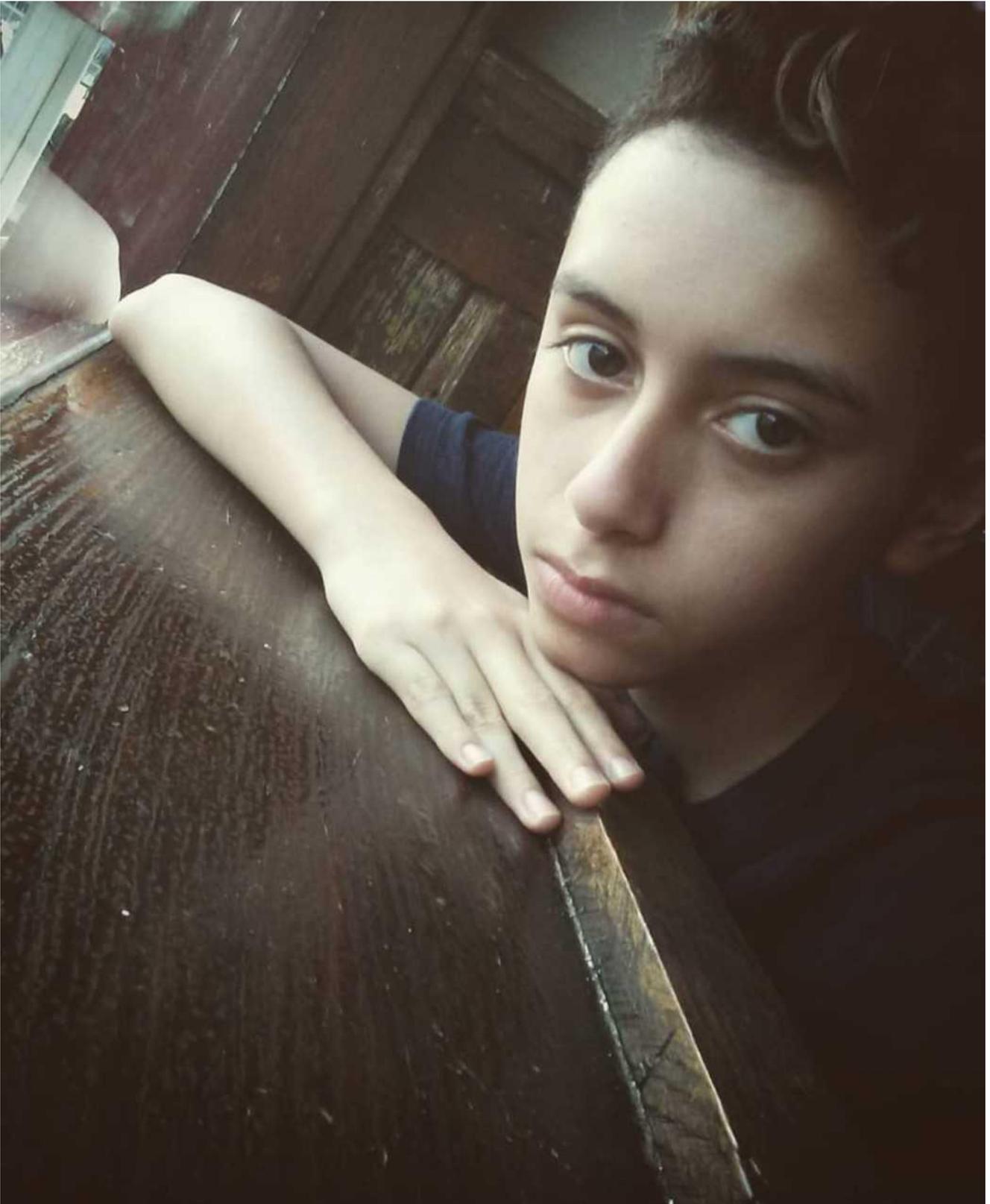
Pose



Rustic Relaxation



Wooden Thoughts



POP 2016



Distress



Bloom



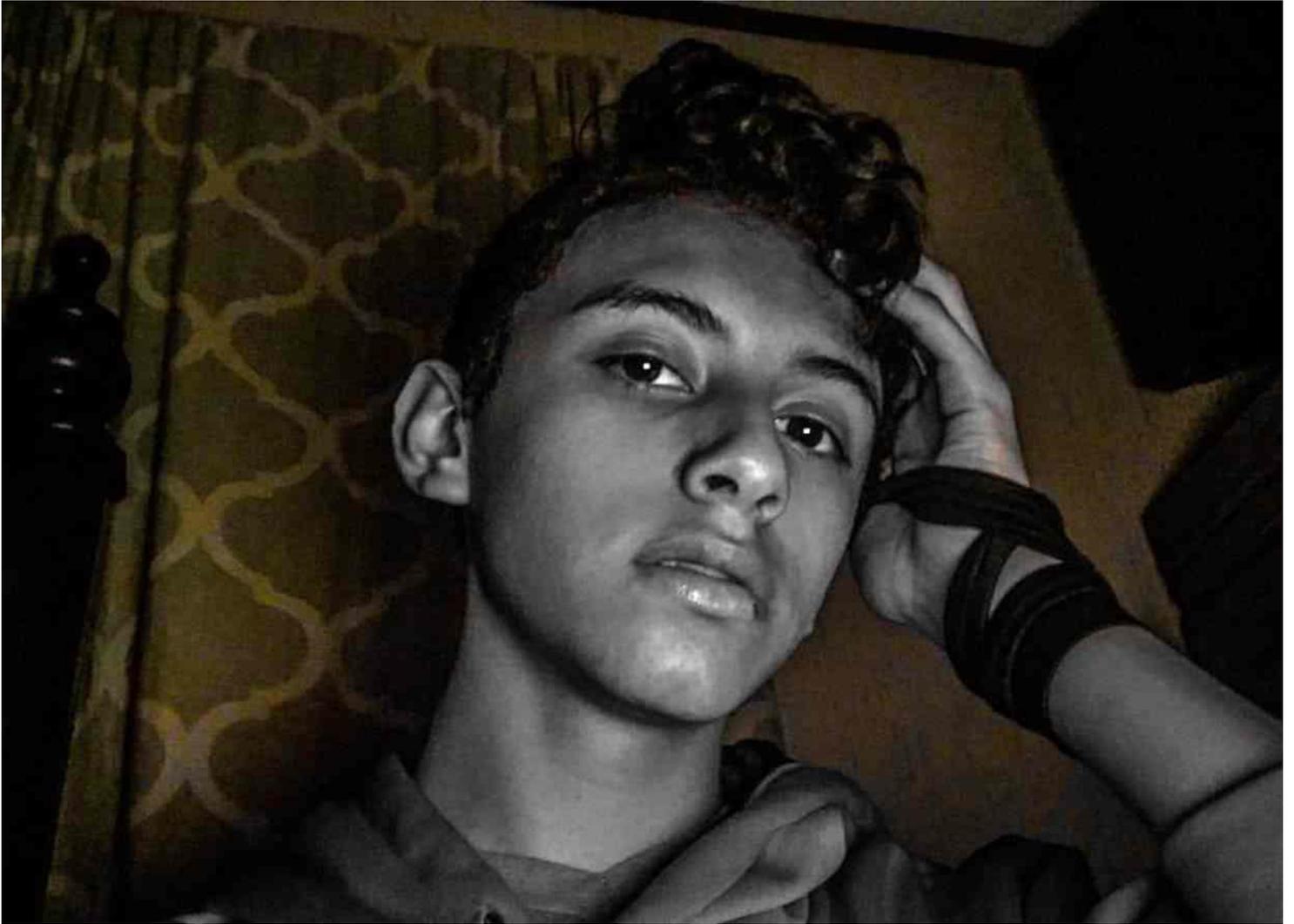
Strength 2017



When the Darkness Surrounds



Self Portrait 2018



About the Photographer



Andru Guerra is a 13 year old artist/photographer from Cotulla, Texas. His parents are Lucy and Frank Guerra. Andru not only works in photography. He enjoys drawing and painting. The primary focus of Andru's work is himself using different locations and personas. Andru enjoys a steady following on Instagram @Andru1651 where he posts a new photograph every two days. Andru plans in continuing his work in photography and would like to eventually become a model in the fashion industry. (Editor's note: work published with consent of Andru's father, Frank Guerra)

Lifetime Support of Gender Rights Award



Dr. Richard Miller is a professor and the Chair of the department of Psychology and Sociology department. He received his Ph.D. from Northwestern University in 1975. He has taught at Georgetown University, the University of Cologne, and the University of Nebraska at Kearney. He is currently chair of the Psychology & Sociology Department at Texas A&M University – Kingsville. In 2009 he was named U.S. Professor of the Year by the Carnegie Foundation. In 2012, he received the Distinguished Teaching Award from the American

Psychological Association. Rick first became a member of Chicago chapter of NOW in 1972 when he was a graduate student. In 1981 he served as a co-sponsor for the First International Interdisciplinary Congress on Women in Haifa, Israel. His research has explored a variety of issues of interest to women including life coping skills, family housing, eating disorders, derogatory humor, multicultural identity formation, romantic jealousy, and the socialization of children. Dr. Miller has published articles in: *Journal of Personality and Social Psychology*; *Teaching of Psychology*; *Public Opinion Quarterly*; *Personality and Individual Differences*; *Personality and Social Psychology Bulletin*; *Leadership and Organizational Development*; *Human Relations*; *Journal of Personality*. Dr. Miller has contributed chapters on social psychology, cross-cultural psychology, research ethics, teaching methods, community psychology, student engagement, leadership and organizational behavior, and academic advising to scholarly books. He has edited books on social comparison processes, undergraduate research, student engagement, and academic advising. Dr. Miller serves as Editor-in-Chief of the Society for the Teaching of Psychology's e-book series. His research interests: social influence, interpersonal attraction, social comparison processes, cross-cultural psychology, environmental psychology, organizational behavior, and the scholarship of teaching and learning.

TAMUK NOW 2018 Person of the Year Nominee Biographies

Dr. Paul Hageman (Department of Music)

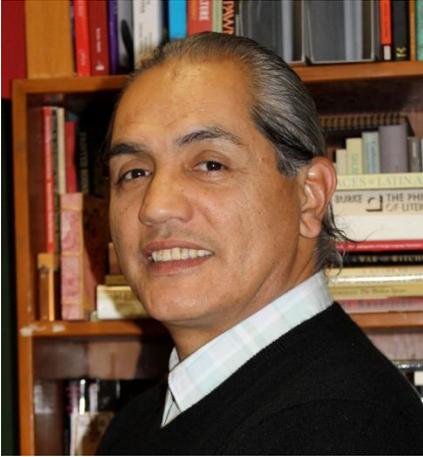


Paul Hageman is in his 35th year at Texas A&M-Kingsville and is Chair of the Music Department and Regents Professor of Jazz Studies. He is also co-director of the jazz program and directs Jazz Band I. Dr. Hageman earned the Bachelor of Arts degree in Music Education from Louisiana Tech University and the Master of Music and Doctor of Arts degrees in Trombone Performance from the University of Northern Colorado. Dr. Hageman has taught trombone, low brass and jazz at TAMUK since 1983, and was Director of Bands from 1989 to 1997.

Dr. Hageman is principal trombone with the Corpus Christi Symphony Orchestra and the Corpus Christi Ballet Orchestra. He has served TMEA Region XIV as Jazz Chairman and has been a jazz clinician for TMEA Regions XIV, XV and XXVIII. In 1999, he was selected to direct the Texas All-State Community College Jazz Ensemble at the TMEA Convention. Dr. Hageman has been an adjudicator for marching band, concert band, and jazz band contests and festivals throughout Texas. He has written musical arrangements for high school, college, and professional ensembles in the areas of marching band, concert band, and jazz ensemble music.

Ensembles directed by Dr. Hageman have performed in a wide variety of venues. The "Pride of South Texas" Marching Band has performed at UIL Region XIV and XV Marching Contests and the UIL Area G Marching Contest. In 1996, the marching band performed before an international audience on NBC television at the NBA All-Star Game at the Alamodome. Under Hageman's direction, the Symphonic Band performed at the TMEA Convention in San Antonio in 1993. Jazz Band I has also performed at the TMEA Convention in 1995, 2003, 2009, and 2013. Jazz Band I has performed at the TAMUK Jazz Festival, the Coastal Bend Jazz Festival, the UT Longhorn Jazz Festival, the Texas Jazz Festival, the RioFest Jazz Festival, the UNC/Greeley Jazz Festival, and the Mobile Jazz Festival. In both 1997 and 1999, Jazz Band I was selected as one of eight college jazz bands invited to compete in the National Jazz Band Competition at the Mobile Jazz Festival. In 2004, Jazz Band I was selected as the Winner of the College Big Band Category in the DownBeat Magazine 27th Annual Student Music Awards. Again in 2010, Jazz Band I was Runner-Up for the College Big Band Category in the DownBeat Magazine 33rd Annual Student Music Awards.

Mr. Marco Iniguez-Alba (Department of Language & Literature)



Marco Octavio Íñiguez Alba is a Senior Lecturer of Spanish in the Department of Language and Literature at TAMUK since 2008. He is a dedicated educator and scholar of Hispanic literature, culture, and language. He has attended the University of California-Irvine, California State University-Fullerton, Claremont Graduate University, Middlebury College, UT Austin, and A&M University. He actively presents his research at conferences; most recently (2017), he presented his paper titled, “Filmic Mimesis: Persecution Narratives in Contemporary Films about Quincentennial Spain in Latin America,” at the Rocky Mountain Council of Latin America Studies in Salt Lake City, Utah.

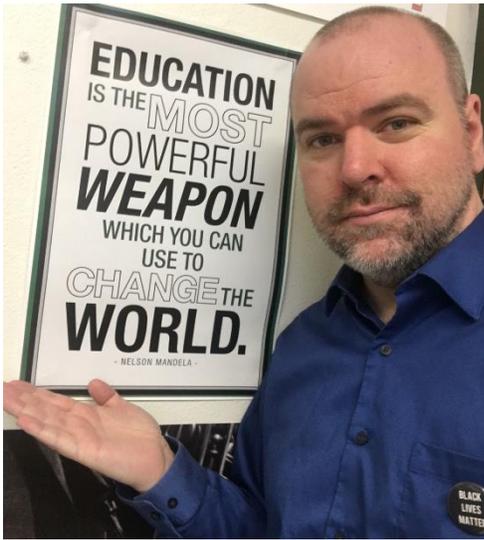
He also co-organizes the Society for Critical Exchange Allied Panel, at the annual South Central Modern Language Association Conference. Currently, he continues developing his Spanish Legacy project and recovering oral histories of Hispanic South Texas that unpack the Spanish cultural formation in South Texas. Together with independent scholar Ricardo Backal, he is also digitizing for the South Texas Archive, a collection of Spanish colonial documents and books of Crypto Sephardic family lineage. He and Backal are currently organizing a show at the Conner Museum for spring 2018, displaying oil and acrylic Mexican Iconic Paintings of Women used in popular Calendar Art between 1930 and 1970 to promote commercial products throughout Mexico. Other creative projects include producing an annual compendium of published student and faculty Literary Calaveras for the past 8 years, poems and writings that lampoon stagnating cultural tendencies of power.

He serves as the advisor to the award-winning Gamma Lambda TAMUK Chapter of the Sigma Delta Pi Collegiate National Hispanic Honor Society. In 2013, Sigma Delta Pi awarded him the prestigious Premio Minaya Alvarez-Fáñez, a national award for most accomplished chapter advisor. The following year (2014), Gamma Lambda Chapter received the Premio Ignacio Sophie Galbis, the highest national achievement, awarded to one out of 600 active chapter organizations.

Most recently, he received the Javelina Alumni Association award for Best Teacher of the Year in 2017, and in 2015 was recognized with the TAMUK Center for Teaching Effectiveness, General Education Teaching Award.

He currently serves as President of Kingsville’s Epiphany Montessori School Board and often offers his professional expertise to the Corpus Christi Caller-Times cultural section writers. In general, Marco loves learning and sharing what he knows. He believes in working towards building a world, where many worlds can fit.

Dr. Craig Meyer (Department of Language & Literature)



Dr. Craig A. Meyer, PhD, is an Assistant Professor of English at TAMUK. He has earned five college degrees from four institutions including Ohio University, Missouri State University, and Grand Valley State University. He teaches mostly academic and creative writing and has interest in local histories and student publications. He believes education is the key to equality and justice. He hopes his students understand why he pushes them so hard: their potential is just waiting for them to show up.

Dr. Craig A. Meyer teaches mostly Rhetoric and Composition courses in the Language and Literature Department, which include first-year writing (a year-long sequence at TAMUK). I also have support in developing options in Creative Nonfiction, such as flash nonfiction, and local histories in the diverse coastal region of Texas. This position is an exciting transition (and location) for me that offers multiple opportunities to grow as a teacher/scholar/researcher.

Dr. Meyer has extensively published and his research interests are Academic Writing, Disability Studies, Local Historical (Creative Nonfiction), and Student Publishing.

Mr. Peter G Pardo Jr (Department of Psychology and Sociology)



Mr. Pardo is a Graduate Teaching Assistant in the Department of Psychology/Sociology/Criminology. He served as the Orientation Leader at the Office of Admissions in 2015. He was a Ronald E. McNair Undergraduate Research Scholar. His academic work: *The Impact Upon Juvenile Postmodern Impressions through Current Comic Media* and *Gender Differences in Coping Styles and Depression among Hispanic University Students*.

Mr. Pardo's research interest involves Parapsychology: Psychics, Spirit Mediums and My Experiences with the Paranormal, Social Influence of Comic Books, Coping, Depression, and Anxiety, and Military Veterans and Mental Health.

Mr. Pardo was born in Kingsville, but after his parents' divorce at age 8, his mom, two sisters and he moved to San Antonio where he spent most of my life. He attended community college for three semesters. Eventually, he dropped out of community college and began working. In 2010, he decided to attempt college for a second time. Five years later, he graduated from Texas A&M University--Kingsville with my bachelors and master's degrees in psychology and sociology. He is currently a lecturer in the Psychology, Sociology, and Criminology Department. Moreover, I plan to work towards a Ph.D. in the upcoming years.

Dr. Alberto Rodriguez (Department of History, Political Science, & Philosophy)



Alberto Rodriguez is an Assistant Professor of History and serves as Managing Editor of the *Journal of South Texas History* and Coordinator of Publications for the Institute for Architectural Engineering at Texas A&M University Kingsville (TAMUK.) Rodriguez received a PhD in History with a minor in Women Studies specializing in Mexican Americans Studies, Chicana/o Studies, and Comparative Race and Ethnicity from the University of Houston. His research and teaching interests include Chicana/o History, Latina/o History, Racial and Ethnic Relations, African American History, and Civil Rights Movements.

Alberto Rodriguez' research analyzes the Mexican/Mexican American Borderlands, focusing on the construction of race and ethnic identity in urban South Texas. His new book manuscript, *Urban Borderlands: Anglos, Mexicans, and African Americans in South Texas 1929-1964* (in contract, Texas Tech University Press), analyzes cities on the South Texas borderlands from a cross-cultural perspective. Rodriguez' work is interdisciplinary—drawing on history, gender studies, social and cultural history. Using a multiracial/multiethnic framework to recast the borderlands, his book project offers a more nuanced understanding of the interrelationship between ethnicity, race, gender, and class in the Lower Rio Grande Valley. Paying close attention to the Great Depression, World War II, and the Civil Rights Movement for a better understanding on how thousands of Mexicans/Mexican Americans, Anglos, and African Americans migrated to towns and cities in the Lower Rio Grande Valley during the first half of the twentieth century. While most of the scholarship on the region has defined it as rural/agrarian during the pre-World War II era, Alberto's research reveals that working class Mexican Americans, African Americans, and Anglos settled in Edinburg, Brownsville, McAllen, Harlingen where they contributed to a complicated, social, political, and economic landscape. Moreover, as cities and towns developed from rural ranching and farming communities, Anglos, African Americans, and Mexicans/Mexican Americans turned to labor and political activism, education reform, and cultural festivals to develop their communities while strengthening their ethnic identity and collective memory.

As a first-generation college student and former migrant farm worker with ties to the Rio Grande Valley and Northeastern Colorado, Rodriguez is committed to working with students from diverse backgrounds. As an educator, he endeavors to inspire his students to think of themselves and their families as important historical actors. Effective teaching of history requires contextualization of sources, both primary and secondary, and engaging students as historical actors. Alberto wholeheartedly believes that historians should fully articulate what it means to be a “part of history” and allow the students to uncover their histories and think about them in broad context. Rodriguez' goal is to encourage students to a lifelong commitment to learning, and their own history is an excellent place to start. His pedagogical goals have been shaped by the education he has received as a Latino student at Southwest Texas State University, University of Texas Pan American and the University of Houston. Rodriguez challenges students to think how they want to be remembered in history and to think critically about the master narrative and how it affects their daily lives.

Pictured:

TAMUK NOW Co-President, Jessica Medrano, Dr. Alberto Rodriguez, Mr. Peter G. Pardo, Jr., Dr. Craig Meyer, Dr. Paul Hageman, and TAMUK NOW Co-President, Isay Cruz



TAMUK NOW 2018 Person of the Year Award



Bronze recast of Salvadore Dali, "*Persistence of Memory*"
On a marble base.

In 2018, amidst the national turmoil, men have joined women to protest against injustices in our society that affect us all. We have banded together to join our voices and our efforts towards creating our version of what will make America great again. As we, the TAMUK NOW Chapter looked across the landscape of our university; we chose to make a statement in 2018. We chose to select nominees, not because they were women, but because they were positively affecting the lives of genders across our community.

We joined the mind of Martin Luther King in refusing to limit our hearts and choices because of conventionality. We ended up with five men as Person of the year nominees and 1 amazing man as the recipient of the Lifetime of Support for Women award, Dr. Richard Miller who has been an NOW member since 1972.

For the 2018 Person of the Year award, we chose a representation of Salvadore Dali's artwork, the 1931 piece he entitled, the *Persistence of Memory*. It looks like time is melting away on a dying tree. Maybe that was once true in the days when women could not dream of attending a school or a university. Maybe that was true when women were seen as inferior to men. Maybe that was true when women could not walk alongside men but had to walk behind them.

Today, Salvadore Dali's artwork is a reminder that time is precious and we cannot waste it. We have to continue to ensure equality for all genders and seek to establish opportunities for as many people as we can. The dying tree is simply waiting for spring to get back its leaves and its blooms. On this campus—together—we will all work to keep TAMUK great and seek to make it greater.

It takes persistence to keep knocking on a closed door for decades, hoping to get someone to open up and answer.

It takes persistence to keep asking for change that does not happen.

It takes persistence to keep carrying the same message.

It takes persistence not to accept the same answer of no—for decades.

Dr. Paul Hageman has been at TAMUK for 23 years and has fought to get us the funding for the development of a new music building. Dr. Paul Hageman's persistence will make TAMUK attract students, of all genders, who will graduate from here to go forward and teach music and expand the minds of children, of all genders.

As we watch the building go up by Manning Hall, we see the results of persistence. Today, we the TAMUK NOW Chapter celebrate the amazing example Dr. Hageman has given us all through all his years of hard work and Persistence. Thank you Dr. Hageman from our organization and from generations yet to come!

TAMUK NOW 2018 Person of the Year: Dr. Paul Hageman

Regent Professor of Music Education
Department of Music
Texas A&M University-Kingsville



TAPESTRY

2019

TEXAS A&M UNIVERSITY-KINGSVILLE
WOMEN AND GENDER STUDIES JOURNAL

Call for Submissions

Accepting Original Creative Works on the Subject of Gender, Identity, Survival/Liberation, Political Activism, South Texas, Family, or Culture.

Visual Arts

Student Essays

Photography

Interviews

Short Stories

Letters

Poetry

Creative Nonfiction

Narratives

News Articles

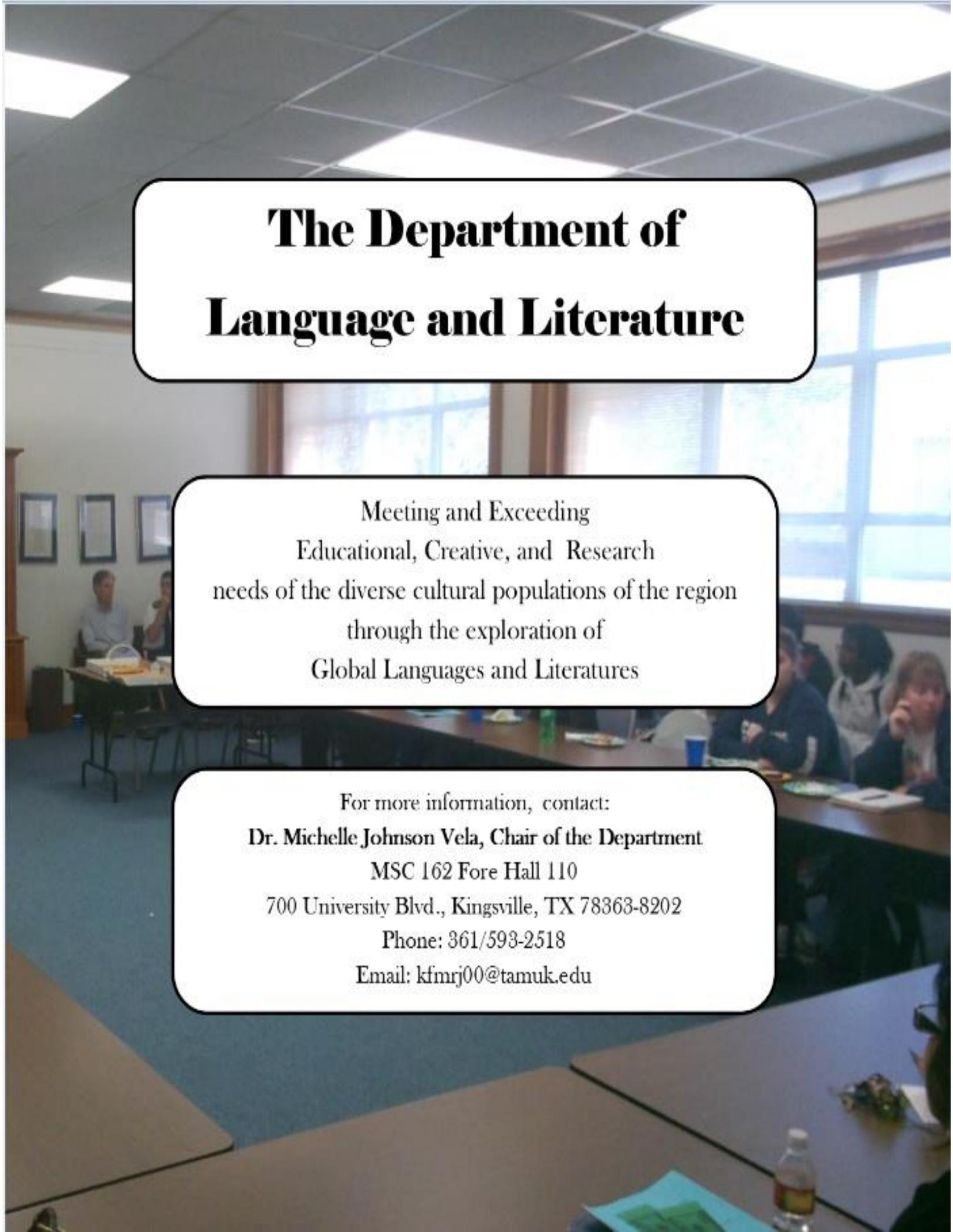
and More

Email submissions to Jenni Vinson: Kujev001@tamuk.edu



"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

--Maya Angelou



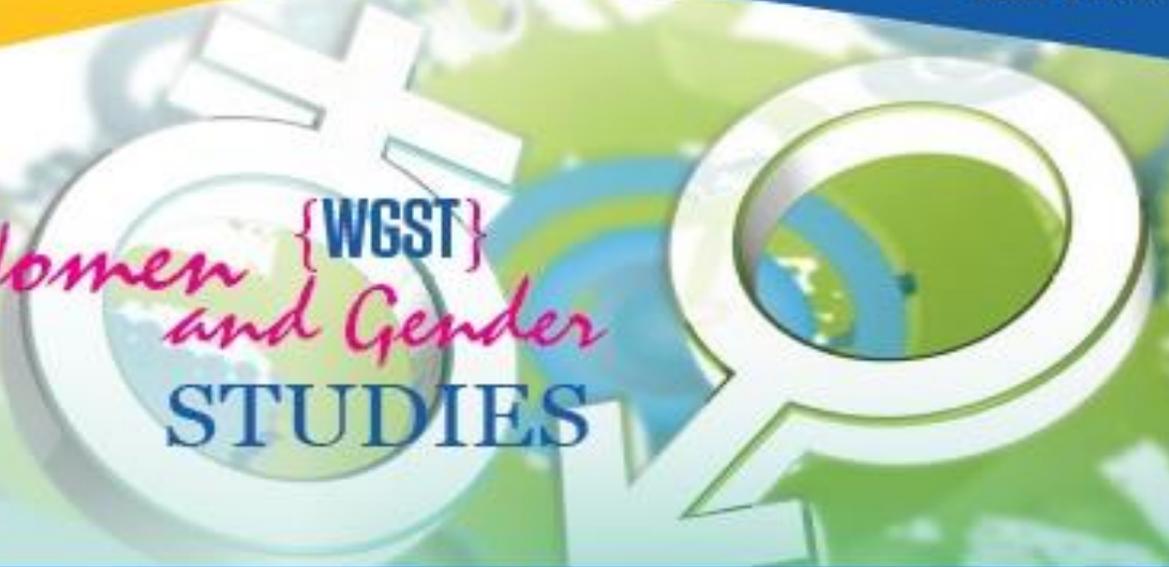
The Department of Language and Literature

Meeting and Exceeding
Educational, Creative, and Research
needs of the diverse cultural populations of the region
through the exploration of
Global Languages and Literatures

For more information, contact:
Dr. Michelle Johnson Vela, Chair of the Department
MSC 162 Fore Hall 110
700 University Blvd., Kingsville, TX 78363-8202
Phone: 361/593-2518
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REQUIREMENTS:

WGST 5372 Feminist and Gender Theory

WGST 5392 Capstone in Women and Gender Studies

6 semester hours of graduate-level courses related to Women and Gender

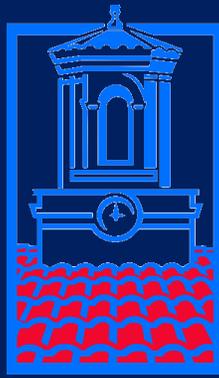
**For more information, contact Dr. Susan Roberson, Director of the Women and Gender
Studies Program: susan.roberson@tamuk.edu or 361-593-4707**

Editor's Page

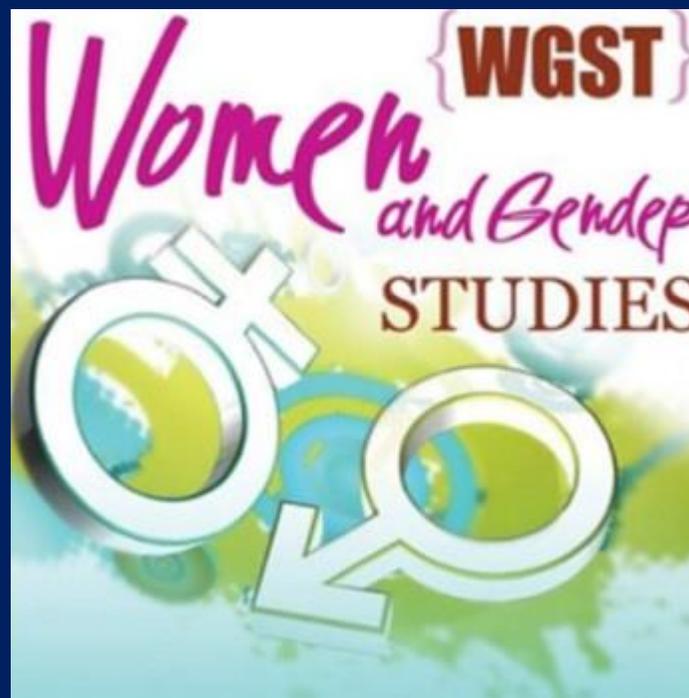
It has been a privilege to work on this third issue of *Tapestry*. First and foremost, I extend thanks to Dr. Susan Roberson for allowing me the opportunity and the creative freedom to develop the concept of this journal. I extend thanks and heart-felt gratitude to all of those who submitted and trusted me to weave your portion into the work. Together, we arrived at a beautiful collaboration. Seamlessly sitting by one another, our works have truly come together to form the perfect *Tapestry*--- *Jenni Vinson*



Jenni Vinson. My family Tapestry. My children, Oscar & Kristy Vinson, Victoria & Patrick Graves, and Kathryn & Justin. My grandchildren, Terran and Hunter. We celebrated the marriage of Victoria and Patrick Graves, weaving in an addition to our family. We scoured all around to make sure all of family traditions were present at the wedding, from the pan de polvo that tasted most like Ama's to the three choirs which sang all of the music from Chorale to Swing to Rock. It was a beautiful wedding and everyone had a wonderful time. It was reminder of the old and the new all converging to bring us together us a strong and happy family with oh so many friends.



TEXAS A&M UNIVERSITY-KINGSVILLE



WOMEN AND GENDER STUDIES JOURNAL

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