



EDITOR'S NOTE

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Editor's Note

Allison Ramay

Dear Readers,

Our 15th issue of *English Studies in Latin America* opens with an illustration of geese “saying goodbye”, an image expressed in Graciela Huinao’s poem “Los gansos dicen adios”, translated by Margaret Towner. The arrival and exit of geese on the pampas parallels the life of the person looking and who will soon be gone forever. Memories of life lived and translation, together allowing us to connect across the borders of a single language, shine through in each section of this issue.

We are proud to publish the work of two accomplished poets. Feliciano Sánchez Chan is a Yucatec Maya poet who has won several accolades and writes in Mayan and Spanish. José Bañuelos and Sally Perret have translated his work from Spanish to English. In this selection of trilingual poems, life is found in memories (which are alive like water), and these can be transmitted through language as well as silence. Peggy Aylsworth’s poems explore the life that happens right before our very eyes; she brings our awareness to the details. In “Mathematics,” a short story by Roberto Rivera and translated by James Kelly, the main character sees the potential of mathematics to help him navigate the demands of an overbearing father figure in two cultural worlds (Chile and Argentina).

In our non-fiction section we include an essay from Sebastián Schoennenbeck who describes his fascination, as a young reader, with Virginia Woolf's willingness to take "risks with the expressive possibilities of language", particularly in *To the Lighthouse*. In a second essay, Jessica Sequeira offers a fresh reflection on the presence of eastern spirituality in the work of Gabriela Mistral.

In our articles section we include a text by Margaret Towner who emphasizes the importance of translating texts written by indigenous authors, to "tell the stories that have not been justly told". The work of the translator, she argues, involves being conscious of the poet's use of literary devices such as personification, paradox and grammatical structures. She delves into her role as translator for Mapuche poet Graciela Huinao and argues that her goal is to conserve "the nuances and energy of [the poet's] voice" allowing "the reader to fully experience not only her telling of the story of her ancestors, but also the authentic literary and historical context in which [the poet] writes." And finally Julio Uribe argues that intertextuality can be a powerful tool for getting students excited about literature, specifically, Edgar Allan Poe's short stories. Uribe offers many convincing examples for this pedagogical purpose.

This issue is full of spirit. We hope you will enjoy these authors' genuine considerations of our comings and goings on this earth, like geese taking flight.

Sincerely,

Allison Ramay

ESLA Editor