



Volume 1 Number 1  
A Bilingual Publication  
May, 2011

# La Voz

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*de Guadalupe County*

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# La Casa de Mi Abuelita

By Marisa Cano

*“Oh, Mija, I am impressed,”* exclaimed my mother as I pulled my pants over my oversized pampers for the first time, all by myself. It was Easter of 1988, I was just a month shy of turning two and we were having Easter supper at my Grandmother’s house. And yes, I was the baby of the hour. How do I remember this? Well, I don’t actually. It is on an old family videotape.

But I don’t need any videotapes to remember life at my grandma’s house. Even though I didn’t grow up there, I did grow up there. You see, I was born and raised in **Austin, Texas**, thousands of miles away from my grandmother’s house two-story house on 12th street in **Saginaw, Michigan**.

For months at a time, I was separated from the house, but for a few times of the year the house on 12th Street was my home. It was the place of good food, laughter and family. For those few weeks out of the year I truly knew what it was to have and be surrounded by family.

I have so many memories at that house, too many. But like I said, I don’t need any videotapes to remember. And I don’t need any videotapes to remember her, my grandmother, either. How can I forget her?

How many other grandmothers will tell you about your aunt’s conception! She was silly sometimes, but she was the family’s rock and center. She cooked good, she smelled good, she was good. She took care of everyone and somehow had a way of making everyone feel special. Sometimes this was by cooking for them, by talking with them or by giving them a precious gift. As for me, I was one of the ones who got to hear her stories. She told me about a lot of things — her life, her pains, her disappointments and her dreams and

through these stories I felt I had a better idea of where she came from, where I came from. I loved her for that. I always said that one day I was going to go to **Michigan** by myself and that I was going to stay and visit her for two weeks. Then she could tell me more stories and teach me how to cook. But I never did get to take that trip.

On Aug. 20, 2004, my world came crashing down when the morning before I was to move into my dorm my freshman year, my mother called and informed me that my grandma wasn’t doing so well. By the time I got home that afternoon, she was already gone. Two



days later, when I should have been meeting my floormates and celebrating my new college life, I was on a plane to **Michigan** and saying good-bye to one of the people I most adored.

**That weekend was a blur. I don’t think I’d ever cried as much as I did that weekend.**

That weekend was a blur. I don’t think I’d ever cried as much as I did that weekend. But once the funeral was over, I returned to **Austin** and tried to continue with my life. I knew that’s what she would have wanted. As time went on, I hurt less and the wound of emptiness I felt, though never to be whole again, began to heal. Until last month.

My mother returned home from one of another trips back to **Michigan**. She’d been going back every few months to work with her brothers and sisters on all the legal matters, so this was not out of the ordinary and like always, she brought more things home with her from the old 12th Street house. But this time was different. This time, she informed me that the house would be put up for sale this coming spring.

**My heart dropped. All of the memories came flooding back. That house is everything to me**

My heart dropped. All of the memories came flooding back. That house is everything to me. It is family reunions, weddings, graduations, birthdays, holidays. It is late night talks on the front porch, family picnics in the back yard, mariachi serenades. It is **Selena** look-alike contests; hide and go seek; all-night conversation with my cousins; goofing off with my aunts in the kitchen; yelling at someone to get out of the bathroom; seeing my mother smile. It is laughter, my childhood, life, death and everything in between.

How can I say good-bye to everything it stands for? How can I not be upset that the house my mother grew up in, that I grew up in, will no longer be ours? How can I not mourn the fact that my unborn children will never know what it means to be at the center of our family? How can I not be upset that this is one other part of me, of my family that my children will never know and never understand— that once the house is gone, they will never know *her*.

The chances of my going back to **Michigan** are **Michigan** before the house is sold are slim to none. Upon the news, I realized I will never step foot inside that house again. I will never see the Virgen

statue in the living room, the *recuerdos* and knick-knacks in the kitchen, the pictures on the wall, hot food on the table. None of it. I felt angry.

**Maybe it’s better to remember the house just the way it was, before she passed away,**

But then I got to thinking that, maybe, it’s better this way. Maybe it’s better to remember the house just the way it was, before she passed away, before it was cleaned out, when it was full of life and everything hers. When it *was* her.

I’ve been looking a lot in the mirror lately and slowly I am beginning to see her, and not just in the hips. I see her in my bluntness, my goofiness, my over-shares, my tears, my compassion, my pain, my patience, my honesty, my love for family, my sincerity and in my tireless ambition. And as much as it upsets me that my children will never know her or the house, I came to realize something: *I am her*. And for my children, I will be that house.

For my cousin Sarah

Marisa Cano graduated from  
The University of Texas at Austin.



Marisa and her grandmother in one of the last photographs.



## PRODUCTION

Editor & Publisher  
**Alfredo Santos c/s**

Managing Editors  
**Yleana Santos**  
**Kaitlyn Theiss**

Graphics  
**Juan Gallo**

Distribution  
**El Team**

Contributing Writers  
**Yvonne de la Rosa**  
**Marisa Cano**

## PUBLISHER'S STATEMENT

**La Voz de Guadalupe County** is a monthly publication. The editorial and business address is P.O. Box 19457 Austin, Texas 78760. The telephone number is (512) 944-4123. The use, reproduction or distribution of any or part of this publication is strongly encouraged. But do call and let us know what you are using. Letters to the editor are most welcome.

**Para cualquier  
pregunta  
llámenos**

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**944-4123**

## Welcome!

Welcome to the first issue of **La Voz de Guadalupe County**. This bilingual publication will appear monthly during the first week of each month and will see distribution in **Seguin, Schertz** and many of the other communities throughout the county. We look forward to providing lots of interesting information, news and views on **Guadalupe County** and its residents. Readers can especially look forward to information about scholarships and educational programs from around the state.

**La Voz de Guadalupe County** is part of a small newspaper network called **La Voz Newspapers** that has publications in **Travis, Hays, and Brazoria** counties. At one time we owned **La Voz de Uvalde County**, but sold it in 2002 to the associate editor who continues to publish it twice a month. Because our publications are monthly we have the luxury of not having to work under pressure and deadlines. You will notice that some of the stories that will appear in **La Voz** are longer than usual and almost make the publication a magazine.

We invite letters to the editor and wish to extend an invitation to students who would like to write for **La Voz**. We pay 10 cents a word for stories upon publication. If you know of anyone who would like to try their hand at writing, have them contact the editor. We also invite our readers to submit items for our calendar of events. It is free and we will try to accommodate all submissions.

Lastly, this publication will carry stories and articles that are in both English and Spanish. As **Guadalupe County's** Hispanic population has increased over the years, so have the number of people who enjoy getting their news and information in Spanish. Again, we want to welcome you to the first issue of what we hope will be a long lasting part of the community in **Guadalupe County**.

## Bienvenidos!

¡Bienvenidos al primer ejemplar de **La Voz del Condado de Guadalupe**. Esta publicación bilingüe a parecerá mensualmente durante la primera semana de cada mes y será distribuida en **Seguin, Schertz** y otras comunidades en el condado. Esperamos proporcionar mucha información, junto con noticias y varios puntos de vista en el **Condado de Guadalupe**. Los lectores pueden esperar en particular información sobre becas y programas educativos en el estado.

**La Voz del Condado de Guadalupe** forma parte de una red de periódicos que trabajan bajo el nombre **La Voz**. También tenemos publicaciones en los condados de **Travis, Hays y Brazoria**. Antes teníamos **La Voz de Uvalde County**, pero lo vendimos en 2002 al redactor asociado quien sigue publicándolo dos veces al mes. Ya que nuestras publicaciones son mensuales tenemos el lujo de no tener que trabajar bajo presión y a la carrera. Y por eso algunos de nuestros artículos son un poco extensos.

Queremos extender una invitación a todos los que quieran escribir al redactor para que nos manden sus cartas. También invitamos a estudiantes que quieran escribir para **La Voz** que se pongan en contacto con nosotros. Pagamos 10 centavos por palabra por artículos que se publiquen. También invitamos a nuestros lectores a enviar información para nuestro calendario de eventos. Es gratis y tratamos de acomodar todos los envíos.

Por último, esta publicación tendrá historias y artículos en inglés y español. Como la población hispana del **Condado de Guadalupe** ha aumentado con los años, así también la cantidad de personas a quienes les gusta recibir sus noticias e información en español. Nuevamente queremos darles la bienvenida a todos de parte de **La Voz del Condado de Guadalupe** y esperamos ser una parte de la comunidad en el **Condado de Guadalupe**.

## Editorial



**Alfredo R. Santos c/s**  
**Editor & Publisher**



**RODOLFO S. LÓPEZ**  
bajista

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# La paradoja de la vida

## Dios creó al burro y dijo:

*“Serás burro, trabajarás de sol a sol, cargarás sobre tu lomo todo lo que le pongan, y vivirás 30 años.”*

**El burro contestó:** *“Señor, seré todo lo que me pidas pero.... 30 años es mucho, ¿por qué no mejor 10?”*

*Y así Dios creó al burro.*

## Después Dios creó al perro y le dijo:

*“Serás perro, cuidarás la casa de los hombres, comerás lo que te den y vivirás 20 años.”*

**El perro contestó:** *“Señor, seré todo lo que me pidas pero... 20 años es mucho, ¿por qué no mejor 10?”*

*Y así Dios creó al perro.*

## Luego Dios creó al mono y le dijo:

*“Serás mono, saltarás de árbol en árbol, harás payasadas para divertir a los demás y vivirás 15 años.”*

**El mono contestó:** *“Señor, seré todo lo que mi pidas pero... 10 años es mucho, ¿por qué no mejor 5?”*

*Y así Dios creó al mono.*

## Finalmente Dios creó al hombre y le dijo:

*“Serás el más inteligente de la tierra, dominarás al mundo y vivirás 30 años.”*

**El hombre contestó:** *“Señor, seré todo lo que quieras pero...30 años es poco, ¿por qué no me das los veinte años que no quiso el burro, los 10 años que rechazó el perro y los cinco años que no aceptó el mono?”*

***Y asi es como el hombre vive 30 años como hombre, luego se casa y vive 20 años como burro, trabajando de sol a sol, cargando en su espalda el peso de la familia, luego se jubila y vive 10 años como perro cuidando la casa, comiendo lo que le den y termina viviendo 5 años más como mono, saltando de casa en casa de sus hijos, haciendo payasadas para los nietos.***

# La Cultura Corner

**Welcome to “La Cultura Corner!”**  
**Teatro De Artes De Juan Seguin** (Teatro) is extremely exciting about **La Voz** en Seguin and keeping you up to date on upcoming cultural events in this area. **Teatro De Artes De Juan Seguin** is a non-profit cultural arts organization that promotes the Mexican-American culture through the arts and has been doing so for the past 29 years. Teatro is excited about celebrating its 30<sup>th</sup> Anniversary in 2011-2012 where the focus on the events will be showcasing the people who made Teatro who they are today.

Check “La Cultura Corner” for upcoming events such as the ones listed below:

**29<sup>th</sup> Annual Recital Friday May 6, 2011 7PM (FREE)**

Teatro’s welcomes you to take part in the **29<sup>th</sup> Annual Recital** which will feature our students from the Ballet Folklorico De La Rosa and Conjunto Juan Seguin. You will see dances from the Mexican States of Jalisco, Veracruz and Colima to name a few. You will also get a chance to tap your toes to traditional Conjunto music and songs to be played include La Tuna, Las Gaviotas, and Viva Seguin to name a few. Event is sponsored by Teatro De Artes De Juan Seguin and Texas Commission on the Arts.

**Son Jarocho Fandango May 14, 2011 3PM-9PM (Donations Accepted)**

**Teatro De Artes De Juan Seguin** is excited to be the sponsor of the **Son Jarocho Fandango** to be held on Saturday May 14, 2011 3PM-9PM at Teatro’s Cultural Arts Center. Featured artist will be coming to us from the Fandango Tejas Collective. **Fandango Tejas Collective** is a group of artists/ musicians from Austin, San Antonio, Rio Grande Valley, Denton, Seguin, and Community Members from Los Angeles.

The schedule of events for the afternoon/ evening is as follows:

3PM-5PM Workshop & Pot Luck (Inside Teatro’s Cultural Arts Center)

**All** are welcome to participate in the workshop from beginners to advanced Musicians and non-musicians. If you are interested please bring percussion instruments or bass guitars. We also ask everyone to bring a covered dish.

5PM-9PM Fandango  
(Outside on the Plataforma)

**If** attending the **Fandango** please make sure to bring your own lawn chairs, come dressed in comfortable and cool clothing, and if you so desire bring your dancing shoes. Admission to the Fandango is on a sliding scale. All proceeds will be used by the Fandango Tejas Collective, to further their education and promote interest in Son Jarocho throughout various communities in the future.

**Free Summer Arts Camp for Kids weeks of June 6<sup>th</sup>-10<sup>th</sup>, June 13<sup>th</sup>-June 17<sup>th</sup>, June 20<sup>th</sup>-24<sup>th</sup> 8AM-12PM**

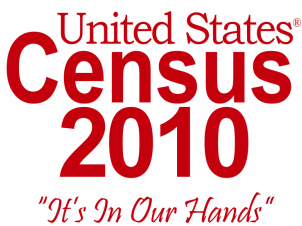
Registration is now open for Teatro’s **2<sup>nd</sup> Annual Summer Arts Camp**. The free three week program will begin June 6<sup>th</sup> and continue through June 24<sup>th</sup>. Please sign up your son or daughter (ages 5-15) for one of the three weeks. Registration packets are available online: [www.teatrodeartes.org](http://www.teatrodeartes.org) , or can be picked up in person at Teatro’s Cultural Arts Center. Please visit with Scott Humphrey at 921 W. New Braunfels St. with any questions and to deliver filled out applications. You may also call 830-401-0232.

**Sponsors** for the Summer Art Camp are Teatro De Artes De Juan Seguin along with Texas Commission on the Arts, GCCS, and Seguin Knights of Columbus.

**T**eatro looks forward to seeing you at their upcoming events and if you would like more information please contact us at 830-401-0232 by email [teatrodeartes@yahoo.com](mailto:teatrodeartes@yahoo.com) or visit our website [www.teatrodeartes.org](http://www.teatrodeartes.org)

Submitted by Yvonne M. De La Rosa  
M.Ed-Teatro’s Program Coordinator





# Demographic Snapshot of Guadalupe County

**Table 1**  
**Population of Guadalupe County by Race and Hispanic Origin**

GROUP	1990	2000	2010
White	52,948	69,122	72,086
Black	3,665	4,460	7,963
American Indian or Alaskan Native	242	486	897
Asian	465	772	1,748
Native Hawaii or Pacific Islander	7	87	186
Some other race	7,560	11,360	11,053
Two or more races	-	2,736	4,007
-----			
Hispanic	19,246	29,561	46,889

SOURCE: US Census Bureau, P1, P3, P4 from 1990, 2000 and 2010

Table 2 below shows the change in population in Guadalupe County since 1920. It was fairly steady up until 1970, when it started to grow significantly.

El cuadro 2 abajo muestra los cambios en la población en el Condado de Guadalupe desde 1920. Como se puede ver, la población se mantuvo estable hasta 1970, y luego empezó a crecer significativamente.

The table on the left shows the population changes by race and Hispanic ethnicity in **Guadalupe County** since 1990. Every group in **Guadalupe County** has seen an increase in its respective population for the last 20 years.

It should be pointed out that there is a difference between race and ethnicity. For the Census Bureau race refers to the social-political construct that people use to self identify themselves and not the scientific or anthropological definitions that one would find in the university.

Ethnicity on the other hand is more about how people identify themselves through a common heritage using language, culture and ancestry. During the decennial **Census**, respondents are asked a question about race and a question about ethnicity. Thus a person could identify themselves as being “white” and Hispanic or “black” and Hispanic.

When one looks at the total population for Guadalupe County, it is important not to double count using the Hispanic category because it represents people who have identified themselves in one of the categories above.

El cuadro a mano izquierda muestra los cambios por raza e hispanidad en la población del **Condado de Guadalupe** desde 1990. Como se puede ver, en cada grupo ha habido crecimiento en su población respectiva en los últimos 20 años.

Se debe notar que hay una diferencia entre raza y etnia. Para el censo, raza se refiere a la construcción soci-política que utiliza la gente para autoidentificarse y no a las definiciones científicas o de la antropología académica.

La palabra “etnia” tiene más que ver con la manera en la cual la gente se identifica en términos de herencia, idioma o cultura. Durante el **censo** de cada 10 años, se les hacen dos preguntas, una de raza y otra sobre la etnia. Así es que es posible que una persona se considere miembro de la raza blanca y al mismo tiempo hispana. O uno puede marcar que es miembro de la raza negra e hispano.

Cuando uno ve los totales para el **Condado de Guadalupe** es importante evitar el conteo doble usando la categoría hispana cuando ya se han identificado como miembro de una de las razas señaladas.

**Table 2**

Population Growth Over Time					Crecimiento de la Población dedes 1920					
YEAR	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010
POP.	27,719	28,925	25,596	25,392	29,017	33,554	46,708,	64,873	89,023	131,537



**Seguin-Guadalupe Hispanic Chamber of Commerce**  
*Taking Seguin to the Next Level*

# Votación Temprana: 2 de mayo hasta 10 de mayo

## Dia de Votación: 14 de mayo

Political Ad Paid for By Vote FOR SISD Kids, Phil Wuest Treasurer; Stan Ledbetter, Assistant Treasurer



### ¡Vote a Favor de Los Estudiantes de Seguin!

El comite a favor de los bonos escolares incluye miembros de la comunidad que sienten que es esencial que la propuesta de 97.5 millones de dolares sea exsitosa ya que va beneficiar a las escuelas y la comunidad donde vivimos. Los invitamos a que Votan a Favor de los bonos escolares el dia 14 de mayo.

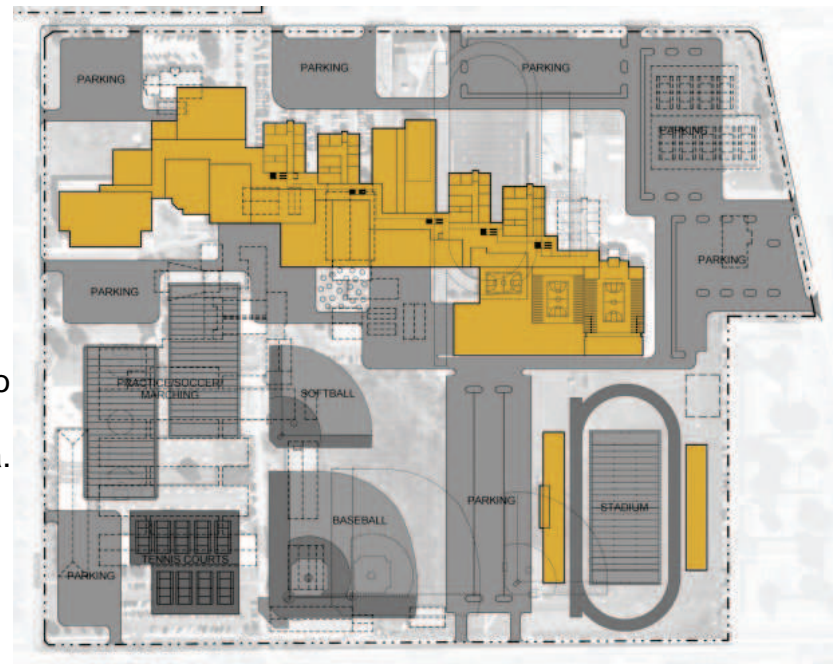
### ¿Qué está Incluido en el Propuesta?

**Construir una nueva escuela secundaria en la misma propiedad para que todos los estudiantes esten bajo un mismo techo**

- ✓ La escuela secundaria que existe tiene dieciocho edeficios diferentes, y muchos de estos fueron construidos en los años de los mil noveciento cincuenta (1950s).
- ✓ Construir en la propiedad actual y asi el distrito ahorrara dinero porque estara utilizando la propiedad que ya tiene.
- ✓ Continuar utilizando los edificios que estan relativamente nuevos como el Gimnasio de Goldie Harris, La Sala de la Banda Matador y el Centro de Estudiantes en el Grado 9.
- ✓ Mejorar la infraestructura de tecnología y obtener el equipo para integrarlos en las aulas de la escuela secundaria.

### Programas de Carrera y Educación Técnica

- ✓ Actualmente la escuela secundaria no tiene suficiente espacio ni tiene el equipo adecuado para los estudiantes que participan en los programas de Carreras y Educación Técnica.
- ✓ Estos bono permitirán la construcción de los espacios apropiado para clases como las de ciencias de la salud, fabricación y otras carreras.



### Comprar tecnologías que se usaran para obtener más seguridad en la secundaria

- ✓ Utiliza identificación electronica para los estudiantes, entradas y salidas que esten controladas, cámaras de seguridad y vigiló del estacionamiento de los estudiantes
- ✓ Estos bonos crearan un ambiente de aprendizaje que ayuda a hacer la educación pertinente y anima a los estudiantes a tomar parte en su propia educación

### ¡No Hay una Mejor Inversión!

- ✓ Se estima que el aumento de impuestos de propiedad de estos bonos es \$10.92 por mes para una casa valuada en \$100,000.
- ✓ Para los ciudadanos de 65 años de edad o más o personas discapacitadas: Si usted ha solicitado y recibido el congelado de impuestos para su casa, las tasas escolares no aumentarán.

¡Nuestros estudiantes y nuestra comunidad merecen lo mejor!

Para más información visite [www.voteforsisdkids.com](http://www.voteforsisdkids.com)

# Propuesta de Bonos de Seguin ISD en 2011

## Frequently Asked Questions

### What is a bond?

A school bond is similar to a home mortgage. It is a contract to repay borrowed money with a low-cost interest rate over time. Bonds are sold by a school district to competing lenders to raise funds to pay for the costs of construction, renovations and equipment. Most school districts in Texas utilize bonds to finance renovations and new facilities.

### How was this bond proposal put together?

The 2010-2011 bond process consisted of over 160 plus community members, business professionals, parents, staff and students who participated in 3 different committees including the Visioning Committee, Career and Technical Education Advisory Committee, and the Bond Advisory Committee. These committees met for many hours over six months to develop a recommendation that was made to the Seguin ISD Board of Trustees on March 3rd.

### Can we pay for a new high school out of the current operating budget or general fund?

A school district's general operating expenditures include payroll, utilities, supplies and other costs associated with the ongoing operations of the school district. While districts may be able to address smaller capital items using general operating funds, school districts do not receive enough funding to cover the cost of large construction and/or renovation projects like those proposed in the bond.

### What Career and Technical Education programs were recommended by the 2011 Career and Technical Education Advisory Committee?

The CTE Advisory committee recommended two academies to be incorporated into the new high school. One academy would include Manufacturing; Science, Technology, Engineering and Math; Transportation, Distribution, and Logistics; and Architecture and Construction. The second academy would focus on Health Sciences. Students in both academies would take courses in Finance, Business Management and Information Technology.

### How will construction take place with students on site?

In the plan proposed by the BAC, the majority of students would remain in their existing classrooms while construction is taking place. Once a majority of the new facility construction is complete, the entire student enrollment would transfer to the new **Seguin High School**. After students transfer to the new facility, the existing facility will be demolished limiting the amount of disruption to the learning environment.

## Preguntas frecuentes

### ¿Qué es un bono?

Un bono de la escuela es semejante a una hipoteca de casa. Es un contrato para devolver el dinero prestado con un tipo de interés de bajo costo. Los bonos son vendidos por un distrito de la escuela a prestamistas para recaudar fondos para pagar los costos de construcción, las renovaciones y el equipo escolar. La mayoría de los distritos escolares en Tejas utilize bonos para financiar renovaciones y nuevas instalaciones.

### ¿Cómo fue organizada esta propuesta de bonos?

El proceso del bono de 2010-2011 incluyó a más de 160 miembros de la comunidad, profesionales de negocios, padres de familia, empleados del distrito y estudiantes que participaron en 3 comités diferentes incluyendo el Comité de Visioning, el Comité de Carrera y Educación Técnica, y el Comité Consultivo de Bono. Estos comités se reunieron durante muchas horas por más de seis meses para desarrollar una recomendación que fue entregada a los miembros de la mesa directiva de Seguin ISD el 3 de marzo.

### ¿Podemos pagar por una nueva preparatoria nuevo con el presupuesto actual o el fondo general?

Los gastos de un distrito escolar incluyen salarios, utilidades, suministros y otros costos asociados con las operaciones progresivas del distrito escolar. Mientras que los distritos pueden pagar por cosas más pequeñas utilizando fondos del presupuesto general, los distritos escolares no reciben suficientes fondos para cubrir el costo de proyectos grandes de construcción y/o renovación como los propuestos en el bono.

### ¿Qué programas de Carrera y Educación Técnica fueron recomendados por el Comité Consultivo Profesional y Educación Técnica?

El comité consultivo de CTE recomendó que fueran intergradadas dos academias en la nueva escuela preparatoria. Una academia incluirá la manufactura industrial; la ciencia, la tecnología, la ingeniería y las matemáticas; el transporte, la distribución y la logística; y la arquitectura y la construcción. La segunda academia se centrará en la ciencias de la salud. Los estudiantes en ambas academias tomarían cursos de finanzas, dirección empresarial e informática.

### ¿Cómo se realizara la construcción con estudiantes en el sitio?

En el plan propuesto por el BAC, la mayoría de los estudiantes se quedaría en sus salones existentes mientras la construcción se lleve a cabo. Una vez que la mayoría de la nueva construcción de las instalaciones se termine, todos los estudiantes serán colocados en la nueva preparatoria de **Seguin**. Después de que los estudiantes se transfieran a la nuevas instalaciones, los edificios actuales serán derribados limitando así la interrupción al ambiente escolar.

# El día de votación es el 14 de mayo



# Why African Americans Should Celebrate Cinco de Mayo

## Three Questions

### What is Cinco de Mayo?

Why do we celebrate it here in the United States of America?

Why should Black Americans celebrate this holiday?

In a nutshell, **Cinco de Mayo** is about an event that took place in **Mexico** in 1862. On this date, the 5th of May, a rag tag army of Mexicans, led by a general who was born in **Texas**, defeated the most powerful army in the world in the small town of **Puebla**. The French, who had come to **Mexico** to "collect" on an overdue debt and were so shocked that a bunch of Mexicans hiding behind rocks and trees could inflict so much damage, that they were forced to retreat and regroup. The French came back and not only took **Puebla**, but all of **Mexico** and ruled the country for several years. That is the basic story.

Next question – Why is **Cinco de Mayo** celebrated in the **United States of America**? According to **Dr. David E. Hayes-Bautista** in a paper published by the **UCLA Center for the Study of Latino Health and Culture** about the origin of **Cinco de Mayo** in the United States, the modern American focus on that day first started in **California** in the 1860s. **Bautista** writes, "Far up in the gold country town of Columbia (now Columbia State Park) Mexican miners were so overjoyed at the news that they spontaneously fired off rifles shots and fireworks, sang patriotic songs and made impromptu speeches." The 2007



**UCLA** paper notes that "The holiday, which has been celebrated in **California** continuously since 1863, is virtually ignored in **Mexico**. *Cinco de Mayo* is important to **California** because it was invented here," said **Hayes-Bautista**, who is the director of the center. "It provides a collective identity for all Latinos, whether they were born here in **California** or immigrated from **Mexico**, **Central America** or **South America**. It binds them together in an identity — it is as important to Latinos as the **Alamo** is to Anglo-Texans."

The paper by **Hayes-Bautista** and co-author **Cynthia L. Chamberlin**, the center's historian, appeared in the **Southern California Quarterly** and is titled "Cinco de Mayo's First Seventy-Five Years in Alta California: From Spontaneous Behavior to Sedimented Memory, 1862 to 1937."

**Los Angeles, California** has had an annual **Cinco de Mayo** celebration for the past 138 years. In **Tucson, Arizona**,

school board minutes state: "A new holiday was inaugurated in 1910, two days being given off May 5 and 6 for the Mexican celebration "Cinco de Mayo."

In the May 1, 1913

issue of **La Prensa**, a Spanish Language weekly in **San Antonio, Texas**, a picture of **General Ignacio Zaragoza** is on the cover, and a poem about him

can be found on the literary page along with an interview with a veteran of the battle. In the following week's edition, the newspaper gave a summary of celebrations held in **Waco** and **Austin**. In **Houston, Texas**, Mexicanos were celebrating **Cinco de Mayo** as early as 1935.

### Why should Black Americans celebrate Cinco de Mayo?

Now for the last question, why should **Black Americans** celebrate an incident that took place in **Mexico**? To answer this question properly we have to go into a little more detail. Let us start with why the **French** had

sailed across the **Atlantic** to collect on a debt. Recall that **Mexico** had lost almost half its territory to the **United States** in the **Mexican American War 1846-1848**. Afterwards, internal politics, personalities and conflicts put further stress on the country. Three costly years of civil war over the implementation of the **Mexican Constitution of 1857** had just ended. The Constitution's defenders, the **Liberals**, defeated the **Conservative** opposition, with both sides taking expensive loans. Once in power, the **Liberal** government faced a severe fiscal crisis.

On July 17, 1861 **President Benito Juárez** ordered the suspension of foreign debt payments for a period of two years, citing the great financial difficulties of the country and promising to continue repayment after this moratorium. In response, **Great Britain, Spain** and **France** signed a tripartite agreement and sent military forces to take the customhouse in the port of **Veracruz** as a means of securing repayment.

By January, 1862, all three nations landed troops outside **Veracruz**.

The intention was to force **Mexico** into negotiations. Unfortunately, not all the parties were concerned solely with debt repayment. **Napoleon III** sought to establish a monarchy in **Mexico** to restore **French** influence in the Western hemisphere. This idea was not new. As early as 1844, the French Minister to **Mexico** drew up plans for the invasion and the

imposition of a **French** prince. **Napoleon's** goals were further encouraged by **Conservative** exiles, who saw a monarchy as a means of preserving their privileges, and the support of the surviving **Conservative** opposition. When it became clear that the **French** had no intention of leaving **Mexico** after successful debt negotiations, the tripartite agreement was dissolved and the **British** and **Spanish** forces withdrew from **Mexico**.



President Benito Juárez

The **United States** with **Abraham Lincoln** as President, was in the midst of the **Civil War**. But he and his administration were following the events in **Mexico** with great concern. Given the secession of the South, European intervention in **Mexico** might have led to a more active **French** role in the **American Civil War**. **Napoleon III** had sympathies toward the **Confederacy** and the creation of a hostile **French** puppet state would affect **Northern** foreign policy and wartime strategy. Though the **United States** took steps to organize a peaceful mediation, the Administration remained worried about antagonizing the **French**. Thus, the **United States** took no active role in aiding **Mexico**, even refusing to sell arms for its defense.



Ignacio Zaragoza



# ¿Por qué la raza negra debe celebrar el Cinco de Mayo?

The **French** army then marched on the capital. With only the moral support of the Latin American nations, **Mexico** confronted the possible destruction of its national sovereignty and its absorption into the **French** colonial empire. The **French** forces were experienced, trained and well-equipped. There was little doubt about the outcome of a battle.

**French** commander, **General Lorencez**, contemptuously wrote on April 26, *"we have over the Mexicans such superiority of race, organization, discipline, morality,..."* Still, **Mexico** was determined to offer total resistance. "We must now prove to **France** and to the entire world that we are worthy to be free," wrote **President Benito Juárez**.

## The Battle of Puebla

**Mexico's** defense was entrusted to **Ignacio Zaragoza**, a young 33-year old Liberal general. After maneuvering for position, **Zaragoza** decided to defend the city of **Puebla**, **Mexico's** second largest city. As the last defensible city en route to the capital, it offered only improvised fortifications. Soldiers took up hasty defensive positions and prepared for the worst. Poorly armed, these 4,850 **Mexicans** awaited the arrival of 6,500 **French**.

On the night of May 3, **Zaragoza** told his staff that *"We must promise to die in our positions, given that it is illogical to pretend to achieve some victory with armaments so inferior to the enemy's; but we will try ... causing him the greatest amount of damage."*



In the early morning of May 5, **French** infantry battalions approached the defensive positions with little worry and expectations of a quick defeat. Demonstrating his confidence in an easy victory, **General Lorencez** formed two columns of troops and immediately ordered a frontal assault against the two major **Mexican** positions. Taking advantage of this reckless attack, **Zaragoza** skillfully redeployed his troops to blunt the direct **French** assaults. Charging in mass toward **Mexicans**, the disciplined **French** troops expected the defenders to flee because of fear and panic. Instead, the trim red and blue uniforms of the **French** were of no protection against the concentrated fire of old muskets. During the entire day, the **French** attacked three times in this manner, incredulous at the amount of resistance. Each time they were forced back by the

**Mexican** defenders, leaving the field strewn with their wounded.

After the final assault, **Colonel Porfirio Díaz** disobeyed orders and counter-attacked, forcing the **French** withdrawal. By 5 p.m., **General Lorencez** recognized his defeat and retreated to **Veracruz**. Nearly five hundred **French** soldiers were left behind, either dead or bleeding in the **Mexican** trenches.

Immediately, **France** deployed 30,000 additional troops. Now committed to establishing a monarchy, the **French** army eventually defeated the

**Mexicans** at **Puebla** in 1863. However, the **Battle of Puebla** delayed **French** occupation by a year. During this respite, **Mexico** organized and prepared for this war, which would finally end with a **French** withdrawal in 1867. The 1862 **French** defeat eliminated their possible aid to the

**Confederacy**.

By the time of the coronation of **Napoleon's** representative, **Archduke Maximilian**, and the **French** consolidation in 1864, the fighting in the **Civil War** shifted to the **North's** advantage. Any **French** assistance would be politically unwise and of limited value to the losing **South**.

the **Mexicans** were able to tie up and keep the **French** busy so that . . .

In sum, the **Mexicans** were able to tie up and keep the **French** busy so that they did not have the time or resources to aid the **Confederacy**. Some have speculated that had the **French** not been tripped up by the **Mexicans**, they would have helped the **South** and the outcome of the **Civil War** may have turned out differently. And if it did, the question of slavery may have been debated and delayed for many years to come. The **Battle of Puebla**, and the refusal of the **Mexicans** to give up is why **Black Americans** should also celebrate **El Cinco de Mayo**.

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May 10-12 at the Guadalupe Theater 1300 Guadalupe, SA TX 78207

May 13-15 at Rosedale Park 303 Dartmouth, SA TX 78237

### Tuesday, May 10, 2011

#### Seniors Conjunto Dance

**Guadalupe Theater • 9-11am • Free for Seniors 55+**

Henry Zimmerle y su Conjunto San Antonio featuring special guest Nick Villarreal

### Wednesday, May 11, 2011

Free Accordion Workshop by Roland

**Guadalupe Theater • 6pm • Free**

Free workshop on the Roland FR-18 Diatonic V-Accordion will cover the history of the genre and demonstrate the fusion of traditional Conjunto with modern technology. Limited space available – reserve your place today.

### Thursday, May 12, 2011

#### Conjunto Hall of Fame Dinner & Baile

Thursday, May 12, 2011

**Guadalupe Theater • 6pm • \$65 for Dinner \$100 Dinner & Festival Pass**

Honoring the past and present inductees into the Conjunto Music Hall of Fame

### Friday, May 13, 2011

#### Lo Mejor de Conjunto: La Tradición Continúa

**Rosedale Park • 6pm-12am • \$14 per person**

6:00 Opening Ceremonies Poster Contest Exhibition & Awards

6:30 Juanito Castillo y Grupo Innovación (San Antonio)

7:30 Los Tremendos Alacranes de David Flores (Gregory)

8:30 Los Monarcas de Pete y Mario Díaz (Houston)

9:30 Jaime y Los Chamacos (Houston/San Antonio)

10:30 Joel Guzmán Sarah Fox y Conjuntazzo (Buda)

11:30 Accordion Conjunto Jam

### Saturday, May 14, 2011

#### Accordion Tuning, Maintenance & Repair Workshop

**Guadalupe Theater • 10am-12pm • \$40**

Tim Schofield, Hohner Accordion Repair and Parts Supervisor, will teach you how to tune the reeds of your accordion and maintain it in tip-top playing shape.

Accordion tuning kits will be available for purchase. Register today.

### Saturday, May 14, 2011

#### Lo Mejor de Conjunto: La Tradición Continúa

**Rosedale Park • 1pm-12am • \$18 per person**

1:00 GCAC Students, Conjunto Heritage Taller, Conjunto Palo Alto, and Palmview High School Conjunto La Tradición (La Joya ISD)

2:30 Conjunto Romo (Kyle)

3:00 The Conjunto Kingz de Flavio Longoria (San Antonio) featuring Rachel Longoria

4:00 Linda Escobar y su Conjunto Amable (Corpus Christi) special presentation by Conjunto J (Japan)

5:00 Mickey y sus Carnalez (Houston)

6:00 Conjunto Califas (Visalia, California)

7:00 Tony Tigre y La Rosa de Oro (Laredo)

8:10 Oscar Hernández & The Tuff Band (McAllen)

9:10 Boni Mauricio y Los Máximos (Corpus Christi)

10:20 Mingo Saldivar y sus Tremendos Cuatro Espadas (San Antonio)

11:30 Accordion Conjunto Jam

### Sunday, May 15, 2011

#### Lo Mejor de Conjunto: La Tradición Continúa

**Rosedale Park • 1pm-11pm • \$18 per person**

1:00 Los De La Cruz (McKinney)

2:00 Retoño (San Benito)

3:00 Eva Ybarra y su Conjunto (San Antonio)

4:00 Ricky Naranjo y Los Gamblers (Alice)

5:00 Los De La Rosa Boyz (Kingsville)

6:00 Max Baca y Los Texmaniacs (San Antonio)

special presentation by Dwayne Verheyden (Montfort, Netherlands)

7:10 Gilberto Pérez y sus Compadres (Mercedes)

8:20 The Hometown Boys (Lubbock)

9:30 Los Dos Gilbertos (Pharr)

10:30 Accordion Conjunto Jam

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**Para más información 210.271.3151**

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**NATAJJA**

**CUNJUNTO LUMBRE**

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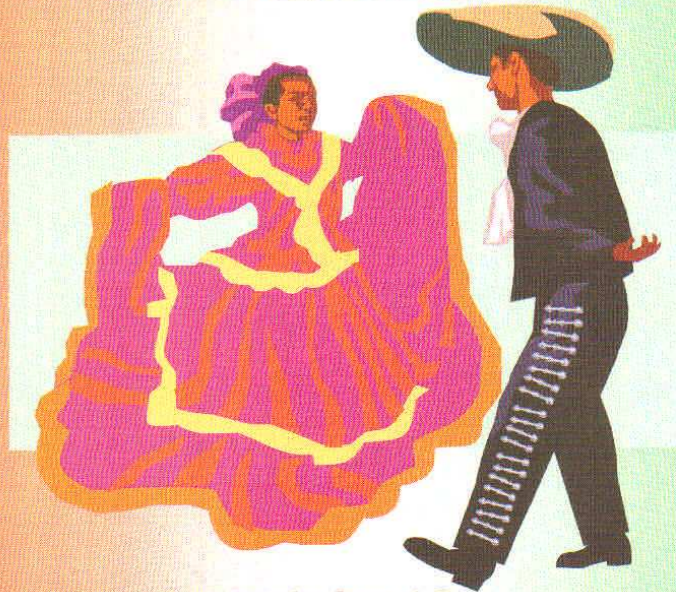
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**Sat  
10am-12am**



**SATURDAY, MAY 14, 2011**

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# The Touch of a Teacher

## How a little time in the life of a child can make all the difference in the world

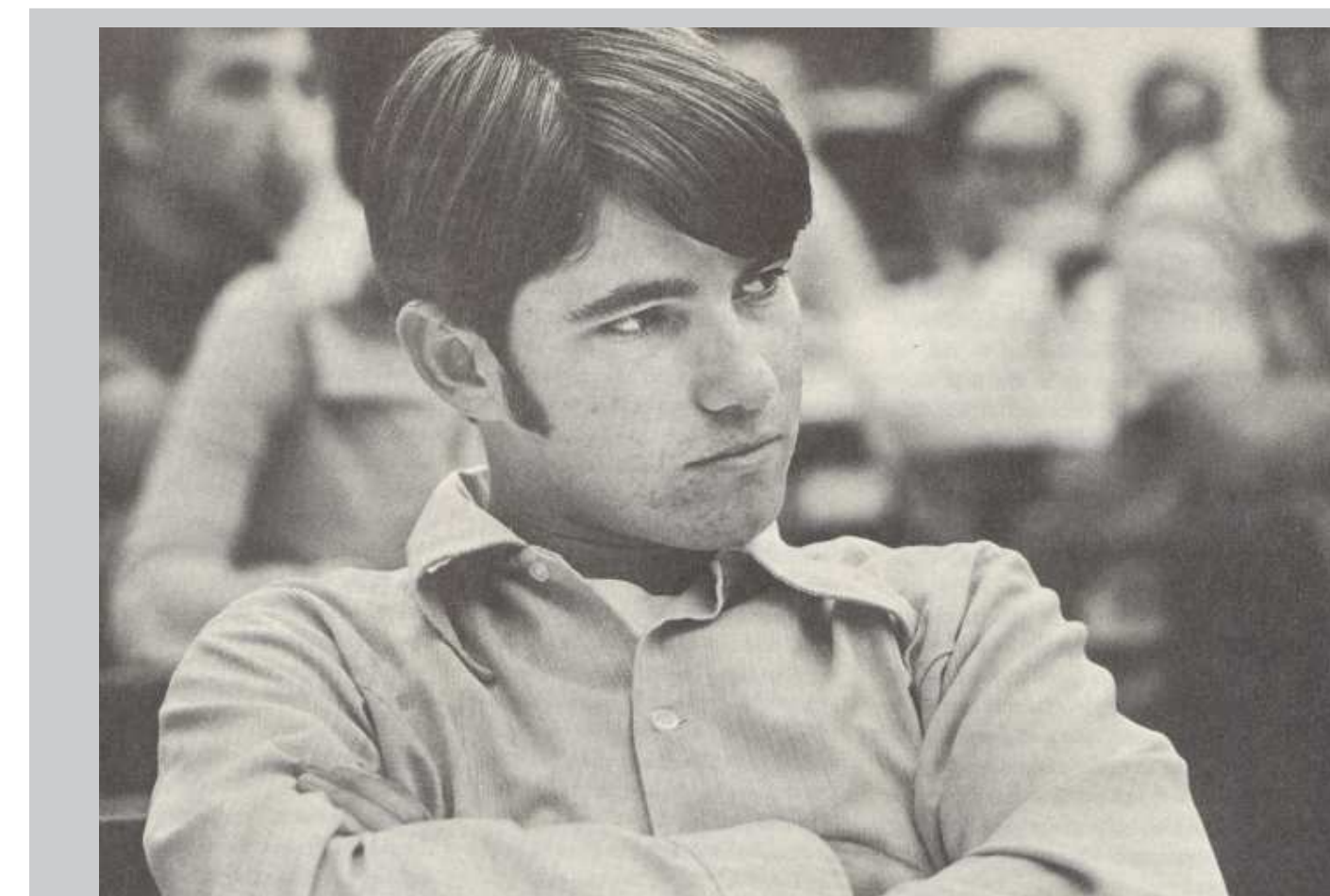
In a few weeks Texas schools will close their doors for the 2010-2011 academic year. Some students are preparing for a summer filled with outdoor activities. Others will be going off to visit relatives. But a few students will be going out of state to work in the fields. Yes, in the year 2011, there are still students who help their parents by working along side them in the agricultural fields of America.

The story you are about to read concerns one of these students. It was written by his fifth grade teacher. If you are a teacher, you may have had a student like **Juan Garza** in your class. Or maybe you knew a student like him when you were going to school.

---

**Juan's** letter came today and now that I have read it, I will place it in my cedar chest with the other things that are important in my life. The letter started out with: *"I wanted you to be the first to know. . . ."*

I smiled as I read the words he had written and my heart swelled with a pride that I have no right to feel. I have not seen **Juan Garza** since he was a student in my class some 17 years ago. It was early in my teaching career. I had only been teaching two years but from the first day that he stepped into my classroom, I disliked **Juan**.



Teachers are not supposed to have favorites in a class, but most especially they are not to show a dislike for a particular child. I thought I was quite capable of handling my personal feelings along that line until **Juan** walked into my class.

I'm sorry to say it, but **Juan Garza** was one student I disliked. First of all he was dirty. Not just occasionally, but all of the time. Second, he smelled. He smelled like the crops he and his family were picking. And of course the smell varied with whatever was being harvested. His hair hung low over his ears and he actually had to hold it out of his eyes as he worked on assignments in class.

By the end of the first week of school, I knew he was hopelessly behind all the others. And not only was he behind, but he was also just plain slow. As each day passed, I began to withdraw from him. While I didn't actually ridicule the boy, my

attitude was obviously apparent to the rest of the class for he quickly became the class goat, the outcast, the unlovable, the unloved.

He knew I didn't like him but he didn't know why. He also knew that other teachers in the school didn't like him either. As the days rolled on we made it through the fall festival, Halloween and Thanksgiving. By the time the Christmas season arrived I knew **Juan** was going to have to repeat the entire school year.

---

**To justify holding him back,  
I went to his cumulative folder  
from time to time.**

---

To justify holding him back, I went to his cumulative folder from time to time. He had very low grades for the first four years but no grade failures. How he made it . . . I do not know. I closed my mind to the per-

sonal remarks that had been written by other teachers over the years. Remarks like:

**1st grade** - Juan shows promise but has a poor situation at home.

**2nd grade** - Juan could do better, but his mother is terminally ill. He receives little help at home.

**3rd grade** - Juan is a pleasant boy, but misses too many days of school. Mother passed away at the end of the school year.

**4th grade** - Very slow but well behaved. Show some talent for art. Father absent often. Believed to be working in California.



Well they passed him four times, but he will certainly repeat the fifth grade. "Do him good," I said to myself.

The day before the holidays arrived we had a school Christmas party. Teachers always get gifts, but for some reason this party seemed bigger and more elaborate than ever. There wasn't a student who hadn't brought me a gift. And each unwrapping brought squeals of delight as the students tried to guess who it was from.

### Juan's gift wasn't the last one I picked up . . .

Juan's gift wasn't the last one I picked up. In fact, it was somewhere in the middle of the pile. It's wrapping was accomplished with a brown paper bag. For decorations he had colored Christmas trees and bells all around it and used masking tape to hold it together. The tag said: For **Miss Johnson** from **Juan**.

The class was completely silent as I began to unwrap **Juan's** gift. As I removed the last bit of masking tape, two items fell out and onto my lap. One was a gaudy rhinestone bracelet with several stones missing. The second item was a bottle of dime store cologne that was half empty. I could hear the snickering and whispers of the other children. At first I was embarrassed. Then I thought no. . . there is no reason for me to be embarrassed.

### I looked at Juan and said "Isn't this lovely?"

I looked at **Juan** and said "Isn't this lovely?" I placed the bracelet on my wrist and asked him to help me fasten the clasp. There were a few oohs and aahs as I dabbed the cologne behind my ears. I continued to open gifts until I reached the reached the bottom of the pile. We drank our refreshments and played games until the bell rang signaling the end of school for the holidays. Everyone gathered their belongings and filed out of the room with shouts of Merry Christmas. Everyone except **Juan**. He stayed behind.

With just us in the room, **Juan** walked toward my desk clutching his books. "You smell just like my mom," he said softly. "Her bracelet looks real pretty on you too. I'm glad you like it." Then he quickly left the room.

I locked the door to my classroom, sat down at my desk and wept quietly. When the tears stopped I resolved to make up for the way in which I had been treating **Juan**. For months I had deliberately deprived him of a teacher who truly cared.

Beginning in January, I stayed after school every afternoon with **Juan**. We did extra problems in math. We did extra work in reading and spelling. Slowly but surely, he started to improve. By April, he was really moving along. Even the other students noticed that something was very different about **Juan**. Only once did I panic when



he missed several days of school. It turned out that had to go work in the fields.

### When the school year ended Juan had one of the highest averages in the class.

When the school year ended **Juan** had one of the highest averages in the class. And even though I knew he would be leaving for **California** to work in the strawberry fields, I believed that he had found a new confidence and outlook on who and what he could be.

I continued to teach and never again heard from **Juan** . . . until seven years later. He wrote me a letter from **Watsonville, California** that started out:

Dear Miss Johnson,

*I wanted you to be the first to know, I will be graduating from high school next month, second in my class.*

Very truly yours,

Juan Garza.

What a surprise. I sent him a card of congratulations and a small pen and pencil gift. **Juan Garza**, I wondered what he would do after graduation?

Four years later, **Juan's** second letter came. It had a postmark from **Ann Arbor, Michigan**:

Dear Miss Johnson,

*I wanted you to be the first to know that I was informed I'll be graduating first in my class. The University has not been easy. Although I received a small scholarship from the farmworkers union, I had to work part-time all four years to help cover the costs. But I loved every minute of it.*

Very truly yours,

Juan P. Garza

**Juan** is graduating from college? I thought back for a moment at how quickly the years had passed and the fact that he still remembered me. I also recalled that Christmas party. I decided to send him a nice pair of sterling silver monogram cuff links and a card. I was so very proud of him. The **University of Michigan at Ann Arbor** is one of the best schools in the world. He was doing good, very good!

Today, I received **Juan's** third letter with a postmark from the **Boston** area. Like his other letters he started it with:

Dear Miss Johnson,

*I wanted you to be the first to know, that as of this writing I am now Juan P. Garza, M.D.. How about that! Harvard was hard but I have no regrets. I will be returning to California to do a residency at UCLA and work on pesticide issues as they effect farmworkers.*

*And I am going to be married in July . . . the 27th, to be exact. I wanted to ask you if you could come and sit where Mom would sit if she were here. I'll have no family present as Dad died last year. It would mean a lot to me. I can send you the plane tickets.*

Very truly yours,

Juan

I'm not sure what kind of gift one sends to a doctor upon completion of medical school. I'll have to think about it for a moment But my note cannot wait.

Dear Juan,

*Congratulations. You did It by yourself in spite of those like me, and not because of me. This day has come for you. God Bless you.*

*I'll be at that wedding with great joy.*

Very truly yours,

Miss Johnson

We know there is a **Juan Garza** in every school in America. We know there are students who cry out for teachers who truly care. Look carefully and you might be able to find a **Juan Garza** in your school. But an equally important question is whether or not there is a **Miss Johnson** in every school. Where are the **Miss Johnson's**? Just a little time, a little more caring, that's all some children need.

This story was adapted form an anonymous letter that passed out many years ago at a teacher conference. The original author is to be commended for an excellent story structure.

# Calendar of Events

**May 5th, 2011** - CLUB 925 IN SEGUIN TX PRESENTS CONJUNTO CALIDAD CINCO DE MAYO PARTY. Time: 6pm to May 6, 2011 at 12am **Location:** club 925 (formally tejano palace) Street: 925 Seguin tx (formally tejano palace) Organized By: CONJUNTO CALIDAD

**May 5th, 2011** - Little Joe y La Familia at Baby "A" in Austin, Texas. For more information visit his website.

**May 6th, 2011** - CONJUNTO ROMO & CONJUNTO CALLIDAD Time: 7pm to 1am **Location:** SEGUIN TX. Event Type: house, party **Organized By:** Navor romo

**May 10th, through May 15th, 2011** - Tejano Conjunto Festival in San Antonio, Texas. See program on page 11.

**May 13th and 14th, 2011** - Cinco de Mayo Festival in Seguin, Texas sponsored by **LULAC Council 682**. Event will be held at Central Park (located behind the Guadalupe Courthouse) For more information please call: (830) 401-0168

**May 26th, 2011** - Teacher of the Year Banquet for the **Seguin ISD** at 6:30pm at **Seguin Independent School District Oak Park Mall**. For more information please call:

**June 10th and 11th, 2011** - Fiestas Juan Seguin. Event to be held at Central Park.



## GONZALES COUNTY



## 3RD ANNUAL - CINCO DE MAYO SCHOLARSHIP FESTIVAL

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# Do You Know the Signs of a STROKE?

During a BBQ, a friend stumbled and took a little fall - she assured everyone that she was fine (they offered to call paramedics) and just tripped over a brick because of her new shoes.

**They got her cleaned up and got her a new plate of food - while she appeared a bit shaken up**

They got her cleaned up and got her a new plate of food - while she appeared a bit shaken up, **Ingrid** went about enjoying herself the rest of the evening. **Ingrid's** husband called later telling everyone that his wife had been taken to the hospital - (at 6:00pm, Ingrid passed away.)

She had suffered a stroke at the BBQ. Had they known how to identify the signs of a stroke, perhaps Ingrid would be with us today. Some don't die. They end up in a helpless, hopeless condition instead.

It only takes a minute to read this...

A neurologist says that if he can get to a stroke victim within 3 hours he can totally reverse the effects of a stroke...totally. He said the trick was getting a stroke recognized, diagnosed, and then getting the patient medically cared for within 3 hours, which is tough.

## RECOGNIZING A STROKE

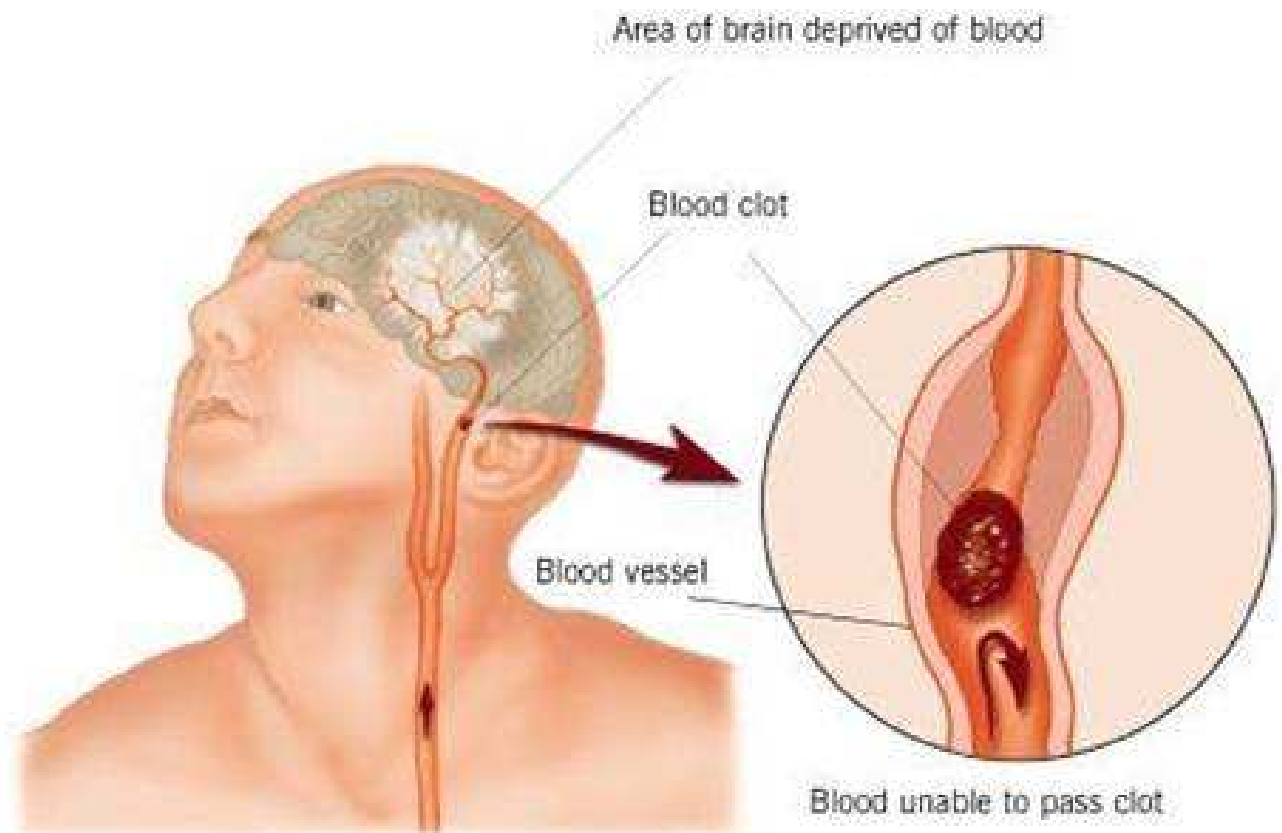
Sometimes symptoms of a stroke are difficult to identify. Unfortunately, the lack of awareness spells disaster. The stroke victim may suffer severe brain damage when people nearby fail to recognize the symptoms of a stroke. Now doctors say a bystander can recognize a stroke by asking three simple questions:

S \* Ask the individual to SMILE.

T \* Ask the person to TALK to SPEAK A SIMPLE SENTENCE (Coherently) (i.e. It is sunny out today.)

R \* Ask him or her to RAISE BOTH ARMS.

**NOTE:** Another 'sign' of a stroke is this: Ask the person to 'stick' out their tongue. If the tongue is 'crooked', if it goes to one side or the other that is also an indication of a stroke. If he or she has trouble with ANY ONE of these tasks, call 911 immediately!! and describe the symptoms to the dispatcher.



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# ¡Feliz día Mujer!



**Siempre ten presente que la piel se arruga,  
el pelo se vuelve blanco,  
los días se convierten en años...  
Pero lo importante no cambia;  
tu fuerza y tu convicción no tienen edad.  
Tu espíritu es la fortaleza que alimenta a la sociedad.  
Detrás de cada línea de llegada, hay una de partida.  
Detrás de cada logro, hay otro desafío.  
Mientras estés viva, siéntete viva.  
Si extrañas lo que hacías, vuelve a hacerlo.  
Sigue adelante aunque todos esperen que abandones.  
Haz que en vez de lástima, te tengan respeto.  
Cuando por los años no puedas correr, trota.  
Cuando no puedas trotar, camina.  
Cuando no puedas caminar, usa el bastón.  
Pero nunca te detengas!!!**

## **Mother's Day in Mexico**

In **Mexico**, Mothers Day is always celebrated on May 10 as opposed to the Mothers Day in US that fall on the second Sunday in the month of May.

Mothers Day in **Mexico** is celebrated in a colorful fashion. Children honor their mothers and thank them for their efforts in bringing them up. According to a custom in **Mexico**, sons and daughters come to the Family Home on the eve of Mothers Day on May 9.

Recognition of Día de las Madres" or Mothers Day began in 1922 when a journalist, **Rafael Alducín** wrote an article advocating the celebration of Mother's Day in all of **Mexico**. Though the practice had already spread to parts of Mexico, Alducín's article led to widespread observance of the holiday, and May 10 became the universal day of celebration in **Mexico**.

The first North American Mother's Day was conceptualized in the U.S. with **Julia Ward Howe's Mother's Day Proclamation** in 1870. In 1873 women's groups in 18 North American cities observed this new Mother's holiday. **Howe** initially funded many of these celebrations, but most of them died out once she stopped footing the bill. The city of **Boston**, however, would continue celebrating **Howe's** holiday for 10 more years.

A **West Virginia** women's group led by **Anna Reeves Jarvis** began to celebrate an adaptation of **Howe's** holiday. In order to re-unite families and neighbors that had been divided between the Union and Confederate sides of the Civil War, the group held a Mother's Friendship Day.