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Poor Peoples' Campaign: A National Call for Moral Revival



Rebecca Flores

Peggy Peña

Little Joe Hernandez

See pages 8 and 9



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Pensamientos

Otra vez, aquí estamos. Queremos comensar con reconocimiento de los participantes en la marcha de Georgetown a Austin hace unas semanas. Many of them are indeed true believers en la causa de los derechos civiles.

The second thing I would like say is how sad I am at the passing of **Ruben Cubillos**. I had a chance to meet him some years ago and he invited once to lunch in **San Antonio**. I found him to be a very honorable man who was filled with ideas and dreams on how to improve the status of **La Raza** in this county. It is clear from the many tributes that have rolled in on **FACEBook** and other platforms that **Ruben** did indeed have a lot of friends all over the country. QEPD.

Changing up the tone of this editorial, I want to say that on August 15th, **Dr. Maggie Rivas-Rodriguez**, the Director of the **Voces Oral History Project** at **The University of Texas at Austin** will be hosting a **Memorial Tribute** for some of those who have participated in the project over the years and who are no longer with us. It will be a Zoom event. See page 6 for more details.

Over the last few years a number of people have asked about stories on **musicos** that we have run in **La Voz**. One repeated request has been for the story on **The Broken Hearts** out of **Seguin, Texas**. We first ran a two part series on them back in 2016. In this issue of **La Voz** you will see Part #1

and next we will bring you Part # 2.

Bringing back **The Broken Hearts** is timely because a gentleman by the name of **Joe Olvera** has been organizing "reunion breakfasts" for *musicos* from years past. This month there is going to be a second get together at **Casa Garcia** on **William Cannon**.

If you would like more information contact **Mr. Olvera** at (512) 667-0206 *Buenos con eso los dejo. Ponte una mascar y mantenga su distancia.*



Alfredo Santos c/s
Editor and Publisher
of La Voz Newspapers



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Se nos fue Ruben Cubillos

Legendary graphic designer, singer, musician, and Tejano music advocate, RUBEN CUBILLOS died on August 1st after a brave battle against cancer. In spite of the excruciating pain and the medical complications, he was a spiritual man, in his own words, "ready to make the final journey."



His masterpieces include the SELENA logo as well as several album covers and advertisements, a complete line of graphic art and marketing materials for the iconic Latin Breed, as well as the covers for the Grammy Award winning album Los Duos 2 by the internationally acclaimed JUAN GABRIEL.

A native of El Paso, Texas, Ruben graduated from Ysleta High School in 1974 and went on to graduate from the Art Institute of Houston in 1984. He began his career in music in 1971 and was the lead singer of the Latin Breed back in the 1970s.

He later went on to head up his own graphic design company called the Big Chihuahua, Inc. and developed an impressive of clients around the United States.

Ruben leaves behind his beloved son, Cory, and his loving wife, Gloria. Our heartfelt condolences to the Cubillos family, friends, and colleagues on the passing of this creative genius with a heart of gold.



**November 10th, 1956
August 1st, 2021**



WHEN IS ENOUGH, ENOUGH?

New Zone Change Request: C14-2021-0094 Fox Hollow Multifamily

by Tom Herrera

Zoning changes are designed by local governments to protect neighborhoods from unwarranted changes. Residents of the Onion Creek Area should be aware of the recent zone change request, C14-2021-0094 Fox Hollow Multifamily. Developer Jesus Turullols has made this request to construct an apartment complex by applicant, Dunaway Associates.

Seeing the Austin housing market booming beyond belief, we are not surprised by all the surrounding apartment developments.

The problem is that this area, the Onion Creek Area, has unique flood challenges that can be made worse when it comes to new developments. Our neighborhoods would be affected in ways that could quickly become dangerous for our residents. Already we have three apartment complexes that can likely affect flood conditions by rises and backups in the Onion Creek Area. Additional developments increase the impact of flood in this area.

Longtime residents have experienced the Halloween Floods of 2013 and 2015, which caused human loss of life, massive



Learning From the Past

livestock losses, and destructive home flood losses. Local governments had to buy out over 500 homes in the City of Austin (COA) and many more in southeast Travis County. Another 138 homes in the upper Onion Creek Watershed were designated to be purchased by the city in 2018.

Perkins Valley was changed forever but the floods affect those who don't reside in the area too. Homes in Onion Creek Forest, Yarrabee Bend, Silverstone, and others were destroyed and bought out by COA at much expense to taxpayers. The

What Can You Do?

Benjamin Franklin's quote, "An ounce of prevention is worth a pound of cure," is so relevant to this situation. The short-term tax gains to local governments that result from these developments do not begin to cover what happens, when common sense tells us is another flood waiting to happen. By focusing on the gains, local governments ignore the negative impact these developments have including more impervious cover and inadequate detention pond planning. When you add those to the lack of planning for rain-bomb type of events by local governments, we end up with a very dangerous situation for all

who live in or near the Onion Creek Watershed. To protect residents and their homes, this zoning change should not be approved.

The COA Development Services has an Environmental Services Department Compliance Site and Subdivision Inspection Team that should be heavily consulted before a decision is made.

Contact Dick Perrone 512-461-0004 or Tom Herrera 512-586-4480 for more information.

Federal Emergency Management Agency (FEMA) is a federal agency that assists but it tends to be very slow moving. Some families who were affected were disrupted two or more years before lives could be brought back to "normal." Actually, it was never the same for most. Even with buyouts, many of those assisted had to move to another county. And those of us who still live here, do so in fear and anxiety, waiting for the next flood to hit our area. Instead of learning from the past disasters and taking precautions to make the area safer and be prepared, we are seeing new developments that could make the problem worse.

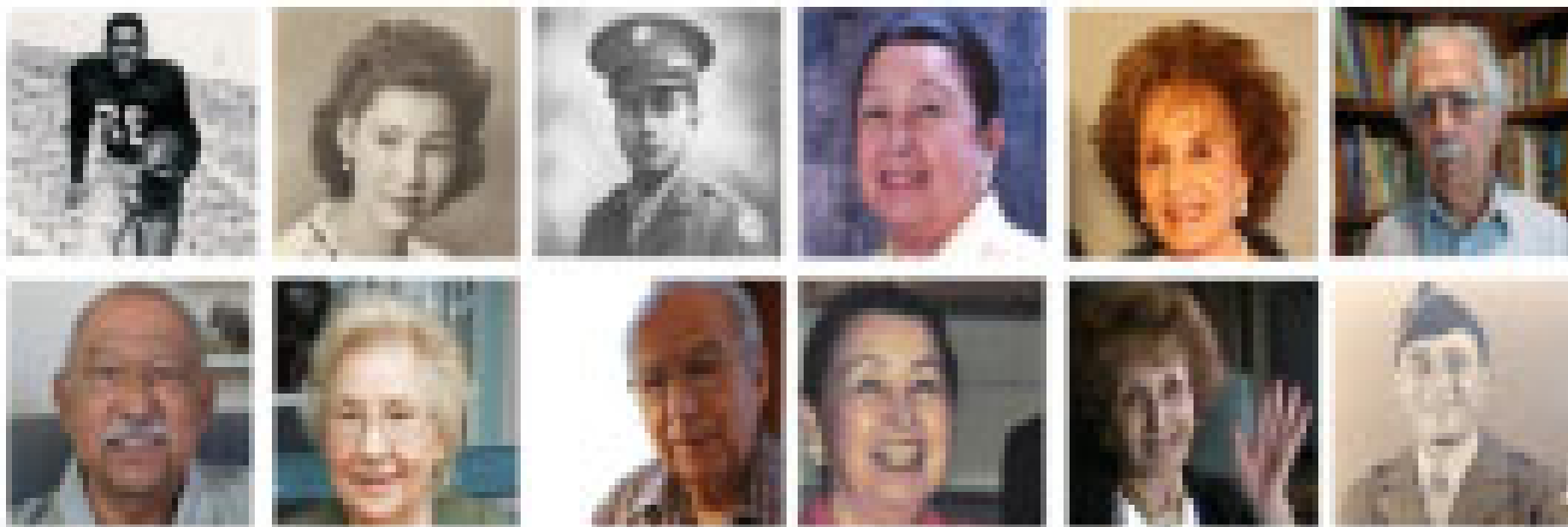
Voces Lives on - A Memorial Tribute

5 to 6:15 p.m. Online via Zoom

August 15th,, 2021



The University of Texas at Austin
Voces Oral History Center
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Two WWII veterans; a woman who helped both her father and her husband establish Spanish language broadcasting in the U.S.; the sister of eight brothers who served in the military during WWII; a ground-breaking local philanthropist and a popular East Austin bar owner.

Honorees: Rosalio “Rabbit” Duran, Lita De Los Santos, Ramón Galindo, Teresa Lozano Long, Irma Nicolás, Virgilio G. Roel

The program includes comments from former students who interviewed these men and women, and many others, as long as 20 years ago. Loved ones will share stories of their legacies, and the audience will hear excerpts from original interviews.

The Voces archive captures the oral histories of unsung heroes and legends to help support education and research, and to create a greater appreciation of the Latino contribution to the full richness of American history. The interviews are used widely by educators, researchers, journalists and others.

RSVP for this free event by registering at <http://bit.ly/vocessliveson>.

Registered participants will receive a Zoom link to join in this virtual tribute.

To make a donation to the Voces Oral History Center, please visit supportvoces.org.



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We are currently enrolling students in grades Pre-K3 - 11th grade. Please call 512-287-5050, visit our website at www.eaprep.org, or use the following link for more information <https://forms.office.com/r/KEsNNh3qYv>.

EAPrep actualmente está inscribiendo estudiantes en el grado Pre-K3 - 11^o grado

East Austin College Prep es una escuela charter pública, innovadora y gratuita con un ambiente generalizada de altas expectativas. EAPrep ha tenido una tasa de aceptación 100% universitaria desde su clase inaugural en 2016. Los estudiantes están equipados con las herramientas para tener aspiraciones postsecundarias claras junto con las habilidades académicas y la ética de trabajo necesarias para lograr sus objetivos y tener éxito. Nuestra visión es dar a los estudiantes oportunidades para desarrollar habilidades de liderazgo sólidas y exhibir un compromiso firme y continuo con la comunidad de Eastside. Además, EAPrep albergará un sólido programa de escuela de verano para todos los nuevos inscritos desde Pre-K3 hasta el 11^o grado.

Actualmente estamos inscribiendo a estudiantes en los grados Pre-K3 - 11^o grado. Llame al 512-287-5050, visite nuestro sitio web en www.eaprep.org, o utilice el siguiente enlace para obtener más información <https://forms.office.com/r/KEsNNh3qYv>.

**Greater Austin Hispanic
Chamber of Commerce**

Noticia pública



El Departamento de Aviación de la Ciudad de Austin y la Administración Federal de Aviación (FAA) están comenzando el proceso de revisión ambiental para futuros proyectos de construcción propuestos en el Aeropuerto Internacional Austin-Bergstrom (AUS), de conformidad con la Ley de Política Ambiental Nacional (NEPA). El proceso de revisión ambiental comenzará con una reunión pública virtual de alcance a través de Zoom el 9 de septiembre de 2021 a las 6:30 p.m. - 7:30 pm.

La reunión incluirá una presentación de los representantes del aeropuerto y le dará la oportunidad de enviar comentarios y hacer preguntas al público. Esta fase de determinación del alcance brindará una oportunidad para que el público haga comentarios sobre:

- Consideraciones ambientales que deben incluirse
- Análisis que se debe realizar
- Posibles alternativas que se debería incluir

Para obtener más información sobre este proceso de revisión y para asistir a la reunión pública virtual de análisis, visite SpeakUpAustin.org/aus-ea.

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En la comunidad



En la comunidad

Poor Peoples' Campaign: A National Call for Moral Revival

A Personal Reflection by Rebecca Flores

Peggy Pena and I drove from **San Antonio** to **Georgetown** on Wednesday, July 28, to march the first shift, from 7 to 10 am, on the first day of the **Poor Peoples' Campaign: A National Call for Moral Revival**. We left **San Antonio** at 5 am, to arrive at **Georgetown** before 7 am when the march was to begin. My commitment to march without fail this time was because I did not do so at the historic **March for Jobs on Washington** in August 1963. I said, "*Not this time*".

The march was well organized and insured that none of us would become overheated, tired, or pass out from the heat. **Peggy** and I had taken our **Medicare** cards just in case we would need to be hospitalized.

The number of marchers had been limited to 100 because of the pandemic; we all were masked and stayed 10 feet apart as we walked on the frontage road of I-35S.

The media was present, and as soon as we arrived carrying the **UFW** flag an **AP** reporter approached us asking the question: "Why are you marching today?" Our list of reasons was long, but it boiled down to the fact that the Republican leadership in **Texas** is proposing and passing laws to exclude People of Color from fully participating in civic engagement and in our public institutions. I reminded the reporter that this has been the case since 1836. I have my father and mother's poll taxes during the 1940's and 1950's that cost them \$1.75 each to vote. And although the federal government had ratified the 24th amendment in 1962 making poll taxes illegal in federal elections, **Texas** did not comply until 1966. Obstacles like these to the vote continue under the present **Texas** administration. Yes, it is Jim Crow 2.0.

I knew very few people in the march but did strike up a few conversations with some fellow pilgrims, **Texas State Senator Sarah Eckhardt** being one of them.

Wearing all white, **Little Joe** walked by— although I didn't recognize him at first it has been a few years since I last saw him, he marched a few yards ahead of us. **Peggy** and I rushed up, and still unsure of who he was, I placed the **UFW** flag in front of him, and sure enough, he looked up and recognized the flag if not me. **Little Joe** has always been part of



ABOVE: Rebecca Flores, LittleJoe hernandez and Peggy Peña

the revolution, and I believe that because he was a farm worker himself, sang that great song about picking cotton *en el wes*, he has always been a friend of the farm worker movement, since I can remember. He has played at the **California** farmworker events and conventions, he has marched with us, and when **Cesar** ended his 36-day fast in 1988, he carried the fast forward joining us in our 3-day fast campaign in **Houston** to do so. His song, "Las Nubes" is the **UFW** national anthem after **De Colores**.

Always knowing which side he is on, **Little Joe Hernandez** walked with all of us on the Poor People's Campaign march to end voter suppression at the **Texas State Capitol**.

Recordando a *Los Broken*

Part ONE

The 1950s was a decade that saw much in the way of social, political and cultural change in America. An invention called the television had made its way into the homes of millions and for the first time, people began to see programs like, “**I Love Lucy**,” **The**

Adventures of Superman, and a whole host of cartoons shows.

Television also showed us the unfolding of the modern **Civil Rights Movement** in the South. But there was one program that really caught the attention of young people across the country. It was called **American Bandstand**. It debuted in 1952, and

much to the astonishment of parents everywhere, it began teaching young people a new form of music called **Rock and Roll**. Every week the music and the groups that performed on **Dick Clarks’** program drew a bigger and bigger audience.

Young people liked what they saw and sought to imitate the music or come up

with their own sounds. Sock hops in local high school gyms proved to be the highlight of many a high school student’s social life. It was also in this time frame that **Soul Music** began to develop a huge following. **Ray Charles** and his 1955 hit “**I Got a Woman**” became a sensation and could be heard on radio stations all across America.



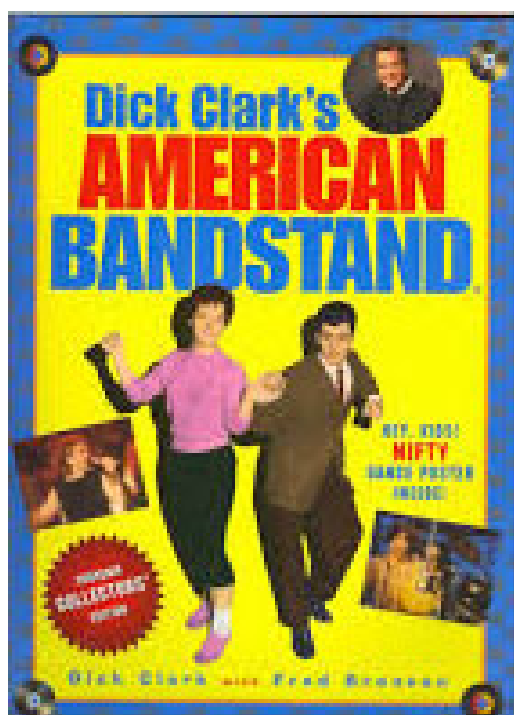
An Interview with *The Broken Hearts*

Hearts de Seguin, Texas

The 1960s also proved to be a powerful decade for music. **Elvis Presley**, while still very popular, was overshadowed by a group from **England** called **The Beatles**. The British Invasion would soon spread all over the world and once again, young people were caught up in a music revolution that would help change everything from hairdos, clothing styles to the way they spoke.

As television began to “connect” people in ways like never before, there was desire by many to want to be a part of “what was in.” And this desire did not escape a teenager from **Seguin, Texas** by the name of **Ramon Salazar**. Like millions of other teenagers across the country, he too was listening to radio and watching the television set.

As a Mexican American, **Ramon Salazar** lived in two worlds and spoke two languages. He and his friends had learned how to navigate two cultures both in the schools and in the streets. So when **Ramon** decided he wanted to start a musical group, it was only logical that the sounds they would produce would be something from the cultural experience from which they came. Their group would become known as **The Broken Hearts**.



Below are excerpts from a group interview that was conducted in June, 2012 in **Seguin, Texas** of the surviving members of **The Broken Hearts**. We bring it back today in 2016 in part because of a renewed interest in how or why, a small town like **Seguin, Texas** was able to produce so many talented musical groups.

Among the groups who can claim **Seguin** roots are **Tierra Tejana**, **The Hand Jives**, **The Playboys** and the **Flaming Hearts**. The reflections and memories of the members of **The Broken Hearts** of what it was like to be part of music history should serve to remind people that **Seguin, Texas** has a lot to be proud of today.

The Interview La Entrevista

My name is **Ruben Perez**, I currently live in **Houston, Texas**. I started playing with **The Broken Hearts** when I was a freshman in high school. I started playing music when I was very young. I think the reason I got into music was because of my father. He loved music and encouraged us to play the saxophone. My brother

played the saxophone and was an original member of **The Broken Hearts**. His name is **Ernesto Perez Jr.**, They called him **Neddy**. So we both played the saxophone. I played with another groups before **The Broken Hearts**. It was called the **Illusions**. We were kids. I must have been 12 or 13.

I was 15 years old when I started going on trips with them. I did all the driving back then and worked hand in hand with

I am **Toyo Amador**. I started with **The Broken Hearts** as their roadie back in 1966. I was 15 years old when I started going on trips with them. I did all the driving back then and worked hand in hand with **Mr. Ramon Salazar**. I traveled with all these guys for many years. I was with the group from 1966 to the early 1970s.

La Voz: Mr. Salazar, as I understand it, you were the one who started **The Broken Hearts**? Is that correct?

Ramon Salazar: Well, yes. We wanted to get a group together. We wanted to play music. We saw a guy named **Jerry Luna** playing here in **Seguin** in the school auditorium and he really made an impression on us. He played **La Bamba** and **Fräulein** on the guitar and everybody got real excited. I said, “I want to do that too.” So I bought a guitar and started practicing. My next door neighbor, **George Soto**, he also went and got a guitar. Then we picked up a drummer. We didn’t have a name. We just practiced and worked on different tunes. Then **Gilbert Gonzales** joined. He played the trombone. He was about 14 years old at

the time. A guy named **Fernando** was playing drums.

La Voz: Where did the name **The Broken Hearts** come from?

Salazar: We went to a talent show at **Ball High School**, which was the school for the negritos. There was a group playing called the **Flaming Hearts**. We were calling ourselves **The Playboys**. But I liked their name better.

My name is **Bobby Gonzales**. I had a group called the **Hand Jives** here in **Seguin**. One of our members, **Sixto Sanchez**, was the first to leave the group when he joined **The Broken Hearts**. Shortly after that **Jesse Carillo** joined **The Broken Hearts**. And right after that, **Jimmy Solis** joined **The Broken Hearts**. And shortly after that, **Danny de la Garza** left, so I was left with nothing! (Laughter)

La Voz: Now when they joined **The Broken Hearts**, was that because **Mr. Salazar se metió por allí**?

Bobby Gonzales: *¡Si hombre! Se andaba metiendo por aquí y por allá.* (Laughter) But no, the guys were talented and so it is understandable that the top group would want to take the finest musicians.

This friend of mine, **Steve Velasquez** likes to make jokes about **Seguin** and he says, “*Nombre, dicen que en Seguin todo lo que hay es cantinas y músicos!*” (Laughter) And that is true, because I started doing the math and I looked at the number of members of **Seguin** musicians who are in the **Tejano**

Music Hall of Fame as compared to other cities and per capita we only have 25,000 people in **Seguin**, so if you compare us to **Dallas, Houston**, and even **San Antonio, Seguin** has more musicians in the **Tejano Music Hall of Fame** than any city in America.

La Voz: I have heard rumors, and certainly these interviews are going to corroborate the facts, but was there a band director who was very influential?

Bobby Gonzales: No, I think it was just the culture of the times. I started out playing the blues. My brother started out playing conjunto. **The Broken Hearts** were over here doing a mix. So then we met somewhere in between.

La Voz: Who was **Belmares**?

Bobby Gonzales: **Moy Belmares** was an orchestra director. He was big influence on me. He had a big band here in **Seguin**. But there were other musicians at work here in **Seguin**. There was **Charles MacIntire** doing the blues. There was **Pablo M.** and those people doing conjunto. The **Gonzales brothers. Los Carillos**. There seemed to be a mix of music going on in **Seguin**. But **The Broken Hearts** brought it all together and took it one step further. We started recording and touring. And before we knew it we were going to **Chicago** and other places far away from home. There were a lot of migrant workers up North. There were a lot of Mexicanos *alla en el norte*. We

would go to **Ohio, Kansas, Indiana** and all those states.

Ruben Perez: When we went up North the migrants really wanted to hear Tejano music.

La Voz: Do you remember which cities **The Broken Hearts** would go to?

Gonzales: Well, we would go to **Chicago, Illinois, Lansing, Michigan, Toledo, Ohio** and other large cities. We were being promoted pretty well up there by the big promoters. And of course they were making big bucks. At that time **Sunny (Ozuna)** might be having a dance in **San Antonio, Texas** for 99 cents a person and they would get a big crowd.

But up North where people were starving for Tejano music, the promoters would be charging \$12 a person. Even in **West Texas**, we could make some pretty good money. They were charging \$12 a person at the door. Of course there was nothing to do in **Lubbock** but dance and drink. (Laughter) Voice from the side: And fight! (Laughter)

Bobby Gonzalez: Yes, let's not forget the fights. There were a lot of them.

Ramon Salazar: One of the things that happened in **Seguin** back in the 1960s, was that it became popular to be a musician. Our group had over 40 musicians.



La Voz: These were 40 guys who came in and out of the group?

Ramon Salazar: Yes. There were others who played maybe one or two gigs. But I would say there were at least 40 who played throughout our existence. It was popular among the youth in **Seguin** to become a musician. **La Voz:** Let me ask this question. Could one go down a street in **Seguin, Texas** in the 1960s and hear music coming out of garages or back yards?

Ramon Salazar: Yes. I remember the **Orquesta Belmares** would practice at their house and put newspapers on the windows so no one could watch them. But on various streets you could hear groups practicing.

Ruben Perez: I was always fascinated by why **Seguin, Texas** produced so many musicians.

Jesse Carillo: My name is **Jesse Carillo**, fui nacido aquí en **Seguin**. Anduve con los **Broken Hearts** unos dos años algo así. Luego me case de deje la banda. As I look back on my time con los **Broken Hearts**, me da mucho gusto que andaba con ellos. Todos eran más músicos que sabían más que yo. Como **Gilbert**, el me enseñó el saxophone. Yo estuve con el second generation casi más o menos. Porque hubo una generación antes de mí. Pero conocí a **Gilbert** y los más maduros y hasta los más chavalos. Pos no tengo mucho que decir porque . .

La Voz: ¿Usted iba en tour con ellos?

Jesse Carillo: No. Yo me case. Los más lejos que fui era como **Amarillo**. Eso es lo que me recuerdo yo. Ya se me olvidó mucho. Nomas me recuerdo las historias de ellos, no las mías.

(Laughter) *Les voy a decir una cosa. Hay muchos músicos en **Seguin** porque todos tiene parientes que comenzaron la música. Casi todos aquí tiene alguien que tocaba música antes. Había los **Gonzalez**, los **Zimmerlees**.*

Ruben Perez: Jesse, tell him, your brother is **Mike**.



Jesse Carillo: Todo mis hermanos y hasta mi apa, andaban en la música. Hay mucha gente aquí en **Seguin** que tienen chavalos que son músicos. The legend lives on.

La Voz: Usted fue primer generación de **Los Broken Hearts**? Were you one of the early members?

Gilbert: I guess you could say that.

La Voz: And you played what instrument?

Gilbert: I used to play sometimes bass, pero saxophone, a little trombone.

La Voz: Where did you practice?

Gilbert: A little shack behind **George Soto's** house on **Newton Avenue**. We

it now. (Voice from the back:) It was a salon that our uncle owed.

Gilbert: On my mother's I had an uncle who played orchestra music in my home town of **Dallas**. And one of his sons played with **Lawrence Welk**. Anyway, I played with **The Broken Hearts** until I got drafted. I went overseas to **Germany** and over there I played Rock and Roll with a band. Even got to go to the country of **Turkey**. When I got out of the service I came to **Seguin** and played with **The Broken Hearts** again.

La Voz: Now this was the late 60s?

Gilbert: Yes, it was the late 60s. Then I went and played with **Alfonso Ramos** for seven years.

La Voz: Did you commute back and forth?

Gilbert: Yes, then I lived in **Austin** for five years. The I joined a group called **Street People**. I traveled everywhere. Then we got a tour with the **Air Force**. We played in officer's clubs and traveled from state to state.

La Voz: Did that Air Force tour pay well?

Gilbert: We would make at least a \$100 a gig. And we would play three or four gigs a week. We once performed with **James Brown** at **The Fox** in **Atlanta, Georgia**. Then I went back to playing with **Alfonso** for a while. Then I came back to **Seguin** and

used to practice with **Bobby** on his front porch. And we started playing Black music first. Y luego, Mexican music. That's how we started. We started playing Mexican music because of **La Paloma Blanca**.

La Voz: What is **La Paloma Blanca**?

Gilbert: It was one of the biggest dance halls in the area. Interstate 10 goes over

To be continued in the September, 2021 issue of **La Voz**.



Preguntas frecuentes sobre el aprendizaje

Si mi niño participa en la opción virtual, ¿puede cambiar al aprendizaje presencial en cualquier momento?

Las familias que elijan la opción virtual para su niño tendrán que comprometerse con la instrucción virtual durante todo el semestre. Esto es para que podamos dotar apropiadamente de personal a los salones de clases tanto presenciales como virtuales y ofrecerles una experiencia académica constante a los estudiantes.

¿Quién es elegible para la opción de aprendizaje virtual?

La opción de aprendizaje virtual estará disponible para los estudiantes de K-6.º grado que no son elegibles para la vacuna y que viven dentro de la zona de asistencia del AISD, así como para los estudiantes que tienen traslados y estuvieron matriculados el año pasado. Para las familias que no son parte del distrito que están interesadas, por favor, vean las preguntas frecuentes de arriba.

¿Habrá un límite en el número de estudiantes elegibles que pueden participar en la opción de aprendizaje virtual?

Nuestro objetivo es satisfacer las necesidades de todos los estudiantes que lo soliciten, por consiguiente, estamos planificando con cauteloso optimismo y lo ajustaremos si las solicitudes son más de las que podamos satisfacer.

¿Cuál es el proceso para solicitar la opción de aprendizaje virtual?

Llene la solicitud para la opción de aprendizaje virtual, que se abrirá el viernes, 30 de julio de 2021 a las 5:00 p.m. La solicitud se cierra el jueves, 5 de agosto a las 11:59 p.m. El lunes, 9 de agosto, los padres de familia recibirán una notificación por correo electrónico de confirmación a la opción de aprendizaje virtual. Los padres de familia necesitan aceptar a más tardar el martes, 10 de agosto a las 11:59 p.m.

¿Cómo pueden las familias recibir ayuda para solicitar la opción de aprendizaje virtual?

Se les brindará apoyo a las familias para el proceso de solicitud de las siguientes maneras:

El equipo de la Oficina de Apoyo a la Participación de los Padres de Familia (PESO, por sus siglas en inglés) estará

disponible en la oficina central del Austin ISD (4000 S. I-H 35 Frontage Rd., Austin, TX 78704) de 9:00 a.m. - 6:00 p.m., del lunes, 2 de agosto al jueves, 5 de agosto de 2021.

Las familias pueden llamar a la línea de ayuda de PESO al 512-414-0726 para apoyo con el formulario de solicitud en español, a partir del lunes, 2 de agosto a las 9:00 a.m., hasta el jueves, 5 de agosto a las 6:00 p.m.

Las familias pueden llamar a la oficina de sus escuelas.

¿Por qué el Austin ISD está ofreciendo ahora una opción virtual?

Los CDC opinan que la instrucción presencial es segura y benéfica para los niños y el enfoque de los líderes estatales y federales sigue siendo regresar a la instrucción presencial. Sin embargo, debido a que las cifras de COVID incrementaron en Austin y el condado de Travis pasó a la Etapa 4, los padres de familia nos dijeron que querían tener esta opción. Creamos la opción de aprendizaje virtual porque la mayoría de los estudiantes de kínder a 6.º grado no son elegibles para la vacuna.

¿Cómo sé si una opción virtual es apropiada para mi hijo?

¿Le fue bien a su hijo con el aprendizaje virtual durante el ciclo escolar 2020-2021?

¿Demostró su hijo sentirse a gusto interactuando con los maestros y los compañeros en línea?

¿Es su hijo un estudiante independiente y un aprendiz con iniciativa?

¿Demostró su hijo dominio del material y las pruebas STAAR de acuerdo con su grado?

¿Se siente cómodo su hijo haciendo preguntas y buscando apoyo cuando lo necesita?

¿Usa su hijo estrategias de autogestión en línea (ciudadanía digital) y estrategias para superar las dificultades que se presentan?

¿Se siente cómodo usando BLEND (Sistema de Administración de Aprendizaje Canvas) y las herramientas digitales o tiene apoyo al utilizar las herramientas en casa?

¿Hay alguien en casa disponible para proporcionarle a su hijo algún apoyo?

¿Cómo sé si regresar a la escuela en persona es la mejor opción para mi hijo?

Algunas cosas para tomar en cuenta cuando estén tomando la decisión incluyen:

¿Está su hijo emocionado de conocer a su nuevo maestro e interactuar con sus compañeros?

¿Se siente cómodo su hijo cuando usa un cubrebocas y sigue todos los protocolos de seguridad?

¿Le fue difícil a su hijo estar en un ambiente virtual el año pasado y necesita apoyo educativo adicional con lectura y matemáticas?

¿Le emocionan a su hijo las actividades extracurriculares de la escuela?

¿Obtuvo su hijo bajas calificaciones en una o más materias el pasado ciclo escolar?

¿Tienen que proveer los estudiantes prueba de una necesidad médica para solicitar la opción de aprendizaje virtual?

No, pero los estudiantes con enfermedades pueden cumplir con los requisitos para los servicios de educación a domicilio.

¿Por qué el Austin ISD no está proporcionando la opción de aprendizaje virtual para algunos estudiantes de 6.º grado, y de 7.º o a 12.º grado?

Los niños de 12 años en adelante son elegibles para recibir la vacuna. Por favor, considere vacunar a sus hijos que tienen de 12 años en adelante.

¿Por qué no está prekínder incluido en la opción virtual?

Para los estudiantes de prekínder, sin embargo, el aprendizaje virtual no es apropiado en cuanto al desarrollo. La experiencia del año pasado nos enseñó que la destreza limitada de un estudiante para usar la tecnología, propició retos significativos para el aprendizaje y las interacciones con los compañeros en el ambiente virtual.

para las familias virtual en AISD



¿Los estudiantes que no pertenecen al distrito son elegibles para la opción de aprendizaje virtual del Austin ISD?

Como apoyo adicional a nuestra comunidad de Austin, queremos hacer esta opción virtual disponible para las familias que actualmente no asisten a una escuela del Austin ISD, si tenemos cupo disponible. A todas las familias que no son parte del Austin ISD que envíen una solicitud, se les pondrá automáticamente en una lista de espera y nos comunicaremos con ellas en caso de tener disponibilidad de cupo.

Servicios alimentarios

Qué opciones tendrán los estudiantes virtuales para el desayuno y el almuerzo?

Los estudiantes en aprendizaje virtual tendrán acceso a las comidas escolares si programan el tiempo para recogerlas en sus planteles asignados. Habrá paquetes con varias comidas (5 desayunos y 5 almuerzos) servidas frías para que las calienten en casa. Antes de empezar con el aprendizaje virtual, el distrito enviará una encuesta a las familias para determinar el interés que existe en recoger paquetes de comidas gratuitas en sus planteles que están matriculados. Servicios Alimentarios usará esta información para determinar el número de comidas que se tienen que preparar. Habrá un día y hora determinados para que las familias las recojan en sus planteles asignados.

Programa virtual

¿Cómo será el programa?

El aprendizaje virtual será una combinación de tiempo de aprendizaje en vivo (síncrono) e independiente (asíncrono). Los componentes en vivo caerán dentro del tradicional día escolar con aproximadamente 3-4 participaciones durante el día. El apoyo de intervención se incluirá como sea necesario. Los estudiantes virtuales no seguirán el mismo horario que los estudiantes presenciales.

¿El aprendizaje virtual empieza a la misma hora y día que las escuelas en persona?

El aprendizaje virtual tendrá los mismos tiempos de inicio y fin que todas las escuelas primarias y secundarias del Aus-

tin ISD, dependiendo del grado. Los estudiantes también seguirán el mismo calendario académico para el semestre de otoño.

¿De qué tamaño serán las clases de aprendizaje virtual?

Se determinarán las clases, de acuerdo al número de estudiantes que se comprometan al aprendizaje virtual para el semestre del otoño y al número de maestros disponibles. El tamaño de las clases podrían exceder los límites de las presenciales, dependiendo de la necesidad.

Enseñanza y apreendizaje

¿Recibirá mi hijo la instrucción de un maestro en nuestro plantel base?

Depende del número de estudiantes y grado que escojan el aprendizaje virtual en cada plantel, los estudiantes podrían ser asignados a un maestro de su plantel base o a un maestro virtual de todo el distrito.

¿Estará mi niño en un salón de clases con compañeros de nuestra escuela base?

Haremos lo posible para agrupar a los estudiantes en clases con compañeros de su escuela base y por programa académico (p. ej., Lenguaje Dual, ESL). Es posible que los estudiantes estén en clases con estudiantes de más de una escuela, dependiendo del número de estudiantes que escojan la opción virtual en su grado en su escuela base.

¿Qué servicios básicos se ofrecerán como parte de la opción de aprendizaje virtual?

Se ofrecerán las áreas de contenido básico de matemáticas, ciencias, estudios sociales y lectura/artes del lenguaje. Los servicios de intervención se programarán como sea necesario.

¿Si mi hijo recibe servicios de educación especial, es elegible para la opción de aprendizaje virtual?

Sí. Sin embargo, los estudiantes que reciben servicios en un salón de clases independiente (como SBS, Destrezas para la vida diaria y SCORES) deberían considerar el aprendizaje presencial como la mejor opción.

¿Se les ofrecerá instrucción para dotados y talentosos a los estudiantes virtuales?

Sí, la instrucción para dotados y talentosos (GT, por sus siglas en inglés) se hace dentro del salón de clases regular del niño. Se han creado actividades de enriquecimiento y específicamente diseñadas para los estudiantes GT. Se capacita y equipa a los maestros con estudiantes GT para ofrecer instrucción para dotados y talentosos.

¿Qué plan de estudios se usará?

Los estudiantes de aprendizaje virtual seguirán el mismo plan de estudio que los estudiantes que están de modo presencial y tendrán el mismo acceso a los sistemas, herramientas y recursos del Austin ISD.

¿Qué tipo de apoyo de lenguaje dual puede mi hijo esperar del programa de Lenguaje Dual?

Los maestros bilingües estarán disponibles para apoyar a los estudiantes matriculados en programas de Lenguaje Dual bidireccional y unidireccional en español.

¿Conservará mi hijo su lugar en el programa imán si participa en la opción virtual?

Sí. Los estudiantes permanecerán matriculados en sus escuelas, ya sea en sus escuelas base, sus escuelas de traslado o sus escuelas especializadas.

¿Cuáles clases optativas se ofrecerán para 6.o grado de secundaria?

Con excepción de educación física, las clases optativas de 6.o grado de secundaria no están disponibles en la opción de aprendizaje virtual.

Visite el website de Austin
Independent School District
para más información o llame
512-413-1700



CENTRAL HEALTH

Travis County Healthcare District d/b/a Central Health

1111 E. Cesar Chavez Street Austin, TX 78702

Propuesta Sellada Competitiva

CSP 2108-001 Contratista General para

Hornsby Bend Health & Wellness Center

Fecha de Vencimiento: September 7, 2021 a las 2:00 PM

Objeto de la solicitud de propuestas / Alcance del trabajo

Central Health busca obtener propuestas de contratistas generales calificados. El alcance del proyecto incluye la nueva construcción de un edificio y el trabajo en el sitio relacionado para el Centro de Salud y Bienestar de Hornsby Bend. El proyecto consiste en un centro de salud comunitario en un sitio de 10.6 acres en el sureste del condado de Travis en un vecindario conocido localmente como Hornsby Bend.

La nueva instalación albergará aproximadamente 7500 pies cuadrados de espacio para la clínica de atención primaria y el centro comunitario. El proyecto incluirá servicios adicionales en el sitio que incluyen un jardín comunitario, senderos para ejercicios, cisterna de recolección de agua de lluvia y trabajo de preparación del sitio para servicios adicionales.

El propietario proporcionará todos los muebles, accesorios y equipos a través de otros proveedores.

Instrucciones para realizar pedidos: Todos los paquetes de solicitud se pueden descargar desde:

<https://prod.bidsync.com/central-health>, O <http://www.txsmartbuy.com/sp>



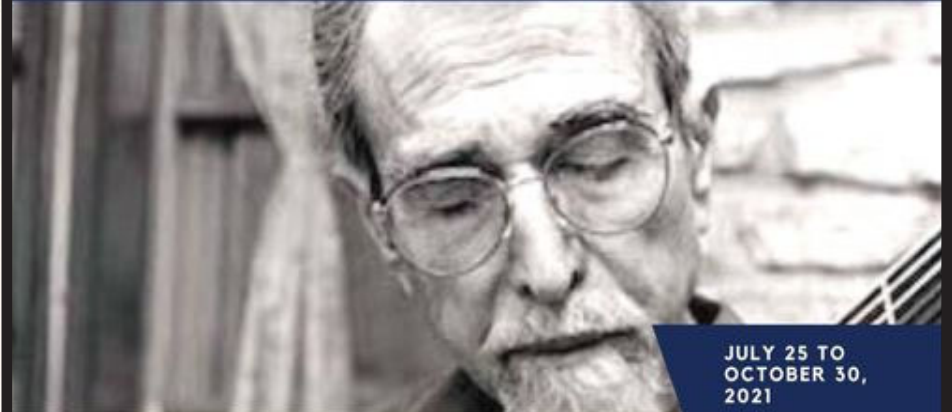
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ESTEEMED JUDGES 2021

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emmyperez.com

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timzhernandez.com



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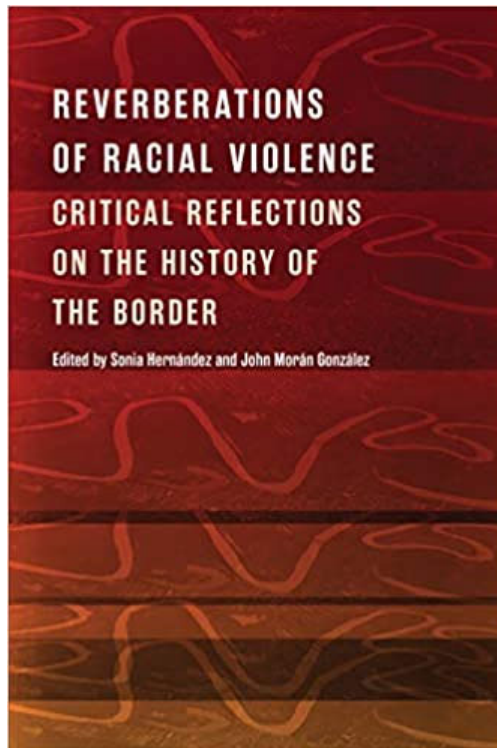
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Ends on October 30, 2021
CALL FOR SUBMISSIONS**

\$25.00 Entry Fee

Winners in each category will receive \$200, publication, a publishing contract, and 25 books.

Submissions will only be accepted through the Red Earth Productions & Cultural Work Submittable page. <https://reearthproductions.submittable.com/submit>

Libros para el verano

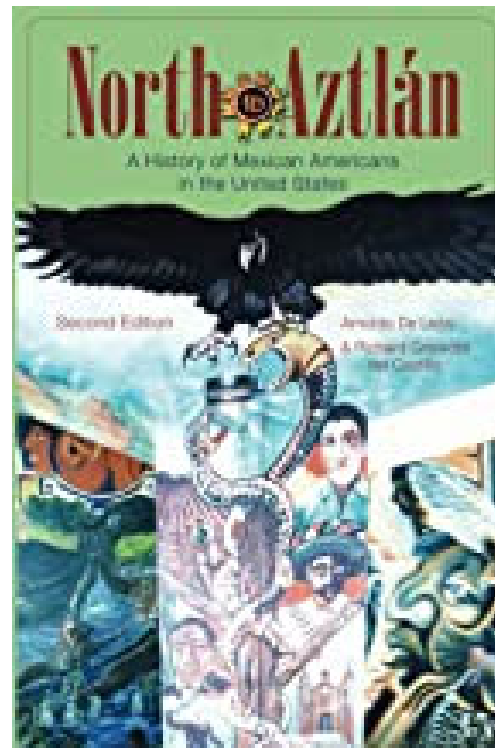


Reverberations of Racial Violence: Critical Reflections on the History of the Border
Hardcover – June 15, 2021
by Sonia Hernández (Editor), John Morán González (Editor)

Between 1910 and 1920, thousands of Mexican Americans and Mexican nationals were killed along the Texas border. The killers included strangers and neighbors, vigilantes and law enforcement officers—in particular, Texas Rangers. Despite a 1919 investigation of the state-sanctioned violence, no one in authority was ever held responsible.

Reverberations of Racial Violence gathers fourteen essays on this dark chapter in American history. Contributors explore the impact of civil rights advocates, such as José Tomás Canales, the sole Mexican-American representative in the Texas State Legislature between 1905 and 1921. The investigation he spearheaded emerges as a historical touchstone, one in which witnesses testified in detail to the extrajudicial killings carried out by state agents.

Other chapters situate anti-Mexican racism in the context of the era's rampant and more fully documented violence against African Americans. Contributors also address the roles of women in responding to the violence, as well as the many ways in which the killings have continued to weigh on communities of color in Texas. Taken together, the essays provide an opportunity to move beyond the more standard Black-white paradigm in reflecting on the broad history of American nation-making, the nation's rampant racial violence, and civil rights activism.



North to Aztlan: A History of Mexican Americans in the United States, Second Edition
by Arnoldo De León | Jan 1, 2006

Contemporary observers often quip that the American Southwest has become “Mexicanized,” but this view ignores the history of the region as well as the social reality. Mexican people and their culture have been continuously present in the territory for the past four hundred years, and Mexican Americans were actors in United States history long before the national media began to focus on them—even long before an international border existed between the United States and Mexico.

North to Aztlán, an inclusive, readable, and affordable survey history, explores the Indian roots, culture, society, lifestyles, politics, and art of Mexican Americans and the contributions of the people to and their influence on American history and the mainstream culture.

Though cognizant of changing interpretations that divide scholars, Drs. De León and Griswold del Castillo provide a holistic vision of the development of Mexican American society, one that attributes great importance to immigration (before and after 1900) and the ongoing influence of new arrivals on the evolving identity of Mexican Americans. Also showcased is the role of gender in shaping the cultural and political history of La Raza, as exemplified by the stories of outstanding Mexicana and Chicana leaders as well as those of largely unsung female heroes, among them ranch and business owners and managers, labor leaders, community activists, and artists and writers.



El Mexico de Afuera (Language: Spanish)
Publisher: Fondo de Cultura Económica
Publication date: January 1, 2021

Panorama de la historia del pueblo chicano que rastrea sus orígenes, desde la Colonia en México hasta la actualidad, pasando por la Independencia, la Guerra entre Estados Unidos y México, el Porfiriato, la Revolución Mexicana, las dos Guerras Mundiales, el Movimiento Chicano y los movimientos estudiantiles, entre varios más. El autor presenta la experiencia chicana de diversas regiones, a sus figuras emblemáticas y menos conocidas, y extensos ejemplos de manifestaciones culturales en los que se vislumbra la ideología, la mentalidad y el sentir de un pueblo entre dos naciones.

About the Author

David R. Maciel es Doctor en Historia por la Universidad de California. Tiene una maestría en Estudios Latinoamericanos por la Universidad de Arizona y una licenciatura en Antropología por la Universidad Estatal de California en San Diego. Recibió la Beca Fulbright-García Robles para ser Profesor Distinguido en la Universidad Nacional Autónoma de México en el año académico 2013-14. Actualmente es Profesor Emérito en la Universidad de California, Los Ángeles. Ha tenido puestos académicos en la Universidad de Nuevo México, la Universidad de Arizona y el Colegio de la Frontera Norte.

Calendar of Events

August 11th, 2021 - The State of Education co-sponsored by the **Brazoria County Hispanic Chamber of Commerce**. See page 2 in this issue of **La Voz** for more details.

August 12th, 2021 - Central Texas Music Legends Breakfast at Casa Garcia 1901 W. William Cannon 78748 in Austin, Texas. Contact Joe Olvera for more information at (512) 667-0206

August 12th, 2021 - Mexican American Civil Rights Institute invites the public in-person VIP Cocktail Reception in San Antonio, TX. Visit the website for more information

August 13th, 2021 - Los Garcia Brothers in Kingsville, Texas at Texas Jamz

August 15th, 2021 - Voces Oral History Project Memorial Tribute starting at 5:00pm via Zoom. RSVP to <http://bit.ly/vocessliveson>. See page 6 in this issue of **La Voz** for more information

August 19-22, 2021 LULAC Texas Convention in Austin, Texas at the **Hilton Austin Airport**, 9515 Hotel Drive, Austin, Texas 78719

August 27th, 2021 - Los Garcia Brothers in Victoria, Texas at The icehouse Night Club



La Palabra Poetry Reading 2021

Zoom: 881 0616 8718

hosted by Angelina Sáenz

Time:
2pm PST

Will stream live on La Palabra FB page.

Sunday, August 22nd, 2021

Viktoria Valenzuela



Gris Muñoz



Karla Cordero





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This program is made possible in part by a grant from the City of Los Angeles, Department of Cultural Affairs.

Word Power

En las palabras hay poder

No one can ever argue in the name of education, that it is better to know less than it is to know more. Being bilingual or trilingual or multilingual is about being educated in the 21st century. We look forward to bringing our readers various word lists in each issue of **La Voz**.

Nadie puede averiguar en el nombre de la educación que es mejor saber menos que saber más. Siendo bilingüe o trilingüe es parte de ser educado en el siglo 21. Esperamos traer cada mes a nuestros lectores de **La Voz** una lista de palabras en español con sus equivalentes en inglés.

Lie	La Mentira
The Truth	La Verdad
The Difference	La Diferencia
Integrity	integridad
Character	Carácter
Shame	Vergüenza
Trust	Confianza
Your word	Su palabra
Your Reputation	Su Reputación
Justification	Justifcación
Confession	Confesión
Honest	Honesto
Never again	nunca jamás
Next time	La próxima vez
Last time	La última vez



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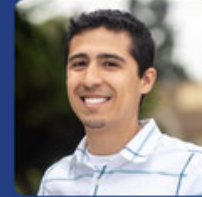
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Latinx in Tech

PART 2



Ulysses Millan
Web Developer



Miriam Rosas Cano
Revenue Operations Analyst

August 19, 2021 | 7:00 PM PT

Free Zoom Event

Register at bit.ly/LatinxInTech2

Join this workshop to:

- Learn about web design, tools & customization
- Learn about Salesforce Certification & Careers



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Los Angeles Chapter



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tradición familiar*

Marie V. & Catalina A.

EMPIEZA AQUÍ

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500 Years Ago - A Man Named Cortés

Tenochtitlán was founded in 1325 A.D. by a wandering tribe of hunters and gatherers on islands in **Lake Texcoco**, near the present site of **Mexico City**. In only one century, this civilization grew into the **Aztec** empire, largely because of its advanced system of agriculture. The empire came to dominate central **Mexico** and by the ascendance of **Montezuma II** in 1502 had reached its greatest extent, extending as far south as perhaps modern-day **Nicaragua**.

At the time, the empire was held together primarily by **Aztec** military strength, and **Montezuma II** set about establishing a bureaucracy, creating provinces that would pay tribute to the imperial capital of **Tenochtitlán**. The conquered peoples resented the **Aztec** demands for tribute and victims for the religious sacrifices, but the **Aztec** military kept rebellion at bay.

Hernán Cortés, a young Spanish-born noble, came to **Hispaniola** in the **West Indies** in 1504. In 1511, he sailed with **Diego Velázquez** to conquer **Cuba** and twice was elected mayor of **Santiago**, the capital of **Hispaniola**. In 1518, he was appointed captain general of a new Spanish expedition to the American mainland. **Velázquez**, the governor of **Cuba**, later rescinded the order, and **Cortés** sailed without permission.

He visited the coast of **Yucatán** and in March 1519 landed at **Tabasco** in **Mexico's Bay of Campeche** with 500 soldiers, 100 sailors, and 16 horses. There, he won over the local Indians and was given a female slave, **Malinche**—baptized **Marina**—who became his mistress and later bore him a son. She knew both **Maya** and **Aztec** and served as an interpreter. The expedition then proceeded up the Mexican coast, where **Cortés** founded **Veracruz**, mainly for the purpose of having himself elected captain general by the colony, thus shaking off the authority of **Velázquez** and making him responsible only to **King Charles V** of **Spain**.

At **Veracruz**, **Cortés** trained his army and then burned his ships to ensure loyalty to his plans for conquest. Having learned of political strife in the **Aztec** empire, **Cortés** led his force into the Mexican interior. On the way to **Tenochtitlán**, he clashed with local Indians, but many of these people, including the nation of **Tlaxcala**, became his allies after learning of his plan to conquer their hated **Aztec** rulers. Hearing of the approach of **Cortés**, with his frightful horses and sophisticated weapons, **Montezuma II** tried to buy him off, but **Cortés** would not be dissuaded. On November 8, 1519, the Spaniards and their 1,000 **Tlaxcaltec** warriors were allowed to enter **Tenochtitlán** unopposed.



Montezuma suspected them to be divine envoys of the god **Quetzalcatl**, who was prophesied to return from the east in a “One Reed” year, which was 1519 on the **Aztec** calendar. The Spaniards were greeted with great honor, and **Cortés** seized the opportunity, taking **Montezuma** hostage so that he might govern the empire through him. His mistress, **Marina**, was a great help in this endeavor and succeeded in convincing **Montezuma** to cooperate fully.

In the spring of 1520, **Cortés** learned of the arrival of a Spanish force from **Cuba**, led by **Pánfilo Narvez** and sent by **Velázquez** to deprive **Cortés** of his command. **Cortés** led his army out of **Tenochtitlán** to meet them, leaving behind a garrison of 80 Spaniards and a few hundred **Tlaxcaltecs** to govern the city. **Cortés** defeated **Narvez** and enlisted **Narvez's** army into his own. When he returned to **Tenochtitlán** in June, he found the garrison under siege from the **Aztecs**, who had rebelled after the subordinate whom **Cortés** left in command of the city massacred several **Aztec** chiefs, and the population on the brink of revolt.

On June 30, under pressure and lacking food, **Cortés** and his men fought their way out of the capital at heavy cost. Known to the Spanish as *La Noche Triste*, or “the Night of Sadness,” many soldiers drowned in **Lake Texcoco** when the vessel carrying them and **Aztec** treasures hoarded by **Cortés** sank. **Montezuma** was killed in the fighting—in **Aztec** reports by the Spaniards, and in Spanish reports by an **Aztec** mob bitter at **Montezuma's** subservience to Spanish rule. He was succeeded as emperor by his brother, **Cuitláhuac**.

During the Spaniards' retreat, they defeated a large **Aztec** army at **Otumba** and then re-joined their **Tlaxcaltec** allies. In May 1521, **Cortés** returned to **Tenochtitlán**, and after a three-month siege the city fell. This victory marked the fall of the **Aztec** empire. **Cuauhtémoc**, **Cuitláhuac's** successor as emperor, was taken prisoner and later executed, and **Cortés** became the ruler of a vast Mexican empire.

The Spanish conquistador led an expedition to **Honduras** in 1524 and in 1528 returned to **Spain** to see the king. **Charles** made him **Marqués del Valle** but refused to name him governor because of his quarrels with **Velázquez** and others. In 1530, he returned to **Mexico**, now known as **New Spain**, and found the country in disarray. After restoring some order, he retired to his estate south of **Mexico City** and sent out maritime expeditions from the **Pacific** coast. In 1540, he returned to **Spain** and was neglected by the court. He died in 1547.