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Editor's Note

Allison Ramay

Dear Readers,

In the nearly ten years of *ESLA*'s existence, Issue 19 has perhaps the greatest international presence, considering the variety of places from which our authors write: Chile, Brazil, the United States, India, Spain, Scotland, and the Netherlands. This presence mirrors our increased awareness of global connectivity; an awareness that COVID-19 has forced us to appreciate on new levels. With the unexpected pressures and concerns faced by authors and peer reviewers, we allowed extra time for their revisions and evaluations. For that reason, we are publishing in September rather than July.

In our articles section, authors analyze literary texts of the past and make a case for their importance in the present. Elsa Maxwell provides a fascinating examination of sixteenth century French thinker Michel de Montaigne's *Essays*. She analyzes his work alongside that of Erich Auerbach, Luiz Eva, Tzvetan Todorov and others to reveal the insights as well as the shortcomings of Montaigne's writing for intercultural scholarship and practice.

Jennifer Hayward and Michelle Prain offer an in-depth analysis of British poet Henry Edward Swinglehurst's writing who arrived at Valparaíso, Chile at the end of the nineteenth century and who stayed until his death. Swinglehurst's publications in the Anglophone press in Valparaíso, as Hayward and Prain show, celebrate the British empire as well as the poet's changing identity, allowing us to see more clearly a discourse that would have a lasting impact on conversations about race in Chile.

And Isabel Coelho's article analyzes the early twentieth century *Peter and Wendy* by J. M. Barrie in 1911 which borrows references from British culture and literary classics such as *Peter Pan*. Coelho argues that this novel is a "cutting-edge narrative, setting a new paradigm for children's literature for the twentieth century: the right to be a child, the right to choose one's own future, to write one's own story" (5).

The freedoms implied in Barrie's novel are being demanded by people all over the globe. The authors in our non-fiction section bring our attention to these demands. In Ananya Bhardwaj's essay titled "India in a Post-Pandemic World", she begins by citing Arundhati Roy's *The Ministry of Utmost Happiness* and reflects on the similarities between Roy's fictional pandemic and COVID-19, particularly, the massive and multi-dimensional crisis they make more visible. And in the co-authored essay "'And What Can One Do?'" Gaslighting in *The Yellow Wallpaper*", Nicollas Cayann, Juliana Prestes de Oliveira and Amanda L. Jacobsen de Oliveira make a convincing argument for rereading this "feminist masterpiece" (5).

We also publish two interviews in Issue 19: one by our Editor, Andrea Casals, who interviews Evelyn Arizpe, Professor of Children's Literature and President of the International Research Society for Children's Literature where she speaks about her life, work, and vision for the future which involves, "cast[ing] the network of children's literature scholars and practitioners more widely across the globe and finding ways of communicating and sharing that are more equitable and inclusive for all groups" (12). And Andrés Ibarra interviews Professor Rodrigo Andrés González from the University of Barcelona who reads Herman Melville through gender studies. He states, "Melville reminds us today that we live in a plural world, and that any community needs to be

aware of, and attentive to, its internal differences if it wants to be an actual community and not the masses” (3).

With much pride and enthusiasm, we invite you to enjoy this dynamic collection of texts, which expresses insights into pressing issues of social justice. As you read through, we think you will see common concerns that lead to myriad creative responses, proposals, and creations.

Allison Ramay

ESLA Editor