

Nelson Lopez

## **"The Insurrection of 1932 and the Politics of Historical Memory in El Salvador: Resurrecting the Massacred Indigenous"**

In this discussion I analyze the works of Salvador Salazar Arrué (Salarrué) and his undercover participation in social change through indigenist techniques used to critique sociopolitical events of El Salvador in his time. I will also discuss my techniques while translating Salarrué into English while keeping the archaic, "uneducated" way of speaking. Writing, defined as a system of linguistic symbols has been reduced to two products that convey the same communicative goal: plain writing and intellectual writing. In El Salvador, the life and the style of an author played a crucial role in the making of our society. In the early 1930's, a massacre of 30,000 peasants is recorded. A year later, a traditional aristocratic author writes a "children's book" where he criticizes the killing in an undercover way. Salarrué "resurrects" the indigenous killed in the massacre by providing the characters of his Cuentos de barro with actual names of people assassinated. Salarrué decided to write "undercover" with a childish style and reproducing the speaking style of Salvadoran peasants.

His works were irrelevant to the intellectuals of the time and no one labeled him as someone against the government. He knew that he would be exiled, like Asturias in Guatemala, if he chose to write in a direct way. It wasn't until the late 70's, after his death, that the social conditions of the country spotted hidden literature to spark a revolution. Roque Dalton, a declared leftist poet, wrote literary texts criticizing the repressive governments. He was exposed, exiled and later killed due to his beliefs.

Thus, Salarrué was able to live a life of a reputable author while his 'other' works were almost unnoticed and unread. Dalton, on the other hand was an open book and readers identified themselves with his sufferings in jail or in exile because he portrayed his life through his literary work.