Messaggio del Presidente

Since my last communication with you in the Spring Newsletter, all of our regional representatives have been elected for their roles in the organization: Bruna Boyle (New England); Giuseppe Faustini and Lucrezia Lindia (New York State); Laura Salsini (Mid-Atlantic); Mark Pietralunga (Southeast/Southern); Luciano Farina (Midwest); Fabian Alfie (Plains/Southwest); Valerio Ferme (Rocky Mountains/Far West); Irene Marchegiani Jones (California); Salvatore Bancheri (Canada); and Gianclaudio Macchiarella (Italy). We look forward to their active participation in AATTI activities in the years to come.

Regional representatives are your local contact with AATTI and have the following responsibilities: they represent the concerns of their region at the annual meeting, give support and advice to members in their region, encourage membership among high school and college/university teachers, solicit and gather newsworthy items for their region for publication in the AATTI Newsletter; encourage the establishment of local AATTI chapters, and serve as liaisons between the AATTI and the schools in their area. We hope that you will send us news items to publish in the Newsletter and that you will let us know about all the interesting things that you are doing for the promotion of Italian and Italian studies in your school and/or community. Their contact information is contained on the second page of the Newsletter.

I would like to thank those members who have just completed their term of office—Mario Aste, Mario Donatelli, Gaetana Marrone-Puglia, Guy P. Raffa, Regina Psaki, and Michael Lettieri—and the members of the Nominations Committee for their fine work in these elections: Edoardo Lebano (Chair), Michael Lettieri, Grace Mannino, Regina Psaki, and Ida C. Wilder.

**AATTI Conference in Toronto**

On behalf of the Association I extend our sincere thanks to our tireless colleague Anthony Mollica for his excellent organization of the AATTI conference in Toronto, November 7-10, and to the equally indefatigable Piero Baldini for his fine organization of the conference program. In addition to our three brilliant plenary speakers—Angela Bianchini, Maurizio Dardano, and Carlo Tagliabue—more than 200 colleagues, from both sides of the Atlantic, participated in the conference, and it was an exceptionally fine meeting. We are very pleased that the Canadian Society for Italian Studies met jointly with us, and I thank CSIS President Vera Golini and her colleagues for their collaboration on this initiative. We were very pleased to have had representatives of the Ministero dell’Istruzione, Università e Ricerca (Antonio De Gasperis, Aldo Bove, and Marilisa Sassi), Presidenza del Consiglio dei Ministri - Dipartimento affari regionali (Clara Abatecola), and the Consul General of Italy Luca Brofferio from the Italian Consulate in Toronto with us for the conference, together with the rector of the Università per Stranieri di Perugia, Paola Bianchi De Vecchi, and representatives from the Università per Stranieri di Siena (Massimo Vedovelli) and the Università di Venezia “Ca’ Foscarì” (Roberto Dolci). Special thanks go to Consul General Brofferio and to Carlo Coen of the Istituto Italiano di Cultura in Toronto for their generous hosting of the receptions at the Institute. The Association also extends warm thanks to Michele Lettieri and Gabriella Colussi Arthur for their good work in the final arrangements for the conference.

**AATTI Distinguished Service Award**

I am pleased to announce that Anthony Mollica was awarded the AATTI Distinguished Service Award for his many contributions to the Association and to the teaching and diffusion of Italian in North America. The selection committee consisted of Olga Ragusa (Chair), Albert N. Mancini, and Joseph Tursi. Professor Mancini read the citation for the award (see the related article in this issue of the Newsletter).

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2003

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AATI Conference with ACTFL in Philadelphia, 2003

The 2003 annual AATI conference will take place in Philadelphia, Pennsylvania, in conjunction with ACTFL. The “Call for Papers” is included in this Newsletter, as well as information concerning special sessions that individual colleagues would like to organize. **Please note the early deadline.** We look forward to seeing you in Philadelphia next November.

Advanced Placement Program in Italian

In the spring issue of the AATI Newsletter Dolores Mita provided an overview of the work that AATI and others have done in promotion of an AP course and exam in Italian. After having conducted surveys to determine how many high schools in the country would indeed offer such a program, we are pleased to note that some five hundred schools pledged their support of the initiative, a number that the College Board indicated would be sufficient for its development. We are now waiting for the decision of the College Board by June. Pledges of financial support have been received from Italian American organizations (N.I.A.F., Order Sons of Italy, and UNICO) and from the Italian Government. Once again we wish to express our thanks to the National Italian American Foundation for their initial and continuing support of this initiative.

AATI Session at the MLA

AATI will sponsor a special session at the 2003 MLA meeting in San Diego in December on the topic of Italian Film: New Perspectives. Members of the Association who are interested in participating are requested to contact me as soon as possible.

**Corso di Aggiornamento in Italy (Summer, 2003)**

AATI will sponsor a corso di aggiornamento pedagogico-linguistico-culturale in Italy in the summer of 2003, with the support of the Ministero dell’Istruzione, Università e Ricerca. The course will be similar in content to those offered annually up until a few years ago. For information and application procedures see box below.

**Editor of Ittica**

The year 2003 will mark the tenth (and final) year of Albert Mancini’s term as Editor of our quarterly journal. A committee is being set up to conduct the search for a new editor of Ittica for a five-year term. Nominations and expressions of interest should be sent to me no later than March 15, 2003. We would like to name the new editor by late spring so that the transition between editors may be accomplished as efficiently as possible. Please see the “Call for Nominations” in this issue of the Newsletter.

**Regional Representatives**

I would like to remind our members that the AATI Executive Council is charged with serving as resources for their respective regions and to transmit regional and local news to the national organization by means of the Newsletter. Consequently, I urge you to inform your regional representative (names and addresses may be found inside this Newsletter) of newsworthy events that have taken place in your school, on your campus, or in your geographic area. These events can be of all possible types: lectures, conferences, symposia, theatrical and musical productions, art exhibits, pedagogical initiatives, new publications, honors and fellowships, and so on. We are also very much interested in longer pieces for the Newsletter, in which topics of pedagogical or cultural interest would be discussed, or in which information about special projects and initiatives may be presented.

**AATI Memorial Fund**

AATI has established the Memorial Fund as a way of honoring the memory of deceased colleagues. As you probably know, in recent years the Association has lost several long-time members. A special section of future AATI directories will record the names of those colleagues for whom memorial contributions have been made. In this way we will both honor our departed colleagues and begin to form an endowment for the Association. These additional funds will allow us to engage in a number of new initiatives (e.g., awards, prizes, scholarships, etc.). Donations should be sent directly to the Treasurer, Maria Rosaria Vitti-Alexander.

I look forward to seeing you at the meeting of the Association in Philadelphia in November, 2003, and to hearing from you in the coming months. We welcome your active participation in AATI events, activities, and initiatives.

Christopher Kleinheng

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**Announcement**

**Corso di aggiornamento linguistico-culturale**

A special two-week summer course will be held in Italy, sponsored by AATI and the Ministero dell’Istruzione, dell’Università e della Ricerca. Ten borse di studio will be available on a competitive basis.

Interested persons are requested to notify Chris Kleinheng by e-mail (ckleinh@wisc.edu) or fax (608) 257-6731 as soon as possible. All those who express interest will receive more precise information on the course, as well as an application packet when available.
Announcements

Lago del Bosco, the Italian Language Village at Concordia College has become a reality. Catalogues are now out with information about the language village. The sessions are scheduled as follows: ages 12-18 — July 28-August 9, 2003, and ages 8-14 — August 11-23, 2003. Further information can be found on the Concordia web site — www.ConcordiaLanguageVillages.org — and catalogues can be requested by calling 1-800-222-4750.

Italian tutor needed. I live in Nassau County, Long Island. I know a little Italian. Please contact me at auntdees@optonline.net as I am highly interested! Thank you, Denise.

“Dante’s Inferno Air-Conditioned”
Seeking the following cartoon of the 1960s and/or 1970s by Ed Fisher in the weekly literary magazine Saturday Review: “Dante’s Inferno Air-Conditioned.” Please reply to: Bernard La Marca, 101-17 80 Street Apt 1, Jamaica, NY 11416 or call at (718) 848-0825.

The National Gallery of Art can bring the visual arts into organizations through a federally-funded program that features over 120 free-loan educational resources. Several of the programs highlight Italian artists, including "Leonardo: To Know How to See," "Raphael and the American Collector," and "Venetian Painting from the National Gallery of Art." Direct Loan permits teachers and other individuals to borrow for a period of a week. Since the programs are mailed well in advance, the actual loan period is frequently longer. The Affiliate Loan arrangement is a long-term loan option designed for large organizations, such as school systems, instructional resource centers, libraries, and public and instructional television stations, which can provide programs to extensive audiences. There is no limit to the number of programs that can be requested.

For more information about this free-loan educational program, please visit the website at http://www.nga.gov/education/cp-main.htm.

Please send your mailing address if you would like a printed copy of the resources catalogue. Multiple copies of the catalogue can be obtained for staff development sessions. For further information, please contact Leo J. Kasun, Program Specialist, Department of Education Resources, (202) 842-6280; lkasun@nga.gov.

Nuovo Forum Bambini nel mondo — http://www.didaweb.net/forum/ — partecipa con le tue classi al forum di alunni della scuola primaria in Italia e all’estero per scambiare esperienze in lingua italiana, per realizzare progetti collaborativi, per conoscere culture diverse, per avvicinare i bambini di tutto il mondo. Cristina Lezama (moderatrice): crisleza@infovia.com.ar.

AATI College Essay Contest 2003
Prizes will be awarded to the three best essays in Italian submitted by undergraduates who are currently enrolled in Italian courses at colleges and universities in North America.

First prize: $300
Second prize: $200
Third prize: $100

Open Topic
Length: 2,000 words maximum (10 pages, typed, double-spaced)
Please include a statement from your faculty advisor in Italian attesting to the originality of your work.

Deadline for submission
May 15, 2003

Send three copies of the essay to:
Professor Mario Aste, Chair
AATI College Essay Contest
Language Department
University of Massachusetts-Lowell
1 University Avenue
Lowell, MA 01854

For further information, please contact
Professor Aste at the above address, or tel. (978) 934-4290, or e-mail: mario_aste@uml.edu
Come salvaguardare una lingua e una cultura

Lucrezia Lindia
Eastchester Middle/High School

In questo articolo non voglio certo parlare né delle problematiche delle minoranze linguistiche storiche esistenti in Italia né delle comunità immigranti, di cui il nostro collega Massimo Vedovelli dell'Università di Siena per Stranieri ne ha già parlato, ma di una comunità arbëreshë, cioè calabrese di origine albanese in esistenza da cinque secoli.

Le lingue attualmente parlate nel nostro pianeta sono oltre 5.000. Molte sono state eliminate, come, ad esempio, quelle degli aborigeni australiani o degli indiani del Nordamerica, e molte verranno eliminate lentamente per lasciare terreno libero a quelle che dominano nel mondo terrestre. Non bisogna però dimenticare che con la perdita di una lingua si perde anche l'identità di una cultura. Quindi bisogna sempre combattere per far sì che una lingua non si perda e che il ritornello della famosa canzonetta del poeta triestino Giulio Piazza intitolata Lassè pur..., con la frase "Nella patria dei Rosetti no se parla che Italiani" (1893), non si verifichi.

Infatti, vediamo che in Italia molte comunità di minoranze etnico-linguistiche storiche di origine non neolatina come le comunità tedesche, le comunità di idioma slavo, le comunità grecofoni, la comunità armena e la comunità occitana di Guardia Piemontese fanno di tutto per mantenere viva la loro tradizione. Di tutto ciò io ne sono testimone perché nei miei paesini nativi, Fraschino, in provincia di Cosenza, la L2 scolastica non è solo l'inglese, ma dal 1999 anche la lingua arbëreshe. Qui l'Istituto Comprensivo "Emëst Koliqi" di Fraschino si connota come istituzione che accoglie un'utenza proveniente da tre comunità arbëreshe: Fraschino, Eia-nina e Civita.

A questo punto il lettore si domanda l'origine di questa popolazione e il perché di questa forte necessità di studiarla a scuola, ed ecco che la risposta gli viene subito data. Nel 1448 il re Alfonso I d'Aragona diede al mercenario albanese Demetrio Reres delle terre in Calabria (e ai suoi figli in Sicilia), in cambio dell'aiuto dato per sopprimere le rivolte dei Baroni locali. Da allora, e soprattutto dopo l'anno 1468, anno in cui morì l'Eroe nazionale principe d'Albania Giorgio Kastrioti Skanderbeg, questi Antenati esuli sono stati accoliti e sparsi in diverse regioni italiane, dove hanno risposto e/o costruito circa 90 paesi fino a raggiungere una popolazione di 300.000 albanofoni.

Nel secolo XVII, queste comunità, che erano tutte di rito bizantino, in quanto provenienti dalla penisola balcanica ed erano considerati figli dell'unica Chiesa, perché nel 1436 c'era stato il Concilio di Firenze, dove venne ristabilita l'unione tra Roma e Costantinopoli, purtroppo, dopo il Concilio di Trento vennero assimilati e costretti a passare al rito latino. Ed oggi, infatti, abbiamo molte comunità italo-albanesi che sono di rito latino, mentre soltanto una piccola parte, dopo l'istituzione della diocesi di lungro nel 1919 da parte del papa Benedetto XV, ha mantenuto fino ad oggi l'originario rito bizantino degli Avi.

Certamente l'attuale fenomeno dell'emigrazione interna favorisce il spopolamento di queste comunità arbëreshe, cioè italo-albanesi. È anche da sottolineare che gli arbëreshe, dopo ben cinque secoli di permanenza in Italia, ad eccezione della lingua, hanno poche cose in comune con le recenti emigrazioni degli albanesi del 1990.

Attualmente per salvaguardare quel patrimonio rituale-storico-linguistico-culturale, che avevano portato con loro, questi hanno tramandato oralmente ai loro figli sia la lingua che le tradizioni. Col passare degli eventi storici, specialmente dopo gli anni magici dei mass media, questa identità di cultura si stava man mano a perdere e quindi bisognava assolutamente salvaguardarla. Così nacque a Fraschino un programma didattico linguistico-culturale.

Secondo la preside, Prof.ssa Emilia Blaiotta, il programma scolastico comprende:

- L'insegnamento della lingua madre;
- Un laboratorio teatrale in lingua arbëreshe;
- Un laboratorio di cucina.

È ovvio che l'obiettivo dell'insegnamento delle lingue madre, dopo la recente Legge 482/1999, è quello di offrire agli studenti la conoscenza della lingua scritta letteraria, comprendendone le strutture lessicali, sintattiche e grammaticali, le funzioni, le forme, anche se l'interesse individuale dell'alluno potrebbe essere quello della ricerca di un ampliamento di vocaboli. Voglio sottolineare il fatto che l'albanese è una lingua indo-europea, come il greco e il latino, con una propria morfologia, fonetica e sintassi.

Oltre a questa conoscenza, uno dei progetti più comuni degli studenti è quello di raccogliere, trascrivere, tradurre e riprodurre testi in arbëreshe. Documenti di cultura orale che mettono in evidenza il loro saper giornaliero, o quella cultura che è rimasta viva solo tra gli anziani di quei paesi.

Dopo aver assistito a due commemorazioni in lingua arbëreshe, che costituiscono il risultato delle attività di laboratorio teatrale svolto nel corso dell'anno scolastico dalle seconde classi della Scuola Media di Fraschino, e aver notato la bravura della piccola Compagnia che si è esibita nella piazza di S. Cosmo Albanese, in occasione dell'inaugurazione dell'Anfiteatro, ho seguito le parole di Dante "Fatti non foste a viver..."
come bruti, ma per seguire virtù e conoscenza”, e con ciò sono andata alla ricerca di questa “cultura nella cultura” italiana, sconosciuta a molti miei colleghi. Dopo un’intervista con la Prof.ssa Lucia Martino, Direttore del Laboratorio Teatrale e responsabile di questo curriculo scolastico, sono venuta a conoscenza che nell’Istituto Comprensivo “Ernest Kolqui” è attivo da quattro anni un laboratorio teatrale che ha visto gli alunni protagonisti di diverse rappresentazioni in lingua arbëreshë in varie località.

Attraverso il teatro, gli studenti hanno imparato a conoscere meglio la loro cultura, a comprendervi ed amarla profondamente. Gli studenti sono anche convinti che per far crescere una cultura, non basta conoscerla, capirla ed amarla, ma bisogna anche interpretarla e viverla. È il teatro scolastico offre loro questa grande possibilità, in modo che, a poco a poco, la loro conoscenza linguistica e culturale si tramuta in vera passione.

Il terzo obiettivo è la conoscenza, recupero e la degustazione di alcuni piatti tipici arbëreshë, noti e tramandati solo dalle più anziane. Il prodotto finale di questa ricerca-studio è stato un interessante opuscolo dal titolo “Gastronomia ed identità etnica”, che ha vinto il primo premio al Concorso di Caraffa, un altro paese albanofono di rito latino, in provincia di Catanzaro.

Dopo questo capolavoro di ricerche e riproduzione, gli alunni hanno avuto la possibilità di riscoprire ed amare sempre di più le loro radici, di sentirsi appartenenti ad una cultura che li distingue; ma, nello stesso tempo, essi rimangono sempre orgogliosamente cittadini d’Italia e d’Europa.

Molte sono le comunità arbëreshë in Italia (non solo in Sicilia e Calabria, ma anche in Basilicata, in Puglia e Molise). Le loro distinzioni non si notano solo nella lingua e nella gastronomia, ma specialmente nelle loro tradizioni liturgiche di rito greco-bizantino. Cerimoniali e tradizioni ricche di fascino e di simbolismo, che da cinque secoli rimangono vivi, come, ad esempio, il culto dei morti nel mese di febbraio e il periodo quaresimale bizantino.

Infatti, all’inizio della Quaresima, gli abitanti confezionano un pupazzo di stoffa, chiamato in arbëreshë “Kreshmza”, che è simbolo della quaresima, dove vi s’infilano sei pezzi di gallina, che poi vengono tolte ogni domenica per conteggiare i giorni che separano la Pasqua. Questo pupazzo, vestito di nero come una vecchiatta, teneva sul dorso una bisaccia, dentro la quale si mettevano fichi secchi, per significare il tempo del digiuno. Tra le mani, inoltre, teneva un fuselato “boshtit” e la conchiglia “furka” per filare la lana, simbolo di operosità. In conclusione, con la “Kreshmza” si volevano sottolineare questi fondamentali aspetti quaresimali cristiani: lutto, digiuno, laboriosità, memoria continua della Pasqua veniente.


“Kulaçet” sono simbolo della resurrezione di Cristo; infatti, come il pulcinello esce solo dall’uovo, così anche Cristo risorge dalla tomba con la sua potenza divina. In questo periodo, davanti l’Iconostasi (muro con icone bizantine raffiguranti i vari misteri della vita del Signore e che separa i fedeli dall’altare) vengono deposti dai fedeli piatti di sacco di grano fatti germogliare in casa durante la quaresima con versamenti di acqua, e adornati da nastri colorati. Durante questo periodo, poiché è vietato suonare le campane per annunziare le funzioni religiose, si suona la “troka”, uno strumento di legno che ruotando produce un suono cupo e stridente.

Straordinaria è la Domenica di Pasqua “E diellja Pashkvet”, allorché all’alba il sacerdote con i credenti si recano fuori dal santuario davanti alla porta principale della chiesa. Accendendo le candele davanti ad un bracciere, il sacerdote prende la croce e batte con forza contro la porta principale della chiesa, ché chiusa e, nonostante i tre ripetuti inviti “Aprite le porte al Re della gloria” non si spalancano, perché il diavolo “Djalthi”, personificato dal sacerdote, col crocifisso in mano, bussa più volte alla porta fino a quando il sacerdote diavolo gli viene ad aprire, e questo gesto simboleggia l’ingresso di Cristo risorto trionfante accompagntato da tutti i santi dell’Antico Testamento e la sconfitta del demonio.

La Pasqua arbëreshë viene solennemente vissuta e festeggiata per ben tre giorni. Inizia con una sfilita di uomini che realizza l’eroe Skanderbeg (1404–1468) ed uomini turchi legati alle mani ed a piedi da lui fatti prigionieri in battaglia. Ci sono anche i Tintori che fermano i forestieri che non parlano la lingua arbëreshë e non sanno pronunciare correttamente il motto “qigra me tuma”, cioè ceci con tagliatelle, e tingeranno la loro fronte con il nero del tegame. Altri uomini hanno in mano la “kutulla”, cioè un cranio, che deve essere baciato dalle donne anziane, per significare che la vita è fugace, e quindi non bisogna averne paura. Nello stesso tempo, bisogna convivere in pace ed armonia in tutti. Per le vie e le piazze del paese c’è anche la straordinaria sfiltata delle “Follie”, donne e uomini vestiti con i loro tipici costumi albanesi, con balli circolari rievocanti il mito di Arianna nel Labirinto di Minosse, e canti epici che rievocano annualmente la vittoria di Skanderbeg (alias Giorgio Kastrioti), ottenuta sui Turri nella seconda metà del XII secolo.

D’ora in poi, la replica splendore nella tradizione pasquale è il costume delle donne, che è identico a quello che indossava la nobiltà in Albania nel secolo XV. Gli elementi di cui si compone sono: la “linja”, lunga camiciia bianca che arriva sopra la caviglia e ornata allo scollo da ricchi merletti di tulle inamidati; la “skola”, tipica cravatta di raso bianco ricamata in oro; la “kamizolla”, una gonna lunga di pura seta di colore cerese o rosso o ciclamino pieghezzata e ricamata in oro con un bordo in fondo

continued on page 7
Call for Nominations for the Position of Editor of *Italica*

Eligibility. Any member of the AATI in good standing.

Duties. The Editor of *Italica* has direct charge of the publication of the journal and may appoint associates to assist him/her (see Bylaws III.e). Specifically, he/she is responsible for (1) final decisions in accepting or rejecting submissions, (2) making suggestions for revisions and editing and for copyediting manuscripts for publication, and (3) all operations with printer and for decisions regarding format and layout of the journal. The Editor serves ex-officio as a voting member of the Executive Council (III.e). The appointed Editor will assume responsibility for *Italica* with the first issue of volume 81 (2004) and will serve a five-year term.

Procedure. Any member in good standing of the AATI may submit nominations. Nominations should be accompanied by a statement of the qualifications of the nominee for the position, (e.g., level of professional and public eminence, value to the position of previously acquired editorial competence), the level of institutional support (e.g., released teaching time, secretarial assistance, etc.), and a copy of the candidate’s *curriculum vitae*.

The Search Committee (composed of three members of the Executive Council) will contact each nominee and, after deliberation, will present its recommendations to the Council for immediate action. The announcement of the selection will be made in the Fall Newsletter and at the annual meeting in November. The Executive Council appoints the Editor of *Italica* for a five-year term (Bylaws II.e).

Committee. The Search Committee members are: Piero Baldini (Chair), Laura Salsini, and Anthony Mollica.


Names should be sent to:

Piero Baldini
Chair, Editor Search Committee
Department of Languages and Literatures
Arizona State University
Tempe, AZ 85287-0202
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Musicals and Opera:
Making the Connection for Thematic Italian Learning

Keith Mason, Ph.D.
New Providence School District

Introduction

Standards-based learning and the multiple intelligences theory support music and opera in the Italian curriculum; indeed, music offers a wide variety of opportunities for learning and Italian language and culture. Music is both a major source of entertainment throughout the world as well as an educationally rich resource worthy of inclusion in our curriculum. Many school-aged children and college students enjoy music, providing an effective motivating factor for the inclusion of music in the curriculum. This column suggests ways that instructors can expose students to the richness of both American musical theatre and Italian opera through thematic learning.

Undoubtedly, opera is a natural theme for Italian classes. Indeed, the emergence of this genre of musical theatre can be traced back to the year 1600 in Italy. Nevertheless, opera can seem very “foreign” to North American students, even a hard sell to them. What I have found is that students can make a more natural transition to opera by first examining musicals, an American musical theatre genre. Students within American culture are familiar with popular musicals such as The Wizard of Oz, The Sound of Music, West Side Story, The Music Man, and My Fair Lady, and are often raised on Disney animated musicals. Indeed, many musicals are staged in Broadway and community theatres and even in our own schools. Movie musicals are readily available on home video and are broadcast on television and cable channels; cast albums, soundtrack albums, and sheet music make show music an extremely accessible part of North American popular culture. Considering all of this, we can use musicals as a point of departure since our students are more likely to be familiar with them. We can then trace back to an earlier form of musical theatre, opera. One thing that sometimes confuses students is that operas are totally sung (arias or songs plus recitativo or sung dial. Most of the classic American musicals are about fifty percent songs and fifty percent dialog. More recently, some musicals are similar to operas in that they are sung through, that is, they are comprised of songs and sung dialog (e.g., Evita, Phantom of the Opera, Miss Saigon).

Most importantly, opera is the historical precursor of musicals with operetta as an intermediate musical genre. Making this connection for students between musicals and opera can make operas more accessible to them.

I described how musicals can serve as springboards for language learning (Mason 2000), and Filichia (1997) offers an outstanding overview of many musicals. In another article, I addressed opera’s natural place in Italian classes (Mason 1998). Also worth considering is Singer Michael Amante who sings a repertoire that includes popular American standards, popular show tunes, and opera arias, singing both in English and Italian. His music offers an interesting array of musical genres that teachers of Italian can use to illustrate the opera-musicals link. Andrea Bocelli is also popular with students, among other singers.

Music in Light of Arts Education and Foreign Language Standards

Music is unquestionably a part of the arts. Fortunately, national and state standards promoting the arts have been developed in four main areas: dance, theatre, music, and visual arts. All four of these areas can be found in both musicals and operas in varying degrees. Our students of Italian benefit from being exposed to all the arts in their curricula. The National Foreign Language Standards (1999) have helped language educators consider key components of sound language instruction. The national generic and Italian-specific foreign language standards support the inclusion of music in Italian curricula. The Italian-specific standards document offers a learning scenario for Il Barbiere di Siviglia. Consider the five Cs of the national standards and how they support musical studies:

• Communication: Musicals and operas provide authentic spoken language, listening practice, exposure to dialects, and reading the libretto, and offer opportunities to talk about or write about plot, characters, themes, and arias/songs within the operas or musicals.

• Cultures: Musicals and operas are rich in contextualized cultural themes including regional aspects of Italy and other locales, sociolinguistics, dialects, and social, political, ethnic, and gender issues.

• Connections: Music supports interdisciplinary study linking music with theatre arts, visual arts, language, history, geography, culture, sociology, and other disciplines.

• Comparisons: Specific musicals or operas can be compared to other musicals or operas in terms of plot, story, setting, characters, songs, or themes.

• Communities: Music encourages use and exposure to language within societal contexts.

By bridging the foreign language and arts standards, we move toward a core curriculum, interdisciplinary curriculum, or even curriculum integration. We can use a musical or opera to explore history, social

continued on page 9
studies, theatre, music, visual arts, world language, and still other subjects. Additionally, in his discussion of curriculum integration, Beane (1997) discusses the use of popular culture icons as themes worthy of exploration by students and teachers. American musical theatre and Italian operas are undoubtedly a prime part of popular culture.

**Music for Thematic or Integrated Instruction**

A few pedagogical texts for Italian use music and/or opera as a central theme for vocabulary, readings, cultural notes, and building the four skill areas of listening, speaking, reading, and writing. *Oggi in Italia* (Merlonghi, Merlonghi, Tursi, and O'Connor 2001) in particular includes a chapter that gives background on Italian opera and music. The chapter as a whole introduces students to key vocabulary including musical instruments and real-life situations tied to opera. Danesi and De Sousa (1998) also makes opera accessible to students by using opera as a pedagogical tool for learning Italian. But what if the regular text does not treat music? I propose that music and opera be used to supplement and enhance the Italian curriculum.

**Approaches and Activities**

A number of approaches and related activities can be developed to explore musicals and operas:

- The entire musical/opera approach: Students would view a work in its entirety either on stage or on film. This would allow students to see the piece as a whole similar to analyzing an entire novel. Contextualized language learning would be particularly fostered using the entire musical/opera approach.

- The one scene approach: Students would see one scene at a time from one or more musicals or operas. This could enable a wider coverage of musicals or operas and would help if time limitations are a concern.

- The combination approach: Students might view one or two musicals or operas in their entirety and then see one or more scenes from several others.

- Oral/written reports or projects: Students could talk or write about the plot, characters, setting, themes, music, and staging of a musical or opera. The information could be presented as a formal oral report, a written report, a collage, or a video segment. Other projects include show or opera programs, CD booklets, calendars, posters, collages, stamps, storybooks, quilts, or trading cards.

- Dialog analysis approach: Excerpts of dialog or song lyrics could be analyzed for their cultural references, structures, vocabulary, idioms, and regional usage.

- Music within the arts approach: Music could be chosen as an entire unit of study whereby students would get to know in detail key aspects of musicals and operas and artistic aspects of music.

- Analysis of musical soundtrack: Students could research the music used in a musical or opera and its composer/lyricist. The analysis can be adjusted according to the level of ability of students.

- Internet search/library research: Students could use the Internet or reference books to find out as much as possible on an assigned topic.

- Postage stamps: A number of stamps depict composers of or images from operas and musicals. These can be used as visually appealing ways to address these musical genres in class. Students can locate these stamps on the Internet. As an extension, students can create their own stamp images for a composer or a specific musical or opera.

- Replicate a scene: students could replicate a scene from a musical or opera in class live or on video.

- Musical instrument history: students can learn the history of a specific musical instrument such as the piano forte. Students can also trace the origin of the musical scale (do, re, mi, etc.).

- Rodgers and Willson centennials: students could explore the music of two Broadway musicians to commemorate their birth centennials: Richard Rodgers and Meredith Willson. Mason (2002a) and (2002b) offers background about each composer.

- Italian musicals: students can find out about musicals staged in Italy through Internet research.

- The opera-musical link: students can take a close look at musicals that have originated from operas such as *Rent* (from Puccini's *La Bohème*), *Miss Saigon* (from Puccini's *Madama Butterfly*), and *Aida* (from Verdi's *Aida*).

Recently, our local state theatre the Paper Mill Playhouse staged *Miss Saigon*, a sung through musical based on Puccini's *Madama Butterfly*. This created a unique opportunity to undertake a *Madama Butterfly/Miss Saigon* thematic unit. Our unit was an idealized educational opportunity linking an Italian opera with a musical theatre adaptation. Because *Miss Saigon* is not available on video or as a motion picture, we arranged a field trip to see a stage performance. The performance served as a superb culminating activity for our thematic unit as well as serving to support the national foreign language standards “connections” and “comparisons.”

**Summary**

Music can be an effective stimulus for language learning. The standards in foreign language and arts education, not to mention a number of standards in other subjects, can be fostered depending on a musical’s or opera’s themes. Because music is an important part of the arts and popular culture, it is easy to see why American musical theatre and Italian opera can ideally be bridged within a standards-driven Italian curriculum.
Dueparole. Mensile di facile lettura: il giornale che visse due volte


Per otto anni, il mensile, di proprietà dell’Università di Roma “La Sapienza”, è stato pubblicato con l’apporto di alcuni laureandi e laureati delle cattedre di Filosofia del linguaggio e di Linguistica generale, oltre che di un gruppo di studiosi e ricercatori (M. Emanuela Piemontese, Angela Saponaro, M. Teresa Tiraboschi, Massimo Vedovelli), coordinato da Tullio De Mauro.

Negli stessi anni nasceva in Svezia il giornale 8 Sidor con uguali caratteristiche linguistiche, finalità e destinatari di Dueparole. Negli anni successivi, in tutto il nord Europa, numerosi altri giornali di facile lettura sono nati sul modello italiano e svedese.

Nonostante la sospensione delle pubblicazioni nel 1997, l’esperienza italiana ha continuato a dare i suoi frutti nel mondo dell’informazione: basti citare la consulenza fornita alla Rai per la realizzazione del telegiornale per ragazzi. Nell’autunno del 1998, nasce, per volontà di un gruppo di redattori storici di Dueparole, l’associazione “Parlar chiaro” con l’obiettivo primario di riprendere la pubblicazione e diffonderla in Italia e all’estero. Il mezzo scelto, questa volta, è il web: entro la fine dell’anno, il giornale sarà online all’indirizzo www.dueparole.it sotto la responsabilità di M. Emanuela Piemontese, la direzione scientifica di Tullio De Mauro e il patrocinio di molte istituzioni universitarie italiane e estere.

Accanto all’impegno teorico-scientifico e socioculturale, Dueparole trova negli anni di applicazione, verifiche e affinamento dei criteri di scrittura la sua maggiore credenziale per essere proposto all’attenzione dei docenti di italiano all’estero. Con la chiarezza, semplicità e precisione dei suoi testi, frutto della sintesi tra saper e sapere linguistico, Dueparole riesce a suscitare l’interesse dei lettori. Chi insegna lingue straniere sa bene quanto sia difficile coinvolgere gli studenti, sollecitare la riflessione metalinguistica e contribuire allo sviluppo delle competenze linguistiche ed enciclopediche.

M. Emanuela Piemontese (emanuela.piemontese@uniroma1.it)
AATI/ACTFL
in Philadelphia, Pennsylvania

Marriott and Pennsylvania Convention Center
November 21, 22, 23, 2003
(Friday-Saturday-Sunday)

Call for Papers and Sessions on Literature, Pedagogy, Linguistics, Cinema and Culture

Deadline for Proposals
• The deadline for all proposals is March 15, 2003.

Eligibility
• Only proposals by AATI members in good standing will be considered.
• All participants are required to pay the ACTFL Registration fee. Part of this fee is returned to the AATI.

Guidelines for Proposals
• Papers/Presentations must not exceed 20 minutes in length (10 pages).
• Speakers must submit a 200-word (maximum) proposal plus a 50-word abstract to be included in the special AATI program.
• Participants may read only one paper and chair one session.
• Proposals for sessions on special topics are welcome. Please see the list of special session topics and organizers which accompanies this Call for Papers. Details on speakers (affiliation, title of paper, address, telephone/fax number, e-mail, etc.).

Acceptance/Rejection of Proposals
• Members of the Program Committee will select the papers and participants will be notified of its acceptance or rejection by early April, 2003.
• If your paper has been accepted, you must deliver if yourself. A colleague may not read the paper in your absence.
• Please remember that if you cancel after the acceptance of your paper, the Committee cannot replace it with that of another colleague. Your absence from the conference program has effectively prevented another colleague from making a presentation.

Number of Sessions/Participants
• There will be approximately 40 AATI-sponsored sessions.
• Each session will last 75 minutes.
• Generally, no more than three speakers will be allowed in each session.

Chairs of Session
• Colleagues wishing to Chair a session should complete the “Call for Papers” form and forward it to me following the same procedure as if it were a proposal for a Paper.

Hotel Accommodations/Registration
• ACTFL will mail the Attendee Brochure (containing registrations and hotel information) to all AATI members toward the beginning of the summer. Please look for it in your mail. In case it does not arrive, contact ACTFL at the following address:
  ACTFL
  6 Executive Plaza
  YONKERS, NY 10701
  Tel. (914) 963-8830
  Fax: (914) 963-1275.
• When registering through ACTFL, please indicate on the form that you are a member of AATI. AATI will receive a percentage of your registration fee only if your membership in AATI is indicated on the form.

Please note:
AV equipment costs are very high: VCRs, slide projectors, LCD projection and computers. Please order only the equipment that is absolutely necessary for your presentation. We will ask you to share with AATI the cost of the rental of the equipment.

And... a final word
The members of the Program Committee appreciate your adherence to the above guidelines. It will save us hours of work and will make our life easier. We look forward to hearing from you and to your help in making our sessions at the 2003 AATI/ACTFL conference a success. Thank you.

Mail proposals to:
Professor Pier Raimondo Baldini
Chair, Program Committee
Department of Languages and Literatures
Arizona State University
Tempe, AZ 85287-0202
Tel./Fax. (480) 775-2670
e-mail: pbaldini@asu.edu
Special Session Proposals: AATI 2003

Abstracts must be sent directly to the organizers of these sessions by March 1, 2003.

The organizers will notify Prof. Baldini by March 15, 2003.

Organizer:
  • Shirley Smith
    ssmith@skidmore.edu

Cinema Italiano-Ieri, Oggi, Domani.
Organizer:
  • Norma Bouchard normabouchard60@hotmail.com
  [Norma Bouchard, Department of MCL – Italian, U. of Connecticut, 357 Mansfield Road, U-57, Storrs, CT 06360, bouchard@uconnvm.uconn.edu]

Giallo, poliziesco, noir nel cinema e nella letteratura italiana: generi del postmoderno
(In questa sessione si intende considerare la rilevanza dell’impatto di questi generi nella cultura contemporanea. Si vogliono inoltre discutere le cause più o meno evidenti che hanno contribuito a creare un’emarginazione di tali generi letterari e cinematografici. Alla luce dei recenti successi commerciali di alcuni autori si vuole quindi comprendere se definizioni come “letteratura di massa” o “paraletteratura” siano ancora adeguate o semplicemente superate.).
Organizer:
  • Andrea Ricci
    ricci@princeton.edu

Incontri con il cinema italiano dal dopoguerra ad oggi.
Organizer:
  • Antonio Vitti
    vittiac@wfu.edu

Letteratura e scienze umane nell’Italia postunitaria
(Una sessione dedicata allo studio dei rapporti tra antropologia e etnologia e produzione letteraria dall’unificazione nazionale ai primi del Novecento.).
Organizer:
  • Tullio Pagano
    paganot@dickinson.edu

(Non) RiconoscereScene di (auto) riconoscimento nella letteratura dell’Otto-Novecento
(Una sessione dedicata alla metaforosi del concetto artistico di “anagogorisis” nella produzione letteraria moderna e contemporanea. Per un testo teorico di riferimento, si vedano il volume “Recognitions” di Terence Cave).
Organizer:
  • Tullio Pagano
    paganot@dickinson.edu

Rapporti tra lingua e dialetti nell’Italia di oggi.
Organizer:
  • Maurizio Dadano
    dadano@ita.uniroma3.it

Roundtable Proposal Italian Theater Workshops Introducing the Study of Language, Literature, and Culture
(This panel will explore the different forms of theater workshops and theater production that exist in Italian programs in the U.S. and Canada. Participants will discuss their course structure, requirements, treatment of literary texts, assessment methods and production experiences. Ultimately, the dialogue will target the immersion qualities of this experience as well as proficiency levels with the aim of making Italian theater production a more widespread and effective tool for long-term language, literature and culture acquisition.).
Organizer:
  • Nicoletta Marini-Malo
    nmarini@ccat.sas.upenn.edu and
  • Colleen Ryan-Scheutz
    (ryan.104@nd.edu).

Simbolo e allegoria nella letteratura e nella critica dell’Otto-Novecento
(Una sessione dedicata all’analisi del rapporto simbolo-allegoria nei testi letterari dell’Otto-Novecento e nel dibattito critico-teorico contemporaneo).
Organizer:
  • Tullio Pagano
    paganot@dickinson.edu

Torquato Tasso.
Organizer:
  • Tom Peterson
    peterson@arches.uga.edu

Il viaggio nella letteratura italiana contemporanea.
Organizer:
  • Fulvio Orsitto
    grouchofudio@hotmail.com
  [Department of MCL – Italian, U. of Connecticut, 357 Mansfield Road, U-57, Storrs, CT 06360, fulvio@spymac.com]

War and Cinema
(Italian films dealing with war’s influence on narrative strategies, with themes of perception and technology in war, or with trauma).
Organizer:
  • Thomas Kelso
    tkelso@as.upenn.edu
Name ____________________________________________ Affiliation ____________________________________________

Address (for all correspondence) _______________________________________________________

City/State/Zip Code _________________________________________________________

Telephone No. _______________ Fax No. _______________ E-Mail __________________________

If you would like to organize an entire session, please provide the title of the session, the names of its participants and their affiliations and addresses:

________________________________________________________________________________

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Maximum three (3) speakers. Paper no longer than 20 minutes each (session are 75 minutes in length).

**Chairs only:**
If you would like to Chair a session in one of the following areas, please check the area in which you would like to chair by indicating first (1), second (2) or third (3) choice.

1. ___ Pedagogy (Theory and Practice) 5. ___ Early Modern Italian Literature and Culture (Sette-Ottocento)
2. ___ Philology and Linguistics 6. ___ Contemporary Italian Literature and Culture (Novecento)
3. ___ Medieval Italian Literature and Culture (Due-Trecento, including Dante) 7. ___ Special Sessions/Panel Discussions and Related Professional Topics.
4. ___ Renaissance Italian Literature and Culture (Quattro-Cinque-Seicento)

**Speakers only:**
Please check the session in which you propose to speak:

1. ___ Pedagogy (Theory and Practice) 5. ___ Early Modern Italian Literature and Culture (Sette-Ottocento)
2. ___ Philology and Linguistics 6. ___ Contemporary Italian Literature and Culture (Novecento)
3. ___ Medieval Italian Literature and Culture (Due-Trecento, including Dante) 7. ___ Special Sessions/Panel Discussions and Related Professional Topics.
4. ___ Renaissance Italian Literature and Culture (Quattro-Cinque-Seicento)
Name: 

Institution Affiliation: 

Title of Paper/Session: 

200-word summary of Paper/Proposal: 

AV Equipment

Please indicate any audio/visual equipment required (overhead projector, VCR, slide projector, etc.). Please request only the equipment that you will need for your paper/presentation. A fee may be charged. In 2001, the rental charges for AV equipment to presenter ranged from $15 to $60 per item.

Please return completed form to:

Pier Raimondo Baldini  
Vice President, AATI  
Department of Languages and Literatures  
Arizona State University  
Tempe, AZ 85287-0202  
Tel./Fax: (480) 775-2670

Please photocopy for your own records.
Aldo Scaglione Endows Major Prizes for Italian Studies

Over the past twenty years Aldo Scaglione, our distinguished colleague and long-standing member of AATI, has very generously endowed seven awards given annually by the Modern Language Association of America, five of which concern to a greater or lesser degree Italian Studies. Two awards are specifically for Italian Studies, and three more reflect the more wide-ranging interests of their benefactor, who has made numerous major contributions both as an Italianist and as a Comparatist.

The Aldo and Jeanne Scaglione Prize for Italian Studies ($2000) is awarded each odd-numbered year to the author of an outstanding scholarly book on any phase of Italian literature or culture or comparative literature involving Italian, including literary or cultural theory, science, history, art, music, society, politics, cinema, and linguistics, preferably but not necessarily relating other disciplines to literature. For the next competition works published in 2002 by current members of the MLA will be considered; submission deadline: 1 May 2003. The award will be made at the MLA convention in December 2003.

The Aldo and Jeanne Scaglione Publication Award to a Manuscript in Italian Literary Studies is given to the author of an outstanding manuscript dealing with any aspect of the languages and literatures of Italy, including medieval Latin and comparative studies or intellectual history if the work’s main thrust is clearly related to the humanities. Materials from ancient Rome are eligible if related to post-classical developments. Also eligible are translations of classical works of prose and poetry produced in Italy prior to 1900 in any language (e.g., neo-Latin, Greek) or in a dialect of Italian. A manuscript may be in English or Italian but is eligible only if a not-for-profit press that is a member of the Association of American University Presses has favorably evaluated it. The award, which consists of a $10,000 subvention to the press for the publication of the manuscript and a certificate for the author, will be announced at the association’s annual convention in December. The next competition will be for manuscripts that have been accepted by publishers from 1 August 2002 to 31 July 2003, and the application deadline is 1 August 2003. To date the award has gone to the University of Toronto Press (twice) and once each to the University of Michigan Press and the University of California Press. This important initiative has encouraged presses to consider publishing works in Italian studies, an area in which many presses tend to avoid.

Three other prizes are open, but not restricted, to Italian Studies. The Aldo and Jeanne Scaglione Prize for Comparative Literary Studies ($2000) is offered annually, while the Prizes for a Translation of a Literary Work and for a Translation of a Scholarly Study of Literature (both $2000) are awarded every other year. For more information on these prizes please call or write the Office of Special Projects, MLA (646-576-5141; awards@mla.org).

Prof. Scaglione has also provided an endowment for Italian Studies at the University of California-Berkeley, including lecture series, conferences, publications, and special events. His future plans include the establishment of a chair in Late Medieval and Renaissance Italian Studies at Berkeley.

Recognizing the great impact on Italian Studies that these awards have had, AATI extends its sincere thanks to Prof. Scaglione for his generosity and his foresight. These gifts will continue to produce good fruit for years to come.

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Personal Notes

Francesco Bonavita is the recipient of the “Dr. Leonard Covello Lifetime Achievement Award” and Grace Mannino is the recipient of the “Dr. Covello Distinguished Educator Award” from the I.T.A. of NYC/Westchester, chapter of AATI. Both awards were presented at the Annual Awards June Ceremony by Lucrezia Lindia, president of the association. Congratulations!

Ilona Klein (Associate Prof. of Italian, Brigham Young University, Provo, UT) received the “Alcuin Fellowship,” a University-wide Faculty Award. The citation reads “These awards recognize outstanding teacher-scholars whose work at the university transcends the limits of their disciplines and who have made significant contributions to the general education and honors curriculum.” Klein’s Alcuin Fellowship runs from the Fall of 2002 to July, 2005. Congratulations!

The winners of the 2002 Bordighera Poetry Prize are Jane Tassi for her book of poetry, AndSongSongSonglessness, and Ned Condini who will do the Italian translation. The 2001 winner was Stephen Massimilla for Forty Floors from Yesterday. The Distinguished Judge for 2001-2002 is Dorothy Barresi. The event was hosted by poets Daniela Giossef and Alfredo de Palchi, founding coordinators of the Prize. For details, please visit the web site: www.ItalianAmericanWriters.com.
Recent Publications


Italia Contemporanea. According to retired Italian professor Maria E. Stiller, a gap exists between the intermediate and advanced level textbooks for students in Italian language and literature. Stiller attempts to fill this gap with her new book Italia Contemporanea (available from 1stBooks Library). Italia Contemporanea consists of twenty-six chapters, including readings from the works of contemporary authors and grammar/syntax reviews – from vocabulary expansion and derivation of nouns, adjectives and verbs, to translation from Italian to English and English to Italian. The literary excerpts in each chapter provide examples of the grammatical topics covered in the same chapter. The use of the specific grammar point in context helps demonstrate both its proper and potential uses. Most of the readings belong to the narrative genre, but Stiller also includes some poetry and drama, including excerpts from two novels by Federico Fellini and Tonino Guerra. Stiller goes far beyond the traditional textbooks and includes a chapter on Italian dialects, with a sample of Sardinian proverbs and a mini-anthology of Malinese, Genovese, and Roman poetry. Cardella’s Volo i pantaloni provides a sampler of Sicilian sentences with translation notes. 1st Books Library is the only profitable print-on-demand and eBook publishing company of its kind. Founded in 1997, it has helped more than 7,000 authors publish their works. For more information, visit www.1stbooks.com and click the “Media” image at the top of the page.

Italica Press has recently published two dual-language works of Italian interest: Contemporary Italian Women Poets: A Bilingual Anthology. Edited and translated by Cinzia Sartini Blum & Lara Trubowitz. This collection introduces English-reading audiences to twenty-five authors whose work has been published since World War II. For further information see: http://www.italicapress.com/index173.html

Aminta: A Pastoral Play by Torquato Tasso. Translated and edited by Charles Jernigan and Irene Marchegiani Jones. Perhaps the most famous pastoral play ever in the first Italian-English, dual-language edition of the play and the first new English translation published since the 19th century. For further information see: http://www.italicapress.com/index171.html

Also of interest for historical background is Italia’s Modern Naples: A Documentary History, 1799–1999 by John Santore. This volume traces the history of Naples in the “tragic centuries” between the collapse of the Parthenopean Republic and to its slow recovery from the depredations of Unification, the destruction of war, and the urban corruption and environmental degradation of Italy’s post-war economic “miracle”.

For further information see: http://www.italicapress.com/index129.html

Purdue University Press

Plotting the Past. Metamorphoses of Historical Narrative in Modern Italian Fiction by Cristina Della Coletta. “De la Coletta’s mastery of modern Italian literature and its theoretical underpinnings is everywhere in evidence. She is equally at ease in the fields of historical analysis and literary theory. This is a critical inquiry worth holding on to.” – Virginia Quarterly Review (Vol. 12, 1996. x, 268 pp. 1-55753-091-2)

The Pleasure of Writing, Critical Essays on Dacia Maraini. Edited by Rodica Diaconescu-Blumenfeld and Aida Testaferrri. This valuable work treats the full range of Dacia Maraini’s production as novelist, poet, playwright, filmmaker, journalist, and cultural critic. It features an essay by Maraini herself and fourteen studies by an international group of Italianists. (Vol. 20. 2000. x, 277 pp. 1-55753-197-8)

La Finestra Editrice di Marco Albertazzi, Piazza Grazioli, 12 - 38015 Lavis (TN), Italy; Tel. 338-8202829; info@la-finestra.com; www.la-finestra.com. La Finestra Editrice affronta studi di ambito diverso (letteratura italiana, poesia straniera, testi medievali, in particolare legati al genere dell’enciclopedia), da una prospettiva interdisciplinare e internazionale (poesia/musica, poesia/filosofia, edizioni bilingui, ecc.). Nuove pubblicazioni 2002:

- Cecco d’Ascoli, L’Acerva, a c. di Marco Albertazzi (550 pp., 100; testo critico, commento latino, commento volgare, poesie volgari; ISBN 88-88097-21-X)
- Pietro Abelardo, Planctus, a c. di Massimo Sannelli (128 pp., 30; introduzione, testo, prima traduzione italiana, commento, indirizzo bibilografia; ISBN 88-88097-20-1)
- Giacomo Lubrano, Scintille poetiche, a c. di Marzio Pieri(700 pp., 100; prima edizione moderna; con CD-rom contenente le Prediche guarese dello stesso autore. ISBN 88-88097-19-8)
- Oreste Macri, Trilogia a c. di Anna Dolfi: Realità del simbolo (700 pp., 41.32); Caratteri e figure (500 pp., 48); Esempiali poetici (500 pp., 48; in preparazione)(ISBN 88-88097-08-2; 88-88097-06-6)
- George Wallace, Swimming through Water/Nuotando attraverso l’acqua (250 pp., 20; continued on page 17
- «Quaderni di cifre e lettere» (rivista di letteratura comparata/First issue: papers on comparative literature and religion by G. Giuliano, M. Pieri, A. Ruffino, M. Sannelli, and others).

The Italian-American Press is dedicated to promoting Italian American authors and other self-published writers who all to often are overlooked or ignored by reviewers and the media. This service is provided at no expense to the writers. Resources and information on our Website are easy to find with many links of special interest to Italian-American writers such as publishers, printers, translator, currency converter, etc. Additionally, viewers can take advantage of an Offerta Gratia, the free reading or downloading of Child of Wonder, an inspiring Italian religious e-novel written by Italian American author and educator Raphael Ferraro. Also, available on our site are inexpensive used books on writing and other instructional subjects. Viewers are invited to visit our Web site at www.ItalianAmericanPress.com.

Nuovo formato editoriale di ItaliaLibri (Settembre, 2002)

I lettori che si sono collegati, al ritorno dalle vacanze, hanno avuto modo di notare che il sito di ItaliaLibri – http://www.italialibri.net – è cambiato. È un nuovo modo di presentarsi, più adeguato alla quantità e alla qualità dei contenuti presenti sul nostro sito, quasi 500 pagine, che ora abbiamo reso più facilmente consultabili. È stato istituito un maggior numero di pagine indice che rendono più reperibile e meglio consultabile il materiale editoriale e informativo del sito e questi indici sono ora raggiungibili più facilmente, tramite una colonna di punti posti sulla sinistra dello schermo. Le nuove pagine attraverso cui ci vengono proposti gli articoli


Gli ultimi articoli pubblicati, vengono ora elencati in ordine cronologico inverso in una pagina, che permette di registrare anche gli articoli che non vengono messi esplicitamente in evidenza nelle pagine indice, come le recensioni e le biografie degli autori che man mano vengono sviluppate.

Novità in libreria (http://www.italialibri.net/novita/in_libreria.html).

Abbiamo predisposto questa sezione per accogliere le novità editoriali: delle case editrici, che sono incoraggiate a mandarci i loro notiziari mensili via e-mail. Calendario (http://www.italialibri.net/novita/calendario/calendario.html) Con l’aiuto della tecnologia, abbiamo rilanciato un’iniziativa che ci sta a cuore: redige un Calendario degli eventi più importanti che si verificano in Italia e al mondo (Italia compresa), che interessano la letteratura e la cultura italiana (http://www.italialibri.net/posta.html). L’ufficio postale di ItaliaLibri, ha un nuovo aspetto e si è accresciuto di una lista delle domande che ci vengono poste più frequentemente che... potrebbe addirittura risparmiare ai lettori... di scrivere. Sono in corso di realizzazione e di completamento altre iniziative, che non mancheremo di comunicare man mano che verranno perfezionate.

Nei prossimi giorni uscirà Progetto Italiano 3, il terzo livello del nostro corso. Si rivolge a studenti di livello medio- avanzato. Le finalità del libro sono:
- portare gli studenti a contatto con la lingua vera, attraverso testi autenti ci, tratti da varie fonti
- far riflettere sulla lingua, sfruttando molti degli stimoli che ogni testo offre
- articolare, attraverso attività guida te, il lessico degli studenti. Le attività lessicali traggono spunto dal testo o dall’argomento generale
- presentare espressioni idiomatiche, modi di dire, locuzioni, proverbii ecc.
- consolidare le più importanti strutture morfosintattiche, attraverso brevi brani da completare ed esercizi alla fine del libro
- presentare vari aspetti della cultura italiana, ma anche argomenti di interesse generale
- preparare alla prova scritta di vari esami di lingua, quali Celi 4, Cils 3-4, Plida C e altri simili.

Ognuno dei 40 testi-mini unità è corre data da brevi attività di Pre-letura; Comprensione del testo; Riflessione sul testo; Lavoro sul lessico; Lavoro sulla lingua; Produzione scritta; e Riflessione linguistica. Il libro è completato da una sezione di Test di verifica e di Esercizi grammaticali e dal libro delle Chiavi. Progetto italiano 3 è un libro completo e può essere utilizzato anche indipendentemente dai primi due livelli. È stato disegnato in modo da poter essere inserito in cur ricoli diversi e può essere corredato da La Prova orale 2 e da Ascolto Avanzato (ISBN: 960-7706-47-1;
Study in Italy

L’Associazione Culturale Incontri Italiani, che opera in Verbania (città principale della sponda piemontese del Lago Maggiore), diffonde la cultura e la lingua italiana nel mondo. Tale Associazione è costituita da insegnanti italiani di grande esperienza che vogliono portare la loro conoscenza a contatto con altri insegnanti nel mondo. Per l’estate del 2003, di istituisce un corso-vacanza di nove giorni sul Lago Maggiore, per insegnanti di italiano americani o italoamericani. Tale corso si basa sul contatto diretto tra insegnanti dei due diversi paesi, con la prospettiva di uno scambio culturale continuato nel tempo. Se considera interessante la nostra prospettativa, può mettersi in contatto con noi nel più breve tempo possibile, per definire i dettagli della proposta. Siamo disponibili, inoltre, ad impostare corsi per studenti o semplicemente per appassionati della lingua italiana. L’Associazione culturale “Incontri Italiani”, nasce dal desiderio di creare eventi culturali per far conoscere, valorizzare e promuovere la cultura italiana nel mondo. In particolare vuole realizzare attività e servizi per favorire la conoscenza e le relazioni con le comunità italiane all’estero, nella convinzione che l’esperienza umana dello spaziamento, dell’incrocio, della contaminazione, dell’incontro tra culture diverse sia generatrice di una novità assolutamente unica, di una ricchezza di “espressione” ritrovabile per altro nella letteratura dell’emigrazione. Incontri italiani vuoi essere inoltre il tramite attraverso cui realtà culturali diverse, associazioni, movimenti, istituzioni, entrano in contatto per “fare esperienza” di questa ricchezza oltre che per comunicare e valorizzare il patrimonio culturale e artistico italiano. Per l’estate 2003, Incontri Italiani ha in programma una vacanza-corso di cultura italiana per insegnanti italiani come lingua straniera; Periodo: luglio 2003, il luogo: Verbania, la principale città del Lago Maggiore; Hotel “Il Chiostro”, un albergo in un suggestivo monastero del XVII secolo; Lezioni dalle 9 alle 12 nelle sale de “Il Chiostro”; Ospitalità in camera doppia; Visite guidate; Attività ricreative, concerti, cene in locali tipici. Il prezzo e il programma è previsto per almeno 15 iscritti, in caso di un numero minore di iscrizioni, il prezzo potrà subire variazioni che verranno comunicate in tempo utile. La partecipazione della nostra offerta consiste nella presenza di docenti delle scuole secondarie italiane in qualità di relatori e di accompagnatori nelle diverse attività proposte. Il corso si configura soprattutto come proposta di scambio di esperienze tra docenti che vivono in differenti realtà educative. Si prega di contattare il professor Vincenzo Rizzo (Presidente Associazione Culturale Incontri Italiani) incontri.italiani@libero.it; tel. (0323) 551648; Cell. (339) 8307599; via Roma 67, 28811 Arizzano (VB), Italia.

Corsi di Lingua Italiana a Venezia

La LIN.VEN.TUR. (LINGua-VENezia-TURismo) si rivolge a quanti desiderano soggiornare a Venezia, godendo delle bellezze di questa città, e insieme avvicinarsi alla lingua italiana, per iniziare lo studio o migliorarla e approfondirla. I corsi per principianti, medio-progrediti, progrediti, sono tenuti da insegnanti di madrelingua qualificati, coordinati da docenti universitari, che hanno anche il compito di illustrare ai corse aspetti particolari della vita e della cultura veneziana. A richiesta possono anche essere organizzate lezioni speciali dedicate all’aggiornamento degli insegnanti stranieri di lingua italiana. La sede dei corsi è un ambiente adeguato e confortevole situato nel centro città, in calle degli Avvocati 3901/A (Campo S. Angelo), a meno di 10 minuti da Piazza San Marco, dal Ponte di Rialto e da quello dell’Accademia. I corsi (3 ore al giorno, la mattina) hanno una durata da 1 a 4 settimane con possibilità di pro-

continued on page 19
lungamento e di lezioni individuali. Il materiale didattico è messo a disposizione dalla LIN.VEN.TUR. Le agevolazioni che offriamo:

- sistemazione in hotel, appartamenti privati o da dividere, foresterie;
- abbonamento studenti per i mezzi di trasporto e tariffe ridotte per l'entrata ai musei della città;
- convenzioni con ristoranti e possibilità di utilizzo delle mense universitarie;
- materiale illustrativo della città (mappe, opuscoli, guide);
- caffè e tè durante la pausa;
- omaggio della T-shirt della scuola.

È previsto uno sconto del 10% per gruppi superiori alle due unità. A seconda delle esigenze dei corsisti possono essere concordate, durante il periodo del loro soggiorno, attività collateralì di carattere artistico, culturale, sportivo. Anna Maria Cestari, LIN.VEN.TUR. S.R.L., San Marco 3901/A, 30124 Venezia, Italia; tel.: +39 (041) 2413629; Fax: +39 (041) 5212123; E-mail: linventur@virgilio.it; web site: http://www.linventur.it.

Istituto Europeo is an established Italian language, music and culture institute in Florence, Italy, legally recognized by the Italian Ministry of Foreign Affairs as a private school for foreigners. Over the past 12 years, our courses have been recognized by numerous colleges and universities throughout the world. The high demand for Study abroad on behalf of North American students has spurred us to create and invest in new semester/summer courses, to be offered under the name “IE Academic Programs-Study Abroad in Florence.” The courses offered are taught in English, based on American University standards and are taught by highly qualified faculty. The areas of study include: Italian Language, Humanities (history of art and architecture, literature, performing arts), Fine Arts (painting, drawing, sculpture, photography), Music (history of music, vocal and instrument performance) and Social Studies (history). Our top positioning in the most important search engines on the Internet (Google, Yahoo, MSN, studyabroad.com and goabroad.com) has resulted in a large amount of information/application requests, especially on the part of US university students seeking a study abroad program with the ability of granting transferable credit. As of yet we do not have any official affiliations with any US institutions, though often “independent” students have received credit approval for our courses through their college advisers. As the demand for transferable credits is ever increasing, we find it very unfortunate to be unable to offer this opportunity. We are therefore seeking US colleges and universities who are willing to accredit our US students. Clearly these credit seeking students would pay your institution for the credit transfer (transcript), at a price which you see fit. Recruitment of students could be achieved through a system of networking between our schools; either directly via students who contact your study abroad office, or by referring the many students who contact us, to your office. Please visit our website–

http://www.studyabroad-ie.com/ – and contact us for program brochures, course syllabi, faculty information, etc. It would be our pleasure to discuss with you any ideas or input that you may have. You can contact us by e-mail: info@studyabroad-ie.com; tel: +39 (055) 2381071; fax: +39 (055) 289145; mail: Istituto Europeo, Piazza delle Pallottole 1 (Duomo), 50122 Firenze, Italia.

The Centro Linguistico Italiano Danilo Alighieri (the oldest school for Italian language in Italy) in conjunction with Holiday Dialysis Institute (HDI) will begin in 2002 offering Italian Language Courses for Holiday Dialysis Patients in Florence and in Rome. A wide variety of courses in Italian will be offered for groups or single students. Examples of the courses that will be offered are: History of Art, Geography of Italy, Cooking/Wine, Design, Survival Italian, Business courses. Call at: (055) 210-808 or send an e-mail to: study@clida.it

Website: www.clida.it.

For dialysis sessions, please contact: Holiday Dialysis International Carmen D'Alessio or Elisa Nardi Greco; tel. +39 (0373) 275431; fax: +39 (0373) 275421; e-mail: Carmen.Dalessio@hdtravel.com (or) Elisa.nardi@hdtravel.com. Website: www.hdtravel.com.

Scuola di Lingua e Cultura Italiana Porta D'Oriente

Contact information: postal address: via Madonna del Passo, 73028 OTRANTO (Lecce), Italia; seat: Corso Garibaldi 30; tel. +39 (338) 4562722; tel/fax +39 (0836) 801964; e-mail: porta.doriente@libero.it; http://www.porta-doriente.com.

It’s worth visiting!!! Click on the photos...:

http://www.porta-doriente.com/photogallery_puglia.htm;
http://www.porta-doriente.com/salento.htm;

Deadline for Spring 2003 Newsletter is March 1, 2003
News from Local AATI Chapters

The Rhode Island Teachers of Italian Association

The Rhode Island Teachers of Italian has a Newsletter published twice a year, in May and October. For membership write to Grazziella Giampaoli, RTI Treasur- er, P.O. Box 3255-09, Providence, RI 02909. Items to be published may be sent as e-mail attachments to pvi4560u@postoffice.uri.edu.

The Italian Association of Central N.Y.

On Wednesday, March 13, 2002, ITACNY (The Italian Association of Central N.Y.) sponsored the 8th annual “Italianissimo,” an exciting cultural workshop for students of Italian. Italianissimo was planned for several months by some Italian teachers in the Rochester area. Held at Nazareth College of Rochester, it was attended by more than 300 area students and their teachers. The purpose of the workshop was to learn more about Italian culture and traditions. The students attended three out of nine of the following work- shops: A demonstration and sampling of coffee by Earthtones Caffè, traditional ballroom dancing by Billet Dance Studio, a presentation about opera by Glen West from the Rochester Opera Theater League. Teachers Antonietta Marino and Bruna Furgiuele taught the students scopa, a traditional card game. Middle School Teacher Tamara Bugliosi taught the students about mosaics and had them create their own. (They were beautiful!) Ashley Williams talked about “motorini,” the Italian scooters, which were provided by Eagle Motors. Some other very popular workshops were: fencing presented by the Rochester Center for Fencing, a cooking demonstration by Wegmans. Penfield Wegman’s chef Alex Colasanto was a hit with everyone. Finally the students had a karaoke sing along with the local group, Souvenir. The students also enjoyed traditional Italian music by the band throughout the day. To conclude the festivities, pastries were served and raffle was held. Italianissimo was made possible by several local sponsors including Cesa Italiana of Nazareth College, The Italian Women’s Civic Club of Rochester, and Olindo Foods. Again this year, the NIAF (The National Italian American Foundation) Youth Institute co-sponsored the event. This year’s participating schools and teachers were: Gates-Chili (Franca Cinelli), Greece (Tamara Bugliosi, Grace Errigo, Antonietta Marino, Ida Giampietro Wilder), East Irondequoit (Lucy Ferruzza), East Rochester (Bruna Furgiuele), McQuaid Jesuit High School (Ashley Williams). Dr. Vitt-Alex- ander, Italian professor at Nazareth College, was the liaison from the college. A special thanks to her, her student helpers and Nazareth College for the use of the facilities, and to all who donated their time and expertise to make this program possible. The chairpersons of Italianissimo are Ida Giampietro Wilder (Greece Athena High School) and Lucy Ferruzza (East Irondequoit Middle School).

Fulbright Scholar Program News

The Fulbright Scholar Program is offering lecturing/research awards in some 140 countries for the 2004-2005 academic year. The competition opens March 1, 2003. Opportunities are available not only for college and university faculty and administrators, but also for professionals from business and government, as well as artists, journalists, scientists, lawyers, independent scholars and many others. There are awards in 37 different disciplines and professional fields, as well as in a variety of subdisciplines such as gender studies and peace studies.

Traditional Fulbright awards are available from two months to an academic year or longer. A new short-term grants program – the Fulbright Senior Specialists Program – offers two-to-six-week grants in a variety of disciplines and fields. While foreign language skills are needed in some countries, most Fulbright lecturing assignments are in English. Some 80 percent of the awards are for lecturing.

Application deadlines for 2004-2005 awards are:
- May 1 for Fulbright Distinguished Chair awards in Europe, Canada and Russia
- August 1 for Fulbright traditional lecturing and research grants worldwide
- November 1 for the summer German Studies Seminar and for spring/summer seminars in Germany, Korea and Japan for academic and international education administrators

- Fulbright Senior Specialists Program-rolling deadline

For information, contact the Council for International Exchange of Scholars (CIES) at 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009. Telephone: (202) 686-7877; E-mail: apprequest@cies.iie.org

Information and an online application are also available on the web at www.cies.org

The Fulbright Scholar Program is sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs.
Società Onoraria Italica

**Annual Report 2001-2002**

The Società Onoraria Italica – the National Italian Honor Society for high school students – is sponsored by the AATI. Its purposes are to give recognition to scholarship achievement in Italian and to promote a greater understanding and appreciation of Italian culture and civilization. During the school year 2001-2002, 2,696 high school students from 130 schools were accepted as members of the Società, a decrease of 64 students from the 2000-2001 school year. The following is a list of participating schools and the number of Società members from each school for the 2001-2002 school year.

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<tr>
<th>State</th>
<th>School Name</th>
<th>Members</th>
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<td>North Plainfield High School (North Plainfield)</td>
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<td>Nutley High School (Nutley)</td>
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<td>Old Bridge High School West (Old Bridge)</td>
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<td>Palisades Park High School (Palisades Park)</td>
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<td>Paramus High School (Paramus)</td>
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<td>Paul VI High School (Haddonfield)</td>
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<td>Rahway High School (Rahway)</td>
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<td>Ridgefield Park High School (Ridgefield Park)</td>
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<td>Scotch Plains-Faarrow High School (Scotch Plains)</td>
<td>13</td>
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<td>Union Hill High School (Union City)</td>
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<td>Villa Walsh Academy (Morristown)</td>
<td>5</td>
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West Orange High School (West Orange) 30
Westfield High School (Westfield) 10

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Clarkstown High School South (West Nyack) 22
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Comsewogue High School (Port Jefferson) 25
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Division Avenue High School (Levittown) 14
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East Meadow High School (East Meadow) 20
Eastchester High School (Eastchester) 23
Farmingdale High School (Farmingdale) 16
Garden City High School (Garden City) 15
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Hicksville High School (Hicksville) 10
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Mephan High School (Bellmore) 60
Miller Place High School (Miller Place) 10
New Rochelle High School (New Rochelle) 10
Newburgh Free Academy (Newburgh) 10
Newfield High School (Selden) 18
Our Lady of Victory Academy (Dobbs Ferry) 5
Port Chester High School (Port Chester) 3
Preston High School (Bronx) 8
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Tuckahoe High School (Tuckahoe) 10
Valley Stream South High School (Valley Stream) 6
Walt Whitman High School (Huntington Station) 25
Wantagh High School (Wantagh) 30
West Hempstead High School (West Hempstead) 6
West Islip High School (West Islip) 17
West Tresper Clark High School (Westbury) 19
Westlake High School (Thornwood) 24

Ohio:
Boardman High School (Youngstown) 10

Pennsylvania:
Archbishop Ryan High School (Philadelphia) 30
Bishop McDevitt High School (Wyncote) 4
Easton Area High School (Easton) 15
Nazareth Academy (Philadelphia) 3
Philadelphia High School for Girls (Philadelphia) 19
West Chester East High School (West Chester) 20

Rhode Island:
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Cranston High School East (Cranston) 6
Johnston High School (Johnston) 22
Pilgrim High School (Warwick) 6

Virginia:
Thomas Jefferson High School (Richmond) 5

We also congratulate the following recipients of the 2001-2002 Societé scholarships of $150 each:

Level I- Category B
- Maria Irene
  (Nutley High School, Nutley, NJ)
  (Instructor: Ciro Violante)

Level II- Category A
- Amanda Facelle
  (Suffern High School, Suffern, NY)
  (Instructor: Maria Pallone)

Level III- Category A
- Shara Venezia-Walterstein
  (Half Hollow Hills High School, Dix Hills, NY)
  (Instructor: Anna Milone)

Level IV- Category B
- Rosanna Irene Mauzone
  (Henry P. Becton Regional High School, East Rutherford, NJ)
  (Instructor: Kristen C. Hopper).

For information about membership in the Societé and ordering certificates and pins, please contact Prof. Carlo Scelfani, Westchester Community College, 75 Grasslands Road, Valhalla, NY 10595.
AATI Distinguished Service Award to Anthony Mollica

These are the remarks read by Professor Albert Mancini in presenting the award.

On behalf of the AATI Awards Committee (Olga Ragusa, chair; Joseph Tursi, and myself) I am pleased to announce the selection of Professor Anthony Mollica as recipient of the AATI Distinguished Service Award.

Based on his résumé and the leadership talent he has displayed in almost three decades of devoted service to the Association, we believe that Anthony Mollica is the ideal individual for this high recognition and honor. First elected vice-president for the biennium 1974-75, he served again as treasurer (1984-87), vice-president (1988-92), and president (1993-98). As past president during the last four years he has continued to be a guiding force of the Association.

I have known him for over twenty years going back to the time I was first elected an officer in the AATI. The high professional and personal qualities that impressed me then have remained constant in Mollica even since. Among the reasons that make him a particularly attractive choice for a high administrative post in the AATI is the fact that he combines a profound respect for scholarship in Italian studies with an equally deep respect for the teaching of Italian at all levels. I know of no other scholar of equal competency in North America who is so appreciative of and so concerned with the value of the teaching of Italian language in our secondary schools as well as in higher education.

As a teacher of foreign language education, -writes one of his nominators- "he has done exceptional work to have Italian retained as a teachable subject in the Province of Ontario. As a researcher he has produced a a great mass of pedagogical materials that are of use to Italianists. His energetic contribution as a lecturer in North America and abroad continues to be outstanding. And his editorial work through the publishing house Soleil has been invaluable in making materials written by our colleagues available in print."

Along with a happy balance between scholarship on foreign language methodology and pedagogic concern, Professor Mollica possesses the organizational capabilities that have been of great service to the AATI in its efforts to strengthen its position as the leading professional group in America working on behalf of Italian culture. To quote another of his supporters: "Va anche sottolineato che il Professor Mollica, attraverso un lavoro instancabile svolto presso le massime autorità amministrative e governative dello Stato italiano, ha reso noto le attività meritorie della AATI anche in Italia, guadagnandosi l'apprezzamento pubblico, l'incoraggiamento e il supporto finanziario dei Ministeri della Pubblica Istruzione e dell'Università, dei Beni Culturali, degli Affari Esteri, dell'Enciclopedia Italiana, delle Università per Stranieri di Perugia e Siena, e della Università di Venezia."

It is no surprise that as another nominator for the award comments: "Tony appears to have infinite energy, working on many projects at once, travelling constantly, teaching, editing, speaking at conferences and workshops, organizing congresses."

And it is perhaps in this role of a teachers' teacher, a writer of excellent textbooks and a mentor of future scholars and teachers of Italian and other foreign languages - and here I am quoting again from a letter of support - "that Mollica will be leaving his most enduring contribution. The process of serving as a mentor for future scholars and teachers is a demanding task that few choose to do, and even fewer do well. Anthony Mollica excels in both."
Prisoners in Paradise

Camilla Calamandrei announces that her award winning one-hour documentary film about Italian prisoners of war in America is now available.

For information
Phone: 1-800-343-5540
Fax: 201-652-1973
e-mail: tmcndy@aol.com

The film was presented at the annual AATTI conference in Toronto last November.

During World War II more than 51,000 Italian soldiers were brought to the United States as Prisoners of War. This documentary traces the previously untold story of these young men, their romances and friendships with American women, and their significant — but unrecognized — contribution to the Allied war effort. Featuring rare period footage of POW camps, the film follows six Italian POWs (and the women they met in America) on their extraordinary journey: full of challenges, love, perseverance and good luck. Captured primarily in Northern Africa, the Italian POWs were uniformly amazed at the abundance of the US and the generosity of their captors. Barracks were clean, treatment was humane, and, most importantly, food was always plentiful. Ironically, for many, capture had turned out to be a stroke of good fortune. Shortly after the bulk of the Italian POWs arrived, Italy officially switched sides in the war, and over ninety percent of the POWs agreed to collaborate with the Allied war effort. Suddenly, men who had been so badly defeated in the conflict, who spoke little or no English, and whose exposure to the United States had come only through movies and books, now found themselves living out the contradictory roles of prisoner and ally to the US at the same time. Though still restricted and kept under guard, collaborating POWs worked in 26 states under the direction of American soldiers and were permitted both to receive visitors and to visit the homes of U.S. citizens on weekends. Local Italian-American communities extended hearty welcomes to the POWs and meaningful, lasting relationships flourished. Romances between Italian POWs and American women were common, and many ended in long lasting marriages. In its moving final act, Prisoners of Paradise follows four such couples, all of whom married after the war, and investigates the unique challenges of the years since.

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The AATTI Newsletter publishes information about new publications, forthcoming conferences, events, contests and awards. It also provides a forum for discussion on pedagogy and teaching strategies. Short articles (3-4 pages) or brief notes (1-2 paragraphs) dealing with direct classroom experience, teaching tips, and successful application of linguistic theories are welcome.

Information about your school or local organization, and other items of interest should be sent to the Editor by September 15th, for inclusion in the Fall issue and by March 1st, for the Spring issue.

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