From the President’s Desk

In the last AATI Newsletter, I informed the membership that the Association would have to hold elections for the position of Secretary-Treasurer. Accordingly, I requested that Professor Melzi and his committee seek out suitable candidates from the membership. I am delighted that four members allowed their name to stand for this position: Professor Piero Raimondo Baldini, Arizona State University, Professor Thomas K. Benedetti, Widener University, Professor Santa Cesciani, University of Wisconsin-Madison, and Professor Rosalia Colombo Ascari of Sweet Briar College. Ballots have been sent and we ask that they be returned to Professor Melzi by November 16. The results will be announced at the Convention in San Antonio, TX.

Constitution Committee
It is my intention to set up a Committee (mainly of past presidents) to examine the Constitution and revise it accordingly. At the present time, the newly-elected President cannot appoint an Executive Council without the approval of the outgoing Council. This becomes embarrassing when some members of the outgoing Council are asked to vote themselves out in order to provide a suitable rotation. Furthermore, we should consider whether Regional Representatives should be appointed or elected. At the present time, the membership is asked to vote for only three positions: President, Vice-President and Secretary-Treasurer. All other positions on the Executive Council, including the Editor of Italica are appointed. Terms of office may also be examined.

An announcement identifying the members of the Committee will appear in the Spring issue of the Newsletter and we hope that the membership will send suggestions to the Chair of the Committee.

The Siena Program
Professor Edoardo Lèbano informs me that his Committee received 34 applications for the Summer Program in Siena of which 20 were the successful candidates.

While in Italy, I had the opportunity meet with many of the candidates attending the course. The response to the program was mostly enthusiastic and very positive. I have asked that each sent me an evaluation of the program at the end of the course so

(Cont’d on page 2)
From the President’s Desk
(Cont’d from page 1)

that we can discuss changes with
the Program planners of the
Università per stranieri.

I was very flattered to receive an invitation from the Rettore, Dr.
Mauro Barni, to bring greeting on
behalf of the AATTI at the opening of their academic year. I was very
pleased to do so and at the same
time seized the opportunity to
express my appreciation to the
University for hosting not only our
20 candidates but also ten other
candidates from the State of New
York.

I should like to thank
Professors Lébano and his
Committee, Salvatore Bruno and
Carmine Paolino, for their
selection.

San Antonio Convention
I look forward to seeing many of
you in San Antonio, Texas, at the
AATTI Convention. Professor
Kleinhenz and his committee have
prepared an excellent program.

Special Guest
I am pleased to inform the
membership that His Excellency,
Boris Biancheri, Ambassador of
Italy to the United States, has
graciously accepted our invitation
to be present at the AATTI Members
Reception, Sunday, November 21.
I take this opportunity to extend an
invitation to all of you to attend.

AATTI Program
Participants to the AATTI
Convention in San Antonio will
receive a program listing only the
AATTI sessions. The Program has
been prepared to assist our
participants to identify the AATTI
sessions more quickly than leaf
through the voluminous ACTFL
program. At the same time we do
hope that our members will attend
other sessions not sponsored by the
AATTI and trust that non-AATTI
members will drop in our AATTI-
sponsored sessions.

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Edoardo A. Lébano, Chair
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Salvatore Bruno
Music for Fencing and Meandering Foxes: The Many Perils of Translation

Nina Marino
York University, Toronto

I would like to share some of my wisdom with those colleagues who teach translation courses, hoping that my piece will elicit a response and an exchange of views.

The translation course I teach at my university is aimed at advanced students. They are immediately trained to recognize and avoid lexical interference from English by focusing on false cognates. To ease the transition from sentences to longer texts and to foster awareness of the many perils of translation, and deter students from future blunders and fumbles, I spend at least six weeks spotlighting the most common pitfalls. During this initiation period, students are exposed to a spectrum of problems ranging from lexical ambiguities to complex sentence structures and are introduced to a repertoire of translation techniques. However, before embarking on more arduous tasks, they must acquire two basic skills: research skills and the skill of dodging the snare of literal translation.

Having learned from experience that nothing can be taken for granted, I ask the class to bring their research tools for a hands-on demonstration. This serves a dual purpose: turning the dictionary from foe into ally, and warding off future pleas such as the often heard “I couldn’t find it in the dictionary!” or “but it was in the dictionary!” Very often when looking up words, students are misled by their own negligence and haste. Here are two telling examples. Given the following sentence from a review of the movie Moonstruck, “the music is a perfect foil to their seething emotions” a large part of the class, totally disregarding the contextual meaning of counterpoint, translated foil as either fioreno or foglio d’alluminio. Another gem: the expression a devious fox (from an anecdote concerning the creator of Pinocchio) was translated by many students as una volpe tortuosa. This rendition may indicate ignorance of the distinction literal/figurative meaning. But tortuoso may be used literally: un fiume tortuoso = meandering; una strada tortuosa = winding, as well as figuratively: un ragionamento, un discorso tortuoso = devious, convoluted, roundabout, insidious. Thus even those students acquainted with the notion literal/figurative failed to notice that the association volpe tortuosa is nonsensical. The mistake could have been avoided by taking the time to check the Italian-English section of the bilingual dictionary and/or an Italian language dictionary for explanatory sentences.

Sometimes it is true that omissions occur. One typical assignment requires finding a polysemous word, giving as many contexts as possible and providing a different translation for each context. This type of assignment does not eliminate omissions and ways to overcome them. Recently one student’s chosen word was strain. A new wheat strain was one of the many contexts given. The student’s dictionary did not exemplify this particular meaning. Confronted with raza, the student should have come to the realization that this word translates the idea of strain as breed, stock. To remedy the omission it would have been sufficient to find a synonym for strain and to come up with specie, varietà, tipo.

It all seems so obvious, and yet before they can advance any further, students must learn to use the dictionary to their advantage and not to restrict themselves to a bilingual dictionary. Another essential preliminary step is convincing students that literal translation is very seldom appropriate. I deal with this in detail when comparing syntactic structures since syntax is the major hurdle to literal translation. At this early stage I warn the class to look out for one specific obstacle, the absence of an equivalent cultural situation. I point out leisure activities such as birdwatching and typical North American customs (i.e. baby and bridal showers or the practice of roasting the guest of honor at dinner parties). I also like to stress those differences that go almost unnoticed. Dress code is a case in point. Notices regarding dress codes are common in North American establishments, but in Italy they are seen only in churches and are addressed exclusively to foreign tourists. “è d’obbligo indossare...” or “è vietato l’ingresso a chi...” are ways to translate the idea of dress code. Unfortunately many students fall into the trap and translate such expressions word for word. The resulting translation is almost inevitably nonsensical.

To those colleagues who are disheartened by the students’ naiveté, I offer words of encouragement. It may take two lessons or more to drill these basic skills but rest assured, it can be done!

Errata Corrige
A pagina 9 del precedente numero, è stato erroneamente scritto “prefisso -essa” invece di “suffisso -essa”. Ce ne scusiamo con i lettori.
Falsi Amici, Neologismi e Coniazioni Nostrane

Annamaria Moneti
Syracuse University

Già in epoca alessandrina era noto che la lingua non rimane statica, uguale a se stessa; ora, circa duemila anni dopo, non solo creiamo con frequenza travolgente i neologismi necessari a descrivere la realtà in cui viviamo, ma, dato che il mondo è diventato piccolo, facciamo anche grande uso di calchi e prestiti da altre lingue. Non sto a dilungarmi sulle difficoltà che ciò provoca all’insegnante di lingua seconda e passo all’esame di alcune parole italiane. Incomincio con dei cosiddetti “falsi amici”, scegliendoli essenzialmente secondo il criterio del massimo disagio, il mio, quando mi è capitato di usarli all’italiana, e quindi a proposito, o di non capirli in contesto inglese.

Abusivo, agg., = non autorizzato, contro la legge. (E’ un posteggiata abusivo.) L’aggettivo inglese abusive in italiano vuol dire insolente, ingiurioso, offensivo.

Bigotto, agg. m. e f., = ipocrita religioso (= sanctimonious). L’inglese bigot si traduce in italiano con intollerante.

Cancellare, v. t., (=to erase, to cross out). Si tratta di un verbo latino e il suo significato derivato dal fatto che “per annullare uno scritto c’è il parente dei cancelli” (Nuovo Zingarelli). Quindi: un corso di studi, una manifestazione, uno spettacolo non si cancella, si sopprima; si può metaforicamente cancellare un ricordo; il comando del computer si annulla e la memoria del medesimo si azzera.

Incensare, v. t., = dirigere incenso verso qualcuno o qualcosa, quindi anche adulare. L’inglese to incense si rende in italiano con provocare, irritare, esasperare.

Particolare, agg., = che ha caratteristiche proprie, che è fuori dell’ordinario, privato. Da non confondersi con l’inglese particular = puntiglioso, meticoloso, pignolo.

Sciarada, s. f., = gioco enigmistico (es: rosa + rio = rosario); problema difficile da capire e risolvere. L’inglese colloquiale charade assume in italiano il significato di inganno, travestimento della verità.

Terrificante, tremendo, agg., = spaventevole, terribile. Da non confondersi quindi con l’inglese colloquiale terrific, tremendous che non significa in italiano magnifico, straordinario. In altre parole “Tei è un’insegnante tremenda” non è esattamente un complimento. Tra i neologismi sono attualmente di alta frequenza parole che sembrano coniate per rendere in italiano i corrispondenti termini inglese. Ecco tre esempi.

Affidabile, agg. Deriva dal verbo affidare, affidarsi e traduce l’inglese reliable. (Un’automobile affidabile)

Gratificante, agg. Da gratificare, v. t. e gratifica, s. f. (La gratifica è il compenso finanziario, non previsto dal contratto di lavoro dato a un dipendente, il quale, naturalmente, ne risulta ben contento). Corrisponde a rewarding.


Bestiale, agg., è ora usato, specialmente nel linguaggio dei giovani, nella nuova accezione di “fantastico”, “straordinario”. Il conduttore, s. m. e f., ora è anche host o anchor televisivo. Il sostantivo operatore ha assunto una nuova accezione in espressioni eufemistiche quali: operatore ecologico = netturbino; operatore turistico = bagnino, cicerone, guida; operatore museale = custode di museo; operatore forestale = boscaiolo.

Pendolare, agg., è diventato sostantivo e traduce commuter. Terminale in quanto sostantivo è l’unità periferica dell’elaboratore elettronico, come aggettivo sostituisce il termine “moribondo” per cui si parla di “pazienti terminali”. Non tutti i neologismi citati appaiono nel Nuovo Zingarelli (1984), sono però di alta frequenza nell’uso parlato, nel linguaggio giornalistico e in quello dei mass media. Vorrei aggiungere un breve commento. Mi ha indotta ad iniziare questo lavoro la convinzione che allo studio delle parole dovrebbero essere dedicati di tanto in tanto alcuni minuti dell’ora di lezione, e so che lo si può fare in maniera attiva, tale da suscitare la curiosità e l’interesse degli studenti.

Mentre da una parte è estremamente importante incoraggiare i discenti ad assumere rischi nella produzione di lingua, dall’altra è fondamentale abituarli a riconoscere e ad assorbire le espressioni autentiche. Penso anche che si dovrebbe fare attenzione a certe disinvolture coniazioni nostrane che non hanno relazione con l’italiano d’Italia. So per esperienza personale che il locutor di lingua straniera tende ad inventarsi le parole che non sa; succede anche a me, per questo scrivo in italiano. Vediamo brevemente tre casi a

(Cont’d on page 19)
The Italian Educational System During the First Half of the XX Century

Giorgio Soli
Marine/Petroleum Microbiologist, Retired from U.S. Civil Service

What follows is an explanation of the Italian educational system, as it was when I went to school in the 20s, 30s and 40s. The reason for writing this article is based on the dismay that I have felt at times at the lack of knowledge and state of confusion, on the part of some people in America, when viewing a foreign educational system. In order to make a fair evaluation, a system has to be examined in its entirety. For instance, when comparing an American Ph.D. degree to an Italian Doctorate, we cannot simply look at the last few years of schooling. We have to analyze the entire educational process in order to come up with a fair assessment of the intellectual preparation of the individual. I consider this a simple matter of equity and objectivity.

The schools and the concept of education itself, in Italy, were fundamentally different from the ones in this country. In America we have 12 years of schooling, the same for everybody, with a minimum common denominator. In order to receive an education adequate for functioning in the modern world, an American student has to attend a 4-year college. The idea of the college has never existed in Italy. There were universities, sites of higher learning, where only learned individuals could enter. The equivalent of a very high level Baccalaureate (particularly in the Humanities) was attained in a pre-university system.

Italians who wanted to enter a university had to go to school 13 years. Each scholastic year had full 9 months of instruction, each month having six-day weeks. Therefore Italians had to go to school in effect, for a total scholastic equivalent time of roughly 15 years before being admitted to a university. In the Italian system only the first 5 years of elementary were common to all. After that, it depended on personal and family expectations. If one hoped to attend a university and attain a Doctorate (the only degree given by an Italian university), he or she had two choices, either go through 4 years of an "Istituto Tecnico", or 5 years of "Ginnasio". Attending the first, would gain admission to 4 years of "Liceo Scientifico", while attending the second, to 3 years of "Liceo Classico". After very difficult final examinations, one could be admitted to a university. After attending the "Ginnasio-Liceo", a student would have gone through 8 years of Latin, 5 years of Greek (including translation of major Roman and Greek authors), 3 years of philosophy, history of Europe, history of art, 8 centuries of Italian literature (including Dante's entire Divine Comedy), mathematics and all of the basic sciences. The purpose of this almost incredible amount of instruction was to "format" the brain of those who would go on to a university and become the future leading professionals. The university in Italy was in effect a graduate school where one pursued studies only in a specific field.

In the scientific field, the Italian university lacked the infrastructure of the graduate school of an American university, which allowed the teaching of specialized courses and the use of advanced instrumentation. On the other hand, the Italian student arrived at the Doctorate with a cultural baggage that furnished a very solid basis for imaginative thinking. As Einstein himself said (referring to scientific research), "imagination is more important than knowledge", relatively speaking, of course.

The number of years one had to attend to obtain a Doctorate varied with the Department, ranging from 4 to 6 years. In a scientific field, a student who pursued a career in either university teaching or research, had to do an internship of 2 to 3 years working on an experimental thesis. In addition, he could be assigned duties as a Teaching Assistant, without pay. Only after an examination by a commission of 7 professors, and the satisfactory dissertation of the thesis, was the Doctorate granted.

Although it relates to the past, and over the years changes have been made in Italy both to the pre-university and the university system, I believe that this writing on the Italian educational system is long overdue. With it, I hope to correct misconceptions regarding people who were educated in Italy.

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Plan to Attend the 1994 AATI Conference in Atlanta, Georgia November 18-20

Call for Papers Feb 1, 1994 Deadline
Talvolta si chiude un occhio

Luciano Satta

Mi si domanda se sia meglio scrivere «Il ministro Margherita Boniver si è recato» o «Il ministro Margherita Boniver si è recata». Prima di tutto, nostalgia del giornalismo di cent’anni fa, quando a scasso di incertezze grammaticali un personaggio, uomo o donna che fosse, si recava, anzi si recò.

Il più urgioso problema linguistico pratico degli ultimi decenni del Novecento è senza dubbio questo del femminile. Cerchiamo di capirci qualche cosa, senza dettare legge e senza risolvere alcunché.

Pur lodando la cavalleria dell’intervistatore che dica a una donna «Scusi signora, devo chiamarla direttore o direttrice?», deploro tuttavia la domanda e ignoro la risposta anche se essa, la risposta, va bene per i miei gusti. E con sincero candore noto per inciso che ancora non ho capito se la donna che si sente chiamare architetta consideri la desinenza atto di buon femminismo o di truce maschilismo.

Due giorni dopo che mi fu rivolta la domanda indicata al principio di questo articolo, un giornale informava che un altro giornale era passato decisamente al femminile con l’avvocato, con la sindaca, perfino con l’espressione didascalica dalla nostra inviata. Esattamente come io vado predecendo fin dalla meno decrèpita età. Quando delle nuove tecnologie appena appena si incomincia a parlare e nelle tipografie imperava ancora il piombo fusso io, che in tipografia quasi bivaccavo, domandai al direttore della medesima se non fosse il caso, poiché avevamo colleghi, e valorose, di tenere pronte sul bancone dove si impagninava, accanto alle righe di piombo dal nostro inviato, una congrua analoga riserva di righe dalla nostra inviata. Il direttore di tipografia mi rispose che non intendeva farlo, solo per evitare che, possibili essendo distrazioni e negligenze mescolanze di righe, il servizio di qualche collega notoriamente baffuto, calvo, adiposo finisse sotto l’intestazione dalla nostra inviata (mentre l’evento contrario, la donna al maschile, non avrebbe avuto conseguenze risibili perché tutti eravamo abituati). Per la seconda e definitiva volta tornai alla domanda indicata al principio. A quale io – antesignano della desinenza femminile -a, -trice, -era, -essa, tutte le volte che sia possibile e ragionevole, e della desinenza invariata ma con articolo femminile; ossia impallabile propagatore di la medica come di la presidente – potrei non rispondere, mancando il presupposto da me desiderato. Che è la ministra, e che risolverebbe tutto. Nessuno si deve scandalizzare, io non sto facendo il prefetico: il femminile ministra è registrato dai vocabolari più sensibili e più autorevoli. «Forma che oggi tende a entrare nell’uso», dice il vocabolario Treccani. Si fa tutt’al più una distinzione, che accetto per disciplina: una donna è la ministra nel parlare comune, è il ministro nel parlare ufficiale. Il presidente del consiglio Andreotti, che tante volte ha scritto la ministra (bene, dico io; lui può, direte voi, ma a torto) userà il ministro allorché deve parlare alla Camera o nelle riunioni di governo. Sc la donna servisse anche per uso interno, cioè per la rivista sulla quale sono onorato di scrivere, dovrei domandarvi se essa usi un linguaggio colloquiale o ufficiale, e dovrei vagamente rispondere che c’è caso e caso. Parentesi, forse già enunciata in altra occasione: tutto quello che vi pare, ma non veniamo fuori a dire che ministra è sconsigliabile perché somiglia a ministra; l’osservazione fa pena.

Ma devo rispondere, uffa. Sono andato per le lunghe perché, sicuro che la ministra non me l’accetta nessuno, devo orrendamente patteggiare. Nel modo che segue: vada per il ministro Margherita Boniver; ma così come è nell’esempio si tenga ministro lontanuccio dal verbo; la maggiore vicinanza del verbo stesso con il nome (Margherita) consentirà senza danni il femminile si è recata, per il fenomeno dell’attrazione. Meglio ancora se il femminile del verbo viene “preparato” da un inciso appositivo. Mi ricordo che, in un passato lontanissimo, consigliai una soluzione del genere per il quasi unico tormentone di quei tempi: «Il soprano Giovanna Rossi, autentica signora del palcoscenico, si è commossa quando...».

Credo di aver dato prova di grande buon senso; mi aspetto lo stesso da tutti, lettori, grammatici, insegnanti.

E a proposito di insegnanti: tenete presente il maestro, quando volete fare il femminile di deputato; scrivendo deputatessa invece del normale deputata è come se invece di maestra scriveste maestressa.

Da Il Carabiniere
Aprile, 1992

Una borsista a Roma

Grace Mannino
Brentwood High School, Long Island

Al Convegno dell'associazione NYSAFILT tenutosi nell'ottobre 1992 è stato annunciato che ero stata scelta come borsista del Travel/Study Grant offerto congiuntamente dalla AATI e dall'Istituto Italiano di Cultura di New York. Inutile dire la mia felicità per essere stata prescelta a partecipare, nell'estate 1993, a questa esperienza culturale di quattro settimane.

A Roma, per la prima volta quest'anno sede di residenza del borsista, sono stata ospite di “Studio di Italiano”, una scuola di italiano per stranieri. Con il direttore, Professor Roberto Tartaglione, ho avuto una serie di incontri durante i quali i punti di discussione sono stati i seguenti: la situazione della didattica dell'italiano come lingua seconda in Italia; la disponibilità e la validità dei materiali per l'insegnamento dell'italiano agli stranieri; il dilemma fra un approccio pedagogico grammaticale e uno più comunicativo; i rinvienimenti lessicali dell'italiano contemporaneo; le difficoltà fonetiche degli studenti stranieri.

Ho avuto la possibilità, inoltre, di assistere a una lezione per un gruppo misto di studenti greci, svizzeri e cinesi.

Tramite “Studio di Italiano” ho avuto l'opportunità di conoscere il Professor Giovanni Bonacci, direttore della Casa Editrice Bonacci, specializzata nella pubblicazione di testi per l'insegnamento dell'italiano agli stranieri. Durante il nostro incontro, il Professor Bonacci mi ha presentato la sua linea editoriale e i principali testi pubblicati nel campo dell'italiano L2. Con un gruppo di studenti della scuola ho inoltrato un'opinione condivisa con alcune gite culturali guidate espertamente da un'insegnante di storia dell'arte.

“Studio di Italiano” si è interessato anche a farmi avere dei contatti in altre città italiane. A Siena ho così visitato la scuola “Mondo Italiano Stage” e ho avuto un colloquio con una docente dell'Università per Stranieri. A Firenze ho visitato il “Centro Linguistico Dante Alighieri” e sono stata personalmente ospitata dai Professori Gabriella e Alberto Materassi, direttori della scuola e della Casa Editrice CIELE-L., specializzata in testi di italiano L2. Anche a Firenze ho assistito a interessantissime lezioni di lingua per studenti stranieri che per l'aggiornamento di insegnanti d'italiano in Brasile. Alla famiglia Materassi va tutta la mia gratitudine per il calore e l'ospitalità che mi sono stati dimostrati.

Un viaggio in Italia di solito rappresenta per me, oltre a un piacere personale, anche un'occasione di aggiornamento linguistico e culturale il cui beneficio viene direttamente condiviso con i miei studenti. Devo ammettere, purtroppo, che da questa esperienza mi aspettavo di ricavare maggiori soddisfazioni. Se mi è permesso di fare un confronto fra il mio programma e quello di altri borsisti con cui ho parlato o di cui ho letto la relazione nel bollettino dell'AATI, mi sembra di capire che il loro programma di Perugia fosse più strutturato, con regolari corsi da seguire quotidianamente, con numerose attività culturali e con opportunità di scambio con borsisti di altri paesi del mondo. Il fatto di essere l'unico borsista, mi ha reso da un lato più libera di organizzare le mie giornate e i miei programmi, ma dall'altro mi ha fatto sentire isolata, priva di contatti umani e di possibilità di scambio. Propongo vivamente che per i futuri borsisti questo problema venga risolto o ritornando al programma di Perugia o strutturando e sviluppando quello di Roma.

Nel complesso è stato un mese bellissimo di cui sono riconoscuto all'AATI, all'Istituto Italiano di Cultura di New York, e allo "Studio di Italiano" di Roma. Mi auguro che si continui ad offrire una borsa di studio sempre più stimolante ad insegnanti di italiano negli Stati Uniti e colgo l'occasione per porgere i miei auguri al borsista del 1994.
1994 AATI National Italian
High School Exam Contest

Dear Italian Teacher:
The 1994 National Contest for secondary school students will be held on April 7. We would appreciate it if you could pass on this information to a fellow Italian teacher who may not have received this announcement.

Eligibility:
Any student enrolled in Italian I, II, III, or IV. Native Italian students are allowed to participate only in levels III and IV.

Exam Availability:
There will be four examinations. Level I, Level II, Level III and Level IV. All levels are revised. Tapes for the oral sections are strongly recommended for consistency in testing throughout the country. Tapes for all levels are available at $5.00 each.

Format of Exams:
Listening comprehension, reading, writing, grammar, and culture will be tested.

Administration of Exams:
The chairperson of the language department in each school will make the appropriate arrangements. Two or more schools may join together for a joint administration. All test materials will be sent only to the principal of the school in which the administration will take place. If exams are administered at a central location, test materials will be mailed to the committee members in charge. Time limit for the exam will be one hour.

To Enter:
Fill out the attached form. Please enclose check or money order payable to the American Association of Teachers of Italian, ($2.00 per exam, plus $1.00 for every five exams ordered, minimum $1.00, for First Class mailing, answer sheets, if needed, are available at $0.05 each and tapes will cost $5.00 each per level). Purchase orders cannot be accepted.

Application Deadline: February 7, 1994

Awards:
Cash awards for First ($150), Second($100), and Third($50) place, for each level category A, B and C (excluding category C for levels I and II) will be awarded by the National AATI. Local awards may be made by local groups. One examination at each level may be sent by each school to Bruna P. Boyle. In 1993, the prizes were made possible by the generosity of the AATI, the Dr. Michael DeLuca Scholarship Foundation, Perillo Tours, the RAI Corporation, the Istituto Italiano di Cultura, Miss Clementine Ronzio, Amresco, Langenscheidt, Societá Onoraria Italica, Barron’s and Audio-Forum. It is our hope that their generosity will continue.

Previous Exams:
Copies of exams from past years are available (for review purposes) at $1.00 per copy and can be requested on the application form.

Please mail the enclosed form and save this page for reference.

1994 National Italian High School Exam Contest Application
Mail to:
Bruna P. Boyle, Foreign Language Department
Narragansett High School, 245 South Pier Road
Narragansett, Rhode Island 02882
Telephone (401) 792-9400

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Postage: $1.00 for every five exams – minimum $1.00.
Make checks payable to: AATI National Italian Contest

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1993 AATI National High School Contest Winners:

National Italian Examinations

Bruna P. Boyle, Director
John Giovannelli, Associate Director
Narragansett High School
243 South Pier Road
Narragansett, R.I. 02882

Level I - First Prize

$200 (shared)

Category A:
Melissa Long-West
Springfield High School
425 Piper Road
West Springfield, MA 01089
Teacher: Anna Cosentini

Category B:
Laura Gennaro
St. Basil-the-Great College School
3100 Weston Road
Weston, Ontario Canada N1N 257
Teacher: Anna Amendola
Grazialet Pagliarulo
Norwalk High School
County Street
Norwalk, CT 06851
Teacher: Stella LoPrestiato

Category C:
Emilia Siravo
St. Hubert High School
7320 Torredale Avenue
Philadelphia, PA 19136
Teacher: Marianne Burpulis

Second Prize $100 (shared)

Category A:
Michael Curti
Eastchester Middle School
580 White Plains Road
Eastchester, N.Y. 10707
Teacher: Mrs. L. Lindia
David Landesman
Commack Middle School
Vanderbilt Parkway
Commack, N.Y. 11725
Teacher: Santo Tantillo

Category B:
Maria Amodio
Lyons Township
100 S. Brainard
LaGrange, IL 60525
Teacher: Rosa Bellino-Giordano

Category C:
Maria Babino
Grover Cleveland High School
21-27 Himrod Street
Ridgewood, N.Y. 11385
Teacher: Ms. Leonardelli

Third Prize $50 (shared)

Category A:
David Browne
Piagentini and Jones I.S. 192
630 Hollywood Avenue
Bronx, N.Y. 10465
Teacher: Mr. T. Pettinella
John Rutigliano
St. Peter’s Prep
144 Grand Street
Jersey City, N.J. 07302
Teacher: Leonard Ferdellone

Category B:
Daniela Nuia
Louis N. Klein
Union & Nelson Avenue
Harrison, N.Y. 10528
Teacher: John Gagliano

Category C:
Anna Maria Zagari
Oceanside Middle School
Alice & Beatrice Aves.
Oceanside, N.Y. 11572
Teacher: Rita Cona

Level II - First Prize

$200 (shared)

Category A:
Angela Vicari
Stimson Middle School
Oakwood Road
Huntington Station, N.Y. 11746
Teacher: Mrs. M. Horowitz

Category B:
Celina Fedele
Fort Richmond High School
Innis Street & St. Joseph Avenue
Staten Island, N.Y. 10302
Teacher: Santa Grillo

Category C:
Ibrosi Astrid
Tottenville High School
271 Victory Boulevard
Staten Island, N.Y. 10301
Teacher: Mrs. Percoco

Second Prize $100 (shared)

Category A:
Daniela Kroshinsky
Herricks High School
100 Shelter Rock Rd.
New Hyde Park, N.Y. 11040-1356
Teacher: Mrs. Iaconis

Category B:
Joseph Marinzoli
Madison Central High School
Route 516
Old Bridge, N.J. 08837
Teacher: Mrs. N. Hogan

Third Prize ($50 shared)

Category A:
Joanna Shore
Garden City High School
178 Rockaway Avenue
Garden City, N.Y. 11530
Teacher: Mr. C. Mazzeese
Danielle Miceli
St. Joseph Hill Academy
850 Hylan Blvd.
Staten Island, N.Y. 10305
Teacher: Ms. S. Smiodlaka

Category B:
Quynh P. Ho
William Allen High School
17th & Turner Streets
Allentown, PA 18102
Teacher: Mrs. S. Zanchetti

Category C:
Valeria Traina
Grover Cleveland High School
2127 Himrod Street
Ridgewood, N.Y. 11387
Teacher: Mr. Cacciatore

Level III - First Prize

$200 (shared)

Category A:
Cristina Alfano
Eastchester High School
580 White Plains Road
Eastchester, N.Y. 10709
Teacher: Mr. F. Lindia

Category B:
Tania D’Alba
Edward R. Murrow High School
1600 Avenue L.
Brooklyn, N.Y. 11230
Teacher: Ms. A. Orlando
Emanuela Giangregorio
Methone Senior High School
Lynneills Parkway
Methone, MA 02176
Teacher: Ms. S. Cacchiar

Category C:
Barbara Spinato
Resurrection High School
7500 W. Talcott
Chicago, IL 60631
Teacher: Ms. Ricciardi

Second Prize $100 (shared)

Category A:
Steve Gaglione
Suffern High School
Vox populi...

Carissima dottoressa,
Mi dispiace, ma in italiano non esiste il "prefisso" -essa. Il suffisso -essa è, ma che strana (ed erronea) idea che questo bel suffisso femminile sia in qualche modo "peggiorativo"!
Mi dica, cara dottoressa, se lo scopo delle riforme esposte nella Sua comunicazione presentata al convegno NYSAFLT è proprio di diminuire il "sessismo" nella lingua italiana, perché moltiplicare inutilmente i nomi di forma e di genere spiccamente femminili per mezzo di neologismi del tipo ingerena, notaia, architetta, la vigile, la leader, ecc.?
Per me, il vigile è una persona (maschio o femmina) che esercita il mestiere di vigile; il leader è una persona (maschio o femmina) che funziona come la guida (maschio o femmina) di un partito o di un movimento; e via di seguito.
Povero maschio che sono, sono contentissimo di essere una persona, talvolta una vittima, oppure una sentinella, o forse anche una guida. Vi prego, cari femministi, di non volermi cambiare in un person, un victim, un sentinella, o un guide!!!
Carissima dottoressa, lasci stare la nostra bella lingua italiana!

Auguri fraterni,
Joseph Palermo

Dear Dr. Mannino:
I am a teacher of Italian at Northwestern University and a member of the AATI.

I read your recent article "Il sessismo nella lingua italiana" (Spring 1993) with extreme interest. I even shared it with my students after covering the grammar point “La formazione dei nomi femminili.”

I would be very interested in learning more on how to avoid sexism in the Italian language. Would it be possible for you to send me a copy of the paper you presented at the NYSAFLT convention? Could you also tell me how to obtain a copy of the Italian Government research and recommendations?

I look forward to hearing from you. Thank you for your attention in this matter.

Sincerely,
Daniela Cavallaro
Opportunities for Study and Professional Development

UGA Studies Abroad in Rome

The University of Georgia announces its seven-week Summer Program in Rome. Open to college students and teachers, the program begins in mid-June. Contact: Dept. of Classics, Park Hall, University of Georgia, Athens, GA 30602-6203 (706) 542-9264

Summer Study Program in Rome (15th year)

- Four-week program: June 28-July 26
- Open to high school seniors, students at accredited universities or colleges, and secondary school teachers
- No previous knowledge of Italian required
- Elementary, intermediate and advanced courses in Italian
- Art and culture courses in English

For application and information contact:
Mario B. Mignone
Dept. of French and Italian
University at Stony Brook
Stony Brook, NY 11794-3359

Teaching Position

Assistant Professor in Italian Renaissance, Ph.D. and some publications required. Possible interviews would be conducted at the AATI/ACTFL Conference in San Antonio, Texas. Please send letter of application, curriculum vitae and three letters of recommendation to:
Prof. Mario B. Mignone
Chairperson
Dept. of French and Italian
SUNY at Stony Brook
Stony Brook, NY 11794-3359

Monterey Institute of International Studies

Monterey Institute of International Studies Summer Intensive Language Program offers instruction in ten languages. Italian program: June 22-August 17, 1994. Contact: Summer Session Office, Monterey Institute of International Studies, 425 Van Buren St., Monterey, CA 93940 (408) 647-4115 Fax: (408) 647-3534

American Association of Teachers of Italian Membership Application

Name

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Signature of Department Chairperson (for student members)

Please check all appropriate categories

[ ] New Member [ ] Renewal
[ ] Administrator [ ] Student
[ ] Teacher [ ] Retired
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[ ] Regular $30 [ ] Sustaining $40
[ ] Student $15 [ ] Emeritus $15
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Please enclose your check made payable to AATI and send to:
Prof. Pier Raimondo Baldini
Secretary-Treasurer, AATI
Department of Foreign Languages
Arizona State University
Tempe, Arizona 85281

Books for Review

The editor designate invites scholarly contributions on all aspects of Italian language, literature, culture, and their influence on other cultures. Send contributions and books for review to:
Prof. Albert N. Mancini
Editor, Italia
Dept. of French and Italian
Ohio State University
Columbus, OH 43210
1993 AATTI Conference Program
San Antonio, Texas

Saturday, November 20

8:30-9:45 a.m. Patio A, Convention Center
Contemporary Italian Writers and Modes of Creativity
Chair: Clavio Ascarelli (Mary Washington College)
Mario Aste (University of Massachusetts-Lowell): “Narration, Destiny and Self-Discovery in Bertolucci’s The Sheltering Sky”
Maria Moffa (Mount Holyoke College): “La biopoietica in L’oscura verità del nero di Gilberto Finzi”
Gianfranca Santagostino (Université de Montréal): “Primo Levi e il sistema dialogico”

8:30-9:45 a.m. Room 101, Convention Center
Videos in the Italian Classroom
Chair: Rosa Bellino-Giordano (Lyons Township High School, La Grange, IL)
Antonella D. Olson (University of Texas at Austin): “Il film come prisma culturale e linguistico in un corso di conversazione in italiano”
Tullio Pagano (Dickinson College): “The Italian Video Program: How to Develop It, What to Do with It”
Lois P. Mignone (State University of New York at Farmingdale): “Videos in the Foreign Language Classroom: Not for Prime Time Only”

8:30-9:45 a.m. Room 108, Convention Center
Medieval Italian Literature
Chair: Angelo Mazzocco (Mount Holyoke College)
Mary Ann Sagnella (University of Connecticut): “Text and the Fragmented Female Body: An Analysis of the Liber by Angela da Foligno”
Adriano Comollo (Brigham Young University): “Fraiti, suore ed ecclesiastici vari nel Decameron di Boccaccio”

11:40 a.m.-12:55 p.m. Room 108, Convention Center
Italian Pedagogy: Plenary Session
Chair: Anthony Mollica (Brock University)
Paolo Balboni (Università per Stranieri, Siena): “La glottosiomatica: la nuova scienza per l’insegnamento delle lingue”

11:40 a.m.-12:55 p.m. Room 108, Convention Center
Imitation and Invention in Medieval Italian Lyric Poetry
Chair: Steven Botterill (University of California-Berkeley)
Deborah L. Contrada (University of Iowa): “Love’s Faithful Subjects: Reading between the Lines in the Courtly Lyric”
Mary Emily Becker (University of California-Berkeley): “Poetics of Idolatry and Poetics of Testimony in the Ducento”
Eugenio N. Frongia (California State University, Chico): “Validation by Association: The Horatian Model in Petrarch’s Familiariae XXIV, 10”

2:30-3:45 p.m. Room 101, Convention Center
Late Medieval Epic and Romance in Italy
Chair: Sergio Corsi ( Loyola University Chicago)
Christopher Kleinhenz (University of Wisconsin-Madison): “Anonio Pucci and the Italian Epic Tradition”
Gloria Allaire (Florida State University): “A Unedited Prose Rinaldo by Andrea da Barberino”
Leslie Z. Morgan (Loyola College of Maryland): “The Franco-Italian of Manuscript 13: Similarities and Differences between Franco-Italian Texts”
Thomas E. Vesce (Mercy College): “Frivulous and Fanatical Cortesia in Nicola da Cassola’s La guerra di Attila”

2:30-3:45 p.m. Room 108, Convention Center
Bad Daughters/Good Daughters: The Symbolic Order of Matrilinearity in Women’s Narrative
Chair: Graziella Parati (Dartmouth College)
Carol Lazzaro-Weis (Southern University): “Mother Mother/Daughter Heretic: Luisa Muraro’s Guglielma and Maifreda e il pensiero della differenza sessuale”
Rebecca West (University of Chicago): “Six Daughters in Search of a (Symbolic) Mother: Twentieth-Century Italian Women Poets from Pozzi to Tarozzi”
Angelica Forti-Lewis (State University of New York at Stony Brook): “Virginia Woolf, Dacia Maraini and Una stanzata tutta per noi: L’autoscienza politica e il testo”

2:30-3:45 p.m. Condesa, Hilton Palacio Del Rio Hotel
Computer-Assisted Instruction in Italian
Chair: Maria Guerrero Wilmeth (USDA Graduate School, Washington, D.C.)
Flavia Laviosa (Wellesley College): “HyperItalian: A Reading Strategy Program”
Shirley Ann Smith (Skidmore College) and Elvira Di Fabio (Harvard University): “VideoDisc and Audio CD Repurposed: Computer Control and Italian Learning”

4:05-5:20 p.m. Patio A, Convention Center
Later Aspects of Romanticism in Italy
Chair: Ilona Klein (Loyola College of Maryland)
David Del Principe (Wellesley College): “The Demons of Ugo Tarchetti”
Eugenio Malagoli Skwarerek (Duquesne University): “Contrasti tra spirito e materia nell’opera di Fogazzaro”
Sante Matteo (Miami University): “Ossianism and Risorgimento”

4:05-5:20 p.m. Room 101, Convention Center
Meet the Authors: I
Chair: Christopher Kleinhenz (University of Wisconsin-Madison)
Graziana Lazzarino (University of Colorado): Pregol (McGraw-Hill)
Annemaria Moneti (Syracuse University): Da Capo (Holt, Rinehart and Winston) and Amici (a text for high school, in preparation with colleagues)
Anthony Mollica (Brock University): A te la scelto! (vol. I-4) and Una immagine vale...1000 parole (éditions Soleil)
Marga Cottino-Jones (University of California-Los Angeles): Italia: Lingua e Cultura (Kendall/Hunt)
Glenn Pierce (University of Missouri): Vivere in Italia (LEGAS)

4:05-5:20 p.m. Room 108, Convention Center
Modern Italian Writers
Chair: Angela M. Jeannot (Franklin and Marshall College)
Constance Markey (De Paul University): “Calvino’s Watcher”
Louis Kibler (Wayne State University): “Nomen Numen: Proper Names in Pirandello’s II fa Mattia Pascal”
Mario B. Mignone (State University of New York at Stony Brook): “Edoardo De Filippo: Tra Commedia dell’arte e Avanguardia”

5:30-7:00 p.m. Vista, Hilton Palacio Del Rio Hotel
AAEI Executive Council
Presiding: Anthony Mollica (Brock University), President, AATTI
Sunday, November 21

8:30-9:45 a.m. Patio A
Convention Center
Aspects of Romanticism in Italy
Chair: Augustus Pallotta (Syracuse University)
Anna Maria Di Martino (Ohio State University): “Giulio Perticarè e i trattati linguistici”
Ilona Klein (Loyola College of Maryland): “Leopardi e la critica contemporanea: nuove prospettive”

10:05-11:20 a.m. Room 108
Convention Center
Italian Literature: Plenary Session
Chair: Christopher Kleinhennz (University of Wisconsin-Madison)
Marga Cottino-Jones (University of California-Los Angeles): “Princesses, Kings, and Magic: A Revision of the Language of Representation in the Renaissance”

11:45 a.m.-1:15 p.m. Room 108
Convention Center
AATTI Business Meeting
Presiding: Anthony Mollica (Brock University), President, AATTI

2:30-3:45 p.m. Patio A
Convention Center
The Romantic Novel in Italy
Chair: Pier Raimondo Baldini (Arizona State University)
Andrea Ciacarelli (Indiana University): “Manzonii tra coscienza civile e religiosa: il problema della guerra giusta”
Augustus Pallotta (Syracuse University): “The First English Translation of I Promessi Sposi and the Politics of Literature”
Grazia Menechella (University of Wisconsin-Madison): “Il ruolo di Lorenzo nell’Ortis”

2:30-3:45 p.m. Room 101
Convention Center
Italian Renaissance Lyric
Chair: Robert J. Rodini (University of Wisconsin-Madison)
Ann H. Hallock (Telus University): “The Reality of Michelangelo’s donna bella e crudele and Related Poems”
Thomas E. Mussio (University of Michigan): “The Self’s Nessus’ Shirt in the Lyrics of Michelangelo and Tasso”
Olimpia Pelosi (State University of New York at Albany): “I riti classici e barocchi: un’analisi degli Inni sacri di Michelangelo Buonarroti il Giovane (1563-1646)”
Mario Ferri (University of Wisconsin-Madison): “Tasso’s Poems from Sant’Anna”

10:05-11:20 a.m. Room 108
Convention Center
Teaching Strategies in Italian I
Chair: Joseph A. Tursi (State University of New York at Stony Brook)
Nadia Bisbocci (University of Oregon): “The Effect of Pre-Reading Activities in Beginning Readers of Italian and Implications for Instruction”
Bruna P. Boyle (Naragansett High School, Narragansett, RI): “Teaching the Four Skills”
Karen Abbondanza de la Motte (Duke University): “Using Fairy Tales to Teach the Passato Remoto – Taming the Big Bad Wolf of Italian Grammar”

Daniela Cavallaro (Northwestern University): “I film nei corsi di lingua italiana”

4:05-5:20 p.m. Patio A
Convention Center
Roundtable: The Junior Year Abroad and the Summer Program in Italy
Chair: Paolo Giordano (Loyola University Chicago)
Gino Casagrande (University of Wisconsin-Madison): “Wisconsin in Italy”
Mark Pietralunga (Florida State University): “Florida State in Italy”
Michael Vena (Southern Connecticut State University): “Southern Connecticut in Italy”

4:05-5:20 p.m. Room 101
Convention Center
Meet the Authors: II
Chair: Anthony Mollica (Brock University)
Angelo Chiuchiù (Università per Stranieri, Perugia): In italiano (Edizioni Guerra/Delta Systems)
Gabriella Colussi Arthur (York University) and Anthony Mollica (Brock University): Alla scoperta dell’Italia (éditions Soleil)
Caterina Cicogna (Consulate General of Italy, Toronto): Un proverbo al giorno (University of Toronto Press) and La stregchina Caterina (Edizioni Acesbaleno)
Marcel Danesi (Victoria College, University of Toronto): Adesso (Heinle and Heinle)
Raffaella Maiguashca (York University) and Michael Lettieri (Erindale Campus, University of Toronto): Workbook/Lab Manual for Adesso (Heinle and Heinle)
Joseph A. Tursi (State University of New York at Stony Brook): Oggi in Italia (Houghton Mifflin)

4:05-5:20 p.m. Room 108
Convention Center
Motifs and Cultural Traditions in Italy
Chair: Luigi Monga (Vanderbilt University)
Sergio Corsi (Loyola University Chicago): “Le ore ed il giorno: da Petrarca a Parini”
Nancy L. Canepa (Dartmouth College): “The Piazza Motif and Encyclopedism in Tommaso Garzoni’s La piazza universale e Michelangelo Buonarroti il Giovane’s La fiarda”
Luciano Farina (Ohio State University): “1993: An Assessment of Recent Publications and Reviews on Columbus’ Themes and Issues”

6:00-7:30 p.m. Corte Real, Hilton Palace Del Rio Hotel
AATTI Members Reception
Presiding: Anthony Mollica (Brock University), President, AATTI
Monday, November 22

8:30-9:45 a.m. Room 101
Convention Center
Italian Pedagogy:
Teacher Idea Exchange
Chair: Rosa Bellino-Giordano ( Lyons Township High School, La Grange, IL)
8:30-9:45 a.m. Room 108
Convention Center
Current Issues in Italian Culture
Chair: Cinzia Donatelli Noble (Brigham Young University)
Maria Rosaria Vitti Alexander (Nazareth College of Rochester): “Gina Lavorio senza tela: la dimensione donna e la questione femminile”
Rosalia Colombo Ascarri (Sweet Briar College): “Prospettiva storica del femminismo italiano”
Stefania Lucamante (Catholic University of America): “I luoghi del ritorno e autobiografismo ne Le dorate stanze di Luisa Adorno”

10:05-11:20 a.m. Room 101
Convention Center
Teaching Italian: Theory and Practice
Chair: Roberta K. Waldbbaum (University of Denver)
Raffaella Maiguashca (York University): “La metonimia: un primo passo nel linguaggio figurato”
Santa Casciani (University of Wisconsin-Madison): “Una prospettiva concettuale nell’insegnamento della letteratura in un corso d’italiano come lingua straniera: la teoria”
Luisa Rapallino (Institute of European Studies, Milan, Italy): “Una prospettiva concettuale nell’insegnamento della letteratura in un corso d’italiano come lingua straniera: la pratica”

10:05-11:20 a.m. Room 108
Convention Center
Contemporary Italian Literature
Chair: Edoardo Lebano (Indiana University)
Augusto Mastro (University of Louisville): “The Woman and Mother in Nino Palumbo’s Narrative”
Anthony Costantini (California State University-Northridge): “La pira e il conflitto dialettico tra storia e Provvidenza nella Città sul Monte”
Anthony J. Tumbril (Purdue University): “Italo Calvino’s Snow Job: The Marcavaldo Stories”

11:40 a.m.-12:55 p.m. Room 101
Convention Center
Politics and Film in Italy
Chair: Patrick Rumble (University of Wisconsin-Madison)
Claudio Mazzola (Vassar College): “Ermeneutica dello spazio in Teorema di Pier Paolo Pasolini”
Antonio Vitti (Wake Forest University): “Italiani, brava gente: A New Reading of a Forgotten Film of the Sixties”
Jacqueline Reich (Trinity College): “Reading, Writing and Rebellion: Sexuality, Collectivity and Specularity in the Italian Schoolgirl Comedy, 1934-1943”
Romana Capek-Habekovic (University of Michigan): “(Non) Literariness of Film-script: Bernardo Bertolucci’s Il conformista”

10:05-11:20 a.m. Room 101
Convention Center
Authorial Language in the Italian Renaissance and Beyond
Chair: Dino S. Cerigni (University of North Carolina)
Michael T. Ward (Trinity University): “Renaissance Reflections on Second-Language Acquisition”
Andrea Baldi (Emory University): “A guisa d’eco: riscrittura e plagio nell’opera di Alessandro Piccolomini”

11:40 a.m.-12:55 p.m. Room 108
Convention Center
Teaching and Testing of Italian Abroad
Chair: Raffaella Maiguashca (York University)
M. Emanuela Piemontese (Università “La Sapienza” Roma): “Lo schema di frequenza dell’italiano parlato (LIP): un nuovo strumento di conoscenza e insegnamento della lingua italiana all’estero”
Angelo Chiuchiù (Università per Stranieri, Perugia): “La certificazione della conoscenza della lingua italiana ad opera dell’Università per stranieri di Perugia secondo il progetto ALTE (Association of Language Testers in Europe)”
Paolo Balboni (Università per Stranieri, Siena): “La certificazione della conoscenza della lingua italiana ad opera dell’Università per stranieri di Siena”

11:40 a.m.-12:55 p.m. Room 108
Convention Center
Grand Opera and Italian Proficiency
Presenters: Daniela Noe (Barnard College) and Frances Boyd (Columbia University)

11:40 a.m.-12:55 p.m. Room 101
Convention Center
Teaching Strategies in Italian III
Chair: Carla Lucente (Duquesne University)
Adela Williams (Pace University): “Teaching Italian for Business: A Lesson from the French”
Carla Lucente (Duquesne University): “L’insegnamento a due; una soluzione al problema?”
“Esempi di unità didattiche operative nell’insegnamento dell’italiano come lingua seconda?”
Book Review

From the Shores of Hardship: Italians in Canada
by Robert F. Harney.
Toronto: Centro Canadese Scuola e Cultura Italiana, 1993
(p.b. $15.00).

From the Shores of Hardship: Italians in Canada could have been the crown of Bob Harney’s life-long interests as an “historian of Italy and of migration.” (p. 201) Unfortunately the book is incomplete due to the author’s untimely death. He died in 1989 at the age of 49, of complications following a heart transplant.

Robert F. Harney was and still is, well known as a scholar for his seminal essays on migration, as a teacher and mentor to a generation of young historians of migration, and as founder and director of the Multicultural History Society of Ontario.

As expected of an unfinished book, it is made up of unconnected essays and fragments: some real jewels, others in need of Bob’s attentive care. Although fragmentary, this unfinished work reveals that inner cacophony that Harney had envisaged in planning it. He, more than anyone else, was aware that in the present state of research on the field of Italians in Canada it would not be possible (if ever it were possible?) to write a self-contained historical work. Such smooth book, “analog to the bourgeois novel”, would be possible only if one were to follow the models of “national histories” which are “a terrible travesty” of migrants’ real life experience. Harney would say, following Gramsci’s suggestion regarding the history of “classi subalterne” (sic).

From the Shores of Hardship... is a partially detailed work, the sweet-bitter aroma of an unfinished product of paramount interest. It is mostly a reprint of known material. In fact, six of the seven essays have been published elsewhere, and only the seventh, “The Canadian Prairies: A Target of Italian Immigration,” has never seen print before. However, exceeding its objective as a study on Italians in Canada, the book is also a refreshing approach to migration history.

Besides the seven fine essays which form the bulk of the book, of particular interest are the short introduction, and appendixes A and B: “On Being Italian Canadian: 1910-1930” and “The Myth of the Americas: Migration and Village Discourse” respectively. These pages, dense with methodological and theoretical suggestions, are a blueprint of Harney’s intellectual iter, leading to the planning of this last work.

Consequently, these pages help the reader follow Harney’s main ideas informing his entire historical opus and this book in particular. The reader can perceive the theoretical and methodological problems that Harney had to overcome throughout the years, in order to make Italian Canadian history or, better, ethnic histories an integral part of Canadian heritage. This delivered an effective fist strike to the citadel of the hegemonic group’s traditional view of Canadian history.

To achieve this he envisaged a methodology whose informing principle has been to privilege the study of every aspect of the migrants’ daily life and behavior, both in their home towns in Europe and within their communities here in Canada. This proved to be an innovative approach to migration history because it finally placed on the historical stage the migrants themselves, the real protagonists of that world-wide epic which is migration.

Taking the cue from different and seemingly unrelated disciplines, particularly anthropology, folklore and semiotics, he was able to refine his initial hypotheses and enrich his research tools as his later works witness.

Harney suggested, for example, that store signs, club and association names, small talk in the town piazza or on the job, the tavern or pool room, and religious and secular symbols, are semiotic discourses more eloquent and closer to the reality of migration than the smooth pages written by the intelligentsia. Apropos of this, he wrote: “As in most national cultures, the printed texts of intellectuals was (sic) privileged in the hierarchy of discourse over the spoken and semiotic texts of the common people.” (p.180)

We end this brief note by pointing out that Bob’s son, Nicholas De Maria Harney, who edited the book, should have paid a little more attention to the Italian words and phrases found in the manuscript of appendix B. Even the visual presentation of the book could have been improved. However this has nothing to do with the high intellectual caliber of Harney’s last work.

From the Shores of Hardship... is, indeed, a book of interest to both the occasional reader of history and to the reader who is familiar with history of migration and with Harney’s work itself. Everyone can appreciate this fresh approach to migration as an important chapter in the history of the “contadini”, the epitome of the “classi subalterne”.

Angelo Principe
Erindale College,
University of Toronto

Robert F. Harney himself used the word “Hunger”. The editor, Harney’s son Nicholas De Maria Harney, substituted the word “Hunger” with “Hardship”, in “order to avoid misunderstandings”, he says in the Editor’s introduction. We feel that unfortunately this altered the echoing of the title throughout the book, because hunger always implies hardship, but hardship does not necessarily imply hunger.
Conferences

October 21-24, 1993
Advocates for Language Learning, 10th Annual Conference, Kansas City, MO. Contact: Dr. Paul A. Garcia, Pres., P.O. Box 32083, Kansas City, MO 64111; (816) 871-6317

October 22-24, 1993
NYSAFLT annual meeting, Concord Hotel, Kiamesha Lake, NY. Contact: Robert J. Ludwig, 1102ardsley Rd., Schenectady, NY 12308

November 6, 1993
DePaul University’s Modern Language Department and the Italian Cultural Institute of Chicago are co-sponsoring a symposium “Goldoni: Literature and Theater”. Free of charge, but must register. Contact: Dr. Annamaria Lelli, Italian Cultural Institute, 500 N. Michigan Ave., Chicago, IL 60611; (312) 822-9545, Fax: (312) 822-9622

November 20, 1993

November 20-22, 1993
American Association of Teachers of Italian (AATI), in conjunction with the ACTFL Annual Conference, San Antonio, TX. Contact: Prof. Christopher Kleinhenz, Dept. of French and Italian, University of Wisconsin, 1220 Linden Dr., Madison, WI 53706; (608) 262-5816, Fax: (608) 257-6731

February 17-19, 1994
Italian Art Society, at the College Art Association, New York, NY: “Redefining the Palace: Innovations in Italy from Antiquity to 1800”. Contact: Nicola Courtright, Fine Arts Dept., Amherst College, Amherst, MA 01002, or Beth L. Holman, Cooper-Hewitt Masters Program, 1172 Park Ave. #9B, New York, NY 10128

March 16-18, 1994
CALICO ’94 Annual Symposium Computer Assisted Language Instruction Consortium: “Human Factors”. Flagstaff, AZ. Contact: CALICO, Duke Univ., 014 Language Centre, Box 90267, Durham, NC 27708-0267; (919) 660-3180, Fax: (919) 660-3173

April 7-10, 1994
Renaissance Society of America, Annual Meeting, Dallas, TX. Hosted by the South-Central Renaissance Conference. Contact: Craig Kallendorf, English Dept., Texas A & M University, College Station, TX 77843

April 7-10, 1994
American Association of Italian Studies (AAIS), Conference to be held at Univ. of Wisconsin, at Madison. Contact: Christopher Kleinhenz, Conference Chair, Univ. of Wisconsin, Dept. of French and Italian, 618 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706; (608) 262-3941, Fax: (608) 265-3892.

April 22-23, 1994
Royal Holloway, University of London: “Culture, Society and Women in Renaissance Italy”. Contact: Letizia Panizza, Italian Dept., Royal Holloway, University of London, Egham, Surrey, TW20 OEX

May 12-14, 1994
Fourteenth Annual Cincinnati Conference on Romance Languages and Literatures, University of Cincinnati. Deadline for abstracts: Nov. 5, 1993. Send submissions to: Armelle J.F. Clark or Luis Gabriel-Sheehan, Conference Chairs, Dept. of Romance Languages and Literatures, University of Cincinnati, Cincinnati, OH 45221-0377

June 3-5, 1994
Canadian Society for Italian Studies, Annual Convention with the Learned Society of Canada, Univ. of Calgary, Calgary, Alberta. Proposals must be submitted by the first week of Feb. 1994 to Session Chairs: Middle Ages: Lloyd Howard, Dept. of Hispanic & Italian Studies, Univ. of Victoria, Victoria, British Columbia, V8W 3P4, Bus. (604) 721-7412, Home (604) 595-3155. Linguistics: Cristina Povolo, Dept. of Lang., Univ. of Manitoba, Winnipeg, MAN, R3N0PS, Bus. (204) 474-9280, Home (204) 488-0986, Fax (204) 488-9783; Renaissance to 1700’s: Valeria Sestieri Lee, Dept. of Fr, It, Sp. Univ. of Calgary, Calgary, Alberta T2N 1N4, Bus. (403) 220-5300, Home (403) 243-3510, Fax (403) 282-7092, 1800’s-1900’s: John Picchioni, Dept. of Lang., Lit. & Ling., York Univ., 4700 Keele St., North York, ON, M3J 1P3, Bus. (416) 736-5016, Home (416) 656-8770, Fax (416) 736-5735

August 29-September 3, 1994
Ninth International Congress, International Association for Neo-Latin Studies, Bari, Italy: “The Impact of Italian Humanism: Continuations and Transformations”. Contact: M. De Nichilo, Dipartimento di Italianistica, Università di Bari, 70121 Bari, Italy

October 1994
Pirandello Conference, Toronto: “Le fonti di Pirandello”. Contact: Giuliana Katz, Dept. of Italian, University of Toronto, Erindale Campus, Mississauga, ON L5L 1C6; (416) 828-3766; or Antonio Alessio, Dept. of Modern Languages, McMaster University, Hamilton, ON L8N 5B7; (416) 627-9630

October 4-8, 1994
Convegno Internazionale di Studi “Giovanni Pico della Mirandola”. Contact: Centro Cultura Polivalenta, Via F. Montanari, 5/A, 41037 Mirandola (MO) Italy

March 1996
“Canada and the Renaissance: A Multi-Disciplinary Inquiry”. Conference on the 500th anniversary of Henry VII’s grant of letters patent to John Cabot. Contact: Germaine Warkentin, Centre for Reformation and Renaissance Studies, Victoria University, Toronto ON M5S 1K6; (416) 585-4483.
On the Bookshelf

Immigrant's Kitchen: Italian

Vivian Pelini Sansone and Elizabeth Parigi Vivian

This cookbook features the foods and customs of two families whose roots are planted in the Tuscan hills, and whose branches expanded and grew in Pennsylvania. It is a celebration of the Italian way of life in America and the story of three generations of immigrants. It contains 260 recipes brought to America in 1913.

To order:
Trade Routes Enterprises
Monessen, PA 15062
Price: $16.95

From the Shores of Hardship: Italians in Canada

Robert F. Harney
Toronto: Centro Canadese Scuola e Cultura Italiana, 1993.
Review of this volume is included in the present Newsletter.

Contatti: First Course in Italian

Mariolina Freeth and Giuliana Checkett
Headway, Hodder & Stoughton, 1993
Text includes two tapes and key to exercises.

Gradiva

Gradiva, International Journal of Italian Literature, has published Italian Poets in America, a bilingual anthology edited by Luigi Fontanella and Paolo Valesio. This anthology is the first attempt to offer a representative selection of Italian poets presently working and living in America. Besides the texts, the anthology includes, for each author, a biographical note, the essential bibliography, and a “Questionnaire to the Poets”. Foreword by Luigi Fontanella; Introduction by Paolo Valesio. For more information and to order the anthology, write to: Gradiva
P.O. Box 831
Stony Brook, NY 11790

Amici

Fernando Mallozzi, Annamaria Moneti, and Alfred Valentini
Syracuse: MVM Publishers, 1993
This textbook for beginners in Italian, presents authentic language and culture in a natural and non-threatening way. The material is divided into various sections, each with its own particular pedagogical focus: Situations, Parole da ricordare, Building blocks: Proviamoci, About Italy. Text: (ISBN 0-9637279-0-7) $26.35. Workbook (ISBN 0-9637279-1-5): $8.00. To request sample chapter or to order:
MVM Publishers
707 Summer Ave.
Syracuse, NY 13210
(315) 475-0398

Call for Papers for Graduate Students

The department of French and Italian at the University of Wisconsin-Madison will host its sixth annual Graduate Student Symposium on March 19, 1994. Interested students are invited to submit papers of no more than 20 minutes in length in MLA format, along with a one page abstract of their paper. Submission deadline is February 1, 1994.

Mail papers and abstracts to:
Graduate Student Symposium
Department of French and Italian
University of Wisconsin-Madison
618 Van Hise Hall, 1220 Linden Dr
Madison, WI 53706

Articles for Italica should be sent to the new Editor:
Professor Albert N. Mancini
Editor of Italica
Department of French and Italian
The Ohio State University
Columbus, Ohio 43210

Paolo Giordano, Associate Editor of Italica invites AATT members or other scholars residing in the United States or Canada to send bibliographical information of books, articles, critical editions, and book reviews published by them for the Italica bibliography. Please send information to:
Professor Paolo Giordano
Associate Editor, Italica
Department of Modern Languages and Literatures
Loyola University
6525 N. Sheridan Road
Chicago, IL 60625
Announcements

The National Italian American Federation (NIAF) sponsored a Conference last October at the Washington Hilton Hotel: “The Italian American Legacy: 500 Years After Columbus”. The Conference, which had very prominent speakers and attendees, among whom George Bush and Bill Clinton, was a huge success.

La Fusta, Journal of Italian Literature and Culture of Rutgers University’s Italian Department, sponsored a symposium on October 2nd, 1993: “An Alternative Approach to Italian Literature - The Feminine Perspective”.

The Center for Italian Studies located on the campus of SUNY Stony Brook, was founded to foster a better understanding of Italian and Italian American cultures and to provide a bridge of understanding between the university and the community. To achieve these objectives the Center sponsors a variety of activities such as conferences, lectures, debates, film presentations, concerts, theatrical events, contests, etc. A symposium entitled “The Changing Role of Italian and Italian American Women in the Nineties”, was held October 8 and 9, 1993, and generated great enthusiasm on the part of the large numbers who attended. For more information or to be placed on the mailing list, please call (516) 632-7444 or write to: Center for Italian Studies, SUNY at Stony Brook, Stony Brook, NY 11794-3359.

Six of the nation’s leading subject matter associations, among which ACTFL, have joined forces with the College Board to create a new structure, the Forum on Standards and Learning, to address their mutual concerns about setting standards for learning in the nation’s classrooms. ACTFL will dedicate several sessions on this project at the Conference in San Antonio, Texas in November.

The Italian Teachers Association of New York City, in collaboration with the Istituto Italiano di Cultura, held “Aggiornamento ’93” in March. The successful conference featured as presenters, some of the recipients of the Siena Scholarship, Dolores Mita of New York State Education Department, and Dr. Macchiarella, the Language Coordinator of the Istituto.

To promote the study of Italian, Francesco and Lucrezia Lindia, teachers at Eastchester High School in NY, have set up an exchange program with the Liceo Scientifico of Massa. In addition, they hold an Annual Italian Club “Festa” in conjunction with the induction of the National Italian Honor Society. This year’s celebration, attended by over 300 guests, including a representative of the Italian newspaper Oggi in America, was filmed by RAI and shown on the local Italian television program.

Annette and Richard Gentile of Long Island’s Hicksville High School, successfully sponsored a trip to Rome during the Spring recess ’93.

Urgent Notice for High School Teachers of Italian

We strongly urge you to encourage Seniors and graduating Juniors to register for the Achievement Test in Italian scheduled for December 4, 1993. The deadline for applying is October 29. Late registration is from October 30 to November 10. Applications are available in your school’s Guidance Office. The College Board reinstated the Test in 1989 anticipating student demand. This expectation has not been met. They will cancel future Italian Achievement Tests if they do not notice an increase in the number of students registering. Please encourage your students to register and help us insure the future of the Italian Achievement Test.

Attention AATI Conference Attendees, San Antonio, Texas

The AATI will have a booth in the Exhibit Hall of the Convention Center in San Antonio, for display, distribution and/or consultation of members’ materials. AATI members are encouraged to bring to the booth, brochures about academic programs in Italy, flyers describing graduate programs in Italian in North America, announcements of published and forthcoming books and textbooks, information about special video programs and other pedagogical aids, and other materials. There will be someone on duty at the booth during the open hours of the Exhibit Hall.
Falsi Amici...
(Cont'd from page 4)

titolo di esempio.

Mi è capitato di sentire e di leggere il verbo *elicitare* (dal latino elicio = attirare, adescare, attrarre), vocabolo inesistente nel lessico italiano. L'inglese to elicit si traduce, nelle accezioni più frequenti, con suscitare (l'interesse), provocare (l'ammirazione, l'ira).

Il *modista* in italiano corretto è lo/stilista, il grande sarto/la grande sarta. La modista invece è l'artigiana che confeziona cappelli per signora.

E per finire: il termine inglese *proficiency non* ha in italiano il termine corrispondente *proficienza*, e si traduce con competenza, abilità.

Sfortunatamente il privilegio di creare parole nuove appartiene soltanto ai locutori di madrelingua in patria.

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**Position Available**

The Department of Romance Languages and Literatures at Wesleyan University is conducting a search for a tenure-track Assistant Professor in Italian to commence Fall 1994. Interested candidates should contact:

Carl A. Viggiani
Chair, Search Committee
Wesleyan University
Department of Romance Languages and Literatures
Middletown, Ct 06459

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**Winners of the 1993 AATI Essay Contest**

**First Place:** Lucy Carone, Yale University. Essay title: "Italy's Cities: Venice"

**Second Place:** Jacquelyn R. De Clercq, University of Illinois. Essay title: "The Image of David: Sacred and Profane"

**Third Place:** Shelley Wolfe, Indiana University. Essay title: "Virgilio, Magia e Profezia nell'Inferno di Dante"

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**Call for Papers**

**Bolardo Conferences**

The Bolardo Quintecentennials will be honored both in Italy and in North America with a series of conferences. Presentations may focus on Bolardo as humanist, allegorist, historian, translator, and playwright, and on his influence on European literature. Abstracts are to be received by Dec. 1st, 1993. In the USA send to:

Jo Ann Cavallo
Columbia University
Dept. of Italian
116 Amsterdam Ave, #602
NY, NY 10027

In Canada send to:

Antonio Franceschetti
Dept. of Italian Studies
University of Toronto
Toronto, ON M5S 1A1

**Renaissance Society of America**

The Renaissance Society of America is holding its Annual Meeting hosted by the National Office in New York City on March 30-April 1st, 1995. Send abstracts of papers or proposals for full panels by March 14, 1994 to:

Sandra Sider
RSA Program Committee Chair
Renaissance Society of America
24 West 12th Street
NY, NY 10011

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**Notice**

The Italian Language Program at the Italian Cultural Institute in New York informs that the Italian Language Proficiency Tests of the Universities for Foreigners in Perugia and Siena are now available and will be administered, twice a year, through the services of the Italian Cultural Institutes in the U.S.A.

The Certificates of Proficiency in Italian (I.C.P.) issued by the Universities of Perugia and Siena are the only ones officially recognized by the Italian Government.

To inquire about I.C.P. contents, methodology, schedule and fees, please write to:

Italian Language Program
c/o Italian Cultural Institute
686 Park Avenue
New York, N.Y. 10021
Tel. (212) 879-4242 ext. 28 (9-5 E.T.)
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## From the Editors

The purpose of this *Newsletter* is to share information about new publications, forthcoming conferences, events, contests and awards as well as to provide a forum for discussion on pedagogy and teaching strategies. We urge our readership to contribute by sending short articles (3-4 pages) or brief notes (1-2 paragraphs) dealing with direct classroom experience, teaching tips, and successful application of linguistic theories.

We thank the members who have sent material in the past. Please remember that without your input there cannot be a *Newsletter*. Let’s keep it interesting and informative. This is your *Newsletter*. Make it happen!

Please send news of your school or local organization, and other items to the Editors by February 1st for inclusion in the Spring issue and by July 1st for inclusion in the Fall AATI Newsletter. Write to, call or fax:

Dr. Grace Mannino  
**Editor, AATI Newsletter**  
10 Pleasant Place  
Farmingville, NY 11738  
Fax/Tel: (516) 696-3253  

Dr. Marina Frescura, Editor, *AATI Newsletter*  
Dep’t of Language, Literature and Linguistics  
Ross Building, York University  
4700 Keele Street  
Dowsview, Ont Canada M3J 1P3  
Tel: (416) 736-5016  Fax: (416) 736-5735