Messaggio del Presidente

AATT Conference in Dallas

In just a few more weeks the annual AATT conference will take place in conjunction with ACTFL in Dallas, and I look forward to seeing many of you there. I wish to thank Fiora Bassanese and the AATT Program Committee for the excellent job they have done in organizing this year’s conference; we are greatly indebted to them. The final program for the AATT sessions at the conference appears in this issue of the Newsletter.

It doesn’t seem possible that almost a year has passed since our meeting in Croton, and the memories of the conviviality and collegiality enjoyed there are still fresh. In November of 2000, AATT will once again hold its annual meeting with ACTFL, this time in Boston, and we are expecting an especially large turnout. Please note that the call for papers will have an earlier deadline than in previous years — February 1, 2000. In order to ensure that everyone has ample opportunity to prepare a proposal for a paper or special session, we are including the Call for Papers for the 2000 conference in this Newsletter and ask that you respect the deadlines noted therein. The annual conference for 2001 will be held in Italy, and more information will be available in due course.

AATT will have a booth in the exhibit area at the Dallas conference, and we would like to have a variety of items on display. In addition to information about AATT and its activities and publications, we would like to include materials that you and your program/department would like to have on display. These items may include recent publications (books, textbooks), pedagogical materials, information about study-abroad programs in Italy and about undergraduate/graduate programs in Italian, and the like. Please let me know if you would like to have something put on display at the AATT booth and either bring it with you to Dallas or send it to me at the conference hotel so that it will be there when I arrive on Wednesday, November 17. If you wish to send the materials to me, the address you should use is: Christopher Kleinhenz, AATT President/ACTFL Conference (date of arrival: 11-17-99), Wyndham Anatole Hotel, 2201 Stemmons Freeway, Dallas, TX 75207. Please indicate “Hold For Arrival” on your package. Thank you.

AATT at MLA

The Modern Language Association has confirmed AATT’s status as an “allied” organization, and this designation allows us to sponsor a session at the annual meeting, to be held this year in Chicago, December 27-30. I am pleased to announce the speakers and their topics for our special session at the MLA conference:

Wednesday, 29 December 1999

section #543:
Future Directions in Italian Studies

12:00 noon — 1:15 p.m., Colorado Room, Sheraton Hotel

Chair: Christopher Kleinhenz

- “Italian Studies: The Future of the Past,” Theodore J. Cachey, Jr., University of Notre Dame
- “Seven Suggestions for Saving the Classics,” Victoria E. Kirkham, University of Pennsylvania
- “Ma quale Manzone [sic], se io te porto Verdone”: Cultural Studies all’italiana,” Millicent Marcus, University of Pennsylvania

If you will be attending the MLA meeting, we hope that you will come to the AATT session, for it promises to be a most stimulating one.

AATT Newsletter Update

The Executive Council is sorry to report that, for family reasons, Rosa Bellino Giordano has had to resign her position as co-editor of the AATT Newsletter. We appreciate very much the good work that Rosa invested in the realization of the Spring Newsletter and hope that her care-giving responsibilities do not prove to be insurmountable.

We are very pleased that Jacqueline Samperi Mangan will continue
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1999 - 2001

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Cows and Cowboys, cotton and cheerleaders, oil and Miss Ellie... It's Dallas, where everything is ... bigger! Big, open spaces. Big sky. Big hats. Big games. Big drama. Well, okay: Dallas is actually the second biggest city in Texas. But recruitment of kindly neighbor Fort Worth helped form the largest metropolitan area in the big state. So there. The city proper is lined with skyscrapers, accentuated with neon, and boasts more restaurants per capita than New York City. Rolling along the city's expanse of flat, open highways, the distinctive look and feel of arid Northcentral Texas comes to life. roadside attractions include armadillos and some of the biggest houses of worship you'll ever lay eyes on.

Back in town, tourists roam the grassy knoll outside the Sixth Floor Museum, where the Kennedy assassination is remembered and hints of conspiracy linger in the air. Another museum, the Southfork Ranch, dips into the city's pop-culture marker - you know that '80s TV show.

Dallas is a city of art, architecture, music, and "best in the world" steaks! It is the only place were I will eat a Filet Mignon every day without getting sick! It is also the city were you will stumble over Rodin statues, and were a Mondrian, a Renoir and a Picasso are not reproductions. Dallas is home to the Cowboys, the Stars and the Mavericks, for the sports fanatics. And if you like figure skating, many ice-squares in hotels and shopping centers will rent skates. Among the many places to visit, take in consideration the followings:

The Dallas Museum of Arts

Presents November 7, 1999-January 30, 2000. Giorgia O'Keeffe: The Poetry of Things. Just the name is enough to bring people running, so plan ahead if you want to to catch the next Dallas Museum of Art blockbuster, "Georgia O'Keeffe: The Poetry of Things." It's a beauty - five decades of still lifes, including breathtaking pictures of leaves and flowers, shells and rocks, bones and crosses. The DMA's last O'Keeffe show, held two years after her death in 1986, still tops the list for attendance. And her popularity has soared since then, thanks in large part to the new O'Keeffe Museum in Santa Fe, N.M. A legend in her time, she remains the world's most famous female artist. And no one, male or female, can match the eroticism of her flowers, which not only fill the canvas but explode off the edges. (Janet Kutner) From legendary impressionist paintings to breathtaking contemporary sculpture, the permanent collection of the DMA represents some of the most powerful works of art ever assembled under one roof.

The Sixth Floor Museum

at Dealey Plaza chronicles the assassination and legacy of President John F. Kennedy; preserves the Dealey Plaza National Historic Landmark District and the Kennedy Memorial; and provides audiences with the tools to navigate contemporary culture within the context of presidential history.

The Age of Steam Railroad Museum

was established in 1963 in an effort to preserve a vanishing part of America's heritage, the steam-era of railroading. Several rare and unique pieces of rolling stock were assembled during the museum's formative years, some of which were literally within sight of the scraper's torch. Considered today as one of the finest collections of historic railway equipment in the nation, the Age of Steam continues to preserve a part of our industrial and transportation past. The museum is dedicated to the presentation of railroad artifacts and archival material for interpretive display to the public. It also serves as a resource to the railroad industry for historical and technical research.

The Center for World Thanksgiving

is located in the heart of Downtown Dallas at Pacific & Ervay. Home of the American Thanksgiving tradition. Three acre design by Phillip Johnson houses a museum, interfaith chapel and water gardens.

Morton H. Meyerson Symphony Center

Designed by architect I. M. Pei and acoustician Russell Johnson, opened in 1989 and is considered one of the world's acoustically superior concert halls. Home of the Dallas Symphony Orchestra, the Meyerson's 2,062 seat concert hall is an intimate setting suitable for a variety of musical events or as a recording studio. Of special significance is the 4,535 pipe Lay Family Concert Organ designed by the C. B. Fisk Company.

The Market Place

with its many restaurants and entertainments.

Fountain Place

is a well-watered, tree-shaded glen set amid the high-rises of Downtown Dallas. the site's most amazing fountain lies flat to the ground in a checkerboard formation. Inside each square, circular holes shoot water straight up at varying heights and moments like choreographed dancers.

Plan to Attend!

The AATI/ACTFL Conference

in

Dallas, Texas Wyndham Anatole

November 19, 20, 21, 1999

see pages 20-23 for program
AATI Award to **professor emeritus**

*Julius A. Molinaro*

Professor Emeritus Julius A. Molinaro received the Distinguished Service Award from the American Association of Teachers of Italian "in recognition of his outstanding professional achievements and in gratitude for his constant efforts in support of the AATI". The award – the first to be made to a Canadian – was announced at the conference of the Association held in Crotone in December 1998. Past recipients of this biennial award have been Professors Aldo Bernardo, the late Giovanni Cecchetti, Edoardo A. Lèbano, Robert Melzi, Olga Ragusa, and Joseph Tursi.

The 1998 award was made on the basis of the contribution that Prof. Molinaro has made to Italian Studies in North America and for his many bibliographical publications in the journal of the Association, *Italica*. Prof. Molinaro has made significant contributions in other areas too. He was the founder in 1956 of the Dante Society of Toronto, the co-founder in 1965 of the Italian Sub-Section of the Ontario Modern Language Teachers' Association, as well as one of the founding members of the Canadian Society for Italian Studies in 1972. He served as President of the Canadian Society for Italian Studies and as editor of the journals *Renaissance and Reformation* and *Italian Canadiana*. He was elected Fellow of the Royal Society of Canada in 1977. Warmest congratulations!!

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Please don’t forget the early deadline for the 2000 Conference in Boston.
The Call for Papers and Proposal Form are included in this newsletter.

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**Change in Bordighera Poetry Contest Rules**

*Daniela Gioseffi*

Annual $2,000 Bordighera Poetry Prize sponsored by the Sonia Raiziss-Giop Charitable Foundation: entries accepted in English ONLY now!

The Bordighera Poetry Prize is given annually for a manuscript of poetry written in English by an identifiable Italian American poet to be translated into Italian. The winning poet and commissioned translator each receive $1,000 and publication by Bordighera, Inc. an independent press located at Purdue University in West Lafayette, IN, and edited by Anthony J. Tamburri, Fred Gardphee and Paolo Giordano. Poets must be U.S. citizens, but translators may be of any nationality. (Bilingually qualified poets may translate their own work.) Poets should submit 2 copies of 10 sample pages of poems in English, one copy anonymously, the other with cover-page disclosing author, short biography, address, and phone. The complete manuscript in English should be no more than 48 pages as the bilingual publication will be 96 pages including the translations. Universal themes are welcome, not merely Italian American ones. The quality of the poetry, not Italian American content, is important. Distinguished judges change every two years. Judges have been Felix Stefanile and W.S. DiPiero. Past winners: Lewis Turco, Joseph Salerno. Past translators: Joseph Alessia and Emanuel di Pasquale.

Send an SASE for complete guidelines. Available to Italian American poets writing on ANY theme, not necessarily ethnic themes: deadline is May 31st every year.

**Apply to:**

Daniela Gioseffi & Alfredo de Palchi, Founding Coordinators, P.O. Box 15, Andover, NJ 07821-0015.

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**Announcements**

2000 AATI National Italian High School Exam Contest will be held between March 27 and March 31, 2000. The application deadline is **February 25, 2000**! To receive the form to enter the contest, please **write to:**

Prof. Bruna P. Boyle
Narragansett High School
245 South Pier Road
Narragansett, Rhode Island 02882
or phone at (401) 738-8457 after 9pm (please do not call school)

The *AATI Newsletter* Editor would like to gather the titles of all the pedagogical journals and publications of North American Universities, Colleges and other Institutions. The completed list would be printed in the Newsletter for the benefit of the AATI members.

**Send the information to**

Jacqueline Samperi Mangan at: mangan@generation.net
or jacqueline.samperi@umontreal.ca

Forse gli insegnanti d’italiano potrebbero usare le informazioni per sollecitare “class discussions” a livelli avanzati, o semplicemente dare informazioni culturali ai loro studenti, e parlare della differenza tra “college” e “university” che in Italia significa spesso “graduate school”.

(Le informazioni che seguono derivano da numeri di La Stampa, la Repubblica e Corriere della Sera pubblicati nei giorni dell’esame)

Non si chiama più maturità, ma esame di stato, esame che è stato sostenuto per la prima volta in Italia da mezzo milione di candidati a partire da mercoledì 23 giugno 1999. Sono 119.000 gli insegnanti impegnati nelle commissioni d’esame, 68.000 dei quali sono membri interni. Il nuovo esame di stato rilascia un titolo di studio che è riconosciuto in tutti i paesi dell’Unione Europea.

Ecco le regole e le modalità generali. L’ammissione è prevista per chiunque abbia frequentato l’ultimo anno delle medie superiori. Nel voto finale pesano, sia pure in minima parte, i crediti formativi, vale a dire le esperienze extracollegiali. E’ stato sempre contribuito alla formazione degli allievi. Le due prime prove scritte per ogni ordine di scuola sono preparate a cura del ministero della Pubblica Istruzione e consegnate, alle 7,30 di mattina, alle varie sedi d’esame dai carabinieri, in buste sigillate, che vengono aperte in aula all’inizio di ciascuna prova. Il voto finale torna ad essere in centesimi.

La prima prova non è più costituita soltanto dal tema d’italiano, quest’anno gli esaminandi hanno avuto la scelta tra quattro tipologie:

- **Analisi del testo.** È stata scelta la poesia I fiumi di Giuseppe Ungaretti. Richiesti: un breve riassunto del contenuto, l’analisi e il commento del testo e alcuni approfondimenti sul tema del “viaggio” nella letteratura simbolista e decadente.

- Saggio o articolo di giornale. Proposti quattro ambiti, ciascuno corredato da alcuni elementi di supporto.

**Ambito artistico-letterario.** “Poeti e letterati di fronte alla grande guerra”. I documenti allegati: una frase dal “Manifesto del Futurismo” (1909); un brano di Vladimir Majakovskij del 1914; il brano di Giovanni Papini “Amiamo la guerra” pubblicato in Lacerba nel 1914; “Esame di coscienza di un letterato” di Renato Serra in La Voce del 30/4/1915; un brano di Gabriele D’Annunzio: “Sagre dei Mille” (1915) e un passo di “Pensieri di Guerra” di Thomas Mann (1914).


**Tema di argomento storico.** “Mentre in Italia e in Germania la democrazia non riesce a sopprimere ai trau mi sociali ed economici del primo dopoguerra, lasciandosi soppiattare da regimi totalitari, in Francia e Inghilterra, pure in presenza di instabilità politica e di una profonda crisi istituzionale, le forze democratiche seppero resistere ad ogni tendenza autoritaria.”

**Tema di ordine generale.** “Numerosi bisogni della società trovano oggi una risposta adeguata grazie all’impegno civile e al volontariato di persone, in particolare giovani, che, individualmente o in forma associata e cooperativa, realizzano interventi integrativi o compensativi di quelli adottati da Enti istituzionali. Quali, secondo te, le origini e le motivazioni di tali comportamenti? Affronta la questione con considerazioni suggerite dal tuo percorso di studi e delle tue personali esperienze.”

La seconda prova ha luogo giovedì 24. Quest’anno la “busta” inviata dal ministero alle varie scuole contiene diverse proposte che permettono al candidato di operare delle scelte. Il nuovo esame di stato riguarda esclusivamente materiale e
argomenti affrontati durante l’ultimo anno.


Liceo scientifico: si richiede la soluzione di due su tre problemi proposti; gli argomenti: 1) calcolo infinitesimale, 2) geometria analitica e calcolo, 3) geometria, calcolo e trigonometria.

I vari istituti tecnici e le scuole professionali hanno ricevuto i testi d’esame pertinenti alle loro materie d’insegnamento. Alcuni esempi:

Ragioneria: si parte dall’affermazione che sulla base della riduzione dei tassi d’interesse e dell’unificazione monetaria le imprese hanno riedificato le proprie politiche finanziarie e di mercato; ai candidati si chiede di illustrare i cambiamenti che si sono manifestati a tale riguardo, successivamente si chiede di redigere lo stato patrimoniale e il conto economico di una società tipo operante su mercati nazionali ed europei.

Periti chimici: soluzione di problemi di tecnologie chimiche industriali.

Periti meccanici: problema di meccanica applicata sul consumo di un diesel a quattro tempi.

Geometri: progetto di costruzione di villette a schiera (di due unità abitative) secondo le restrizioni previste dalle norme urbanistiche e un numero prestabilito di locali.

Periti informatici: creazione di un “software” per gestire un’agenzia immobiliare.

LA TERZA PROVA è quella che presenta maggiori novità. Serve a verificare la preparazione che lo studente ha raggiunto nelle materie studiate nell’ultimo anno e consiste nella trattazione sintetica di alcuni argomenti sotto forma di quesiti a risposta singola o multiplica (quiz); per le scuole ad indirizzi specifici gli studenti si cimentano nella soluzione di problemi o di casi pratici o professionali, o nello sviluppo di progetti. La terza prova viene predisposta dalla commissione d’esame, questo significa che gli insegnanti di classe contribuiscono a prepararla insieme ai commissari esterni. In quanto ex-aluna e vicina all’ambiente della mia vecchia scuola, ho ottenuto copia della terza prova amministrata al Liceo Ennio Quirino Visconti di Roma. La commissione d’esame ha preparato quattro opzioni tra le quali è stata estratta la seguente che richiede risposte di non più di dieci righe a quattro quesiti.

Storia dell’Arte: Il Manifesto del Futurismo (1909) di F.T. Marinetti e il rinnovamento artistico e culturale del primo Novecento.

Scienze: Descrivi i vari tipi di metamorfismo elencando le diverse roccie che ne derivano.

Filosofia: Spiega il momento del distacco di Nietzsche dalla concezione di vita di Schopenhauer.

Latino: Rapporto tra la favola di Amore e Psiche e la vicenda di Lucio nelle Metamorfosi di Apuleio.

In generale, durante l’anno gli studenti hanno avuto modo di esercitarsi sulle modalità della terza prova, il sito Internet del ministero (www.istruzione.it) e del CEDE (Centro Europeo dell’Educazione) hanno offerto molti esempi, ci sono stati quesiti anche in lingua straniera.

Il colloquio ha luogo il 28 giugno. Il voto delle prove scritte deve essere reso noto almeno due giorni prima della data del colloquio.

Il colloquio orale riguarda tutte le discipline studiate nel corso dell’ultimo anno, anche se questo non significa che l’alunno possa essere interrogato separatamente su ogni singola materia. All’inizio della prova orale, l’allievo può proporre un argomento a scelta e potrà presentare esperienze di ricerca, progetti e studi realizzati, anche in forma multimediale.

Il colloquio orale è uno dei momenti più importanti della prova. Il candidato deve dimostrare la sua preparazione e la sua capacità di analisi e sintesi.

Il colloquio orale è una prova importante che viene tenuta in base a una serie di argomenti che riguardano tutte le discipline studiate nel corso dell’ultimo anno. L’allievo ha la possibilità di scegliere l’argomento che preferisce e di presentare le informazioni che ha raccolto. 

La prova orale è una prova importante che viene tenuta in base a una serie di argomenti che riguardano tutte le discipline studiate nel corso dell’ultimo anno. L’allievo ha la possibilità di scegliere l’argomento che preferisce e di presentare le informazioni che ha raccolto.
Conferences

Carlton University, Ottawa, Canada
For further information, please contact:
Francesco Loriggio at floriggi@ccs.carlton.ca

October 5-7, 2000
Image and Imagery International Conference on Literature and the Arts
Brock University, St. Catharines, Ontario, Canada

Call for papers
For further information, please contact:
Corrado Federici or Esther Raventös-Pons
at the following fax: (905) 688-2789
or e-mail addresses
cfederic@spartan.ac.brocku.ca
eravento@sparta.ac.brocku.ca

Department of French, Italian and Spanish, Brock University, St. Catharines, Ontario
Canada L2S 3A1

November 12-13, 1999
Canadian Society of Italian Studies Fall Conference

1999 National High School Contest Winners

To all the winners
Congratulations!
And keep it up!

Level I - Category A

First Place ($150)
Piagentini & Jones IS 192X 650 Hollywood Ave Bronx, NY 10465
Teacher: Mr. John Pettinella

Third Place ($50)
Adriana Perco
4 Terrace Blvd. New Hyde Park, NY 11040
New Hyde Park Memorial 500 Leonard Blvd New Hyde Park, NY 11040
Teacher: Mrs. Tardio

Level I - Category B

First Place ($50)
Danielle J. Kohn
160 Franklin Place Apt. K Woodmere, NY 11598

Second Place ($100)
Karyn Beaudy
31 Crossway Rd Cranston RI 02910
Cranston High School East 899 Park Ave Cranston, RI 02910
Teacher: Mrs. Dianne Fonseca

G.W. Hewlett High School 60 Everit Ave Hewlett, NY 11557
Teacher: Mrs Ella Cascardi

Second Place ($100)
Nathalie Neira
66 Hawridge Ave Markham Ontario Z3P 1V9
Brother André 6160 Sixteenth Ave East Markham, Ontario Z3P 3K8
Teacher: Mr. Biagio Aulino
Orlando Santiago
129 Delaware Ave Atlantic Highlands, NJ 07716
Middletown High School South 501 Nutswamp Rd. Middletown, NJ 07748
Teacher: Mr. Joseph Mazzarella

Third Place ($50)
Michael Madia
15 Locust Place Manhasset, NY 11030
Manhasset Middle School 200 Memorial Place Manhasset, NY 11030
Teacher: Mr. Antonio Toscano

LEVEL II - CATEGORY A
First Place ($150)
Robert Blake
30 Gainsborg Ave W. Harrison, NY 10604
Harrison High School Union Ave Harrison, NY 10528
Teacher: Mrs. Rita Carbonelli

Second Place ($100)
Dina Fuschino
94 Charleston Ave Staten Island, NY 10309
St. Joseph Hill Academy 850 Hyland Blvd. Staten Island, NY 10305
Teacher: Dr. S. Smoedlaka

Gina Tassone
46 Old Mystic St. Arlington, MA 02474
Arlington High School 869 Massachusetts Ave, Arlington, MA 02476
Teacher: Ms. Pauline Marie Carrara

Third Place ($50)
Caroline Salerno
1456 Mullica Dr. North Brunswick, NJ 08902
North Brunswick Twp. High School Raider Rd. Route 130 N. Brunswick, NJ 08902
Teacher: Mrs. V. Villano

LEVEL II - CATEGORY B
First Place ($150)
Michael Rozensher
887 Cherry Lane North Woodmere, NY 11581
G. W. Hewlett High School 60 Everit Ave Hewlett, NY 11557
Teacher: Mrs. Ella Cascardi

Second Place ($100)
Catia Ingravallo
Teacher: Brother Benjamin O'Reilly, O.S.F.

Nevi Kasa
122 Decatur St. # 7 Arlington, MA 02974
Arlington High School 869 Massachusetts Ave Arlington, MA 02476
Teacher: Ms. Pauline Marie Carrara

Third Place ($50)
Maya Guminik
12 Curly Circle Swampscott, MA 01907-1810
Swampscott High School 207 Forest Ave Swampscott, MA 01907
Teacher: N. DiMascio

LEVEL III - CATEGORY A
First Place ($150)
Perri Donovan
23 Oakwood Road Leonardo, NJ 07737
Middletown High School South 501 Nutswamp Rd. Middletown, NJ 07748
Teacher: Mr. Joseph Mazzarella

Second Place ($100)
Evan Diamond
2199 Clover Court East Meadow, NY 11554
East Meadow High School 101 Carmen Ave East Meadow, NY 11554
Teacher: Mr. Frank McLarney

Third Place ($50)
Christopher Mannix
111 Col. John Gardner Rd. Narragansett, RI 02882-1507
Narragansett High School 245 South Pier Road Narragansett, RI 02882
Teacher: Bruna P. Boyle

LEVEL III - CATEGORY B
First Place ($150)
Daniele Rinaldi
77 Homestead Ave Scarsdale, NY 10583
Eastchester High School 1 Stewart Place Eastchester, NY 10709
Teacher: Mr. Francesco Lindia

Second Place ($100)
Harri Nicola
1731 Coral Rd. East Meadow, NY 11554
East Meadow High School 101 Carmen Ave East Meadow, NY 11554
Teacher: Mr. Frank McLarney

Third Place ($50)
John Merriman
707 Embree Crescent Westfield, NJ 07090
Westfield High School 550 Dorian Rd. Westfield, NJ 07090
Teacher: Ms. Maria Santilli

LEVEL III - CATEGORY C
First Place ($150)
Ellen Finizio
452 N. Lombard Rd Addison, IL 60101
Addison Trail High School 213 N. Lombard Rd. Addison, IL 60101
Teacher: Mrs. Vittiriti-Lynch

Second Place ($100)
Antonietta Sorvillo
41 Cleveland St. White Plains, NY 10606
White Plains High School 550 North St. White Plains, NY 10605
Teacher: Mr. Spedaliero

LEVEL IV - CATEGORY A
First Place ($150)
Matthew J. Papino
67 Bennington Rd. Cramston, RI 02920
Cranston High School West 80 Metropolitan Ave Cranston, RI 02920
Teacher: Mrs. Natalie Urban

Second Place ($100)
Angela Fierro
49 Nanny Hagen Rd. Thornwood, NY 10594
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Teacher: Mrs. Maria Massimi
Thoughts on an AP-Type Exam in Italian

Mark Epstein

At present Italian is the only major modern European language NOT to be included in the series of Advanced Placement tests produced by Educational Testing Service (Princeton NJ). These tests serve a very important function in allowing high school students in the US to have their work recognized by institutions of higher learning, both thanks to the granting of credits and/or placement in more advanced courses in a specific department at a specific institution.

ACTFL (American Council on the Teaching of Foreign Languages), AATI and other statistics show that there is a significant drop in high-school enrollments in Italian classes during the 3rd and 4th year of high school. Both according to large numbers of high school teachers and independent assessments of the situation, the main cause for this drop, and the ensuing absence from Italian courses at institutions of higher learning, is the absence of an appropriate Placement examination in Italian.

The creation of such an exam should be beneficial to all parties involved, at the high school and college level. It should allow for an increase in both the flow of students continuing their Italian studies, as well as the level and quality of those studies both in high school and at institutions of higher learning. Colleagues of a sister organization of AATI, AATG (American Association of Teachers of German) already produce high school tests intended for the 2nd, 3rd and 4th year. These are tests in Reading and Listening (i.e. not in all 4 skills, like those of the AP series). Currently AATG administers slightly over 21,000 of these test yearly, as compared to the ca. 3,000 AP German tests that ETS administers each year. These figures are only meant as an indication of the feasibility of such a project, not necessarily as a model to imitate. As an expression of their interest in the realization of an Italian Placement exam, and as a step towards the creation of a working group of professionals in this area, AAIS and AATI have distributed a questionnaire in their newsletters.

Please also feel free to send any statements in support of this initiative to the same address as the questionnaire in the Spring issue of the AATI Newsletter (if possible as an attachment to the questionnaire itself). These are important both to the associations, the initiators of the project, and as supporting material when applications for funding may be made.

Should you desire more information about any specific aspect of the AP series of the proposal, please feel free to contact me at any (more or less ...) time.

Mark Epstein
486 Parkway Ave.
Ewing, NJ 08618
Fax/Vox (609) 882-7219
Remembering Raffaella Maiguashca

It was with great sadness that we learned of Raffaella Maiguashca’s death, on January 14, 1999.

Raffaella was a very active member of the AATI: she served as the Canadian Representative on the Executive Council and was a member of the Nominating Committee. She participated at all annual meetings of the AATI sharing with us both practical and theoretical issues. Her lively, enthusiastic presentations will be long remembered.

Raffaella enjoyed an active and creative academic life. She obtained her undergraduate degree in Comparative Literature at the University of Rome and an MA in Italian linguistics at the University of Toronto. Her professional life began at the Department of Italian at Cambridge University in England and continued in Canada where she taught at the University of Toronto and at York University.

She published numerous articles and seminal language textbooks for learners of Italian as a second language and served on the Editorial Board of *The Canadian Modern Language Review, Italica* and the *Linguistics and Language Pedagogy* series of the University of Toronto Press.

Raffaella’s teaching was duly recognized by York University, Faculty of Arts’ “Outstanding Teaching Award” and by the Ontario College and University Teaching Award. As one of her students said, “When Raffaella teaches, even the walls learn.”

Raffaella is sadly missed by her family, colleagues, friends and students.

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Opportunities for Study and Professional Development

**Borse di Studio**


I progetti di ricerca possono durare da 2 mesi ad un anno per un ammontare di un milione e mezzo di lire al mese (più biglietto aereo nel caso di borsa di 8 mesi o più lunga). Il termine di presentazione delle domande scade l’8 giugno prossimo, ma le disponibilità sono ampie.

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Remembering Professor Stanley Bernard Chandler

**The community and the University of Toronto is remembering Professor Stanley Bernard Chandler as a professor, scholar and wonderful friend. Prof. S. Bernard Chandler obtained his B.A. from the University of London in 1947 and his Ph.D. in 1953. He held his first teaching position at the University of Aberdeen. He joined the University of Toronto in 1957 where he became Professor in 1963 and Professor Emeritus in 1986. During his career he did much to promote Italian studies. He played an active role in the profession, serving as president of the Canadian Society of Italian Studies and of the Dante Society of Toronto, and as Vice-President of the American Association of University Professors of Italian and of the International Association for the Study of Italian Language and Literature. A distinguished scholar and administrator Professor Chandler was also an inspiring teacher. Professor Chandler's main field of research was 19th century literature and the Romantic movement, although he also wrote on some Renaissance subjects. Professor Chandler remained completely dedicated to his research and teaching. Even in retirement and in failing health, he continued to work on his favorite authors. He will be fondly remembered by several generations of students and colleagues.**
The Realization of a Dream: Exchange between Tomales, CA and Sciaccia, Sicily

Cathy Burton
Tomales High School, CA

In February of 1999 we initiated a partner school program between Tomales High School in Tomales, California and the Istituto Agrario Statale C.A. Vetrano in Sciaccia, Sicily and realized a dream of several years. My husband/co-leader Spence and I first made contact with his Sicilian relatives in Sciaccia in 1977, when we fell in love with the town and the people there. As our visits continued over the years, we dreamed of making a connection between students in Tomales and Sciaccia. Both towns are in coastal, agricultural areas that have artistic centers. Through the help of Partnerships International, our dream came true and was a tremendous success.

As co-leaders we found the work interesting, exciting, overwhelming at times and definitely one of the best experiences of our lives. The bonds that the entire group formed will be unforgettable ones; ones that we (and our school community) can’t talk about enough. The meaningfulness of the experience and its rewards will be everlasting.

During our two-week stay with families in Sicily, we experienced a richness of cultural history, archeology, and art (Italian, Greek, Roman, Phoenician, Arab, Norman, Spanish, etc.) that was truly a “living” educational experience. We finished our stay with a visit to Florence and Rome that was well-organized by Partnerships International; then, not wanting to see this “bellissima esperienza” end, we reluctantly headed home to California.

Above all, it was the people of Sciaccia and Sicily (the principal Sergio Panunzio, the teachers, the host families, the town halls and mayors that received us) that reached our hearts. Their hospitality, graciousness, and sense of family made us feel like Sicily was home to us. We look forward to continuing our dream by hosting the students from Sciaccia this coming year.

One further note: The number of students that will be taking Italian for 1999-2000 at Tomales High School has almost tripled. Che gioia!

I would be happy to share any information about organizing an exchange with AATI members. My e-mail is: cburton1@home.com.

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Job Openings

COLORADO COLLEGE invites applications for a tenure-track position in French and Italian Assistant Professor beginning in Fall 2000. Assistant Professor, with preferred areas of interest in 19th century and ability to teach language and culture at all levels. Participation in programs abroad (France and Italy) required; knowledge of computer assisted instruction desirable. Interests in drama and film are also advantageous. Applications from candidates with evidence of superior teaching, and a strong commitment to undergraduate education are not only welcomed, but also required for success at Colorado College. Deadline: November 15, 1999. Appointment effective: August 31, 2000. Inquiries and application should be forwarded to: Professor Salvino Bizzarro, Chair Department of Romance Languages Colorado College, 14 E. Cache La Poudre Colorado Springs, CO 80903.

UNIVERSITY OF COLORADO at BOULDER - Department of French and Italian, Beginning Assistant Professor of Italian, tenure-track starting in August 2000. Specialization in Italian Medieval/Renaissance periods; comparative/cross-disciplinary interests welcome. Ph.D. or ABD by 8/2000; native/near-native fluency required. Teaching at undergrad/grad levels. Complete dossier (letter of inquiry, CV, writing sample, 3 letters of recommendation) and send no later than November 15, 1999. Address application to: Christopher Braider, Chair Department of French and Italian Campus Box 258, Boulder, CO 80309-0238
Music Italian Style: Integrating Songs in the Italian Curriculum

**Keith Mason**
New Providence School District

**Introduction**

Music and Italian share a long history together.* As teachers of Italian, we often spend much of our class time on core content, most notably material in the adopted textbook, whether at the secondary or post-secondary levels. This approach encourages a textbook-dependent curriculum and unfortunately, music can easily fall by the wayside. A greater variety of well-written Italian textbooks are available today than in the past, some of which mention music briefly. Because linguistic and logical-mathematical intelligences have often been regarded as the most valued knowledge in our culture, a theory of multiple intelligences was developed (cf. Gardner 1993). This seven-part theory includes musical-rhythmic as a type of intelligence. Highlighting music along with six other intelligences justifies the inclusion of music in our Italian curricula. Indeed, Italian songs provide prime examples of authentic culture. The "Standards for Language Learning" (1996, 1999) support connecting language study with other school subjects as does Mason (forthcoming), which suggests ways to include music and other subject matter in the Italian curriculum.

Music in the language curriculum is not a novel concept. Both general and language-specific articles about music in the language curriculum have appeared; see Bruno (1989), Nuessel and Cicogna (1991), and Mason for Italian-specific articles. One textbook of Italian, Adesso! (Danesi 1992) includes the lyrics to the song “Nel blu dipinto di blu” more popularly known as “Volare” and builds a lesson around that song. Such activities are precisely what I am recommending in this article.

**Types of Music**

A variety of musical genres are found that have Italian lyrics. Some of the most prevalent include opera, popular songs, and movie music. A number of popular artists such as Michael Bolton, Barbra Streisand, Natalie Cole, Andrea Bocelli, Connie Francis, Aretha Franklin, Jerry Vale, Celine Dion, and Sarah Brightman have recorded songs in Italian. Other classic singers are also worth considering: Louis Prima, Enrico Caruso, Mario Lanza, and Ezio Pinza as well as famous opera artists such as Luciano Pavarotti, Placido Domingo, Jose Carreras, Bryn Terfel, Kiri Te Kanawa, and Cecilia Bartoli. The Appendix lists albums and individual songs with Italian lyrics specifying the artist. Although the list in the appendix is not exhaustive, it does represent a

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**Music Activities in Italian Class**

The following chart outlines ways that music help enhance the five traditional language skills and suggests activities:

<table>
<thead>
<tr>
<th><strong>Rationale</strong></th>
<th><strong>Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Students can hear the pronunciation, vocabulary, and structures within the context of songs. Students can hear linking.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Students can say the lyrics for speaking practice.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Students can read lyrics for contextualized authentic language practice.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students can write about a song or artist.</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>Students can understand a culture by a close look at song lyrics.</td>
</tr>
</tbody>
</table>

Additional activities could include writing about a performer in Italian, creating a CD jacket or ad for a song or album, or having students perform a song with piano, guitar, or other instrumental accompaniment. Students could write an additional verse to a song or perform the song using a karaoke machine. They could even produce their own music video if time and equipment permit.
sample of what is available. Most music stores have a Phonolog catalog in which songs, artists, and albums can be verified for availability.

Resources and Support Materials

In order to use music in Italian classes, the teacher of course needs the following: a variety of recordings, a good sound system on which to play recording, lyrics on handouts or an overhead transparency (many albums include lyrics in liner notes), possibly a piano in the classroom (one could be borrowed from the music department or auditorium or a permanent piano could be housed there); even if the teacher cannot play the piano, students might play; a Karaoke machine enabling the elimination of the lead vocal and the substitution of the teacher or a student's singing voice, videos or laserdiscs movies, concerts, specials, music videos, plus print materials such as opera librettos, opera posters, and tickets.

Summary

It is so easy to become textbook-dependent when planning Italian lessons; books offer readily usable material and time constraints abound. Nevertheless, music adds vitality to our lessons and breaks the routine of regular textbook-based lessons. Because a wide variety of music in Italian is available, music can serve to bring any lesson to life.

Furthermore, music is an area in which many of our students express interest and can relate to. The use of songs with Italian lyrics enables our students to experience music Italian style.

*I dedicate this article to the memory of my maternal grandfather Benedetto Sparaco who loved music, and helped instill a love of music in me.

Works Cited


Regional News

UNIVERSITY OF TEXAS

For the past two years Dacia Maraini visited the University of Texas summer program in Rome, where students performed one of her theatrical works. At the request of Antonella Olson, the program director, she will visit Austin from November 17 to 24, 1999. She will work with students in the Italian Drama Workshop course, talk with students of Italian and give a public lecture in English, The Silence of Women throughout the Ages: Marianna Ucricia's Silence Read through the Novel and Heard on Stage.

Contact: Guy P. Raffa, Dept. of French and Italian, University of Texas at Austin, Austin, TX 78712-1197Phone: (512) 471-5531, Fax: (512) 471-8492 guyr@uts.cc.utexas.edu http://uts.cc.utexas.edu/~guyr

EMORY UNIVERSITY

The French and Italian Department of Emory University has been working in conjunction with the Art History, History and Information Technologies Departments in order to create a comprehensive university Web site on a variety of aspects of Italian culture. The focus is primarily academic, with hundreds of sites organized both chronologically and by topic, but there are many links that will be of use to anyone with an interest in Italy. History and the arts are well represented, as are geography and current events. Another exciting feature of the site is a video project that will assist the Emory community in learning Italian through interactive language lessons. The Intranet project will be available to the public, beginning in January of 2000, at http://www.emory.edu/COLLEGE/ITALIAN/links/intranet.html

Every year Emory’s French and Italian Department organizes a workshop
on various topics/issues in foreign language learning. In Spring 1999 Dr. Diane Musumeci of the University of Illinois, Champaign-Urbana presented a workshop on teaching reading in the foreign language classroom. Dr. Sally Magnan, of the University of Wisconsin-Madison, has been invited in Spring 2000 to present a workshop on a topic to be announced. All foreign language instructors are welcome to attend.

**DUKE UNIVERSITY**

Duke University plans to initiate next year a Lecturing Fellows program in Italian, coordinated by Dr. Max Creech.

**FLORIDA STATE UNIVERSITY**

A Masters in Italian Studies at Florida State University was approved by the State University System Board of Regents in January, 1999. Information about the Program is available at [http://www.fsu.edu/~modlang/](http://www.fsu.edu/~modlang/)

**UNIVERSITÉ DE MONTRÉAL**

A Major in Italian Studies is starting in September 1999 at the Université de Montréal. This is the perfect opportunity to learn Italian and French in the world largest French University outside France. The Université de Montréal maintains its long established contacts with the Università di Bologna, exchanging visiting professors annually. Dr. Silvestra Mariniello, Director of the Program, can be contacted by phone: (514) 343-7607 or through e-mail at silvestra.mariniello@umontreal.ca

**VICTORIA SCHOOL**

Victoria School organizes summer courses of Italian language for students of all ages. The courses offered have a minimum duration of two weeks and are arranged so as to guarantee a stimulating and enjoyable combination of study and holiday, directly in contact with the Italian culture. Victoria School is situated in Porto San Giorgio in the Marche region. It is a coastal town on the Adriatic sea with excellent beaches, surrounded by beautiful countryside full of history and culture. Victoria School also offers, on request, a complete daily program of social activities and excursions; there is something to do and see for every day of your stay in Italy. For more information, please write to: victoriaschool@wnt.it or fax: +39-0733-816997

**UNIVERSITÉ DE LAUSANNE**

Presso la sezione di italiano dell’Università di Losanna (Svizzera), è stato recentemente creato, ad iniziativa del prof. J.-J. Marchand, un Centro di documentazione sugli scrittori di lingua italiana all’estero, abbinato all’allestimento di una *banca dati computerizzata* su questo argomento; tale repertorio è quindi in grado di fornire informazioni bibliografiche ai ricercatori interessati. La letteratura italiana fuori d’Italia è uno fra i campi di ricerca della sezione di italiano di Losanna. Per informazioni si prega contattare il prof. Jean-Jacques Marchand all’inidrizzo seguente: jean-jacques.marchand@ital.unil.ch section d’Italien faculté des Lettres BFS82 1015 Lausanne Switzerland

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**On the Bookshelf**


This elementary-level text introduces Italian through opera music. The first section includes two introductory chapters treating pronunciation, spelling, and basic expressions. The remaining three sections treat the work of renowned opera composers Verdi, Rossini, Leoncavallo, Donizetti, Puccini, and Mozart, with emphasis on Verdi. Each chapter focuses on one Italian aria from one of the six composers’ operas. In each case, the area is used for learning new Italian vocabulary and structures. Recordings or taped opera performances can easily be used to supplement the text making it ideal for either self study or as a text in a special music or opera section of Elementary Italian. The book includes exercise sets throughout for practicing material, an exercise set answer key, and a useful Italian-English glossary.


*Hot Dog* is written in the form of a diary, in the best tradition of the western novel. *Hot Dog* is the spirited, witty account of an extravagant summer experience during which the narrator and protagonist Adriano, on his first job, acts as a house manager, personal secretary, and cook for wealthy people. In that multifaceted capacity, Adriano witnesses all absurdities, banalities, and idiosyncrasies of new rich Italian society, and of modern life, in an irresistible series of gags, the existential and linguistic vitality asserts itself powerfully and brilliantly in the text, so that the melancholy and even the desperation lying under the shining surface in the end leave room for a glimmer of hope for a better future.

To order: Soleil Publishing Inc., P.O. Box 890, Lewiston, NY 14092-0890 or e-mail to: soleil@law.on.ca


Il continuo dilagare del fenomeno dei prestiti linguistici inglesi nella lingua italiana, specialmente dalla fine della seconda guerra mondiale, si presta a diverse considerazioni. In questo libro vengono analizzati molti vocaboli presi a prestito secondo criteri semantic, fonetici, morfologici e di genere. L’adozione del lessico, poco alla volta, ha generato
un’invasione di cultura anglosassone da far accostare molti italiani agli anglo-americanin quanto a gusti gastronomici, musicali, tecnologici e nel modo di vestirsi e di comportarsi. Il filo conduttore dell’intera opera è la consapevolezza che il modo di usare questi prestiti determina il mutamento costante della lingua.

Per ordinare scrivere a: Casalini Libri, via Benedetto da Maiano 3, 50014 Fiesole, Italia oppure tramite e-mail a: orders@casalini.it


These books have been written to provide teachers of Italian with practical ideas for using films as part of their courses for students in High Schools and Tertiary Institutions. Thirty-three films are covered, each having an information sheet about each film, for the teacher. There is also a reproducible worksheet for student use. These contain many activities (classified into interpersonal, research and aesthetic tasks) for the students to undertake after viewing the film.


It is the autobiography of a Florentine galley slave who spent twelve years on the galleys of the grand duke of Tuscany between 1565 and 1577. He also took part in the Battle of Lepanto.


Storia di una ragazza abbandonata da tutti che si tira avanti, prima in collegio dalle suore, poi attraverso la musica. Appassionata di lirica, tutti la chiamano La Tosca. Altro romanzo commovente e realistico di Nessi sulle condizioni dei marginati.


Romanzo satirico sulla politica del Canton Ticino, Svizzera, della quale l’autore ha fatto parte per gli ultimi quattro anni come membro del Gran Consiglio.


This comprehensive volume provides a detailed description of the standards for foreign language learning focusing on the five “C” goals: Communication, Cultures, Connections, Comparisons, and Communities. The 474-page volume includes a detailed introduction designed for all language specialists as well as the language-specific documents for nine languages, including Italian. The book includes sample learning scenarios in the introductory pages as well as in each of the nine language-specific documents. Each learning scenario clearly indicates which of the eleven standards goals are targeted.

Journals

Bilingualism Language and Cognition. The new international journal for the latest research in bilingualism.

Published triannually by Cambridge University Press. This unique publication provides original articles on theories, models, methodologies, and problems of research into bilingual language acquisition, perception, competence and production. The journal also includes critical literature reviews, notes and comments on previously published research, and debates on controversial issues in the field.

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or by writing to:
Cambridge University Press
40 West 20th Street, New York, NY 10011-4211, USA

Romance Studies, founded in 1982 by Valerie Minogue and Brian Nelsons.

An international, fully refereed journal devoted to the study of the Romance literatures and cultures. With a distinguished advisory panel representative of leading research across the disciplines, the journal is a forum for both established scholars and new researchers worldwide. It publishes articles written in English, French, Italian or Spanish. From 1999 (Volume 17) Romance Studies will be re-launched in a larger page format, to allow faster publication of more contributions.

Maney Publishing
Hudson Road, Leeds LS9 7DL, UK
Fax: +44 (0) 113-248-6983
Apprendimento ed insegnamento dell’italiano all’approssimarsi del 2000

Giovanna Picciano
McGill University, Montreal

A ll’approssimarsi del Duemila, si evidenzia la necessità di riorganizzare i percorsi didattici del passato per stabilire un insegnamento che si propone un’acquisizione più tangibile e completa della lingua straniera, che include anche una competenza sociolinguistica e socioculturale. Si lasciano nel passato gli stretti parametri linguistici per abbracciare un approccio più comprensivo e più accessibile che fa aggio sull’uso di strumenti multimediai. Infatti, si propone un’acquisizione linguistica nella quale il discente arrivi ad avere una conoscenza della lingua italiana che vada ben oltre lo scrivere e il leggere come si è fatto nel passato. Quello che rimane oggetto di ricerca è il modo in cui l’insegnante di lingua e il programma di studio riusciranno a farlo e quali saranno gli strumenti adatti a facilitare il raggiungimento di un profitto soddisfacente. Nell’ideazione di un programma d’insegnamento, devono essere presi in considerazione obiettivi cardine della glottodidattica e della linguistica applicata all’insegnamento delle lingue straniere.

Ingredienti per un nuovo curriculum:

L’insegnamento delle lingue straniere deve riuscire ad affrontare ed a risolvere difficili dilemmi strutturali e didattici nell’individuare specifici obiettivi e mete educative per gli studenti nordamericani i quali, come altri studenti di quest’epoca, vivono proiettati verso la cosiddetta Information Age del Duemila. Insegnare l’italiano a questi studenti significa stabilire e perseguire degli obiettivi a lungo termine e non solo degli obiettivi immediati.

L’esigenza di comunicare

Le motivazioni dei discenti nell’intraprendere lo studio dell’italiano possono essere varie - professionali, personali, artistiche, musicali, letterarie, scientifiche, politico-economiche, turistiche, sentimentali, e così via - ma la loro esigenza primaria rimane sempre la stessa: comunicare. All’esigenza di comunicare deve dunque essere data un’importanza prioritaria quando si considera la creazione di programmi di studio linguistici, senza però trascurare lo sviluppo delle abilità ricettive e scrittive. Le motivazioni per lo studio dell’italiano si distribuiscono generalmente in tre indirizzi fondamentali:

a) motivi di viaggio o studio;
b) origine italiana dei discenti (in entrambi casi è la comunicazione orale che li interessa di più); e
c) ragioni funzionali: per poter accedere alla lettura di testi letterari o storici con poche esigenze orali; in questo caso, sono le abilità scritte e di ricezione che appaiono più importanti. In entrambi i casi, le motivazioni degli studenti devono diventare un criterio preminente nell’ideazione di un programma di studio. Senza essere aperta ai bisogni degli studenti, senza tener conto delle loro motivazioni e delle loro esigenze, nessuna struttura educativa resisterebbe a lungo.

L’abilità verbale, una buona conoscenza morfo-linguistica della propria lingua (che serve come base per concepire le nozioni morfo-sintattiche della lingua oggetto d’apprendimento) e la motivazione ad apprendere sono fattori che influiscono marcatamente sull’acquisizione conoscitiva del discente; quel che si propone è che l’attività didattica tenda a una competenza approfondita della lingua sia nella forma orale sia nella forma scritta, insomma verso una comunicazione tangibile, attiva, ed integrata. Ciò implica di per sé la scelta, l’uso e la disponibilità, e l’adattamento del materiale didattico per ben integrare in misura equilibrata due orientamenti:

a) l’obiettivo di una buona ricezione ed espressione orale e
b) l’obiettivo di una buona ricezione ed espresione scritta. L’integrazione di queste due direzioni didattiche, cioè trovare l’equilibrio tra l’orale e lo scritto e tra la produzione e la comprensione deve essere una preoccupazione prioritaria.

Dalla considerazione calibrata di queste esigenze scaturiranno infatti le decisioni relative

- al modo in cui si svolge il corso,
- alle attività e ai materiali didattici utilizzati, e
- alle mete d’apprendimento finali del discente.

Le mete desiderabili

Quali sono dunque gli obiettivi didattici che porteranno ad una buona acquisizione linguistica? A nostro parere, un programma di studio deve indirizzarsi verso:

- la capacità di comunicazione o competenza comunicativa la quale deve essere attiva, integrata, e autentica e puntare la stessa attenzione sulle abilità di comprensione e di produzione, orale e per iscritto, di messaggi informativi autentici;
- l’abilità di usare la lingua in funzione dell’interazione comunicativa, cioè l’uso di un linguaggio appropriato all’intenzione in cui sono trasmessi i messaggi e in cui accade l’atto comunicativo;
- una buona competenza metalinguistica (l’abilità di scrivere e parlare correttamente e coerentemente). Una didattica che punta l’attenzione su una competenza
comunicativa deve anche incorporare di necessità il ricorso ad un’educazione formale (grammaticale) perché la forma, le regole di grammatica e la struttura sintattica, e il contenuto, le informazioni da trasmettere e/o ricevere, sono inseparabili, compagni di banco.

- una buona conoscenza socioculturale dell’Italia: informazioni di carattere storico, geografico, culturale, politico, sociale e caratteristiche psicologiche (comportamenti, attitudini, abitudini, valori, tradizioni, differenze regionali, ecc.). In un programma di studio, la cultura deve costituire una parte integrante dell’istruzione: il rapporto tra la società e la lingua e la lingua e la cultura è imprescindibile nello studio di una lingua straniera; un insegnamento completo di una lingua non può far a meno di far risuonare gli aspetti socioculturali della lingua.

Un programma di studio deve comprendere
1) un passaggio dalla comprensione alla produzione che accordi alla comprensione il tempo e l’attenzione adeguati per stimolare un apprendimento più concreto e durevole;
2) la disponibilità e l’utilizzazione di documenti oralì e scritti autentici e attuali (riviste, giornali-quotidiani e mensili, romanzo e novelle);
3) l’introduzione in tutte le fasi del programma di studio di esercizi, oralì e scritti, di partecipazione, elaborazione, comprensione globale ed analitica (esercitazioni appositamente costituite per trattare una o diverse nozioni grammaticali, esercizi di riepilogo e di riassumendo grammaticale e analitico, domande e risposte per valutare la produzione e la comprensione scritta ed orale, composizioni scritte per verificare la produzione scritta, interrogazioni e presentazioni per verificare la produzione orale).

cicciano@leacock.lan.mcgill.ca

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**Job Openings**

**McGILL UNIVERSITY** – The Department of Italian Studies invites applications for a tenure-track Assistant Professor position. PhD in Italian Literature (or the equivalent), evidence of excellent scholarship and teaching experience required. Specialization open. Desirable fields of expertise: Medieval-Renaissance; Contemporary Literature; Theory. Broad intellectual formation an asset. Duties include teaching a range of courses at both graduate and undergraduate levels, not limited to field of specialization, in both Italian and English, research and administration. Knowledge of French an asset. Effective date of appointment: September 1, 2000. Minimum Salary: $ 43,000.

Send c.v., sample of publications, and arrange for three letters of reference to be sent by December 1, 1999, to:

Prof. Maria Predelli, Chair
Department of Italian Studies
680 Sherbrooke West
Montreal, PQ H3A 2M7

**UNIVERSITY OF CALIFORNIA, Santa Barbara** – There is an opening for a tenure-track position at the Assistant Professor level in modern Italian literature and culture, effective July 1, 2000. Interdisciplinary interests in Film studies, narrative studies and/or comparative literature are strongly desirable. Proven teaching ability and narrative/near-native fluency required. PhD. required.

Please submit (deadline: November 15, 1999) curriculum vitae, e-mail address, recent writing samples, and arrange to have three letters of recommendation sent to:

Professor Sydney Lévy, Chair
Department of French and Italian
University of California, Santa Barbara
Santa Barbara, CA 93106-4140
Web site: www.french-itl.ucsb.edu

**THE MONTEREY INSTITUTE OF INTERNATIONAL STUDIES (MIIS)** – is accepting applications for an Italian coordinator/instructor position in the Summer Intensive Language Program, June 27-August 23, 2000. Qualifications: MA in Italian or a teaching related field or equivalent, at least one year of college teaching experience, and native or near native fluency in Italian. The priority application deadline is October 15, 1999. To apply, please submit a CV and a cover letter to:

Human Resources Office
Search Committee – SILP
Monterey Institute of International Studies
425 Van Buren St.
Monterey, CA 93940
75° Convegno Annuale dell’AATI
Dallas, Texas
November 19-21, 1999

BLOCK 3
9:30-10:45
Friday November 19

3A. Room: Batik A
What’s My Line?: From Chat Lines to Textbooks
Chair: Graciela Helguero (Broward Community College, Davie, FL)
Presenters:
- Marcella Allamprse (ITALIAIDEA, Rome, Italy) “Chat Lines: A New Code for Learning Italian”
- Ceil Lucas (Gallaudet University, Washington D.C.) “Recorded Interviews with Native Speakers as Second Language Teaching Tools”
- Camille Vandenberg (Western Michigan University, Kalamazoo) “The Cultural Dimension of Language Teaching: A Comparison of Textbooks from Italy and the U.S.”

3B. Room: Batik B
Dante’s: La Vita Nuova and Medieval Faith
Chair: Christopher Kleinhenz (University of Wisconsin-Madison)
Presenters:
- Dino Cervigni (University of North Carolina, Chapel Hill) “Dante’s Vita nova and the Notion of Fault and Christian Sacrifice”
- Alessandro Vettori (Rutgers University, New Brunswick, NJ) “La Vita Nova: il ‘libello’ autobiografico dantesco”
- Molly Morrison (Ohio University, Athens) “A Mystic’s Drama: The Pastoral Mystery in the Visions of Angela da Foligno”

3C. Room: Cardinal A
Letteratura Contemporanea I
Chair: Mario Aste (University of Massachusetts-Lowell)
Presenters:
- Deborah L. Contrada (University of Iowa, Iowa City) “Italian Gothic: Roberto Crotoneo’s Otranto”
- Jana Vizmuller-Zocco (York University, North York, Ontario, Canada) “Il dialetto nei romanzi di Andrea Camilleri”
- Irene Marchegiani Jones (California State University, Long Beach) “La storia dentro e fuori il tempo nelle opere di Maria Luisa Spaziani e Dacia Maraini”
- Tullio Pagano (Dickinson College, Carlisle, PA) “Le simulazioni di Zeno”

12:15-2:45
Friday November 19
AATI Executive Board Meeting
Room: Amethyst

BLOCK 4
2:45-4:00
Friday November 19

4A. Room: Batik A
Contemporary Italian Cinema
Chair: Giuseppe Faustini (Skidmore College, Saratoga Springs, NY)
Presenters:
- Helen McFie Simone (University of Pennsylvania, Philadelphia) “Onion as Metaphor: Multiple Layers of the Word as Seducer in Bradford and Troisi’s Il postino”
- Leigh Smith (University of North Carolina, Chapel Hill) “Nichetti’s Postmodern Style and Social Commentary: An Analysis of Ladri di saponette”

4B. Room: Batik B
Letteratura del Rinascimento I
Chair: Fiora A. Bassanese (University of Massachusetts-Boston)
Presenters:
- Vincenzo De Nardo (Southern Methodist University, Dallas, TX) “Machiavelli’s Feminine Characters and the Rhetorical Tradition”
- Albert N. Mancini (Ohio State University, Columbus) “L’odeporica adattata al capitolo: Francesco Bolognetti (1510-1573), poeta satirico”
- Luigi Monga (Vanderbilt University, Nashville, TN) “Teoria e pratica dell’alterità dei vari popoli europei: apodemica e odeporica del Rinascimento”

4C. Room: Cardinal A
Trends and Issues in Italian Pedagogy
Chair: Giuseppe Battista (Suffolk Community College, Selden, NY)
Presenters:
- Mariangela Marcello (Federal University of Espirito Santo, Vitória, Brazil) “Il contributo
della Neuroulinguistica all’ insegnamento/apprendimento delle lingue straniere”

- Frank Nuessel (University of Louisville, KY) “A Decade of Research on Pedagogy in Italian: Overview of the Trends and Issues”

- Veena Carlson (Dominican University, IL) “Challenges of Revitalizing an Italian Program”

5A. Room: Batik A
Cinema and the Teaching of Italian Culture: A Panel Discussion
Chair: Roberta K. Waldbaum (University of Denver, CO)

Presenters:
- V. Louise Katainen (Auburn University, AL) “Italian Culture Through Film”
- Roberta K. Waldbaum (University of Denver, CO) “World War II from German and Italian Perspectives”
- Thomas E. Peterson (University of Georgia, Athens) “Teaching Visual Thinking, In and Out of the Italian Cinematic Canon”

5B. Room: Batik B
Letteratura Contemporanea II
Chair: Mario D’Onofrio (Cuyahoga Community College, Parma, OH)

Presenters:
- Norma Bouchard (University of Connecticut, Storrs) “Some Considerations on Gadda and Futurism”
- Ornella Lepri Mazzucca (Vassar College, Poughkeepsie, NY)

“Francesco Leonetti: poeta e prosatore della trasgressione”

- Luigi Fontanella (State University of New York, Stony Brook) “Massimo Bontempelli tra futurismo e Metafisica”

5C. Room: Cardinal A
Seicento e Settecento
Chair: Albert N. Mancini (Ohio State University, Columbus)

Presenters:
- Francesco Guardiani (University of Toronto, Ontario, Canada) “La nuova filologia alla prova: Edizione di un’opera secentesca con strumenti informatici”
- Sandra Parmegiani (University of Toronto, Ontario, Canada) “La trattatistica sulla donna nella stampa periodica italiana del Settecento”

5D. Room: Batik B
Dante: La Divina Commedia
Chair: Christopher Kleinhenz (University of Wisconsin-Madison)

Presenters:
- James T. Chiampi (University of California-Irvine) “Like Water on Parchment: Reconciliation and Unlikeliness in the Paradiso”
- Cosetta Gaudenzi (University of Texas at Austin) “The Episodic Form of the Eighteenth-Century Translations of the Divine Comedy”

5E. Room: Cardinal A
Questions in the Profession: Where Does Study Abroad Fit In?
Piero Baldini (Arizona State University, Tempe)

Presenters:
- Paolo Giordano (Loyola University, Chicago, IL),
- Edoardo A. Lèbano (Indiana University, Bloomington),
- Mark Pietralunga (Florida State University, Tallahassee),
- Anthony Tamburri (Purdue University, West Lafayette, IN)

5F. Room: Batik A
Roberto Benigni’s La vita è bella
Chair: Antonio Vitti (Wake Forest University, Winston-Salem, NC)

Presenters:
- Flavia Laviosa (Wellesley College, Wellesley, MA) “The Language of the Game in Benigni’s La vita è bella”
- Ilona Klein (Brigham Young University, Provo, UT) “Roberto Benigni’s Life is Beautiful... or Is It?”
- Gabriella Finizio (University of Delaware, Newark) “La vita è bella: trasfigurazione estetica dell’Olocausto nella favola filmica di Roberto Benigni”

6A. Room: Batik A
Cinema and the Teaching of Italian Culture: A Panel Discussion
Chair: Roberta K. Waldbaum (University of Denver, CO)

Presenters:
- V. Louise Katainen (Auburn University, AL) “Italian Culture Through Film”
- Roberta K. Waldbaum (University of Denver, CO) “World War II from German and Italian Perspectives”
- Thomas E. Peterson (University of Georgia, Athens) “Teaching Visual Thinking, In and Out of the Italian Cinematic Canon”

6B. Room: Batik B
Dante: La Divina Commedia
Chair: Christopher Kleinhenz (University of Wisconsin-Madison)

Presenters:
- James T. Chiampi (University of California-Irvine) “Like Water on Parchment: Reconciliation and Unlikeliness in the Paradiso”
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- Mark Pietralunga (Florida State University, Tallahassee),
- Anthony Tamburri (Purdue University, West Lafayette, IN)

6D. Room: Batik B
Dante: La Divina Commedia
Chair: Christopher Kleinhenz (University of Wisconsin-Madison)

Presenters:
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- Anthony Tamburri (Purdue University, West Lafayette, IN)

6F. Room: Batik B
Dante: La Divina Commedia
Chair: Christopher Kleinhenz (University of Wisconsin-Madison)

Presenters:
- James T. Chiampi (University of California-Irvine) “Like Water on Parchment: Reconciliation and Unlikeliness in the Paradiso”
- Cosetta Gaudenzi (University of Texas at Austin) “The Episodic Form of the Eighteenth-Century Translations of the Divine Comedy”

6G. Room: Cardinal A
Questions in the Profession: Where Does Study Abroad Fit In?
Piero Baldini (Arizona State University, Tempe)

Presenters:
- Paolo Giordano (Loyola University, Chicago, IL),
- Edoardo A. Lèbano (Indiana University, Bloomington),
- Mark Pietralunga (Florida State University, Tallahassee),
- Anthony Tamburri (Purdue University, West Lafayette, IN)
• Noëlle Rouxel-Cubberly (Bennington College, Bennington, VT) “Mi piace Michelangelo: New Ways to Fully Integrate the Arts into the Introductory Language Course”

• Elizabeth Mazzocco (University of Massachusetts-Amherst) “Petrarch’s Image of Rome: Language Acquisition and Cultural Aesthetics via the Web”

• Nadia Ceccacci (University of Oregon, Eugene) “A Journey Through Italy”

7B. Room: Batik B
Ascetti del romanzo
Chair: Valerio Ferme (University of Colorado, Boulder)
Presenters:
• Guido Pugliese (University of Toronto at Mississauga, Ontario, Canada) “Simboli e messaggi nel capitolo XVII dei Promessi sposi”

• Roberto Pasanisi (Istituto Italiano di Cultura di Napoli, Italy) “L’uomo-massa’ e la ‘morte della bellezza’: La coscienza dell’occidente alle soglie del nulla”

• Cinzia DiGiulio (Purdue University, West Lafayette, IN) “Of Muffins and Babies: Reticence and Aphasia In Deledda’s Cosima”

7C. Room: Cardinal A
Letteratura del Rinascimento II
Chair: Michael Vena (Southern Connecticut State University, New Haven)
Presenters:
• Julia M Kisacky (Baylor University, Waco, TX) “Guns and Class Struggle in the Orlando furioso”

• Salvatore DiMaria (University of Tennessee, Knoxville) “Queens and Womanhood in the Italian Renaissance Tragedy”

• Maude Bregoli-Russo (University of Illinois at Chicago) “La Calandria del Bibbiena nel suo contesto letterario”

8A. Room: Batik A
Issues in Italian Film and Culture
Chair: Piero Baldini (Arizona State University, Tempe)
Presenters:
• Antonio Vitti (Wake Forest University, Winston-Salem, NC) “L’attorialità nel cinema italiano del dopoguerra”

• Mario Aste (University of Massachusetts-Lowell) “Revisiting the Boundaries of NeoRealism: Amelio’s L’America”

• Mario Mignone (Suny, Stony Brook) “Italian Emigration: In Search of National Identity”

8B. Room: Batik B
Tips For Language Teachers
Chair: Lucrezia Lindia (Eastchester Middle High School, NY)
Presenters:
• Anna Fiore (Consulate General of Italy, Chicago) “‘Playing’ with Pinocchio’s Story”

• Loredana Manfredini (College of Lake County/Northwood Junior High School, IL) and

• Grace Mannino (Brentwood High School, NY) “Swapshop”

• Rosa Bellino Giordano (Lyons Township High School, IL)

• Bruna Boyle (Narragansett High School, RI)

• Lucrezia Lindia (Eastchester Middle High School, NY);

8C. Room: Cardinal A
The Mechanics of Post-Secondary Language Acquisition
Chair: Irene Marchegiani Jones (California State University, Long Beach)
Presenters:
• Leslie Zarker Morgan (Loyola College, Baltimore, MD) “Class Size and Second Language Instruction at the Post-Secondary Level: A Survey of the Literature and a Plea for Further Research”

• Giovanna A. Picciano (McGill University, Montreal, Quebec, Canada) “Analisi Selettiva dei libri di testo usati nell’insegnamento post-secondario e nell’insegnamento agli adulti”

• Gloria Italiano (University of Florence, Italy) “English and Italian Concept Loans through Calques”

9A. Room: Batik A
La figurazione della donna
Chair: Iole F. Magri (New York NY)
Presenters:
• Jacqueline Samperi Mangan (Concordia University/McGill University) “La donna immagine-parola. Un parallellismo sperimentale: scrittura-arte”

• Rosanna Masoli Rosini (Università per Stranieri di
Perugia, Italy) “Mirrors and Mermaids: Ideology and the Translation of Female Myths”

9B. Room: Batik B
Letteratura Contemporanea III
Chair: Norma Bouchard (University of Connecticut, Storrs)

Presenters:
- William Hope (University of Salford, United Kingdom) “The Narrative Contract Strained: Problems of Narratorial Neutrality in Curzio Malaparte’s Kaputt”
- Andrea Malaguti (Harvard University, Cambridge, MA) “Zeno in Africa: Ennio Flaiano’s Tempo di uccidere (1947)”
- Mark Pietralunga (Florida State University, Tallahassee) “Manlio Cancogni’s Lettere a Manhattan: ‘Little Italy’ and Italian National Identity”

9C. Room: Ruby
Bringing Linguistic and Cultural Reality into the Classroom
Chair: Cecil Lucas (Gallaudet University, Washington D.C.)

Presenters:
- Fulvia Musti (Georgetown University, Washington D.C.) “A Multimedia Approach in Teaching Italian Language Skills and Culture”
- Colleen Marie Ryan-Scheutz (University of Notre Dame, Notre Dame, IN) “Integrating the Internet with
- Progetto Italica’s On-line Courseware: A year in Review”
- Cinzia Donatelli Noble (Brigham Young University, Provo, UT) “La religione di Cesare Pavese”
- Valerio Ferme (University of Colorado, Boulder) “Riso nero o riso amaro? L’influenza dei testi di Sherwood Anderson sulla formazione estetica di Cesare Pavese”
- Cinzia Donatelli Noble (Brigham Young University, Provo, UT) “La religione di Cesare Pavese”
- Valerio Ferme (University of Colorado, Boulder) “Riso nero o riso amaro? L’influenza dei testi di Sherwood Anderson sulla formazione estetica di Cesare Pavese”
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10A. Room: Batik A
Role Playing and Other Classroom Activities
Chair: Jana Vizmuller-Zocco (York University, North York, Ontario, Canada)

Presenters:
- Graciela Helguero (Broward Community College, Davie, FL) “Adding Pizzazz to Grammar”
- Caterina Cicogna (Consulate General of Italy, Toronto, Ontario, Canada) “Role-Playing nella classe di oggi”
- Anna Ciliberti (Università per Stranieri di Perugia)“Gli esami orali nell’università italiana”

10B. Room: Batik B
Cesare Pavese
Chair: Jacqueline Samperi Mangan (Concordia University/McGill University, Montréal, Quebec, Canada)

Presenters:
- Aine O’Healy (Loyola Marymount College, Los Angeles, CA), “Exploring Female Subjectivity from La bella estate to Tra donne sole and amiche”
- Fiora A. Bassanese (University of Massachusetts-Boston) “The Redemptive Representation of Veronica Franco”
- Michael Lettieri (University of Toronto at Mississauga) “Il Capriccio: un mogliazzo senese del Cinquecento”

10C. Room: Cardinal A
Letteratura del Rinascimento III
Chair: Salvatore DiMaria (University of Tennessee, Knoxville)

Presenters:
- Fiora A. Bassanese (University of Massachusetts-Boston) “The Redemptive Representation of Veronica Franco”
- Michael Lettieri (University of Toronto at Mississauga) “Il Capriccio: un mogliazzo senese del Cinquecento”

Notes
to serve as Editor of the AATTI Newsletter. In order to assist her, the Executive Council would like to reorganize the editorial structure of the newsletter by appointing several Associate Editors who would take responsibility for soliciting and encouraging submissions of information and short essays in the following areas:
1) K-12 issues;
2) Study Abroad Opportunities; and
3) Technology and Pedagogical Initiatives (projects, grants, videos, CD ROMs, internet sites).

To this end, we invite your nominations of individuals who may be interested in serving as an associate editor for one of these areas, and please know that self-nominations are very much in order.

**AATTI Corso di aggiornamento linguistico-culturale**

As many of you know, despite our efforts and protestations, the Italian government did not, for the first time in ten years, allocate the funds necessary for the *corso di aggiornamento linguistico-culturale* in Siena this past summer. We hope, however, that this valuable program will be re-established in the future, and perhaps as early as next summer. Indeed, we are taking steps now to ensure the continuation of this valuable summer course, for programs such as this are crucial to the continued diffusion of Italian in North American schools. We will keep you posted on developments on this matter.

**AP or “AP-type” Test in Italian**

As a brief follow-up to the background information and the questionnaire printed in the spring AATTI Newsletter concerning the development of an “AP-type” exam, I would like to report that some recent developments in this area have persuaded us to put further action on our part on a temporary hold. Following conversations with the Italian Consulate in New York, the College Board/ETS have indicated their interest in developing an AP test in Italian and in entertaining a proposal to that end. Such a proposal is now in preparation.

I believe that all of us understand the need and the desire to have either an AP test or an “AP-type” test in Italian and we are committed to doing all we can to realize this goal. With an instrument of this sort, we will be able to encourage the study of Italian at all levels in K-16, and particularly in the middle schools and high schools. The basic question is how to accomplish this goal in the best and most efficient manner possible? through the College Board/ETS or through our own resources? Given the possibility that the College Board/ETS may develop such an test, I think it best to postpone action on our part until we know whether this possibility may become a reality. If the College Board/ETS decide not to do it, then AATTI (in conjunction with AAIS) will take the initiative in developing an “AP-type” test in Italian.

Christopher Kleinheinz

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5. Donela Giselli
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8. La nuova maturità
9. Annamaria Moneti
10. Conferences
11. 1999 National High School Contest Winners
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13. Mark Epstein
14. Remembering:
   - Raffaella Maiguashca
   - Stanley Bernard Chandler
   - Davey Angelo Carozza
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16. The Realization of a Dream:
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19. AATTI Call for Papers
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