The President’s Message: Multiculturalism through Multilingualism

The following is a slightly revised version of the remarks made by AATTI President Albert N. Mancini in Washington, D.C. on November 24, 1991, to an audience of approximately 2,000 persons attending the Joint Opening Session of ACTFL, AATG, AATT, CLTA, and GWATFL.)

As President of the AATTI it is my distinct pleasure to welcome you to ACTFL 1991 in Washington. In my introductory remarks last year I referred to the upbeat and determined mood of Italian studies. This atmosphere of buoyancy and cautious optimism is still to be detected in the reports I have had from the AATTI chapters. Over the last few years we have had a series of excellent programs, and the year 1991 is no exception. Our program committee has planned a rich array of stimulating plenary talks and discussion groups in addition to the nearly thirty separate sessions covering language pedagogy, linguistics, literature, and culture. In short, we have accomplished much. I might recount developments such as Italian being in fourth place in the recent survey of popular foreign languages taught in the United States. This is not, however, my intention today. The time and place call for something else. We have gathered here in our nation’s capital to promote foreign language education as a national priority.

While we may be pleased with the growth in foreign language education in recent years, we must concede that the United States is still in its infancy in this area. After decades of the steady drumbeat of commentary lamenting America’s monolingualism in a polyglot world, the clear message now is that in Europe and Asia we are dealing with people who are very language-savvy. We may have come a long way as foreign language educators and foreign education policy matters assure us, but we are still quite far behind. In the United States we are still debating whether to require our students to have some instruction in one language, but relatively few Americans have occasion to use their normally very limited foreign language skills as adults. The scarcity of Americans, political and business leaders, but also professional people, who can handle any foreign language well is a standing joke in international circles.

Those of us who have lived and travelled abroad know that Americans in foreign countries invariably form little communities separate from everything around them to which they retreat when work or study does not demand their participation in outer society. These American colonies abroad, which very frequently include American academic study abroad programs, are populated by individuals who do not learn the languages and customs of the people around them, who fail to develop contacts beyond the most superficial because they cannot communicate with foreigners in their language but demand that interaction take place in English. This attitude of self-imposed linguistic isolation and cultural parochialism is at the core of today’s educational debate.

Our professional literature is full of helpful studies on "how to" teach foreign languages, from the practical to the theoretical. Often it seems we speak almost exclusively about language skills and language competence. And yet, I wonder if skills and competence are enough at this moment in the history of our country. I would argue that opening up and identifying with others will be important in turning our students into citizens and leaders of the world of the 21st century. Our current political and business leaders do not believe in a language policy that aims at multilingualism because they cannot imagine a language-learning scenario different from what it is at the moment. Thus, the first and most important task for the language teaching profession is to make people aware of the problems facing them linguistically and culturally.

(continued on page 2)
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I do not mean to underestimate the importance of the improvements in foreign language instruction I have watched us attain in the three decades I have spent as a member of the profession (improvements in the technology of language teaching, in teacher competence, in the slow but consistent spread of language requirements, in the introduction of a few programs in non-Western languages, and so forth). Nor do I intend to slight the dedication of the many teachers who are working to improve the present system even more. Yet, we can have the best teachers and equipment available and still not provide our students with the language fluency and cultural sophistication necessary to communicate effectively with the rest of the world. Foreign language competence is not just a skill; it is a way of looking at the world. We must begin to present languages as a means for conditioning the very shape of expression and understanding. Our students must realize that the language they are learning is not a mechanical, but a cognitive, skill.

If we want to build up a multicultural United States—and how can there be multiculturalism without multilingualism?—we should be concentrating on this painful process of self-knowledge, this major revolution in attitudes toward others. I have no illusions; it will be many years, if it ever comes about, before most Americans become multilingual and multicultural. But I am convinced that we, as foreign language instructors, cannot afford to wait to inform them about not only these problems, but also about the options, challenges, and opportunities for the multilingual life of tomorrow. In order to do this, we must acknowledge first that all languages have equal status. Those who learn modern Greek, Arabic, Swahili, or Korean should not be made to feel inferior to those who learn Spanish or French. We want to be able to communicate with the new immigrants from Spanish-speaking countries and our current major business partners, but also to understand and live with other cultures in the world. Recent events in Eastern Europe and the Middle East have called our attention to the fact that languages and cultures which once seemed remote can become closer.

I sincerely hope that your participation in this conference centering upon foreign languages as a national priority will enrich your personal and professional resolve to take the lead in this battle. Without change in this area, we may be left with smart bombs but internationally dumb people. In the words of Congressman Leon E. Panetta of California, one of the most eloquent advocates of American competence and competitiveness in foreign language and culture proficiency, “the situation now is no longer ‘scandalous’ as it was described by the President’s Commission on Foreign Languages and International Studies in 1979. Our current national situation with regard to international skills and understanding is merely appalling.”

Albert Mancini
President, AATTI
In Memory of
Joy M. Potter and
Emmanuel S. Hatzantonis

We note with sorrow the death of two of our friends in the past year, Joy M. Potter, Professor of Italian and Comparative Literature at the University of Texas, and Emmanuel S. Hatzantonis, Professor of Italian at the University of Oregon. Both of these fine scholars and good friends of the profession, the contributions they have made and would have certainly continued to make to the betterment of the teaching of Italian, will be sorely missed by all of us.

P. Viglione

Call for Nominations
The AATT 1992 Award for
Distinguished Service

Eligibility. Any Member of the AATT in good standing for at least ten years (except for the President, Vice-President, and the members of the Executive Council in office at the time of selection) is eligible for nomination. The recipient of the award must have acquired distinction acknowledged by peers nationally and internationally eminent in the profession.

Procedures: A nomination may be initiated by any member in good standing of the AATT. Nominations should include a detailed letter listing reasons why the nominee is a suitable candidate to receive the award. All nominations should be sent to: Professor Anthony Mollica, Chair, AATT Committee of Awards, 4 Oakmount Road, Welland, Ontario (Canada) L3C 4X8. Professor Mollica will then invite each person nominated to submit his/her curriculum vitae to the Committee.

Committee Members. The Committee consists of: Francesco Bonavita, Gustavo Costa, Albert Mancini (ex officio), Anthony Mollica (ex officio and Chair), Rosa Riccio Pietanza and Olga Z. Pugliese.


New Programs in Italian
Immaculata College and
Pace University

NEW YORK
Pace University has recently established a Minor in Italian; approximately 100 students have been enrolling in Italian courses since 1985. (Dr. Adelina Williams, Prof. of Modern Languages and Cultures)

PENNSYLVANIA
Immaculata College (Immaculata, PA): Professor Pia R. Raffaele informs us that in 1990 the Italian Section introduced a program leading to the Minor in Italian. In addition to Prof. Pia Raffaele, who has been on the Immaculata faculty for many years, a second instructor, Mrs. Anna Minervini, teaches Italian in the Evening Division.

Search for a New Editor
of Ittica

At the 1992 meeting of the Executive Council on November 23 in Washington, D.C. I promised to appoint the search committee for a new editor of Ittica as soon as possible. Section II.e. of the Bylaws stipulates that such committee must be composed of three members of the Council. After extensive consultation with individual members of the Council, I have decided on the following names: Louis Kibler (chair), Raffaela Maimusha, and Luigi Monga. Louis has served twice as chair of AATT nominating committees; Raffaela has had ample editorial experience in the field of language pedagogy and continues to serve on the editorial board of The Canadian Modern Language Review; Luigi is an accomplished scholar and editor of texts. All three have consented to take on this difficult and important task. I feel confident that my choices will meet with your approval and that you will lend our colleagues your valuable assistance. In addition to the statutory appointees, I am going to call upon Prof. Ragusa, former editor, and Prof. Rodini, current editor, to serve as consultants to the Committee.

The Search Committee is to conduct a full search, solicit from the membership nominations for the position, and report to the Executive Council at the time of the annual meeting in Chicago. I am recommending to the Search Committee that a call for nominations for the editorship of the journal be mailed to the membership during the month of March. In their deliberations, both the Search Committee and the Executive Council as a whole should use the submitted nomination materials to consider such matters as level of professional and public eminence, value to the position of previously acquired editorial competence, proposed policies and plans for the journal, and institutional support (e.g., word processor, released teaching time for the editor, secretary or research assistant, etc.). To quote again from the Bylaws (III.b), the Editor of Ittica has direct charge of the publication of the journal and may appoint such associates as may appear necessary to assist him/her. Associates should include representatives from all levels of Italian instruction.

I would hope that the Council could act upon the committee’s recommendations before the end of the current year. As you know, Professor Rodini’s second five-year term as editor of Ittica will end with the last issue of volume 70 (1993). Since all appointed officers can serve for no more than two terms (cf. Constitution, IV.b.), a new editor will have to be named effective with the first issue of volume 71 (1994). The new editor should begin receiving manuscripts for consideration during the Summer of 1993.

Albert N. Mancini
AATT President
The Program of Lettorati d’italiano presso Università straniere

Alessandro Carrera

Among other initiatives to promote the diffusion of Italian language abroad, the Italian Ministry of Foreign Affairs has in recent years restructured its program of “Lettorati d’italiano presso università straniere.” The program is not new, having been initiated in the 1930s. One of the leading scholars in the field of Italian Humanism, professor Ernesto Grassi of the University of Munich, began his career in those years as a “Lettore d’italiano” at the University of Freiburg. Over the years the program grew, as did the number of professors involved, but it was only at the beginning of the Eighties that the “Direzione Generale delle Relazioni Culturali” decided to choose the next team of “Lettori” on a more circumstantial basis. With Bill No. 604, 1982, the Italian Parliament decreed that future “Lettori” would have to be chosen by means of a public competition open only to certified teachers in the humanities with at least one year of tenure at the high school or college level. New positions were opened in various countries, bringing the total number of “Lettori” to about 120 all over the world. The newly appointed “Lettori” were selected in 1986, and they left for their destinations in 1987. North America had already had four “Lettori,” two in New York, one in Philadelphia, and one in Los Angeles. In 1987 Boston, Chicago, Houston, and Montreal were included; and in 1991 Toronto was added to the list.

The “Lettore” of the Ministry of Foreign Affairs is more than a “Lecturer.” Actually, in North America some universities have awarded “Lettori” the status of “Visiting Professor” or “Visiting Associate Professor,” depending on their publications. These are Boston University, New York University, Brooklyn College, the University of Pennsylvania, the University of Houston, Loyola University (Chicago), UCLA, USC, l’Université de Montréal, and McMaster University (Hamilton). The whole process starts when a university requests the local Italian consular authority for a “Lettore d’italiano” to complete or enlarge its own Italian program. The consular authority forwards the request to the Ministry of Foreign Affairs, whose “Direzione Generale delle Relazioni Culturali” evaluates it, decides whether or not to open a new “lettorato,” and then publicizes the new post so that “Lettori” who are interested in the new post may be transferred there. Usually a “Lettore” remains at the same university for three years. His or her salary is entirely paid by the Italian Government, and due to the fact that the “Lettore” depends on the local consular authority or the local “Istituto Italiano di Cultura,” he or she will often have a sort of double appointment, working both for the university and the Italian Consulate or Istituto di Cultura in that city. The Ministry of Foreign Affairs, in collaboration with the Ministry of Education, also organizes seminars and workshops every two years for the “Lettori” all over the world in order to bring them up to date on new methodologies and on the more recent trends of Italian culture and society.

The appointment of the “Lettori” who left Italy in 1987 is still working and the post-1987 “new generation” in a new, better defined role. I do not speak for myself, but for the colleagues that I have encountered in North America and at our workshops in Italy. The competence and expertise the “Lettori” have accumulated in these years is remarkable, and should not be wasted. The “Lettori” are ready to launch a new professional figure, that is, the teacher of Italian abroad on behalf of the Italian Government, who operates in foreign universities to bring to them his or her Italian training, and to bring back to the Italian authorities the input received in his or her experience as well. It has been proposed that the “Lettori,” or at least a large number of them, be reconfirmed in their posts in 1994. After a period in Italy spent working for Italian institutions for foreigners (or at a new “Center for the Diffusion of Italian Abroad” that is supposed to begin its activities), they could be reassigned to foreign universities, just as now the Cultural Attachés spend five or six years in a Cultural Institute before moving back to Italy and then to a new location. It is my hope and the hope of many of my colleagues that this proposal will be followed thoroughly, giving official recognition to a professional figure that already exists.

(Editor’s Note: Professor Carrera spent four years as a “Lettore d’italiano” at the University of Houston and is currently holding the same post at the McMaster University in Hamilton, Ontario, and collaborates with the Istituto Italiano di Cultura in Toronto. In 1991, Prof. Carrera published his second collection of poems, in bilingual edition: The Perfect Bride/La Sposa Perfetta (Houston: Thorn Books, P.O. Box 821432, Houston, TX 77282-1432).}
An Account of My Experience in Perugia

Judith J. Mazziotti

I ran from class to class, up and down the profusely decorated late baroque staircases of Palazzo Gallenga, breathless as much from anticipation as from the climb. The University for Foreigners in Perugia is to be congratulated for offering Italian teachers such an ambitious, richly packed, three-week session of courses with ten-hour days and six-day weeks, supplemented by guided cultural trips on Sundays. In addition to the formal instruction, we were treated to long, luxurious meals, enhanced by the conversation of fluent teachers of Italian from all over the world. The evenings were ours to do with as we pleased in exploring the Etruscan, Roman, Medieval, Renaissance, and modern corners of Perugia, visiting museums, attending plays and concerts, browsing in bookstores, and talking with its people.

If you wonder how ten hours a day were filled, there were some dozen or so required courses in various aspects of language, teaching methodology, general linguistics, phonetics and phonology, the use of the computer, the collection and utilization of teaching materials, multimedia didactic materials, seminars on linguistics, and much more. There were a number of optional courses I found interesting, including TV, mass media and cinema and the challenge of 1993, sociolinguistics of the Italian language abroad, linguistic perspectives on Italian newspapers, economics and Italian culture in the Europe of 1993. On top of all these, there were also courses in Italian music and art. I will simply have to return to enjoy all those rich offerings.

The professors were the cream of the crop: authors, publishers, lexicologists, and journalists from every part of Italy. All professors had office hours for dealing with individual questions. They often surprised us with gift copies of their books, cassettes, and so forth. The professors were wonderfully agreeable to allowing themselves to be audio- and video-taped during their lessons, and I feel very fortunate in having had the opportunity to make tapes of Marcello Silvestrini teaching with his new video and text and telling "carabiniere" jokes. I taped many other lessons, among which are a lecture on "correct" Italian today by G. Battista Moretti, a lesson on modern Italian music by Maria Rosa Capozzi, one on changes in the Italian lexicon by Giancarlo Oli, and a lesson on the state of the art of Italian newspapers by none other than an editor of the Corriere della sera.

Each of the rooms in the Palazzo Gallenga in which classes were held was uniquely decorated, but the ones that were the most exciting for me were the "Sala Goldoniana," where Goldoni himself had given readings, and the "Aula Montessoriana," where the famous pedagogue Maria Montessori prepared future teachers until age prevented her from climbing the stairs of the Palazzo. Montessori is especially meaningful for me because it is through her method that I teach the Italian language.

I derived a number of major benefits from my course work in Perugia. For instance, I discovered that the subjunctive is alive among the well-educated even if it is disappearing from the streets. Sports writers are dictating the literacy level of Italy and are leading in the evolution of the language. I learned proper phrasing when reading aloud. According to several professors, Leonardo Sciascia was one of the few contemporary novelists to use literate Italian in his works. I gained new respect for translation and "cloze" testing as didactic tools. My eyes were opened to the value of being aware of linguistic research before teaching a particular lesson. I was reminded of the limitless capabilities of the computer for language learning. I now have a collection of popular Italian music to use in teaching, and the tools with which to use it. I was able to conclude that the Italian language is very alive and open to change (for example, there are shops called pizzariera, panineria, spaghettiera, bisteccheria, and soferia, the latter selling computer software), and that change is healthy for a language. I have hundreds of pages of detailed notes on all the above mentioned subjects to which I can refer. One other benefit should be mentioned, and that is that I was able to observe master Italian teachers at work.

An important aspect of my rich Perugian experience was the opportunity I had for close interaction with other Italian teachers from almost every other country in the world. I video-taped poignant interviews in Italian with people from Rumania, Albania, Russia, and Yugoslavia, and many from Africa as well. Some of them live in countries that are economically deprived, and some live in fear of their governments, but all share a deep love for things Italian. Wherever they came from, the study of Italian was booming, the only exceptions being Germany and England! Everywhere else, including Africa, is avidly interested in Italian. The transmissions of RAI, the wealth of Italian culture, the recent proliferation of Italian businesses abroad, all coupled with traditional Italian friendliness and charm, seem to be largely responsible for this boom in the study of Italian.

One of the most rewarding elements of this linguistic and cultural experience was my encounter with the people of Perugia, enviably trim and fit from their daily bouts with the salite and from dodging cars. There seems to be no room for large bodies on the city's medieval streets. Even though we ate magnificently, the
half-hour walk to the restaurant twice daily melted it all away. If you go, you can look forward to a new splente you. Every hour when not in class or at meals I was out with my video camera interviewing people. Ihave tape interviews of a singer from an open-air piano bar; a family that operates a profumeria; a teenage soccer player; a ceramic vendor whose wares cover the steps of the cathedral; the owner of a Baci Perugina boutique built above an Etruscan tomb; several carabinieri; teenagers of "all shapes and sizes"; and an eighty-five year old Montessori school directress who lived and worked with Maria and who this year was nominated as one of Italy's most successful women. I also interviewed the president of the Perugia tourist office who turned out to be a distant relative of mine, a Sicilian who claims we are both related to Leonardo Sciascia!

The grant for a New York State teacher of Italian was generous indeed, as it included airfare and spending money above all other expenses. Some of the other people in the program (e.g., the Hungarians and Russians) had to save months of earnings to provide their own transportation, and they had no spending money whatever. With my spending money I chose to buy didactic games that buzz and light up and teach more than just language. I bought story puzzle cards that have to be placed in the proper order to depict the entire story. I found some beautifully simple plays with masks of two famous Italian fairy tales, "Puss in Boots" and "Sleeping Beauty" (I teach three to thirteen-year olds as well as adults), and many story books with cassettes, magazines, and newspapers. With the money, I also paid for video camera rental, tapes, trains and buses.

The week after the course ended I went south into the hills of Sicily, where I met some relatives I never knew I had: fruit vendors and goatherds. They gave me two bottles of wine made from the grapes of my ancestors' land, one of which later broke in my bag on the train and dribbled all over my dress and feet, causing funny looks to be directed toward my compartment due to the strong "grape" fumes. Nonetheless, on the trip back to the mainland I video-interviewed the captain of the ferryboat and anyone else I could find.

Over and over again I was showered with kindness, care, and small but meaningful gifts of all kinds. This trip confirmed my sense of the Italian people's devotion to hospitality, and enlarged my personal vision of what it means to give and share selflessly.

The tapestry of experiences on which I will draw for years to come was made possible by the combined generosity and vision of the Italian Government, the Italian Cultural Institute, the New York State Department of Education, and the American Association of Teachers of Italian, and I express my sincere thanks to all of them.

(Editors Note: Judith J. Mazzioletti is the winner of the NYSAFLT/AATT Travel/Study Grant. She teaches Italian at the Benet Park Public Montessori Center in Buffalo, and is also the publisher of Italian American Journal).

Please send news of your school or local organization and other items to the Editor prior to July 15, 1992, for inclusion in the Fall 1992 AATT NEWSLETTER.

Mail to: Professor Rino Cappelletti Editor Department of Modern Languages Providence, RI Providence College Providence, Rhode Island 02918

Travel/Study Grants From the Italian Government to the AATT

At the Business Meeting of the AATT, held in Washington, DC on November 24, 1991, Dr. Marcello Limina, representing Prof. Damiano Ricevuto, Direttore Generale per gli Scambi Culturali del Ministero della Pubblica Instruzione, Rome, Italy, announced that the Ministero will again grant in 1992 to the AATT a number (not as yet established) of borse di studio for participation in a four-week Corso di aggiornamento linguistico-culturale.

The corso will take place during the month of July at the Scuola di lingua e cultura italiana per stranieri in Siena, Italy.

Participants will be responsible for their international travel, while other costs (room and board during their stay in Siena, as well as tuition) will be borne by the Direzione Generale per gli Scambi Culturali.

In addition to Prof. Lèbano, who serves as Chair, the AATT Siena Program Committee is composed of Dr. Carmine Paoletto (Connecticut) and Mr. Salvatore Bruno (California).

Edoardo A. Lèbano

Travel/Study Grant to Italy for a NY State Teacher

The American Association of Teachers of Italian (AATT) and the Italian Cultural Institute are sponsoring a travel/study grant for a deserving teacher of Italian. The grant will be awarded at the NYSAFLT Annual Meeting in October 1992, and will consist of: Tuition, food, lodging for one month at the Università per Stranieri di Perugia; Round trip air fare from New York City; $500 cash.

Candidate must be New York State primary or secondary school teacher of Italian with a minimum of three years of experience, and member of NYSAFLT and AATT. The deadline for requesting applications is May 10. Applications may be obtained from Ms. Rosa Riccio Pietanza, 2041 61st St., Brooklyn, NY 11204. Tel. (718) 256-3223.

Rosa Pietanza

(Editors Note: See in this issue the account of Judith J. Mazzioletti's experience in Perugia.)
Società Onoraria Italica

The Società Onoraria Italica, The National Italian Honor Society for high school students, is sponsored by the American Association of Teachers of Italian. The purpose of this organization is to give recognition to scholarship achievements in Italian, and to promote a greater understanding and appreciation of Italian culture and civilization.

During the school year 1990-1991, 680 high school students from 60 schools were accepted as members of the Società Onoraria Italica, a decrease of 13 students from the 1989-1990 school year. The following is a list of participating schools and the number of SOI members from each school:

- Aquinas High School, NY 3
- Archbishop Ryan High School, PA 0
- Barnabas High School, NY 0
- Bergen Catholic High School, NJ 0
- Bergenfield High School, NJ 8
- Bishop Hendricken High School, RI 4
- Briston Central High School, CT 0
- Carle Place High School, NY 0
- Carmel High School, NY 12
- Centerreach High School, NY 0
- Cibola High School, NM 3
- Cliffs Park High School, NJ 8
- Comack High School, NY 10
- Comsewogue High School, NY 25
- David Greely High School, NJ 20
- DuMont High School, NJ 11
- East High School, PA 25
- Eleanor Roosevelt High School, VA 11
- Fort Lee High School, NJ 2
- George Washington High School, PA 8
- Half Hollow Hills High School West, NY 0
- Half Hollow Hills High School East, NY 11
- Harrison High School, NY 11
- Hemdon High School, VA 0
- Hicksville High School, NY 6
- High Point Senior High School, MD 1
- Holy Cross High School, CT 4

Huntington High School, NY 0
Iona Prep, NY 7
Jonathan Dayton Regional High School, NJ 0
Kellenberg Memorial High School, NY 8
Lawrence High School, NJ 7
Lyons Township High School, IL 10
Madison Central High School, NJ 30
Madison High School, IL 0
Maine East High School, IL 0
Maine Township High School, IL 9
Middletown High School, North, NJ 20
Middletown Township High School, NJ 37
Mother Theodore Guerin High School, Narragansett High School, RI 10
Nazareth Academy, PA 6
Newburgh Enlarged City School, NY 3
Newburgh Free Academy, NY 25
New Field High School, NY 12
North Bergen High School, NJ 8
N. Brunswick Township High School, NJ 25
Notre Dame Catholic High School, CT 8
Notre Dame High School of West Haven, CT 14
Oxon Hill High School, MD 0
Paramus High School, NJ 18
Paramus Catholic Boys High School, NJ 0
Patchogue Medford High School, NY 11
Paul VI High School, NJ 17
Philadelphia High School for Girls, PA 8
Port Chester High School, NY 9
Queen of Peace High School, NJ 10
Rampone Senior High School, NY 5
Rolling Meadow High School, IL 3
Sachem High School, NY 6
Schem High School, NY 7
Scotch Plains Fanwood High School, NJ 5
Shelton High School, CT 11
Smithtown High School East, NY 0

We congratulate all the students on their achievement in the study of Italian language and culture, and we compliment their teachers for the fine work.

We would also like to take this opportunity to welcome the 9 high schools that joined the Società Onoraria Italica this year:

- Carmel High School, 30 Fair Street, Carmel, New York 10512, “Claudia Montour” CHAPTER, Filomena Ruggiero, Teacher;
- West Hempstead High School, 400 Nassau Blvd., West Hempstead, New York 11550, “Dante Alighieri” CHAPTER, Laura Surace, Teacher;
- George Washington High School, Bystleton & Verree Road, Philadelphia, PA 19116, “Giuseppe Verdi" CHAPTER, Nicholas Di Arena, Teacher;
- Middletown High School, North, 63 Tindall Road, Middletown, NJ 07748, “L’orologio D’Italia” CHAPTER, Anna Maisano, Teacher;
- Oak Park/River Forest High School, 201 North Scoville Ave., Oak Park, IL 60302, “Dante Alighieri” CHAPTER, Mirta Pagnucci, Teacher;
Spring 1992


Our congratulations and best wishes to the teachers and the high school administrators for taking special interest in their students and for promoting the Italian language and culture.

The Società is delighted to announce the names of the two recipients of the 1991 Società Onoraria Italica Scholarships of $100.00 each. They are: Lisa Di Fabrizio of West Orange, New Jersey for level IV and Angela Buoscioc of Westfield, New Jersey for level III. They participated in the AATI High School National Contest on March 5th, 1991. Congratulations to Lisa and Angela! The Società Onoraria Italica is making available again two $100.00 scholarships to two high school students who are members of the Società and will participate in the AATI National Contest in 1992.

Finally, teachers are reminded that we have beautiful color certificates for the students, in addition to the Società pins. The cost of the pin is $5.00 and the certificate is $1.00. Please put your order in for the 1991-1992 year as soon as possible by writing to Prof. Sclafani, Westchester Community College, 75 Grasslands Rd., Valhalla, NY 10595.

Please tell your colleagues and teachers of Italian about the Società Onoraria Italica and encourage them to establish a chapter in their schools.

Carlo Sclafani
SOI President

Business Italian: A Profitable Investment

Remo J. Trivelli
University of RI

I am pleased to report that over thirty colleagues have requested a copy of the resource list for teaching Business Italian (hereafter BI). Requests came from many parts of the United States as well as two from abroad. I think it is fair to say that BI is beginning to receive the attention it deserves.

The fall workshop in Providence drew a small but enthusiastic audience which was comprised of high school and college instructors. The first part of the program was devoted to the goals and strategies of teaching BI and the second part to a discussion of some of the issues central to this area of teaching.

I would mention two recent titles that could be of interest, one as a useful reference for the instructor and the other for personal enrichment. The first is the 1992 European Business Directory, a Comprehensive Resource Guide for Doing Business in Europe, published by Faulkner and Gray, Inc., New York. (Faulkner and Gray also publish the Journal of European Business.) Topics include Euro-oriented professional and service organizations, European trade legislation and Euro-market opportunities. The second is The Literature of Work, Short Stories, Essays, and Poems by Men and Women of Business which the University of Phoenix Press published at the end of last year. I find a number of the selections to be quite good in what, as stated in the Forward, “marks the emergence of a new genre of American letters–creative writing about business by persons employed in business.”

Writing is an integral part of the BI course. In fact, written exercises are included in each assignment. Before the students do the writing the instructor discusses the linguistic and cultural aspects of the task so that it will be as authentic as possible. What follows are a few typical exercises.

1. Write a report of an interview with someone in the local community who has professional contacts with Italy and with Italian-owned firms.

2. Write a letter whose purpose could be to request information, to confirm an agreement, to persuade or to express a complaint.

3. Prepare a curriculum vitae as part of a job application. Each student role plays as interviewer and interviewee. As the former s/he writes a brief comment about the candidate.

4. Create a promotional brochure for a resort area or a place of interest to be read by visitors from Italy.

5. Compose an evaluation form for patrons of a hotel, a restaurant or a travel company.

The College of Continuing Education at the University of Rhode Island will sponsor a 2-3 day seminar this summer on teaching Business Italian. Interested parties should contact:

Prof. Remo Trivelli
Dept. of Languages
University of Rhode Island
Kingston, RI 02881
Telephone: (401) 792-2383
(401) 884-7417

AMERICAN ASSOCIATION OF TEACHERS ITALIAN

Membership Status Requested

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Mail Dues to:

Prof. Louis Kibler
Secretary-Treasurer, AATI
34003 Burton Lane
Livonia, MI 48154
AATI NATIONAL COLLEGE ESSAY CONTEST

The AATI is pleased to announce the resumption of the annual college essay contest for undergraduate students of Italian. The essays submitted will be judged by a three-person committee composed of the following Italian faculty: Prof. Eugenio N. Frongia, California State University-Chico, Chair; Prof. JoAnn Cannon, University of California at Davis; and Prof. Franco Manco, University of Nevada, Reno.

CONTEST RULES

A. The contestants must be undergraduate students enrolled in an institution of higher learning in the United States or Canada, and must have completed at least one year of college Italian or its equivalent by 30 June 1992.

B. The entrants must submit a ten to twelve page essay on any topic concerning Italian language and culture (e.g., literature, film, arts, music, institutions, and so forth). The essay must reflect research, follow the conventions of the MLA Handbook, include a bibliography, and may be written in Italian or English. Only clean, neatly typed papers will be accepted.

C. Along with the essay the contestants must submit:
   1. A statement by a permanent member of the Department of Italian of their school verifying that the individual contestant will have completed at least one year of college Italian or its equivalent by 30 June 1992.
   2. A personal pledge stating that the essay is one’s own.
   3. The address to which the results of the contest may be sent.

D. The essay and the items listed above must be postmarked NO LATER THAN 15 JUNE 1992.

CONTEST PRIZES
CASH PRIZE OF $300 FOR THE FIRST PRIZE WINNER
CASH PRIZE OF $200 FOR THE SECOND PRIZE WINNER
ALL PARTICIPANTS WILL RECEIVE A CERTIFICATE OF PARTICIPATION

Please send essays to:
Professor Eugenio N. Frongia, Department of Foreign Languages and Literatures, California State University-Chico, Chico, CA 95929 (916) 898-5388, 899-4479

“The More the Merrier”?

Despite the difficulty of comparing different cultures, educational systems and economies, it’s no secret that American students lag behind those of competing nations. But, contrary to conventional wisdom, the U.S. doesn’t invest more in public education than they do.

Number of Students per Teacher in Advanced Nations

1. Italy
2. Denmark
3. Sweden
4. Australia
5. U.K.
6. Canada
7. France
8. U.S.
9. Netherlands
10. W. Germany
11. Japan

THE FOREIGN LANGUAGE TEACHING ASSISTANT PROGRAM, sponsored by the Institute of International Education, offers the opportunity to American institutions of having native speakers participate in the teaching process in foreign language programs. For information, contact Luisa Guerriera, IIE, 809 United Nations Plaza, New York, NY 10017.

MLA SUMMER INSTITUTE FOR SUPERVISORS AND COORDINATORS, JULY 1992. With support from the NEH, the MLA announces a two-week Professional Development Institute on Current Issues in Foreign Language Teaching, to be held at the University of Georgia, Athens, Georgia, from 5 to 17 July 1992. The institute is open to: elementary and secondary foreign language supervisors and language-program coordinators at colleges and universities. Participants in the institute will receive stipends of $300 per week (total $600), plus room, board, and travel expenses. For information write: MLA Summer Language Institute, 10 Astor Place, New York, NY 10003-6891.

FULBRIGHT TEACHER EXCHANGE PROGRAM. Opportunities are available for college faculty and secondary/elementary level teachers and administrators to attend seminars or teach in schools/colleges in Italy. US and Italian educators exchange teaching positions for one academic year. Summer seminars are offered for college faculty and senior high school educators (grades 9-12) of Latin, Greek, or the Classics (Italy), and World/European History, Culture, Civilization, and Art History (Netherlands). Grantees may receive transportation, room, board, and tuition, depending on the terms of the seminar program. Application must be post-marked by October 15, 1992, for the following summer or academic year program. The application packet should be requested in the spring from: Fulbright Teacher Exchange Program, 600 Maryland Ave., SW, Room 142, Washington, DC 20024; 1-800-726-0479.

Call for Papers

"Gendered Contexts 2: New Perspectives in Italian Cultural studies," 13-14 November 1992, The Johns Hopkins University. The deadline for submissions (proposals or papers) is June 5.

Write to Julia L. Hairston, Dept. of Hispanic and Italian Studies, The Johns Hopkins University, Baltimore, MD 21218. Tel. (410) 516-7226; fax (410) 516-8403.

N.B. 1993 Northeast Conference on the Teaching of Foreign Languages, 15-18 April, New York. AATI members are urged to prepare a proposal for a 1993 workshop; proposal forms are to be found in the 1992 Northeast Conference program. The deadline is June 30, 1992. For further information, contact: Adrienne G. Cannon, AATI representative to the Northeast Conference, 7322 Range Rd., Alexandria, VA 22306

DEVOURING THE TEXT: FOOD IN ITALIAN LITERATURE, HISTORY AND THE VISUAL ARTS, an Italian Studies Conference sponsored by the University of Melbourne, July 1-2, 1992. For further information: Dr. S. Kolsky, Convenor, Italian Studies Conference, Italian Studies, University of Melbourne, Parkville, Victoria 3052, Australia.

News from Colleagues

CONNECTICUT

The 1991 CITA Fall Conference was held on October 21, at the Radisson Inn, Cromwell, CT. CITA offered two sessions: (1) A Musical Interlude: Classical and Contemporary Music in the Classroom, conducted by Harry Borelli and Marylee DiGennaro; (2) Tocca A Noi: New Ideas for Italian Classes, presented by M. DiGennaro.
continued from page 11

ILLINOIS
The Istituto Italiano di Cultura and The AATTI-Illinois Chapter held an INCONTRO DI AGGIORNAMENTO PER INSEGNANTI DI ITALIANO with the participation of Prof. Leonardo Oriolo (University of London-Centre for Multicultural Education, and the European School of Culham, U.K.). The meeting took place at Rosary College (River Forest, IL), on February 29, 1992. Participants were introduced to new teaching materials, to the series PRONTIL...VIA! as well as to the course of ITALIANO GIURIDICO-COMMERCIALE.

MASSACHUSETTS
The Italian section of the Modern Language Department of the College of the Holy Cross (Worcester) is flourishing. Currently there are 114 students enrolled in Italian courses; two students (John Demers and Lauren O'Connor) have declared interdisciplinary majors in Italian Studies, and more are expected to follow.

Last fall, the Italian faculty gained a new colleague, Sophie Tamm who has been teaching elementary and intermediate level Italian courses. The Circolo Italiano di Holy Cross counts 85 members, and has been very active during the year: members of the Circolo visited the Italian section in the North End of Boston, the Isabella Stewart Gardner Museum, and also traveled to New York's Metropolitan Opera for Il Barbiere di Siviglia. Last but not least, the Italian section features a weekly Italian Table, conducted by the resident Italian Teaching Assistant, Silvia Volterrani of Pietrasanta; also, each semester four Italian films are shown, and the attendance has been overwhelming. We are particularly pleased that student interest is so enthusiastic, indicating that indeed it is a bel momento for Italian Studies. (Prof. Suzanne Branciforte)

MID- ATLANTIC REGION (the following news were sent by Angela M. Jeannet, AATTI Regional Representative)
St. Peter's Prep, 144 Grand, Jersey City, NJ 07302

St. Peter's Prep in Jersey City, NJ, has founded a chapter of the National Honors Society at a recent Honors assembly. The chapter is called "Italo Svevo," and at present includes 11 members who are not only outstanding students in Italian, but also honors students in all subjects. (Rev. Anthony S. Aracich, S.J.)

Shawnee Intermediate, 1010 Echo Trail, Easton, PA 18042 and Easton Area High School, 2601 William Penn Highway, Easton, PA 18042-5299

The Easton Area School District has been offering and successfully teaching a five-year Italian program from 8th to 12th grade, with a yearly enrollment of 150-170 students. Two teachers, Mrs. Evelyn Di Candida (Shawnee Intermediate) and Mr. Anthony Di Candida (Easton Area HS) work together to ensure the permanence of this new program.

St. John Neumann High School, 26th and Moore Sts., Philadelphia, PA 19145

St. John Neumann High School was able to increase its Italian student population from 27 to 132 within three years. Mr. Dalmazio Di Cristofaro would be happy to share with colleagues information on the strategies he used to attain this result. His telephone number is (215) 389-4900.

West Chester University, Department of Foreign Languages, West Chester, PA 19383

The Italian program at West Chester University is growing apace. Three faculty members now teach Italian at all levels: Emilio Braidotti, Anne-Marie Moscatelli, and Rebecca Pauly, who also heads the French undergraduate and graduate programs. The Italian curriculum has been redesigned and in the Spring semester 1992 a course in Italian cinema will be offered for the first time. West Chester offers a Minor in Italian and has an Italian Club.

NEW YORK
Last November Aldo Scaglione, Professor of Italian and Chair of the Department of Italian at New York University, was appointed Erich Maria Remarque Professor of Literature. This chair is one of several established by actress Paulette Goddard's bequest of over $20 million in memory of her husband E. M. Remarque, the author of All Quiet on the Western Front.

Scaglione's latest book is Knights at Court: Courtliness, Chivalry, and Courtesy from Ottonian Germany to the Italian Renaissance (Berkley-Los Angeles-Oxford: University of California Press, 1991), 489 pp. It is an interpretative survey of imaginative and ethical literature of romance and manners in Germany, France, Italy roughly between AD 950 and 1600.

Last October 17 and 18, Scaglione delivered two public lectures, one on «Chivalry in renaissance Italy» and another on «Erasmus on Cinquecento Treatise of Conduct» at the Department of Italian Studies and the Center for Reformation and Renaissance Studies of the University of Toronto. On December 11, he participated in a program that was part of the ongoing celebrations of the year of Columbus at New York University, speaking on «America in the Italian Imagination»

PENNSYLVANIA

 Widener University: On Sept. 24, 1992, Robert Melzi (Distinguished Professor Emeritus of Italian) delivered the Josephine J. Rhea Lecture on Italian Letters: “Columbus, Vespucci and Other Italian Navigators: The Impact of the Discovery of the New World on Sixteenth-Century Italy.” The lecture was sponsored by the Department of Spanish, Italian, and Portuguese.

Immaculata College: As part of their Italian Cultural Series, Immaculata College presented two lectures by distinguished scholars. The 16th program in a series, this event (held on March 29, in the Alumnae Hall Theater) covered
themes appropriate for the Columbus Quincentenary. The two lectures: “Italian Voyagers and Discoverers of the 16th Century,” Dr. Robert Melzi, Distinguished Professor Emeritus, Widener University; “The Italians in the Making of America,” Dr. Remigio Pane, Professor Emeritus, Rutgers University.

N.B. In the Fall 1991 issue of the AATI Newsletter, the Delaware Valley Chapter of the AATI was listed under the State of Delaware; it should have been listed under Pennsylvania. The Delaware Valley Chapter is based in Pennsylvania, “and covers the general area known as the Delaware River Valley.” My sincere apologies to the Delaware Valley Chapter and to Prof. Raffaele. (The Editor)

RHODE ISLAND

Brown University—In the fall semester two visiting professors joined the Italian faculty of the Brown University Italian Studies Department: Professor Lino Pertile, Chair of Italian at Edinburgh, who taught the Brown’s Dante Courses. And from September 20 to October 20 Ermanno Cavazzoni, author of Il poema dei lunatici (1987) - the basis of Fellini’s recent film La voce della luna - and Le tentazioni di Girolamo (1991). Prof. Cavazzoni teaches philosophy at Bologna.


March 17, lecture with slides: “Ut pictura poesis: Poesia e pittura nel Rinascimento italiano,” Professor Lina Bolzoni, Scuola Normale di Pisa. Prof. Bolzoni is currently Visiting Professor at Harvard.

Giacomo Striuli entitled ALBERTO MORAVIA: HIS LIFE AND WORK. The series was funded in part by the Rhode Island Committee for the Humanities. Presented prior to the onset of the numerous Columbus celebrations, the series aimed to foster a better understanding of modem Italian literature while stressing the ongoing cultural exchange between American and Italian scholars. The series opened with two films based on novels by Moravia, TWO WOMEN and THE CONFORMIST, which were presented by Gerald De Luca, director of the Italian Film Society of Rhode Island. At a symposium in November Prof. Manuela Bertone of Harvard presented a keynote address on Moravia, followed by a paper read by Prof. Massimo Riva of Brown University. Prof. Remo Trivelli of the University of Rhode Island and Bruna Boyle of Narragansett High School spoke on the pedagogical applications of texts by Moravia. The latter two were joined by Prof. Paschal Viglione of the University of Rhode Island in a dramatic reading of a Moravia short story, “La ciociara,” and the program ended with remarks by Dr. Blossom Kirschenbaum.

University of Rhode Island—For the past two years Prof. Paschal Viglione has been editing the Rhode Island Teachers of Italian Newsletter initiated by him in the fall of 1990. On September 28, 1991, a conference for teachers of Italian, the fourteenth in a series that began in the 1970s, was held at URI. An impressive turnout of colleagues and friends heard four presentations and participated in lively discussions of a variety of issues of concerns to the profession. Dr. John Boulemitis of the URI Department of Education spoke of the special needs of adult learners. Jeanne Fryar, college textbook representative of Heinle and Heinle Publishers of Boston, led a discussion of the ins and outs, and ups and downs of the production and revision of foreign language textbooks and the role that teachers play in the process. Prof. Dedda De Angelis of the Department of Italian Studies at Brown University gave a demonstration of how video clips (her samples were painstakingly prepared by herself from “Ecco l’Italia” tapes distributed by RAI-TV) may be used for all types of instruction in the Italian class. Margaret Vendituoli, foreign language chair at Bristol HS, outlined the steps that are being taken to form and fund academic alliances.

On October 30, 1991, Prof. Frank Rosengarten (Queens College/CUNY) delivered a lecture on contemporary Italy.

On the Bookshelf


NUOVO DIZIONARIO


4.400 voci enciclopediche seguite dalla traduzione inglese

continued on page 14
Letteratura Italiana: Aggiornamento Bibliografico, a cura di Benedetto Ascheri. Anno II, n. 1. Trieste: Alcione Edizioni, 1992. L.I.A.B. provides scholars, librarians and researchers with precise up-to-date information on Italian Literature from its origins to date, with special interest in individual authors, nonetheless including regional and dialectal literature. L.I.A.B. points out the latest publications and comes out twice a year, in March and September. Entries are arranged by centuries (from the 13th to the 20th) and, within each century, by name of writer, in alphabetical order. This part is preceded by a general section, including bibliographies, surveys on literature, essays on general theories or themes, and works relevant to vast periods. Alcione Edizioni, C.P. 554, 34100 Trieste Centro (Italy)

Journals

Esperienze letterarie

L’opera, di circa 240 pagine, è impostata su rigorosi criteri bibliografici e presenta in successione cronologica, a partire dal primo numero del 1976, i vari contributi apparsi nel corso dei tre lustri, corredati da accurati abstract volti ad informare sul contenuto di ciascuno di essi.

Seguono vari Indici (dei soggetti, dei collaboratori, degli autori e dei titoli delle opere recensite, delle riviste spogliate) che si pongono come preziose vie di accesso alternative e che cooperano a rendere la pubblicazione uno strumento di grande utilità.


GRADIVA is edited by Luigi Fontanella. A double issue, n. 8-9, is devoted to Giacomo Leopardi (Oct. 1991), with articles by Dante della Terza, Augusto Placanica, Massimo Riva, and Alessandro Carrera.

GRADIVA, Dept. of French and Italian, SUNY at Stony Brook, Stony Brook, NY 11794

Italiano oltre. Questa rivista, fondata e diretta da Raffaele Simone (dell’università di Roma “La Sapienza”) con la collaborazione di un gruppo di specialisti di linguistica italiana e di applicazioni della linguistica alla educazione, esce dal 1986.

Per i membri dell’AATT, l’editore praticherà, sulla quota dell’abbonamento, uno sconto pari al 15%. Le modalità per abbonarsi sono indicate qui sotto.

USA: $ 66 (spedizione via aerea)--La Nuova Italia, Via Ernesto Codignola, 50018 Casellina di Scandicci, Firenze (Italy).

Canada: US $ 66--The Symposium Press Ltd., PO Box 5143, Station E, Hamilton, Ontario L8S 4L3, Canada.

MISCELLANEA DI STUDI DANTESCHI IN MEMORIA DI SILVIO PASQUAZI
2 voll. di 900 pp. con ill. cm. 17x24. Lire 160.00 Casa Editrice Federico & Ardia, Casella Postale 481, 80100 Napoli (Italia).

STUDI DI FILOLOGIA E


TRANSLATIONS

The Centre for Reformation and Renaissance Studies at Victoria University (University of Toronto) has published several English translations by members of the AATT of important texts from the Italian Renaissance. They are Lorenzo Valla’s “The Profession of the Religious” and the Principal Arguments from “The Falsely-Believed and Forged Donation of Constantine”, ed. and trans. Olga Z. Pugliese; Bernardino Ochino, Seven Dialogues, ed. and trans. Rita Belladonna; and Giovanni della Casa, Galateo, eds. and trans. Konrad Eisenbichler and K.R. Bartlett. These editions/translations aim not only to bring to the attention of students important works which would otherwise not be accessible to them, but to do so in a critical and scholarly fashion suitable for senior undergraduate and graduate students’ research. For further information about these translations, the series, or guidelines for manuscript submissions, write to CRRS-Publications, Victoria University, Toronto, Canada MSS 1K7.

Winner of the 1990 Dino Campana Translation Prize

THE HIDDEN ITALY

A Bilingual Edition of Italian Dialect Poetry

By Hermann W. Haller
Published by WAYNE STATE UNIVERSITY PRESS
NEW ITALIAN POETS, edited by Dana Gioia and Michael Palma (Brownsville, OR: Story Line Press, 1991); a bilingual anthology of influential Italian writers which provides a large body of new poetry never before available in English. Leading American poets and translators were commissioned to translate the poems that are included here beside the Italian originals, with a short biography and critical assessment of each poet.

NUOVA RACCOLTA COLOMBIANA. The College of Humanities at Ohio State University in Columbus, Ohio, and the Istituto Poligrafico e Zecca dello Stato of the Republic of Italy have agreed to produce English translations of the Nuova Raccolta Colombiana, a revision and expansion of materials collected and presented a century ago. OSU Italian professors Albert Mancini and Charles Klopp are on the translation advisory board; Luciano Farina is a project director, along with Christian Zacher, Chair of the University’s Columbian Quincentenary Committee, and David Frantz, Associate Dean of the Humanities College.


The book traces the complex web of relationships between Goldoni’s plays and his comic libretti, illustrating the ways in which the Venetian used his operas to prepare for the comedies, or to experiment with themes to which the plays were closed.


Roman noblewoman Beatrice Cenci (1577-1599), associated in history and literature with the crimes of Parricide and incest, was a victim of corrupt late Renaissance Rome and an infamous father. This absorbing narrative set in sixteenth-century Rome recounts the turbulent vicissitudes of her wealthy family and her own ill-fated destiny, thrusting her into imprisonment in a castle, illicit love, incest or alleged incest, and murder. Featured are the grim procedures of the Roman court and the nine-month trial of the Cenci—one of the most celebrated trials of the period, with a famous defense based on the charge of incest. Painters, musicians, film directors, and writers from Shelley and Stendhal to Melville and Hawthorne were inspired by Beatrice’s tragic story, uncannily relevant to our time. Her victimization, efforts to free herself, and revenge make up a scenario repeated through the centuries. Beatrice Cenci will fascinate general readers and scholars.


I saggi dedicati al Toffanin dal prof. Mario Santoro costituiscono i risultati di un seminario tenuto nell’Ateneo napoletano; i lavori della dott. Lucia Miele sono il risultato di una lunga frequentazione con gli scritti del Torraca. Pagine 164, L. 22.00


“...in exploring the literary debates involved in elevating the Furioso to the rank of a classic, Daniel Javitch maintains that this

Italian-American Fiction

Prima vera: Springtime brings an Italian family and the succeeding generations to life.

Struggling to raise their children in Benevento, Italy, Paolo and Maria survive many hardships in the old world. The novel conjures up the past and makes it come alive in a convincing story that moves the reader.

We follow the many generations of this Italian family as they move from the mountains of Italy to the cities of America.

Rich in Italian history and culture, the family espouses the virtues of prima vera and the eternal spring of hope that holds them together.”

In memoriam:

It is with profound sadness that we inform members of the AATI of the death of Professor Robert J. Di Pietro. A member of the AATI of long standing and a founding member of ACTFL, Robert J. Di Pietro was an indefatigable scholar who contributed significantly to the teaching profession and has changed in an indelible way the profession of language in all its dimensions. Among his many areas of interest, he has published widely on areas on Contrastive analysis, Language as social discourse, Strategic interaction.

His consistent demand for excellence in language teaching is also reflected in several articles and in particular, one which was published in A Handbook for Teachers of Italian published by this Association.

Vale, Roberto! Vale, amico! Vale, magister!

Requiescas in pace!

Anthony Mollica
From the Editors

THE NEWSLETTER IS FOR THE LANGUAGE TEACHER

In the past we have invited our readers to submit to the AATI NEWSLETTER articles and notes on the teaching of the language, on pedagogy, as it is also called by many of us, and would like to repeat that invitation now. The NEWSLETTER is mailed to nearly 1,200 AATI members at home and abroad. With such an audience of Italian teachers it could be an excellent forum for the discussion of matters related to teaching. It seems to us that in addition to passing on information about events, contests, awards, and so on, the NEWSLETTER should serve to stimulate dialogue about specific teaching strategies the members are employing and about general theories of teaching. We would like to make it that kind of organ, and the Officers and the Executive Council of AATI have in fact encouraged us to do so to the extent possible. In previous numbers we have published texts submitted by readers on the teaching of Italian for business and on the advantages of the good, old-fashioned approaches to teaching grammar. The forum on business Italian is still open, and any ideas you have in that area can be sent to the editor or directly to Prof. Remo Trivelli (Dept. of Italian, U of R.I., Kingston, R1 02852) who has agreed to oversee the forum for the NEWSLETTER. We look forward to receiving many expressions of varied points of view.

Whether aiming toward the goal of informing the readership or of stimulating dialogue, the NEWSLETTER needs the help of the readers themselves. To do the job of keeping you informed by transmitting news and notes about what the members of AATI are doing we, of course, first need to hear from the members: we thus urge you once again to drop us a line to describe your program, to tell us about language learning activities of you and your students in and out of the classroom. And we cannot publish articles and notes on teaching strategies if none are submitted. Please keep the AATI NEWSLETTER in mind if you are planning to write a short article, a review of a textbook, computer program, or other teaching materials, or an opinion piece on the Italian teaching profession and its goals.

And let us not forget all those readers who have been sending news and notes of interest: to them we extend our sincere thanks.

Salvatore Cappelletti
Editor
Dept. of Modern Languages
Providence College
Providence, RI 02918

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