

## LILT NEWSLETTER

April 2009  
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[www.liltfl.org](http://www.liltfl.org)

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### PRESIDENT'S MESSAGE

At this time of year LILT's major events are in progress, and many of our members are busily participating in them. LILT committees and officers have been hard at work to provide a variety of interesting, organized and enjoyable activities for members, and opportunities for your students to shine. In addition to the inauguration of online services, this calendar year opened with the mailing of the new *LILT Activities Booklet* to both 2008 and 2009 members, and to all LOTE department leaders. It conveniently included information on the Winter Workshop Program, the plaque sales, the Poster Contest and the Student Foreign Language Contest. It was well received and we plan to continue this booklet annually.

To date, comments from those who have attended the Winter Workshops have been only positive, and workshop enrollment has increased. I would like to thank First Vice President, **Michele Ortiz**, for the tremendous job she did recruiting presenters, gathering workshop descriptions, driving directions, posting this information online, and all the rest that goes into overseeing this task. By using our online services, those interested could conveniently register and pay online 24/7 for the first time in LILT history. My sincere thanks also go out to the presenters of these workshops: **Carmen Campos, Tania De Simone, Elizabeth Yu Ellsworth, Nicole Faherty, Dana Giangrasso, Rebecca Gutierrez, Michele Klatch, Tim McCarthy, Jennifer Nesfield, Susan Quintyne, Dan Saitta, Seema Sumod, Anthony Vittorino, Scott Wikolaski, and Anahí Walton-Schafer** for generously sharing their expertise with us.

March is always a busy month for LILT. On Saturday March 21<sup>st</sup>, the judging for the *LILT Student Foreign Language Competition* took place at Bay Shore Middle School. We are grateful to the Bay Shore Public School District for allowing us to hold this event for the third time at this very convenient location, and to **Linda Scalice**, Director of ESL, World Language, & Dual Language, for making all of the arrangements. We sincerely appreciate all of the countless hours, dedication to task and attention to detail that Chair **Bob Tenaglia** and his assistants: **Maryann Montemiglio, Dan Saitta,**

**Filomena Spinelli, Ron Taub and Maritza Tuohy** willingly give to this event. The many volunteer judges, our active and retired teachers, enjoyed a delicious brunch, collegial cordiality, networking, and collaboration. Without all of you, none of this would have been possible, so thank you again.

The annual *LILT-AAT Poster Contest* judging was held at the Bethpage Restoration Village on March 26th. This year our judges were: Joanne Reeves, Executive Director, and Joe Green both from the Oyster Bay Arts Council, and Gary Bates, Executive Director, of the Art League of LI. **Jane Mooney (AATG)**, Chair, once again did a fabulous job coordinating all of the aspects of this event with the members of the committee: **Tom Coleman (AATF-Nassau), Marie Guillet (AATF-Suffolk), Graceanna Maiello (AATI), and Keryn O'Leary (AATSP)**. Our sincere thanks also to: **Jackie Ammirato, Bruno Bernardino, Carmen Campos, Lillian Carey, Jeanette Keicher, Pat Lennon, Gene Lowenberg, Josephine Maietta, Mirtalita Matos, Jane Mooney, and Doug Moore**, who volunteered to collect posters, check memberships, deliver and set out posters for judging.

As usual, teachers of the winning students will be contacted shortly for prize distribution and the names of winners will be easily viewed in the summer edition of the *LILT Newsletter*, which has been traditionally posted on our website - [www.liltfl.org](http://www.liltfl.org) - after the close of school.

The Excellence in Foreign Language Award Plaques (deadline for orders March 31<sup>st</sup>) is being handled adeptly this year by our Second Vice President, **Anahí Walton-Schafer**. Revised information pages can be found on the LILT website. When your plaque order arrives, we are confident you will agree they make for a beautiful presentation to honor your best and brightest LOTE students. Thanks Anahí for the meticulous care you took in coordinating this opportunity for our members.

Although the 2009 Regional Conference may seem very far off, the Planning Committee Meeting organized by **Ana Aguiar-Mady**, Chairperson, has already met on March 30<sup>th</sup>. LILT extends many thanks to all those who attended and contributed their ideas and suggestions for workshops and presenters. The date and Suffolk

location are tentative at present but we look forward to the able direction and hard work of **Linda Scalice**, On-Site Chair, and Off-Site Chair, **Dr. Zenaida Madurka** of SUNY Old Westbury, who will make our next conference a resounding success. If you are interested in giving a workshop, please go the LILT website ([www.liltfl.org](http://www.liltfl.org)), download the "Call for Proposal" forms and submit them to **Dan Saitta**, Presenter/Program Coordinator, as soon as possible.

As the end of the school year approaches, LILT has already planned the *Spring Membership Meeting*, to be held this year at HR Singletons on May 14th. You can find more information on page 7 about this annual dinner at which we honor retiring members, and award and stipend winners. (The deadline for the latter two is April 15<sup>th</sup>.) Although it is a busy time for teachers, please consider attending this happy occasion to spend some relaxing, social time with LOTE colleagues. If you know of any member who intends to retire at the end of this school year, please contact 1<sup>st</sup> Vice President Michele Ortiz as soon as possible to ascertain if this person meets the constitutional profile for recognition. Kudos once again to **Michele Ortiz** for coordinating this event.

Wow! Please note how many people are needed to make these events come to fruition as successfully as they do each year. I am so grateful to all of you who made the extra effort to lend a hand. Any member is always welcome to help and get involved. As you approach the Spring Recess, I hope you'll find some time to rest before the last push to finish the school year with positive outcomes for all your students. I wish to extend to you my best wishes for the upcoming holidays, and wish you and your students every success in June.

Always with a *lilt* in my voice for LOTE

*Nancy Russo-Rumore*

### **JOB OPENINGS**

**Hauppauge MS/HS**, French I and II, introduction to Spanish, leave replacement, April 1-June; Spanish, grades 6 and 7, leave replacement beginning June 1. Contact: Lillian Carey, Director of Languages Other Than English, (631) 761-8389 or (631) 870-5778, e-mail: [careyl@hauppauge.k12.ny.us](mailto:careyl@hauppauge.k12.ny.us).

**Hewlett-Woodmere HS**, Italian and Spanish I, II and III, full-time, probationary position, beginning September 2009. Contact: Alba Gallegos, Chairperson of World Languages, (516) 374-8027, e-mail: [agallegos@hewlett-woodmere.net](mailto:agallegos@hewlett-woodmere.net).

**Hicksville HS**, French II, III, Pre-AP and AP, with additional certification in Italian or Spanish, full-time, probationary position, beginning September 2009. Contact: Robin Throne, Supervisor ESL, Modern Languages and Activities, (516) 733-6519, e-mail: [rthrone@mail.nasbores.org](mailto:rthrone@mail.nasbores.org).

**Jericho HS**, French and Spanish, dual certification, levels I-V, probationary, full-time, beginning September 2009. Contact: Dr. Elaine Margarita, (516) 203-3600, X3428, e-mail: [emargarita@jerichoschools.org](mailto:emargarita@jerichoschools.org).

**Port Jefferson Schools**, Elementary Foreign Language, FLES certification required. E-mail your letter, résumé and certification to: [www.portjeff.k12.ny.us](http://www.portjeff.k12.ny.us).

### **FLES CERTIFICATON FOR FL TEACHERS**

April 24, 25, May 1, 2 and 9: Dowling College, Institute for the Certification of the Instruction of Foreign Languages at the Elementary School Level (EDU 6325: FLES) at Jericho HS, Dr. Elaine Margarita, Instructor. Cost, \$1,200. Call (631) 244-3420 for more information, or register on line at [www.dowling.edu/dowlinginstitute](http://www.dowling.edu/dowlinginstitute).

### **AAT AND NYSFLT NEWS**

**AATF** The NY Islanders Hockey team will be hosting a French class night at the Nassau Coliseum, April 2<sup>nd</sup>, 2009, beginning at 4:45 PM. Pre- and post-game guest speakers, including Bruno Gervais, will take questions in French. Cost, \$26/ticket. Call (516) 794-9300 for more information.

**AATI-LI** will sponsor an Italian Dance Workshop on Friday, April 24, at Commack HS Dance Studio, 4-6 PM. The dances presented will be the quadriglia, tarantella and the mazurka. The cost is \$5 for members, \$10 for non-members, and must be sent by April 15<sup>th</sup> to Joseph Tursi, Jr. 12 Coventry Lane, Smthtown, NY 11787.

[www.ItalianNotebook.com](http://www.ItalianNotebook.com) is a useful website for information on Italian art, history, cities, cuisine and local life.

**AATSP-LI** held a PowerPoint Workshop at Locust Valley. Teachers left with a flash drive of various games (Jeopardy, Millionaire and Hollywood Squares) utilizing their own curricula.

For teacher tips, visit AATSP-LI's blog: [aatsplongisland.edublogs.org](http://aatsplongisland.edublogs.org).

**NYS AFLT** is offering study abroad grants to Costa Rica, Germany, Mexico, Canada (Québec) and Spain (Salamanca). Applications are due April 15<sup>th</sup>. Visit NYS AFLT's website, [www.nysaflt.org](http://www.nysaflt.org) (member section) for more information.

### **AUTHENTIC REALIA FOR YOUR CLASSES**

The Huntington Arts Council offers teachers the opportunity to borrow, for a two-week period, "Discovery Lending Chests" containing authentic realia to teach culture to students of all levels. Chests are available for: China, Latin America, Africa, Egypt, India and Native America. If your district is a "Journey Program" participant, this borrowing opportunity is gratis; otherwise there is a \$50 fee to borrow. For more information contact: Caitlin Apostoli: (631) 271-8423, ext. 14 or via e-mail: [capostoli@huntingtonarts.org](mailto:capostoli@huntingtonarts.org). *Submitted by Nancy Russo-Rumore, Emerita*



**SPOTLIGHT ON MARIE NUZZI** (BA, Spanish, Molloy College; MA, Bilingual Education, Hofstra University; permanent certifications: FLES, TESOL, elementary education, bilingual elementary education, Spanish 7-12, school administrator and supervisor, and school district administrator.)

#### *LESSONS TAUGHT, LESSONS LEARNED*

I always knew from an early age I wanted to be a teacher. In fact, chalk, erasers, and blackboards were often my gifts of choice when shopping with my parents. To me, there was magic in standing before a class filled with children eager to learn and discover. I remember how I would line up my dolls and pretend they were my students, and I would proceed to teach them whatever topic was then being introduced in my own classroom. And if imitation is truly the greatest form of flattery, then my teachers should have felt duly complimented. I loved the idea of sharing knowledge and information, and I wanted nothing else but the fulfillment of that dream. However, it was not until I was in high school that I knew I wanted to be a **language** teacher, more specifically, a Spanish teacher. That was a revelation that took slightly longer for me to realize.

Looking back, I was a freshman in Sister Mary Neil's Spanish I class. She was teaching the present tense of "ar" verbs and drilling the endings, but I just was not getting it. I had no idea of the concept of "conjugations" that she was trying to convey, and I felt frustrated and upset. For days, I anguished over being called on and not knowing the correct answer. It may have only been a week or two, but to me it felt like an eternity. Sister Mary Neil never wavered, however. She encouraged, repeated and explained again. She dug her heels into the ground, rolled up her sleeves, and gave it her all. She never accepted defeat and would not count me among the forsaken. She believed in me even when I lost belief in myself. Her gentle patience was so much greater than my persistent lack of confidence. Then one day, it happened! All of a sudden, like the proverbial switch, it clicked! I understood! I saw the light! Subjects and endings took on meaning, and the weight of doubt that I had been carrying for so long was finally lifted. It was an extraordinary moment, and one that I can still remember with the intensity and clarity of that very day. Sister Mary Neil rejoiced and praised me for my newfound knowledge. That was truly a turning point in my life. I became "friends" with the Spanish language, and I began looking forward to learning more of it each day. Perhaps it was the sense of relief at discovering its secret, or the feeling of triumph over a potential

adversary. Or maybe it was the proud and compassionate look on Sister Mary Neil's face when she saw my struggle end. Whatever the reason, I knew then that within my life-long and unwavering dream of being a teacher was the realization that I was meant to be a Spanish teacher. I understood the frustration that could accompany learning a foreign language, and I was determined to prevent others from experiencing the same discouraging fate. Perhaps even more compelling was my firsthand experience with the patience and exuberance of a special teacher whose impact I longed to emulate.

I was afforded yet another defining moment in my language journey when I was a freshman once again, this time in college. My initial fear of the language four years earlier had now been replaced with a love and appreciation for everything "Spanish." I was extremely fortunate to have a professor who was not only a native speaker, but whose command of English was at a bare minimum. This meant constant exposure to the Spanish language both in and out of the classroom. One afternoon, during Ms. Aranguren's office hours, I approached her for clarification on a grammar point. I noticed then that she was struggling to read the print in front of her. It turned out that she was legally blind and used a magnifier when scanning notes and reviewing papers. Out of both respect and kindness, I offered to read the page aloud for her. Little did I know that one gesture would change my life forever. Soon I found myself extending more and more assistance, a second set of eyes if you will, which in turn, granted me the opportunity to learn the language thoroughly and to live it authentically. I not only gained knowledge and proficiency, but also friendship and camaraderie. My professor became my friend, and because of her, I came to know and love Spain firsthand, as we traveled together many summers visiting her family in the Basque countryside. I also learned about Cuba and the struggles that she, her parents and siblings endured after emigrating there during Franco's longtime rule in Spain. I learned of her turmoil in leaving her family behind as she headed for the United States shortly after, and of the difficulties with her eyesight that had plagued her for so long. I learned much in my college years – lessons that would stay with me forever – lessons never found in written words or printed texts. Above all, I learned I wanted to be a teacher. I wanted to leave my mark on others the way Sister Mary Neil and Libe Aranguren did with me. I wanted to make a difference in the lives of children. Moreover, I wanted to do it through the wonderful gift of language.

Throughout my career, there have been many occasions in which my decision to become a language teacher has been solidified in both obvious and not so obvious ways. One of those subtle moments came in the winter of 1991, thus rewarding me with yet another affirmation of my vocation.

**“YOU ARE ORDERED TO EXTENDED ACTIVE DUTY UNDER THE PROVISIONS OF THE REFERENCE WHICH AUTHORIZES YOUR RECALL TO ACTIVE DUTY IN THE EVENT OF DECLARED NATIONAL EMERGENCY OR WAR...”**

And so began that fateful letter which I received on February 4, 1991, upon returning home after an otherwise uneventful day of teaching. I was then, and still am, a Reservist in the United States Marine Corps, and my occupational specialty is that of an Interrogator/Translator in the Intelligence Field. My love of Spanish was responsible for such an assignment since I joined the Corps wanting to do something additional with my language skills. As a Reservist, I was given two weeks notice before leaving for Operation Desert Storm. I had the remote possibility that this could happen, yet being an optimist, I chose to keep it in the recesses of my mind. I was quickly reminded, however, that not everything could be wished away, and that sometimes reality could hit us with an unexpected and powerful thud! That night I tried to become accustomed to what was going to happen to my life, and I must have been on the phone for hours with friends and relatives. The following day, I informed my principal and my students of the situation, and their sympathy and consolation were overwhelming. I began to have a newfound appreciation for my role as a teacher, more specifically, a Spanish teacher. After all, that very love of the Spanish language had brought me to that pivotal point in time! I went through the next two weeks in a daze, yet it was not until the last day of classes before departing that I discovered the true impact that this event would have on my future teaching career and on me. It was Friday morning, and I did all I could to keep my composure and strength. One by one, my colleagues bid me farewell, and my students asked infinite questions. As the day progressed, I received an assortment of cards and gifts from many in the building. I was deeply touched by the outpouring of love and concern. Expecting to find boxes of candy and bottles of perfume among the presents, I was speechless as I opened gift after gift of what represented deep personal meaning to the giver. There, wrapped in white tissue paper, I found a personal Bible with a note attached from a sophomore girl, telling me that it was her most prized possession, and she wanted me to have it while I was away. In another brown paper bag, I pulled out a compass from an eleventh-grade Boy Scout who did not want me to lose my way in the desert. Still, in a small box, there was a St. Christopher medal from Mark, who apologized for his constant doodling in my Spanish 3 class. There were other special symbols, too many to mention, and each one opened my eyes wider to the real message of teaching: that we touch lives and teach lessons, not just through chalk and textbooks, but more importantly, by who we are and by what our life stories tell about us.

When I returned from Operation Desert Storm, I had a

new perspective on my role in the classroom. I had gotten a chance to see children from the “inside” and I knew that hidden in each one was that special dimension. I realized why I went into teaching in the first place; and why exactly, I chose foreign language. Learning Spanish has certainly been paramount in my life because it has enabled me to do something meaningful and fulfilling through two very different venues. I hope that through my daily lessons in the classroom, I am conveying to my students the same excitement and love of language I encountered in my own educational background. Also, through my Marine Corps experience, I am able to show students personally there are interesting and exciting options available when one knows a foreign language. I want them to see that the world is theirs and the possibilities are endless!

I am convinced, had I not studied Spanish, I would have missed one of the greatest experiences and lessons of my life. Since then, when I am standing in front of my classroom, and situations arise that frustrate and challenge, I remember the Bible, the compass, the medal. I remember Sister Mary Neil and Libe Aranguren, and I am reassured that this truly is a noble profession, and I am blessed to be an integral part of it! *Written by Marie Nuzzi at the request of the Editor. Among Ms. Nuzzi's other accomplishments are graduating from the USMC, Reserve Non-Commissioned Officers Leadership School with honors, and being her high school valedictorian.*

**US MILITARY WILL OFFER PATH TO CITIZENSHIP**

*The following article is printed, in part, from The New York Times, February 14, 2009*

Stretched thin in Afghanistan and Iraq, the American military will begin recruiting skilled immigrants who are living in this country with temporary visas, offering them the chance to become United States citizens in as little as six months. Immigrants who are permanent residents, with documents commonly known as green cards, have long been eligible to enlist. But the new effort, for the first time since the Vietnam War, will open the armed forces to temporary immigrants if they have lived in the United States for a minimum of two years, according to military officials familiar with the plan.

Recruiters expect the temporary immigrants will have more education, foreign language skills and professional expertise than many Americans who enlist, helping the military to fill shortages in medical care, language interpretation and field intelligence analysis. “The American Army finds itself in a lot of different countries where cultural awareness is critical,” said Lt. Gen. Benjamin C. Freakley, the top recruitment officer for the Army, which is leading the pilot program. “There will be some very talented folks in this group.”

Recruiters' work became easier in the last few months as unemployment soared and more Americans sought to

join the military. But the Pentagon, facing a new deployment of 30,000 troops to Afghanistan, still has difficulties in attracting doctors, specialized nurses and language experts. Military officials want to attract immigrants who have native knowledge of languages and cultures the Pentagon considers strategically vital: Arabic, Chinese, Hindi, Igbo (a tongue spoken in Nigeria), Kurdish, Nepalese, Pashto, Russian and Tamil.

Staff Sgt. Alejandro Campos, a recruiter in Bay Ridge, said he saw how useful it was to have soldiers who were native Arabic speakers during two tours in Iraq. "The first time around we didn't have soldier translators. But now that we have soldiers as translators, we are able to trust more, we are able to accomplish the mission with more accuracy."

### **BILINGUAL NEEDS**

According to the US Census Bureau's 2006 American Community Survey, about 80% of Americans use English at home. For the other approximate 20% who do not speak English, bilingual workers are in great demand, and the states that have the largest percentage of non-English speakers are: California, New Mexico, Texas, New York and Arizona. Spanish is the language most often spoken, but French, German, Mandarin, Arabic and lesser-known languages are also widely spoken.

The following professions have the greatest need for bilingual speakers: Health Care, Hospitality (spas, resorts and hotels), Education, Law Enforcement, Customer Service, Social Services, Finance, and Communication (translator, journalist, media relations officer, etc.). *Submitted by Michele Ortiz, Division Avenue High School.*

### **TEACHERS HELPING TEACHERS**

#### *5 Tips For A Productive Summer*

Teaching is hard work. Today's teachers should turn summer vacation into an opportunity to prepare for the next academic year.

1. *Take Stock.* It is critical to reflect on the year you've just completed. If you've kept a journal, go over your entries to find the lessons that seemed less successful or that presented important challenges for you or your students. Think about what went wrong or what factors you failed to anticipate well. Should some of these lessons be jettisoned completely?

2. *Assess Your Assessments.* How did grading and evaluation go this year? Was student success difficult to assess for some lessons or projects? Did your grading system get in the way of your teaching or unfairly assess some students? Reevaluate your grading system to fix any areas or components that proved inefficient or problematic. Consider developing new rubrics for next year. Even if you prefer to develop rubrics with your class, take some time to ensure that your needs are addressed by thorough planning.

3. *Explore New Technologies.* Your students will be entering a workplace that makes demands on them that are likely to be unfamiliar to you. Help them prepare for life after the classroom by encouraging their use of new technologies. If your school has a website, then design a project in which students will develop a Web page for your class. Students can write blog entries for the site and develop their own process for approving and posting these messages. You may even decide to contribute occasionally. With a scanner or a digital camera, students can put art projects, homework assignments, the class syllabus, and more on the site. Attend a workshop or take a summer class to prepare, if needed. Remember, your students will likely be able to teach you a few things too. With a webpage for your class, students can take pride in both their academic work and their online presence. This type of project can have the added benefit of enhanced parent and community involvement.

4. *Explore Globalization And Culture.* Each year, the world seems to get a little smaller. Our students must learn how they fit into a world of multinational corporations and a nation of shifting demographics. Look at your course requirements and lessons. Where does your teaching touch on issues of language, cultural understanding, and international politics? Ask yourself how you could improve students' ability to expand their cultural horizons. Consider the students in your school. Have you shaped your lessons in ways that reflect on appreciation of all of the ethnic and cultural groups in your community? Invite diverse members of the community to contribute to next year's lessons. Consider cross-cultural lessons such as a sister school in another country. Be open to ideas your students may bring to class, and leave time in your schedule to encourage this exploration, if possible.

5. *Pursue Collaboration.* You have just concluded a year of working down the hall from a variety of professionals at different stages in their careers. Consider what one or more of these educators could bring to your classroom. What areas of expertise could you offer to them? Explore opportunities to model good workplace collaboration for your students while offering them knowledge and insight beyond your areas of strength. Such collaboration also can be a great teaching and learning experience for you. You can design a project that brings together math and history, literature, and foreign language study, or an academic subject and a vocational area of study. Or you can collaborate on teaching in new ways within one subject area. Find an interested colleague and develop a plan for your project. If your school doesn't encourage collaboration as a rule, remember to develop a rationale for administrators. And be sure to ask for a shared free period. *Submitted by Nancy Russo-Rumore, Emerita. Reprinted from Phi Delta Kappa International.*

## **AMERICAN SIGN LANGUAGE (ASL) ON LI**

Did you know?

There were twenty districts on Long Island that offered ASL during the 2007-08 school year, according to a New York State Department of Education report. In Nassau County they were: East Meadow, Farmingdale, Great Neck, Jericho, Massapequa, Oceanside, Syosset, Valley Stream CHS#1, and in Suffolk County: Commack, East Hampton, East Islip, Half Hollow Hills, Sachem, Shoreham-Wading River, South Huntington, Southampton, Three Village, West Islip, Westhampton, and William Floyd. The levels taught vary by district from Level 1 through Level 5.

In total, the 2007-08 school year saw 69 sections or classes of ASL being taught on Long Island, with a grand total of 2,324 students in ASL classes (The average class size statewide was 21.3 students.)

“According to the National Institute on Deafness and Other Communication Disorders (NIDCD), sign language is the fourth most commonly used language in the United States.” *Submitted by Nancy Russo-Rumore, Emerita. Quote from This Week, January 10, 2009*

### **BABAR AT THE NASSAU COUNTY MUSEUM OF ART**

When two of Babar’s children, Alexander and Flora, ask whether art in a museum has to be old or pretty, the famous elephant king answers, “There are no rules to tell us what art is.” This exchange, from the book *Babar’s Museum of Art*, by Laurent de Brunhoff, helps explain a few things about an exhibition opening Sunday at the Nassau County Museum of Art in Roslyn Harbor. The show, also called “Babar’s Museum of Art,” heralds a new mission for the space it occupies, now officially designated for children and families.

Babar’s attitude toward art, the show’s organizers say, reflects their own inclusive philosophy and accommodates such touches as a tiny plastic helicopter, piloted by Babar, hovering over a dollhouse castle as well as 36 eye-catching watercolors that line the walls, also by Laurent de Brunhoff, who took over the series from his father, Jean. These artworks — originals for pictures in the book — resemble familiar paintings by artists like Manet, Picasso and Vermeer, but with pachyderms instead of human subjects. “We’re continually trying to engage people,” and particularly to “captivate a child’s fantasy,” said the museum’s chief curator, Franklin Hill Perrell.

Later in the book, Arthur, Babar’s young cousin, watches an artist whose style looks a lot like Jackson Pollock’s and boasts, “Oh, I could do that myself.” Babar’s answer: “I wish you would. I’m sure I will like what you do.” That scene from the 2003 book, which recounts how Babar and his wife, Celeste, turn an abandoned train station into a museum, helped inspire other hands-on elements in this show: a puppet theater where children may stage

their own Babar dramas, a drawing station with magnetic tablets and, beneath many of the watercolors, flip-up labels that can make a game of matching take-offs to original masterpieces.

The exhibition’s and book’s themes seemed perfect to inaugurate a new name and new direction for this section of the 145-acre complex, said Constance Schwartz, the museum director. The former Tee Ridder Miniatures Museum, which was mainly for adults, is becoming the Ridder MiniArtMuseum for Children, aimed at families. Ms. Schwartz says the museum has not settled on its programs after the Babar show, although she said they would be increasingly interactive. The name on the building is being changed, and a party on Feb. 15 will officially mark the museum’s change in status. “The story shows how Babar is creating a museum, and we’re in the process of making our museum,” she said.

The museum-within-a-museum is a small building near the mansion that houses the main collections. The Babar show features art from the Mary Ryan Gallery in Manhattan and interactive installations by Paul Orselli, a museum designer from Baldwin. “What we’re doing essentially is turning the whole building into Babar’s museum,” Mr. Orselli said. He started several months ago collecting Babar figurines and paraphernalia, he said, and has placed some of the figures in the miniature formal drawing rooms, grand salons and country kitchens that are permanently installed in the museum. “It’s a little bit of a scavenger hunt” that will make people really look at the rooms, he said. He also added elephant footprints on the floor to guide visitors, a jigsaw puzzle table, the puppet theater and art station, and an area for viewing cartoons and browsing books from the 78-year-old Babar series (which was explored in a recent exhibit at the Morgan Library and Museum in Manhattan).

The witty watercolors demonstrate “the way many people see art,” Mr. Perrell said. “You see yourself in the painting.” The Babar family sees elephants, he said, but, by observing that, children can learn how to identify with paintings more personally. His favorite piece, he said, is based on Georges Seurat’s *A Sunday Afternoon on the Island of La Grande Jatte*, because it shows a community with families — just the kind of audience the museum is seeking.

*Babar’s Museum of Art*, Nassau County Museum of Art, Roslyn Harbor, Jan. 18 to May 26, [nassaumuseum.com](http://nassaumuseum.com) or (516) 484-9337. *Reprinted from The New York Times, January 15, 2009*

***When someone shares something of value with you, and you benefit from it, you have a moral obligation to share it with others. Chinese Proverb***

Thanks to Adrienne Greenbaum, Nancy Russo-Rumore and Ron Taub for proofreading this edition.

# PROFESSIONAL CALENDAR

	2009		May 16	AATI-LI Dante Award and Scholarship Luncheon, Pompei Restaurant
Apr. 2	French Night with the NY Islanders Hockey team, Nassau Coliseum, 4:45 PM		Jun. 3	AATSP-LI End of the Year Reception, Jericho HS, to honor recipients of the Judy Abrams Scholarship, Victor Baptiste Essay Contest and NSE ORO.
Apr. 17, 19	Center for Italian Studies, Stony Brook University, Mozart's opera, <i>Così Fan Tutte</i> ; call (631) 632-2787 for more information.		Aug. 4-7	NYS AFLT Summer Institute, Oneonta, NY*
Apr. 24	AATI-LI Professional Meeting		Oct. 9-11	NYS AFLT Annual Conference, Buffalo, NY*
Apr. 24-25	NYS AFLT Colloquium, Albany, NY*			*More information at <a href="http://www.nysaflt.org">www.nysaflt.org</a>
May 14	<b>LILT Spring Membership Meeting, 4-7 PM, Bethpage</b> (see information below)			



## SPRING GENERAL MEMBERSHIP MEETING

May 14, 2009

The LILT Executive Board cordially invites all teachers of Languages Other Than English to its annual end-of-year Spring General Membership Meeting. Please join us as we honor our retiring colleagues and the recipients of our awards and scholarships. (If you know of any LILT member who is retiring and may meet the constitutional profile for recognition, please contact **Michele Ortiz** as soon as possible at (516) 520-8350 x761 or [mortiz@liltfl.org](mailto:mortiz@liltfl.org).)

- DATE:** Thursday, May 14, 2009  
**TIME:** 4:00 PM - 7:00 PM  
**PLACE:** H.R. Singletons, 150 Hicksville Rd., Bethpage (516-731-7065)  
**COST:** \$32.50 includes salad, choice of entrée and dessert. (Cash bar)  
**RSVP:** Friday, May 1<sup>st</sup>

**SEND CHECK, PAYABLE TO LILT, TO: Michele Ortiz, 227 Atlantic Place, Hauppauge, NY 11788**

**DIRECTIONS: Located on the corner of Hicksville Rd. and Hempstead Turnpike**  
**From Route 135 / Seaford Oyster Bay Expressway:** Take exit 7W towards Hempstead (Hempstead Turnpike) Turn Right onto Hicksville Road / Route 107 Turn immediately Right into the HR Singletons parking lot.



## SPRING GENERAL MEMBERSHIP MEETING May 14, 2009

Name(s): \_\_\_\_\_

Phone: (Home) \_\_\_\_\_ (School) \_\_\_\_\_

Total Enclosed (\$32.50 per person, payable to LILT) \$ \_\_\_\_\_

**MAIL THE ABOVE FORM AND YOUR CHECK, PAYABLE TO LILT, BY MAY 1<sup>st</sup> TO:**  
Michele Ortiz, 227 Atlantic Place, Hauppauge, NY 11788



Richard Gentile  
LILT Newsletter Editor  
99 Soundview Road  
Huntington, NY 11743

**MEMBERSHIP IS FOR THE CALENDAR YEAR**

**PLEASE CUT HERE** ▶-----



**MAIL-IN MEMBERSHIP APPLICATION ONLY (Go to LILTFL.ORG to register on-line.)**  
**PRINT VERY CAREFULLY IN BOLD BLUE OR BLACK INK.**  
**\*REQUIRED FIELDS**

Last Name\* \_\_\_\_\_  **New**, First Name\* \_\_\_\_\_  
Former Last Name \_\_\_\_\_  
Home Address\* \_\_\_\_\_  **New**  
City\* \_\_\_\_\_ State\* \_\_\_\_\_ Zip\* \_\_\_\_\_  
Home Phone\* (     ) \_\_\_\_\_  **New**, Home Fax\* (     ) \_\_\_\_\_  **New**  
**E-MAIL ADDRESS\*** \_\_\_\_\_  **New**  
School Name/District \_\_\_\_\_  **New**  
School Address \_\_\_\_\_  **New**, State \_\_\_\_\_ Zip \_\_\_\_\_  
School Phone\* (     ) \_\_\_\_\_  **New**, School Fax\* (     ) \_\_\_\_\_  **New**  
Languages and levels you teach.\* \_\_\_\_\_

Dues\* (check one):  \$20 Individual  \$25 Joint (Husband & Wife)  \$10 Full Time Student  \$10 Emeritus  
 I am a **NEW** LILT member\*.  I am **RENEWING** my LILT membership\*.  
 I am interested in being a **JUDGE** for the LILT Student Foreign Language Competition\*.

Make check **PAYABLE TO LILT** and mail to: Ron Taub, 16 Radford Road, Lake Grove, New York 11755