

LILT NEWSLETTER

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WWW.LILTFL.ORG

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PRESIDENT'S MESSAGE

As you open your classroom door to greet your students for the start of a promising new school year, the LILT Executive Board wishes you success in meeting the many challenges you will face. LILT hopes to provide you with opportunities for your personal professional growth, as well as opportunities to spotlight the abilities of your students.

In case you may not be aware, in May I was once again elected to the presidency at the Spring General Membership Meeting. On the next page you can get to know your five officers by reading the *Spotlight* column. There has been a smooth transition and our energetic and enthusiastic officers have already been intensely working at their duties. Once again, I look forward to working with the LILT Executive Board, a hardworking, generous, dedicated and supportive team. I take the reins with great respect for this organization and its members knowing that it is important for LILT to continue on its advocacy path for LOTE education on Long Island. I also realize there are still more ways for LILT to grow. We have already been investigating changes to the constitution to be voted on next year, and some time and effort saving 21st century automation procedures. As always, I can assure you I will do my utmost to provide leadership, vision and direction so that LILT will continue to flourish.

I view growth and change as a two way street. As I have said in the past, LILT is only as strong as its members. LILT needs **YOU!** If you ask why, I have some thoughts... The challenge of my presidency is for the Executive Board and me to find ways to energize other members to not only **take** from the organization what it needs professionally, **but** also to **give back**. We do want you to participate in LILT activities and events as much as possible, however we need to find among you future leaders of LILT. In order to flawlessly continue the high level of success LILT's programs have enjoyed, we need more dedicated, capable volunteers who are willing to sacrifice some of their personal time for the good of LOTE education and their LOTE colleagues at home on Long Island. Board members realize that nowadays all of us are active and busy at our jobs and one barely has

personal time, and yes, even retirees are busy. However, if LILT is to be a healthy organization, it needs to constantly be in search of more contributors to the goals for which we stand. Therefore, my clarion call to you is simple: involve yourself in more than one LILT activity this year. Partake and get to know one another. Since we have a lot in common it is easy for us to bond! I am sure you will find it invigorating to share, even commiserate and simply enjoy each other's company all the while giving back to your profession. It is my hope, as a result, you will be more willing to give of your time and energy. Any contribution you make of your time at a LILT activity is a help to us. It is also my hope that among those of you who will do so, we can uncover future LILT leaders. We are positive you are out there! So, if called upon, please do seriously answer that call in the affirmative!

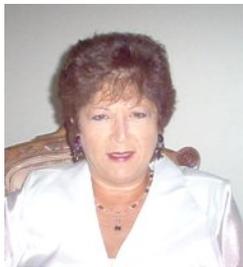
On that note, please consider attending our Fall General Membership Meeting on September 24th at Pomodorino (details on page 5). As always, there will be a gift for all who attend and our annual Chinese Auction of *Teacher Baskets*. Please come and introduce yourself to me. The Regional Committee has worked all summer to produce a highly professional and engaging LILT-NYS AFLT Regional Conference entitled: *Teaching Languages to the i Generation... i am... r u?* on November 15th at Division Avenue High School, Levittown. Please register early, numerating your FOUR workshop preferences.

As I reminded you in a summer edition email update, there are many LILT ways of honoring and rewarding our colleagues and students via LILT's awards, grant and stipend opportunities. Please take advantage of these. Information on all the above and the competitions are on our website: WWW.LILTFL.ORG. Explore the possibilities!

Assured we can inculcate the love and importance of Languages Other Than English and an appreciation of their culture, I remain united with you in this purpose for the good of world language education on Long Island. I wish you a happy and rewarding school year.

Nancy Russo-Rumore

SPOTLIGHT ON LILT'S OFFICERS



Nancy Russo-Rumore, LILT President (BA Spanish, Queens College; MS Secondary Education, St. John's University; Professional Diploma, LIU at CW Post; Spanish, SAS, SDA certifications) is no stranger to LILT members. She returns to the presidency after having served as Immediate Past President 2006-

08, President 2004-06 and also First Vice President and Second Vice President. After a 33-year secondary school career, Nancy retired from Valley Stream South HS in 2002 where she taught Spanish 7-AP and was also LOTE Department Head. She continues to be active in LOTE education as a contributor of articles to the LILT and NYSAFLT newsletters, as a speaker, and also as a college supervisor of student teachers. For the past three years she has been an adjunct professor at Queens College, CUNY. In 2005-06 she taught at Dowling College and was Director of LOTE Student Teaching at Stony Brook University in 2003-04. Her loyalty to the purpose of LILT and its members brings with it energy and commitment. When she is not working for LILT, Nancy finds time to enjoy friends, her first grandson, boating and traveling with her husband.

Nancy is listed in *Who's Who Among America's Teachers*, received a Certificate of Recognition for her partnership with Nassau BOCES, received the 1999 AATSP Stipend Award for the Annual Conference in Denver, and was selected Teacher Mentor in 1989 in the Valley Stream Central High School District.



Michele Ortiz, LILT First Vice President (BA Italian Studies, Stony Brook University; MA Liberal Studies, Stony Brook University; SAS, SDA and Post Graduate Certificate, Stony Brook University) is the Department Chairperson at Division Avenue High School.

She has been a teacher in the Levittown School District for the past fifteen years. Mrs. Ortiz has been involved in many activities during her career including trips to Europe, initiating and advising a chapter of the Spanish Honor Society and organizing the induction ceremony at her school. Michele's students enjoy participating in LILT's essay and poster contests. Several of her students also participate annually in the National Spanish Exam as well as Stony Brook's Italian Poetry Contest.

Michele served as Second Vice President for LILT for the past two years. She served as the Off-Site Chairperson for the 2007 Regional Conference and is

currently the On-Site Chairperson for the 2008 Regional Conference.

Michele lives in Hauppauge with her husband Luis, a native of Puerto Rico, and their three children - twin boys Alexander and Matthew, age nine, and daughter Emma Rose, age four. Michele's love for languages comes from her father, an immigrant from Belluno, Italy, as well as from her high school language teachers at Smithtown High School East



Anahí Walton-Schafer, LILT Second Vice President (BA History, University of Buenos Aires; MA Latin American History, Stony Brook University; MA Hispanic Language and Literature, Stony Brook University) has been a Teaching Assistant at the School of

Philosophy and Letters (History) and School of Social Sciences (Sociology) at the University of Buenos Aires. At Stony Brook, she taught several courses in the Departments of History and Hispanic Languages and Literature as an adjunct professor and lecturer. Since 2001, she has been teaching Spanish in public high schools, using her personal and academic background to infuse culture in her classes every day. Presently, she teaches Spanish III, IV and V at Northport H.S. and one FLEX-Spanish class at Norwood Elementary School while completing her administrative degree as School District Leader at Stony Brook. In April, Anahí was selected to participate in the 2008 NYSAFLT program "Leaders of Tomorrow." Anahí served as LILT Secretary from 2006 to 2008.



Mirtalita Matos, LILT Secretary (BA, Italian Studies, Stony Brook University; MA, Liberal Studies, Stony Brook University; SAS, SDA and Post Graduate Certificate, Stony Brook University) is the World Language and ESL Department Chairperson at General Douglas MacArthur High School. As a teacher of Spanish and Italian in the Levittown School District

for the past 15 years, she has been involved in many activities during her career, including initiating and advising the Spanish and Italian Honor Societies, and has served as an advisor to the International Club.



Ron Taub, LILT Treasurer (BA Spanish, SUNY Stony Brook University, MA Secondary Education, Hofstra University, Certificate in Administration and Supervision, Hofstra University, CAS Certification). Ron retired from the Kings Park School District where he taught Spanish,

and was also Department Chairperson. After his retirement from Kings Park, he became Director of Foreign Language Student Teaching Pedagogy at SUNY Stony Brook as an Adjunct Professor. His career accomplishments: NYSAFLT Long Island Regional Director; NYSAFLT AV Chair and NYSAFLT Registration Co-Chair for several Annual Meetings; organizing and leading student trips to Spain; being selected to participate in a 5 week Suffolk County Rotary Group Study Exchange Program Team to Bolivia; training as many student teachers as possible as a way of giving back to the profession; and expanding the LOTE offerings in the Kings Park FL Department to include Italian. In addition to Ron's Executive Board position as Treasurer, he has also served on the Board as LILT 2nd VP, 1st VP and President. Currently he is LILT treasurer, Judge Coordinator for the LILT Student Language Competition and a member of the LILT Awards, Grant and Stipend Committee.

CONDOLENCES

LILT sends its deepest sympathy to Joan Militscher on the passing of her beloved mother, Elizabeth Contino, and to Adrienne Greenbaum on the passing of her dear sister, Linda Greenbaum.

CONGRATULATIONS

Congratulations to Lori Austin-Golden, Larry Lubin and Nancy Sguera on their recent retirement.

NEW ELECTRONIC LILT LOGO

LILT is pleased to present its new electronic logo in this edition, which now sports a geographically correct map of Long Island and lettering that is properly aligned. This logo can now be enlarged or decreased without any loss of clarity. To celebrate this event, the masthead has been partially redesigned.

NEWS FROM ABROAD

ATM Cards: As of January 1, 2008 you must inform your bank when you will be using your ATM card outside your normal-ATM-use-geographical-area (living in NY and traveling to California, traveling abroad, etc.) or you will not be able to draw funds because your card will be blocked. This is done in an effort to reduce ATM fraud, money laundering and terrorism. Also know what your daily limit is. You can increase it temporarily with some institutions. (e.g. Nassau Educators Federal Credit Union: \$400 daily, about € 250. You can increase this amount if you call before leaving.)

France: *Le Monde* (Parisian newspaper) offers a weekly English section of *The New York Times* in its weekend edition. It also offers a lexicon of English words with French translations for that edition (e.g. long odds, lavishness, CEO, standard-bearer, etc.) expressions needing explanation (e.g. brillo boxes, tooth fairy, bag lady, etc.) and references (e.g. Johnson Space Center, Oahu, Kaneohe Bay, etc.).

Italy: After the garbage scandal in Naples last year, Italy is instituting a tough and comprehensive garbage recycling program. Sardinia is the testing ground before it is launched throughout Italy. Household garbage must be separated into 8 categories: *secco non riciclabile* (rubber, diapers, tooth paste tubes, etc.), *carta e cartone* (paper and cardboard), *plastica*, *umido organico* (fruit and vegetable scraps, bones, egg shells, etc.), *vetro*

(glass), *lattine e alluminio* (cans and aluminum), *pile e farmaci scaduti* (batteries and expired prescriptions) and *sfalci e ingombranti* (garden waste, furniture, refrigerators, etc.) Each neighborhood has large trash bins appropriately labeled for each category. This waste will be recycled to manufacture, for example: bicycles (800 soda cans), a pair of glasses (3 small cans), 1 kilo of compost (3 kilos of *umido organico*), 3 hours of electricity to run a TV (1 large metal can), 1 polar fleece jacket (16 large plastic bottles), a beach cabana (2500 plastic objects) and 3 saved trees of 60 feet (one ton of paper/cardboard).

Peru: The Alliance Française in Lima is the largest Alliance Française in the world, even larger than its affiliate in Paris. French in Peru was once only studied by the rich and the elite. Now everyone wants to study French, the second most studied foreign language after English. It's an asset on one's résumé and is used as an entrée for those applying for visas to Canada, which allots 1,000 visas/year to Peruvians, many immigrating to French-speaking Canada. *Submitted by the editor.*

AAT NEWS

AATF Suffolk Last spring the following officers were elected: President: Sarah Jourdain; VP: Nancy Wolman; and Secretary-Treasurer: JoAnne Orlando.

AATG No news reported.

AATI The first professional meeting of the year will be held on September 21, location TBA, and the topic will be: *NOT just for AP: Innovate Ideas and Activities to*

FALL GENERAL MEMBERSHIP MEETING

The 2008 Fall Membership Meeting will be held on September 24th at the Pomodorino Restaurant, 648 Motor Parkway, Hauppauge, 4:30-7:30 PM. The cost, which is subsidized by LILT, is \$22 per person.

This is the perfect opportunity for new teachers to learn more about LILT and to network with other LOTE teachers on Long Island. For veteran teachers, it's a wonderful opportunity to renew old friendships. Everyone will receive a free gift, and there will be a Chinese auction.

Shortly you will be receiving a flyer at home with all the pertinent information, and you can always access all the information about this meeting, including the registration form (deadline is September 15th), on LILT's website: LILTFL.ORG.

We hope many of you will attend, and the meal for \$22 is the best bargain in town!

Jumpstart an Exciting Academic Year (all levels).

The New York State Commission for Social Justice will be holding its annual breakfast at Hofstra University on September 21st, 9:30 AM until noon. The guest speaker will be Margaret Cuomo Maier, MD who will speak on the status of the AP Italian Program and the future of Italian language education in the United States. Please call Marjorie Maschella at (516) 249-2879 for further information.

AATSP The new officers for the 2008-2010 academic year are: President: Melisa M. Enriquez, VP: Lisa Silveri, Treasurer: Margaret Fernandez, Secretary: Lucia Alonso.

The first professional meeting will be held on October 7 at 4 PM at Baldwin HS. Leslie Wecksler will present: *Keep Learning Alive: Let's Play Games!* For more information: enriquezm@baldwin.k12.ny.us

AATSPLI has a new blog, consult it often for the latest information: aatsplongisland.edublogs.org

The Judy Abrams Scholarship was awarded to Robyn Silber, Massapequa HS, a student of Pamela Hudson.

Important dates with AAT activities can be found in the Professional Calendar on the second to last page of every edition.

TILLES CENTER

The Tilles Center for the Performing Arts, CW Post Campus, Brookville, will be hosting 2 high caliber, professional performances for teachers and students:

Sol y Sombra journeys through the world of flamenco music, song and dance, October 29th at 9:30 AM and 12:30 PM, \$7/ person.

¡Retumba! is a multi-ethnic ensemble based on the music of Africa and Europe, and its expressions in the Americas and the Caribbean, February 2nd, 10 AM and 12 PM, \$7/person.

For more information visit www.tillescenter.org and click on EDUCATION, or call Kathleen M. Smith, Arts Education Associate at (516) 299-2339.

TUTORING

There have been a few incidents reported of parents hiring a French tutor then showing a great reluctance in paying for services. Agree on the terms of services in writing, as well as the method and time of payment, prior to tutoring. *Submitted by Dr. Sarah Jourdain*

FRENCH CONTEST

Several French organizations, including the French Cultural Services are sponsoring a contest entitled, *What Does the European Union Mean to You*, and is open to students from New York, New Jersey and Connecticut. There are ten prizes for a one-week trip to France (three at € 5,000, seven at € 2000, and 40 prizes of French luxury items). The deadline is February 3, 2009. For further information go to: www.teacheurope.org.

Submitted by Nancy Russo-Rumore

FREE FL JOURNAL ONLINE

The International Journal of Foreign Language Teaching is free on line: <http://www.tprstories.com/ijflt/>. *Submitted by Michele Ortiz.*

NATIONAL MUSEUM OF LANGUAGE

The National Museum of Language, 7100 Baltimore Avenue, Suite 202, College Park, MD 20740 (phone 301-864-7071) is a small museum that explores the transformative powers of language. After more than ten years in the making, it opened this past May. Hours: Tuesdays and Saturdays, 1:00 AM-4:00 PM; first and third Sundays, 1:00 PM-4:00 PM, *Reprinted from the AATG Newsletter. Submitted by Jane Mooney*

A LOWBROW IN HIGH OFFICE RUFFLES FRANCE

Nearly a year into his term President Nicolas Sarkozy of France has hardly mentioned the arts or culture. In late February he said that French cuisine should be added to the Unesco World Heritage list.

De Gaulle had André Malraux at his elbow. François Mitterrand renovated the Louvre. Just before he left office, Jacques Chirac opened an immense museum for non-Western cultures, designed by Jean Nouvel, which in its confusing, heart-of-darkness, overwrought layout epitomizes a certain kind of French arrogance and architectural megalomania. Naturally, millions of tourists now flock to it.

Every French president since the liberation has cooked up some such pharaonic new museum or opera house or library or initiated some legacy-minded cultural program, until now. Mr. Sarkozy's taste is said to be for Lionel Ritchie and Celine Dion. (Mitterrand mulled over Dostoyevsky; de Gaulle consumed Chateaubriand.) The current president's fondness for showbiz pals, his marriage to the Italian model-turned-singer Carla Bruni and the appointment of a culture minister, Christine Albanel, who is intelligent but widely regarded as weak among Mr. Sarkozy's ministers, have combined to produce something of a culture shock.

"A rupture," is what the political scientist Pasca Perrineau calls it. "An incredible change," said Jean Lacouture, de Gaulle's biographer. One recent afternoon he sat in his study overlooking the Seine, meditating on this turn of events. "When de Gaulle returned to a liberated France in 1944," he recalled, "he made a show of visiting famous writers like Paul Valéry and François Mauriac. It was his way of declaring a renewed sense of French glory."

These days Paris kiosks advertise copies of a special issue of *Le Canard Enchaîné*, the satirical newspaper, with yet another photograph of Mr. Sarkozy in his familiar aviator Ray-Bans, a yacht and a private jet superimposed onto his two mirrored lenses. "President Bling-Bling" has already become a cliché.

"Sarko l'Américain" is another common insult. The

French, though, may soon have to think up a fresh one if (and you can almost hear Mitterrand starting to turn in his grave) the United States elects a president who delivers speeches like the one Senator Barack Obama gave on race while this country has its first modern leader not to have graduated from the country's upper-crust schools, a head of state who on a recent visit to the Vatican arrived late, with an exceptionally crude French stand-up comic named Jean-Marie Bigard in tow. The coup de grâce: the hyperactive Mr. Sarkozy reportedly text-messaged somebody or other while with the pope.

That incident infuriated some French Roman Catholics along with many stodgy Gaullists and other traditional French conservatives who, though they helped elect

him, now find Mr. Sarkozy, to put it bluntly, vulgar. "His acquaintance with television and media people, with stars, the way he behaves, all this is an annoyance for the right," Hervé Mariton acknowledged. He is a young, worldly, neo-Gaullist member of Mr. Sarkozy's ruling center-right Union for a Popular Movement in Parliament. He stopped briefly to talk at a busy cafe across from the National Assembly and admitted that he had not been the president's most ardent admirer. "Our president may not be exceptionally cultivated, but he's also not a stupid man," Mr. Mariton offered. "He wants to prove to a part of the elite that things have changed. Like other aspects of government, our cultural policy had become

incestuous. So for the president to create a certain distance from it can be good." "Ignorance is not," he added before saying that he had to dash back to the Parliament.

Patrick Rambaud is not so diplomatic. His satiric novel *The Chronicle of the Reign of Nicolas the First* has become a best seller here. An old-style French leftist rooted in the ethos of 1968, he was visiting his Left Bank publisher's office the other morning. The making-fun-of-Sarkozy business has brought him a surprising windfall. "We are all ashamed," he said, about the president's lack of interest in culture and his general bucks-and-babes style. "I mean, taking Bigard to the pope. Even as a writer I couldn't have invented that." (Truth be told, he sounded more grateful than angry.) Mr. Rambaud recalled the sophistication of earlier presidents. Mr.

Sarkozy has almost inspired in him a nostalgia for de Gaulle. "Look, we need a president who is cultivated," he said, as if for a Frenchman this were as indisputable as the superiority of Pétrus. "It goes back to the days of the kings."

Georges Pompidou published an anthology of French poetry and conceived the national center for modern art named after him. Valéry Giscard d'Estaing left behind the Orsay museum. Mr. Chirac, to enhance his aura (in the United States this would be political suicide of course), spread word while president that he had translated Pushkin as a teenager. And aside from the Louvre, Mitterrand's grands travaux included the new Bastille Opera and the new National Library. They may

be calamitous, much-loathed buildings ("the answer to a question no one asked," Hugues Gall, the former director of the Bastille, often joked about his opera house). But under Mr. Mitterrand and his powerful culture minister, Jack Lang, culture rose to something like a state religion in France.

Now, the endless flow (much of which he himself eagerly sought) of paparazzi photographs, Internet chatter and "news" about Mr. Sarkozy and Ms. Bruni — she, dressed like Jacqueline Kennedy in a pillbox hat while visiting Britain, or not dressed at all; they on a date at Euro Disney or vacationing in Luxor, Egypt, while the French

economy swooned — has kept the president's approval numbers low. And lately it has led his increasingly panicked advisers to try to retool him as a tad more circumspect.

The day he said French food should be protected by Unesco, he raised eyebrows by rudely insulting a Frenchman who declined to shake his hand. Now he gravely attends military funerals and christens nuclear submarines. Not that French people are buying it. The latest poll, in *L'Express*, the French newsmagazine, has 45 percent saying his style hasn't changed at all; 22 percent, that it's worse. The issue is clearly cultural. His prime minister, who carries out the president's economic plans, is very popular. "I'm banking on Carla," Mr. Lacouture, the de Gaulle biographer, said. "France has

LILT-NYSAFLT REGIONAL CONFERENCE

The annual LILT-NYSAFLT Regional Conference, *Teaching Languages To The iGeneration? i am... r u?*, will be held on Saturday, November 15th at Division Avenue HS, Levittown. Co-chairpersons Michele Ortiz and Linda Scalice, with Dan Saitta, Presenter Coordinator, have worked very diligently during the summer to make this a very meaningful and successful conference.

You will be receiving a flyer shortly with all the pertinent information, and you may also view it on LILT's website: LILTFL.ORG.

It is VERY IMPORTANT you read the flyer as soon as it arrives at your home and register for those sessions in which you wish to participate. Requests will be handled on a first come, first served basis. Also keep in mind the due dates since fees will increase as the time of the conference draws near.

Besides the requisite workshops and exhibits, a Continental breakfast will be available followed by a delicious brunch.

Come, be informed, meet old friends and bring a new teacher who may hesitate about attending his or her first conference.

had many brilliant queens, you know.”

It turns out, this is what many French people have begun to tell themselves. Olivier Py, the director of the Odéon-Théâtre de l'Europe in Paris, one of France's five national theaters, also speculated the other morning that Ms. Bruni and her sister, a filmmaker and actress, might make a kind of project of the president, culturally speaking: Pygmalions to his Galatea. Even if not, Mr. Py said: “Sarkozy's personal idea of culture doesn't really matter. The point is, he needs to take up the idea that French culture matters. Nobody is doing that any longer on the left or right. It's shocking. In France this is the role of the president. He can't continue to be silent.”

Small cuts to the national theater's state budget (about 5 percent, Mr. Py estimated), while understandable in a shrinking economy, have nonetheless hurt, he said. “This is a country that knows it can't afford to go on as things are, but we enjoy a good life here.” Mr. Py shrugged. “Nobody wants to give that up.” Unlike some artists Mr. Py is not so worried that the president will make far more devastating cuts to culture. (“We won't let him,” he simply said.) But he does fret that, absent Mr. Sarkozy's greater commitment, the country may lose its grip on the notion of the arts as a national duty, not just a luxury.

Didier Bezace agrees. An actor, since 1997 he has directed the Théâtre de la Commune in Aubervilliers, producing plays in one of Paris's poor immigrant suburbs. “In these difficult places especially we need cultural institutions to show that we won't give up,” he said. “Sarkozy has been the greatest enemy to the suburbs not because he said the people there were ‘scum’ — he said that during the rioting that broke out before he became president — “but because everything about him reinforces the idea among the French urban poor that the goal is a fat wallet, brand-name clothes, big hotels and cars.”

Mr. Perrineau, the political scientist, put it differently: “With his jeans, his rudeness, his crude language, no tie, he establishes a new iconography for France. Casualness translates into a more secular sort of leadership, which is why people who don't like him here talk about the Americanization of France. For both the left and right this means anti-intellectual.”

Campaigning for culture might help remedy that. As Chateaubriand put it, “Taste is the good sense of genius.” *Reprinted from The New York Times, April 15, 2008. Submitted by the editor.*

LILT SUPPORTS AP

July 2, 2008

The College Board Headquarters
45 Columbus Avenue
New York, New York 11023-6917

To whom it may concern:

On behalf of the Long Island Language Teachers, Inc.

(LILT), an organization of approximately 800 teachers of Languages Other Than English, I am writing to express our strong opposition to the College Board's recent decision to eliminate certain courses and their attendant examinations from its Advanced Placement (AP) program and to urge you to reconsider.

The importance of the Advanced Placement program cannot be overemphasized. When high school students commit to the rigorous academic work required in AP courses, they study subjects in greater depth and detail, acquire critical problem-solving skills and broaden their intellectual horizons by taking the responsibility of reasoning, analyzing and understanding for themselves. As you so aptly state on your website, “AP can change your life.” Should you decide definitely to discontinue the AP French Literature, AP Latin Literature and Italian Language and Culture courses and exams after 2009, fewer students will be able to change their lives, and reap the benefits of embarking on this intellectual journey.

The United States government has recognized the country's need for competent speakers of languages other than English, especially those critical languages such as French which appears on the lists of several federal agencies. It is widely known and agreed upon that in order to achieve full proficiency of a language and an understanding of its accompanying culture, a learner must know not only the vocabulary and structure of that language, but also the history, civilization and philosophical ideas of its native speakers. This is achieved through the study of its literature as well as through its language. To eliminate the AP French Literature, the Latin Literature and the Italian Language and Culture examinations is to deprive numerous students of “official” recognition of their in-depth studies.

The continuation of AP programs is crucial to the growth, strength and stability of our world languages courses. Since the AP examination is the zenith of a six-year sequence, removing the tests will negatively impact on the enrollment of students in French Literature, Latin Literature and Italian Language. With fewer programs available, fewer students will have the opportunity to reach an advanced level of language learning before college.

Schools will also pay a high price for your unilateral decision. Last year the College Board required schools to invest time and money into developing syllabi for courses in all subject areas in order to have their courses designated “AP” on students' transcripts. Now, a year later, the College Board announces the cancellation of several courses. By eliminating these courses, the College Board is stating that the study of foreign languages is unimportant. We must agree that in order to keep the United States in the global economic forefront and in order to preserve our national security, our future leaders must be given every opportunity to

succeed, including perfecting their ability and skills to converse fluently with other peoples and to understand their culture. LILT sincerely hopes you will rethink your position and will continue to allow our students the freedom to choose their language, and to take those language studies to the highest level possible.

Thank you in advance for your timely consideration of this matter

Very truly yours,

Nancy Russo-Rumore

Nancy Russo-Rumore, President
Long Island Language Teachers, Inc.
and the LILT Executive Board

This letter was prepared by Executive Board members Joan Militscher and Anahí Walton-Schafer.

**2008 WINNER OF THE LUCILLE DIPIETRO LAMBERT
STUDENT AWARD FOR EXCELLENCE**

This essay, written by Amanda Marinoff, POB JFK HS, was submitted by her teacher, Susan Salzman, as one of the parts required for nomination for this award.



For as long as I can remember, I have been drawn to the mellifluous flow of the French language. Until I began to learn French, however, the harmonious syllables were nothing more than meaningless sounds shrouded with mystery. When I later began to learn the language, I felt as though I had gained access to a previously unattainable world, and I was wonderfully astonished at the way the once empty gibberish had metamorphosed into a comprehensible language, a kind of music full of meaning. I love learning about all of the language's grammatical nuances, the origin of words, and the idiosyncrasies of French culture. Throughout my high school experience, I have participated in numerous written national French contests as well as poetry recitation competitions, which have deepened my appreciation and understanding of the language. When I visited Paris with my family last year, I was elated to have the opportunity to practice speaking the language that I love and to be immersed in the French culture. When I returned from the trip, several people remarked that I had a special glow in my eyes, a blissful expression on my face that simply had "France" written all over it.

My penchant for learning the fine details of the French language has impelled me to begin learning Spanish. I have since learned to love the Spanish language as well, and I always feel an irrepressible flutter of excitement when I can make connections between the two

languages and understand the derivation of the words.

Learning foreign languages has not only enriched my understanding of grammatical structure and enhanced my vocabulary, but it has also broadened my perspective of the world. My studies of different languages and cultures have reminded me that not everyone in the world is like me – and that is okay. In fact, the cultural, linguistic, and intellectual diversity of different peoples is precisely what makes our world so vibrant and so beautiful. As our world becomes increasingly global and nations become more and more interdependent, the study of foreign language becomes increasingly important. If nations are to work together not only for economic and political benefits, but also to solve the pressing problems that afflict today's world, such as global warming, terrorism, poverty and disease, we need to communicate. We need a bridge, a nexus that transcends national and cultural boundaries – and language is that link.

I plan to continue my studies of French and Spanish throughout college, and I hope to one day become fluent in both languages. I would also like to venture to learn new languages – Italian, Mandarin, or maybe Japanese. I aspire to one day combine my interests in languages and medicine by joining the Doctors Without Borders, a humanitarian organization that provides essential medical care to people in countries throughout the world during emergencies. The study of foreign language is a lifelong gift that I hope to use throughout my life to make a difference in other people's lives.

Perhaps the greatest reward I have gained through my studies of foreign languages and cultures is a fervent desire to travel to various countries around the world, to embrace cultures different from my own and to really come to understand them; for understanding and accepting people different from ourselves is the true meaning of being a member of the race we call mankind.

A VOTE FOR LATIN

At first glance, it doesn't seem tragic that our leaders don't study Latin anymore. But it is no coincidence that the professionalization of politics – which encourages budding politicians to think of education as mere career preparation – has occurred during an age of weak rhetoric, shifting moral values, clumsy grammar and a terror of historical references and eternal values that the Romans could teach us a thing or two about. As they themselves might have said, *Roma urbs aeterna; Latina lingua aeterna*.

None of the leading presidential candidates majored in Latin. Hillary Clinton studied political science at Wellesley, as did Barack Obama at Columbia. Rudy Giuliani had a minor brush with the language during four years of theology at Bishop Loughlin Memorial High School in Brooklyn when he toyed with becoming a priest. But then he went on to major in guess what - political science.

How things have changed since the founding fathers. Of the 7,000 books originally in Thomas Jefferson's library, only a couple of dozen are still at Monticello. The rest were sold off by his descendants, and eventually bought back by the Library of Congress. The best-thumbed of those remaining — on a glassed-in shelf in Jefferson's study — is a copy of Virgil's *Aeneid*.

Jefferson started learning Latin and Greek at age 9 at a school in Virginia run by a Scottish clergyman. When he was at the College of William and Mary in Williamsburg, a Greek grammar book was always by his side. Tacitus and Homer were his favorites. High school, Jefferson thought, should center on Latin, Greek and French, with grammar and reading exercises, translations into English and the memorizing of famous passages. In 1819, when Jefferson opened the University of Virginia in Charlottesville (built according to classical rules of architecture), he employed only classically trained professors to teach Greek and Roman history.

This pattern of Latin learning continued for more than 150 years. Of the 40 presidents since Jefferson, 31 have studied Latin, many at a high level. James Polk graduated from the University of North Carolina, in 1818, with top honors in math and classics. James Garfield taught Greek and Latin from 1856 to 1857 at what is now Hiram College in Ohio. Teddy Roosevelt studied classics at Harvard.

John F. Kennedy had Latin instruction at not one, but three prep schools. Richard Nixon showed a great aptitude for the language, coming in second in the subject at Whittier High School in California in 1930. And George H. W. Bush, a Latin student at Phillips Academy in Andover, Mass., was a member of the fraternity *Auctoritas, Unitas, Veritas* (Authority, Unity, Truth).

A particular favorite for Bill Clinton during his four years of Latin at Hot Springs High School in Arkansas was Caesar's *Gallic War*.

Following in his father's footsteps, George W. Bush studied Latin at Phillips Academy (the school's mottoes: *Non Sibi* or not for self, and *Finis Origine Pendet*, the end depends on the beginning). But then President Bush was lucky enough to catch the tail end of the American classical tradition. Soon after he left Andover in 1964, the study of Latin in America collapsed. In 1905, 56 percent of American high school students studied Latin. By 1977, a mere 6,000 students took the National Latin Exam.

Recently there have been signs of a revival. The number taking the National Latin Exam in 2005, for instance, shot up to 134,873. Why is this a good thing? Not all Romans were models of virtue — Caligula's Latin was pretty good. And not all 134,873 of those Latin students are going to turn into Jeffersons. But what they gain is a glimpse into the past that provides a fuller, richer view of the present. Know Latin and you discern the Roman layer that lies beneath the skin of the Western world.

And you open up 500 years of Western literature (plus an additional thousand years of Latin prose and poetry).

Why not just study all this in English? What do you get from reading the *Aeneid* in the original that you wouldn't get from Robert Fagles's fine translation, which came out just last year? Well, no translation, however fine, can ever sound the way Latin was written to sound. To hear Latin poetry spoken smoothly and quickly is to hear a mellifluous, rat-a-tat-tat language, the rich, distilled, romantic, pure, heady blueprint of its close descendant, Italian.

But also, learning to translate Latin into English and vice versa is a tremendous way to train the mind. I think of translating concise, precise Latin into more expansive, discursive English as like opening up a concertina; you are allowed to inject all sorts of original thought and interpretation. As much as opening the concertina enlarges your imagination, squeezing it shut — translating English into Latin — sharpens your prose. Because Latin is a dead language, not in a constant state of flux as living languages are, there's no wriggle room in translating. If you haven't understood exactly what a particular word means or how a grammatical rule works, you are likely to be, not off, but just plain wrong. There's nothing like this challenge to teach you how to navigate the reefs and whirlpools of English prose.

With a little Roman history and Latin under your belt, you end up seeing more everywhere, not only in literature and language, but in the classical roots of Federal architecture; the spread of Christianity throughout Western Europe and, in turn, America; and in the American system of senatorial government. The novelist Alan Hollinghurst describes people who know history's turning points as being able to look at the world as a sequence of rooms: Greece gives way to Rome, Rome to the Byzantine Empire, to the Renaissance, to the British Empire, to America.

You can gain this advantage at any age. Alfred the Great, the ninth-century king of England, who knew how crucial it was to learn Latin to become a civilized leader, took it up in his 30s. Here's hoping that a new generation of students — and presidents — will likewise recognize that "if Rome is the eternal city, Latin is the eternal language." *Reprinted from The New York Times, December 3, 2007. Submitted by Michele Ortiz.*

TEACHERS HELPING TEACHERS ***How Being Bilingual Can Boost Your Career***

When Kit Cutler went to Paraguay with the Peace Corps in 2003, he knew his already strong Spanish language skills would be essential to his work there. What was more surprising was how much those skills helped him once he returned to work in the U.S. "After the Peace Corps, the fact that I knew Spanish was an important factor in helping me get a job with the Urban Institute, where I worked on international development projects," he says. Now a financial management associate in the

Latin American & Caribbean Department of the World Bank, Cutler says his Spanish skills continue to propel his career climb. "Knowing Spanish has opened the doors for me into a community of international experts who are really smart and have traveled all over the world," he says. "I love seeing new parts of the world, and this job is really a dream for me in that respect."

In today's global economy, the ability to communicate is key, and as more companies expand internationally, the ability to communicate in another language has become a significant advantage in the workforce. Research from Rosetta Stone found that people who speak at least one foreign language have an average annual household income that's \$10,000 higher than the household income of those who only speak English. And about 17 percent of those who speak at least one foreign language earn more than \$100,000 a year. Whether you're fresh out of college or a seasoned executive, insiders agree that fluency in a second language can not only help you stand out among prospective employers, it can also open doors to opportunities that those without foreign language skills might miss.

A recent survey from Los Angeles-based recruiter Korn/Ferry International found that nearly nine out of 10 headhunters in Europe, Latin America and Asia say that being at least bilingual is critical for success in today's business environment. And 66 percent of North American recruiters agreed that being bilingual will be increasingly important in the next ten years. "In today's global economy you really have to understand the way business is done overseas to maximize your potential. A second language equips you for that," says Alister Wellesley, managing partner of Stamford, CT based recruiting firm Morgan Howard Worldwide. "If you're doing business overseas, or with someone from overseas, you obtain a certain degree of respect if you're able to talk in their native language."

So which languages can give you a leg up on the job market? Insiders agree the most popular - and marketable - languages are Spanish, German, French, Italian, Russian and Japanese, with a growing emphasis on Mandarin, given China's booming economy. And while any business may have a need for bilingual employees based on where it operates and with whom, the individual sectors with a strong demand for bilingual workers include (but aren't limited to) finance, sales, technology, manufacturing, professional services and government jobs. "We see demand from a full range of industries," says Wellesley. "It really depends on which company you're working for and the country in which they're located."

As business becomes more global, studying a foreign language can be a résumé booster. There are several different kinds of foreign language certificate and degree programs available, from continuing education and community college classes to instructional books, DVDs

and CDs. Jesse Boeding, director of undergraduate programs at the Kogod School of Business at Washington D.C.'s American University, says her school recently implemented its first interdisciplinary degree in business administration and language and culture studies in response to demand from employers looking for students with both business and language expertise. "There are many organizations where being able to communicate in a second language is very important," she says, adding that this degree will help make students distinguished candidates for such positions. "It definitely makes them more appealing to the global market."

Learning a second language can be beneficial in many ways even if you don't ever plan to use it professionally. Wellesley says being bilingual shows prospective employers that you bring a somewhat broader vision to the table. "Even though it may not be relevant to the actual job that we're searching to fulfill, I like it when I interview people with a skill in a second language," he says. "It shows a potential employer that you retain knowledge and that you've studied something outside your likely jurisdiction, so it's absolutely an advantage, no matter what the job." *Reprinted from WorldNow and KREN, April 22, 2008. Submitted by Michele Ortiz*

Below The Radar: Girls & ADHD

On average, girls with ADHD are diagnosed five years later than boys - boys at age 7, girls at age 12. Over 50% of girls with ADHD are missed being diagnosed altogether. However, ADHD is not a gender-linked disorder. Why are so many girls with ADHD going undetected, without the help and support that they so direly need? Why are so many girls missing out?

School is the place where ADHD is identified, but girls routinely are not. Girls are less likely to display hyperactive or impulsive symptoms, therefore they don't raise any flags through referrals. They may just appear "spacey", unfocused, or inattentive. Or they may have trouble staying organized, remembering directions or homework. Such behavior is often misinterpreted as immaturity or lack of academic ability, rather than ADHD. As educators, we need to be informed and aware. Yet, we often miss the signs.

Here are some of the clues teachers can look for:

Sign 1: Nonstop Talking. This student keeps talking "accidentally" after being asked to stop. A girl with ADHD might also interrupt impulsively when a teacher is leading the class. They don't mean to be defiant. While a boy with ADHD might leave his seat continually, many girls with ADHD express their restlessness verbally.

Sign 2: Friendship Troubles. Girls with ADHD tend to struggle to fit in with their peers. They may be slow to pick up on social cues and even be verbally aggressive when they feel frustrated. On the contrary, boys with ADHD are less likely to suffer peer rejection.

Sign 3: Difficulty Paying Attention and/or Retaining Multistep Directions.

Sign 4: Messiness. While girls with ADHD are less likely than boys to be disruptive in class, they are just as likely to have organizational problems. A visible sign of a girl struggling with ADHD may be her disorganized desk or backpack. She may also have issues with homework and classroom routine (getting started 5-8 minutes after the class has started, not being able to keep her papers in order, or find a pencil when needed). While all kids can be sloppy at times, the frequency and degree may be a clue.

Sign # 5: Unfinished Work. Teachers should note girls who appear shy and studious, but consistently fail to finish classroom assignments or tests in the allotted time even though they seem to know the material.

Sign # 6: Emotionality. A student who bursts into tears at the slightest criticism or becomes infuriated when play doesn't go her way. If she has ADHD her impulsivity might make it hard for her to control her emotions.

If you recognize some of these signs in your female students, perhaps it is the time to initiate a conversation with colleagues, counselors, and administrators to help a girl find the school success she deserves. *Adapted and reprinted from Administr@tor, June 2007 Girls & ADHD. Why Teachers Miss The Signs. Submitted by Anahí Walton-Schafer.*

Teaching Tolerance

"Those kids are laughing at me", Lisa said, "They should speak English". Lisa is monolingual; the students she referred to spoke Spanish because they had not yet learned English. Lisa pictured "those kids" as very different from her and her friends.

Teaching tolerance is one of the challenges we encounter in our schools everyday. Our students engage in a constant competition to be "in" and leave others "out". Often they cluster around epiphenomena such as fashion, music, sports, and academics; deep down, however, these groupings stem from differences in wealth, race, religion, and gender. As educators, it is our responsibility to tackle social exclusion, isolation, harassment and stereotyping and create a safe environment for all students.

Teachers can count on a great resource, *Teaching Tolerance*, the magazine published by the Southern Poverty Law Center, a non-profit legal and education foundation from Montgomery, Alabama. *Teaching Tolerance* has been awarded the 2007 Periodical of the Year Award by the Association of Educational Publishers. *Teaching Tolerance* offers a plethora of teaching tools, articles, surveys, lesson plans, curriculum development, and grant opportunities. In addition, educators can receive this magazine twice a year at no charge. Peruse their website at www.tolerance.org. Submitted by Anahí Walton-Schafer.

The Conversation Wheel

This tool is a way of pairing students quickly for conversational activities in the shortest amount of classroom time.

Preparation: On an 8 1/2 X 11 inch piece of paper construct a simple pie chart, duplicate for your classes and during the beginning of the school year hand out one for each student and ask them to "make a date" with twelve of their classmates.

Steps:

#1. Teach students how to ask for a date in the target language, for example: *Do you have a date for two o'clock?*

#2. Giving the class a time limit, ask them to go around the room and ask classmates the above question so they can fill their "date" chart. If, when asked the question, a student responds: *Yes, I have a date*, it will necessitate the student who asked the question to either ask the same question using a different time with the same student, or go on to another student until he/she finds a classmate who is dateless for that time. However, if a student answers: *No, I do not have a date*, BOTH students write each other's name on the appropriate line (*not in the space!*) for the date hour asked.

#3. Students then go on to other students until their chart has ONE name on each hour line.

In the end all students should have a different classmate as their date for each of the twelve hours on the pie chart.

#4. After students are seated the teacher does a check of the whole class in order to ascertain if there are any missing "dates". The teacher first instructs students to raise their hands or stand if they do not have a date when the teacher says in the target language, for example: *Who does not have a date for 12 o'clock?* This is done for all the 12 hours on the clock.

#5. The teacher then randomly matches up two students who have their hands raised (or are standing) for that missing "date" hour. If there is only one student standing or with a raised hand, the teacher becomes that student's "date".

N.B. For quick access to this pie chart, students should tape their chart onto the back inside cover of their notebook or the teacher might hole punch the class set before distributing it to students who can then insert the sheet as the first page of their binder.

Now the class is ready to utilize their "date" chart during the year. Whenever the teacher wishes for the students to orally practice new learning or create a dialogue or conversation, the teacher merely needs to say in the target language: *Today you all have a date for _____ o'clock.* Students quickly look up their partner and conversation can begin! *This was a presentation at a NYSAFLT workshop, presenter and date unknown.*

PROFESSIONAL CALENDAR

2008

- 2008 400th anniversary of the founding of the City of Québec
- Sept. 14 *Italian Automotive Excellence and Beauty*, Stony Brook University, call (631) 632-7444 for more information
- Sept. 21 AATI professional meeting, time and place to be announced (See p. 3)
- Sept. 21 AATI and the New York State Commission for Social Justice, Hofstra University, 9:30 AM (See pp. 3 & 4)
- Sept 24 LILT Fall General Membership Meeting, Pomodorino Restaurant, Hauppauge, 4:30 - 7:30 PM** (See p. 5)
- Sept. 27 AATI, Zuccherò concert at Carnegie Hall, 8 PM
- October AATI, Italian Heritage and Culture Month: *Andrea Palladio: Architect of all Ages*. Consult: www.ItalyCultureMonth.org
- Oct. 7 AATSP, first professional meeting, Baldwin HS, 4 PM (See p. 4)
- Oct. 8-10 NYSAFLT Annual Meeting, Saratoga Springs, NY
- Oct. 12 AATI, Columbus Day Parade, Huntington
- Oct. 13 AATI, Columbus Day Parade, NYC
- Oct. 18 Center for Italian Studies breakfast (9:30 AM), Homecoming Weekend, Stony Brook University, Melville Library, room E4340
- Oct. 29 Tilles Center, *Sol y Sombra*, 9:30 AM and 12:30 PM (See p. 4)
- Nov. 3 Deadline for the French contest, *What Does the European Union Mean to You?* (See p. 4)
- Nov. 5-11 AATF, National French Week
- Nov. 15 LILT-NYSAFLT Regional Conference, Division Avenue HS, Levittown, 8 AM – 1:30 PM** (See p. 5)
- Nov. 21-23 ACTFL Annual Meeting, Orlando, FL
- Dec. TBA AATI, *Festa Natalizia*
- Dec. 27-30 MLA Convention, San Francisco, CA

2009

- Feb. TBA LILT Winter Workshops begin**
- Feb. 2 Tilles Center, *jRetumba!*, 10 AM and 12 PM (See p. 4)
- Mar. 1 Deadline for LILT Student Foreign Language Competition submissions** (See box below, and go to LILTFL.ORG for all pertinent details.)
- Apr. 15 Deadline for LILT Awards, Grant and Stipend applications**
- Apr. 16-18 NECTFL Conference, NYC
- Jul. 16-19 AATF Convention, Liège, Belgium

CITY RECOGNIZED FOR LANGUAGE PROGRAM

The City of Reno's Diversity Language Skill Program has been recognized as a model program by International Hispanic Network for progressive practices that assist in serving the Hispanic community, according to a press release from the City of Reno.

The Diversity Language Skill Program provides instruction and practical Spanish skills regardless of the student's language proficiency level. City employees sharpen their abilities by attending twice-a-month workshops. The goal of the program is to better serve the city's diverse community with greater customer service for all residents.

The program also includes "Spanish in Brief" trainings for the Reno Police Department. These 15 to 20 minute trainings are held at either the morning or afternoon briefings on a weekly basis. Activities include learning the alphabet, short phrases, pronunciation and grammar. Lessons cover

traffic stop scenarios, helping residents report a crime and conversations while in the field. Officer Troy Callahan, an 18 year veteran, attended the trainings. "They teach us commonly used phrases and words but

also educate us about cultural nuances that we might not have been previously aware," Callahan said. "The trainings help us better serve our community," he said.

The Municipal Beat Practices for the Hispanic Community Survey was conducted by IHN, a nonprofit organization that focuses on improving management of local government agencies with special focus on those communities with increasing Hispanic populations. *Reprinted from the Reno Gazette-Journal, July 28, 2007, submitted by Ron Taub.*

FOREIGN LANGUAGE STUDENT COMPETITION

The following are the topics for the 2009 competition, with a postmark deadline of March 1:

Original Essay: A Day Without...

Language Production Video: Let's Talk! (*Interview(s) with historical or popular figure(s) of the target language culture.*)

Multi-Media Presentation: How To Go Green

THANK YOU to Gene Lowenberg, Michele Ortiz, Nancy Russo-Rumore and Anahí Walton-Schafer for proofreading this edition.



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

MEMBERSHIP IS FOR THE CALENDAR YEAR

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