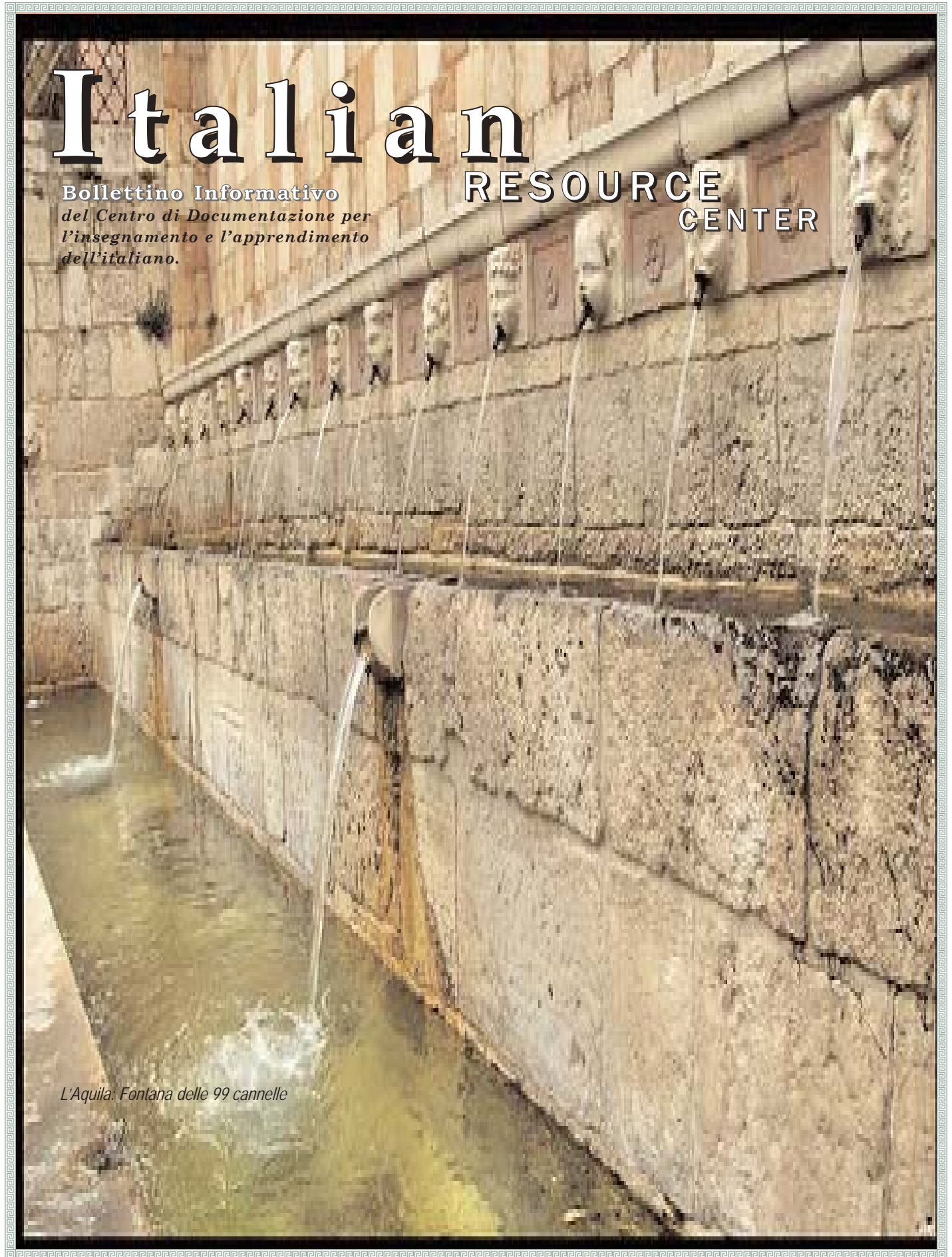


# Italian

RESOURCE  
CENTER

Bollettino Informativo  
del Centro di Documentazione per  
l'insegnamento e l'apprendimento  
dell'italiano.

*L'Aquila: Fontana delle 99 cannelle*



# CT COLT FALL CONFERENCE

## PASSPORT to PROFICIENCY

Monday, October 27, 2008

CT Convention Center, Hartford, CT

Here are some examples of sessions of interest to Teachers of Italian:

8:00-9:00 a.m. Session A-14.

**Choosing Activities for the Communicative Classroom**

Justin Ehrenberg, Italian & French Teacher, Torrington High School

9:10-10:10 a.m. Session B-15. Keynote Speaker

**Passport to Proficiency: Keys to the Future!**

Marty Abbott, Director of Education, American Council on the Teaching of Foreign Languages

10:15-11:15 a.m. Session C-27.

**Reading Comprehension & Cultural Understanding:  
Activities for Beginner & Intermediate Italian**

Carmela Pesca, Professor of Italian, Central Connecticut State University

11:20-11:50 a.m. CITA Organizational Meeting

**CITA Table, Lobby Area Exhibit**

11:55a.m.-1:10p.m.

**Luncheon and Awards**

2:30-3:30 p.m. Session E-46.

**Different Strokes for Different Folks**

Mary Lindquist, World Languages Consultant, EMC Publishing

For the complete program, visit [www.ctcolt.org/fall\\_conference.htm](http://www.ctcolt.org/fall_conference.htm)

# CONNECTICUT STATE UNIVERSITY SYSTEM

## International Education Conference



*"Strengthening International Education Across the Connecticut State University System"*  
Friday, November 21, 2008  
8:30 a.m. - 2:30 p.m.  
Student Center - Central Connecticut State University

This conference, including workshops, symposia and individual papers, addresses such important components of internationalization as:

- Internationalizing the curriculum*
- Research, development and the implementation of best practices relating to international education on our campuses*
- Global community projects that engage our students*
- Research conducted in a cross-cultural setting*
- The role of language in international education*
- Grants and other faculty development opportunities*
- Opportunities and challenges in international education.*

# CONNECTICUT OPERA

2008-2009 Season

Don Giovanni by Wolfgang Amadeus Mozart

At The Palace Theater in Waterbury, Tel. 203-755-4700.  
November 2, 2008 - 2:00 pm

At The Bushnell in Hartford, Tel. 860-987-5900  
November 6, 2008 - 7:30 pm  
November 8, 2008 - 8:00 pm

The Daughter of the Regiment by Gaetano Donizetti  
On the Belding Stage  
March 6, 8, 12, & 14, 2009

La Bohème by Giacomo Puccini  
On the Belding Stage  
May 15, 17, 21, 23, 30 & 31, 2009

All tickets on sale now!

PURCHASE TICKETS: <http://www.ctopera.org/tickets.asp>

All tickets on sale now! Call 860.987.5900 or click here.

[http://www.tccautomail.com/ctopera/email\\_images/20080924140843/uncorkedseptember2008-1.jpg](http://www.tccautomail.com/ctopera/email_images/20080924140843/uncorkedseptember2008-1.jpg)

OPERA UNCORKED THIS THURSDAY!

Resident Artists sing Mozart

Tickets: \$15

Asylum Hill Congregational Church,  
814 Asylum Avenue, Hartford

Enjoy an evening of opera favorites performed by Connecticut Opera's resident artists with composer and opera information narrated by your hosts, Willie Anthony Waters and Christopher Devlin. Tickets are \$15, or \$10 for Subscribers, Guild and Arts Council Members.

Link to PDF of invitation here

<<http://www.ctopera.org/events/uncorkedseptember2008.pdf>>

<[http://www.tccautomail.com/ctopera/email\\_images/20080924140843/Seasonimage.jpg](http://www.tccautomail.com/ctopera/email_images/20080924140843/Seasonimage.jpg)>

ALL TICKETS ON SALE NOW

All tickets for all operas on sale now. Check out the all-star cast for this season including the return of many Connecticut Opera favorites: Jason Hardy, Sarah Callinan, Kenneth Overton, and our most recent grand prize winner at the Connecticut Opera Guild Scholarship Competition, Rachele Gilmore.

Subscriptions to the 2008-2009 season still available, please contact Aric Isaacs at 860-527-0713.

\* 2008 Connecticut Opera Association

The New Britain Symphony is sponsoring two bus trips to the MET:

November 1 - "Madam Butterfly"

November 15 - "La Traviata"

For tickets and description, click here

<http://www.newbritainsymphony.org/events/2009/tripNBSymphony.pdf>

For more information, call 860-828-5414 or 860-826-6344

Visit [www.newbritainsymphony.org](http://www.newbritainsymphony.org)

Gli studenti di C.I.A.O., Central's Italian American Organization, presentano una serata con Luisa Piemontese di CCSU sulla "Tarantella e pizzica" e Rocco Mesiti di CCSU sulla Versione reggina della tarantella"

Martedì, 28 ottobre 2008

A CCSU, Student Center Seminari annuali "Teach Europe"

Date: 24 ottobre, Columbia University - NY

1 novembre, Yale University - CT

12 novembre, Rutgers University - NJ

Orario: 9:00 a.m. - 3:00 p.m.

Costo: \$ 25.00

Crediti: Assegnazione di CEUs

Iscrizione e programma: [www.teacheurope.org](http://www.teacheurope.org)

# SALERNO, POMPEII & AMALFI, ITALY

**Dates:** January 7-22, 2009

**Professors:** Dr. Carmela Pesca, Professor, Modern Languages, CCSU, along with Faculty from Accademia Italiana, Salerno, Italy  
contact [pescac@ccsu.edu](mailto:pescac@ccsu.edu) (860) 832-2882

**Courses:** Modern Languages 200: Topics in Modern Language Studies, 3 credits  
Italian 588: Topics in Italian Cultural Studies, 3 credits

**Scholarships:** Students participating in any course abroad program may apply to the Center for International Education for scholarship assistance. Matriculated status at CCSU and a minimum GPA of 2.50 are required and scholarships will not normally exceed \$500.

**Travel Cost:** \$2,995 per person\*, exclusive of tuition and registration fees, based on a minimum of 12 students.

(\*Note: Students majoring or minoring in Italian qualify for the discounted price of \$2,995 which reflects subsidy from a grant to CCSU from the Italian government aimed at increasing the number of Italian majors and minors on U.S. college campuses. Students majoring in other disciplines and non-matriculated individuals who wish to participate in this program, will be charged the unsubsidized travel program fee of \$3,425 per person.)

**Note:** Students must separately register and pay for the academic course(s) associated with this Course Abroad Program. Wintersession course registration is handled by the Enrollment Center in Willard Hall; Wintersession course enrollment begins on October 27

## ITALIAN LANGUAGE AND CULTURE

Based at the Accademia Italiana of Salerno, this program is designed to build language abilities and cultural understanding in an ideal setting and with the intensity that only courses abroad can provide. Class sessions and cultural site visits will be held exclusively in Italian by faculty from both CCSU and Salerno. Participants will reside in the historical center of Salerno, while having the opportunity to explore the archaeological treasures of Greek Paestum and Roman Pompeii, as well as the ancient Republic of Amalfi and Caserta's Royal Palace.

Classes integrate Italian language studies and aspects of Mediterranean culture, art, architecture, handicraft, industry and agriculture at two different levels. Undergraduate students enroll in ML 200, while graduate students enroll in ITAL 588. Participants are introduced to Italian daily life, as well as to the geography and history of the sites they will visit. It is a unique occasion for cultural and language immersion, allowing students to gain direct experience with Italian society and the educational environment of the host institution.

All participants are required to register for 3 credits and to meet with the course leader before enrolling in the program. The audit option is also permitted. The instructor will try to accommodate individual learning needs. Faculty and staff members are welcome to participate.

The cost of the program includes round-trip economy-class airfare, double occupancy host family accommodations with two meals daily (breakfast and dinner), cultural activities and seminars, ground transportation and entrance fees to all required sites and excursions.

YALE UNIVERSITY  
Italian Language & Literature Department

***Presents***

A Lecture By **Prof. Pietro Frassica**  
*Princeton University*

“PIRANDELLO AND THE HAND THAT  
TURNS THE CRANK”



**Thursday, October 30, 2008  
4:00 P.M.**

**Romance Languages Lounge  
3<sup>rd</sup> Floor, 82-90 Wall Street**

Reception to Follow

IN CONNECTICUT - SOUTHERN CONNECTICUT STATE UNIVERSITY PRESENTS:

**Historical Texts, Cultural Contexts**  
**NOVEMBER 8, 2009**  
**in Engelman Hall A-120**  
**(Rotunda)**

**Featured Speakers**

**A.C. Spearing • William Caferro**  
**Marcia Colish • Maryanne Kowaleski**  
**Nancy Partner • Barbara Newman**

## Conference Schedule

10:00am -12:00pm Session I

Barbara Newman (Northwestern University)

"The Fire and the Rose: Julian of Norwich at Little Gidding"

A.C. Spearing (University of Virginia) "Hoccleve as Autographer"

Marcia Colish (Yale University) "Synderesis and Conscience: Stoicism and Its Medieval Transformations"

12:00pm - 1:00pm LUNCH

1:00pm - 3:00pm Session II

Nancy Partner

(McGill University) "How Postmodern did 'Medieval' Become?"

A post-Postmodern Retrospective"

William Caferro (Vanderbilt University) "Petrarch's War and

the Meaning of Florentine Wages at the Time of the Black Death"

Maryanne Kowaleski (Fordham University) "Women and Work in Medieval English Coastal Communities"

For more information:

<http://www.southernct.edu/departments/foreignlanguage/medcon08/directions.htm>





## Master of Arts in Modern Languages with Specialization in Italian

30 credits as follows:

" Core (6 credits):

ML 598 Research in Modern Languages  
ITAL 460 Advanced Written Italian

Directed Electives (15 credits):

Option 1:

4 Literature courses as approved by adviser. Select from:

ITAL 470 14th Century Italian Literature

ITAL 476 16th Century Italian Literature

ITAL 561 Topics in Italian Literature

(may be repeated up to 3 times with different topics)

ITAL 571 20th Century Italian Literature 1 Culture and Civilization

ITAL 588 Topics in Italian Cultural Studies (may be repeated up to 3 times with different topics)

Option 2:

ML 550: Intensive Studies in Modern Languages

(may be repeated up to 3 times with different topics)

6 or 9 credits

6-9 credits selected from Option 1"

Electives (6-9 cr.):

Courses as approved by adviser, including but not restricted to:

ITAL 488, ITAL 561, ITAL 588, IS 590, IS 596



Capstone (0-3 cr.):

Plan A (3 cr.): Thesis (ITAL 599)

Plan B: Comprehensive Examination

*Note: A maximum of 9 credits at the 400 level is allowed*

Contact:

Drs. Paulette Lemma (Lemma@ccsu.edu),

Maria Passaro (Passaro@ccsu.edu)

Carmela Pesca (PescaC@ccsu.edu)

Graduate Admission procedures:

<http://www.ccsu.edu/grad/admissions.htm>

## BEST Connections: World Languages

To All Year Two and Three Beginning Teachers  
Submitting a World Language Portfolio in 2009:

I hope that your year is going well. I am writing to encourage you to sign up for Fall Seminars. Many of you attended Seminar One last spring, which provided you with an overview of the portfolio and addressed the instructional planning process.

You can sign up for Seminars Two and Three on-line at [www.ctbest.org](http://www.ctbest.org)

[1] clicking on "Registration for PD" then "Beginning Teachers" and then scroll down to World Language to select your preferred dates and site (see schedule below).

Please note that your mentors are more than welcome to register and attend these seminars with you but must register online as well.

### Beginning Teacher Seminar Two for Yr 2 and Yr 3 World Language Teachers

The purpose of this seminar is to discuss Instructional Implementation, emphasizing the development of student language learning and to provide opportunities to analyze a featured exemplar portfolio. You will also have an opportunity to review samples of daily lesson logs from an exemplar portfolio.

### Beginning Teacher Seminar Three for Yr 2 and Yr 3 World Language Teachers

The purpose of this seminar is to focus on Assessment of Learning and the Analysis of Learning and Teaching in World Languages. Participants will be able to analyze excerpts from a featured exemplar portfolio to understand how the meaningful analysis of student learning and teacher reflection promotes language development in students.

#### World Languages

10/27/08 & 11/24/08      Ansonia High School      4:00 - 7:00

#### World Languages

10/21/08 & 11/18/08      CES, 25 Oakview Drive, Trumbull      4:00 - 7:00

#### World Languages

11/5/08 & 12/3/08 Snow date: 12/8/08  
Carmen Arace Middle School, Bloomfield      4:00 - 7:00

#### World Languages

11/24/08      Norwich Free Academy      4:00 - 7:00

Note that portfolio handbooks can be accessed now on [www.ctbest.org](http://www.ctbest.org), click on "Portfolio Handbooks." In addition, portfolio handbooks will be mailed to you in the form of a CD in early October. Please print and bring Section I of your 2008-2009 World Language Handbook to BOTH Seminars.

Please feel free to contact me with any concerns,

Dorothy Raviele  
World Languages Teacher in Residence  
[Tir\\_languages@ct.gov](mailto:Tir_languages@ct.gov) [3]  
860-713-6838

You may review all previous messages at <http://www.ctbest.org/MessageIndexWL.asp> [4]

The BEST Program is operated by the Connecticut State Department of Education /EASTCONN [7], 322 Main Street, Willimantic, Connecticut  
Links:

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[1] <http://www.ctbest.org/>

[2] <http://www.ctbest.org>

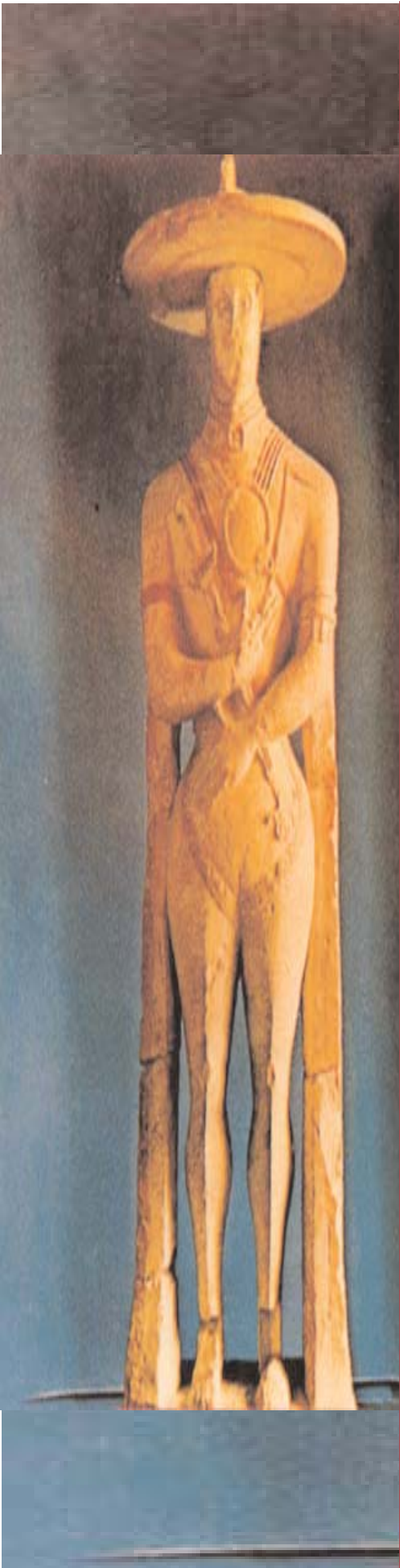
[3] [mailto:Tir\\_languages@ct.gov](mailto:Tir_languages@ct.gov)

[4] <http://www.ctbest.org/MessageIndexWL.asp>

[5] <http://www.ct.gov/sde>

[6] [http://www.registereastconn.org/best\\_fs/cancelsubscription.htm](http://www.registereastconn.org/best_fs/cancelsubscription.htm)

[7] <http://www.eastconn.org>



**I livelli del Quadro comune europeo di riferimento per le lingue: Scala globale**  
**Council of Europe**

Livello Avanzato	C2	È in grado di comprendere senza sforzo praticamente tutto ciò che ascolta o legge. Sa riassumere informazioni tratte da diverse fonti, orali e scritte, ristrutturando in un testo coerente le argomentazioni e le parti informative. Si esprime spontaneamente, in modo molto scorrevole e preciso e rende distintamente sottili sfumature di significato anche in situazioni piuttosto complesse.
	C1	È in grado di comprendere un'ampia gamma di testi complessi e piuttosto lunghi e ne sa ricavare anche il significato implicito. Si esprime in modo scorrevole e spontaneo, senza un eccessivo sforzo per cercare le parole. Usa la lingua in modo flessibile ed efficace per scopi sociali, accademici e professionali. Sa produrre testi chiari, ben strutturati e articolati su argomenti complessi, mostrando di saper controllare le strutture discorsive, i connettivi e i meccanismi di coesione.
Livello Intermedio	B2	È in grado di comprendere le idee fondamentali di testi complessi su argomenti sia concreti sia astratti, comprese le discussioni tecniche nel proprio settore di specializzazione. È in grado di interagire con relativa scioltezza e spontaneità, tanto che l'interazione con un parlante nativo si sviluppa senza eccessiva fatica e tensione. Sa produrre testi chiari e articolati su un'ampia gamma di argomenti e esprimere un'opinione su un argomento d'attualità, esponendo i pro e i contro delle diverse opzioni.
	B1	È in grado di comprendere i punti essenziali di messaggi chiari in lingua standard su argomenti familiari che affronta normalmente al lavoro, a scuola, nel tempo libero, ecc. Se la cava in molte situazioni che si possono presentare viaggiando in una regione dove si parla la lingua in questione. Sa produrre testi semplici e coerenti su argomenti che gli siano familiari o siano di suo interesse. È in grado di descrivere esperienze e avvenimenti, sogni, speranze, ambizioni, di esporre brevemente ragioni e dare spiegazioni su opinioni e progetti.
Livello Elementare	A2	Riesce a comprendere frasi isolate ed espressioni di uso frequente relative ad ambiti di immediata rilevanza (ad es. informazioni di base sulla persona e sulla famiglia, acquisti, geografia locale, lavoro). Riesce a comunicare in attività semplici e di <i>routine</i> che richiedono solo uno scambio di informazioni semplice e diretto su argomenti familiari e abituali. Riesce a descrivere in termini semplici aspetti del proprio vissuto e del proprio ambiente ed elementi che si riferiscono a bisogni immediati.
	A1	Riesce a comprendere e utilizzare espressioni familiari di uso quotidiano e formule molto comuni per soddisfare bisogni di tipo concreto. Sa presentare se stesso/a e altri ed è in grado di porre domande su dati personali e rispondere a domande analoghe (il luogo dove abita, le persone che conosce, le cose che possiede). È in grado di interagire in modo semplice purché l'interlocutore parli lentamente e chiaramente e sia disposto a collaborare.



## SUPPORT ITALIAN LANGUAGE STUDY IN AMERICAN HIGH SCHOOLS in two ways:

1. Give now to the Italian Language Foundation by visiting: <http://www.italianlanguagefoundation.org>
2. Become an Advocate of Italian Language and Culture and contribute to increase the number of high school level students of Italian. Only educators like you can help to establish the conditions for stronger Italian programs at all levels, including AP.

Please note that, in order for the AP Program in Italian to flourish, there must be financial support, and also, just as importantly, an increase in the enrollment of students in the AP Program in Italian.

To that end, **TASK FORCES** are being formed across the USA, which combine the efforts of teachers and advocates of Italian language and culture in a specific geographical area, school district, etc., with a member of an Italian-American organization, and a representative of the Consular jurisdiction for that state.

These Task Forces will only be effective with the participation of dedicated, experienced teachers of Italian such as yourself. Your advocacy is required for the successful continuation of the AP Program in Italian, and also, for the growth and development of Italian language education at the middle and high school levels throughout the USA .

As a member of a Task Force, your mission will include:

1. to report on the status of the AP Programs in Italian in the schools within your district or geographical area.
2. to help establish AP Programs in Italian in high schools not currently offering such programs
3. to advocate for the establishment of middle and high school Italian language classes in schools within your district or geographical area.

You will be assisted in these tasks by a member of an Italian-American organization, and also, a representative of the Consular jurisdiction in your area.

Additionally, local and regional AATI representatives can be very helpful within these task forces. This will be a team effort, and you will have all the assistance you need to advocate for Italian language education. Together, we can create a vibrant environment for Italian language learning throughout the USA .

To respond, please contact:

Margaret I. Cuomo, M.D. at [info@italianlanguagefoundation.org](mailto:info@italianlanguagefoundation.org).





**Northeastern**  
U N I V E R S I T Y

Corso di formazione per docenti di lingua italiana

## ”Working toward goals of Advanced Placement: Curriculum, Methodology, and Visibility”

### **Organizzatori**

Carlo Cipollone, Education Office - *Italian Consulate of Boston.*

Gina Maiellaro, Dept. of Modern Languages - *Northeastern University.*

### **Tema del corso**

Corso di aggiornamento glottodidattico per docenti di lingua italiana presso scuole e istituti di diversi gradi. Il corso intende offrire criteri e spunti operativi per la costruzione di un curriculum nazionale di italiano e di unità di insegnamento / apprendimento incentrati soprattutto su testi multimediali autentici secondo approcci formali e alternativi. Moduli teorici verranno affiancati a moduli laboratoriali che permetteranno di esercitare strategie relative all'avvicinamento e alla manipolazione dei testi stessi e di potenziare le abilità comunicative di base e integrate. Materiali autentici provenienti da diverse agenzie istituzionali, in particolare quelli offerti dai siti della Rai, saranno oggetto / strumento dei moduli proposti dai relatori.

### **Obiettivi**

- produzione di linee guida per la creazione di un curriculum verticale di lingua e cultura italiana aderente agli standard dell'ACTFL e finalizzato alla preparazione di discenti candidati all'esame AP
- produzione di linee guida e/o materiali per lo sviluppo delle abilità linguistiche integrate che riflettano gli standard nazionali
- produzione di bibliografie e sitografie aggiornate

### **Partecipanti**

Il corso è destinato a docenti di lingua italiana di tutti i livelli provenienti dalle scuole della circoscrizione consolare.

### **Struttura**

Il corso prevede circa 18 ore di attività di aggiornamento, distribuite nell'arco di tre giornate. Articolato nei moduli *curricolare*, *glottodidattico* e *visibilità*, offre tipi diversi di attività: lezioni frontali, laboratori didattici, incontri-dibattito ed attività di autoapprendimento.

## Programma

*Sabato 25 ottobre, 10:00 - 16:00*

*Northeastern University, 440 Egan Center (# 60 on campus map)*

**1. Curricolo.** Questo modulo si propone di offrire suggerimenti per la creazione di un curriculum verticale K-12 in prospettiva dell'esame AP. La parte teorica tratterà degli obiettivi didattici e della continuità fra i vari livelli di apprendimento partendo dagli standard di riferimento comunemente adottati negli USA, quali *ACTFL performance guidelines k-12, proficiency guidelines* orali e scritte, e concludendo con un confronto con i livelli del Quadro Comune Europeo. La parte pratica si concentrerà sull'applicazione dei principi generali al curriculum di italiano e sarà accompagnata da esempi pratici.

10:00 - 10:15 Apertura dei lavori, prof. Carlo Cipollone, Italian Consulate of Boston.

10:15 - 11:15 *Livelli di competenza e articolazione degli obiettivi didattici*, prof. Carmela Pesca, Central Connecticut State University.

11:15 - 11:30 Pausa caffè

11:30 - 12:30 *Livelli di competenza e articolazione degli obiettivi didattici*, prof. Carmela Pesca, Central Connecticut State University.

12:30 - 13:00 Pranzo

13:00 - 14:30 Laboratorio: lavori di gruppo.

14:30 - 14:45 Pausa caffè

14:45 - 16:00 Laboratorio: lavori di gruppo

- Alla fine del modulo saranno distribuite ai partecipanti dispense e bibliografie relative all'argomento trattato.

*Sabato, 8 novembre, 10:00 - 16:00*

*Northeastern University, 35 Snell Library (# 59 on campus map)*

**2. Glottodidattica.** Le abilità linguistiche e le tecniche. In questa sezione saranno presentate proposte per lo sviluppo delle abilità linguistiche integrate (produzione, comprensione, etc.) e/o delle competenze (socio-pragmatica, etc.) per vari livelli. Il modulo glottodidattico intende offrire ai corsisti criteri e spunti operativi per la costruzione di unità di insegnamento/apprendimento incentrate su testi autentici. Attraverso una serie di attività laboratoriali permette, inoltre, di esercitare strategie relative all'avvicinamento e alla manipolazione dei testi, nonché tecniche per il potenziamento delle abilità comunicative di base e integrate.

10:00 - 10:15 Apertura dei lavori. A che punto siamo?

10:15 - 11:30 *Integrated performance activities I*, prof. Marisol Fernandes-Garcia, Northeastern University.

11:30 - 11:45 Pausa caffè

11:45 - 12:30 *Integrated performance activities II*, Marisol Fernandes-Garcia and Gina Maiellaro

12:30 - 13:00 Pranzo

13:30 - 14:30 Laboratorio: lavoro di gruppo.

14:30 - 14:45 Pausa caffè

14:45 - 16:00 Laboratorio: lavoro di gruppo

- Alla fine del modulo verranno distribuite ai partecipanti dispense, materiali e bibliografie relative all'argomento trattato.
- Guida ragionata ai materiali didattici più recenti (testi teorici, grammatiche e simili, testi per lo sviluppo delle diverse competenze, es. fonologica, letteratura, video, linguaggi settoriali, *testing*, insegnamento a bambini) e guida ai siti Internet per l'insegnamento dell'italiano a stranieri.

# PERCORSI CULTURALI - **Abruzzo**



**Teramo**  
 Bella la Cattedrale dedicata a San Berardo e Santa Maria Assunta. Eretra nel 1158 ed arricchita in epoche successive vanta dei magnifici intarsi lignei sul portone, un sontuoso paliotto quattrocentesco di Nicola da Guardiagrele e una bella Incoronazione della Vergine nella cappella barocca dedicata al patrono, fra l'altro nato da nobile schiatta (cioè di famiglia nobile) in Isola del Gran Sasso.

**Chieti**  
 La città si narra sia stata fondata dal prode Achille, immortalato sul gonfalone civico in groppa ad un cavallo rampante. L'eroe giunto sul sito, fondò la città con un nome che recava omaggio alla propria madre, Teti: Teate.

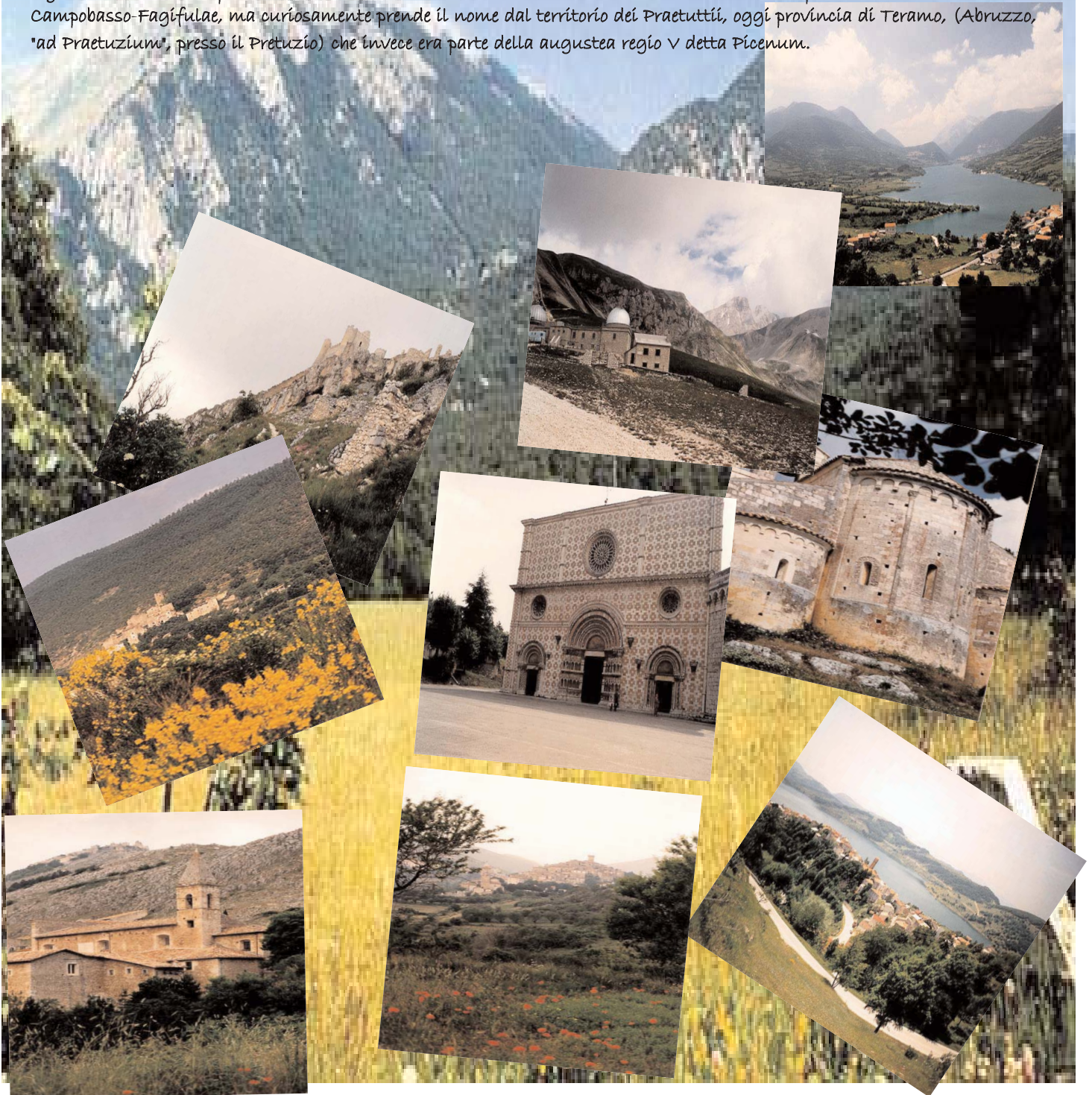
**Pescara**  
 Ma quanti anni ha Pescara? La nascita delle città si fa risalire ufficialmente al ventennio fascista, ma in realtà il sito è stato antropizzato anticamente! Il porto romano di Aeternum fu abitato dai marrucini e dai vestini, popolazioni osco-sabellie stanziate sul territorio. La città in epoca longobarda era tanto importante da avere un vescovo ed intorno all'anno mille assunse il nome Piscaria in omaggio alla pescosità delle acque. La moderna Pescara è nata nel 1926 con la fusione dei centri della vecchia Piscaria e Castellammare Adriatico

**L'Aquila**  
 Con l'autorizzazione dell'Imperatore Federico II, la città nacque quando 99 castelli (casirum), cioè villaggi, era un riferimento alla posizione sopraelevata sulle montagne e allo stemma imperiale. I 99 castelli originari sono ricordati dalle 99 cannelle della famosa fontana. Le cannelle dipanano da mascheroni allegorici di teste virili, muliebri e zoomorfe che si fessano sotto la facciata dalla caratteristica bicromia bianco e rosa

La parola Abruzzo - secondo l'ipotesi più accreditata proposta per la prima volta dallo storico umanista Flavio Biondo nella sua pubblicazione L'Italia Illustrata - deriverebbe da Apurium come corruzione di Praetutium, cioè la terra dei Praetutii, l'antica popolazione che abitava la colonia fenicia di "Petrut", in seguito chiamata dai Romani Petrutia o Praetutia, nei pressi dell'attuale Teramo.

# Abruzzo

La regione ha più volte modificato i suoi confini. Dal medioevo divisa in due territori, Abruzzo ulteriore, in massima parte corrispondente alla (Provincia di Teramo) e Abruzzo citeriore, già unita al Molise nella regione Abruzzi e Molise, perde parte del suo territorio con l'istituzione della provincia di Rieti a cui cederà il circondario di Cittaducale (17 comuni, 1362 km<sup>2</sup> e 70.000 abitanti) nel 1927; ulteriore restrizione venne effettuata nel 1963 quando la Provincia di Campobasso fu proclamata regione a sé stante, creando così un'ulteriore divisione di un territorio con caratteristiche secolari ben definite. Infatti il Molise non può che considerarsi che un'appendice dell'Abruzzo, per storia, cultura e dialetti. L'Abruzzo come regione storico-culturale inizia dal fiume Tronto e finisce nel Fortore, fiume che dà il nome alla parte meridionale di esso, cioè la Frentania. Anche i territori che vennero aggregati alla provincia di Rieti sono a tutti gli effetti abruzzesi: abruzzese (di tipo aquilano) è il dialetto, abruzzesi sono le tradizioni, abruzzese è l'architettura delle chiese e dei palazzi, abruzzesi si sentono tuttora molti anziani abitanti. L'Abruzzo odierno ricalca approssimativamente la regione augustea regio IV in cui si incorporavano anche i territori dei Sabini da Nursia a Tibur e il Samnium pentro-caraceno di Aesernia e Campobasso-Fagifulae, ma curiosamente prende il nome dal territorio dei Praetuttii, oggi provincia di Teramo, (Abruzzo, "ad Praetuzium", presso il Pretuzio) che invece era parte della augustea regio V detta Picenum.







# Curiosità

Fino al 1963  
l'Abruzzo era l'unica  
regione assieme al Molise  
e aveva il nome di  
Abruzzi e Molise



Di straordinario interesse nel territorio abruzzese sono da ricordare il Cratere del Sirente, simbolo di una bellezza naturale ancestrale ed alcune località che detengono diversi "primati" geografici:

il Calderone è il ghiacciaio più a sud d'Europa;

La Rocca di Cambio è il comune più alto d'Italia;

il Corno Grande è la vetta più alta dell'Appennino;

La Veronica, Volto Santo di Manoppello, è considerata la "vera icona" di Gesù, misteriosamente sparita da San Pietro nel '600.



## GUERRIERO DI CAPESTRANO

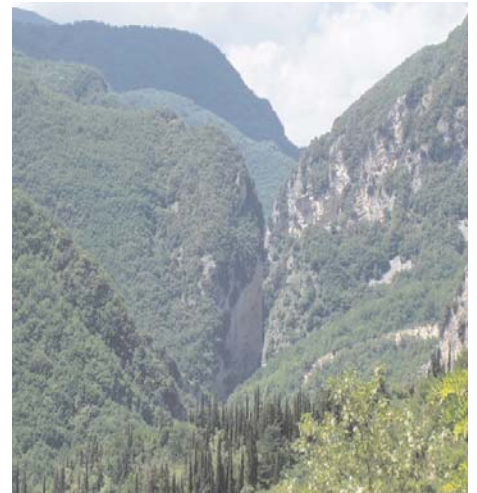
Proviene dalla necropoli di Capistrano, in territorio sannitico ma è di origine PICENA, perché picena è un'iscrizione incisa sul lato sinistro. È una statua più grande del vero, trovata sulla tomba di un "capo". La figura, sostenuta lateralmente da due montanti di forma triangolare, entro i quali le gambe costituiscono altre forme triangolari, esprime una monumentalità sovrana. Al triangolo si sovrappongono le curve del bacino, delle braccia, del disco che protegge il petto, del volto ovoidale e del grande cerchio orizzontale alla base dell'elmo. Al di sopra l'elmo culmina in un cimiero, alto, sottile e profondo quanto l'intera base. Le luci si alternano alle ombre con decisione, contribuendo al senso di forza gravitante che emana dal guerriero.



Le gole del Salinello sono un enorme canyon scavato dall'acqua del fiume omonimo.

Si trovano a circa trenta minuti di cammino da Ripè, frazione del comune di Civitella del Tronto.

Qui le pareti di roccia, alte fino a duecento metri, si tuffano perpendicolarmente nel fiume.





## Fontana delle 99 Cannelle

Fra i monumenti più originali e significativi che esaltano L' Aquila, un posto a sé merita la monumentale "Fontana delle 99 Cannelle", l' unica nel suo genere è assunta ad insegna araldica della città, di cui nel tenue gorgoglio delle sue gelide acque, sembrano riecheggiare leggende arcane. Situata nella zona chiamata Rivera, ricca di polle d' acqua, non è lontana dal pigro corso del fiume Aterno. La sua costruzione è sicuramente databile al 1272, come ci informa la lapide, di chiara fattura trecentesca, inserita nella parte centrale: in essa, sono leggibili il nome del governatore regio, il quale commissionò l' opera all' allora noto architetto Tancredi da Pentima, che una diceria priva di fondamento ripetuta per secoli vorrebbe sepolto sotto la pietra ben visibile al centro della piazza.

Destinata sin dall' inizio a pubblico lavatoio, rimasto in esercizio fino ai primi decenni del '900, le sue acque, oltre che dalle solerti lavandaie aquilane, furono utilizzate anche dalla famosa corporazione dei Lanaiooli. Importanti interventi di ampliamento subì la fontana tra il 1582 ed il 1585 allorché, molto probabilmente, si aggiunsero circa sessanta mascheroni a quelli originari, per suffragare un' antica leggenda secondo la quale alla fondazione della città di L' Aquila concorsero 99 castelli. Ciò è quanto si è potuto appurare a seguito di un recente e vasto restauro (1994), che ha interessato sia la parte idraulica che quella artistico - architettonica restituendo la fontana all' antico splendore. Ha chiara forma trapezoidale ed è cinta da un elegante muro, di data posteriore, in pietra di marmo a scacchi bianca e rosa, non dissimili da quelli della facciata di S. Maria di Collemaggio. Bello lo stemma della città, al centro, con un' aquila dallo scudo a testa di cavallo e nastri svolazzanti simmetricamente.

L' acqua fuoriesce abbondante da 99 cannelle, di cui 93 fisse nelle bocche di altrettanti mascheroni, tutti diversi l' uno dall'altro. Si alternano con le figure, formelle, nelle quali sono scolpiti rosoni circolari a quattro foglie piene o a girello, motivi comuni nell' arte abruzzese. Avvolta nel mistero era rimasta fino ad oggi l' ubicazione della sorgente principale, il cui segreto l' architetto avrebbe portato con se nella tomba, ma che gli esperti, quasi concordemente, localizzano nella zona sovrastante vicino la chiesa di S Chiara d' Aquila, Convento dei Frati Cappuccini, dove sorse il primo insediamento alto medievale di "Acquili" cui L' Aquila legò il nome e da cui si sviluppò.



Nato a Pescara nel 1863, compose il suo primo libro di versi "Primo Vere" a soli 16 anni.  
Non finì gli studi e si dedicò al giornalismo ed alla composizione di opere di varia natura e valore.  
Fu uno degli interpreti più abili delle correnti di pensiero e delle mode letterarie europee, tra le quali l'esasperato sensualismo, l'estetismo raffinato e paganeggiante ("Il Piacere", 1889), la tendenza ad ignorare la realtà sociale a favore di un mondo spirituale elevato ed esclusivo.  
Riuscì quindi a proporsi con successo sia nel mondo letterario che in quello mondano, mettendo in atto quell'estetismo (non privo di scandali e polemiche) che il Decadentismo europeo aveva da poco concepito.  
Terminata la I Guerra Mondiale (durante la quale aveva preso parte ad imprese eclatanti quali la beffa di Buccari ed il volo su Vienna), il suo gusto per i grandi gesti lo portò ad occupare Fiume insieme con un gruppo di volontari.  
La sua attività politica, quella mondana (tra cui spicca la relazione con Eleonora Duse), come quella letteraria, fecero di D'Annunzio una sorta di "maestro di costume", un atteggiamento che avrebbe spinto molti a confondere l'eroismo con la violenza e la prevaricazione. Morì nel 1938 nella sua villa di Gardone Riviera, sul lago di Garda.



Tutto su Gabriele D'Annunzio

<http://www.gabrieledannunzio.it/>  
Il portale di studi ed approfondimenti relativi alla vita e le opere di Gabriele D'Annunzio.

[http://www.liberliber.it/biblioteca/d/d\\_annunzio/index.htm](http://www.liberliber.it/biblioteca/d/d_annunzio/index.htm)

<http://www.gabrieledannunzio.net/index.htm>

## Gabriele D'Annunzio

### I PASTORI D'ABRUZZO

\*\*\*

Settembre, andiamo. E' tempo di migrare.  
Ora in terra d'Abruzzi i miei pastori  
lascian gli stazzi e vanno verso il mare:  
scendono all'Adriatico selvaggio  
che verde è come i pascoli dei monti.

Han bevuto profondamente ai fonti  
alpestrí, che sapor d'acqua natia  
rimanga ne' cuori esuli a conforto,  
che lungo illuda la lor sete in via.  
Rinnovato hanno verga d'avellano.

E vanno pel tratturo antico al piano,  
quasi per un erbal fiume silente,  
su le vestigia degli antichi padri.  
O voce di colui che primamente  
conosce il tremolar della marina!

Ora lung'h'esso il litoral cammina  
la greggia. Senza mutamento è l'aria.  
il sole imbionda sì la viva lana  
che quasi dalla sabbia non divaria.  
isciacquío, calpestío, dolci romori.

Ah perché non son io cò miei pastori?

# I TRATTURI

Nell'Italia meridionale e insulare, accanto alle moderne strade ed autostrade si intravedono tracce e residui cospicui di primordiali vie di comunicazione: i tratturi dell'Abruzzo e della Puglia e le trazzere siciliane.

Erano grandi vie battute dagli armenti nelle loro trasmissioni periodiche primaverili e autunnali. Nell'Abruzzo interno, i prati stabili erano scarsissimi, così pure quelli destinati alla coltura delle foreggere. L'impossibilità di immagazzinare molto foraggio secco o di sopportare l'alto costo dell'importazione, rese necessario, con l'aggiunta di altre motivazioni, il vasto esercizio della pastorizia transumante. La possibilità di questo transito svolto in condizioni propizie che assicuravano una regolare alimentazione agli armenti, ne evitava i temuti deperimenti e deprezzamenti.

L'economia armentizia si tradusse in caratteri essenziali per il paesaggio e la psicologia popolare.

Greggi numerose scendevano dalle pendici dei monti o attraversavano i grandi e solenni altipiani, circondate da rumorose mute di cani; sulle alte spianate, incollate alla roccia nuda, spesso si addossavano l'uno all'altro ricoveri in pietra costruiti a secco, necessari a stivare foraggio e al riparo di pastori e animali, erano alti anche molti metri con un piano rialzato e circondati dai "chiusi", rozzi recinti dove si radunavano, durante le notti non troppo fredde o in qualche ora del giorno, le greggi. Su tutto lo sguardo fermo di figure solenni e jeratiche, di quei "pecorari" che l'arte di Gabriele D'Annunzio e di Francesco Paolo Michetti ci hanno fatto conoscere.

Lungo le vie erbose nascevano, discosta dai centri abitati, chiese silenziose, circondate di verde; appena un sentiero le collegava ai "bracci" del tratturo, all'interno dei semplici portali in pietra Madonne consolatrici e Santi patroni.

Sulle pareti meridionali, aperti alla calda luce del mezzogiorno, porticati spaziosi offrivano ricovero alle pecore e, ai pastori, conforto al corpo e all'anima. Furono romane le prime trazzere, altre, invece, tracciate nel Medioevo, ma i precisi interventi e le prime norme legislative risalgono alla dominazione aragonese.

Peltuinum, presso Civita d'Ansidonia, centro dei vestini cismontani, era tagliato in due dal tratturo che da Amiternum attraversava l'aquilano montano fino a Castel di Sangro, per proseguire poi nel Molise; lungo il tratturo i romani realizzarono la via Claudia Nova che fece la fortuna della città, diventata prefettura e arricchita di edifici di notevole pregio stilistico. E Saepinum città sannitica sulla piana vicino a Boiano alle pendici del Matese, deve il suo nome che significa "luogo recintato," alla sua collocazione lungo il tratturo, qui le greggi sostavano riparate e protette.

I tratturi allacciavano le montagne d'Abruzzo alla pianura del Tavoliere, alla terra d'Otranto, all'Agro romano, alla Maremma, alla Terra di lavoro.

Erano utilizzati per il pascolo a soste (riposi), di cui le greggi usufruivano due volte all'anno, in maggio per risalire dalla Puglia, già arsa e priva di erbe, alle montagne abruzzesi, ricche di verde e di boschi e in ottobre, per ridiscendere, ai primi freddi, dai monti già coperti di neve alle calde e ricche pianure pugliesi, in particolare a Foggia, "la dogana della mena delle pecore", dove, come raggi di una ruota, convenivano molti dei tratturi.

Fu dunque un bisogno economico e sociale a determinare la nascita e la lunga esistenza delle vie armentizie. Il vasto territorio del Regno di Napoli, tranne poche zone coltivate a cereali, viti, olivi ed alberi da frutto era un solo campo da pascolo dove le greggi svernavano o "estivavano" e dove perciò altre industrie o non sorgevano o non prosperavano. Per l'affitto dei pascoli (poste di locazione) si pagava un canone (fida) proporzionale al numero delle pecore e che andava alle casse erariali. Gratuito era invece il transito ed il pascolo sui tratturi, sorti su terreni di proprietà demaniale.

Le grandi vie erbose, larghe da un massimo di 111 m ad un minimo di 18,50 m (tratturi, tratturelli, bracci), erano lunghe fino a 250 km; l'inizio era sempre segnato da un masso ben visibile tra l'erba: "il titolo", uno è ancora lì, nei pressi di Pescasseroli, segna l'inizio del tratturo che portava a **Candela**, in **Puglia**: un monumento muto, spoglio e schivo ad una immensa riserva di storia e tradizione.

[http://www.agriturismo.abruzzo.it/Tratturi/I\\_Tratturi.ht](http://www.agriturismo.abruzzo.it/Tratturi/I_Tratturi.ht)



## Upcoming Conferences for Teachers

### NYS AFLT

October 10-12th 2008

Annual Meeting

Saratoga Springs, New York

[www.nysafl.org/conferences/](http://www.nysafl.org/conferences/)

### COLT

October 27, 2008

Passport to Proficiency

Connecticut Convention Center in Hartford, CT

[http://www.ctcolt.org/fall\\_conference.htm](http://www.ctcolt.org/fall_conference.htm)

### ACTFL

Orlando, FL- November 20-23, 2008

Pre-convention Workshops: November 20, 2008

Annual Convention and World Languages Expo: November 21-23, 2008

Disney Swan and Dolphin Hotels, Orlando, FL

[www.actfl.org](http://www.actfl.org)

# ACTFL LIVE!

ACTFL is launching an online radio channel, ACTFL Talk Radio - Promoting Quality Language Education, on BlogTalkRadio.com (<http://www.blogtalkradio.com>) as a new way of reaching out to the profession. BlogTalkRadio.com (<http://www.blogtalkradio.com>) is a free service for the listener that allows you to listen to radio shows over the Internet. Listeners can also chat online during the show with the host and other listeners for free. To call in and participate in the radio show, listeners will have to call a New York phone number. You do not have to register to listen to the show or call in, but you do have to register for an account on [www.BlogTalkRadio.com/actfl](http://www.BlogTalkRadio.com/actfl) (<http://www.blogtalkradio.com/actfl>) to chat and receive notice of future shows.

The first shows on ACTFL Talk Radio (<http://www.BlogTalkRadio.com/actfl>) will focus on helping new teachers start the year off successfully. Paula Patrick, the author of ACTFL's highly successful book, *The Keys to the Classroom* ([http://www.actfl.org/i4a/store/category.cfm?category\\_id=5](http://www.actfl.org/i4a/store/category.cfm?category_id=5)) will be answering questions from the audience and using the book to help new teachers prepare for the school year. Paula will be assisted by Marty Abbott, ACTFL Education Director, and guests. Between Marty and Paula, they have over 45 years of experience in the language classroom and 20 years of administrator experience—they've been in the classroom and they know the supervisors' perspective! These shows are great for new teachers, supervisors and department chairs looking for ways to help their new teachers and for experienced teachers looking for new ideas.

Can't listen to the show live?

Visit [www.actfl.org](http://www.actfl.org) (<http://www.actfl.org>) starting the morning after to listen to a recording of the show!

Have you visited ACTFL.org (<http://www.actfl.org>) lately? Welcome Back to School!

So You Say? (<http://actfl.informz.net/z/cjUucD9taT0xMTYzNTcmcD0xJnU9MTAwNDk4MzQ2OSZsaT0zMDY2NDI/index.html>)  
(<http://actfl.informz.net/z/cjUucD9taT0xMTYzNTcmcD0xJnU9MTAwNDk4MzQ2OSZsaT0zMDY2NDU/index.html>)

What do you do to meet the needs of heritage language students? (<http://www.actfl.org/i4a/pages/Index.cfm?pageID=4185>)

How do you stay updated on the latest developments in language education?  
(<http://www.actfl.org/i4a/pages/Index.cfm?pageID=4185>)

Who's Hiring (<http://actfl.informz.net/z/cjUucD9taT0xMTYzNTcmcD0xJnU9MTAwNDk4MzQ2OSZsaT0zMDY2NTM/index.html>  
[http](http://))

To view the complete listing of positions available or to upload your resume, please visit <http://jobcentral.actfl.org> (<http://actfl.informz.net/z/cjUucD9taT0xMTYzNTcmcD0xJnU9MTAwNDk4MzQ2OSZsaT0zMDY2NTU/index.html>  
[http](http://))

Looking for a language educator? Post your position on ACTFL's Career Center! For more information or to list your position, visit <http://jobcentral.actfl.org>  
(<http://actfl.informz.net/z/cjUucD9taT0xMTYzNTcmcD0xJnU9MTAwNDk4MzQ2OSZsaT0zMDY2NTc/index.html>  
[http](http://)) .

Watch for the new ACTFL Professional Development Survey. Soon ACTFL will send out a new survey to learn more about you. This survey will help us to expand our programs to help you! Watch for it!!

ACTFL 2008  
Annual Convention and World Languages Expo  
Nov. 21-23, 2008  
Orlando, Florida (<http://www.actfl.org/i4a/pages/index.cfm?pageid=4730>)

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American Council on the Teaching of Foreign Languages (ACTFL)  
1001 N Fairfax St Suite 200 Alexandria, VA 22314 | P 703.894.2900 Fax 703.894.2905

[headquarters@actfl.org](mailto:headquarters@actfl.org) || [www.actfl.org](http://www.actfl.org) || [www.discoverlanguages.org](http://www.discoverlanguages.org)

Notizie dall'Italian American Committee on Education  
Tanti auguri alla dott.ssa Tina Rella, che ha appena lasciato il suo incarico di Direttore Esecutivo dello IACE, dopo circa 20 anni di servizio.

**Buona fortuna in questa nuova fase, Tina!**

- Per richiedere un finanziamento IACE per inserire o continuare un programma di italiano in una scuola, si veda [www.iacelanguage.org/Grants/School](http://www.iacelanguage.org/Grants/School)
- Per diventare Coordinatore di un Centro Doposcuola IACE per bambini o adulti, si veda [www.iacelanguage.org/iace2/Coordinator](http://www.iacelanguage.org/iace2/Coordinator)
- Per diventare Membri dello IACE, si vedano informazioni sui vantaggi e il modulo d'iscrizione online a [www.iacelanguage.org/Membership](http://www.iacelanguage.org/Membership)

# Italian Internship



Iace is looking for an intern.  
Great for students who have studied or are studying Italian. Please contact [italian@iacelanguage.org](mailto:italian@iacelanguage.org)





## *Opera for Kids at Dicapo Opera Theatre*

Dicapo Opera Theatre's General Director, Michael Capasso leads kids on their operatic adventure as he teaches them the proper terms used to honor singers, moves the plot forward at intervals, and explains how sets are changed between acts.

In addition IACE is offering a complimentary Opera Lab for the students who will attend the Opera. *Prima della Prima* precedes all of the included opera performances. An opera expert transports the students into the world of great opera tales with zest and simplicity while distributing the following educational materials: 7 Study Guide, 7 Libretto, 7 DVD of the opera, 7 CD in English, 7 Map of Italy, 7 Opera Glossary.

**SIGN UP NOW!**

**While tickets last!**

Just \$20 a ticket for students and their parents!

*Turandot (Puccini) – 10/18 and 10/19*



Theatre: 184 East 76<sup>th</sup> Street (76<sup>th</sup> and Lexington Ave.) New York, NY 10021 212.288.9438  
Business Office: 220 East 54<sup>th</sup> Street, New York, NY 10022 (Attn: Diane Martindale) 212.759.7652



## **Opera for Kids at Dicapo Opera Theatre**

Kids learn about the grand world of opera at Dicapo Opera Theatre's special 1-hour kid-friendly opera productions.

Dicapo Opera Theatre's General Director, Michael Capasso leads kids on their operatic adventure as he teaches them the proper terms used to honor singers, moves the plot forward at intervals, and explains how sets are changed between acts.

Following each performance kids participate in a lively Q&A session and a backstage tour, where they meet the singers and ask questions all about the show!

### **Schedule for 2009**

Beauty and the Beast (Giannini) - 1/24 and 1/25

La Cenerentola (Rossini) - 3/21 and 3/22

L'Italiana in Algieri - 4/18 and 4/19

All performances at 11am -at Dicapo Opera Theatre  
184 East 76th St. (76th and Lexington Ave.).

All seats \$20.

Theatre:  
184 East 76th Street (76th and Lexington Ave.)  
New York, NY 10021 212.288.9438

Business Office:  
220 East 54th Street,  
New York, NY 10022

(Attn: Diane Martindale) 212.759.7652



# Borse di Studio

## *Il Governo Italiano*

offre borse di studio a cittadini italiani residenti all'estero.  
Per informazioni contattate l'Ambasciata Italiana a Washington, D.C.  
o e-mail : Ufficio scuola@itwash.org o per fax (202) 518-2149.

## *NIAF SCHOLARSHIPS*

- The John R. Mott Foundation Scholarships - Post-secondary scholarships for Italian citizens primarily from the environs of the town of Serra D'Aiello then the City and Province of Cosenza and then the Region of Calabria, Italy.

- The Anthony Campitelli Endowed Fund - The Fund will support various humanitarian and community projects in and around Mr. Campitelli's birthplace, Castel Frentano (CH) in Abruzzo, Italy. These will include schools, churches, and eldercare facilities. Applications for scholarships for residents of Castel Frentano and the Chieti province will also be accepted.

- The Eleanor and Anthony DeFrancis Scholarship Fund - Scholarships for Italian American undergraduate and graduate students attending CIT, MIT or Arizona school of astronomical studies and majoring in pure natural sciences. Applicants must also demonstrate financial need and dedication to community service. Scholarship award amount varies. To apply for the DeFrancis scholarship, please complete the general application above.  
<http://www.niaf.org/scholarships/index.asp>

THE NATIONAL COUNCIL FOR THE PROMOTION OF THE  
ITALIAN LANGUAGE IN AMERICAN SCHOOLS

"START ITALIAN IN YOUR  
SCHOOL"

A "HOW TO" KIT ©



"START ITALIAN IN YOUR SCHOOL!"

INFORMATION KIT

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2008

## A MESSAGE FROM THE PRESIDENT OF



**COPILAS**  
THE NATIONAL COUNCIL FOR THE PROMOTION OF THE ITALIAN  
LANGUAGE IN AMERICAN SCHOOLS

Dear Parents and Friends:

I am delighted that you are taking the opportunity to read the information contained in this "KIT". For those of us who are involved in the promotion of the Italian language and culture we welcome your assistance in our mission. We have had many excellent visits in schools, assemblies and cultural meetings while introducing ourselves and we have made lasting friendships along the process.

We strongly believe that our children should have the possibility in our schools to choose to study Italian. This heritage language with its outstanding culture represents a past, a present and a future that, in today's shrinking world, is very important.

We know from the most recent survey done by ACTFL in 2007 that the majority of our young people have signaled that given the opportunity, they would choose to study Italian as a foreign language over many others. The possibilities for many of our students to visit or to study in Italy are high.

You, our friends, can make it happen. Request from your local schools a meeting with the school officials. Let them know of your interest in having this language being introduced in the curriculum. Let them know that you have some good friends who will help with all the aspects of the implementation.

COPILAS will be happy to be your partner in this developmental process. Why should not your children have this opportunity? Today's education should not leave any voids. Our children should have the greatest and most advanced foreign language program in the world. They will need it to enhance their future!

Make that appointment with your school principal, superintendent, and board member and let the process begin.

Joseph Lupo, President  
COPILAS

### WHAT IS COPILAS

COPILAS is a National non-profit organization dedicated to assisting individuals, associations and communities around the United States, desiring to introduce or broaden the study of Italian language and culture in their public and private schools, colleges and universities. It is made up of representatives from Italian and U.S. education agencies, Italian American cultural organizations, educators and interested private individuals. All are experts in their respective fields, and are committed to promoting the study of Italian language and culture in the United States.

COPILAS will be glad to help all types of elementary and secondary schools needing assistance, but also Colleges and Universities desiring to establish Italian Programs leading to the certification in Italian.

COPILAS offers this free KIT, "Start Italian In Your School!" designed to help parents and students approach school authorities, apply for funding and carry out other related activities necessary to achieving their objectives. The printing of this kit has been made possible under grants from the National Italian American Foundation and the Order Sons of Italy in America. For more information, contact:

#### COPILAS ADDRESS:

COPILAS c/o CASA ITALIANA  
595 Third Street NW - Washington, DC 20001  
Tel: 301-215-7885;  
Fax: 301-215-5998  
E-mail: [mariawilmeth@verizon.net](mailto:mariawilmeth@verizon.net)

## SOME SUCCESS STORIES

### How other communities launched Italian in their schools

The "National Council for the Promotion of the Italian Language in American Schools" (COPILAS) can help you introduce Italian at your neighborhood schools. Other people have tried and succeeded. So can you!

According to the Modern Language Association, the big surprise is that most students learning Italian in the United States today are not of Italian descent. In Pueblo, Colorado, for example, barely 10,000 of the city's 109,000 residents are Italian American, yet all four of the city's public high schools have taught Italian for more than 20 years.

It all began with adult education evening classes in Italian. The adults enjoyed the language so much that they lobbied and convinced local high schools to offer Italian. The high school Italian program was so popular that a few years later the parents persuaded the University of Southern Colorado to also teach Italian.

In the last five years, starting with a few "Viva l'Italiano" Clubs after school at the Elementary level and Italian courses, as part of the curriculum, at the Middle School level, COPILAS was instrumental in establishing Italian programs in more than 60 schools, in Montgomery and Prince George's Counties Public Schools in Maryland and in Arlington and Fairfax Counties in Virginia.

Beginning Italian programs at the Middle School level is a very effective and practical way to have enough students taking Italian at the cluster High Schools, so that many more students will be able then to register for the Advanced Placement courses offered there. This is an important reality to accept and act upon, if our efforts are to be successful in having a good number of students registered for the Italian Advance Placement Examinations.

The Pueblo's and COPILAS' stories, while remarkable and inspiring, are not unique.

Communities around the country are finding creative ways to introduce Italian into their local schools. Some Italian American clubs and organizations, for instance, have "adopted" a local school, and send their members into the classroom to talk about Italian customs, about Italian great historical events and people, Italian current world achievements while also showing some Italian children games and, for high school students, even how to play "bocce". Often all you need is one determined and interested person such as a teacher, a parent or a student.

In 2005 the College Board established for the first time an Italian Advanced Placement Program and Exam, thanks to the great efforts of Mrs. Matilda Raffa Cuomo, First Lady of New York, her daughter, Dr. Margaret I. Cuomo Maier, the Embassy of Italy and with funds provided by the Italian Government and three of the largest Italian American Organizations: the National Italian American Foundation (NIAF); the Order Sons of Italy in America (OSIA); and UNICO National (UNICO).

Remember it is up to each of us to encourage our children, AND our neighbors' children to study the language of a country that has given so much to the world in the past and on which our future will be built.

## WHY STUDY ITALIAN?

Knowledge of Italian is important for people in business, the arts, technology and many other professions. It is also very useful for high schools and college students planning careers in art history, music, linguistics, education, medicine, law and international relations.

It is important to begin Italian language programs at least at the High School level, and ideally, at the Middle School level to ensure that students will be prepared to enroll in the Advanced Placement Program in Italian.

Students preparing for the SATs who have studied Italian tend to score higher on vocabulary and grammar. The reason is simple: Italian developed from Latin and an estimated 60% of the English vocabulary also comes from Latin. Also, now the students of Italian may take the Italian Advanced Placement Exam and receive college credits.

According to the US Census Bureau, Italian is the fourth language most spoken in US homes; it is also spoken in Switzerland, parts of Africa, the Balkans, and Malta.

Italy is one of the top eight economies in the world and is a leading member of the G8 Group representing the wealthiest nations in the world.

An estimated 7,500 American companies do business with Italy and more than 1,000 firms have offices in Italy including IBM, General Electric, Motorola, Citibank, Price Waterhouse Cooper, etc.

Italy is a world leader in machine tool manufacturing, with advanced technologies in robotics, electromechanical machinery, shipbuilding, space engineering, construction machinery and transportation equipment. Many of these firms have offices in the United States.

Italy's economy has changed: state-owned companies are becoming privatized, opening up the Italian market to American companies and professionals in aerospace, transportation, insurance, finance, shipping, telecommunications and other commerce.

With the Italian market opening, American companies like AT&T and IBM have established ties with Italian companies in the areas of cable TV, international cellular telephone systems, the Internet and more, and need employees who speak Italian and English.

Italy is a world leader in the culinary arts, interior design, fashion, graphic design, furniture design etc. Those planning careers in these fields greatly benefit from knowing Italian.

Italy has long been a magnet for the tourism industry: in 2007, according to ENIT, close to 4 million Americans visited Italy. According to the US Department of Commerce, Office of travel & Tourism June 30, 2008 report, Italy ranks fourth among the world's top tourism destinations.

According to the Institute on International Education - "Opendoors 2007" Fast Facts - U.S. Students & Study Abroad LEADING DESTINATIONS is Italy which ranks second after England.

Art historians need to know Italian. According to UNESCO (the cultural and educational agency of the U.N.) over 60% of the world's art treasures are found in Italy.

# GETTING STARTED

## BEFORE YOU BEGIN:

- Read the fact sheets in this kit carefully and make copies for distribution.
- Gather a group of interested parents, students, and other volunteers. Meet with them, form committees (fund-raising; school relations; media relations) to divide up the tasks.
- Give them copies of the kit materials.

## PREPARING YOUR CAMPAIGN:

- Circulate a questionnaire in your school to survey student interest in Italian. (See sample questionnaire and cover letter in this kit)
- Create a typed "fact sheet" that lists in-short bullet form, as much as you can of the following:

- .. The languages currently taught at your school; Your survey results showing students' interest in Italian;
- .. Why all students would benefit from learning Italian;

(See "Fact Sheet: Why Study Italian?")

- .. Estimated cost to teach Italian at your school;
- .. Where funding could come from and who would teach the class;
- .. Time frame for launching the program;
- .. The number of Italian Americans in your city, if significant;

(Call the NIAF at 202/387-0600 for Census data)

- .. Your name and telephone number.

After you have prepared your fact sheet, schedule meetings with your school district's foreign language coordinator, school principal and local school board, in that order.

- .. Go to these meetings with facts and figures to make a persuasive, but not argumentative case. You must convince them that all students in the school will benefit from learning Italian, not just children of Italian descent.
- .. Be creative and flexible. It may take a year or more to start Italian at your school. If it can't be taught during school hours, suggest voluntary after school or pre-school classes and offer to fund the initial teacher's compensation.
- .. Above all, be patient and don't give up! **CORAGGIO**

## SURVEY QUESTIONNAIRE

DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

Are you aware that you must study a foreign language in high school and college?

Yes \_\_\_\_\_ No \_\_\_\_\_

If your school taught Italian, would you take it?

Yes \_\_\_\_\_ No \_\_\_\_\_

If Italian were not offered during school hours, would you

Come to school early to learn it? Yes \_\_\_\_\_ No \_\_\_\_\_

Stay after school to learn it? Yes \_\_\_\_\_ No \_\_\_\_\_

Would you like to visit Italy one day?

Yes \_\_\_\_\_ No \_\_\_\_\_

Do you plan to go to college?

Yes \_\_\_\_\_ No \_\_\_\_\_

I would like to learn Italian because:

- A. I am of Italian descent
- B. I want to visit Italy someday
- C. Italian is necessary for my future studies
- D. I am interested in Italian culture (Circle as many answers as you wish.)
- E. Other \_\_\_\_\_

## SAMPLE COVER LETTER

TO ACCOMPANY THE LANGUAGE QUESTIONNAIRE USE A LETTER

After obtaining the permission of your principal, send this letter to your school's language and classroom teachers with copies of the questionnaire. Include a large, self-addressed envelope with the right postage or arrange with the teacher for you to pick up the questionnaires at the school.

Date: \_\_\_\_\_

Dear \_\_\_\_\_ (Teacher's name):

I am doing a research project and would like to invite your classes to participate. The attached survey will provide me with important information about our school's foreign language program.

As you know, foreign languages are required in most high schools and colleges. Our survey is designed to see how many children at \_\_\_\_\_ (name of school) would like to learn Italian.

If this survey reveals a strong interest, I will discuss the results with the proper school authorities to possibly have Italian added into our curriculum.

For your convenience, the surveys can be returned to me in the attached stamped, self-addressed envelope. Should you desire a copy of the summary results of this survey, please write "copy of results requested" on the back of the return envelope, and print your name and address below it.

If you have any questions please write or call me. My telephone number is: \_\_\_\_\_ and my e-mail address is \_\_\_\_\_.

I would be deeply grateful for your timely help in this project. The survey is short and should not take up too much class time, but the results could be of great benefit to your students, who might want to discuss this with their parents. Thank you.

Yours truly,

## HOW TO INVOLVE YOUR PARENT TEACHER ASSOCIATION (PTA)

The PTA is a powerful volunteer organization that can play a major role in getting Italian taught at your local school. Usually, the PTA holds general meetings several times a year, but of even greater importance is the influential PTA Executive Board, which schedules monthly meetings to allocate money and discuss programs.

All parents are welcome to attend the PTA Executive Board meetings. If a parent has an item of business or expenditure that he or she wishes to have discussed, the usual procedure is to call one of the PTA officers -- president, vice-president or secretary and ask to have the item placed on the next meeting's agenda. The parent initiating the agenda item will be expected to attend that meeting and explain the item to the entire board.

### STEPS TO TAKE:

Call the school's main office or consult the school directory for the name and telephone number of the PTA president, vice president or language program coordinator.

Contact the person by phone (if possible, meet him or her in person) to place your item on the next PTA executive board meeting's agenda.

Consider distributing copies of some relevant information in the kit, such as "Why Study Italian?" at the meeting. Highlight the advantages of learning Italian, cite other schools in the area that are teaching Italian; suggest the possibility of getting a grant; provide contacts for more information and allow time for discussion and questions.

Ask the PTA officers about the possibility of using the PTA's help to send out your questionnaire to students and parents to assess interest in learning Italian.

- Offer to write an article about the benefits of learning Italian for the school bulletin.
- Send the questionnaire's survey results to the school principal and the PTA officers.
- Request permission to publish the survey results in your school's bulletin or website.
- Have another meeting with the PTA executive board to discuss questionnaire results.
- Try to make friends and allies on the PTA executive board who will help you further with your plan to introduce Italian in the school.

## HOW TO APPROACH YOUR SCHOOL PRINCIPAL

Your goal when meeting with a principal is to present the advantages of introducing Italian into the curriculum. You must support each fact with data, and be prepared to answer the principal's questions about finances, student enrollment, finding a teacher, and scheduling the classes either during school or before or after classes.

### THINGS TO DO:

- Take the time to establish a relationship between your group and the principal you approach. It is also a good idea to seek the support of other key staff members at the school and in the educational committee of the PTA
- Take a survey of students to assess interest in an Italian program (use the kit's questionnaire.) Offer their opinions and feedback as part of your presentation and in your report.
- Determine what kind of recruitment and/or training of new teaching staff is needed.
- Research your community's needs and interest in an Italian program. How much community support is available from government agencies, the Italian Embassy or the nearest Italian Consulate, Italian American organizations, local businesses, churches, PTA, universities, and other groups? Include this information in your report in bullet form. Be concise.
- Present options for state, federal and/or private grants to support an Italian program.
- Point out advantages of offering Italian to the school. For example, an Italian program might attract students, who otherwise would go to magnet or private schools. It may also provide excellent professional opportunities and contacts for staff and school leaders.
- Prepare for the principal a concise, written report which outlines student interest, financial costs and possible funding, faculty training, etc. for a pilot program in Italian. Make an appointment to discuss it with him or her in person.
- Always send a thank-you note to a principal who has met with you.

### THINGS NOT TO DO:

- Do not position the argument so that it appears that only Italian American students would want to learn Italian. Stress instead that it is useful to all students. (See "Why Study Italian?" in KIT)
- Do not come to the meeting with a school principal unprepared or with inaccurate information.
- Do not be argumentative with the principal, even if he or she is not in immediate agreement with your proposal. Eventually, you will succeed. It just takes time.



## HOW TO APPROACH THE SCHOOL SYSTEM FOREIGN LANGUAGE SUPERVISOR PUBLIC SCHOOLS

Principals rely heavily on the school district Foreign Language Supervisor or Coordinator for advice about which new languages should be added to their school. Therefore, it is a very good idea to let your district's foreign language supervisor or coordinator know that you want to have Italian added to the curriculum. Here's how. Each school district has a District Foreign Language Coordinator or Supervisor and a Foreign Language Chairperson. These persons need to know that there is a great interest on the part of the parents to have Italian in your school. It is important to invite them to parents' meetings, or to any social meeting of Italian organizations to meet the members and also to discuss the issue.

When the school district foreign language coordinator or supervisor attend the school district curriculum meetings, they report all requests they have received for other languages to be taught locally.

Each state also has a State Supervisor of Foreign Languages and ESL (English as a Second Language) in the state capital. You can find out the name and telephone number of this person by going to the Web Site of the "National Council for State Supervisors of Languages" (NCSSL) [www.ncssl.org/](http://www.ncssl.org/)

Write or visit the State Foreign Language Supervisor to let him/her know of your interest in having Italian offered in your school district. The more people hear of this interest, the better are the chances of it happening.

**PRIVATE AND PAROCHIAL SCHOOLS:** for private and parochial schools you must see the school's Foreign Language Chairperson. If your school does not have one, go directly to the principal. Parochial Schools: If the principal or the director are not cooperative, go to your school's archdiocese and speak to the head of the Catholic schools in your area. You also can write to your Bishop, telling him why you want Italian in your school. Send a copy of your letter to the school principal.

**Private Schools:** Talk to your school's Board of Trustees chairman and write to all members of the Board of Trustees, asking for support of your project.

## HOW TO SEEK FUNDING FEDERAL FUNDS:

Available grants are listed weekly in the Federal Register, the newspaper Business Daily and on the web: <http://www.ed.gov/news.html>  
Other sources of federal funding can be obtained from the following agencies:

1. Department of Education:

400 Maryland Ave. SW - Washington, DC 20202 - WEB: [www.ed.gov/](http://www.ed.gov/)

2. National Endowment for the Humanities (NEH)\*

1100 Pennsylvania Ave. NW - Washington, DC 20506 - WEB: [www.neh.gov/](http://www.neh.gov/)

3. National Endowment for the Arts (NEA) \*\*

1100 Pennsylvania Ave NW - Washington, DC 20506 - WEB: [www.nea.gov/](http://www.nea.gov/)

\*The NEH funds Italian Language Summer Seminars and Institutes.

\*\*The NEA funds Italian Art Summer Seminars and Institutes.

**STATE FUNDS:** Write to your State Department of Education to get the list of state grants for language study. Most publish this list in July for the grants available the next year.

Contact the National Assembly of State Arts Agencies in Washington, DC for a list of other grants available in your state. Web Site: [www.nasaa-arts.org/](http://www.nasaa-arts.org/)

**PRIVATE FUNDS:** Explore getting grants or scholarships from your local Italian American cultural organizations and large local companies and corporations. Other sources:

The Foundation Center is a non-profit group that offers free information about education and culture grants. Its field offices in five cities have libraries you can visit. They also give information over the telephone and on their website: [www.fdncenter.org](http://www.fdncenter.org)

• ATLANTA Web Site: <http://foundationcenter.org/atlanta/>

• CLEVELAND Web Site: <http://foundationcenter.org/cleveland/>

• NEW YORK Web Site: <http://foundationcenter.org/newyork/>

• SAN FRANCISCO Web Site: <http://foundationcenter.org/sanfrancisco/>

• WASHINGTON, DC. Web Site: <http://foundationcenter.org/washington/>

**ITALIAN GOVERNMENT FUNDS:** Contact the Italian Embassy or your nearest Consulate for Italian government grants.

Need help writing your grant proposal? Your school or county education department has a grant office with experts who can help you refine your proposal. Always show your proposal to one of these professionals before submitting it. Also, the Adult Education Programs, run

by the School Systems, offer courses on how to write grants. COPILAS will offer workshops on grant writing. Let them know that you are interested in attending a workshop. Contact the Italian Embassy or nearest Consulate for Italian government grants.

## HOW TO APPROACH YOUR LOCAL MEDIA

Getting your message into the local newspaper or evening T. V. news is one of the best ways to get the attention of your school board and principal, who might not initially seem willing to offer Italian. However, use good judgment or it may hurt your cause. Remember, you have to convince people with many compelling reasons why they should offer Italian to their students.

### THINGS TO DO:

Make a list of the names, addresses and telephone numbers of all local daily, weekly, city, and suburban newspapers as well as your local radio and television news stations. The public library might have Bacon's Media Directory with this information. Do your homework. Create a typed "fact sheet" that lists in short, bullet form:

- The languages currently taught at your school
- The results of your student survey showing interest in Italian
- How much it would cost to teach Italian at your school
- Why all students would benefit from learning Italian
- The number of Italian Americans in your city, if significant.
- Your name and telephone number.

After you have all your facts ready, request an Editorial Board meeting with the editors of your local newspaper to encourage them to write an editorial on the issue. Send a "Letter to the Editor" urging that your school introduce Italian, stating facts as per above and including a name and a number where readers could get more information. The Letters to the Editor" column is one of the most popular columns in any newspaper. Many people read it and you might gain supporters.

Always send "Thank You" notes to all editors, reporters, etc. who meet with you or run any article about your cause, telling them how useful the meeting or the article was.

### THINGS NOT TO DO:

- Do not imply that Italian Americans are being discriminated against.
- Do not complain by phone or in a letter if an editor does not run your story immediately. Editors may still use the story at a later time, especially if you give them specific information and offer solid facts.
- Do not be impolite. Remember, they are always looking for legitimate stories that are newsworthy.
- Do not twist the facts to strengthen your argument.

## HOW TO ENSURE THAT AN ITALIAN AP COURSE IS OFFERED AT YOUR SCHOOL OR ANY OTHER SCHOOL

The Advanced Placement courses are generally offered in the junior or senior year of high school. Therefore, it is important that there are enough students enrolled in an Italian Level III or Level IV course at the high school level.

Many students in the upper levels are seniors and will leave the school. Thus, the AP courses have generally, a fewer number of students registered. Some principals, however, may allow an AP course to run with a smaller number of students.

To help with this situation it is important, wherever possible, to try to have the regular study of Italian begin at the Middle School Level.

Efforts should then be made to go to all those Middle Schools whose students will attend the High Schools where an Italian Program is already being offered.

This way in the Italian Level III or IV courses, there will be many sophomore and junior students who will be able to register in sufficient number in the Level IV AP Course.

Naturally, it will be a good thing to also start programs in Italian in those Middle Schools and High Schools where an Italian program is not offered, as it may be a way to have these schools initiate a program in Italian.

To make certain that an Italian AP course is offered and the students do very well, you must ensure also that the school library, where the program is offered, has a collection of Italian materials such as magazines, newspapers, literary, history and cultural books, videos and

audiotapes that the students can use and take home. Also, there should be Italian materials such as Italian maps, posters and dictionaries in each classroom where the course is taught. Incentives can be offered to eligible high school students to motivate them to continue their study of Italian for 4 years, and enroll in the AP Italian course in their senior year. For example, scholarships are available from the COLUMBUS CITIZENS FOUNDATION, and other organizations. Local Italian-American chapters of OSIA, UNICO NATIONAL, NIAF, and NOIAW, and others, may provide scholarships to reward excellent high school students enrolled in Italian language classes, including the AP Italian Program.

It would also be useful if you could give to the principals of the high schools, where the Italian AP courses are offered, and to the teachers of Italian, a list of possible speakers, experts in Italian and Italian-American historical events, important figures, artists and artisans who have contributed to making the United States the nation it is today. A list of Italian-American Organizations in the area where the high school is situated should be provided to the teachers of Italian so that they can assist the schools with the purchase of textbooks, help with students' field trips and how to obtain scholarships. Whenever possible, students should be invited to make presentations to meetings held by these organizations.

### CONTACT US IF YOU NEED HELP!

mariawilmeth@verizon.net

GOOD LUCK!

Nel mezzo del cammin di nostra vita mi

selva selvaggia e aspra e forte che nel pensier rinnova la paura!

# DANTE IN PUBLIC

Oct. 16 ★ 7 pm

**Teodolinda Barolini**

Dante's Sympathy for the  
Other—or the Non-Stereotyping  
Imagination: Sexual and Racialized  
Others in the Commedia  
rsvp 212-879-4242 ext. 365

Oct. 24 ★ 6 pm

**Stefano Bartezzaghi**

The Square, the Language, the  
Games: The Case of  
Dante Dante Alighieri  
rsvp 212-879-4242 ext. 370

Nov. 21 ★ 6 pm

**Giulio Tononi**

The Divine Comedy as a Map:  
A Neuroscientist's Guide to Hell,  
Purgatory and Paradise  
rsvp 212-879-4242 ext. 369

All the lectures  
will take place at the  
Italian Cultural Institute  
686 Park Avenue,  
between 68th and 69th St.

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quanto a dir qual era   cosa dura esta



# THE ITALIAN RESOURCE CENTER

## OTTOBRE 2008

L'Italian Resource Center è un centro di documentazione, rivolto alla diffusione della lingua e cultura italiana.

È dotato di libri di testo, corsi di lingua italiana, libri di storia, geografia, cultura e letteratura italiana, dizionari, enciclopedie, film, video e materiale multimediale.

La sua funzione principale consiste nel sostenere l'insegnamento dell'italiano ad ogni livello di istruzione, dalla scuola materna all'università.

Il centro è aperto a docenti, studenti, ricercatori, istituzioni scolastico-educative, ed a tutti coloro a cui interessino la lingua, la cultura, il cinema, l'arte, la musica, la storia, la geografia, o altri aspetti dell'Italia.

La gestione è curata dalla Direzione Didattica del Consolato Generale d'Italia a New York e dall'Italian American Committee on Education (IACE), in collaborazione con CT State Department of Education.

La biblioteca di CCSU ha di recente creato il seguente indirizzo per facilitare la ricerca del materiale disponibile al centro di documentazione:

<http://www.consuls.org/search/ftlist%5Ebib106,1,0,1130/mode=2>

Un link alla collezione si trova anche nel sito dell'Italian Resource Center:

<http://www.ccsu.edu/italian>

- Situa a Central Connecticut State University
- Terzo piano della Biblioteca Elihu Burritt, stanza 306
- 1615 Stanley Street, New Britain, CT 06050
- Orari di apertura:
- Per appuntamenti o informazioni:  
chiamate (860) 832-0103; Fax (860) 832-2118  
Dr. Carmela Pesca, Tel. (860) 832-2882 o e-mail: PescaC@ccsu.edu