

# LILT Newsletter

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## **PRESIDENT'S MESSAGE**

As I approach the end of my two-year term as President, I would like to reflect on my accomplishments and challenges. The goals I set for my presidency, a steady increase in membership and a continuation of a variety of programs, meetings and contests appealing to the professional curiosity and teaching styles of Long Island LOTE teachers all the while providing stability for LILT, have been met and they are accomplishments of which we can be proud. I have thoroughly enjoyed serving LILT, its members and officers, all hard-working individuals who strive to enhance the professional lives of LOTE teachers on Long Island.

The credit for these programs, however, goes to all of the teachers and LOTE professionals who stepped up to the plate to accept a leadership role, assuring we could provide varied, exciting and engaging offerings to our valued membership. Thanks and commendations are due my officers, who not only served on the Executive Board, but also gave their time and expertise to our myriad activities.

My sincerest thanks go to the following people: **Anahi Walton-Schafer** (Secretary) who was the backbone of our Executive Board meetings, taking careful minutes, ensuring the preservation of LILT's actions for history and providing the necessary data for future boards as LILT continues to grow. **Ron Taub** (Treasurer) who has worked tirelessly for many years on behalf of LILT to safeguard our finances so we may continue to offer the very best in pedagogical seminars, contests and scholarships for students at a price that makes our dues one of the most affordable in the region. **Michele Ortiz** (2<sup>nd</sup> Vice President), who works at lightning speed (it seems around the clock!) to plan and execute wonderful Fall General Membership Meetings, whose baskets, raffles and food were highlights. All schools that offer our gorgeous plaques to graduating 8<sup>th</sup> and 12<sup>th</sup> graders know how efficiently Michele arranges for their arrival in time for spring honors ceremonies. In addition, Michele did an outstanding job as Off-Site Chair of the 2007 LILT-NYSAFLT Regional Conference in November in Smithtown. She was responsible for the conference program that each registrant received. She worked

diligently with **Diana Riccoboni-Sommo** (On-Site Chair) and **Jenn Nesfield** (Program Chair) to provide a forum for LOTE teachers to attend, hear from excellent speakers and return to their classes with new, exciting techniques to try and incorporate in their ever-growing "bag of tricks" used to engage LOTE students across LI every day. **Alba Masullo Gallegos** (1<sup>st</sup> Vice President) who organized our Winter Workshops, which offer teachers opportunities for professional development on a variety of topics of interest presented by **Dr. Craig Butler**, **Dr. Lori Langer de Ramirez**, **Dan Saitta** and **Madeline Turan**. Alba also plans the Spring General Membership Meetings, where we celebrate the careers of long-time LILT members who retire. If you know of any 2008 retirees, please let Alba know by emailing her at [amasullo@liltfl.org](mailto:amasullo@liltfl.org). This year's meeting (in Suffolk County) will be announced shortly. We hope to see you there! **Nancy Russo-Rumore** (Immediate Past President) whose advice and ideas were invaluable to me as I led LILT in exciting times of new pedagogy and technology. Thank you, Nancy, for always taking the time to speak with me, listening to my visions for LILT and providing insightful feedback, knowing that we are always working for the betterment of the organization.

My job was made easier due to the collaboration of others on the Executive Board who provided counsel, expertise and hands-on hard work. My gratitude goes to: **Richard Gentile** (Newsletter Editor) who works conscientiously to "get the word out" about our offerings. Thanks, Richard, for making sure our newsletter is the top-notch publication it is. Richard also collaborates with **Rich Hance** (Webmaster) so that our website, [www.liltfl.org](http://www.liltfl.org) is such a well-done font of information about all LILT offers.

**Jane Mooney** (Poster Contest Chair) for her commitment to the contest for LOTE students. Jane works with her committee made up of **Tom Coleman** (AATF-Nassau), **Marie Guillet** (AATF-Suffolk), **Jacqueline Jill-Rito** (AATI), and **Melisa Maurici Enriquez** (AATSP). Jane, of course, represents AATG. **Bob Tenaglia** (Student Language Competition Chair) who is working hard preparing for the 2008 competition with his committee of **Dan Saitta**, **Maritza Touhy**, **Mena Spinelli**, and **Ron Taub** who is our new Judge

Recruiter. Thanks to **David Balsamo**, LOTE Chair in Syosset, for graciously allowing us to hold the competition at South Woods MS this year. **Ana Aguiar-Mady** (Past President) for her guidance, support and devotion to our Regional Planning Meetings. **Lucille Lambert** (Awards Chair) for her constant inspiration and loyalty to LILT, and specifically her desire to honor LOTE students and teachers for great work. A personal thanks to **Annette Gentile** for stepping in as Acting Chair during Lucille's convalescence. We all wish Lucille a speedy recovery! To all our AAT representatives who provide expertise by sharing the talents of their respective organizations: **Gene Lowenberg** (AATF-Nassau), **Joan Militscher** (AATF-Suffolk), **Jane Mooney** (AATG), **Nick Maurantonio** (AATI), and **Melisa Maurici Enriquez** (AATSP). Thanks, **Gene**, for also serving as our historian and official photographer of LILT events. We are thankful for the participation of our Long Island Directors of NYSAFLT, **Joe Tursi, Jr.** (05-07), **Lillian Carey** (06-08) and **Nick Maurantonio** (08-10). May the collaboration continue.

I owe our membership a huge thank you. As always, LILT exists for you. We are grateful for your support and look to you for feedback, ideas, presenters and future officers. We look forward to seeing more of you get involved in the future.

My last wish to all of you is a smooth end of year transition with excellent results on exams. In closing, it has been an exciting and challenging 2 years and an absolute pleasure serving you.

Collegially,

*Adrienne*

#### **SPRING GENERAL MEMBERSHIP MEETING**

The spring General Membership Meeting will be held on Wednesday, May 21<sup>st</sup> at the San Marco Ristorante, Hauppauge, from 4:30-7:30 PM.

#### **LILT-NYSAFLT REGIONAL CONFERENCE**

The LILT-NYSAFLT Regional Conference will be held on Saturday, November 15<sup>th</sup> at Division Avenue High School, Levittown. The chairpersons are Michele Ortiz, Division Avenue High School, Linda Scalice, Bay Shore Public Schools, and the program chair is Lori Austin-Golden, Emerita.

#### **TEACHING POSITIONS**

**Baldwin Public Schools:** a full-time probationary position in Spanish, levels I-V, beginning September 2008; and a full-time leave replacement in Spanish, levels I-V. Contact Gladys Llanes DeFillippis, ESL/Foreign Language Chairperson, (516) 377-9221, defillippisg@baldwin.k12.ny.us.

**Eastport South Manor Central School District, Jr. Sr. High School:** a leave replacement in French, junior high grade 8 and high school levels II & IV from April 28, 08-

September 29, 08. Contact Jeannette Keicher, World Language Chairperson, (631) 874-6573, keicherj@esmonline.org.

**Massapequa, Berner Middle School:** a full-time leave replacement in French, 7<sup>th</sup> and 8<sup>th</sup> grades, from September 08-February 09. Contact Bill Anderson, (516) 797-6025, wanderson@msd.k12.ny.us

**Wantagh Public Schools:** a leave replacement in French with a strong possibility of a probationary opening in the middle school, levels II, III, IV/V; a leave replacement in Spanish at the middle schools and level II at the high school, September 08-January 09; and a Spanish probationary position at the middle school. Contact Pat Colosso, LOTE Supervisor, (516) 679-6361, calossop@wantaghschools.org

#### **AAT AND NYSAFLT NEWS**

**AATF Suffolk:** Deadline for the Kathleen Ann Lyons Memorial Scholarship, April 14<sup>th</sup>.

Mr. Robert Feeney, principal of William Floyd HS has been awarded the AATF/Concordia/French Embassy Outstanding Administrator Award. The prize associated with this award is a stay at Concordia Language Villages for a student from William Floyd HS. JoAnne Orlando, AATF Suffolk treasurer and French teacher at William Floyd nominated Mr. Feeney.

**AATG:** May 28<sup>th</sup> will be the awards dinner at Windows on the Lake, Lake Ronkonkoma.

**AATI:** April 10<sup>th</sup> is the deadline for AATILI's scholarship application. May 17<sup>th</sup> will be the Dante Award and Scholarship Luncheon. Election for officers will also be finalized at the luncheon.

**AATSP:** The Sabelotodo Competition will be held at Massapequa HS on April 10<sup>th</sup>.

**NYSAFLT:** Do you know a LOTE teacher who exhibits leadership potential in our profession? NYSAFLT is sponsoring the "Leaders of Tomorrow" experience, which seeks to develop leadership skills and enable LOTE teachers to step into positions of leadership in NYSAFLT and other professional organizations. The training will take place during NYSAFLT's three main events: the Annual Meeting, the Colloquium, and the Summer Institute, with all expenses covered for those who are selected to participate in this exciting program. Please visit [www.nysaflt.org](http://www.nysaflt.org) for more information about this opportunity. Nominations can be made online.

#### **AP ANNUAL CONFERENCE**

The AP Annual Conference will take place in Seattle, Washington, from July 16-20, 2008. Go to [www.collegeboard.com](http://www.collegeboard.com) for more information.

#### **SICILIAN CROSSINGS**

This traveling exhibit, which ran at the Ellis Island Museum last fall, will be at Stony Brook University at the Charles B. Wang Center, Main Lobby, from April 4-April 13, 08, Monday-Friday, 12 PM-4 PM, Saturdays and

Sundays, 1 PM-4 PM. This exhibit features “rare photographs and compelling narrative of 120 panels depicting the life the immigrants left behind, their arduous ocean crossing, and how they adjusted to their new lives in the United States.” For more information visit [www.stonybrook.edu](http://www.stonybrook.edu)

### **TEACHERS HELPING TEACHERS** **Culture In The Classroom**

As teachers, we sometimes find it difficult to take time to incorporate culture into our lessons due to the constraints of curriculum and schedules. However, I believe it is a very crucial part of teaching to show our students the cultural side of our content area as well.

This helps our students appreciate the language more, better understand the traditions and customs from the language they are studying and also hear from us, their teachers, our own experiences brought to life in these types of lessons.

One of my favorite cultural lessons to teach my students is ***Día de Los Muertos***, which I have tweaked over the years. This year, I chose to present this lesson as a formal observation for my Spanish 5 class and it could not have gone any better.

I begin the lesson with a recreation of an altar I have created on a table. It includes everything a traditional altar for *Día de Los Muertos* should have. I open the class with a brief introduction of what is *Día de Los Muertos*, in the target language of course, and using the items on the altar, present the vocabulary for the lesson and discuss in detail each piece. I also include personal items on the altar such as pictures from family members who have passed on, things they liked, etc. After the introduction, I ask the students questions using the vocabulary from the altar.

The next part of the lesson incorporates technology by using our roaming laptops. The students are directed to work in pairs and answer the questions on a worksheet I have created in Spanish that coincides with an authentic *Día de Los Muertos* website, <http://www.azcentral.com/ent/dead/> This interactive website is divided into sections of history, food, photographs, altars with objects labeled for students to click on and a glossary section. The website also creates altars in memory of famous icons from the country as well. The students are instructed to click on *en español* to ensure they are reading about each section in the target language and answering the guided questions from each section on their worksheet. The realia the students see on this website and the information they learn enables them to fully understand this holiday celebration and make them feel as if they are really in México.

After the students have collected their information, they are guided into the task/closure of the lesson to write a postcard to a friend in New York about their observations of *Día de Los Muertos* and how it is celebrated. The

postcard is decorated with the traditional symbol of this holiday, *La Catrina*.

As the students are completing their task for the lesson, I insert a current DVD of *Día de los Muertos* on TV that I purchased from Amazon.com this year. Some of the videos we all have are so outdated. How many years can our students watch the same *Día de los Muertos* Video from 7<sup>th</sup> to 12<sup>th</sup> grade? I feel it is important to update our video collections as much as we update our everyday classroom materials. Ideally, I would have guide questions on the board as the students watch the video for us to share as I pause the movie. However, the Internet task lasted longer than I expected and I wanted them to finish their postcards.

As the students finish their postcards, much to their surprise, I give them a sampling of the *pan de muerto* (bread of the dead) that was placed on the altar. I found a Mexican bakery in Jackson Heights, Queens that makes *pan de muerto* for *Día de Los Muertos* and I have been going to them for years. In my opinion, this really seals the lesson and the students actually love the taste, comparing it to the Jewish bread, challah. You can't get any more authentic then bringing in food from the actual holiday.

When the bell rings the students hand me their postcards on the way out the door, some grabbing another slice of dead bread, thanking me for giving them a better understanding of this cultural celebration and taking the time to incorporate some culture into the classroom lessons.

Creating a cultural lesson for our classes takes time, creativity, hard work and the willingness to go a little out of our way, and to go beyond what is expected. In the end, the students will really appreciate all the hard work we've done and will always remember the *Día de Los Muertos* day in Spanish class.

*Submitted by Marisa Díaz y Díaz, Valley Stream Central High School*

### **Using Your Summer Wisely And Effectively**

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

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

**ASSESS YOUR ASSESSMENTS.** How did grading and evaluation go this year? Was student success difficult to assess for some lessons or projects? Did your grading system get in the way of your teaching or unfairly assess some students? Reevaluate your grading system to fix

any areas or components that proved inefficient or problematic. Consider developing new rubrics for the next year. Even if you prefer to develop rubrics with your class, take some time to ensure that your needs are addressed by thorough planning.

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

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

**PURSUE COLLABORATION.** You have just concluded a year of working down the hall from a variety of professionals at different stages in their careers. Consider what one or more of these educators could bring to your classroom. What areas of expertise could you offer to them? Explore opportunities to model good workplace collaboration for your students while offering them knowledge and insight beyond your areas of strength. Such collaborations also can be a great teaching and learning experience for you. You can design a project that brings together math and history, literature and foreign language study, or an academic subject and a vocational area of study. If your school doesn't encourage collaboration as a rule, remember to develop a rationale for administrators. And be sure to

ask for a shared free period. *Written by Grant E. Mabie, and reprinted from Phi Delta Kappa International, Indiana, www.pdkintl.org. Submitted by Nancy Russo-Rumore, Immediate Past President*

**SPOTLIGHT ON: GENE LOWENBERG  
LILT HISTORIAN AND AATF NASSAU REP.**

B.A., University of Virginia, major: French, minor: Italian;  
M.A., French, La Sorbonne (Paris, France)



*You may have seen or been the subject of LILT's roving cameraman and historian at one of LILT's many events, but just as the author of this biography found out, Gene Lowenberg has quite an interesting history himself.*

With a mother who as a college professor of literature and a father who was a well-known vascular surgeon in Norfolk, Virginia, Gene lived a life of some privilege with house servants, a swimming pool, a gym and a boxing ring in his home. Since childhood his father had encouraged him and his brother to do daily aerobic and weight resistance exercises. Gene continues to this day to go to the gym three or four times per week. During his college years he belonged to the boxing team and the ROTC.

After graduation as a second lieutenant he spent two years in the Army. Gene relates that the Army, in its infinite wisdom, decided they needed a ski instructor and so they sent Gene to ALASKA! The only problem was Gene did not know how to ski, so he had to learn very quickly to master this skill. Gene also taught a military instruction class, but when the colonel noticed Gene's pupils were falling asleep, Gene decided to have the sergeant pretend to administer nerve gas to him. Gene faked passing out and the flabbergasted class awoke! Gene enjoyed doing this so much it directly led to his decision to become a teacher. Besides dating the colonel's daughter, he took time out to run with the salmon and kill a polar bear that was on the attack! (Is Gene really TR in disguise?) Well, he says his sergeant really did kill the bear, but the sergeant insisted that it was Gene's gunshot that did the deed. "No big deal", says the subject of this interview to all of his many feats.

Our unassuming hero returned home and decided he would study in France after having begun the Masters program at Middlebury. His father helped by asking a French doctor in Paris, with whom he had a friendship, if Gene might spend the year living with that family. So off to Paris, but Gene did not live in any ordinary house. According to family lore, this doctor was a direct descendant of Madame Récamier (1777-1849), an accomplished beauty of early 19<sup>th</sup> century Paris, where she kept a salon known for its literary and political life. (Her picture hangs in the Musée du Louvre.) The doctor had inherited her home. There slept Gene each night

with history surrounding him. Oh, if those walls could talk! Today this house is a national landmark and museum – no, not because Gene slept there!

When he expressed his interest of learning in depth about French culture to the doctor, the good doctor thought he would help by sending Gene off to a monastery – a cloistered one at that, where the vow of silence was obeyed. There were two slight problems. Gene is not Catholic and had imagined his life in Paris would be filled with wine, women and song, and yes, *some* studying, not the monastic life at the monastery in Siteaux where the motto was *Happiness is Solitude, Solitude is Happiness*. After a week of rising at five AM to pray and eat breakfast in silence, Gene arranged his escape with the help of a young man in a milk wagon.

On vacation one summer in New Hampshire he met a farm girl from New Jersey, his wife of forty-six years, Betty. He made an impression on her by coming to her aid on a raft at a lake and gashing her leg *accidentally*. He rushed her to his father who sewed up the wound and love was born!

Unsure what to do with his life after the service, Gene decided to take a trip to Boston to hear symphonic music. He stayed and got his first job teaching French at Somerville HS under challenging conditions. There he also served as football coach. Later he saw an ad for a French FLES position in Mineola and moved to Long Island. Gene taught French in Mineola for fourteen years in the elementary school and nineteen years at the middle school, and had perfect attendance for 33 years. One of his more famous pupils was Tom Di Napoli, New York State Comptroller. His students often entered the LILT Student Language Competition and won many medals. During that time Gene and Betty bought a small house in Merrick where they raised three children. They have hitchhiked throughout Europe and visited the home of Napoleon in Corsica because Gene wanted to see Napoleon's escape hatch at his bedside.

Gene served as President of AATF Nassau and worked with Rosemary Haigh on the annual Poetry Contest. After a few years at home, in 2001 Rosemary recommended Gene to Chaminade HS where he has taught college level French to this day. He also taught French as an adjunct professor at C.W. Post until 2005 because he wanted the challenge. Just as his job as LILT historian has evolved from using a movie camera to a digital one, so too has his teaching approach. When Gene started out he used reel-to-reel tape recorders, stencils and mimeographs. He has since adapted to computers, visualizers and the "Smart Classroom". Gene epitomizes the expression "Lifelong Learner." When asked to sum up his teaching career Gene says: "I like it better now; more fun with the communicative approach and more satisfying. You can see the results." Gene adds he would not change anything about his career as a teacher adding that FLES was fun but hard work.

When not teaching, Gene serves his community as an officer of his local auxiliary police on evening patrol and by taking care of traffic control at community events.

With such vast experience, I could not resist asking Gene for some "pearls of wisdom" to disseminate to our members:

Question: Can you define for us "teaching as a profession"?

Answer: "...helping students succeed... the subject matter is not critical, helping young people grow as people, develop some self confidence via the subject you are teaching, because you want them to do well. It is a question of caring. You don't teach a subject, you teach students... listen to what they have to say... share your experiences and they write their own... Personalize whatever you teach and it will be more satisfying."

Question: Can you tell us one thing you learned about yourself?

Answer: "Laugh at yourself. You must have empathy for the young people. Be willing and interested in them personally in order to help them. Being a role model is important."

Question: What was the most satisfying during your career?

Answer: "I realized all you can do with students. To develop something new and seeing the students try something new and being able to perform it".

Question: What point of advice would you give to a beginning teacher?

Answer: "If you care deeply about students, you will do whatever it takes to help them, even if it means staying late or marking that extra set of papers."

Gene, you are a role model to all of us with your zest for life and teaching. Thank you for the journey. Live, be well and keep exercising!

*Submitted by: Nancy Russo-Rumore, Immediate Past President*

### **NO QUASIMODO, HE BRINGS MUSIC TO NOTRE-DAME DE PARIS BELLS**

Stéphane Urbain stood leaning against a heavy wood frame high in the north tower of Notre-Dame, wrapped in a navy blue woolen cape against the wind, as he waited for the bells to sound. Then three of the four immense bells tolled, shaking the massive oak frame, which weighs more than 187 tons. "C-sharp, D-sharp twice, F," Mr. Urbain said, a broad smile lighting up his face, even in the darkness of the bell cage.

Mr. Urbain, a 40-year-old chemist by training, is the chief sacristan of the cathedral. As such, he is also the chief bell ringer. His role often brings mention of Quasimodo, Victor Hugo's misshapen *Hunchback of Notre-Dame*, who as the bell ringer was deafened by the volume. Mr. Urbain rejects the comparison. "I am a little musical," he said, with characteristic understatement, receiving a

visitor amid the robes and golden liturgical vessels of the sacristy. His musicality has led to a minor revolution in the way the bells have been rung since he became the chief sacristan three years ago.

This has put him in conflict at times with the caretakers of the bells. They visit them six times a year to check the condition of the bronze; examine the electric motors, with their intricate chains, that now swing the bells; and inspect the wooden frame from which they are suspended.

The caretakers want less music, to diminish wear on the centuries-old bells. Mr. Urbain wants more, to restore the art to what it must have been when the bells were young.

Victor Hugo and Walt Disney aside, ringing the bells may never have involved swinging from a rope. The bells — four smaller ones in the north tower of the cathedral and the bass bell, or bourdon, in the south — still display the remains of wooden platforms and metal bars the bell ringers used to swing the huge bells by pumping with their feet. They were electrified in 1930, and are now controlled electronically by computer. Mr. Urbain is a master of software programming as well.

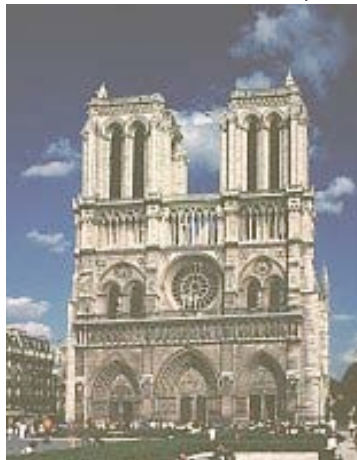
Still, there are occasional slip-ups. In 2004, during Holy Week, a mechanical failure silenced the bells for several days. “Cardinal Lustiger was furious,” said Mr. Urbain, referring to the late Jean-Marie Lustiger, who was then archbishop of Paris.

Mr. Urbain became keeper of the Notre-Dame bells pretty much by accident. He was trained in chemistry but had a job when he was in school with the man who took care of the famed carillon at

Lourdes, the shrine in the French Pyrenees, not far from where Mr. Urbain grew up. Unable to find work in his field, he came to Paris about 10 years ago and was able to use his experience to join the cathedral staff. In 2005, when the chief sacristan moved on to be chief guardian of the cathedral, Mr. Urbain succeeded him.

With a staff of four sacristans, he is responsible for the smooth organization of the liturgical services, from simple Masses by the cathedral clergy to elegant services involving the cardinal. But his real passion is the bells.

Notre-Dame has 11 bells. The four in the north tower were cast in 1856 to replace older ones that were melted down during the French Revolution to make cannons and coins. The 14-ton bass bell in the south tower was cast in 1680 and is supported by a vast wooden cage that dates to the Middle Ages. Six small bells were installed in the 19th century in and below the spire above the church’s transept. The bells, as sacred instruments,



are all christened: the bass bell is Emmanuel; the largest of the smaller bells is Angélique Françoise; the smallest, Denise David.

Almost as soon as he took office, Mr. Urbain began to change the way the bells were rung, drawing on his experience at Lourdes. “There was no plan, the bell ringing was always the same,” he said.

The bells were mainly used to sound with simple strokes the thrice-daily Angelus and the Masses on Sunday. But Mr. Urbain realized that he could program the four north tower bells to ring bars of well-known music, including the Bach chorale *Nun Komm, der Heiden Heiland*, or at Easter time the hymn *Regina Coeli Laetare*. The bass bell posed more of a challenge. It was rarely rung except for solemn feasts like Easter or to mark the death of a pope or archbishop of Paris. But Mr. Urbain devised programs combining the bass bell and the four lesser bells.

Mr. Urbain acknowledges his changes have caused problems. “The more you use them, the more the bells wear down,” he said. To reduce wear the clapper in the bass bell, which weighs more than 1,000 pounds, is now made of soft steel. The additional use also strains the electric motors that pull chains to set the bells ringing.

Nicolas Gueury could not agree more. Mr. Gueury is deputy director of Mamias, part of the Biard-Roy group that specializes in the care of bells, including these. During a recent inspection, he pointed to worn spots on the rim of the bass bell, where the clapper hits, and said that if the wear continued it could cause the bell to split, like the Liberty Bell in Philadelphia. “A bell is a note, like the string of a piano,” he said. The bass bell, in his view, is “the most beautiful of the bells. By its weight, by its antiquity, and by its musical quality, it is the most pure,” he said.

The caretakers occasionally turn the bells so the clapper hits a different area of the rim, reducing wear. His two experts clambered over the bells. Roger Lucot, 48, climbed on the clapper of one bell and rode it, Tarzan-like, until it struck the far rim. They greased the moving parts and tested the electric motors and the drive chains. One chain needed replacing.

“Here in Notre-Dame we have a precautionary system,” Mr. Gueury said. “Before it breaks, we hope to catch it.” Mr. Urbain agrees the goal must be not only to use, but also to preserve the bells. “I have more ideas,” he said. “We will have fewer bells in Lent,” he said. “But we will have a full program, particularly at Easter time.” He loves the bells, he said, but as part of the whole cathedral. “And she is a very jealous and possessive woman,” he said. *Reprinted from The New York Times, February 8, 2008*

## PROFESSIONAL CALENDAR

<p><b>Mar. 31</b>     <b>Deadline for ordering LILT Language Award Plaques.</b></p> <p>Apr. 4-13    Sicilian Crossings, Stony Brook University (see pp. 2 and 3 for details)</p> <p><b>Apr. 5</b>     <b>Judging entries for LILT Student Foreign Language Competition</b></p> <p>Apr. 10     AATI: Deadline for scholarship applications.</p> <p>Apr. 10     Sabelotodo Competition, Massapequa HS</p> <p>Apr. 12-13   NYSAFLT'S Immersion Weekend, Skidmore College</p> <p>Apr. 14     AATF Suffolk: Deadline for scholarship applications.</p> <p>Apr. 14-17   ACTFL Workshop in Chinese, Rutgers University, New Jersey</p> <p><b>Apr. 15</b>     <b>Deadline for LILT Awards. Grant and Stipend applications.</b></p> <p>Apr. 17     Professor Mario Mignone discusses his new book, <i>Italy Today: Facing the Challenges of the New Millennium</i> at Stony Brook University. Call (631) 632-7444 for details.</p> <p>Apr. 25 &amp; 26 NYSAFLT Colloquium, Albany: <i>Setting a Course for Success: Induction, Mentoring, Networking.</i></p> <p>May 17     AATI Annual Dante Award and Scholarship Luncheon</p> <p><b>May 21</b>     <b>LILT Spring General Membership Meeting, San Marco Ristorante,</b></p>	<p>May 28     Hauppauge, 4:30-7:30 PM</p> <p>Jul. 10-13    AATG Awards dinner, Lake Ronkonkoma</p> <p>              ACTFL Workshops in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish, Middlebury College, Vermont</p> <p>Jul. 8-11     AATSP Annual Conference, San José, Costa Rica</p> <p>Jul. 16-20    AP Annual Conference, Seattle, WA</p> <p>Jul 16-19    AATF Annual Convention, Liège, Belgium</p> <p>Jul. 17-18    AATG: International Teacher Training Seminar, Düsseldorf, Germany</p> <p>Aug. 5-8     NYSAFLT Summer Institute, Oneonta</p> <p>Oct. 10-12   NYSAFLT Annual Meeting, Saratoga: <i>Teaching Languages in a Changing World; Rethinking Literacies and Learners.</i> Keynoter: Bob Peckham</p> <p>Oct. 25-28   ASLTA Conference, Tampa, Florida</p> <p><b>Nov. 15</b>     <b>LILT-NYSAFLT Regional Conference, Division Avenue High School, Levittown</b></p> <p>Nov. 17-20   ACTFL Workshops in English/Mixed Languages, French, German and Spanish, Hilton Walt Disney Resorts, Lake Buena Vista, Florida</p> <p>Nov. 21-23   ACTFL Annual Convention and World Languages Expo, Disney Swan and Dolphin Hotels, Orlando, Florida</p>
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### JOHN QUINCY ADAMS

What would it be like to have a US president as a teacher? John Quincy Adams, according to Richard Norton Smith. "Fluent in seven languages, it was said Adams could simultaneously write Latin with one hand and Greek with the other. As a Harvard professor of rhetoric and oratory, he vowed to teach 'reason, clothed in speech.'" *Reprinted from USA Weekend Magazine, September 7-9, 2007. Submitted by Ron Taub, Emeritus*

#### DO YOU KNOW THESE?

**Doppelganger:** From the German meaning a ghostly counterpart or double of a living person. "The classic doppelganger experience is a common theme in fiction where the appearance of the double often announces the hero's death by suicide. Probably the most dramatic illustration is Edgar Allan Poe's William Wilson, who in an attempt to stab his double, kills himself." Raj Persaud; *How You Could Meet Yourself, The Daily Telegraph* (London); Jul 19, 2000. *Reprinted from Wordsmith.org, Aug. 3, 2007*

**double entendre:** From the French for a word or phrase used in a manner that it can be interpreted in two ways, especially when one of the meanings is risqué. *Reprinted from Wordsmith.org, August 2, 2007*

**El Dorado:** A place offering fabulous wealth or opportunity. From the Spanish, literally meaning the gilded one, after a legendary place in South America sought for its gold by 16th century explorers. *Reprinted from Wordsmith.org, November 28, 2007*

#### IN A LIGHTER VEIN...

A thief in Paris wanted to steal some paintings from the Louvre. After careful planning, he got past security, stole the paintings and made it safely to his van. However, he was captured only two blocks away when his van ran out of gas. Asked how he could mastermind such a crime and then make such an obvious error, he replied, "Monsieur, that is the reason I stole the paintings. I had no Monet to buy Degas to make the Van Gogh."

And you thought this newsletter didn't have De Gaulle to print this. The editor has nothing Toulouse! *Submitted by Adrienne Greenbaum, Emerita, adapted by the editor.*

#### THANK YOU

A sincere thank you from the editor to all the proofreaders for making this edition as error free as possible: Adrienne Greenbaum, Nancy Russo-Rumore, Michele Ortiz, Ron Taub and Anahí Walton-Schafer.



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

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TODAY'S DATE \_\_\_\_\_

Last Name \_\_\_\_\_  **New**, First Name \_\_\_\_\_

Former Last Name \_\_\_\_\_

Home Address \_\_\_\_\_  **New**

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone ( ) \_\_\_\_\_  **New**, Home Fax ( ) \_\_\_\_\_  **New**

Home E-Mail \_\_\_\_\_  **New**, Work E-Mail \_\_\_\_\_  **New**

School Name/District \_\_\_\_\_  **New**

School Address \_\_\_\_\_  **New**, State \_\_\_\_\_ Zip \_\_\_\_\_

School Phone ( ) \_\_\_\_\_  **New**, School Fax ( ) \_\_\_\_\_  **New**

Languages and levels you teach (Please don't omit.) \_\_\_\_\_

Dues (check one):  \$20 Individual  \$25 Joint (Husband & Wife)  \$10 Full-Time Student  \$10 Emeritus

I am a **NEW** LILT member.  I am **RENEWING** my LILT membership.

I am interested in being a **JUDGE** for the LILT Student Foreign Language Competition.

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