Editor’s Message:

Dear colleagues,

I hope that you had a productive, pleasant school year and are getting off to a good start on your summer activities and plans. I am looking forward to seeing many of you at the upcoming AATSP conference this July in San José, Costa Rica. You can see the conference program online at http://www.aatsp.org and get a glimpse of all the presentations and other opportunities for us to exchange ideas and learn from one another. Plus this year you can receive CEUs if you wish to get credit from your schools for your conference participation.

For many I know that this past year was an especially challenging one. Be sure to get plenty of rest, clean up all those piles of papers, answer mail, write those books, clean that house or apartment, spend time with family and friends, get that body in shape, recover from all the year’s disasters and disappointments and then celebrate the positive! I hope that all of you also have a chance to improve your knowledge of Spanish and/or Portuguese this summer whether it is through travel and/or by viewing a good foreign DVD, watching Spanish/Portuguese language TV, reading books, listening to CD’s, taking a course in a new subject, or socializing with native-speaker friends. Treasure this summer time and make the best of it, whether you are relaxing at the beach, teaching summer school, or working at a summer job.

Please send me your news for possible publication in future editions of ENLACE. It is important to share your achievements and ideas with others in the profession and I will be happy to help you achieve that goal. Pictures are welcome! Send to: MAV@regiscollege.edu

Muchas gracias / Muito obrigada.

Best wishes,
Mary-Anne Vetterling
Professor of Spanish
Regis College, Weston, MA
Orality and Literacy (April, 2008)

Ninety percent of my students, graduate and undergraduate, are Heritage speakers. I always offer them affirmation, because many feel that their Spanish is lacking. It isn’t. I explain that correctness is a relative notion meaning only one thing: “socially acceptable.” How they talk at home and with their friends is just fine—within those social contexts. I go on to explain that any usage, oral or written, that prevents blending in is generally counterproductive. It is therefore important to master academic Spanish, because that is the context in which they now find themselves. What we try to offer them in the academy is another channel of communication, one that will allow them flexibility and access—now and in their career—for it will permit them to function effectively within a wider and more varied range of social contexts. It isn’t better in any absolute sense, but it can be beneficial. It is important to develop a range of expression that will allow effective communication with all levels of society. My approach is descriptive, not prescriptive. Students understand and respond to this approach.

A strategy I find effective in teaching the conventions of orthography at all levels is dictation. It works well as a drill with nonsense words in acoustic phonetics, and it has transfer value here. It calls for auditory discrimination and then for an equally demanding focus on the letters that represent certain sounds in certain contexts and also on use or non-use of the “h” and the graphic accent. It brings into play the auditory, visual, and tactile in a synergistic amalgam. We do our students no favors when we allow them to be cavalier with the accepted conventions of written expression, for literacy is what distinguishes the educated person, more so than orality.

The conventions of orthography are not just a whim of the RAE; they are endorsed by all 21 academies of the Hispanic world, including our own, and by all well-educated people. We might mention that there was never a good reason for graphic accents on such forms as dio, fue, fui, or construido, since normal speech patterns supply stress where needed in these diphthongs, making the tilde superfluous. Introducing some historical curiosities can pique interest, even in level 1 (e.g., the redundancy of the “con” in conmigo [cum+me+cum], the entirely normal development of the “el” of el agua [from illam aquam] and of the “se” in se lo doy; later, the use of amanecer and anochecer with personal endings, etc.). I remind students that graphemes do not have sounds but are an imperfect transcription of auditory phenomena; speech came and comes first, then writing; so it is better not to say “the c here is pronounced [k],” when a more accurate
phrasing is “the c is used here to represent the [k] sound.” Always affirm students and teach them to take pride in their ability to use language, both spoken and written, but with increasing emphasis on literacy. That means using language flexibly and well, always sensitive to social context. Let’s emphasize the priority of speech and at the same time prioritize literacy.

**On Literary Studies Today: One Perspective (May, 2008)**

The heady days of structuralism and its offspring, deconstruction, now seem safely behind us. Narratology is still with us, because the study of narrative arrived late in the game, and there is more to be said and there are more revealing applications to be done. But there is a new kid on the block, as we shall see.

Poetry and drama, being "serious" forms of literature, were seriously studied already by the Ancients. Aristotle, Horace, and others had much to say about one or both. But since narrative was traditionally considered to be literally "prosaic" and less dignified, serious work on it is of relatively recent vintage. Since Antiquity, we have had a robust lexicon for detailing the intricacies of poems and plays, and it has been refined and enriched over the centuries. However, despite some fine overtures by the older new criticism, stylistics, and Russian formalism we lacked a precise typology for narrative until Gérard Genette and his contemporaries.

I would not advocate the indiscriminate use of extradiegetic, heterodiegetic, and related terms deployed by Genette. I concur with Susan Lanser's reservations on that score. His use of "metadiegetic" for embedded stories told by characters is particularly unfortunate. However, Genette has called our attention to important considerations, such as metalepsis, and offered new terms for the culture-specific "flash-forward" and "flashback," now dubbed prolepsis and analepsis-terms that work well in Spanish, Portuguese, and English.

All approaches from the '60s and '70s have nevertheless been relegated to the back of the bus in the past decade or more in this country, for materialist studies are rapidly becoming the dominant orientation to all genres, periods, and authors. Like the good old Bachillerato Universal Polivalente in Spain, materialist studies are universal and polyvalent. Under this new dispensation, literature is only one discourse among many. It takes no precedence over any other cultural manifestation. Everything is on an equal footing. This is wonderfully leveling. It also allows one to write about everything under the sun-except matters of the heart, soul, or mind, of course; those are immaterial-often using a literary text as a pretext or window on the material machinations surrounding and partially conditioning its production.
A mainline form of cultural studies, materialist studies are complex, with roots in several soils, among them Marxism, materialist philosophy, the French Annales school of history (Braudel et Cie.), and new historicism. They have broadened horizons in certain ways, but they have also trivialized literature in significant ways. I do not mean to be dismissive and, of course, I do not claim to offer a complete description. I would hope to provoke discussion, however, for that is what we pride ourselves on doing in the academy.

In that spirit, I have taken a contrarian stance throughout my career by challenging dominant approaches of the day, initially conservative, "golden-age" thinking (the British School of comedia scholars-in Hispania, in 1974) and in more recent years the liberal, "utopian" wing. I respectfully submit that it is unwise to allow ideologues of either the right or the left to achieve dominance in the intellectual scheme of things. Est modus in rebus.

VIDA NOBLE (June, 2008)

Even as "la pura vida" enriches our lexicon, in anticipation of the Costa Rica experience, allow me, if you will, to call attention to a life of another sort. You may remember that José Ortega y Gasset makes a distinction in La rebelión de las masas between "vida noble" and "vida vulgar." La rebelión is a neglected work today, perhaps because parts of it still hit too close to home for comfort. Also, Ortega has been accused of elitism, but as he presents the contrast between these two "lifestyles," there is no more democratic and accessible domain than "vida noble." It has nothing to do with hereditary nobility or social status, for anyone can aspire to it and achieve it. It is an equal-opportunity area of endeavor. What is essential is to assume responsibility—including, we can infer, for oneself and one’s actions—indeed to take on more than is expected, always striving to do the very best at whatever one does, holding invariably to a higher standard. There is nothing elitist about this. All it takes is character and determination and idealism.

What a concept!-idealism!-that quixotic desire to make yourself a better and more complete person and to leave your little world in better shape than it was when you found it. The first pseudo-author cum narrator describes the character's motivation for becoming a knight-errant as follows: "para el aumento de su honra [y] para el servicio de su república" (I.1). Self-interest and altruism coalesce here, and whether he succeeds in these particular quests is another matter.

There is no prescription for attaining the "vida noble," but if you can conceive of it as a goal, you may well be halfway there. It involves living life in such a way that you expect of yourself a little more this week than you did last week and not being satisfied unless you feel that you are, in fact, becoming a better and more capable person as a result of a conscious effort to "superarse a sí mismo," as Ortega would say.
The "vida vulgar," conversely, is one of complacency, typified also by a peculiar arrogance that leads some—fortunately, no one who has read this far—to think that their received ideas are just fine and that they know everything they will ever need to know. It is a mentality that displays itself at all levels of society, even among the elite and the anointed. Again, it is not defined by class but by a mindset. This "hombre masa" mentality is all too frequent among academics, and also, today, among celebrities, where it often takes the form of presuming to authority in areas well beyond their limited expertise.

Finally, it bears mention that "vida noble" has interesting similarities to the Stoics' life of reason, to an earlier Spanish notion of intrinsic honor, to the importance accorded focus and discipline by Ignatius of Loyola, and to the Mahayana and noble person of Buddhism. I would propose to you an open-minded reconsideration of Ortega's "vida noble." Those who would pursue it may find that they thrive on the challenge and grow in the process.

**JNCL: NEWS FROM WASHINGTON, DC**

**WHAT IS JNCL-NCLIS?**
By
Emily Spinelli
MIWLA Public Affairs Liaison

JNCL-NCLIS is the acronym for the Joint National Committee for Languages and the National Council for Languages and International Studies. While the two organizations are affiliated with each other each has a separate focus.

**JNCL** was founded in 1976 as an informal coalition of eight national language associations. Since that time JNCL has grown considerably and is now composed of some 63 member organizations encompassing virtually all areas of the language profession: the major and less-commonly taught languages, (including classical languages, English, English as a Second Language, and American Sign Language) bilingual education, linguistics, translation and interpretation, research, and educational technology. JNCL functions as a point of reference for the planning of national language policies and the identification of national needs in this area. JNCL is a 501(c)3 non-profit organization affiliated with NCLIS.

**NCLIS** was also founded in the late 1970s with the release of the report on the President’s Commission on Foreign Language and International Studies which pointed out that support for global education was inadequate. Twelve national language
associations then established what later became NCLIS. The main goal was to engage in public advocacy on behalf of languages and international education in order to raise the awareness of policymakers concerning these issues. NCLIS is a 501(c)4 registered lobbying organization and is affiliated with JNCL.

The JNCL-NCLIS Office is located in Washington, DC near the policymakers and governmental agencies related to the teaching and learning of foreign languages. J. David Edwards has served as the Executive Director of JNCL-NCLIS for some 25 years; he has a small staff to help in his efforts. JNCL-NCLIS is governed by a Board of Directors composed of fifteen representatives from among the member organizations. A President, Vice-President, and Treasurer of JNCL-NCLIS are elected from within the Board of Directors and serves as the Executive Committee of the organization.

Representatives from the member organizations of JNCL-NCLIS meet each May in Washington, DC for a three-day conference. The first day of the annual meeting is called “Legislative Day” when attendees meet on Capitol Hill, learn about important pending legislation related to foreign language education and international studies and then visit the offices of senators and representatives to advocate on behalf of those bills. The remaining two days of the conference are entitled “Delegate Assembly” and time is devoted to further discussion of national policies, trends, and issues related to the profession.

The Michigan World Languages Association has been an active member of JNCL-NCLIS for many years and is one of 26 state language associations with member status. Normally, the MIWLA Public Affairs Liaison serves as the official representative of the MIWLA and attends the May meeting in Washington, DC.

JNCL-NCLIS CONFERENCE
Washington, D.C.
May 1-3, 2008

Delegate Report

Emily Spinelli
AATSP Executive Director

As the Executive Director of the American Association of Teachers of Spanish and Portuguese, Emily Spinelli represents the AATSP at the JNCL-NCLIS Delegate Assembly held each May in Washington, DC. Emily also serves on the Board of Directors of JNCL-NCLIS and will also serve as the Vice-President of JNCL-NCLIS for 2008-2010. For additional information on this organization see the accompanying article (above) “What is JNCL-NCLIS?”

The 2008 Annual Meeting of JNCL-NCLIS took place May 1-3 in Washington, DC. A report of that meeting follows.
LEGISLATIVE DAY

On Legislative Day (Thursday, May 1, 2008) the organizational representatives of JNCL-NCLIS met in the Washington Court Hotel, four blocks from the Capital. Jayne Abrate, JNCL-NCLIS President, greeted the delegates and welcomed them to the annual meeting. J. David Edwards, Executive Director of JNCL-NCLIS, provided an overview of the current issues and bills introduced during this legislative season.

Foreign languages and international education seem to be important to the Senators and Representatives of the 110th Congress (2007-2008). Some 53 bills that have foreign language or international education components are currently pending. JNCL-NCLIS has determined that the two most important of these 53 bills for 2008 are the following:

- **H.R. 2111, Foreign Language Education Partnership Program**, to develop and maintain model programs that support articulated language learning in kindergarten through grade 12. This Partnership Program is also known as the “pipeline” bill since it would put students in a twelve-year pipeline designed to provide students with a proficiency level allowing them to function within the target language culture.
  
  **NOTES:** This bill has some 30 cosponsors and has been referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.

- **H.R. 5179, International Education Leadership Act of 2008**, to establish an Assistant Secretary for International and Foreign Language Education and an Office of International and Foreign Language Education within the US Department of Education. The responsibilities of this office and the Assistant Secretary would include 1) encouraging and promoting foreign language and culture study at the elementary, secondary, and postsecondary levels in the U.S.; 2) administering all Department programs dealing with international and foreign language education and research; 3) coordinating with other international and foreign language programs in other Federal agencies, and 4) administering and coordinating the Department of Education’s activities in international affairs.
  
  **NOTES:** This bill has some 9 cosponsors and was referred to the House Committee on Education and Labor at the end of January 2008.

Other important legislation concerning the world language profession include

- **H.R. 1718, Foreign Language Education Expansion Act**, to provide teachers of foreign languages the same loan forgiveness opportunities as teachers of math and science. This bill addresses the teacher shortages in foreign languages and is designed to expand the number of teachers entering the field.
  
  **NOTES:** This bill has some 16 cosponsors and was referred to the House Committee on Education and Labor.

- **Higher Education Act (HEA).** The reauthorization of the Higher Education Act (HEA) includes provisions for teacher training and Title VI programs such as the National Resource Centers.
  
  **NOTES:** The bill will probably come to a vote before the summer recess and should pass.
* No Child Left Behind Program (NCLB) is currently on hold within the 110th Congress. No action on NCLB is expected until a new administration is in place in 2009.

During the afternoon of Legislative Day Anne Nerenz (Eastern Michigan University and representative for the Central States Conference on the Teaching of Foreign Languages) and I (Emily Spinelli) visited the offices of Senator Debbie Stabenow as well as the offices of Representatives John Dingell and Joe Knollenberg. Since Congress was in session, we met with legislative aides who listened to our presentations and promised to take our message back to the Senator and Representatives. We advocated for co-sponsorship of the major bills outlined above and support for all legislation that would positively impact the teaching and learning of foreign languages within the United States.

**DELEGATE ASSEMBLY**

On Friday, May 2 the Delegate Assembly of JNCL-NCLIS met to learn more about the major initiatives within the Departments of Defense, Education, and State. Reports were given by a variety of people representing various agencies and programs.

- Rebecca Richey, Program Specialist for OELA (Office of English Language Acquisition; Department of Education) spoke on changes to FLAP (Foreign Language Assistance Program).
- Betsy Shays, Coordinator for NSLI (National Security Language Initiative; Department of Education), spoke on various initiatives of NSLI and asked the attendees to provide her with information on issues that we are facing in the profession.
- Robert Slater, Director of NSEP (National Security Education Program; Department of Defense) spoke at length about the national Language Corps which will provide some 1000 volunteers with superior level language proficiency in critical languages who would be available in times of crises to help with translation and interpretation needs. Such a corps would have been extremely helpful after disasters such as Hurricane Katrina or the 9/11 tragedy.
- Other speakers and topics included
  - Latest Developments in Title VI: Sam Eisen
  - MLJ Perspectives Panels: Heidi Byrnes
  - Report from the MLA Ad Hoc Committee on Foreign Languages: Scott McGinnis
  - International Education and Foreign Languages: Mary Ellen O’Connell

The Delegate Assembly met again during the morning of Saturday, May 3. A lengthy discussion took place about the recent eliminations of three AP examinations in foreign languages: French Literature, Latin Literature, Italian Language and Culture. J. David Edwards on behalf of JNCL-NCLIS wrote a letter asking the College Board to reconsider its decision.
Emily Spinelli and Anne Nerenz gave a presentation on the “New Michigan World Language Requirement and Standards” to the Assembly on Saturday morning. The delegates were very interested in how Michigan was able to obtain a language requirement without having a state supervisor for world languages.

Emily Spinelli was elected Vice-President of JNCL-NCLIS for 2008-2010.

The Delegate Assembly adjourned at 12:30 PM on Saturday, May 3, 2008.

SCHOLARSHIP WINNERS

Announcing Scholarship Recipients, AATSP Virginia Chapter

The Virginia Chapter of the AATSP recently announced the recipients of its first scholarships for summer study. AATSP jointly sponsors one scholarship with the Embassy of Spain, and another with Cemanahuac Educational Community.

B. Gail Mabe, a teacher at Colonial Forge High School in Stafford County, Virginia will be spending three weeks at a Spanish university this summer. The scholarship is awarded through the Embassy of Spain and covers three weeks of study, lodging, meals, and one weekend excursion. Gail will receive help with her travel expenses from the Virginia Chapter of the AATSP.

Tricia Marcarian, a teacher at Phoebus High School in Hampton City, Virginia will be spending two weeks at a school in Cuernavaca Mexico. The scholarship is awarded through the Cemanahuac Educational Community and covers two weeks of study, lodging in a home, meals, and one weekend excursion. Tricia will receive help with her travel expenses from the Virginia Chapter of the AATSP.

The Chapter, together with our first recipients of the scholarships, greatly appreciates the association we have been able to arrange with the Embassy of Spain and with the
Cemanahuac Educational Community. We look forward to many years of collaboration with the Embassy and CEC to provide opportunities each year for two Virginia Chapter members to immerse themselves in the cultures and improve their linguistic abilities as well as their cultural knowledge.

Gail and Tricia will write articles about their experiences for various publications and will prepare presentations for the fall conference of the Foreign Language Association of Virginia (FLAVA).

Congratulations to Gail and Tricia!

**Announcing Wilga Rivers Travel-Study Memorial Scholarship Recipient, AATSP Mass Bay Chapter**

The Mass Bay Chapter of the AATSP recently awarded its first summer scholarship for Study in Spain. This award honors the memory and work of the late Dr. Wilga Rivers, renowned professor of foreign language pedagogy at Harvard University, teacher and mentor of many AATSP Mass Bay members. Dr. Rivers' publications, her teaching, her brilliance and perseverance, and her gracious, engaging personality will continue to have an impact as those who knew and cherished the lessons of her life and intellect. This scholarship is being offered by the Mass Bay Chapter of the AATSP and the Embassy of Spain and the Ministry of Education and Science and covers the program cost of the Summer Study Program offered by the Embassy of Spain and the Ministry of Education and Science at one of about a dozen locales throughout Spain plus a portion of the candidate’s travel expenses. These summer programs are an excellent opportunity for teachers, both novice and seasoned professionals, to enrich and expand language skills, cultural knowledge and methodology while enjoying an authentic immersion experience.

This Year’s winner of the AATSP Mass Bay Wilga Rivers Travel-Study Prize is Viviana Planine, a Spanish teacher at Newton South High School. She was recently honored at the Mass Bay Chapter’s Awards Ceremony for the National Spanish Exam. Present also were the Spanish Cónsul General de España, the Ilustrísimo Sr. D. Carlos Robles Fraga; Clara Gómez Jimeno, Spanish Language Consultant, Mass. Dept. of Education, Consejería de Educación de España; Stephanie Cuddeback Salim, President, AATSP Mass Bay Chapter and Spanish teacher, Matignon High School; Dr. Phyllis Dragonis, Deputy Superintendent, Melrose Schools; Dr. Mary-Anne Vetterling, Professor of Spanish, Regis College. Phyllis and Mary-Anne gave brief talks about Wilga Rivers and Stephanie and don Carlos presented the award to Viviana.
George Watson López, long-time AATSP member and for many years co-chair of the NSE for the Mass Bay Chapter, has just been recognized as the Massachusetts Teacher of the Year, 2009. He has been head of the Foreign Language Department at Walpole High School since 1980 and has given numerous presentations at foreign language conferences, focusing on the use of music in the classroom. This is a great honor and achievement for foreign language teachers, especially for Spanish.
On May 28, 2008 the top winners in Massachusetts of the AATSP National Spanish Exam, their teachers and their families were honored at Regis College at a special banquet organized by the Mass Bay National Spanish Exam Coordinators Patricia Donahue McElhiney and George Watson. Students were congratulated with speeches by Stephanie Cuddeback Salim, President, AATSP Mass Bay Chapter and Spanish teacher, Matignon High School; and Patricia Donahue-McElhiney, Mass Bay NSE Coordinator; and Dr. Mary-Anne Vetterling, Professor of Spanish, Regis College. George Watson, Dept. Head, Foreign Languages, Walpole High School, presented the awards to each of the students.

Group Picture, NSE First Place Winners, Mass Bay Chapter

SPANISH EMBASSY: MINISTERIO DE EDUCACIÓN

For a lot of useful and interesting information about Spain go to:
STUDY IN MEXICO

For a lot of useful and interesting information about Mexico go to: http://www.cemanahuac.com/

NEWSLETTER ON STUDY ABROAD

http://www.amerispan.com/?source=newsletter

Website of Interest: National Capital Language Resource Center

Go to: http://www.nclrc.org/

USEFUL FOREIGN LANGUAGE WEBSITE

http://www.nclrc.org/

NEW ONLINE LITERARY JOURNAL: CRISOLENGUAS

http://crisolenguas.uprrp.edu/
Here are some homepages of AATSP Chapters that you might wish to look at as you look for good ideas for your own chapters.

- Alabama Chapter
  http://www.aatsp-al.org/
- Arizona Chapter:
  http://w3.coh.arizona.edu/pal/aatsp/
- Arkansas Chapter:
  http://www.aatspar.com/
- Chicago Chapter:
  http://www.chicagoaatsp.org/
- Georgia Chapter:
  http://www.aatsp-ga.org/
  http://aatsp-ga.org/index.html
- Kansas Chapter (Girasol)
- Mass Bay Chapter
  http://aatsp-massbay.tripod.com/
- Minnesota Chapter
  http://www.mn-aatsp.org/index.html
- Nebraska Chapter
  http://www.nde.state.ne.us/FORLG/NATSP/NATSP.html
- New Jersey Chapter:
  http://www.njaatsp.org/
- New York: Long Island Chapter
  http://www.aatsp.longisland.20m.com/Main.htm
- New York: Metropolitan New York Chapter:
  http://www.aatspny.homestead.com/
- North Carolina Chapter:
  http://www.aatsp-nc.org/portal/
- North Dakota Chapter
  http://bis.midco.net/jmcrow/ndaatsp/index.htm
- Virginia Chapter:
  http://www.longwood.edu/aatsp_va/MembInfo.html
- Washington State Chapter:
  http://www.juandefucaaatsp.org/Board-A.html
- Wisconsin Chapter:
  http://www.aatspw.org/
Links to Important Affiliated Services of the AATSP

Chapters https://www.aatsp.org/scriptcontent/custom/chapters/chapterlookup.cfm
NSE http://www.nationalspanishexam.org/
SHH www.sociedadhonorariahispanica.org
SHA http://www.sociedadhonorariahispanica.org/sociedad-honoraria-de-amistad/
HISPANIA http://www.hispaniajournal.org/

For your calendar

- SCOLT Conference March 5-7, 2009: Atlanta, GA.http://www.scolt.org/
- SWCOLT, Apr 2-4, 2009, Norman, OK. http://www.swcolt.org/

Jobs

If you are looking for a new job, be sure to check out the AATSP website either via the scroll-down menu at the top of the AATSP homepage or at https://www.aatsp.org/scriptcontent/custom/members/04_jobs/joblistings.cfm and also go to http://www.LatPro.com
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Enlace Online is published three times a year by the American Association of Teachers of Spanish and Portuguese, Inc: in the fall, winter and spring, in addition to a special summer edition commemorating the annual meeting of the AATSP. All editorial submissions should be addressed to

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Please note the following stipulations regarding submitting materials: 1. Submissions may be written in Spanish, Portuguese or English. 2. Submissions should be made electronically in Word for Windows and submitted either via email or snail mail (CD). 3. Photographs or art work may be in color or black and white. 4. All submissions are subject to editorial review. Deadlines: Fall—August 1; Winter—January 1; Spring—March 1.