IN THIS ISSUE

CONTEST located in this newsletter!

► President’s Message
► Conference Highlights & Photos
► New Hispania Submission Information
► Useful Links
► ADS from AATSP Sponsors
► News From JNCL-NCLIS
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EDITOR’S MESSAGE:

Dear Colleagues:

I hope you enjoy this issue of Enlace, with its many pictures and even a contest! Somewhere in this newsletter you will find a specially marked picture. The first person to correctly identify all (or the greatest number) of the people in the photo wins a free one-year membership in AATSP! Hurry, the contest deadline is Labor Day (September 7).

This issue celebrates another very successful AATSP meeting in a beautiful location with many excellent sessions and events. Be sure to check the AATSP website at least once a week during the fall at http://www.aatsp.org for upcoming deadlines, especially for submissions for next year’s conference in Guadalajara, Mexico, details about voting, and membership renewal.

Please note the following publication dates for Enlace. This way you can check the website for the latest edition on the following dates:

- November 15, 2009 (Fall Issue)
- February 1, 2010 (Winter Issue)
- May 1, 2010 (Spring Issue)
- August 15, 2010 (Summer Issue)

If you have any news or items of interest you would like me to consider for Enlace, be sure to submit them at least two weeks before each publication date.

I wish you all the best as you start another school year. I hope your summer was restful and productive and that your classes are filled with good students who are eager and able to learn Spanish and/or Portuguese well and that your colleagues are all glad to see you back! Teaching is not easy but it helps to focus on the joys of teaching and the many rewards we receive from knowing that somehow we are reaching future generations and teaching them something important and useful.

Best wishes to you and your students,

Mary-Anne Vetterling
Editor of Enlace
Professor of Spanish
Regis College, Weston, MA
THE AATSP 11TH BIENNIAL NORTHEAST REGIONAL MEETING, October 9-12, 2009 (at Wellesley & Regis Colleges)

The preliminary program is posted at http://aatsp-massbay.tripod.com/blog be sure to scroll down once you’re there. For the latest version of the program and/or more information, please contact Mary-Anne Vetterling at MAV@regiscollege.edu or at vetterma@comcast.net The pre-registration deadline is Sept 15 and we are keeping costs to a minimum as much as possible. (Pre-registration is $50).

THE PRESIDENT’S CORNER:

Milton M. Azevedo, President AATSP, 2009

Saudações, saludos, greetings. It was a pleasure to see so many of you at our 91st Conference in Albuquerque, and I thank again all those persons and entities that made that event possible. [1]

Our profession — all of us who teach at K-12 schools, community colleges, baccalaureate colleges, and universities — currently faces a number of serious challenges, some of which affect everyone in the teaching profession: a financial crisis that has eliminated many courses, programs, and teaching positions; a dearth of jobs for new graduates, MAs, and PhDs, [2] and a disquieting trend to replace tenure-track positions with non-tenure or part-time positions, [3] thus seriously undermining the collegiality among faculty by creating a divided two-tier professoriate. As this is a situation that can be extremely damaging to everyone in the profession, we should do our utmost to criticize and oppose it.

Other challenges, which affect Spanish teachers specifically, paradoxically derive from the current boom of this language, which plays a uniquely prominent public role in our society. According to the U.S. Census, in the year 2000, 28,101,052 people declared to speak Spanish at home. This figure, which represented an increment of over 10.5 million in relation to the 1990 census, would make the United States the fifth country in number of Spanish speakers, after Mexico, Spain, Colombia, and Argentina. Furthermore, the Hispanic/Latino population is expected to reach 47.8 million by July 2010. [4] With Hispanics/Latinos making up 15 percent of the nation's population (not
counting about 3.9 million Puerto Rico residents) we can expect a substantial increase in the number of Spanish speakers in the next census, unless the financial crisis forces a large number of recent immigrants to return to their countries. [5] Be that as it may, in the last two decades the presence of Spanish has grown considerably in the media and in business, as well as in government agencies and politics. The U.S. Postal Service and the FBI issue Spanish language posters; since the Clinton Administration, presidential speeches and the State of the Union Address have been translated into Spanish; and the federal Administration, including the White House, maintains a variety of Web pages in Spanish, such as <www.whitehouse.gov>. Some congressmen, state legislators, and local politicians fluent in Spanish use it regularly to address their constituencies, others have reportedly hired Spanish language consultants, and still others have allegedly been taking classes in Spanish. All of this, which would have been unimaginable a short while ago, amounts to de facto recognition of Spanish as a public language in the United States, to the extent that some scholars believe it should no longer be considered a foreign language. [6]

College-level enrollments in Spanish are second only to those in English. According to MLA figures, in fall 2006 there were 750,000 college-level enrollments in Spanish, [7] while the next most popular language, French, had about 200,000 enrollments. [8] For the record, Portuguese was listed by the MLA in 2006 as having 10,207 enrollments, an increase of 22.4% in relation to 2002 levels. The government has declared Portuguese a critical language, [9] and its teaching has increased at the service academies. There has also been an increase of interest in the teaching of Portuguese to speakers of Spanish, which was the topic of three recent symposia. [10] Furthermore, due to the presence of immigrants from Brazil, the teaching of Portuguese has reportedly increased in areas of Florida, Georgia, Massachusetts, New Jersey, and Texas. [11] Given the effects of the present crisis on immigration, however, it is too early to determine how this situation will turn out.

As regards the "P" in the AATSP, our Conference offered a record nineteen sessions with a total of twenty-five papers/presentations on topics related to the Portuguese language and Luso-Brazilian literatures and cultures. Following recommendations of an ad-hoc planning group that met during our Conference, the Executive Council has appointed a committee, presided by its Portuguese representative, charged with fomenting activities related to Portuguese.

To go back to Spanish. Under normal circumstances, the enrollment figures just quoted would mean a golden opportunity for Spanish departments to have a major impact on their students' education. This could be achieved, among other means, by seriously discussing how the suggestions of the 2007 Report of the MLA Ad Hoc Committee on Foreign Languages [12] might be implemented to offer a broad curriculum which, going beyond the traditional teaching of language and literatures, would include a coherent view of the cultural narratives of Hispanic/Latino groups. Seizing this opportunity, however, has been made difficult by financial limitations on faculty hiring in general, with the unforeseen result that a growing proportion of upper-division courses are taught by graduate students or part-time instructors instead of regular faculty. [13] So we find ourselves in a particularly odd quandary: while there have never been so many students enrolled in elementary and intermediate Spanish courses, universities—particularly large
state institutions—are experiencing difficulties in providing them with the quality instruction they expect.

Furthermore, our understanding of the implications of the situation of Spanish and Portuguese in the United States is not as comprehensive as would be desirable. Although research on these languages has grown in the last three decades, it has been carried out under a variety of theoretical frameworks, and consequently it is not always easy to interpret and compare results and draw general conclusions. In some areas, such as phonology, we have a great deal of information, but in others, such as syntax and pragmatics, we have a lot to learn. In sociolinguistics—which is crucial for understanding the dynamics of everyday communication—research has focused on specific issues, but a comprehensive study—something in the scope of the research carried out by William Labov and his associates on nonstandard English in the United States, for example—has yet to be undertaken. Systematic research is needed on how Spanish and Portuguese in the United States contrast with other varieties of those languages, on dialectal and social variation, on the social and cultural consequences of continuing contact with English, and on the implications of bilingualism, not only for the growing segment of U.S.-born speakers, but also for our society as a whole. We need to find out more about the processes of language simplification among third- and fourth-generation speakers and the role that code-switching may play in language shift. Since research projects often focus on relatively small numbers of subjects, we should keep in mind that analyzing the speech of a group of college students—by definition a pre-selected group—is not the same as studying the speech of a group of youngsters randomly chosen from a representative sample of their community.

We also need to develop viable policies for the education of heritage speakers at all school levels. Although some universities have developed programs on Hispanic/Latino topics, those efforts tend to remain within the boundaries of individual departments, usually Spanish or Chicano Studies. It is crucial, however, to devise ways to integrate Hispanic/Latino studies into the broader scope of all educational areas, as it is to decide whether Spanish should remain within the confines of Spanish departments, or occupy a broader role across the curriculum. As an academic field, Spanish in the United States holds a complex interdisciplinary potential that calls for coordinated efforts by specialists in anthropology, economics, education, linguistics, literature, political science, public policy, sociology, and other related fields.

The enrollment of heritage speakers in Spanish courses has reached an all-time high, creating a diversified constituency and raising questions about which methodologies are appropriate to teach such a differentiated student body. Current research [14] supports the view, shared by many practicing teachers, that heritage speakers' linguistic background entails specific pedagogical requirements, in part because their proficiency in Spanish tends to be restricted to informal registers, due to lack of opportunities to acquire the formal registers required for academic work. This situation should encourage us, as an association, to address topics such as language maintenance and shift, languages and dialects in contact, bilingualism, bidialectalism, diglossia, and standard vs. nonstandard varieties, to mention only a few.

While there is no dearth of professional challenges, there are also hopes. Professional institutions are active, as witnessed by the memorandum of understanding recently signed between the AATSP and the Academia Norteamericana de la Lengua
Española (ANLE), setting up a foundation for cooperative projects between these two major institutions concerned with Spanish in the United States. Another sign of hope is the fact that people continue to carry on with their teaching and research on culture, linguistics, literature, and pedagogy. Over five hundred persons registered for our Conference, which featured over two hundred sessions—a pretty good turnout under normal circumstances, and all the more so at a time of diminishing travel budgets. Such participation bespeaks our unshakeable determination to remain engaged in the essential activity of presenting the results of our work and exchanging ideas through papers, round tables, workshops, and poster presentations. Yet another reason for hope is that the AATSP, with nearly a century of teaching and research to its credit, constitutes a vast repository of expertise that enables it to maintain a leadership role in matters related to Spanish and Portuguese in the United States.

In less than a year we will meet again in Mexico, a country which, as we all know, has since the mid-nineteenth century had a dynamic and productive—if not always easy—relationship with the United States. As there is no doubt that the surge of the Spanish language in the United States is intimately linked to immigration from Mexico, I would like to suggest that we make the linguistic, literary, and cultural relations between Mexico and the United States a major topic for a very successful 92nd AATSP Conference in Guadalajara.

Notes

[1] This essay is a revised version of the speech made at the AATSP Conference's Awards Luncheon (July 11, 2009).


[10] At the U of Arizona (2003), at Stanford U (2006) and at the State U of Campinas (Brazil, 2008).


NEW ONLINE SUBMISSION AND TRACKING SYSTEM FOR HISPANIA

The American Association of Teachers of Spanish and Portuguese is proud to announce its new electronic manuscript submission and review system for Hispania. Submissions for 2010 will only be accepted through our new system found at the following URL. Please cut and paste it into your browser. http://mc.manuscriptcentral.com/hispan

Authors wishing to submit a manuscript or reviewers who wish to submit reviews of books or other media can now go directly to the Manuscript Central ScholarOne web site and complete the entire process online. Peer reviewers and journal staff will also be using the system for all peer reviewing and other correspondence.

If you would like to submit an article or book/media review or become a peer reviewer, please visit the new Hispania online submission and tracking system and click on “Register here”. From there, you will be guided to enter your personal information, create a user ID and password, and to choose keywords that best relate to your areas of expertise. You will receive your login ID and password via email once this process is complete. If you have previously registered, simply click on “Log In” when you enter the site and enter your user name and password.

We are excited about this new process, which allows Hispania’s editors to streamline the submission and review processes, speed up acceptance and revision times and automatically track information such as author and reviewer data, keywords and other content related to the publication of Hispania.

Thank you for your patience with our transition, and your continued interest in Hispania.

--Sheri Spaine Long, Incoming Editor, Hispania 2010

CANDIDATES FOR THE AATSP EXECUTIVE COUNCIL

Be sure to vote for the candidates of your choice in the upcoming AATSP elections, online at the AATSP website, http://www.aatsp.org Be sure to go to the website for the candidates’ pictures, statements and CV’s. The candidates are:

Candidates for Vice President/President Elect
Rodolfo Garcia, Metropolitan State College, Denver, CO
Liliana Soto-Fernández, John Jay College of Criminal Justice, New York City, NY

Candidates for College / University Representative
Terry Ballman, California State University, Channel Islands, Camarillo, CA
Phyllis Van Buren, St. Cloud State University, St. Cloud, MN

Candidates for High School (9 - 12) Representative
Stephanie Cuddeback-Salim, Matignon High School, Cambridge, MA
Peter Neissa, Phillips Academy, Andover, MA

Candidates for K-8 Representative
Sally Merryman, Smith Middle School, Chapel Hill NC
♦ EDGs for AP:

EDG (Electronic Discussion Group) is where you can find valuable information about the AP exam from other teachers. Here is a link so that you can find more about the EDG and about AP Central, where there are many links to all kinds of useful information.

**AP Spanish Language Home Page**

**Registration Page 1 for EDG Groups**

**Registration Page 2 for EDG Groups: Select the box labeled AP-Spanish:**

**Log-In page for EDG in Spanish once you are registered:**

♦ AATSP ANNUAL MEETING IN ALBUQUERQUE, NEW MEXICO
JULY 9-12, 2009

Photos submitted by Mary-Anne Vetterling and Don Spinelli

**View of Sandía Mountains from the Conference Hotel (Albuquerque Hyatt)**

**Registration was quick and easy!**
EXHIBIT HALL
PRESIDENT’S WELCOME RECEPTION
NSE/SHH/SHA RECEPTION
AATSP ANNUAL BUSINESS MEETING

Milton Azevedo, Emily Spinelli, Laura Sánchez, and James Parr

President Milton Azevedo and Executive Director Emily Spinelli
AATSP ELECTION CANDIDATE

Rodolfo García, Candidate for AATSP Vice President/President Elect

Liliana Soto-Fernández, Candidate for AATSP Vice President/President Elect

Terry Ballman, Candidate for College/University Representative on the AATSP EC

Stephanie Cuddeback-Salim, Candidate for Secondary (9-12) Representative on the EC

Peter Neissa, Candidate for Secondary(9-12) Representative on the EC
PAST PRESIDENTS MEETING

John Wilcox, James Parr, Enrique Ruiz-Fornells, Lynn Sandstedt
Joy Renjilian-Burgy, Mary-Anne Vetterling, Emily Spinelli
Santillana Featured Author, Margarita Robleda

WORKSHOPS

POSTER SESSIONS & SESSIONS
PORTUGUESE PLANNING MEETING

CHAPTER DELEGATE ASSEMBLY
AWARDS LUNCHEON

Laura Sánchez, Emily Spinelli, James Parr, Milton Azevedo

Presidential Address: Milton Azevedo
AATSP FIRST-TIME ATTENDEE TRAVEL STIPEND WINNERS

Joseph E. Brockway, Mountain View College, Dallas, TX
Adam P. Clay, Oxford High School, Oxford, MS
Mary Ellen Kohn-Buday, Mount Mary College, Milwaukee, WI

Walter Moore, Greensboro Montessori School, Greensboro, NC
Cecilia Robert-Shrivastava, American Embassy School, New Delhi, India
Margaret Ellen Russell, Providence-Saint Mel School Chicago, IL
Other First-Time Attendee Travel-Stipend Winners Not Pictured:

Pamela Gemmer, Crispus Attucks Medical Magnet High School, Indianapolis, IN

Carol Robles, Palm Springs North Elementary School, Hialeah, FL

Erica Thomas, Manhattan Center for Science and Mathematics, New York City, NY

Scholarships for Study in Costa Rica, COSI (Costa Rica Spanish Institute)

Kimberly Suzanne Sprout, Bainbridge High School, Bainbridge, GA

Karen Wharton, Pike High School, Indianapolis, IN

Scholarships for Study in Mexico:
Cemanhauac Educational Community in Cuernavaca

Viviana Planine, Newton South High School, Newton, MA

Cuernavaca Language School:

Lorena Liera, North High School, Bakersfield, CA
¿Don Quijote:
Joyce Anderson, Sandalwood High School, Jacksonville, FL

Scholarships for Study in Spain

Embajada de España:
Sarah Strauss, Minnetonka High School, Minnetonka, MN
Emma Ferguson, The Solebury School, New Hope, PA

Estudio Sampere:
Abigail Hijar, Oceanside Middle School, Oceanside, NY
Michelle Somerhalder, Decatur High School, Decatur, TX

Robert G. Mead, Jr. Travel & Study/Research Award
Carmen M. Rivera Villegas, University of Puerto Rico, Mayagüez, Puerto Rico

AATSP Chapter Incentive Award: Massachusetts Bay Chapter

Stephanie Cuddeback-Salim, Matignon H.S. & President, AATSP Mass Bay Chapter
AATSP Outstanding Teacher of the Year

Secondary Level

Cathy Soud, The Bolles School, Jacksonville, FL

Community College Level

Sharon Fechter, Montgomery College, Rockville, MD

University Level

Charles Moore, Gardner-Webb University, Boiling Springs, NC

HISPANIA Recognition Award

Jeffrey Oxford, University of Wisconsin-Milwaukee, Milwaukee, WI

AATSP Outstanding Service Award

Janet Pérez, Texas Tech University, Lubbock, TX
Robert G. Mead, Jr. Distinguished Leadership Award

Myriam Met, National Foreign Language Center, Washington, DC

Maria Isabel Abreu Award

Maria Antonia Cowles, University of Pennsylvania, Philadelphia, PA.
Lyris Wiedemann, Stanford University, Stanford, CA

AATSP Executive Council Member Awards

James A. Parr, University of California—Riverside, Riverside, CA
Vice President, 2007; President, 2008; Past President, 2009

Other award recipients from the EC (2007-2009) not pictured:
Mary Glendening, Henry James Memorial School, Simsbury, CT
Genaro J. Pérez, Texas Tech University, Lubbock, TX
Laura Zinke, McClintock High School, Tempe, AZ
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AWARDS LUNCHEON CELEBRATION
AATSP ENLACE CONTEST: WHO ARE THESE PEOPLE?

Identify the AATSP members in the picture above. The first person who correctly identifies all 13 people will receive a one-year membership in AATSP free of charge. Please write the number of the person along with their name. Be sure to include your own name, AATSP number, address, phone number and email address and email your entry to corporate@aatsp.org. Contest deadline: Monday, September 7, 2009.

Individuals elected or appointed to AATSP positions, including those working for NSE, SHH/SHA and Hispania and other AATSP publications and their families are not eligible to enter the contest. You must be a member of AATSP in good standing in order to participate in this contest. All entries must be emailed to corporate@aatsp.org.

GOOD LUCK!
Homenaje a Clara Sánchez:
Featured Author of the Ministerio de Cultura de España

NSE Concert: Uruguayan Pianist Dalma Bottarini Gandolfo

Justo Lamas Concert
AATSP-OFF-SITE EXCURSIONS:

Old Town, Albuquerque

National Hispanic Cultural Center, Albuquerque

Santa Fe
NEWS FROM JNCL:

For an article about the importance of diplomacy, go to:

Here are some priorities for JNCL action in the coming months as summarized from a report dates July 14, 2009:

The need for national–level coordination:
· Throughout the United States government, provide a national framework and coordinating system for foreign language education that is overseen by a national advisor and coordinating council.
· In the Department of Education, create a position and office for an Assistant Secretary of International and Foreign Language Education, who would oversee and direct foreign language and international programs within ED and also work in cooperation with a national foreign language advisor and other federal agency officials to fulfill national language objectives.

The need for systemic solutions that lead to increased and prolonged language study and aim to achieve high levels of proficiency:
· Reaffirm the importance of foreign languages as a “core subject area” and a core area of knowledge in the reauthorization of the Elementary and Secondary Education Act (ESEA), acknowledging that languages appear second on the core subjects list prepared by the Partnership for 21st Century Skills and fourth on the list of Goals 2000 standards in basic academic subjects;
· Create and implement a national framework for sequenced and articulated preK-12 language programs, beginning at the elementary level and continuing progressively through higher education, that employ the national foreign language standards and valid and reliable assessments to measure proficiency outcomes;
· Encourage content-based language instruction and immersion education, starting in elementary school and continuing through the baccalaureate and/or professional levels, including overseas study, to increase the number of college graduates with “professional proficiency” in two or more languages with attention to major world languages currently underrepresented in U.S. education as well; and,
· Recognize the importance and benefits of early instruction in commonly taught languages as a foundation for students to gain competency in one world language and acquire language learning skills and provide later opportunities for study of less commonly taught and more difficult languages;
· Increase and reinvest the amounts of sustained federal funding available for articulated foreign language programs and increase grant funding opportunities to assist schools with the startup costs associated with beginning new, innovative, and/or significantly improved language programs.

The need for targeted research into questions regarding foreign language education:
· Provide funding for targeted research into questions, such as best practices (including, e.g. class size, time on task, use of target language), methodology, assessment techniques, teacher preparation, and the domestic and global effects of second language competency, that have been identified by language professionals as important to increasing the production and efficiency of language acquisition.

The need for more highly qualified, certified foreign language teachers:
· Address and correct the shortage of highly-qualified language teachers by increasing the number of avenues by which teachers can demonstrate competency and become certified at all levels of education, and by voluntary standardization of this process across states;
· Address and correct the current foreign language teacher shortage by providing scholarship funding, study abroad opportunities, and other incentives to foreign language students and professionally competent graduates with language proficiency to pursue credentials for language teaching careers; and,
· Increase funding and incentives for teacher professional development opportunities, including study abroad and language immersion experiences, to increase the number of highly qualified language teachers at all levels.

♦ 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/

♦ CHAPTER NEWS:
Here are some homepages of AATSP Chapters that you might wish to access as you look for good ideas for your own chapters and to help you network with other AATSP members.

♦ Alabama Chapter  
http://www.aatsp-al.org/
♦ Arizona Chapter:  
http://w3.coh.arizona.edu/pal/aatsp/
♦ California Chapter (Southern California):  
http://sites.google.com/site/aatspsocal
♦ Florida Chapter:  
http://www.faatsp.com/
♦ Georgia Chapter:  
http://www.aatsp-ga.org/  
http://aatsp-ga.org/index.html
♦ Illinois, Chicago Area Chapter:  
http://www.chicagoaatsp.org/
♦ Indiana Chapter
http://www.iaatsp.org/
♦ Kansas Chapter (Girasol)
♦ Massachusetts: Mass Bay Chapter
http://aatsp-massbay.tripod.com/
♦ Minnesota Chapter
http://www.mn-aatsp.org/index.html
http://mn-aatsp.net/default.aspx
♦ Nebraska / Omaha Chapter
http://www.nde.state.ne.us/FORLG/NATSP/NATSP.html
♦ New Jersey Chapter:
http://www.njaatsp.org/
♦ New York: Long Island Chapter
http://aatsplongisland.edublogs.org/
♦ New York: Metropolitan New York Chapter:
http://www.aatspmetny.org
♦ 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.aatsp-wi.org

♦ OTHER LINKS OF INTEREST:

Best Spanish Websites: http://www.uni.edu/becker/Spanish3.html
CARLA: http://www.carla.umn.edu/
Cemanahuac: http://www.cemanahuac.com/
JNCL/NCLIS: http://www.languagepolicy.org/
Middlebury Language Schools: http://www.middlebury.edu/academics/ls
Middlebury at Mills College: http://www.middlebury.edu/academics/ls/mills/
NCLRC: http://www.nclrc.org/newsletter.html
NNELL: http://nnell.org/
Portuguese American Leadership Council http://www.palcus.org/me/page.do
Quia Games in Spanish http://www.quia.com/shared/spanish/
Sigma Delta Pi http://www.sigmadeltapi.org/
♦ FOR YOUR CALENDAR:

- AATSP 11th Biennial Northeast Regional Conference, Boston, MA. MAV@regiscollege.edu
- Central States: March 4-6, 2010, Minneapolis, MN. http://www.csctfl.org/
- Southeast Coastal Conference on Languages and Literatures, April 1-2, 2010, Statesboro, GA. http://ceps.georgiasouthern.edu/conted/secll.html

For more information about events of interest, please consult the calendar link at the AATSP Website at http://www.aatsp.org/calendar.php

♦ 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 http://www.aatsp.org/joblistings.php and also go to http://www.LatPro.com
♦ AATSP 2009 Officers ♦

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Laura Zinke (2009)
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THANKS

Muchas gracias to Don Spinelli for providing some of the photographs for this newsletter; and muchísimas gracias to Peggy Vezina, AATSP Conference and Communications Coordinator, for all her help with the production details of this document.

Enlace Online is published four times a year by the American Association of Teachers of Spanish and Portuguese, Inc. in the fall, winter and spring, along with a special summer edition commemorating the annual meeting of the AATSP. All editorial submissions should be addressed to

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Box 1071, Regis College, 235 Wellesley St,
Weston, MA 02493.
Voice: 781-768-7458;
FAX: 781-863-1739,
email: MAV@Regiscollege.edu

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—October 15; Winter—January 1; Spring—March 15, Summer, July 15.