
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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THE DECEMBER 1975 CONGRESS IN NEW ORLEANS

F. W. Nachtmann

The AATF Convention in New Orleans was highly successful. It was the first time that the AATF had combined with an international organization to hold a congress, and it was the first time the international organization, Fédération Internationale des Professeurs de Français (FIPF), had gathered outside Europe for its triennial assembly. A third association collaborating in the New Orleans meeting was the Société des Professeurs Français en Amérique. Attendance was approximately 725, with 150 of the participants coming from outside the U.S.A. The largest foreign group was 61 from Canada; France sent 34. Twenty-one other countries were represented by one or more delegates.

Several prominent government officials were among those in the French and Canadian delegations. Among those addressing the delegates were Jacques Habert, senator representing French people abroad, and René Haby, minister of education for the Republic of France, who was guest speaker at the banquet highlighting the last full day of meetings.

Presiding over the triple congress at New Orleans was Jacques Hardré, head of the French Department at the University of North Carolina in Chapel Hill, who was completing his three-year term as the second president of the federation. He is a former president of the AATF and a former editor of the *French Review*. Professor Hardré, on leaving the presidency of the FIPF, was honored by election to the post of honorary president of the FIPF. Succeeding him as president is Mme Lucette Chambard of the Institute at Sèvres, France.

The FIPF was stunned, in the weeks just preceding the convention, by the deaths in quick succession of Mme Colette Stourdzé, secrétaire générale, and M. Murray Haggis, secrétaire général adjoint. Mme Stourdzé, who was well known to American students for her teaching both at French institutes and at Middlebury College in Vermont, had been the guiding spirit in preparing the New Orleans congress. The one surviving officer of the FIPF Secretariat, Mme May Collet, was chosen in New Orleans as the new secrétaire générale.

Louisiana was a very appropriate choice for this important congress because the French government has invested considerable personnel and funds in strengthen-

ing the native French language spoken in that state. The aid has been implemented through the local organization known as CODOFIL. As a kind of French counterpart to the Peace Corps, the French government maintains approximately 160 young French teachers in Louisiana, who teach in the schools, assist with adult education, and lend themselves to all activities which will strengthen and spread the French language in the state. The Quebec government has also sent about 60 teachers of French to aid in the program, and the government of Belgium is shortly planning to contribute personnel. Likewise, the governments of France and Quebec have given numerous scholarships for study in their respective countries to the native American teachers in Louisiana.

The program of the FIPF in New Orleans was conducted according to the usual European format of studying several *thèmes* through panels, special papers, and discussion, and then at the end of the congress presenting a *synthèse des travaux du congrès*. The AATF program was greatly abbreviated from its usual offerings in order to release its members for attendance at the FIPF sessions. However, the AATF still offered the following sections: Seventeenth Century Literature, Renaissance Literature, Teaching of French on the College Level, Linguistics, FLES and Bilingual Education, High School Teaching, and Textbooks. There were also the usual administrative and business sessions: National French Contest, Société Honoraire de Français, Pi Delta Phi, and the AATF Assembly of Delegates. In addition to the banquet, there were three major cocktail parties (*vins d'honneur*) offered by the French Ministry of Education, the Quebec government, and the Larousse Publishing Company respectively. On one evening of the convention Loyola University presented a film for the participants, and on another evening they were entertained by the Comédiens Français de la Nouvelle-Orléans in a play by Françoise Sagan entitled *Château en Suède*.

Next December the AATF will resume its full offering of sessions when it meets in Philadelphia at the Ben Franklin Hotel, December 27-30. The Philadelphia Chapter of AATF and the city of Philadelphia have for years been inviting the AATF to bring its annual convention to their city, and the Executive Council decided on the Bicentennial Year of 1976 as an appropriate time to accept their cordial invitation. It is hoped that most of the sessions in Philadelphia will have a strong Bicentennial flavor. In 1977 the AATF would have normally met during the Thanksgiving weekend

(according to our regular rhythm of meeting two years during the Christmas holidays and the third at Thanksgiving), and it had been previously decided to rejoin ACTFL in San Francisco. However, in response to the warm urging of the French Cultural Services to continue the celebration of the Bicentennial Year by bringing the 1977 AATF convention to France, the Executive Council voted to take this step. Both the AATG and the AATSP have gone outside the borders of the U.S. for conventions in recent years for very successful meetings. The AATF hopes to have an equally good response to a similar innovation. The convention in France will be held during the summer of 1977 somewhere near Paris, though probably not in the city itself. The National AATF still hopes to maintain a strong presence at the San Francisco ACTFL meeting in November 1977.

There was no change in the lineup of AATF national officers this year. President Douglas W. Alden of the University of Virginia will complete in 1976 his fifth year as national president of the AATF — the longest presidential service in the history of the association. He was originally elected for a two-year term, but was re-elected under a change in the By-Laws which altered the presidential term to three years (without possibility of reelection). One of the three vice-presidential offices was voted on as usual during the fall of 1975 and was filled by the reelection of Professor Jean-Charles Seigneuret to a second three-year term. This coming year both the presidency and one of the vice-presidential slots will have to be filled by election. The nominees for president, as presented at the meeting in New Orleans, are Mrs. Anne Slack of Boston University, presently vice-president of AATF and well known for her editorship of "Le Coin du Pédagogue" in the *French Review* and her television series "Parlons Français," and Professor Jack Kolbert of the University of New Mexico, former regional representative of the AATF, frequent contributor to the *French Review*, and also currently president of the city council of Albuquerque. For the vice-presidential position which Professor Edouard Morot-Sir will vacate after six years, the nominees are Professor Dorothy R. Brodin of Lehman College/CUNY and Professor Georges Joyaux of Michigan State University, both currently members of the AATF Executive Council in the positions of regional representatives.

A list of the *congressistes* in attendance at New Orleans was belatedly prepared for distribution just as the meeting was closing at noon on December 30. Many of the participants had already left when the distribution was begun. The local chairman is sending the leftover copies to the National Office of the AATF. The number available is limited, but those who would like to have a copy may write:

AATF National Office
57 East Armory Avenue
Champaign, Illinois 61820

EDITOR'S COLUMN

The editorial staff appreciates the warm welcome given the first issue of the *AATF National Bulletin*. We are pleased to have received so many notices for inclusion in the present issue, and our principal problem has been to provide a format in which these notices can be presented to advantage and not be submerged in lines of print. We have arranged several sections as standing columns, namely, a column for professional and enrollment trends and activities; *The AATF Commissions*, featuring reports as they reach us; *Chapter News; Conventions, Conferences, and Workshops; Pedagogical News and Notes; Educational Materials*; and finally, a *Pot-Pourri* column for other items deserving our attention. In addition we hope to feature at least one lengthy article of professional and/or cultural interest in each issue. We will intersperse ads concerning contests, flight plans, placement services, etc.

Two vacation periods and an excellent convention have delayed the January issue. The deadline for the April issue is March 15. Let us hear from you.

S. Shinall, Editor
AATF National Bulletin
57 East Armory Avenue
Champaign, Illinois 61820

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EN ATTENDANT GODOT

(Allocution faite au Congrès FIPF-AATF 1975)

Douglas W. Alden

Le format de ce congrès nous oblige malheureusement à parler dans l'abstrait de questions qui nous intéressent mais qui ne sont pas exactement des questions de vie et de mort pour nous. J'aimerais savoir quelles sont exactement ces questions de vie et de mort pour notre profession sur le plan international. Je ne peux que deviner. Par exemple, certains d'entre nous ont été convoqués en juin 1974 dans une vieille plantation de la Virginie à une réunion clandestine avec une sorte de CIA française appelée le Haut Comité de la Langue Française. Il s'agissait, bien entendu, de la survie de la langue française. Question primordiale pour nous tous sans aucun doute. S'agit-il en même temps de la survie de la culture française? Peut-être même de la culture tout court. Je laisse des points de suspension pour suggérer tous les points que nous aurions à discuter ensemble.

A la place du dialogue qu'il serait intéressant de poursuivre, j'aimerais consacrer quelques minutes à un monologue sur les problèmes du professeur de français américain. Premier problème, celui des statistiques. Dans les universités américaines, après avoir atteint un plateau, les inscriptions pour toutes les langues étrangères ont baissé de 9,7 pour cent de 1970 à 1972 et de 6,2 pour cent de 1972 à 1974. Cette baisse ne semble avoir eu, jusqu'à présent, aucun rapport avec la situation économique; elle a son origine dans la révolte des jeunes contre les disciplines imposées par les adultes sous la forme des règlements universitaires qui ont été peu à peu supprimés depuis les troubles de 1968. Pendant quelques années l'université même semblait menacée, mais on vient de constater que la crise économique a eu un effet plutôt inattendu: ne trouvant pas d'emplois, les jeunes semblent chercher refuge maintenant dans les universités. Même en présence des crises budgétaires qui réduisent le nombre des enseignants et qui dépeuplent les cours avancés au niveau du doctorat, les départements de langues étrangères peuvent envisager l'avenir avec un peu moins d'inquiétude.

Pour l'enseignement secondaire nous n'avons pas de statistiques récentes. Quand j'ai cherché à faire une enquête rapide pour le Haut Comité, beaucoup d'états américains n'ont pas répondu pour la simple raison que leurs services administratifs chargés de l'enseignement des langues avaient cessé d'exister. On aimerait savoir l'effet des troubles sociaux et des changements d'attitude en général sur l'enseignement des langues dans le secondaire. Bien entendu les anecdotes ne font pas défaut: comme la présidente du chapitre de l'AATF de la Louisiane qui a démissionné quand on l'a transférée à une autre discipline à cause de la suppression de ses cours de français. Par contre il y a de nombreux professeurs de lycée qui ont donné un nouvel essor à l'enseignement du français. Faute de renseignements précis, j'évite toute hypothèse à ce sujet.

Revenons aux statistiques universitaires. Si j'ai été assez optimiste pour les langues étrangères en général, je suis moins optimiste pour le français. De 1970 à 1972, baisse de 18,4 pour cent et de 1972 à 1974, baisse de 13,4 pour cent. Pendant les mêmes périodes l'espagnol a baissé de 6,3 pour cent et ensuite de 1 pour cent; et l'espagnol a remplacé le français comme première langue étrangère. Si on avait des statistiques pour le secondaire, je crois qu'elles seraient pires pour le français. Mes correspondants, tant au niveau secondaire qu'au niveau universitaire, ont expliqué le phénomène par les préoccupations sociales de la jeunesse. Aux Etats-Unis l'espagnol est devenu la langue d'une minorité ethnique; pour les jeunes la communication avec cette minorité semble importante. Et sur le plan commercial la communication en espagnol ouvre des débouchés qui n'existent pas pour le spécialiste de français. Le français, par contre, reste incrusté dans de vieilles traditions "adultes," celles de la culture en général contre laquelle les jeunes d'aujourd'hui réagissent par une sorte de snobisme à l'envers. Les malentendus politiques entre la France et les Etats-Unis n'ont fait qu'aggraver la situation.

En 1968 les organisations de professeurs de langues n'étaient pas en mesure d'affronter la crise qui s'ébauchoit déjà. Il y avait toutes sortes de rivalités intestines. Pourtant l'AATF fit appel à ACTFL et aux autres AAT pour organiser une campagne de propagande pour endiguer ce nouvel isolement linguistique des Etats-Unis. L'idée était que les éditeurs financeraient volontiers cette campagne. Quand un seul éditeur vint au rendez-vous, on renonça au projet.

Devenu président de l'AATF en 1972, je mis de nouveau ce comité national sur pied. L'œuvre de propagande devait être seulement un aspect de nos activités, car je croyais que nous devions renouveler nos pratiques par la base pour éviter désormais les reproches d'incompétence que nos adversaires avaient lancés contre nous. J'eus le tort de croire que, manquant d'expérience, l'AATF pouvait s'appuyer sur l'expérience des autres. L'œuvre de propagande, menée surtout par l'organisation pédagogique ACTFL mais aussi avec l'aide de la grande organisation mère, l'Association des Langues Modernes, échoua presque totalement faute d'argent. De même le mouvement pour la réforme des programmes pour instituteurs, organisé par l'association allemande, avorta, de nouveau faute d'argent.

En 1968 on cherchait un autre "messie," un autre Parker, qui viendrait miraculeusement d'une autre profession pour sauver les professeurs de langue incapables de se sauver eux-mêmes. Ce messie n'est jamais venu et je doute qu'il vienne jamais. Nous avons attendu Godot trop longtemps. Allons-nous survivre malgré nous? C'est fort possible. Mais j'aimerais tenter quand même un nouvel effort de sauvetage à l'intention, cette fois-ci, des professeurs de français. Ce n'est pas que je renonce totalement à une coopération possible avec les autres organisations à l'intérieur du comité national. Pour l'instant il semblerait néanmoins qu'il n'y a rien à attendre de ce côté-là. Maintenant que la situation a l'air un peu

moins angoissante, l'AATF devrait chercher à mettre sur pied, comme des activités pour le moment exclusivement françaises, les différents projets de réforme dont nous parlons déjà depuis quatre ans: la reconstitution d'un test national, un vrai effort pour donner une base solide à la formation des professeurs de français à tous les niveaux, la création d'un certificat national d'aptitude à l'enseignement du français, le recyclage des professeurs par des cours intensifs en France, l'échange du personnel enseignant avec la France (et peut-être aussi avec d'autres pays francophones), la préparation de programmes d'enseignement comme celui déjà en train pour la civilisation, un effort collectif pour redonner un sérieux à tous nos programmes. Vous me direz que je rêve et que tout cela coûtera un argent que nous n'avons pas et qu'on ne peut plus obtenir auprès des fondations ni auprès du gouvernement national. Faute d'argent, il reste la bonne volonté. J'espère que c'est un trait américain qui n'est pas perdu.

Mais en faisant appel à la bonne volonté des membres de l'AATF, ne nous trompons pas. Comparée aux autres organisations analogues, l'AATF est la moins représentative de sa profession. Même quand ils sont membres (et beaucoup ne le sont pas), les professeurs d'université participent assez rarement aux activités de l'association; les professeurs du secondaire ou de l'élémentaire, deux fois plus nombreux que les membres universitaires, sont d'une nature plus passive et très peu d'entre eux semblent disposés à mener la barque. A moins d'avoir un trésor dix fois supérieur à celui de l'AATF, une organisation nationale est inefficace pour atteindre et influencer le grand public. En ce moment une action de ce genre est possible uniquement sur le plan local. Or, avec son système de chapitres, l'AATF est admirablement bien organisée pour une activité locale. Ce qui manque visiblement est une vraie organisation à l'intérieur de cette cellule locale. Pour le moment notre plus grand effort doit être pour persuader le professeur de français individuel qu'il doit renoncer à une fraction de son individualisme et travailler pour le bien commun s'il veut survivre.

Voilà, chers collègues d'outre-mer, quelques-uns de nos problèmes. Je vous ai un peu oubliés en m'adressant par-dessus vos têtes à un public américain et je m'en excuse.

AATF Exhibits Welcome Contributions

The director of the AATF Exhibits, Miss Evelyn Vandiver, welcomes contributions from members of the AATF. The AATF Exhibits are a service provided free for high school teachers who are interested in obtaining a display of French realia for their classes or for teachers' meetings. Members of the AATF who have items they would like to contribute are invited to write to:

Miss Evelyn Vandiver
2246 Cumberland Avenue
Charlotte, North Carolina 28203

FIRST REPORT OF THE AATF TESTING COMMISSION

Introduction

In reviewing the status of measurement and evaluation with respect to the teaching of French, the Testing Commission has focused primarily on the needs of the classroom teacher. This first report proposes a number of projects which could be carried out without outside funding. It is hoped that AATF members will offer to contribute both time and expertise to their realization.

Project 1: A regular "Testing Column" to appear in the *AATF National Bulletin*

The Testing Commission recommends the creation of a regular newsletter column tentatively entitled "Let's Talk about Testing." This column, to be edited by Louise Peloquin and Rebecca Valette, would include material such as:

- announcements and descriptions of forthcoming publications from the AATF Testing Commission, as well as requests for contributions and occasional excerpts from these publications;
- reviews of relevant research and commercial tests;
- an occasional forum of questions relating to the AATF Concours (in collaboration with Sidney Teitelbaum).

Project 2: The establishment of an AATF Testing Clearinghouse

The Testing Commission recommends the establishment of a Testing Clearinghouse. At this center, to be located at a host institution, would be collected articles, monographs, and books relating to the testing of French language, culture, and civilization as well as the culture and civilization of the French-speaking world. At periodic intervals, the Testing Clearinghouse would prepare an annotated bibliography of materials as well as specialized bibliographies on selected topics. It is hoped that this Testing Clearinghouse can be located at Millikin College under the direction of Robert Vicars. For its success, the Testing Clearinghouse will depend on the voluntary contributions of authors and publishers willing to submit copies of their works for inclusion in the clearinghouse library.

Project 3: The preparation of brochures and handbooks on specific testing topics

The Testing Commission proposes to undertake the preparation of several brochures and handbooks on testing topics of specific interest to French teachers. The actual publication and distribution of these handbooks would be carried out by the AATF under the direction of Francis Nachtmann. Shorter brochures and sections of longer handbooks might first appear in the *French Review*, if this were to seem appropriate.

The following list of titles is not exhaustive, but may serve as an indication of the types of brochures desired by the membership. They are given in tentative order of projected publication.

A. *Testing Oral Communication in the Classroom*

This handbook will provide the classroom teacher with new techniques for evaluating the students' ability to communicate in French. The emphasis will be on getting a message across, and only secondarily on the accuracy of the message (pronunciation, intonation, correct use of specific structures). It is not that the latter is unimportant, but rather that teachers already have many means of evaluating specific elements of a speech sample.

The first part of the handbook will contain a set of guidelines for testing communicative competence. The second part of the handbook will describe ways of setting up testing situations: interviews, role-play situations, skits, oral games, and the like. For each testing situation, the handbook will suggest ways of evaluating student performance and provide sample scoring sheets.

This handbook will be edited by the Testing Commission. A group of commission members will write the first part. The second part will be based in large part on suggestions from AATF classroom teachers. The commission proposes to solicit material for this second part of the handbook via the Testing Column in the newsletter.

Proposed manuscript completion date: September 1, 1976.

B. *Teacher Handbook on the AATF Concours*

The secondary school teachers on the Testing Commission unanimously stressed the need for a handbook describing the National French Contest. This publication would cover the following topics:

- a brief history of the AATF Concours, together with a description of how the test is prepared and administered;
- a description of the administrative structure of the AATF Concours (how tests are developed and distributed, under what conditions they are administered and scored, what the prizes are and how they are awarded);
- a description of the classification system and, if appropriate, suggestions for improving that system;
- a description of test content by levels and, if appropriate, suggestions for improvement;
- practical suggestions for participating classroom teachers (how to prepare students for the test, how to participate, how to publicize the test and the test results at the local level);
- practical suggestions for the local test chairperson (how to set up the local AATF Concours, how to recruit personnel and how to reward them for their services, what problems to expect and how best to handle them).

The publication would contain several appendices:

Appendix A. Complete description of the classification system with suggestions on how to place problem cases.

Appendix B. A sample test for each level, plus information on how to order additional back copies of tests.

Appendix C. A listing of the top winners in each level, together with name of school, name of teacher, and nature of prize. This would be followed by selected comments from some of the winners and their teachers.

Appendix D. Comments from teachers (how they created interest in the AATF Concours, what they see as the strong points of the Concours, things they would like to see changed in the Concours and why, etc.).

This handbook will be edited by the Testing Commission, in collaboration with Sidney Teitelbaum. The commission proposes to solicit suggestions and comments from AATF teachers via the Testing Column in the newsletter.

Proposed manuscript completion date: December 1, 1976.

C. *Handbook on Current Commercial French Tests*

The handbook on current commercial tests would be addressed to French teachers at all levels: elementary, secondary, and college. The first part of the handbook would contain an up-to-date listing of available French tests: placement tests, achievement tests, and tests which accompany commercial teaching materials. Each listing would include a description of contents, suggested administration and scoring times, and information for ordering. The second part of the handbook would provide guidelines for evaluating commercial tests, as well as suggestions for analyzing teacher-made tests. The appendix would contain reviews of commercial tests, both by test specialists and classroom users.

This handbook will be edited by the Testing Commission. A group of commission members will prepare the first two parts of the handbook. The principal contributor to the first part will be Robert Vicars who, as director of the Testing Clearinghouse, will have access to the published tests. The commission proposes to solicit reviews of classroom test users via the Testing Column in the newsletter. Each reviewer will be provided with specific instructions for preparing the review.

Proposed manuscript completion date: September 1, 1977.

D. *Guidelines for Developing Placement Procedures*

The point of departure for this handbook is the realization that no single publisher can devise a placement battery which will fit every school situation. In fact, it seems more accurate to say that each French program has its own specific parameters and that consequently each school will need to develop its own system for placing incoming students.

The handbook will suggest a variety of techniques for evaluating the language proficiency of new students and for placing these students in the existing sequence of

The AATF Testing Commission is preparing a teacher handbook on "Testing Oral Communication in the Classroom." In the second part of this handbook, we wish to include suggestions from classroom teachers. Please let us know what techniques you use to evaluate the students' ability to communicate orally. Please note that the emphasis in oral communication is on how well the student gets a message across, and only secondarily on how accurate the message is. Address your comments and suggestions to:

Louise Péloquin
1 Leland Road
Westford, Massachusetts 01886

courses, be it at the secondary school or the college level. In addition to the more widely known placement tests and procedures, the handbook will describe recent experimental techniques for measuring general language competence: noise tests, close tests, retention tests, and dictations of various sorts.

Appendix A will contain a bibliography of relevant research and available tests. Appendix B will contain descriptions of placement procedures from a variety of schools and colleges.

This handbook will be prepared by Robert Vicars with the editorial assistance of the Testing Commission. Material for Appendix B will be solicited via the Testing Column in the newsletter.

Proposed manuscript completion date: September 1, 1977.

E. Handbook on Measuring Cultural Objectives

The Testing Commission unanimously feels that there is a need for a handbook suggesting ways of evaluating cultural knowledge and understanding and for measuring appreciation of the civilizations and peoples of the French-speaking world, as well as sensitivity to cultural differences.

It is suggested that this handbook be a joint project of the Testing Commission and the Culture Commission.

Project 4: An investigation into the possibilities of a major French assessment program

The Testing Commission proposes to investigate the possibilities of a major French assessment program. Such a program would include both norm-referenced and criterion-referenced tests of French, as well as interest and attitude inventories and tests of culture.

The development of such a large-scale test battery is obviously a major undertaking requiring outside funding and the services of professional testing experts. The first step of the Testing Commission, therefore, will be to explore the possibilities of financial backing for such a project. The second step will be the development of a

test design, and this might be done in cooperation with representatives from the other AATs.

Explorations into this area will form the basis of a subsequent report from the Testing Commission.

Conclusion

Once this report has been approved by the Executive Committee of the AATF, the Testing Commission will begin work on the suggested projects. The editors of the Testing Column will enter into direct contact with Francis Nachtmann regarding manuscript specifications and due dates. Editors will be named for the proposed handbooks, and working plans will be set up. The establishment of the Testing Clearinghouse will be officially explored, and it is hoped that this clearinghouse can begin operations in fall 1976. The Testing Commission will continue regular meetings to oversee these projects and to explore the parameters of a major French testing program.

Respectfully submitted,

Rebecca M. Valette, Chairperson
Robert E. Vicars, Co-chairperson
William Bellion, David Choate, Anna Harrington,
Susan Kullberg, Priscille Michaud,
Louise Péloquin, and
Garry Rossi, Members
John Riordan, Consultant

THE LIBRARY COMMISSION

The library commission has developed the AATF lists of recommended basic holdings for libraries and/or media centers at three levels of instruction: 1) junior high school, 2) high school, and 3) two-year and four-year college level.

At the high school level and above, several lists have been prepared according to varying budgetary levels. Members wishing copies of any or all of these lists will receive them upon request to:

AATF National Headquarters
57 East Armory Avenue
Champaign, Illinois 61820

CONVENTIONS AND CONFERENCES

En 1976, le congrès de printemps du chapitre de la Californie du Sud aura pour thème: "La France et le bicentenaire des Etats-Unis." Il aura lieu le samedi 15 mai à Mount Saint Mary's College, Los Angeles. La AATFSC organise ce programme en coopération avec les Services Culturels Français de Los Angeles et l'Alliance Française de Los Angeles.

A symposium on Audiberti, playwright, novelist, and poet, will be held in Cerisy-la-Salle (Manche) from August 4 to 11, 1976. For a list of speakers and topics and information on accommodations, write to:

Jean-Yves Guérin
9 Bd Jean-Jaurès, 28
Dreux, France

Conferences on Ethnic Cultures

In September 1976, the third annual conference on Cajun culture and other ethnic cultures will be held on the campus of the Lamar University. It will be sponsored jointly by the East Texas Chapter of the American Association of Teachers of French and the Sabine Area Language Teachers Association and will be coordinated by the Department of Modern Languages of Lamar University.

The first such conference was held in the fall of 1974 and was composed of a day and a half of activities, panel discussions, and addresses, all concerning Cajun culture in southeast Texas. Among the speakers were Dr. Elizabeth Brandon, specialist in Acadian culture in Louisiana; Mr. W. T. Oliver, organizer of the annual Cajun Festival for the state of Texas; and Mr. Adalin Breaux, president of the Port Arthur Chapter of PRE-FAM, Présence Francophone Amérique.

One of the highlights of the conference was a "fais do do" with music by the Official Cajun Bank of Texas. Many students, public school teachers, and university professors from six different universities were in attendance.

Because of the success of the first conference, a second was organized in September 1975 and was expanded to include Czech, German, Dutch, and Latin American ethnic cultures. The conference attracted about 250 persons from the area. Information on how the different groups arrived in Texas was a major portion of each program presented. The main speaker for the banquet was Professor Francis E. Abernethy of Stephen F. Austin State University in Nacogdoches, Texas, a noted historian and folklorist. The food for the banquet was prepared by the different groups, each group preparing a different course.

The response to the activities was so enthusiastic that it was decided to make the presentation of ethnic cultures an annual event. Again, all local and regional language organizations will be involved in the planning of the program.

M. LeRoy Ellis
Department of Foreign Languages
Lamar University
P.O. Box 10049
Beaumont, Texas 77710

ANNOUNCEMENTS

AATF Bureau de Correspondance Scolaire

AATF Bureau de Correspondance Scolaire offers you the chance to vitalize your classes with letters from France. You send us a list of your interested students giving name, age, and special interests of each, and they will be matched as closely as possible with the names of students in France. There are two plans: Plan I — the correspondence is initiated on this side of the Atlantic. We send you the names and addresses of French boys and girls that match your students, and the Americans write the first letter; Plan II — we send your students' names to France, and the foreign students write first. Service charge is forty cents per name under either plan.

There is also the possibility of group correspondence — class to class, by letter and tape. For information on any of these three plans and for the necessary forms, write to:

Bureau de Correspondance Scolaire
National Headquarters, AATF
57 East Armory Avenue
Champaign, Illinois 61820

AATF Placement Bureau

Services are available to 1) AATF members and 2) department heads. The services of the placement bureau are available to members of the AATF. The only cost is the registration fee: \$15.00 if the candidate wishes the bureau to send out his dossier and to be considered in response to special requests and telephone calls received by the bureau; \$7.50 if the candidate wishes only to receive the monthly lists of vacancies. Registration is for the period September 1–August 31. Registrants must be members of the AATF, or must join when registering.

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Professor F. W. Nachtmann
Executive Secretary, AATF
University of Illinois at Urbana-Champaign
57 East Armory Avenue
Champaign, Illinois 61820

French Language Teaching Assistant Program

The Institute of International Education (IIE) and the Bureau of Educational and Cultural Affairs of the Department of State invite your participation in the French Language Teaching Assistant Program (FLTA) for academic year 1976-77. The program is administered in cooperation with the Office National des Universites et Ecoles Francaises in Paris.

The purposes of the program are 1) to help U.S. institutions broaden and enrich the French language experience of American students through the presence of native speakers — students on the campus are offered daily encounters and interaction with French language and culture from a native informant close to their own age; and 2) to give French university students in English and American studies the opportunity of experiencing the United States while working in their academic specialty. This program also serves to reduce the great imbalance in U.S.-French educational exchanges.

The French students participating in the program hold degrees from French institutions ranging from the Diplome Universitaire to the Maitrise d'Anglais. Specific duties of assistants vary from institution to institution; generally these average eight to twelve hours per week. Usually the assistants are not considered qualified to take on full teaching loads. They may assist in these duties: teaching conversational or civilization classes, one or two classes per semester; serving as resource persons; "animating" French dormitories or a "maison francaise" or a French club. Assistants should be free to follow two or three courses in their own field of interest.

To participate in the program, U.S. institutions offer an award covering room, board, tuition and fees for part-time study, and a stipend that may vary according to living costs in different regions of the United States. Nonresidential institutions usually arrange a family homestay; secondary schools may pay tuition to a nearby college or university enabling the assistant to enroll in academic courses.

Candidates for assistantships are selected by personnel of the Office National in Paris who possess a thorough knowledge of the American system of education and considerable experience in the exchange of language assistants. At IIE/New York, the final selection is made according to the student's background and experience and the particular needs of each participating U.S. institution.

Approximately forty to fifty French students have been assisting in language departments each year since the program's inception in 1968. They have been placed at secondary schools, junior colleges, four-year colleges, and universities. Assistantships have been arranged to meet the requirements of the U.S. host institutions and the academic level, experience, and interests of the French student candidates.

Detailed information on this program can be obtained from:

Division of Orientation and Enrichment Programs
Institute of International Education
809 United Nations Plaza
New York, New York 10017

Stanford French and Italian Studies

Editors: A. Juilland (General Editor),
R. G. Cohn, R. Giraud, J. C. Lapp, P. Newman-Gordon

The collection is published for the Department of French and Italian, Stanford University, by Anna Libri.

Stanford French and Italian Studies is a collection of scholarly publications devoted to the study of French and Italian literature and language, culture, and civilization. Occasionally it will allow itself excursions into the broader area of Romance and into other areas.

Stanford French and Italian Studies will publish books, monographs, and collections of articles centering around a common theme and is open also to scholars associated with academic institutions other than Stanford. Write to:

Anna Libri
P.O. Box 876
Saratoga, California 95070

Savannah Memorial

During the siege of Savannah in 1779, the French troops sustained 521 casualties — wounded and dead. There are no markers for the graves and no recognition for the French on this spot. After learning about this event (I lived in Savannah for five years), I wanted to do something to commemorate them. I told the story of the battle to my students in El Paso, and they have been earning money through bake sales, carnivals, raffles, etc. This year we are having a bronze plaque cast, and the plaque will be placed in Savannah, Georgia, in the spring. The plaque will have a crossed thirteen star American flag and a French fleur-de-lis flag with inscriptions both in French and in English.

Marge L. Westfall
President
AATF El Paso

1976 Tax Guide

The *1976 Tax Guide for Teachers and Other School Personnel* contains over 100 pages of fully revised up-to-date tax information. It is written specifically for teachers, administrators, and other school personnel. In easily understood chapters the tax guide covers deductions for home office use, mileage, depreciation on books and equipment, educational expenses, and much more. It shows how to take an investment tax credit directly off your income tax, amounting to 10 percent of what you spend on professional books, equipment, etc. Many teachers have saved several hundred dollars yearly in income taxes by using this guide. It is available for \$4.50 postpaid from The Richmond Company, P.O. Box 982, San Marcos, Texas 78666. If you are not convinced it will save you far more than its cost, you may return it in salable condition within seven days for a complete refund.

Philip Steward
Managing Editor
French Review

FRENCH LANGUAGE WEEK

It pays to advertise. When you are sure you have a good product, it is important to let people know about it. In this country, in our time, advertising and public relations are considered necessities.

And so it is that a new tradition was born: New York's French Language Week.

It started small: three people expressing concern over the drop in French enrollment figures and convinced that this trend must be reversed not only for the sake of French studies, but even more for the thousands of young people who may never have a chance to find out how much they may like our subject.

"What we need is an awareness campaign. How about a French Day?"

"Fine. But how much awareness can be generated in a day? Let's make it a week."

And so what started small began to grow — and grow — and grow.

We decided to have the week begin with the tenth annual Gala meeting of our chapter. We called together our Board of Directors and began jotting down ideas. Contests in the schools, of course. With prizes, of course. But there were parents, administrators, guidance counselors to be reached, and there was also "the general public." New York is a big city, and the general public is everywhere — in libraries and museums, in supermarkets and department stores, in theatres and concert halls, in mammoth traffic jams listening to the car radio.

We set up committees, and then two of us, suddenly co-chairmen (chairpersons?), broke the happy news to the Services Culturels and the Consulate. Their reaction was enthusiastic, and a meeting of leaders of the French community was called. Among those present were members of the press and of well-known public relations firms. We learned that the immediate needs were money (as much as possible, preferably lots of it) and a logo. This last was easily obtained. We drove to Princeton, pulled Pierre Bellocq, the cartoonist known as PEB, out of a sickbed and, at one in the morning, started back for New York clutching our emblems: Bonjour New York! Say It In French!

A week later we had stationery and began raising money. Gifts came from clubs and societies, from big business firms, and from generous individual donors who read about our project in *France-Amérique* and answered the call for help. The Paris American Club gave us two fine scholarships.

Everything was going well. By now, our committees were in high gear. A chain of supermarkets was persuaded to publicize the week and instruct its employees to greet customers in French; the Lycée Français de New-York had set up a photography contest for the private schools and had contributed handsome money awards; four contests were running in the N.Y.C. public schools; bumper stickers, buttons, "Bonjour New-York" stickers, a "Say It In French" brochure of useful conversational phrases, published by the Services Culturels,

shopping bags provided by the French Chamber of Commerce, and other promotional materials were given out to students in schools and colleges. Stores, libraries, and museums had agreed to feature our posters. Cinema II had offered free showings of Truffaut's *L'Enfant Sauvage* every morning of the week, and other motion picture houses had willingly offered discounts on French films. We had a brilliant committee of sponsors: African, American, Canadian, and French diplomats, educators, and leaders in the professions. The Services Culturels obtained a first-run film for the evening of the Gala and promised that a star would be here in person to present it.

We had asked that the mayor issue an official proclamation of French Language Week on February 28, the day before the Gala, and it occurred to us that it would be pleasant to have a City Hall reception and perhaps some token gift from the city of Paris to the city of New York. We wrote to the Paris Council and received an immediate affirmative reply from the president of the council, Monsieur Yves Milhoud. An invitation went out to Monsieur Milhoud to come to New York for the City Hall ceremony and make the presentation in person.

February 28 was finally upon us. At City Hall, Monsieur Milhoud and Mayor Beame exchanged good wishes and the keys of their respective cities. The Pernod company offered Pernod and cheese. Later, city officials, members of the N.Y.C. Board of Education, the Board of Higher Education, teachers, administrators, and patrons of French Language Week were invited to receptions by the Services Culturels and the French Consulate and the Canadian Consulate.

The March 1 Gala meeting of metropolitan AATF, which featured a demonstration class and speeches by Dr. James Bostain and Professor Henri Peyre, was attended by a host of notables besides Monsieur and Madame Milhoud. At the luncheon, Monsieur Milhoud brought greetings and beautiful gifts, including a medal for our chapter, from the city of Paris. That evening some 1,500 guests saw the preview of *Vincent, François, Paul et les autres*, an excellent film which was presented by Marie Dubois, one of the stars of the picture.

The week continued with daily events in schools and colleges and receptions given by the French and Canadian official services. Several radio stations and a suburban television station carried programs about our activities as well as interviews and short talks on the teaching of French.

Finally the week came to a lovely climax when the winners of the school contests, with their parents and teachers, were invited by the Services Culturels to receive their prizes and eat ice cream and cake. It was a particularly successful reception.

Eight days (a French week, after all, is eight days) of excitement and activities, motion picture showings at the Consulate, poetry readings in the colleges, assembly programs, minilessons taught by French students in a big department store, posters, slogans, prizes... we were happy, grateful, and unbelievably weary. And already

we were being asked about "the next French Language Week"! Even the radio interviewers were asking. The organizers swallowed hard and said, "No! Never again!" Then, "Well... maybe. Ask us a bit later." Then, as more and more students and colleagues came up with the same question and spoke of what the week had meant in terms of enthusiasm, a new sense of pride and, yes, increased enrollments on a small scale, we have actually begun to set up committees, write letters, compose contest rules, work on posters. French Language Week 1976 is in the planning stage. After all, a tradition is a tradition.

Dorothy Brodin, Gladys Lipton
Co-chairpersons of French Language Week in N.Y.C.
Bureau of Foreign Languages
131 Livingston Street
Brooklyn, New York 11201

SOUTHERN CALIFORNIA

In southern California elementary French enrollments are encouraging, but the job picture is not too promising. From Jeanine Gaucher-Shultz, president of the AATF Southern California Chapter, we hear the following:

On remarque que le nombre d'étudiants de français cet automne dans l'ensemble de la Californie du Sud est en nette progression au niveau du français élémentaire mais reste plus ou moins le même du niveau intermédiaire jusqu'aux cours de littérature pour le BA, le MA, et le doctorat. Cette augmentation est sensible dans les écoles secondaires aussi bien que dans les collèges et les universités. Par ailleurs, les offres d'emplois permanents pour les professeurs ne varient guère et seraient même plutôt en régression. En voici les raisons. Au niveau secondaire, lorsqu'il y a un plus grand nombre d'élèves que prévu, les administrateurs ont maintenant tendance à engager des professeurs avec contrat renouvelable d'une année sur l'autre ou des remplaçants à plus ou moins long terme. Les candidats doivent pouvoir enseigner au besoin une autre matière en plus du français. Au niveau supérieur (collèges, universités), on prend dorénavant l'habitude d'engager des professeurs de français avec contrat renouvelable d'une année sur l'autre ou à embaucher un plus grand nombre de professeurs à mi-temps. La raison de ces nouvelles tendances envers le corps enseignant est que les administrateurs ne peuvent encore prédire avec certitude si l'augmentation du nombre des étudiants en français est un phénomène temporaire ou destiné à se maintenir. Pour conclure, les offres d'emplois à l'heure actuelle sont presque exclusivement le résultat des trois raisons suivantes lorsqu'il s'agit de postes permanents: un professeur prend sa retraite, déçoit ou quitte définitivement son poste dans une école pour une raison ou une autre.

FOREIGN LANGUAGE STUDY POPULAR IN THE MELROSE PUBLIC SCHOOLS

(The following program description is adapted from the *Massachusetts Foreign Language Bulletin* for fall-winter 1975. Readers may want to keep a file of successful programs for use in reports, talks at parent-teacher nights, or local service clubs.)

In the face of declining enrollments in schools and colleges, Dr. Phyllis J. Dragonas, foreign language coordinator of the Melrose public schools, Melrose, Massachusetts, believes that the crisis has reached its peak and that the rate of decline has begun to decrease in colleges and universities.

The elimination of the foreign language entrance requirement, particularly in large state colleges and universities; student avoidance of task-oriented disciplines; and a somewhat irrelevant or traditional approach to foreign language instruction have been contributing factors to the trend experienced in public schools throughout the country. Many school systems are accepting this phenomenon as a matter of fact.

Happily, the situation in Melrose is exceptionally promising. The popularity of foreign language study is attested to by increased enrollments and the need for additional staff. Dr. Dragonas reports that she is overwhelmed by the number of applications coming from teachers released from affluent communities, private schools, and colleges because of declining enrollments and economic pressures.

In the Melrose public schools significant increases in enrollments, with a large percentage of the school population studying at least one language throughout high school, have given the foreign language program status and prominence in the secondary school community. In spite of competition from other subjects (foreign language classified as an elective and the disadvantage of scheduling in the double sessions), overall enrollments increased with 44 percent of the seniors, 71 percent of the juniors, and 87 percent of the sophomores occupying foreign language classes in September 1975. This is an increase of 14 percent in foreign language enrollments over 1974-75. Consequently, about 70 percent of the entire high school population is studying French, Italian, German, Latin, and Spanish. Arabic is making its debut this year, introduced by a staff member having expertise in Near Eastern studies.

The increase of students in advanced classes is attributed to the efforts made to coordinate instruction on all levels, both vertically and horizontally. Dr. Dragonas believes that articulation of sequential courses requires collegial agreement in relation to content, with a certain degree of instructional conformity in order to eliminate gaps and alleviate emotional anxiety on the part of students the following year. She further documents studies and research in the field, such as the Pimsleur report in which findings expressed the need for improved articulation and coordination in the schools as a means of relieving high rates of attrition and underachievement in foreign languages.

In addition to the mechanics and logistics required in sustaining enrollments, she believes that the humanistic aspect and personal approach carry greater importance and impact. Creativity, imagination, enthusiasm, and flexibility have been encouraged. The approach to individualized learning has been "lock-step" for it is believed that this approach is more effective in sequential courses within graded levels requiring articulation.

Increases in the junior high school show a 12 percent rise since 1971. Though Spanish has been most popular on this level in recent years, French is making a dramatic comeback, accounting for over 50 percent of the language enrollments for September. There is also increased interest in German both in the junior and senior high schools, with Italian next in line.

Dr. Dragonas feels that the students are getting what they want and what they need. "We provide for their needs, interests, abilities, and personalities." Enthusiastic teaching, a variety of techniques to stimulate and motivate students, small group instruction, teacher-pupil interaction, and a healthy rapport contribute to the humanistic approach to foreign language instruction. The foreign language program in Melrose attempts to involve students in experiences which increase their awareness of how other people live and interact in their daily lives.

Language comes alive through various role-playing activities which generate personal expression and interpretation.

Though the learning content is culturally oriented, it is linguistically structured—presented and adapted in such a way that students are learning the language and how to use it. Development of the reading, writing, and speaking skills is integrated on the advanced levels. Creative writing, oral discussion, and the study of literature are all parts of the program, with advanced placement under directed study.

Motivation has been increased through participation in the language club activities. The success of the Spring International Fair was due to involving parents and the entire community. Cultural excursions have taken Melrose students to France, Spain, and Italy. A three-week exchange program in Germany is planned for spring 1976.

The success of the foreign language program in Melrose is not only reflected in its enrollment increase, but also in student performance. Students have won numerous prizes in state, regional, and national competition. If College Board Achievement Scores are criteria for measuring success, Melrose students continue to achieve. Standardized proficiency tests measuring student achievement at a given level not only reveal commendable scores, but these instruments serve as a barometer in evaluating the program in relation to the national norms. The correlation of these scores and classroom performance is high. In conclusion, Dr. Dragonas suggests that it is not only instructional media, technology, and innovation that contribute to effective language learning, but it is the changing attitude and approach of the teachers in today's society.

PEDAGOGICAL NEWS AND NOTES

submitted by Alexander D. Gibson

I.

As a teacher with several years of high school experience prior to entering the private school field and as a person who has had some contact with the NEA, I believe that I am entitled to brief an article critical of that organization and of the union activities of its membership.

Entitled "There Are Teachers Who Practice Professional Conduct," it was written by John Chamberlain for the *Boston Herald American* (November 19, 1975). The writer discusses teachers' strikes and the role of the teachers' unions. We quote:

"A strike, directed against a board of education, is bound to be misdirected energy. Boards of education are go-between agents; they are powerless to pay out what legislatures or town committees, as representing the voters, will refuse to validate.

"True responsibility would direct public service employees toward building pressure group lobbies instead of unions. The lobby, besieging the legislature or the municipal board of estimate, would be arguing its case with the true sovereign. A teachers' lobby would not be making the unoffending school kids the victims of a growing grudge against all those Great Society-Fair Deal-New Deal congressmen who have been debauching the dollar for lo! two whole generations."

Mr. Chamberlain points out that "the lobby might not succeed immediately in getting more money out of the taxpayer. But it would surely call attention to the fact that everybody must suffer from inflation, and maybe it would help to stem our toboggan slide toward national insolvency."

He continues: "The big national teachers' organizations are not, of course, really interested in maintaining professional standards or caring for the school kids beyond all else. The language used by the National Education Association and American Federation of Teachers-Officials betrays them."

He quotes Catherine Barrett, an NEA president, "We are the biggest potential striking force in the country, and we are determined to control the direction of education." In the words of Mr. Chamberlain: "This is the language of political power lust. It denies the right of parents to do their own directing when it comes to such matters as phonics or the ethical content of books used in courses on English and government."

Speaking of the NEA and the AFT, he refers to their promotion of a "particularly ugly strike in Los Angeles" several years ago. It appears that the strike did not have the full support of the teachers; some of them "set up their own nonstriking Professional Educators of Los Angeles (PELA), an organization that was pledged to resist monopolistic grabs as the 'agency shop,' and they received a lot of blackguarding for their pains."

A natural outgrowth of the local organization was the founding of "a statewide Professional Education Group (PEG)." That led to the "formation of the National Association of Professional Educators (NAPE), with a central office and address at 223 Thousand Oaks Boulevard, Suite 425, Thousand Oaks, California 91360."

He continues: "Since the philosophy of NAPE precludes centralizing the collection of dues, the organization depends on conviction and enthusiasm to sustain its growth. It held its first national convention last summer at Denver. In its 'Declaration of Independence' it specifies its commitments to 'uninterrupted teaching and learning in the classroom.' It said, 'Hypocrisies are engendered in children by practicing the double standard of unprofessional conduct and then returning to the classroom to teach fair play.'"

There must be a multitude of concerned parents, of courageous, idealistic teachers, and of long-suffering youngsters who would say "Amen!" to that. Mr. Chamberlain's article merits wide circulation.

II.

Glancing through the July 1975 issue of *Babel*, Journal of the Australian Federation of Modern Language Teachers' Associations, we were attracted by the advertisement of a London publisher, Harrap Books. The books and/or booklets advertised for use in French classes represent two categories: cultural and true story readers.

The so-called "background and survival" booklets are for "thirteen- to sixteen-year-old pupils of average and below-average ability. All the booklets are in English, only key words and phrases being in French; with the large number of photos, sketches, maps, and realia they are ideal secondary school background material." They deal with French life and with major regions of France. The titles are: *Markets in France; Drinking in France; Rouen; The Tour de France; Housing in France; Celebrating in France; Cars in France; Le Mans*. The U.K. price is: £0.26 each. The regions treated thus far are: *Normandy; The Loire Valley; Brittany; Provence*. Their U.K. price is: £0.50 each.

The true story readers, called *Collection Vécue*, are described as follows: "This new series of simple readers for introducing pupils to reading, particularly after an audio-visual start, breaks new ground by restricting the subject matter to true stories, as children often respond better to real-life events. The authenticity of the characters and their actions is underlined by the use of photographs and drawings. The vocabulary and structure are limited to those common to the first part of *Bonjour Line* and *En Avant* 1-3. Words outside the vocabulary of these are listed on the back cover." The titles are: *Les chiens-guides d'aveugles; La grotte de Lascaux; On a kidnappé Eric (Peugeot); Le Massacre des bébés-phoques*. The U.K. price is: £0.30 each.

It is of interest to observe the type of book being used for the study of French in other English-speaking countries, viz., England and Australia.

III.

Thanks to the November 1975 issue of the *MLJ* ("Notes and News"), we learn of a Chamber of Commerce publication entitled *A Guide to Foreign Information Sources* which supplies a listing of embassies, legations, etc., where one can obtain information about other countries. This item appeared originally in *The Lasso, Wyoming Humanities Newsletter* (May 1975). The publication costs \$1.00 and may be ordered from the Chamber of Commerce of the U.S., 1615 H Street, NW, Washington, D.C. 20006.

IV.

The same *MLJ* source comments on the generous efforts of Joel Honigberg, an international trade executive, to focus attention on the thousands of jobs available for people who have training in both business and foreign languages. President of the Overseas Sale and Marketing Association and of the Marshall International Trading Co., Skokie, Illinois, Mr. Honigberg has been lecturing on this subject to high school students in the Chicago area. Fluent in five languages himself, he predicts that the United States will forfeit control of foreign markets to other countries unless more Americans are trained to acquire competency in these two fields. We trust that Mr. Honigberg's counterparts can be found in other metropolitan areas.

In this connection, it is apropos to mention a recent publication, *Careers*, a 137-page volume written by Professor Theodore Huebener, which is cited in the same issue of *MLJ*. Priced at \$2.45, the paperback book is sold by Vocational Guidance Manuals, 620 South Fifth Street, Louisville, Kentucky 40202.

National French Contest, "Le Grand Concours," 1976

Sponsored by
The American Association of Teachers of French
Forty-first Annual Competition

Secondary School: grades 7-12
FLES: grades 1-6
Testing dates: March 12-22, 1976

All students of AATF members from private, public, and parochial schools, as well as children of overseas-based American and Canadian personnel, are eligible. For details, contact your contest administrator or write:

Sidney L. Teitelbaum
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Plainview, New York 11803

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Center for Applied Linguistics
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1. *Preparing and Using Self-Teaching Units for Foreign Languages*, Gerald E. Logan. 17 p. (ED 098 808, HC \$1.76)
2. *A Selected Bibliography on Bilingual/Bicultural Education*, James W. Ney and Donella K. Eberle. 6 p. (ED 098 813, HC \$1.76)
3. *A Selected Bibliography on Language Teaching and Learning*, Sophia A. Behrens and Kathleen McLane. 6 p. (ED 100 189, HC \$1.76)
4. *A Guide to Organizing Short-Term Study Abroad Programs*, Paul T. Griffith. 21 p. (ED 100 183, HC \$1.76)
5. *Working Papers in Linguistics*, Tim Shopen. 5 p. (ED 102 877, HC \$1.76)
6. *A Selected Bibliography on Mexican American and Native American Bilingual Education in the Southwest*, Stephen Cahir, Brad Jeffries, and Rosa Montes. 297 p. (ED 103 148, HC \$14.93)
7. *A Selected Bibliography of Films and Videotapes on Foreign Language Teacher Training*, Peter A. Eddy. 34 p. (ED 102 875, HC \$2.13)
8. *ERIC Documents on Foreign Language Teaching and Linguistics: List Number 13*, Peter A. Eddy. 39 p. (ED 104 162, HC \$2.13)
9. *Effects of Social Situation on Language Use: Theory and Application*, William Cheek, Theodore B. Kalivoda, and Genelle Morain. 34 p. (ED 104 147, HC \$2.13)
10. *Radio in Foreign Language Education*, Robert J. Nelson and Richard E. Wood. 29 p. (ED 104 157, HC \$2.13)
11. *Error Analysis in the Classroom*, Patricia B. Powell. 24 p. (ED 104 161, HC \$1.76)
12. *Research with Cloze Procedure in Measuring the Proficiency of Non-Native Speakers of English: An Annotated Bibliography*, John W. Oller, Jr. 32 p. (ED 104 154, HC \$2.13)
13. *Pre-Student Teaching Experiences in Second Language Teacher Education Programs*, Helen L. Jorstad. 22 p. (ED 104 169, HC \$1.76)
14. *Communicative Competence*, Edward D. Allen. 23 p. (ED 104 166, HC \$1.76)
15. *Listening Comprehension in the Foreign Language Classroom*, Terence Quinn and James Wheeler. 38 p. (ED 104 176, HC \$2.13)

16. *A Survey of the Current Study and Teaching of North American Indian Languages in the United States and Canada*, Jeanette P. Martin. 97 p. (ED 104 168, HC \$4.61)*
17. *ERIC Materials Relating to Vietnamese and English*, Jennifer DeCamp. 8 p. (ED 102 882, HC \$1.76)
18. *A Selected Bibliography on Language Learners' Systems and Error Analysis*, Albert Valdman and Joel Walz. 76 p. (ED 105 772, HC \$4.61)
19. *A Selected Bibliography on Language Input to Young Children*, Elaine Andersen. 22 p. (ED 104 177, HC \$1.76)
20. *The Current Status of Bilingual Education Legislation*, Hannah Gegert, Robert Harper, Daniel Schember, and Salvador Sarmiento. 132 p. (ED 107 135, HC \$7.23)*
21. *A Selected Bibliography on Recent Dialect Studies*, Penelope O. Pickett. (Not yet available from EDRS)
22. *A Selected ERIC Bibliography on Teaching English as a Second Language to the Illiterate*, Grace Joseph, Kathleen McLane, and Laurel Taylor. 28 p. (ED 105 779, HC \$2.13)
23. *Comparative Studies in Second Language Learning*, Judy Wagner-Gough. 53 p. (ED 107 157, HC \$3.50)
24. *A Bibliography of American Doctoral Dissertations in Linguistics 1965-74. Part I: 1965-67*, Nancy Jokovich.
25. *Russian Language Study in 1975: A Status Report*, Joseph L. Conrad, ed. (forthcoming).
- * Also available from Publications Department, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209, at the following prices: No. 16 — \$4.00; No. 20 — \$3.50.

The following publications are still available from ERIC/CLL:

1. *Using Community Resources in Foreign Language Teaching*, Stephen L. Levy. 16 p. (ED 102 878, HC \$1.76)
2. *A Selected List of Instructional Materials for English as a Second Language: Elementary Level*, Maybelle Marckwardt. 11 p. (ED 105 753, HC \$1.76)
3. *A Selected List of Instructional Materials for English as a Second Language: Secondary Level*, Maybelle Marckwardt. 13 p. (ED 105 754, HC \$1.76)
4. *A Selected List of Instructional Materials for English as a Second Language: College Level*, Robert P. Fox. 26 p. (ED 107 158, HC \$2.13)

1976 AATF FLIGHTS TO FRANCE

Affinity Flight No. 1

This is a *Chicago* departure aboard Air France with a stop in Montréal to permit East Coast passengers to board the flight.

Chicago-Paris-Chicago	May 26** — August 19	\$442.00*	<i>Tax</i>	<i>Final</i>
Montréal-Paris-Montréal		\$334.00*	<i>per</i>	<i>payment</i>
			<i>person:</i>	<i>due:</i>
			\$3.00	April 26

Affinity Flight No. 2

New York-Paris-New York	June 27 — August 24	\$485.00*	<i>Tax</i>	<i>Final</i>
			<i>per</i>	<i>payment</i>
			<i>person:</i>	<i>due:</i>
			\$3.00	May 27

Affinity Flight No. 3

New York-Paris-New York	July 5 — September 1	\$485.00*	<i>Tax</i>	<i>Final</i>
			<i>per</i>	<i>payment</i>
			<i>person:</i>	<i>due:</i>
			\$3.00	June 5

* This is the *full adult fare*. Children two to twelve pay 50 percent of full fare, and infants 10 percent of full fare. Exception is made with Flight No. 1 where children two to twelve pay \$227.50 for the Chicago departure (infants \$48.50). These are prices quoted us in September 1975 and are subject to change. All travel is aboard regularly scheduled flights; a minimum of forty (40) seats have been reserved for each AATF flight. Affinity flight participants must be AATF members six months prior to departure. ** Departure date rescheduled because Air France will have no Tuesday service from Chicago.

APEX (Advance Purchase Excursion) flights: In addition to the above Affinity flights which offer stays of eight weeks or more, the AATF can obtain APEX flight fares for its members. The proposed stay must be between twenty-two and forty-five days, and full payment must be made sixty days prior to departure, or one week within booking date, whichever comes first. Flights may originate in any city serviced by Air France: Chicago,

New York, Boston, Washington, Houston, or Los Angeles. The AATF will provide its members with APEX cancellation insurance at no cost to them. If you would like further information about this program and how this form of travel can be adjusted to your travel schedule, please contact our office. (All AATF scholarship winners must book either Affinity or APEX flights through the AATF.)

Payments: The request for a reservation must be accompanied by the application form and a deposit of \$100.00 per person (\$10.00 infant). Full payments are due as indicated above. Checks should be made out to *AATF Flights to France* and mailed to the address below.

Tickets: Tickets for Affinity flights will be available ten to fifteen days prior to departure and will be mailed directly to the address indicated by the passenger on the application form. If the passenger prefers, the tickets can be left at the ticket counter in the airport of departure.

Car lease and insurance: We have been authorized by Air France to distribute information on their newly adopted car lease plan. The AATF can also assist pas-

sengers with flight liability and trip protector insurance. Write us for details.

Educational programs for students and their teachers to France, the Baltic countries of Western Europe, and the French Caribbean — and Montréal-Québec for Mid-western members only — are available. This program is sponsored directly by Air France which has asked the AATF to distribute information to interested members. Write us.

AATF Flights to France
57 East Armory Avenue
Champaign, Illinois 61820

American Association of Teachers of French Application for Passage

AATF Member

Name _____
(please print your name in full as it appears on your passport)

Address _____
(street) (city) (state) (zip)

- Please hold my tickets at the counter on day of departure.
- Please send tickets to the following address ten to fifteen days before departure:

_____ (street) (city) (state) (zip)

Eligibility for Affinity flights requires that the applicant's membership date from at least six months prior to the date of departure. Only immediate family members traveling with the AATF member are eligible for Affinity flights. Please supply ages of any children traveling with you.

Additional Passengers:	Relationship to AATF Member:	Age, If Child:
Name _____	_____	_____
Name _____	_____	_____
Name _____	_____	_____

Enclosed is my check other in the total amount of \$ _____ representing full payment deposit for round trip seat(s) on AATF Flight:

- | | |
|--|---|
| No. 1 <input type="checkbox"/> Chicago-Paris-Chicago | No. 2 <input type="checkbox"/> NY-Paris-NY (June 27 — August 24) |
| <input type="checkbox"/> Montréal-Paris-Montréal | No. 3 <input type="checkbox"/> NY-Paris-NY (July 5 — September 1) |

(signature of applicant) (date)