
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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INDIVIDUALIZED INSTRUCTION AND COOPERATIVE LEARNING¹

Wilga M. Rivers



We hear a great deal these days about individualized instruction. A few reflections on what genuine individualization implies may be helpful at this stage.

Our students have their own inner needs. They come with an individual perception of what is meaningful and valuable which they have acquired within a cultural milieu (in which ethnic, socio-economic, and subcultural influences have played a

role). They are maturing (developing) at an individual rate, so that they have their own preferred pace, mode, and style of learning which may vary at any particular stage. They have individual goals and expectations and, therefore, their motivation is intensely personal but purposeful. It is the "personal route"² of their interests which dictates the content which will absorb them. They learn through active experience, particularly as they interact with others. This experience is genuinely shared, because each individual in the group contributes his or her personal experiences to the communal enterprise; the individual's inner world is thus "lived out" in human relationships.

Individualization cannot, then, be "isolated learning"³ as independent study would make it, although some individuals may prefer to work on their own on certain occasions (or even a great deal, depending on their preferred style of learning). Individualization must imply choice and some latitude in modality and style of learning; otherwise the only individual thing about it is the pacing: students are allowed to complete the predetermined, detailed assignments with which the teacher confronts them at their own speed of learning. This is precisely what programming was supposed to do, and for this we do not need another name. Let us use pro-

gramming where it is appropriate (for learning basic features of phonology and language structure, for instance), and let us keep the name "individualization of instruction" for a richer, more humanistic approach than programming ever implied.

Which brings us to the "*personal route*" of our student's interests. In a preoccupation with pace of learning, we may well change the outward form of the learning situation in highly visible ways while retaining the same old content. To do this, after all, may require only technical manipulation: adapting the textbook, writing assignments, and putting our usual handouts, exercises, and tests into folders with answer keys. Attention to the students' interests requires much more of us: it requires a fundamental rethinking of what we are about.

As teachers of languages we have great freedom. A language may be learned for a number of different purposes, each with a variety of possible contents. Anything in the language, anything that can be expressed in the language, facts about the language itself, facts about language: all or any of these are our province. It is we, and we alone, who have restricted ourselves to a certain approach, to certain procedures, to a certain type of content. Our students abandon language study because they do not know the choices available to them or because we do not allow them to choose. If we are convinced of the need to tailor opportunities for learning to the individual, we must take seriously the individual's personal interests in learning a language.⁴ Individualization of instruction implies *diversification* of objectives and content. Some students may want only to read and to read in a narrowly defined area: this is their prerogative. Some may want to communicate spontaneously; others may wish only to be able to pronounce the language acceptably (as for opera and newscasting); others may wish to be able to communicate freely in the aural-oral mode, but not to write; still others may want to read poetry, or to find out about the customs and daily lives of the speakers of the language, or to translate instructions for making prestressed concrete. Individualization, sympathetically conceived, makes such diversity possible, as no previous system has done. Again, it is a matter of attitude on our part: we must work with our students in establishing what they are really seeking in learning the language, rather than imposing on them our view of their needs. This may add further organizational complications, but we cannot speak sincerely of "individualization" without it.

In our enthusiasm for techniques adopted by colleagues in mathematics, science, or the arts, we may forget that we are seeking an approach which is true to the nature of our discipline. Unless we are careful, packets, carrels, and individual tests may conspire to isolate students from their fellows. The term "individualization of instruction" itself may be leading us astray with its connotations of separateness and segmentation and its seeming focus on receptive learning. For both language-related and educational reasons I propose we use the term *cooperative learning*.

Language is essentially a vehicle for the communicating of ideas, emotions, and experiences, whether in the oral or graphic medium. The essence of language is *macro-language use*: listening to something someone wants to share (ideas, songs, plays, news, plans, and projects), telling something we want others to hear, writing something we intend to be read (by ourselves at a later date or, more frequently, by others), reading what others want to communicate (to inform ourselves or enjoy), and then sharing what we have read with others through action or discourse. Students do not move easily from isolated micro-language learning (learning about facts of language and how smaller elements combine into larger segments) to normal uses of language. Whitehead has said that in training a student "to activity of thought, above all things, we must beware of . . . 'inert ideas' — that is to say, ideas that are merely received into the mind without being utilized, or tested, or thrown into fresh combinations."⁵ How peculiarly appropriate this is to language learning! Facts we learn about language are "inert ideas" until they are tossed about, recombined in original ways, and tested for their communicative potential in the natural give-and-take of interaction between individuals or in the dynamic interchange within groups. "The acquisition of skills," said Dewey, "is not an end in itself. They are things to be put to use, and that use is their contribution to a common and shared life."⁶

One of the demands on modern education is to re-establish the values of cooperation in an increasingly de-personalized world. It has been suggested that we need an interdependent learning model "in which cooperation is structured to be as productive of results as competition."⁷ Since language use, if it is to be developed with confidence, needs just such an accepting, cooperative atmosphere, free of cross-comparisons, here is an area in which we can take the lead. In cooperative learning, all can succeed because each has something unique to contribute to the enterprise, and because success is not an external standard constructed to exclude, but the individual perception of the attainment of a self-selected goal. With acceptance of diverse goals and individual emphasis on how the language will be used, this is not a vain dream. Ongoing individualized programs have shown us how it may be implemented.

Cooperative learning implies full participation of both teacher and student, and the interaction of student with student. It implies participation in planning and the opportunity to make effective choices. It implies student helping student, student helping teacher; it implies small-

group activity, large-group instruction, interacting in pairs, or leaving another individual alone if that is what he or she prefers. It implies sharing what one has discovered with others. This is surely what education, as opposed to instruction, is about: "a deliberate and conscious sharing of responsibility for learning."⁸ As students are given responsibility, they develop responsible attitudes, even if for a while there are "shavings on the floor."

Cooperative learning means a new role for the teacher, as well as for the student. Instead of dispenser of knowledge from a podium to which all eyes are raised in expectant vacuity, the teacher becomes an adviser, guide, helper, supporter, partner in a cooperative venture. Since so many of the problems the student has in developing confident language use are emotional ones, this new relationship cannot but promote better language learning through the reduction of tensions. In education, "it is the *process* and not merely the result that is important."⁹ Through cooperative learning, sound language learning becomes sound education as well.

HARVARD UNIVERSITY

¹ Extracts from a paper given at the Fourth International Congress of Applied Linguistics, Stuttgart, Germany, in August 1975.

² L. Weber in C. E. Silberman, ed., *The Open Classroom Reader* (New York: Random House, 1973), p. 153. She is summarizing Nathan Isaac's explication of Piaget's views.

³ F. M. and F. H. LaLeike, *Individualized Foreign Language Instruction* (Skokie, Ill., National Textbook Co., 1973), p. 92. Discusses the dangers of this approach.

⁴ This subject is discussed at length in W. M. Rivers, "The Non-Major: Tailoring the Course to Fit the Person — not the Image," *ADFL Bulletin* 5(1973), pp. 12-18.

⁵ A. N. Whitehead, *The Aims of Education* (New York: New American Library, 1949), p. 13. Original copyright: Macmillan, 1929.

⁶ J. Dewey, "The Need for a Philosophy of Education" (1934). Reprinted in R. D. Archimbault, *John Dewey on Education* (New York: Random House, 1964), p. 11.

⁷ I. H. Buchen, "Humanism and Futurism: Enemies or Allies?" in A. Toffler, ed., *Learning for Tomorrow: The Role of the Future in Education* (New York: Random House, 1974), p. 139.

⁸ R. S. Barth (1972), p. 28.

⁹ J. Dewey in Archimbault (1964), p. 4.

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A COURSE IN FRENCH CULTURE FOR THE ENTIRE COMMUNITY

William J. Beck



The Department of Foreign Languages at Virginia Commonwealth University, Richmond, Virginia, has for a number of years required a course in French civilization and culture of all its French majors. The class, naturally, was conducted in French, and all of the written and oral work was in French; and, alas!, only French majors elected the class. Enrollments never exceeded a dozen students, which in itself is an ideal size, and

yet the impact on a student body of 20,000 students was minimal. A means was sought whereby such a course could be oriented more toward the needs of an urban population, eliciting thereby a significantly larger student response. EUC 305 (European Cultures), Aspects of French Culture, was the course I devised to fulfill such an objective, and its success in the fall term, 1975, was such that I would like to share the description and implementation of the class with interested high school and college teachers.

There were two sections of EUC 305 during the fall term, 1975. The day class, intended primarily as an orientation period for regularly enrolled day students, met for one fifty-minute period each Thursday morning for the entire term. Similarly, there was an orientation session in the Evening College each Thursday evening from 5:00 to 6:00, which had as its primary target high school teachers of French and other adults in the community interested in French culture. Starting with the sixth week of class, for a total of ten weeks, there was a lecture in English each Thursday evening from 7:00 to 9:30. Students from both the day and the evening orientation classes, a total of sixty students, attended the series of ten evening lectures.

Lecturers for the ten Thursday evening talks were paid an honorarium of \$50.00, and considering the variety and quality of speakers obtained, it proved possible to bring to the classroom speakers whose range of experience and knowledge could never be duplicated by the two coordinators who taught the day and evening orientation sections.

While a number of the university's own faculty in

various fields were asked to deliver talks in their areas of expertise, a significant group of specialists from nearby universities was also invited to speak. To open the series, an anthropologist spoke on Cro-Magnon man, the caves of Lascaux, and early French culture. A professor of art history delivered a fascinating talk on the medieval art form, from the triptych to the cathedral, while an expert in medieval history from a nearby university spoke on the art of love and the cult of women in medieval France. The latter talk received a standing ovation from the students! A professional microbiologist from our university hospital spoke on the history, fabrication, purchasing, and serving of French wines, while a visiting professor examined the role of French women from an historical perspective, concentrating on the last twenty years. Talks on French painting (Impressionism), history (the eighteenth century, with influences in Virginia), French music, and French theatre, with a thirty-minute live performance by senior drama majors, as well as a talk on French architecture by a retired professor of architecture, rounded out the evening talks. Students were thus able to hear and meet professors who were experts in their fields, and I believe that the experience of a new face each week, as well as the diversified topics, was significant in holding student interest.

In addition to both day and evening students who took the course for three credits, the lecture part alone of the course was offered for a fee of \$25.00 by the School of Continuing Education as one of its many noncredit fall classes. There were approximately thirty adults who participated in the noncredit part of the course, and for each registrant, the Foreign Language Department was paid \$20.00 to help defray some of the travel and hotel expenses for the speakers who came from points outside the state. It is further contemplated that with some of the money accumulated from this source in the next few years, a scholarship would be awarded for study in France to a deserving major.

While the course was given in English and carried humanities credit, it has already been agreed that in future years French majors, completing their term papers and final exams in French, would receive credit toward the 30 hours required for the degree.

EUC 306, Aspects of Spanish Culture, is currently being offered in the spring term, and the response has equalled the enthusiasm and success met by the French culture course. A proposal for German culture is currently in the process of being considered by the university committee on instruction. There is no doubt that today's college students are interested in foreign cultures of all kinds. While the ideal would be to have all of the students take these culture courses in the original language, the goal is perhaps impractical. Furthermore, no professor of language could possibly equal the knowledge and breadth of experience in their own fields brought by the various experts. While there may be some small sacrifice of language in such classes, the opportunity for bringing this type of cultural material to anywhere from five to ten times as many students, not including those adults who take the course for noncredit, outweighs the possible loss.

The AATF National Bulletin is published four times a year, in September, November, January, and April, by the American Association of Teachers of French, 57 East Armory Avenue, Champaign, Illinois 61820. Application to mail at second-class postage rate is pending at Urbana, Illinois. Office of publication: 1002 West Green Street, Urbana, Illinois.

Teaching courses on French culture in English may be one way to spark curiosity in the language itself, and I have seen a number of examples of such a renewed interest. Certainly, for the faculty in the language department at Virginia Commonwealth University, these classes have demonstrated that they are the perfect means for bringing together not only the language major and students from other departments and schools, but also high school teachers, retired persons, and others who are simply interested in foreign culture. The professional exchange was also an invaluable experience. I would be happy to answer any questions from language teachers in either high schools or universities who are interested in implementing such a program in their institution.

VIRGINIA COMMONWEALTH UNIVERSITY

EDITOR'S COLUMN

S. Shinell

This issue is the last for this academic year. Our next issue will appear in September and will contain feature articles on our candidates for national office in the AATF: Anne Slack and Jack Kolbert, nominees for the presidency; Dorothy Brodin and Georges Joyaux, nominees for the vice-presidency. We anticipate more reports from our commissions, notably Testing and Teacher Training. We hope also to be able to begin reporting on the response to projects calling for our collective cooperation and action, such as those described by Pierre Capretz and Georges Joyaux in this issue. Next year we intend to continue publishing articles treating French-speaking areas outside of Europe. This is in response to your letters, and we take this opportunity to thank you for your suggestions and for the enthusiastic welcome you have given the *Bulletin*. We call upon you to continue to express your opinions and to send us material for inclusion which you want to share with the AATF membership. Please help us speed up publication by submitting your material double spaced and, if at all possible, on a 54-space line. Deadlines for next year's issues are: August 7 for September, October 7 for November, December 7 for January, and March 7 for April.

Best wishes for a profitable *fin d'année scolaire* and for a good summer. *Bonnes vacances!*

We're Still Flying!

A reminder of the 1976 AATF group flights to Paris:
No. 1: May 26-August 19 (Chicago-Montreal departure)

No. 2: June 27-August 24 (New York departure)

No. 3: July 5-September 1 (New York departure)

For more information, consult ads in previous issues of the *Bulletin* or the *French Review* or write to AATF Flights to France, 57 East Armory Avenue, Champaign, IL 61820.

COMMUNIQUÉ DE LA F.I.P.F.

Parmi les organisations internationales non gouvernementales, qui se sont créées au cours de cette dernière décennie et qui ont été accueillies au sein du Conseil consultatif de l'Agence de Coopération Culturelle et Technique fondé à Niamey, la Fédération Internationale des Professeurs de Français (F.I.P.F.) qui compte aujourd'hui une cinquantaine d'associations nationales et régionales d'enseignants de français langue maternelle, langue seconde ou langue étrangère, réparties sur quatre continents, s'efforce de mériter la confiance de ses membres par une série d'initiatives, de projets et d'activités périodiques: journées pédagogiques, séminaires spécialisés, travaux des Commissions interrégionales, congrès mondiaux, dossiers et publications.

L'Anthologie didactique des littératures de langue française hors de France, qui a bénéficié du patronage et de l'appui financier de l'Agence, représente une entreprise essentiellement collective: c'est à une équipe internationale d'universitaires qu'ont été confiées l'élaboration et la rédaction définitives de l'ouvrage.

La sortie de presse de cette *Anthologie* est un événement puisque c'est la première fois qu'un ouvrage didactique accueille l'ensemble des littératures de langue française hors de France qui portent témoignage de la civilisation et de la culture des communautés auxquelles elles appartiennent. Conscients de la diversité des situations géographiques et historiques d'une part, de l'hétérogénéité des statuts linguistiques et culturels des communautés "francophones" d'autre part, nous nous sommes gardés de considérer la littérature française comme un grand Tout, sans frontières politiques ou ethniques.

En neuf sections alphabétiquement ordonnées, sont ici rassemblés des textes d'Afrique noire, de Madagascar et de l'Ile Maurice; des Antilles: Haïti, Martinique, Guadeloupe — Guyane, Louisiane; de Belgique; du Liban; du Grand Duché de Luxembourg; du Maghreb; du Québec; de Suisse romande; du Vietnam.

Ces textes qui appartiennent à cent cinquante-neuf écrivains illustrent principalement le roman, le conte, la nouvelle, la poésie, le théâtre et l'essai aux XIX^{ème} et XX^{ème} siècles. Brièvement présentés dans leurs contextes littéraires et culturels respectifs et assortis des notes en bas de page absolument indispensables à l'interprétation des faits spécifiques de langue, de civilisation et de culture, ils ont été choisis en raison de leur signification humaine et de leur qualité littéraire, compte tenu également de la diversité des âges, de la hiérarchie des niveaux de connaissances linguistiques, de l'éventail des intérêts et des situations des lecteurs potentiels.

Une mise en page particulièrement aérée les distingue des introductions historiques, des notices biobibliographiques et des tableaux synoptiques qui constituent l'information à laquelle le lecteur ou l'enseignant se référeront utilement, s'ils veulent situer les oeuvres dans leurs courants respectifs de pensée et de sensibilité, les comprendre en les comparant et les apprécier avec justesse.

Livre de lecture et instrument de travail, destiné au corps enseignant, aux étudiants des Facultés de Lettres, des Départements d'études françaises et des classes termi-

nales de l'enseignement secondaire tout autant qu'aux amateurs de littérature, cette *Anthologie* atteindrait son objectif majeur si elle pouvait contribuer à la prise de conscience en France et hors de France de la richesse, de l'originalité et de la complémentarité des valeurs de civilisation et de culture que véhicule la langue française ainsi qu'à la promotion d'un véritable dialogue non seulement entre les communautés "francophones," mais entre ces communautés et le reste du monde.

F.I.P.F. — Mars 1976

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La F.I.P.F. annonce les Journées pédagogiques

J'ai le plaisir de vous annoncer que la F.I.P.F., renouant avec une tradition qui lui est chère, organisera des Journées pédagogiques les 25 et 26 juin à Sèvres, juste avant la réunion du Bureau qui se tiendra les 28, 29 et 30 juin, à Sèvres également. Ces Journées seront animées par Madame Andrée TABOURET-KELLER, Maître de Conférences à l'Université Louis Pasteur de Strasbourg, qui a accepté d'être le Conseiller scientifique de la F.I.P.F. Elles auront pour but une réflexion commune sur le prolongement à donner aux travaux du Congrès de la Nouvelle Orléans et sur les nouveaux thèmes à mettre à l'étude pour les années à venir. Nous serions donc très heureux si vous pouviez nous indiquer très vite les noms des professeurs qui seront à Paris à cette date et pourront ainsi participer à ces Journées dont nous vous enverrons très bientôt le programme. Nous vous serions également très reconnaissants de nous indiquer les sujets que vous souhaiteriez voir discutés pendant ces Journées.

Vous remerciant par avance de votre précieuse collaboration, je vous prie de croire, cher(e) collègue, à mes sentiments les meilleurs.

La Secrétaire Générale
May COLLET

Editor's note: If you will be in France and wish to attend these sessions, please write me. We will forward a list of names from this office, as well as a list of topics you may wish to suggest.

AATF Placement Bureau

Are you seeking a position teaching French? Or are you looking for qualified French teachers? Consider the AATF Placement Bureau. We have a monthly vacancy list and a dossier service. If you are seeking teachers, you can advertise with us free of charge. If you are looking for a position, you can receive the vacancy list for \$7.50 per year, and you can receive both the vacancy list and the dossier service for just \$15.00. Write us at 57 East Armory Avenue, Champaign, IL 61820.

PEDAGOGICAL NEWS AND NOTES

edited by Alexander D. Gibson

I.

We are indebted to the Alliance Française of Westchester County, New York, for informing us about the cooperative project sponsored by that group in collaboration with the local chapter of the AATF.

An October program, held at the College of New Rochelle, featured a discussion by M. Raymond Las Vergnas, president of the Sorbonne, of the subject, "La Sorbonne d'hier et d'aujourd'hui." A month later, M. Pierre Capretz, head of the Department of Romance Languages at Yale, gave a talk on "Guillaume Apollinaire" at Manhattanville College. Early in December, a film by Pierre Étaix, "Le Grand Amour," was shown at the College of New Rochelle.

In addition, the two organizations sponsored a series of "causeries," each involving a presentation of a subject of general interest, followed by an informal discussion, conversation, and refreshments. Teachers of French were encouraged to attend and to "bring along their interested pupils for a unique opportunity of hearing French spoken in an informal way."

The Alliance and the AATF chapter merit commendation for offering such "activities designed to promote interest in French culture and literature."

II.

The French government publication, *France* (October-November 1975, p. 3, p. 1), provides the following items:

1. "Smokers, drinkers, gamblers, and patrons of *risqué* or violent films are going to render the French government a great service next year: they will help balance the 1976 national budget by paying an additional \$465 million in taxes on tobacco, alcohol, betting tickets, and admission to films restricted to persons over eighteen years of age."

"The proposed budget for 1976 will be balanced, with \$68.4 billion in expenditures and a token surplus of \$58 million. It will be the only balanced budget among the European countries."

2. "French President Valéry Giscard d'Estaing, accompanied by his wife, will make a state visit to the United States from May 17 to 20 at the invitation of President Gerald Ford. In his letter of invitation, President Ford praised France as 'America's oldest friend and ally. . . There could be no more fitting observance on this important occasion in our nation's history than a visit by the President of France.' In his letter of acceptance, M. Giscard d'Estaing said, 'I can also bear witness to the friendship which for two centuries has united our two peoples and which has shone forth on the battlefields of your country and ours, as well as in our countries' efforts on behalf of freedom and peace.'"

III.

France-Education carried in its October 1975 issue (p. 7) reports on numerous cultural exchanges, including the following:

1. One hundred five American French teachers, fifty-five from Louisiana, engaged in summer study at the Universities of Grenoble, Montpellier, Pau, and Caen;
2. In the nonacademic field, a group of social workers from Cleveland spent three months in France working in comparable institutions;
3. Several psychiatric workers, associated with bilingual programs in the state of Maine, visited France in the fall to study therapeutic methods used in that country which are applicable to their work.

IV.

The *Modern Language Journal* (November 1975; "Notes and News," p. 370) carries an item, previously reported in the *ADFL Bulletin*, concerning a grant of \$25,000 made by the Exxon Foundation "to the International Education Project of the American Council of Education for the purpose of establishing a Task Force on Business and International Education."

The Task Force will include the following issues on its agenda: "assessment of business needs, evaluation of curricular responses, and recommendations for future collaboration."

SOCIÉTÉ HONORAIRE DE FRANÇAIS ANNOUNCES SCHOLARSHIP WINNER

Steve Foster

The *Société Honoraire de Français* is pleased to announce the winner of its 1976 Schiller Pre-College Scholarship to Strasbourg, France: Miss Jeri Lea Snyder, a junior at Hickman Mills High School in Kansas City, Missouri. Janet L. Fisher is her SHF sponsor.

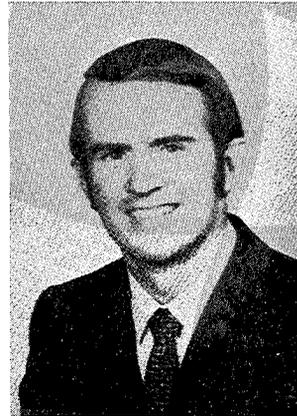
Miss Snyder is a Level II French student at Hickman Mills and has received recognition in the National French Contest. She has also participated in the Heart of America Citizenship Forum, the CMSU Math Relays, and State and District Music Contests with the violin. Besides being a member of the SHF, she belongs to the Youth Symphony of Kansas City, the National Honor Society, and Hickman Mills Math and Science Clubs. The Selection Committee reviewed over fifty applications for the scholarship, so generously donated by Schiller College, and felt that Miss Snyder would be an excellent representative of our society. She will be leaving sometime in June for the Schiller Academy study/travel summer session.

First Alternate for the scholarship is Miss Nancy Clark of T. Wingate Andrews High School, High Point, North Carolina. Sponsor: Mr. Don G. Arnold.

Second Alternate is Mr. Bert Barickman, Champaign Central High School, Champaign, Illinois. Sponsor: Mrs. Catherine Majdiak.

GRASS ROOTS EFFORTS TO ENCOURAGE THE STUDY OF FRENCH

Michael D. Oates



Rather than lament the declining enrollments in our French classes and long nostalgically for the days of language requirements, NDEA grants, and abundant jobs, we can take certain steps which will result in increased motivation for the study of foreign languages. One cannot, however, do it alone. Cooperation with others and a desire to give of ourselves — not unlike missionaries — are essential in strengthening already exist-

ing foreign language programs and in building new ones.

In addition to normal teaching, advising, and research activities, the French section of the Department of Modern Languages of the University of Northern Iowa instituted programs to provide greater assistance to present students and teachers of French in Iowa and to insure a continued interest in the study of French. These programs are listed below.

TEACHING FRENCH IN THE ELEMENTARY SCHOOL

FLES is practically nonexistent in Iowa. To begin to remedy this, a 1 credit-hour course was set up to train and supervise college students studying French who are especially interested in elementary school teaching. These students teach multilevel elementary school children during two half-hour periods per week. During the fall semester of 1975 over 150 children in Cedar Falls alone were actively involved in learning and using French.

The chief goal of this program is to create enthusiasm for learning a foreign language. The fact that continuity could not be insured throughout a child's elementary and secondary studies was not overly discouraging. If children are actively involved in an enjoyable experience in French, German, Spanish, etc., they will most likely choose to study a foreign language when given the opportunity later on. Even if all that remains is the happy memory of having once had fun using French, at least a pleasant association has been established. Part and parcel of the approach employed is the use of French gestures, games, songs, and sketches which constantly involve verbal and physical contact among the children. The elementary majors doing the teaching are encouraged to use their training to devise new ways to reinforce and reemploy the short lessons which are presented. The result, after seven semesters, is a four-page curriculum guide which includes and explains the games, gestures, and skits chosen. A copy will be mailed to any interested

French teacher for the price of copying and postage. There are already graduates of this training program, now full-time elementary teachers in Iowa, who include weekly lessons in French as part of their regular teaching load.

HAVE GUITAR, WILL TRAVEL

Visits are arranged, free of charge, to French classrooms throughout the state of Iowa. These visits once cost \$50.00, half of which was used to pay for the car provided by the Extension and Continuing Education Department of the University of Northern Iowa (UNI), and half of which was paid to the visiting professor as an honorarium. It was agreed that the honorarium would be waived if transportation was provided by UNI. This service was then announced to high school colleagues at the Iowa State Foreign Language Meeting. Six schools in Iowa have been visited so far by the present author, and several others are scheduled.

A few simple, yet personal, questions in French usually suffice to open up the conversation with the high school students. A couple of language games, a few interesting slides of French people, and a liberal dose of French songs accompanied, albeit imperfectly, on the guitar, complete the prepared presentation. Being able to "bounce with the punches," adapting the visit to the students' particular interests and present preoccupations, is a definite asset. These visits have afforded an excellent opportunity to get to know fellow French teachers in Iowa and to perhaps have an influence on their students.

FRENCH DAYS ON CAMPUS

Several trips to this campus have been arranged for secondary school teachers of French and their students. Typical of such a trip was the visit by a busload of French students from Ames High School. University students, studying French, served as guides and spoke French continuously to the high school students. They were escorted to various French classes which had prepared special lessons involving the high school students. Lunch was shared together, and a general meeting and French sing-a-long completed the day.

SPECIAL OFF-CAMPUS WORKSHOPS IN FRENCH

A special 2 credit-hour course entitled "Studies in French Language and Culture" was created for teachers and other speakers of French. This course meets off-campus in one of the other areas of Iowa for a total of four meetings per semester. Instead of the traditional two-hour weekly meeting, this class is taught in an intensive institute fashion and meets from 9:00 a.m. to 4:00 p.m. During the fall 1975 semester, Professors André Walther and Michael D. Oates taught this course in Marshalltown, Iowa, a ninety-minute drive from Cedar Falls where our university is located. The schedule was as follows:

● 9:00-9:15 a.m. — Announcements, explanations, greetings.

● 9:15-10:15 a.m. — Listening comprehension: recorded interviews, radio broadcasts, and prepared materials of varying degrees of difficulty. A cassette tape was duplicated for each member of the workshop. The written script was partially provided. Participants were assigned a certain amount of material to be deciphered at home. The use of a transparency of the complete text, plus the cassette, provided a rapid classroom device to allow the members of the class to see how well they did. Several of the recorded expressions were selected for rapid oral practice, and participants were encouraged to use these expressions during the day.

● 10:15-10:45 a.m. — *Pause-café* and *chansons de France*.

● 10:45-11:45 a.m. — Conversation and grammar. The participants were divided into two ability groups.

● 11:45 a.m.-1:15 p.m. — Lunch together in a nearby restaurant. As soon as they discovered that the instructors would not "bite their heads off" for mistakes in French, the participants were able to unwind and spoke French freely and enthusiastically during the ninety-minute lunch period.

● 1:30-2:30 p.m. — Civilization and culture.

● 2:30-3:30 p.m. — Conversation and grammar. The instructors switched the groups which they had in the morning.

3:30-4:00 p.m. — *Table Ronde*. A final cup of coffee together with open discussion ranging from body language, to methodology, to the sharing of feelings and plans.

This intensive but relaxed schedule enabled those enrolled to use their French and to get to know each other and the teachers to a degree not possible in the average French course. An added bonus was the tremendous driving time saved for both participants and teachers by not having to travel fourteen or fifteen different times during the semester. Interest was so high that the instructors are returning to Marshalltown during the 1976 spring semester and are planning to offer this course in still another city next fall.

It has not been the intent of this article to simply praise these attempts to be more useful in bringing the French language and culture to others. Hopefully it will serve to encourage similar efforts elsewhere. Such programs could easily be established in other states and at other universities. Additional detail and explanations for the programs outlined above will be provided to all interested French teachers.

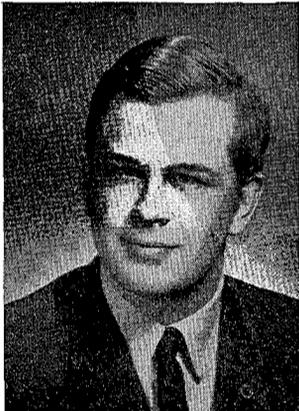
UNIVERSITY OF NORTHERN IOWA

Pi Delta Phi

Pi Delta Phi's newsletter is currently being mailed to moderators and officers. If you wish to be included on the mailing list, kindly send your name and address to the editor, Thomas A. Shealy, Winthrop College, Rock Hill, SC 29733.

THE ROLE OF THE SUBSTITUTE TEACHER IN FRENCH INSTRUCTION

Daniel W. Kraft



"Are you a *real* French teacher?"

This question became quite familiar to me after two years as a substitute teacher. It appears that many substitutes who fill in for French teachers lack not only foreign language training, but also the basic qualifications for carrying out an absent teacher's duties.

Since over a quarter of a million people serve as substitute teachers in the United States every year,

or one for every eight regular teachers, it is difficult to understand why their role has been neglected by administrators and regular teachers, and why substitutes themselves do not take their jobs seriously. Despite the apparent increase in teachers' sick-leave benefits and time off for personal matters and professional enrichment, the substitute is still viewed by many as a babysitter or policeman, as an outsider who could hardly be looked upon as a professional educator.

Obviously the problems noted above affect the quality of instruction in all subject areas. However, I shall attempt here to focus on specific concerns of the French substitute. I will discuss the problems I encountered in two years' service in this capacity, and I will propose ways in which substitute teaching can be improved.

First, the basic professional qualifications and academic background are requisites for continuity in instruction. Foreign language learning requires intensive practice in listening and speaking, so it would seem that in a French class daily oral work would be essential to the pupils' progress. However, productive activity is minimal when school administrators assign unqualified substitutes to "cover" French classes. Such a person can do nothing to carry on the educative process in the teacher's absence. This results in a loss of time which could have been better spent perfecting foreign language skills. Furthermore, the presence of a substitute teacher who does not know French will usually bring about a "holiday atmosphere" in which pupils feel no class work need be accomplished. Many pupils have actually expressed disappointment when, after asking if I speak French, I reply, "*Oui, nous allons travailler aujourd'hui!*" However, other pupils seem to have more respect for a substitute competent in French.

In a study of elementary school substitute teaching in New England, Mac Vittie (1961)¹ cited lesson plans as the major complaint that substitutes have voiced about

regular teachers. Sometimes these plans are vague (for example, "Do questions 1-5," where the text to be used is not specified), sometimes they are too complex, and often they do not exist at all. Seating charts are also necessary for the substitute's success, as he must know the pupils' names in order to conduct class discussions and to maintain discipline. Yet many regular teachers either do not keep seating charts at all or do not keep them up-to-date.

Lack of assistance from administrators and regular teachers gives many substitutes a feeling of defeat and isolation. They are often troubled by pupils' individual differences, emotional problems, and a wide range of socio-economic groups.

These are a few of the conditions in which substitute teachers work.

How, then, can substitute teaching be improved? Quality substitute teaching will result only from the combined efforts of school administrators, regular teachers, and substitutes. Systematic planning can help improve working conditions and, of course, assure the continued progress of French instruction.

For example, central office personnel and principals should be urged to recruit qualified people to be French substitutes. These could include certified teachers, recently graduated French majors, graduate students, and native French-speaking people residing in the area. Administrators could also hold orientation sessions for new substitutes, conduct tours of school buildings, and provide in-service training and evaluation.

The regular teacher should recognize that he or she plays an important role in the substitute program. Teachers should leave a set of lesson plans, a list of duties, up-to-date seating charts, and the name of another French teacher who can be called upon for assistance. Plan books should be specific enough for a substitute to follow, and texts and other materials should be clearly identified. It is also desirable to have an alternate lesson plan on file in case the substitute does not feel competent to handle the subject matter. Many principals ask teachers to leave a folder containing lesson plans and other pertinent materials on file in the office. In addition to lesson plans, an adequate supply of French puzzles, games, magazines, and mimeographed exercises should be kept available for possible use by the substitute.

The third key person in the administration of an effective substitute program is the substitute teacher himself. Versatility is essential to his success, as he must quickly adapt himself to a school building and to a group of pupils both of which are unfamiliar to him. In my two years as a substitute, there were many occasions on which I taught a French lesson after only a brief glance at the textbook and lesson plan. Many educators suggest advance meetings between the substitute and the regular teacher, but obviously this is not always possible.

Advance preparation is a must. While regular teachers should be required to leave detailed lesson plans, a good substitute is aware of the fact that frequently these materials are not available and plans accordingly. Principals often tell me that due to school vandalism, teachers either lock plan books and texts in a file cabinet or take

them home with them. I have resolved this problem by means of the following methods:

1. *Grammar exercises*: I have compiled a notebook of possible lesson plans covering the basic points of French grammar. These exercises are ideal for oral drills and can be chosen to correspond to the particular grammatical rule the students are studying at the time.
2. *Mimeographed exercises*: I always carry a set of mimeographed work sheets that can be completed in class. They cover grammatical points that undoubtedly the students have already studied (for example, negative for the first year, *passé composé* for the second year, general review for the third year). Even with the best classes, this review has proven to be worth the time.
3. *Cultural enrichment*: Whenever possible, I like to give students an informal presentation on the culture and civilization of the country whose language they are studying. I point out differences between life in the United States and France and relate anecdotes of my visit to Paris as a college student. This presentation is given in French and is followed by a brief written comprehension exercise. My comments and the lively student discussion developing from them have been very well received. It is not uncommon for a pupil who, at the beginning of the class, lethargically moans, "Aw, do we *have* to do French today?" to remark later to a classmate, "There's Monsieur Kraft. He told us *all* about Paris."
4. *Autobiographies*: Children, like other human beings, love to talk about themselves, so a group of French students react positively to an assignment involving either written or oral self-description. The complexity of this project would depend on the level of the class. Beginning students could introduce themselves to the substitute by saying, "*Je m'appelle Marc. J'ai treize ans.*" More advanced classes could prepare written compositions entitled "*Je me présente,*" covering hobbies, sports, favorite school subjects, and so forth. The best autobiographies could be read aloud to the class.
5. "*Survival kits*": Shirley Harwood (1970)² recommends a substitute's "survival kit" containing ideas and materials for class activities. A French substitute could include in such a kit crossword puzzles, games such as Scrabble, Monopoly, and Bingo (in French, of course), and French magazines and newspapers. Pupils particularly seem to enjoy comic strips in French Canadian publications, since they are so similar to their American counterparts. Also, an important part of every survival kit should be a card file of ideas for use in a French class.

Another activity which students enjoy is reading *Mots d'Heures: Gousses, Rames*.³ These poems, while composed of French words, are phonetic approximations of the English Mother Goose rhymes. For example, "*un petit d'un petit*" is "Humpty Dumpty." The pupils can be told that the poems contain a mysterious puzzle that they are to identify and explain to the class.

6. *Concluding activities*: Occasionally time remains after the planned lesson has been completed, and a substitute is at a loss for ways to fill ten or fifteen minutes at the end of the period when pupils tend to become restless. There are a number of ways to resolve this problem. For example, the class could play *Zut!* (the French version of Buzz) which gives them practice in counting rapidly in French. Another drill has the teacher writing numbers on the chalkboard and the class calling out the numbers in unison in French. Oral arithmetic exercises are also useful. Also, the class could play Jumbled Letters, a game in which the letters of a given French word are written in mixed order on the board, and pupils are expected to unscramble them. A good vocabulary review is the Alphabet Game in which students must quickly give words in alphabetical order. Another game involving word practice is to write either a long word or a short sentence on the board and to ask pupils to list short words formed by the letters.

The methods described above are just a few suggestions for the improvement of substitute teaching in French. Regular teachers and administrators have begun to seek ways to resolve problems faced by substitute teachers. The French substitute's success requires the cooperation of school personnel and also depends upon his own professional qualifications, versatility, resourcefulness, and advance preparation. Because of the special nature of the service he performs, the substitute should be accorded professional status. As soon as classroom teachers realize that they will benefit from the efficient execution of their plans in their absence, the success of the substitute teacher service will be assured.

BOSTON, MA

¹ Robert W. Mac Vittie, *Handbook for Substitute Teachers* (Minneapolis: Burgess, 1961).

² Shirley K. Harwood, "A Substitute's Survival Kit," *Instructor* (November 1970), p. 16.

³ Luis d'Antin Van Rooten, ed., *Mots d'Heures: Gousses, Rames* (New York: Grossman, 1967).

AATF Bureau de Correspondance Scholaire

We now have at least 1,000 students in France eagerly waiting to correspond with American students. We have a huge surplus of boys aged twelve to fourteen waiting to write to American boys. This is your last chance this year (we close for the summer) to start your students on something that will enrich their French and enliven their interest in France. You can order individual names or you can start a class correspondence. The charge is only \$.40 per name or \$5.00 per class. Order today, and you can start your students immediately. Write to the Bureau de Correspondance Scholaire, 57 East Armory Avenue, Champaign, IL 61820.

"THE FRENCH AROUND US" PROJECT

Pour la défense et illustration de la langue française dans le Nouveau Monde

Pierre Capretz

Enrollments in French classes are dropping at an alarming rate. This is a most serious situation, not only because many teachers of French may soon find themselves without a job, but, most of all, because the present trend is a sign of and a contributing factor in a regression of the general level of education among the young generation of this country.

One cannot wait for the situation to be corrected by some *deus ex machina*. It behooves us, the teachers of French, who are in a position to realize the importance of a knowledge of the French language and of a familiarity with French culture, to take action and to inform the public. If we don't, nobody will!

We must act now, individually and collectively, and we must not neglect any of the means of action available to us. We should not fail to publicize the advantages of studying French both from the point of view of one's general culture and of a professional career (as is done, for example, through the filmstrips prepared by the AATF). But it seems equally important to engage in a long-range campaign to make our students, their parents, and the general public better aware of the role played by France in the world today and in our American cultural heritage.

"The French Around Us" project is an attempt at exploring the various ways we could sharpen the public's perception about things French, in the confident hope that such an increased awareness will eventually lead more students to undertake and pursue the study of French.

The purpose of the present outline is to share with you a few ideas stemming from discussions with colleagues and to ask you to help us develop and refine them to the point where they will generate some concrete results. Each one of us will need to do something in his or her own sphere, but our action will be more effective if we share ideas and experiences.

Any ideas or data that you can contribute may be communicated to Pierre Capretz, Yale University, 24 WLH, New Haven, CT 06520. It is hoped that your ideas, information, and experience will be shared with the whole profession, thanks to the *Bulletin* and the *French Review*.

We need you. Please read the following outline and send in your ideas.

Outline

SOME POSSIBLE COURSES OF ACTION

It seems logical that, without neglecting other avenues, we should first turn to our own students whom we can reach directly. Through them, we can reach their parents

and through their parents the general public which, in turn, will influence future parents and students.

Among the many means by which we could raise our students' and the public's awareness of things French, one can think of:

1. Inquiries and research conducted by the students to discover the "French around us" in all domains;
2. Inviting French people or other persons with a special knowledge of some aspects of France and French culture to talk to our classes, preferably on special occasions involving the parents and the general public as well as our students, the talk being accompanied whenever possible by illustrations (slides, films) or demonstrations of some kind (dance, music, cooking, etc.);
3. Organizing French film series for the benefit of our students, their parents, and the general public;
4. Organizing French events under any reasonable pretext (St. Charlemagne, Christmas, *Fête des Rois*, *Chandeleur*, *Mardi-Gras*, *Mi-Carême*, Easter, 14th of July, any centennial or anniversary);
5. Publicizing any French-related event in the areas: French films shown in local theaters, schools; film societies; TV programs; new books on France or translated from French which may be of interest to students or parents or colleagues; lectures, exhibits, plays.

Questions: Can you suggest other possible courses of action beyond the five above? Can you contribute any useful ideas to develop points 2 through 5?

Reserving items 2, 3, 4, and 5 for further and later developments, we will concentrate here on item 1.

INQUIRIES AND RESEARCH DONE BY THE STUDENTS

The strategy suggested here, to get students interested in things French, is to invite them to discover — on their own — the French elements that underline their cultural heritage, as well as what is visible in their present surroundings.

One may think of three steps:

1. Initiating inquiries conducted by students;
2. Checking, exploiting, and building the findings;
3. Publicizing the findings.

Step 1: Initiating Inquiries

Incentives and motivations: use subtle suggestions, assignments, contracts, organize competitions.

Other suggestions?

Students may work individually or in teams. They could choose their area of investigation according to their own interests.

Students will need some guidance: areas of investigation will have to be suggested and some examples given as starters. Students should document their findings — if possible, take pictures, films. . . .

Areas of Investigation

1. French words and phrases:

By "French words" we mean words which have come from French at one time or another. Words which came

into English recently, like *détente* or *bourgeoisie*, or words which were assimilated a long time ago and are therefore somewhat different from the corresponding French word, like *tennis* (from *tenez*), *cartridge* (formerly *cartrage* from *cartouche*), *student* (from *estudiant*, *étudiant*).

How to tell which words might be French?

Beginners will need some tips on how to recognize French words. Endings may give a clue:

double consonants + e: cigarette, Rochelle, Bayonne;
vowel + ge: rouge, range, derange, arrange, baggage,
cage, rage, sage, prestige.

Can you suggest other tips?

The search for French words may be undertaken in specific areas according to the student's interests:

Art: sculpture, gouache, palette, crayon, canvas, pastel, silhouette, esquisse, etc.

Colors: beige, bisque, champagne, chartreuse, chiffon orange, dubonnet, creole, maroon, mauve, melon, olive, orange, rose, suede, turquoise, taupe, etc.

Music and dance: ballad, beguine, clef, courant, chanson, chant, chamber music, baton, etc.

Fashion: elegance, chic, cachet, Brunette, petite, coiffure, trousseau, chemise, etc.

Names of perfumes: cologne, eau de toilette, Savon Fougère, Chanel No. 5, Arpège, etc.

Architecture, urban description: avenue, boulevard, route, esplanade, chateau, palace, etc.

Politics, diplomacy: regime, coup, détente, negotiations, laissez-faire, assurance, etc.

Military: force, service, army, marine, corps, esprit de corps, regiment, battalion

Transportation: automobile, coupe, limousine, cabriolet, chaise, chassis, etc.

Food: cuisine, restaurant, chef, cafe, banquet, demi-tasse, soufflé, consommé, etc.

Science and technology: amp, coulomb, curies, meter, millimeter, liter, kilogram, etc.

Geology and geography: plateau, glacier, moraine, valley, plain, crest, mountain, etc.

Interpersonal relations and social life: society, social, sociable, bourgeois, faux-pas, etc.

Performing arts: spectacle, theatre, scene, costume, masque, mask, ballet, dance

Sports: En garde, épée, touché, sabre, duel, lacrosse, champion

Other areas?

2. French place names:

Find as many French place names as possible in the U.S., your own state. Use maps, atlases, *ask people around you*.

Examples: Maine, Vermont, Montpelier, Bayonne, New Rochelle, Orleans, etc.

3. French proper names:

Use telephone books, newspapers' social pages, *ask people around you*.

Examples: Dupont de Nemours, Bouvier, Dubois, Cartier, Bruneau, Michaud.

4. History:

Find examples of French participation in the history of the U.S., your own region, etc.

Example: Discovery of North America: Cartier, Champlain, Marquette, Jolliet, Le Moyne d'Iberville, etc.

References: Samuel Eliot Morison: *History of the American People, Champlain*; Jacques-Donat Casanova: *Une Amérique Française, la Documentation Française*.

Can you suggest others that may be used by our students?

French-Indian Wars; Independence of U.S.: Chevalier de Bonvouloir, De Broglie, Beaumarchais, etc.

Useful references?

French philosophers and the American Constitution, French in the West Indies.

5. France in American (and English) literature:

Hemingway: *A Movable Feast*, Gertrude Stein: *Paris, France*, Scott Fitzgerald: *Tender is the Night*, Henry James: *The American, The Ambassadors*, Eliot Paul: *The Last Time I Saw Paris*, John Fowles: *The Ebony Tower*, etc.

Can you suggest other titles which may interest our students and foster their interest in France?

6. French art:

Identify as many examples of French art as you can find around you.

Sources: go to local museums, school displays, art galleries. Make a list of French artists represented. Consult the Art and Leisure Section in the Sunday *New York Times*, as well as art periodicals and books.

7. French cinema:

What French films, directors, actors do you know of?

8. French contributors to science and technology:

Look for signs of French contributions in the fields of science and technology.

Examples: Metric system, Curie, Pasteur, Carnot, Braille.

Can you suggest others?

9. The French and the automobile

10. The French and aviation

11. French music around:

What French songs do you know? What French composers and musical compositions do you know? Do you know American songs which contain some French lyrics?

12. French things around us:

What do you: see, hear, read, eat, drink, and sniff that is French?

13. What is French?

French doors, French windows, French telephone, French fries, French dressing, etc.

14. American myths about France and the French

15. Quizzes:

The purpose is not to test the students' erudition but to make them discover the French around them as they try to solve the questions proposed. Some game or competition format should be developed.

- a. Fact quizzes:
 Why is *poplin* so called?
 Where does the word *denim* come from?
 Who designed the Coca-Cola bottle?
 Where does the Statue of Liberty come from?

Can you suggest other quiz questions?

- b. Word quizzes:
 Here again, the purpose is to attract the students' attention to the presence of French around them. Playing around with word quizzes will not only sensitize them to French, but it will also help them to build their English vocabulary. The English teacher should appreciate this activity and could be enlisted as an ally.

What is a . . .

Montage, collage, objet-trouvé, épée, couteau, pontard?

"Use the following in a context which you will compose. Make sure the phrase fits well in the context," or "In what circumstances could you say . . ."

*Cherchez la femme.
 Touché! En garde! En route!
 Honni soit qui mal y pense.
 La plume de ma tante est sur le
 bureau de mon oncle.
 L'Etat, c'est moi.
 Après moi le déluge!*

Can you suggest others?

Step 2: Checking, Exploiting, and Building on the Findings

All findings will have to be carefully checked. Tools suggested: dictionaries, encyclopedia. Once the validity of each item has been established, it can be exploited. Further research can be undertaken on each item: origin, other association.

- In the case of words: the proper French pronunciation can be taught. Comparison with other similar words may lead to the discovery of some patterns of French pronunciation.
- The way a French word is used (meaning) in an American context may be compared to the way it is used in a French context.

Example: foyer, French dressing flair.

- When a French word (or phrase) has been found, see if it can be found in other contexts.

Example: *savoir-faire . . . laissez-faire*
savoir-faire . . . savoir-vivre
savoir-vivre . . . joie-de-vivre

- Each item may be the point of departure for a "spin-off" research which may lead to interdisciplinary cooperation.

Example: The word *pasteurized* found on a carton of milk may lead to a study of what pasteurization is, how it is done, when it was invented, by whom, who Pasteur was, where he lived, what else he did, what the Instituts Pasteur are, where they are found, etc.

Another way of building around the findings might be to ask the students to look for pictorial illustrations: snapshots, 8mm film or videotapes, clippings from newspapers and periodicals. Such an activity will prepare for Step III.

Other ideas?

Do you have suggestions on how to give the findings the widest publicity?

YALE UNIVERSITY

ARE YOUR STUDENTS LOOKING FOR WORK IN FRANCE? FRENCH SUMMER WORK PROGRAMS

Georges Joyaux

S'il n'est pas facile en général pour un étudiant américain (ou étranger) de trouver un emploi en France alors qu'il y poursuit ses études, il est bien évident que cela lui sera encore plus difficile aujourd'hui vu la crise de l'emploi qui sévit de par le monde.

Il n'en reste pas moins que certaines exceptions sont faites et qu'un PERMIS DE TRAVAIL TEMPORAIRE (pour l'été) peut être accordé dans certains cas. Ainsi, les étudiants américains régulièrement inscrits dans une université française (pour l'année scolaire) peuvent faire une demande de permis de travail pour les vacances d'été.

De plus, il est possible à un étudiant américain d'aller en France en été avec l'intention d'y travailler (hotel work, construction work, position as waiter or waitress, camp counselors, *au pair*) à condition de faire les démarches nécessaires auprès de l'une des nombreuses organisations françaises agréées par le Secrétariat d'Etat à la jeunesse ou le Secrétariat d'Etat au Tourisme et dont le but est d'accueillir les étudiants étrangers, de les conseiller quant à l'organisation de leur séjour en France, de faciliter leur contact avec les jeunes Français et de les aider, dans la mesure du possible, à trouver un emploi partiel.

Nous conseillons à tous ceux qui envisagent d'aller en France et d'y obtenir un emploi d'entrer en contact avec ces organisations le plus tôt possible et de faire toutes les démarches nécessaires *avant leur départ*.

Vous trouverez ci-dessous les adresses de certaines de ces organisations. N'oubliez pas qu'il vous est toujours possible de vous adresser soit au Consulat de France soit aux Services Culturels Français dont dépend votre région au cas où vous désireriez des renseignements supplémentaires.

1. Le club des quatre vents accueille en France, à des fins éducatives, les jeunes de tous pays venus individuellement ou en groupe (1 rue Gozlin, 75006 Paris).
2. Un certain nombre d'organisations reçoivent *au pair*, toute l'année, les jeunes filles de tous pays dans les familles françaises:

L'Accueil Familial des jeunes étrangers (23 rue du Cherche-Midi, 75006 Paris).

Amitié mondiale (39 rue Cambon, 75001 Paris).

Tourisme scolaire (103 Avenue de Versailles, 75781 Paris).

Relations internationales (100 rue Saint-Lazare, 75009 Paris).

3. Il est possible aussi de participer à la restauration de vieux monuments (châteaux, églises) grâce aux Chantiers situés dans plusieurs régions de la France:

Club du vieux manoir (10 rue de la Cossonerie, 75001 Paris).

Etudes et chantiers (33 rue Campagne-Première, 75014 Paris).

4. En coopération avec L'Union française des centres de vacances, les Services Culturels de l'Ambassade de France (972 Fifth Avenue, New York 10021), permettent aux jeunes Américains de 18 à 30 ans de participer à des stages pour la formation des moniteurs de camps de vacances. Les participants qui complètent le stage d'une manière satisfaisante, ont alors la possibilité d'être moniteurs dans l'un des nombreux camps de vacances en France.

Editor's note: In submitting this item, Mr. Joyaux suggested that readers send the names and addresses of other possible summer work sources to the *Bulletin* for future publication. You are invited to send any information you have.

EXECUTIVE COUNCIL ANNOUNCES TERMS ON WHICH IT WILL CONSIDER REQUESTS FOR FINANCIAL AID

F. W. Nachtmann

When the Executive Council of the AATF raised the dues last year, one of the purposes was to give it financial flexibility to meet requests from the chapters for help with worthy projects. The straitened budgetary situation of the last couple of years had finally forced the elimination of all financial assistance to special enterprises. Now that the budgetary crisis has eased, the AATF national organization hopes to have a modest treasury surplus with which to meet the requests from chapters. Naturally the money will not simply be given to any chapter that happens to ask for it. The purpose of the project for which it is intended will have to be of a nature that benefits the whole profession. The Executive Council, in its deliberations at the annual meeting in New Orleans last December (as reported in the minutes of the meeting, p. 598, *FR*, March 1976), set up the following guidelines for requests for subsidies:

1. The project must have a national scope; it must benefit the profession beyond the boundaries of the chapter — or at least it must be of an experimental nature which, if successful, could be expanded to apply to other AATF chapters or to the profession on a national scale;

2. Requests from chapters must be in the hands of the executive secretary by October 1;
3. The president of the AATF shall appoint a committee to give preliminary study to the requests and pass them on to the entire Executive Council at the annual meeting with recommendations for acceptance or non-acceptance.

1976 Summer Linguistic Institute of the Linguistic Society of America

The 1976 Summer Linguistic Institute of the Linguistic Society of America will be hosted by the State University of New York (SUNY) at its Oswego campus from June 28 to August 20. In the Bicentennial year the institute is focusing on Language in America and Language Universals and Typology with subareas on Native American, Chinese linguistics, and problems related to second language acquisition and reading. The purpose of the SUNY institute is to emphasize important current developments in linguistics and the mutual contributions that linguistics and related fields can make to one another. Courses of special interest to educators and other nonlinguists have been included in order not to ignore practical problems which have stimulated new directions in linguistics and continue to be of concern to linguists and educators alike.

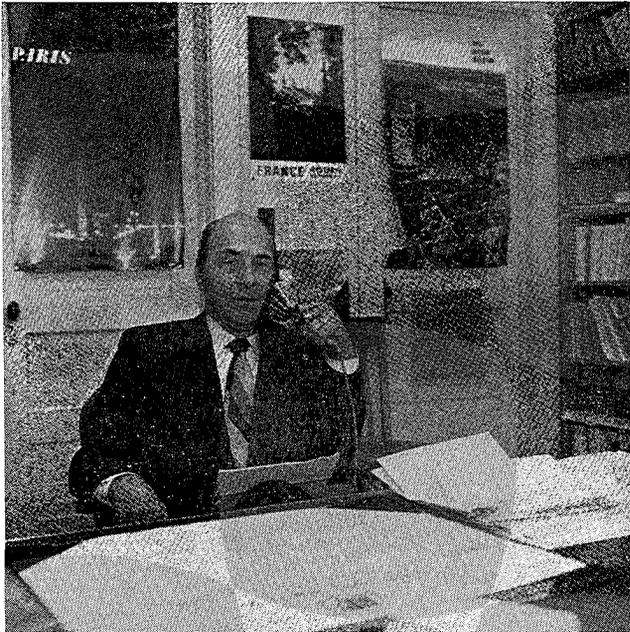
The institute will be administered by Carol F. Justus, director; W. P. Lehmann, associate director; Rand Bishop, assistant director; and Francine Frank, SUNY coordinator. An international faculty has been assembled to teach courses in basic linguistics and interdisciplinary topics relating to problems of bilingualism, reading, and language teaching. Among them are Marina Burt (Asian American Bilingual Center, Berkeley), Heidi Dulay (Valley Intercultural Program, Sacramento), Charles Ferguson (Stanford), Victoria Fromkin (UCLA), Howard Giles (Bristol, England), Joseph Greenberg (Stanford), Edward Keenan (UCLA), Susumu Kuno (Harvard), Wallace Lambert (McGill), W. P. Lehmann (Texas), Wilga Rivers (Harvard), Roger Shuy (Georgetown and Center for Applied Linguistics), Michael Studert-Kennedy (Queens), Sandra Thompson (UCLA), Joseph Wiecha (SUNY-Oswego), Wolfgang Wolck (SUNY-Buffalo), Walt Wolfrom (Federal City College and Center for Applied Linguistics), and Ladislav Zgusta (Illinois). Special lecturers will include J. L. Dillard (Northwestern State University of Louisiana), Wallace Chafe (Berkeley), and James Sledd (Texas).

For further information write to Carol F. Justus, Director, 1976 Summer Linguistic Institute, State University of New York, Oswego, NY 13126.

Summer Scholarships

The French Cultural Services plans to increase the value of the summer scholarships for 1976. The entire airfare for the New York-Paris flight will be funded. Award winners outside the New York area will, of course, have to pay their way to New York. Another new arrangement is that all the award winners will leave in a single group, probably on July 5.

AATF NATIONAL HEADQUARTERS



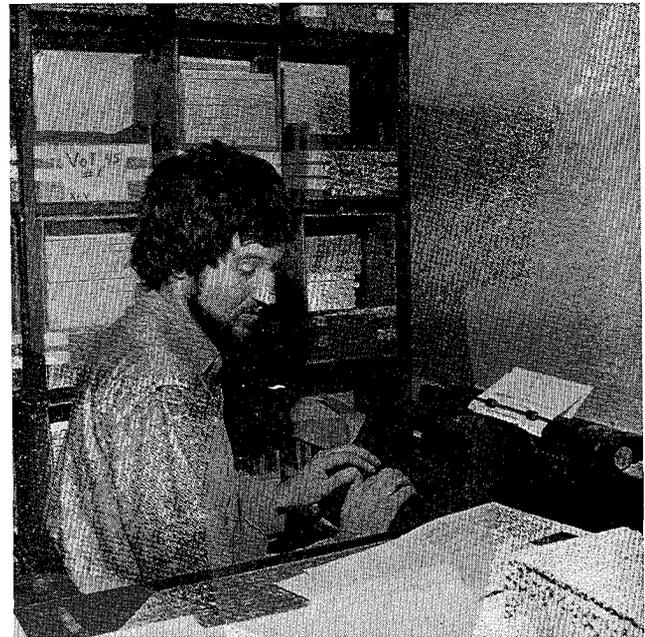
Francis W. Nachtmann, the executive secretary, is seen dictating a letter to a member of the far-flung AATF constituency. Executive secretary of the AATF since 1969, Professor Nachtmann has continued to serve on the faculty of the University of Illinois, Urbana campus, where he holds a half-time appointment as professor of French.



Mrs. Naomi Hendricks, seen starting to open the day's mail, has been secretary to Professor Nachtmann ever since the AATF National Headquarters opened its office in Champaign. She directs the secretarial staff which handles the matters of AATF memberships and French Review mailings.



The National Headquarters of the American Association of Teachers of French at 57 East Armory Avenue, Champaign, Illinois. The offices are housed in one of the numerous residential buildings that have been requisitioned for additional office space by the University of Illinois at Urbana-Champaign around its perimeter. The first floor is given over to the executive secretary's office and the secretarial staff working chiefly with AATF membership and the mailing of the *French Review*. On the second floor are the offices of the Placement Bureau, the Bureau de Correspondance Scolaire, the National Information Bureau, the Société Honoraire de Français, and the *AATF National Bulletin*.



John Gehman runs the Bureau de Correspondance Scolaire, helps Mrs. Hansen with the Placement Bureau, and serves as assistant to Professor Shinall with the *AATF National Bulletin*. John joined the staff as a full-time employee last September and has just defended his doctoral dissertation in philosophy at the University of Illinois, Urbana campus.

F.A.C.S.E.A.

Society for French American Cultural Services and Educational Aid

F.A.C.S.E.A. actively distributes audio-visual material all over the United States to institutions of primary, secondary, and higher education. Anne Marie Morotte, executive director of F.A.C.S.E.A., has submitted the following information, which will surely be of interest to members not already aware of this nonprofit organization. Send orders and remittances (checks or money orders) to F.A.C.S.E.A., 972 Fifth Avenue, New York, NY 10021.

Excerpts from Newsletter No. 1

A CHRONIQUES DE FRANCE catalogue will be published shortly. The following films are now available as per short film rental rates.

CHRONIQUES DE FRANCE N° 115 — 26 minutes (available in French and English): 4 sequences of approximately 6 minutes each.

1. *The Birth of Moving Pictures*: the Lumière museum in Lyon.
2. *Louise Weiss*: a grand old lady, writer, explorer, and the most ardent feminist of our time.
3. *Country Doctor*: the daily rounds of a general practitioner in a small Breton village.
4. *Maurice Bejart*: a man of the twentieth century. His art, his ballet — a symbol of the dance.

CHRONIQUES DE FRANCE N° 116 — 26 minutes (available in French and English): 3 sequences.

1. *The Last Silk Weavers*: Lyon, France's second largest city, has been the French capital of silk weaving for five centuries. A few remaining "canuts" keep alive the ancient hand loom tradition and restore the masterpieces contained in Versailles, the Louvre, etc.
2. *Georges Bizet*: lively rendition of Bizet's work and life. The music of Carmen.
3. *¾ of a Century*: the Paris subway is seventy-five years old. Mass transportation in France. A great way to know Paris and its people.

CHRONIQUES DE FRANCE N° 119 — 26 minutes (available in French and English): 3 sequences.

1. *The Old City of Lyon*: beautiful photography of the old quarters. Restoration of the city and the life around these quarters.
2. *Maurice Ravel*: centennial of the birth of this famous composer — his life.
3. *Iris Clert*: Her "blue life" — the fascinating career of this ultra-modern art dealer and her outlook on life.

CHRONIQUES DE FRANCE N° 103 — 26 minutes (available in French and English): 3 sequences.

1. *Vasarely*: an exhibition by Vasarely in picturesque Haute Provence.
2. *French Rugby*: the game and its aspects.
3. *René Clair*: portrait of the famous film director.

New Short Documentary Films

1. *Premier Règne*: 2924. French dialogue. A description of the mineral world. Excellent for a geology class. 16 minutes. Color.
2. *Premier Combat*: 2925. In French with English subtitles. A young baker is having his first amateur boxing match tonight. As time passes, his anxiety increases. Once in the ring, he must prove himself. 16 minutes. Color.
3. *Picardie gothique*: French: 2927; English: 2928. The birth of gothic monuments in Picardy. Picture of everyday life in Picardy. 20 minutes. Color.
4. *Un Oiseau pas comme les autres*: 2929. French. Charming cartoon for all ages. 16 minutes. Color.
5. *Renaissance (Le Domaine de Chambord)*: French: 2916; English: 2917. Beautiful film showing the environment and the wildlife on the land on which the Château de Chambord is situated. 18 minutes. Color.
6. *Is Paris Burning?*: English: 2871. This film deals with the German occupation of Paris during World War II. The scenes are taken directly from the shooting of the film directed by René Clair and show him with film stars Yves Montand, Leslie Caron, and Anthony Perkins making this historical document.
7. *Jennifer*: 2918. French dialogue. Fiction-fantasy. The action is in the old part of Paris. Beautiful photography. Romantic and charming. 13 minutes. Color.
8. *Les Neiges de Cantal*: 2919. In English. Skiing in the Cantal region of France, which has remained very much as it was years ago. Beautiful photography of the environment and the people who live there year round. Skiing is second nature to these people, and a ski resort was built there which is in perfect harmony with the environment. Great film depicting French life in these mountainous regions. 15 minutes. Color.
9. *Cinquante Ans ou la vie d'un skieur*: 2920. In English. An album of recollections and souvenirs of a famous specialist in ski and mountain photography. An award-winning film by Marcel Ichac. A testimony to the history of skiing. 49 minutes. In black and white and color.
10. *Ski pour tous*: 2923. In English. This film consists of two parts. It begins by demonstrating the basic techniques of skiing. It then proceeds to show how these basic techniques can be applied to advanced skiing. 20 minutes. Color.

SHORT DOCUMENTARY FILMS

Visual and performing arts, music, literature, geography, history, children's films, technology, sociology, sports. See catalogue of *French Short Films*.

SHORT SCIENTIFIC AND MEDICAL FILMS

CHRONIQUES DE FRANCE EN FRANÇAIS FONDAMENTAL

Series of nine films in basic French.

RENTAL FEES FOR ABOVE:

1 to 7 films	\$ 10 each
8 to 10 films	\$ 80
11 to 14 films	\$ 8 each
15 to 20 films	\$120
22 to 24 films	\$ 6 each
25 to 30 films	\$150
31 films or more	\$ 5 each

The French-Speaking Programs

French-Speaking Programs are now available to colleges and universities. These programs which were reserved for radio stations can now be used for educational purposes. Entirely in French, these programs (on records), produced by the French Broadcasting System, consist mostly of interviews.

Paris Arts et Lettres (PAL) — 14'30" — weekly magazine — an important subject concerning the current French cultural scene (literature, films, etc.).

Paris Nouvelles (PN) — 14'30" — weekly magazine — French civilization through events, institutions, and people.

Science Technique Industrie (STI) — 14'30" — weekly magazine — the scientific, technical, and industrial events in France.

Paroles de France (PDF) — 14'30" — weekly magazine — cultural program produced by the Alliance Française.

If you wish to receive a sample of one of these programs before making a final decision, please indicate to us the series of your choice, and it will be forwarded promptly, via parcel post, free of charge. Each series consists of forty records. Four records will be sent to you each month.

The annual subscription fee is \$30.00 per program. The number of subscriptions is limited. Thus, institutions making use of these programs will be permitted to order only one copy of each program.

TELEVISION NEWSREELS

France Panorama, weekly series, color and black and white, one-year rental — \$150

Synthèse, bimonthly scientific series, color, one-year rental — \$50

Chroniques de France, monthly series, color, one-year rental — \$100

One-year subscription to the three series above — \$200

FRENCH LANGUAGE COURSES

En Français, I, II, III, television series of thirty-nine films, color, 13 minutes each; one-year rental for the series, postage, and handling fee — \$110

Le Français scientifique et technique, series of ten films, color, 15 minutes each, one-year subscription fee for the series — \$50

SLIDES

Art, Paris, France in general, for sale, each \$.50

The National French Contest

As we went to press, we learned that the enrollment for the 1976 National French Contest has again increased. The 1975 enrollment was 39,843; unofficial figures for 1976 indicate an enrollment of 43,643. This marks the fifth consecutive year of growth for *Le Grand Concours*. To commemorate the event, a unique, handsome plaque will be awarded to the first ten places in each level and division.

Teachers are also advised that if they are looking for examination material for finals or for summer school, they may order the 1976 national tests. Levels 01-15 are \$.40; accompanying tapes, reels, or cassettes are \$3.75. Write to National French Contest, Box 86, Plainview, NY 11803.

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Urbana, Illinois

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American Association of Teachers of French
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