
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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COMMUNICATION DE MME SLACK

Mon élection à la présidence de l'AATF a soulevé—et soulève encore—une question sur laquelle les avis, aux Etats-Unis comme en France, sont très partagés: suis-je Mme le Président ou Mme la Présidente?!

Le titre finalement adopté est, bien sûr, sans importance. Ce qui est très important, pour moi, c'est que vous ayez placé votre confiance en moi et que vous m'ayez élue à ce poste de grande responsabilité. De cela je suis profondément touchée et vous serai toujours reconnaissante.

J'espère que je serai capable de guider notre Association avec dynamisme et lucidité et que je me montrerai digne de poursuivre l'oeuvre accomplie avec intelligence et courage par mon distingué prédécesseur, Douglas W. Alden.

Mon mandat de trois ans débute sous les meilleurs auspices. Comme vous le savez en effet, notre Association fête cette année son cinquantième anniversaire. Un demi-siècle d'existence dans un pays qui n'en a vécu que quatre, c'est déjà un record impressionnant! C'est également un hommage aux membres de notre Association, à leur dévouement, à leur efficacité, à leur persévérance, à leur foi en la mission qu'ils se sont donnée, dans cette vaste Amérique, de faire connaître et aimer les Français et le français.

Le congrès qui se déroulera à la fin du mois de juin à Paris marquera par de brillantes manifestations cette année exceptionnelle entre toutes. Voilà pour le présent...

Pour ce qui est de l'avenir, je vous promets de ne pas épargner mes efforts pour que notre Association réponde à vos besoins et à vos aspirations, pour que la place qu'elle occupe dans le monde de l'éducation aux Etats-Unis—et désormais, en France, espérons-le—grandisse chaque jour en importance, en vitalité, et en prestige.



Une femme à la barre. . . Cela ne s'était vu qu'une fois dans notre Association, il y a fort longtemps! Je m'efforcerai d'être un timonier à la fois hardi et prudent qui saura, avec votre aide, et quelles que soient les circonstances, mener le navire à bon port.

Merci encore de votre vote de confiance, j'espère vous voir très nombreux à Paris.

AATF CONVENTION IN PARIS, JUNE 1977

By this time all our members know that the AATF, in its fiftieth year of existence and in the continuing celebration of the Bicentennial of the American Revolution, will hold its next convention in Paris from Monday, June 27 through Friday, July 1, 1977.

Presumably all the readers of this issue of the National Bulletin have by now received a full announcement of transportation and lodging arrangements, which has been mailed to the membership by FACETS in New York. If by any chance you haven't, fill out the form at the end of this notice and send it to FACETS. Time is of the essence, because a great many of our members have manifested an interest in this forthcoming event.

The questionnaire which we mailed to our entire membership last October brought back almost 1300 responses, which indicated, among other things, that these 1300 members would be accompanied by another 700 or 800 family members. So we are talking about a very large movement of people to Europe for this event.

The recent second mailing, giving the specifics of travel and lodging, was also directed to the entire AATF membership, because many members may have subsequently

CONTENTS

President's Message	1
1977 Paris Convention	1
Summer Workshops in France	2
Flights To France	3
Announcements	4
Teacher Education Report	5
Chapter News	8
NEH Summer Seminars	9
In Memoriam	9
French Clubs	10
A vous la parole	12
French Teaching Assistant Program	14
Procés - Verbal: Verbal Possibilities	15
NEH Enrollment Study	15

decided that they are interested and because many new members who have joined in just the last three months did not receive the original questionnaire. The brochure with all the possible travel arrangements was mailed from New York, where FACETS (the Franco-American Committee for Educational Travel and Study) is serving as AATF's agent.

FACETS has obtained some extraordinarily low rates for the week in Paris, which, combined with charters and excursion fares, make up an exceptionally attractive package. For travel, there will be two two-week charters originating in New York. The remaining reservations will be for APEX (Advance Payment Excursion) tickets. APEX fares have the advantage of allowing travelers to leave from the nearest international terminal without the considerable additional expense required, in the case of a charter, to reach the point of origin. Also, children pay approximately two-thirds of the excursion fare, whereas on a charter they pay the full charter price.

FACETS has been able to combine air fare with a "land package" in such a way that the price from each point of departure in the U.S. is graduated on four levels according to the category of hotel accommodations chosen. Included in the land package are the following:

- Registration for the convention;
- Six nights at the hotel, including six breakfasts;
- Six meal vouchers good at a number of designated restaurants;
- Transportation, on arrival and at departure, from airport to hotel;
- Transportation by bus to the site of the convention on the opening morning;
- A one-week *métro* pass.

The hotel accommodations, based on double occupancy, are quite exceptionally low in cost, and all of them, even the lowest priced FACETS *résidence*, include bathrooms.

The convention program is still in the process of formation. Although many of the customary sections from the usual convention are being transported to Paris (where they will have French participants along with the American teachers), the emphasis of the meeting will be on a *séance plénière* each morning, in which distinguished personalities of the French academic, political, and artistic worlds will participate.

Afternoons will be left for receptions, optional visits to various places, and as "free" time. It all promises to be the most exciting event in the history of the AATF. If you haven't made your reservation, make it at once! Use the following form only if you have not received the complete announcement through the mail.

Please send me complete information on travel and lodging arrangements for the 1977 AATF Convention in Paris, which I have not yet received.

Name _____
Street _____
City _____ State _____ Zip _____

Mail this coupon to FACETS, AATF Convention Travel, 683 Fifth Avenue, New York, NY 10022.

UNIVERSITY OF IDAHO GRADUATE WORKSHOPS IN FRANCE

Following the Paris meeting of AATF, two one-week workshops will be held in France for one graduate credit each at the University of Idaho. The first, to be held in Paris, July 4-11, will consist of background lectures in French and guided sightseeing in six historical periods from the middle ages to the twentieth century. Evening activities such as theatre, ballet, and Paris events will be scheduled. On the closing day of the session, there will be a French picnic at Moret s/Loing, a favorite spot of French impressionist painters. Three University of Idaho professors who know the city well will conduct the workshop on different levels according to the experience of the participants. Enrollment is limited to 25 on a first-come, first-served basis. Aid in access to charter flights from the west coast and to moderately priced Paris hotels will be available.

The second week's workshop will be organized around a choice of two trips outside Paris. On one trip, limited to three participants in addition to the director, Dr. Georgia Shurr, visits will be made to Mont-Saint-Michel and Chartres. On the second, also limited to three persons in addition to the director, Dr. Elizabeth Stevenson, various romanesque churches on the pilgrimage route to Saint-Jacques-de-Compostelle will be visited.

Thus a total of two graduate credits may be earned. For further information and reservations, contact Dr. Elizabeth Stevenson, Director, Department of Foreign Languages and Literature, Ad. 112, University of Idaho, Moscow, ID 83843.

INDIANA UNIVERSITY MINICOURSE IN FRANCE

As part of its summer minicourse program for foreign-language teachers, Indiana University will offer a two-week minicourse in France in conjunction with the 1977 AATF meeting in Paris, June 27-July 1. Graduate credit will be variable (1-2 credits). The course will be individually structured and will include any or all of the following components:

- Attendance at and reporting on an identified set of sessions at the AATF meeting;
- Cultural "research" using guidelines for acquisition of the information;
- Adapting the cultural information to classroom instruction through models to be provided.

Teachers interested in the minicourse should be aware that AATF membership is required for participation in the meeting and group flights. Non-members may join by sending \$15.00 to the AATF National Office, 57 E. Armory Avenue, Champaign, IL 61820.

The minicourse dates are tentatively set for June 27-July 8, 1977. Specific dates will be contingent upon AATF's announcement of flights. For details of the course, contact Robert C. Lafayette, School of Education 330, Indiana University, Bloomington, IN 47401.

1977 AATF FLIGHTS TO FRANCE

Affinity Flight No. 1

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

Dates: May 25–August 19

	<i>Adult</i>	<i>Child</i>	<i>Tax per person</i>	<i>Final payment due:</i>
Chicago/Paris/Chicago	\$673.00	\$404.50	\$3.00	April 25
Montreal/Paris/Montreal	\$537.00	\$268.50	None	April 25

Affinity Flight No. 2

Dates: June 15–August 15

New York/Paris/New York	\$601.00	\$300.50	\$3.00	May 15
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(Cost of infant fare on the above flights is available on request.)

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

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 Air France ticket counter in the airport of departure.

AATF Convention: Those passengers planning to attend the AATF convention in Paris from June 27 through July 1 are requested to contact FACETS, 683 Fifth Avenue, New York, NY 10022 for information concerning registration and available land packages.

These fares are based on air tariffs which will go into effect April 1, 1977 and are subject to change and government approval.

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 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:

- Flight No. 1 Chicago/Paris/Chicago
- Flight No. 1 Montreal/Paris/Montreal
- Flight No. 2 New York/Paris/New York

Mail to:
 AATF National Headquarters
 Attn: Flights to France
 57 East Armory Avenue
 Champaign, Illinois 61820

 (Signature of applicant) (date)

VACANCES STUDIEUSES EN BIGORRE

Le Centre d'Enseignement du Français aux Etrangers du Centre Universitaire d'Été des Pyrénées de Bagnères-de-Bigorre organise du 3 au 30 juillet 1977 des cours d'initiation et de perfectionnement s'adressant aux pré-étudiants de 14 à 18 ans et aux adultes, étudiants ou non, sans limite supérieure d'âge. Tous les cours sont placés sous la tutelle pédagogique de l'Université de Toulouse-le Mirail. L'enseignement est effectué grâce aux méthodes audio-orales les plus modernes. Pour tout renseignement, écrire au Secrétariat du Centre Universitaire d'Été des Pyrénées, Lycée Victor Duruy, rue Henri Cordier, 65200 -- BAGNERES-DE-BIGORRE, France.

AATF MEETING AT CENTRAL STATES CONFERENCE

The Ohio Chapter invites all AATF members who will be attending the combined meeting of the Central States Foreign Language Conference and the Ohio Modern Language Teachers Association to their luncheon meeting on Friday, April 15, 1977. Professor Kornel Huvos of the University of Cincinnati will speak on "Penseurs français et 'flagellants' américains" (what French intellectuals have to say about Americans who disparage their own country).

ROMANCE LANGUAGE SYMPOSIUM

The Seventh Annual Linguistic Symposium on Romance Languages will be held April 22-24, 1977, at the Department of Modern Languages and Linguistics, Cornell University, Ithaca, NY 14853. The keynote address will be given by Dwight L. Bollinger, Professor Emeritus of Harvard University.

SUMMER FRENCH WORKSHOP

An Intermediate and Advanced French Workshop will be held at Western Washington State College from June 21 to July 29, 1977. Now in its sixth year, this total immersion program permits the participant to earn from eight to twelve credits in small-group study with native instructors. Information on fees, courses, housing, and extracurricular activities may be obtained from Arthur S. Kimmel, Department of Foreign Languages, Western Washington State College, Bellingham, WA 98225.

CONGRÈS DE LINGUISTIQUE APPLIQUÉE

L'Association Canadienne de Linguistique Appliquée annonce que le Ve Congrès International de Linguistique Appliquée aura lieu à Montréal, 21-26 août 1978. Des spécialistes du monde entier s'y réuniront pour discuter des tendances actuelles dans de nombreux domaines. Pour tout renseignement, écrire à Jacques D. Girard, Secrétaire du Congrès AILA 1978, Université de Montréal, C.P. 6128, Montréal 101, Canada.



Mrs. Anne Slack, newly elected president of the AATF, chats with M. Robert Deslauriers, Conseiller Culturel representing the government of Québec, during the banquet which closed the 1976 Bicentennial Convention in Philadelphia. Held at the Benjamin Franklin Hotel, the meeting was hosted by the Philadelphia Chapter and enjoyed not only comfortable quarters but also gracious hospitality thanks to the efforts of the local convention committee, chaired by Professor William Fairweather, and the hotel staff. Other pictures of convention activities appear in this issue.

THIRD ANNUAL COLLOQUIUM IN NINETEENTH-CENTURY FRENCH STUDIES

The Ohio State University will be the site of the Third Annual Colloquium in Nineteenth-Century French Studies to be held October 14-15, 1977. Abstracts are invited for the following tentative sections: Poetry and Music in Nineteenth-Century France; the Influence of "Pre-Romanticism"; *Les Poètes maudits*; Language and Criticism; Feminism; *Le Fantastique et le grotesque: Les Romantiques méconnus*; Paris as a Literary Motif; 19th-Century French Literature in its International Context; Madness; Baudelaire; Stendhal; Laforgue; Lautréamont; Parody and Pastiche. Papers or abstracts of papers with delivery time of twenty minutes should be submitted in triplicate by May 1, 1977. The topics listed above are intended as guidelines and should not be considered final; sections will be developed on the basis of abstracts received, and those not immediately corresponding to a section will be held until the program is complete. Please send abstracts and all inquiries to: Professor Robert L. Mitchell, Department of Romance Languages and Literatures, Ohio State University, Columbus, OH 43210.

Please note: this colloquium is not to be confused with the Second Annual Colloquium in Nineteenth-Century French Studies to be held at the University of Maine at Orono in May of 1977. It is the desire of the Nineteenth-Century French Studies Committee on Conferences to return to a fall date for its annual meeting following the Second Colloquium in the Spring of 1977.

TEACHER EDUCATION COMMISSION REPORT

Helen Jorstad



Since its inception, the Teacher Education commission has been trying to examine a number of issues, all of which are crucial to the improvement of teaching languages in elementary and secondary schools in the U.S. The problems are enormous and complex. Teachers of French who are successful are good teachers because (1) they know the French language well; (2) they have excellent teaching skills and know students well; (3) they understand which aspects of French will create problems for American learners; and (4) they love teaching French and are enthusiastic about sharing their own understanding of the French people. We have agreed that if language skills, content knowledge, teaching skills, and enthusiastic, positive attitudes are not all well developed, a teacher will not teach French successfully.

Each of the areas mentioned, however, raises a number of particular problems: (1) Definition of terms is complex and difficult. What seems like "excellent teaching" to some is anathema to others. (2) After having come to agreement on skills and attitudes which make for good teaching, determining whether there is a way to impart such skills and attitudes is perilous. (3) Measuring the extent and nature of language skills, teaching skills, and attitudes is extremely difficult. Allied is the problem of selecting prospective teachers who are most likely to be good teachers. We will examine problems in each of the skill areas in turn, and consider implications for teacher education programs and for work of a commission such as ours.

I. Language Skills. It is axiomatic that to be a good teacher of French one needs to know the French language. If empirical evidence were necessary for this truism, it abounds in the literature. The most significant recent study which shows the importance of language skills is the International Studies in Evaluation of Educational Achievement's study of *French as a Foreign Language in Eight Countries*, by John B. Carroll (published by John Wiley & Sons, New York, in 1975). There was no language skill testing program for teachers in the study, but in a questionnaire eliciting background data, teachers were asked to identify their own skills in speaking and in writing French. These self-ratings correlated very highly with achievement of their students. In addition, it was found that teachers who rated themselves high in oral skills produced students who scored higher on listening measures than students whose teachers rated themselves low in

those skills. Conversely, teachers who rated themselves high in written skills produced students who scored higher on reading measures than students whose teachers rated themselves low on those skills. And most significantly, one teacher factor which best predicted student skills in the language was *the use of French in the classroom for normal classroom purposes*. This finding in itself should indicate that every teacher needs to have speaking skills adequate to carry on all classroom instruction *in the language*, and additionally to feel confident about using the language at all times.

Measuring the language proficiency of teachers might better be left to another commission, but the Teacher Education Commission can perhaps help to identify aspects of language to be tested. One test of proficiency for teachers now exists (*MLA Cooperative Foreign Language Proficiency Tests*, Forms HA, HB, HC, Princeton, N.J., Educational Testing Service, 1960, 1965, 1966). The battery has a checkered past, but the four language skill tests may still be considered valid and reliable, even though it seems that the tests are not widely used for measuring the skills of teachers. Minnesota, for one, requires that French teachers demonstrate scores in all four language skills in the "Good" range, according to the MLA Guidelines ("Guidelines for Teacher Education Programs in Modern Foreign Languages: An Exposition," compiled by F. André Paquette, published in *The Modern Language Journal*, Vol. L, No. 6 [October, 1966]), without specifying the use of the MLA tests. Teachers must demonstrate such proficiency in the skills before certification by any of the state's approved programs. The Commission would like to update Anna Balakian's study of certification requirements for language teachers ("Certification Requirements for Modern Foreign Language Teachers in American Public Schools [1959-60]," *PMLA* Vol. LXXVI, No. 2 [May, 1961], pp. 20-35.) We fully expect to find that most state certification statements do not include specification of language skills. Such an update will be complicated by the fact that many states have since that time moved toward an "approved program" format. Moreover, they usually indicate a *minimum* required for certification in terms of course hours, while approved programs might in fact require certain language skill levels.

Even when teachers do possess language skills which seem adequate for conducting classes in French, however, it is shocking to hear the extent of English being spoken by teacher and students alike in the classroom. More shocking still is hearing a very fluent mixture of the two languages from sentence to sentence, and even within the same sentence ("Pass forward your devoirs, s'il vous plaît, and Denise will collect them pour moi. Merci, Denise.") There seem to be two fears operating: that students will not understand what is going on if only the target language is used, and that students who are forced to try to understand only French in the classroom will quit the language. We need to convince our teachers that it is highly motivating for a student to know what is going on in the classroom when everything is done in French—and that this is possible with students of any age! This attitude problem must be dealt with in the full teacher education program, from French Department courses in which the same fears operate through methods courses and work in schools.

(continued next page)

II. **Teaching Skills.** Basic to questions of competence are questions of what a teacher competent in French *does with* French in the classroom. A number of states and teacher-preparing institutions have isolated teaching behaviors which seem important (Florida, New York, Washington, among others). Again, however, a number of problems emerge. First, are the identified teaching skills really those which a teacher needs to be successful, or are they trivial objectives which are easy to identify and measure? Secondly, what is the relationship between teaching skills and student learning in the classroom? Finally, how can one *measure* teaching skills validly and reliably? Research evidence is lacking in each of these areas. We are really no further along than Axelrod (*The Education of the Modern Foreign Language Teacher for American Schools: An Analysis of Ends and Means for Teacher Preparation Programs in Modern Foreign Languages*, New York, MLA, 1966) or the MLA Guidelines of some years ago. Whether we *can* make progress in identifying and measuring teaching competency is questionable. That we *must* do so somehow, as a total profession, is imperative. For too long, we have hoped to turn out good teachers by simply making sure that they know French. A feeling that anyone who knows a subject can teach it is still epidemic in language departments (and in almost all departments in most universities, for that matter, where a Ph.D. is a teaching license—or worse, where to get a Ph.D. in literature graduate students must teach language courses to be able to eat!).

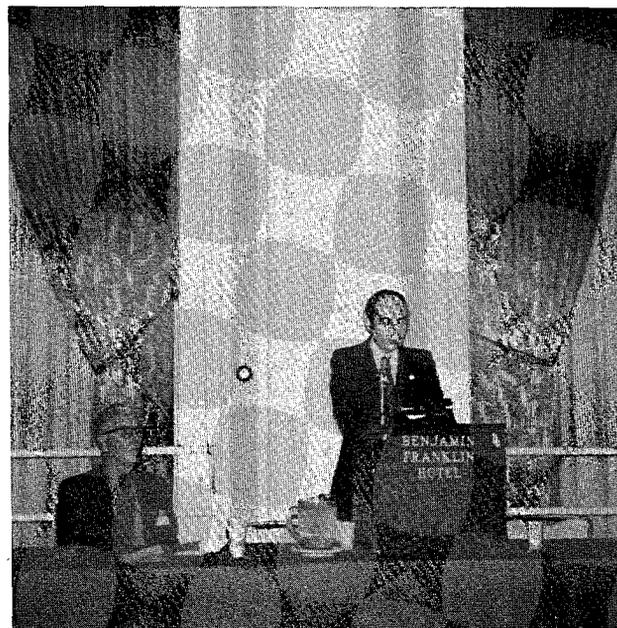
And our teacher education programs are often not much better. Many of us teach lots of theory and stop there, expecting cooperating teachers in the schools to be responsible for helping with the nitty-gritty teaching skills. At the same time, many of us place teachers with cooperating teachers whose own language and teaching skills are mediocre at best, and then observe and help in supervisory visits and conferences only three or four times during the experience. Bad teaching is thus perpetuated endlessly. Others of us make our prospective teachers believe that there is a simple, “cookbook” way to teach a language. We are so accustomed to a pushbutton society that we think we need only to give teachers the “steps for teaching” this or that kind of drill, or reading lesson, or culture topic, and teaching skills are somehow imparted.

Neither approach, obviously, can create teachers with real understanding of the intricacies of teaching real students this real language so that they can *use* it and not just talk about it! What is needed is a model education program which combines theory with much microteaching practice with peers, with students in schools, presentation of many alternative ways of dealing with the language so that the prospective teacher can pick what suits his personality and works for his students. Good teaching should be so automatic when a teacher leaves his education program and goes into his final school experience that he can concentrate on his students, building their skills and attitudes in the best ways for those particular students. This cannot happen if the teacher spends all or most of his eight or ten or twelve weeks just mastering “techniques.” Such a program would also include a substantial number of experiences observing and helping other French teach-

ers in schools, so that the end result is actual teaching in a successful culminating experience instead of merely another traumatic episode.

The Teacher Education Commission would like to identify and describe programs which are helping prospective teachers in these and other ways.

III. **Teaching Content Areas.** Teachers for public schools in the past have been directed through a series of courses which have not prepared them to deal with student needs and interests. Generally, programs for teachers have included “conversation and composition” courses which often include far too little of either, “culture and civilization” courses which too often revolve around church architecture in the Thirteenth Century, and a wide range of literature survey courses. Far too seldom have teachers been prepared to deal with (1) the day-to-day culture of the French, the social institutions, the way of life, the daily life of teen-agers, etc. We are not teaching them about the ways the French feel about time, about space, about family, children, the aged, etc.; (2) magazines and newspapers, as well as other realia such as train timetables, food labels, advertisements, reading newspaper headlines, etc. (3) the literature which forms the background of the French teenagers’ experiences, namely their children’s stories, fairy tales, poetry, folklore; (4) teen music and other art forms; (4) linguistic background for the contrastive study of English and French. Our teachers rarely know how to correct anglophone pronunciation. (5) Understanding of structures of French so that a “horizontal approach” could replace the endless mouthing of



M. André Gadaud, Conseiller Culturel in New York and Représentant permanent des universités françaises aux Etats-Unis, addresses the convention assembled for a special Bicentennial program on the topic “Perspectives de l’action culturelle française aux Etats-Unis.” Seated at left is Professor Douglas W. Alden, outgoing president of the AATF. M. Gadaud not only spoke to the convention several times on various subjects, but also hosted a champagne reception offered the AATF by the Services Culturels de l’Ambassade de France.

paradigms so prevalent in the classrooms. In other words, our prospective teachers have been force-fed the same content which is intended to produce students who are ready to enter graduate programs in French, instead of being helped to get the special content which is so necessary for revitalizing our school language programs. Moreover, they have not been introduced to *processes* for dealing with another culture, even though broadening cultural horizons is a lofty, worthy goal. We have not matched the goals of language programs in the schools with goals of our teacher-training programs.

IV. Attitudes. Identification of the attitudes and personal characteristics that make a good teacher is extremely difficult. We should be carrying out research to see whether it is possible to select persons for the profession, however. For too long have the persons who have "loved" studying grammar gone into teaching language so that they can now teach French grammar. Instead there should be ways of finding individuals with unique enthusiasm for French, for the French people, for American students, for teaching, which will help such individuals stay in the profession. We need teachers who will help their students focus on aspects of life which bring us close to another culture rather than always focusing on the things which make the French different from ourselves. Teachers with vital, exciting attitudes can go a long way toward keeping students in their classrooms and giving worthwhile experiences even to students who will not go to college. Students in our schools should be learning in their second-language classes not just about other cultures and how to study them, not just to speak another language, or to read or write it, but a good deal about themselves and their reactions to languages and people. Our teachers are not being prepared to deal with these issues. They are not learning, moreover, to work with teachers of other languages for common ends, or to work with teachers of other disciplines to advance understanding about other people.

The Teacher Education Commission is well aware of the difficulties in doing anything to change the education of American teachers of French. The members have floundered for more than a year because of the enormity of the problems and the immensity of the study necessary to look at such problems. We have prepared a number of questionnaires seeking to examine teacher education programs as they now exist across the country, to update such studies of the mid-sixties (F. André Paquette, "Undergraduate MFL Teacher-Training in Liberal Arts Colleges: A Survey," *The Modern Language Journal*, Vol. XLVIII, No. 7 [November, 1964], pp. 424-31; F. André Paquette, "Undergraduate MFL Teacher-Training Programs in Schools and Colleges of Education: A Survey," *The Modern Language Journal*, Vol. XLIX, No. 7 [November, 1965], pp. 414-31). Fortunately, perhaps, the studies proposed have not thus far been funded, since the results will undoubtedly be very depressing. Every questionnaire attempted in different ways to find out the kinds of preparation teachers get, but whether in "contact hours," or "credit hours," or "courses," or "competencies," it is clear that whatever *quantity* of such education our teachers are getting, the emphasis may be questionable, and quality suffers.

Proposal: We are certain that the education of French teachers cannot be changed very quickly. Yet, we are sure that there are institutions which have already begun approaches to language-skill training, to content area teaching, and to teaching-skills training which might be shared. We propose that descriptions of existing "exemplary" programs for teachers, special French courses for teachers, special courses in the teaching of culture, courses in young-people's literature, etc., be shared with other institutions in a regular column in the *AATF National Bulletin*. At the same time, we also encourage teachers of French at all levels, FLES through college, to share with us their own feelings about how they might have been better-prepared for the unique French classroom situations in which they find themselves. Such a column would be edited by members of the Teacher Education Commission.

Teacher Education Commission, AATF
Helen Jorstad, Chairperson
Constance Knop
Alfred N. Smith
Peter Eddy
Charles Hancock
Annette Baslaw

Please send contributions for consideration for the Teacher Education column to Helen Jorstad, 230 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455.



Professor Douglas Alden, outgoing president, with Mrs. Alden, seated, and Mrs. Marie Goff-Tuttle, Regional Representative from the Pacific Region, shown at a reception given by the Alliance Française de Philadelphia. Professor Alden, during his five years as president, introduced numerous innovations, including establishment of the AATF National Commissions and organization of the Joint National Committee for Languages, composed of the presidents and executive secretaries of the national language associations, which meets twice a year for purposes of intercommunication and united effort.

LA CALIFORNIE DU NORD

Sous la présidence de Madame Marie Goff-Tuttle, le chapitre de la Californie du Nord de l'AATF a débuté son année en chanson. La réunion du 2 octobre avait pour thème "Connaissance de la chanson française." Plusieurs organisations ont prêté leur concours à la réussite de cette réunion fort sympathique. L'Alliance Française de San Francisco avait offert ses locaux à l'AATF et le journal *Le Californien* a réalisé un numéro spécial "Chanson française" à cette occasion.

Au programme: une présentation du Dr Adèle C. Friedmann, qui a réuni un historique de la chanson et des adaptations de la chanson à l'enseignement du français. L'heure du déjeuner a permis aux professeurs de faire la connaissance de leurs collègues, d'écouter des disques récents, et le vin les a bien préparés pour le programme de l'après-midi. Une jeune chanteuse professionnelle de la région de San Francisco a interprété des chansons françaises et a fait chanter l'assemblée.

Les disques français les plus récents furent gracieusement offerts par C.B.S. Disques-France et Phonogram.

Une journée simple et sympathique, donc, pour commencer l'année de bon ton.

Quelques semaines plus tard, à l'occasion de la réunion de FLANC à l'université Stanford, les membres de l'AATF de la Californie du Nord ont pu se réunir de nouveau. Pendant cette rencontre, on a présenté des suggestions pour le développement professionnel des professeurs, y compris les bourses offertes par l'Alliance Française, les programmes d'été offerts par les universités et les Maisons françaises, et enfin, une participation au journal local *Le Californien*.

Madame Marilyn Carter, boursière de l'Alliance Française l'année dernière, a partagé ses impressions de son stage parisien avec les membres.

Un bon début d'année pour le chapitre de la Californie du Nord, mais déjà on prépare une journée de travail pour le 19 mars. On y présentera un thème d'actualité: la francophonie, son histoire, sa littérature, son avenir.

Marie E. Galanti
Publicité

PALMES ACADEMIQUES

Madame Francine Johnston, directrice du Département des Langues Etrangères à J. L. Miller North Senior High School de Great Neck (New York) et Monsieur Pierre Chanover, professeur à Garden City High School (New York) ont reçu du gouvernement français les Palmes Académiques en reconnaissance de leur dévouement et de leurs diverses contributions à l'enseignement du français en Amérique. La cérémonie de décoration eut lieu le 1^{er} décembre 1976 à Glen Cove (Long Island). Dans l'assistance étaient Monsieur Gérard Roubichou, Attaché Culturel, et Monsieur D. Rivière, Conseiller Pédagogique, représentants de l'Ambassade de France, ainsi que de nombreux collègues et amis des deux enseignants.

NEW CHAPTER OFFICERS

The National Office has recorded the following changes in the roster of AATF Chapter Offices since its publication in the October 1976 *French Review* (Vol. 50, No. 1). Please check the AATF Directory in the May 1976 *French Review* (Vol. 49, No. 6) for addresses.

Arizona

President: Gerald S. Giaouque

Kentucky

Secretary-Treasurer: Pamela Hess Raitz

Greater Saint Louis

President: Paulette M. York

Nebraska

President: Madeleine Kemp

Nevada

President: Beth Carney

Secretary-Treasurer: Gini Cunningham

Central New York

President: Maryse F. Whorral

Westchester (New York)

President: Kathy Johnson Cazana

Oklahoma

President: Patricia Goodman



M. Jacques Fermaud, past president of the AATF, representing Larousse et Cie at the convention, was seated during the banquet at the head table next to Mrs. Josette Smith, President of the Philadelphia Chapter. Mrs. Smith's chapter did a fine job of organization for the meeting, and her chapter's membership was well represented. With M. Quinson from Larousse in New York, M. Fermaud co-hosted the traditional *vin d'honneur* given by Larousse for the annual meeting.

Oregon

President: Johannes Spronk
Secretary-Treasurer: Marilyn F. Fleming

Southern California

President: Eveline Leisner

Tennessee

President: Robert C. Baker

El Paso (Texas)

Secretary-Treasurer: Frederick Kluck

Houston (Texas)

President: Elizabeth Brandon

Vermont

President and Acting Secretary-Treasurer:
Bro. Kevin Callahan

Washington

President: Philip R. Baudin

NATIONAL ENDOWMENT FOR THE HUMANITIES
ANNOUNCES 1977 SUMMER SEMINARS FOR
COLLEGE TEACHERS

The National Endowment for the Humanities has announced seminar directors, topics, and locations of the 1977 Summer Seminars for College Teachers. Twelve college teachers will be selected by the director to attend each seminar in the 1977 summer program. Participants will be awarded a stipend of \$2,000 for the two-month tenure period, plus a travel allowance of up to \$400 for those not commuting from their own residences. To be eligible, applicants must be teaching undergraduate courses at private or state undergraduate institutions or at junior community colleges and must have completed their professional training by *March 15, 1977*, the application deadline. Individuals who received Summer Seminar awards in 1973 or 1974 are eligible to reapply to attend a seminar in 1977. An applicant may apply to no more than three seminars in any one year.

The seminars listed here might be of particular interest to college teachers of French:

The Nineteenth-Century French Novel

Director: Benjamin F. Bart
Department of French
University of Pittsburgh
Pittsburgh, PA 15260

Medieval Literature in Modern Perspective

Director: Peter Haidu
Department of French
University of Illinois
Urbana, IL 61801

Literary and Philosophical Movements in Twentieth-Century France

Director: Edouard Morot-Sir
Department of Romance Languages
University of North Carolina
Chapel Hill, NC 27514

Avant-Garde Theater in Europe and the United States

Director: Thomas Bishop
Department of French and Italian
New York University
New York, NY 10003

Underlying Constants in the Changing Methods of Literary Study

Director: Hugh M. Davidson
Department of French Literature
University of Virginia
Charlottesville, VA 22903

The Structure of the Novella

Director: Henry H. H. Remak
West European Studies Program
Ballantine Hall 542
Indiana University
Bloomington, IN 47401

The European Enlightenment in the American Revolution

Director: Owen A. Aldridge
Department of Comparative Literature
University of Illinois
Urbana, IL 61801

The Symbolist Movement in Literature

Director: Anna Balakian
Department of Comparative Literature
701 Main Building
New York University
New York, NY 10003

Studies in Modern Literary Criticism

Director: Geoffrey H. Hartman
Department of Comparative Literature
Bingham Hall
Yale University
New Haven, CT 06520

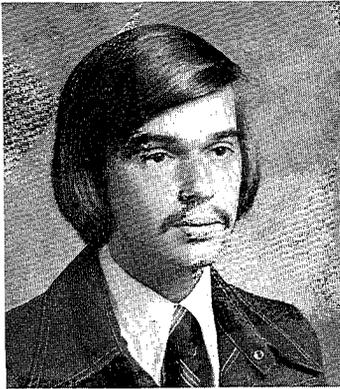
Prospective applicants should write to the seminar director or directors, requesting further details on the structure of the seminar and its requirements and assignments. Brochures giving brief descriptions of all 106 seminars may be obtained from the Division of Fellowships, National Endowment for the Humanities, 806 15th St., N.W., Washington, DC 20506

IN MEMORIAM: ANDRÉ MALRAUX

Nous tenons à annoncer officiellement à tous nos lecteurs le décès de l'un des plus distingués membres honoraires de l'AATF, M. André Malraux, le 23 novembre 1976 à Créteil. Nous nous joignons à la communauté francophone internationale et au monde entier pour exprimer nos respects les plus profonds à ce grand homme du XXe siècle. M. Malraux, écrivain, penseur, homme d'action, critique d'art, et ancien Ministre de la Culture Française, fut élu membre de notre Association le 28 décembre 1962, lors du 35e congrès AATF à Washington. Aussi M. Malraux recevait-il régulièrement toutes les publications de l'AATF et, au mois d'octobre dernier, en réponse à notre communication annonçant le 49e congrès à Philadelphie, son secrétaire a fait part à l'Office National de sa maladie. Dans un prochain numéro de la *French Review* paraîtra un hommage à ce personnage et à son oeuvre, lesquels ont tellement marqué notre ère.

FRENCH CLUBS

Don G. Arnold



In the Fall of 1971, the French Club of T. Wingate Andrews High School, High Point, N.C., began plans to inaugurate a statewide competition to honor the most outstanding high school French club in North Carolina. We felt that this promotion of the competitive spirit among these clubs would foster good publicity for foreign languages in general and that the exceptional projects of the state's many French clubs would finally receive much deserved recognition. With the cooperation of the Division of Languages of the State Department of Public Instruction in Raleigh, particularly Mrs. Tora Ladu, then supervisor, the Andrews French Club undertook the first of five successful years of French Cup Competition. The following is a description of the contest, a summary view of winners and their most outstanding projects, and a brief attempt to ascertain the significance of the competition from 1972 through 1976.

The mechanics of the contest are simple but require considerable volunteer time and effort. Each year in March, the following letter is sent to all senior high schools in the state using the listings in the *North Carolina Educational Directory*.

The mechanics of the contest are simple but require considerable volunteer time and effort. Each year in March, the following letter is sent to all senior high schools in the state using the listings in the *North Carolina Educational Directory*.

In an effort to promote foreign language study and cross-cultural understanding, the T. Wingate French Club of High Point will again sponsor the Annual TWA French Cup to honor an outstanding French club in North Carolina.

Selection of the award winner is based on a short essay or list (approximately 500 words, in English) describing French club activities throughout the preceding year (April thru April). The winning school is selected on the basis of its overall contributions to language study, originality, language week events, etc. Final selection is made by the State Department's Division of Language Instruction. Attach the entry blank below to your essay, which must be received at Andrews by (date). Please send only the essay or list, no photos or scrapbooks.

The award itself is announced in mid-May. The winning school receives a beautiful silver plaque and has their club name engraved on the original TWA French Cup on permanent display in High Point. Two to four runners-up will receive small plaques, and several honorable mentions are presented certificates.

We at Andrews hope that the French clubs of North Carolina will again participate in this attempt to promote the study of foreign language and cultures.

To defray postage costs, several copies of the above letter are mailed in the same envelope to any school unit that comprises more than one senior high school. An explanatory note is enclosed and the entire package is addressed to the Supervisor of Secondary Instruction for local distribution to French teachers.

One or two days after the announced deadline for the contest, all entries are reviewed by either a special committee of the French Club or the entire French IV class. The Andrews Club has resolved never to compete for the

award, for obvious reasons. There was consolation, however, in the agreement that the award would carry the name of our school. On first reading of the résumés, the committee members, voting without consultation, eliminate half of the entries. The remaining résumés are read aloud, and each committee member silently calculates a numerical score for that entry. This is done by awarding one to five points for each individual project completed by that club. Thus, selection of the five finalists is based on a numerical system of scoring which rewards both quality and quantity of club activities.

When the State Department of Public Instruction receives the five finalists' résumés, final selection is made by a committee of language consultants, and the Andrews French Club is notified. We then contact the winners by telephone and/or letter. In addition to the plaques and certificates already listed, all competing schools receive a xerox copy of the winning résumé. There has always been at least one parent willing to provide the latter at no cost to our club. Finally, the name of the winning school is engraved on the permanent Cup on display in our foreign language department. This handsome plaque was purchased from Trophyland, USA, Hialeah, Florida (now available for about \$125).

The initial year of the contest was the most costly, given the necessity of purchasing the permanent plaque. However, the average cost of each succeeding year has been \$120 (plaques and engraving, \$50; postage, \$60; stationery, envelopes, and mimeo paper, \$10).

For the winner, there are other honors in addition to the plaque. Of course, there is much publicity in the winner's school and hometown, resulting frequently in feature articles in the local newspaper. The *Foreign Language Newsletter* of the North Carolina Department of Public Instruction includes an article to honor the winners, who have traditionally received congratulatory letters from principals, supervisors, and superintendents. This has been good publicity for foreign languages in general! In the past, the award has also been a springboard for the winning club's teacher-sponsor to become a speaker or consultant on language club activities at regional and state conferences. Finally, the T. Wingate Andrews French Club has traditionally joined one of the outstanding clubs each spring for dinner and an awards presentation at a local French restaurant. In 1975, the officers of the Foreign Language Association of North Carolina (FLANC) sent invitations to winning schools, their principals, and superintendents, to attend the banquet of the state language conference where official presentations of the French Cup and runner-up awards were made. The resulting attendance was admirable and added the new dimension of student participation to the state language conference.

Since 1972, five schools have been honored by the French Cup Competition. The winner of the 1972 Cup was Harris High School of Spruce Pine (sponsor: Mrs. Christiane Buchanan). Their outstanding projects included a series of articles on France for the local newspaper, a thirteen foot Eiffel Tower for the school parade, and the sponsoring of a Vietnamese orphan.

The 1973 winner, Snow Hill Junior High School (Mrs. Martha Holland Cuddington), had requested an application to compete, as junior high schools are not included in the mailing list. Snow Hill's busy schedule included

"Le Tour de Snow Hill" bicycle race which was covered by local radio. The club also sponsored a French Table in the school cafeteria, among many other projects.

By 1974, the competition had expanded to include all private schools in North Carolina. Appropriately, the winner that year was Arendell Parrott Academy of Kinston (Mrs. Kaye Ginter), a highly organized club, consisting of six busy committees ("Comités de finances, de voyage, de programme, de rafraîchissements, de publicité, et de récompense"). Working from a budget of over \$1200, earned from the sale of donuts, the club sponsored monthly meetings conducted in French, a French weekend in Washington, D.C., a Christmas *réveillon*, a school-wide French poetry contest, three classical French plays, a French review for the entire student body, two travel-study scholarships, and a seminar in a nearby town to encourage further language activities. As their résumé read, "Life has changed at our small school, whose former extra-curricular interests centered mainly on sports. Now people are asking what could possibly happen next in the French Club."

In 1975, West Montgomery High School of Mt. Gilead (Mrs. Catherine Hodges) received the award, particularly for their community involvement. The club presented a series of radio programs and spoke of their activities before a number of civic groups. The club also sponsored an Amity Aide.

The most recent winner is Burns High School of Lawn-dale (Mrs. Robert Miller). The club sponsored three to five projects per month, including an inductions ceremony attended by over sixty parents, a French Club magazine, a cadet teacher program for French in the junior high and elementary schools, a visit to French classes in a local college, and a scholarship for an outstanding student.

Aside from the winners listed above, the following French clubs have consistently contributed outstanding projects to their schools and communities: West Stanly High School, Oakboro (Mrs. Charlene Miller), Southern Wayne High School, Dudley (Mrs. Lois Sasser), Hickory High School (Mrs. Ruth Gillis). Obviously, space does not permit the listing of the more than one hundred entries received since 1972.

One might have expected that winners would have come from the larger cities of North Carolina where cultural opportunities are more conducive to French club activities. Yet, only the 1974 winner represented a town of more than 10,000 people (still a small town by most standards), and three of the five winners have been from towns of less than 2,000 people. It appears that North Carolina's students in rural areas are more enthusiastic about school-oriented activities than urban students.

Two common characteristics of all the clubs are their service projects and their overall creativity. The latter is particularly evident in club names: *Les Misérables*, *Les Petits Savants*, *Franglais*, *Les Sans Pareils*, or *La Révolution Française*. Also, these clubs, through their service with a French accent, have broken from the traditional idea of the purely academic society. Service projects have included work with local homes for the aged, contributions to UNICEF and to other international organizations, the sponsoring of foreign orphans, and of course, the awarding of travel-study scholarships.

Since its inception in 1971, the five years of French Cup Competition in North Carolina have had a positive, constructive effect on French club activity in this state.

Surely, as in any contest, one may ask if the losers are not discouraged perhaps to the point of becoming inactive. We have not found this to be true. On the contrary, one French club has annually shown overall improvement in its activities, yet has consistently won either second or third place, never first. After five years of runner-up awards, one might expect them to lose enthusiasm. Yet, the runner-up plaque is something they can be proud to own, and placing it in the school trophy case next to athletic awards must be a singular triumph.

My recent telephone call to this year's winning teacher-sponsor assured me that the award has developed a special significance. Shouts of joy mingled with excited words about getting the club together the next morning to make the announcement and to begin plans to defend their title next year. If the competition can result in this kind of enthusiasm here in North Carolina, perhaps it can succeed in other states. Should permission be obtained from the many teacher-sponsors involved in this contest over the past five years, it might also be a worthwhile project to select the most outstanding résumés and have them printed in the future as a guide to French club activities.

Thus, a number of related projects may result, as the T. Wingate Andrews French Cup Competition continues to give evidence of the vitality, originality, and valuable contributions of French clubs to the educational process.

T. Wingate Andrews High School
High Point, North Carolina

Rencontre AUPELF 1977

L'Association des universités partiellement ou entièrement de langue française annonce la Deuxième Rencontre Mondiale des Départements d'Études Françaises (STRASBOURG, 17-23 juillet 1977) qui se propose de mettre en lumière les aspects authentiquement novateurs de l'enseignement et de la recherche, et leur portée dans l'évolution des études françaises.

Pour tous renseignements complémentaires, écrire au Secrétariat général de l'AUPELF, Boîte postale 6128, Université de Montréal, Montréal, Canada H3C 3J7.



Professor Francis W. Nachtmann, AATF Executive Secretary, and Mrs. Nachtmann, attending the Alliance Française reception, with Steve Foster, left, and Ken Broadhurst, right, of the National Office staff.

Douze mars 1976. De mémoire d'homme, ce fut la pire tempête de neige à s'abattre sur le Minnesota. C'était également le jour choisi, cinq mois auparavant, par le Chapitre AATF pour son premier concours annuel, "A vous la parole." Les éléments nonobstant, L'enthousiasme était à son comble et le succès fut tel que nous estimons devoir faire part à nos collègues de nos efforts et résultats. Qu'ils trouvent donc ici un schéma ou grossier modèle d'une journée qui leur permettra peut-être d'instaurer dans leur état, une manifestation francophone analogue. Et si le projet réussissait ailleurs, nous pourrions alors envisager d'élargir son étendue en organisant une manifestation annuelle à l'échelle nationale.

I—CONSIDÉRATIONS PRÉALABLES

Dans les délibérations de sa réunion d'automne, l'AATF du Minnesota avait décidé d'organiser une journée d'activités qui aurait pour buts principaux:

- 1) de réunir tous les étudiants de français de l'état, désireux de participer, renforçant ou peut-être même créant un esprit de corps bien nécessaire à tous les niveaux de notre enseignement;
- 2) de leur donner l'occasion de s'exprimer oralement, sanctionnant ainsi cette majeure partie du travail de classe qui n'est pas mesurée par le concours national: le travail oral;
- 3) de permettre aux professeurs demeurant dans les confins de l'état
 - a) de rencontrer leurs collègues métropolitains—n'assistant généralement aux réunions du chapitre que les professeurs de la région Minneapolis/St. Paul—;
 - b) de participer à l'effort du Chapitre AATF, le cas échéant, de devenir membre. . . ;
 - c) d'échanger idées et trucs pédagogiques;
 - d) de jauger la qualité de leurs élèves par rapport aux autres;
- 4) de remettre en valeur et, sait-on jamais, en vogue, cet art aujourd'hui délaissé et désuet qu'est la récitation des classiques, incitant ainsi les étudiants à développer, dès leurs premières armes françaises, leur appréciation de la littérature et du bel ouvrage;
- 5) d'attirer à la fois participants par la qualité et quantité des prix, et observateurs par la variété des activités.

II—CATEGORIES ET NIVEAUX

Nous avons décrété¹ que pour ce premier essai, pourrait participer tout étudiant de français de l'état du Minnesota, pourvu qu'il soit présenté par son professeur, membre AATF ou non. Deux cent cinquante invitations ont donc été lancées dans tous les établissements secondaires, publics et privés.

Pour conférer la teneur académique que nous recherchions nous n'avons permis que trois catégories: 1) récitation de poésie, 2) courte représentation dramatique,

3) chansons. Les deux premières catégories ont été subdivisées en deux niveaux: a) débutants, pour première et deuxième années, et b) avancés, pour troisième année et du delà. La troisième catégorie pour laquelle des facteurs différents entrent en jeu, ne nous a pas semblé devoir requérir les mêmes subdivisions, et les concurrents ont pu s'y présenter, avec leur accompagnateur, soit individuellement, soit en groupe.

Le taux de participation s'avérant élevé dès la période préparatoire, nous nous sommes vus obligés d'imposer des limites de durée: longueur d'un sonnet pour catégorie 1) et durée maximum de cinq minutes pour catégorie 2).

Certains professeurs nous ayant demandé ce que nous entendions par teneur académique, nous avons établi et distribué sur demande une liste de suggestions d'auteurs, La Fontaine, Prévert, et Molière venant en tête. Nous avons également prévenu tous les professeurs que les juges seraient favorablement influencés par la qualité des morceaux choisis. En vérité, nous voulions éviter le genre d'effort qui, bien que louable en soi, encourage la créativité individuelle aux dépens de la qualité du français. Certes, l'apprentissage se fait aussi par la création, mais nous autres professeurs de langue serions mal placés pour ne pas reconnaître le rôle et la valeur de la répétition d'un modèle comme nécessité pédagogique primordiale.²

III—ORGANISATION DE BASE

Vinrent ensuite des considérations d'ordre varié, mais toutes nécessaires à la bonne marche du projet.

1) *Etablissement d'accueil.*

Il nous fallait des locaux assez vastes, capables d'héberger plusieurs centaines d'élèves. L'administration de Carleton College, soucieuse de prêter son concours à nos diverses activités linguistiques, accepta gracieusement, en la personne de Howard Swearer, son président, d'offrir 300 dîners gratuits aux participants, juges, et professeurs. La date fut fixée au vendredi 12 mars, période de calme relatif dans les calendriers scolaires. Nous n'avions malheureusement pas prévu cette tempête de neige qui contraignit plus de la moitié des inscrits à renoncer au voyage. L'annonce au concours avait en effet attiré professeurs et élèves des endroits les plus éloignés, comme par exemple International Falls, situé à la frontière canadienne et à une bonne dizaine d'heures de route de Northfield et de Carleton College.

2) *Prix.*

Qu'on le veuille ou non, un voyage de deux semaines en France, tous frais payés, avec séjour en famille et randonnée en autocar, n'est pas sans provoquer un remous d'empressement parmi nos jeunes élèves. Ce prix alléchant nous avait été offert par un organisme privé local, qui, chaque année aux environs de Pâques, emmène plusieurs centaines d'étudiants passer quinze jours en France, en Allemagne, et en Espagne.³ Mais les prix n'en restèrent pas là. Des bourses de 100, 50 et 25 dollars nous furent présentées par des établissements d'enseignement supérieur et organisations professionnelles. Diverses maisons d'édition, les services culturels français et canadiens coopérèrent généreusement; un Français, le fabricant local de Camembert et de Brie, y alla de cinq caisses de ses délicieux

fromages; nombre de librairies et restaurants locaux contribuèrent nourriture de l'esprit et du corps.

Pour attirer les professeurs non-membres de notre organisation, nous obtînmes de l'AATF national deux cartes de membres pour l'année 1976-77 qui furent tirées au sort pendant le cocktail offert en l'honneur des juges et professeurs. Et finalement, une agence de location de films nous prêta "Les jeux sont faits" pour la journée.

3) Juges

Nous nous efforçâmes de recruter nos juges parmi les personnalités qualifiées de la région tout en essayant de maintenir une gamme étendue de points de vue. Chaque équipe (trois juges pour chaque catégorie et niveau) était composée: d'une jeune française, recrutée dans les maisons françaises des universités avoisinantes; d'un professeur du secondaire, en retraite ou n'ayant pas d'étudiants inscrits au concours; et d'un professeur d'université.

4) Divers

Il nous fallait également beaucoup de main-d'oeuvre pour accueillir chaque voiture ou autocar, pour guider la visite du campus, pour centraliser et diffuser tout renseignement, conseil, ou requête. Nous avions même emprunté les "walkie-talkie" du service de sécurité pour nous tenir au courant du déroulement des activités dans chaque bâtiment utilisé. Pour tout ceci, la majeure partie des occupants de notre maison française ainsi que de nombreux étudiants francophones et francophiles se portèrent volontaires.

IV—A VOUS LA PAROLE

Pendant trois mois, nous préparâmes d'arrache-pied.⁴ Jour et—souvent—nuit. Correspondance, organisation, coups de téléphone, vérifications; ordre des prix, changements d'effectifs; ce professeur-ci à réconforter ("Mes deux participants ont soudain le trac et ne veulent plus venir au concours"); cette autre à modérer dans son enthousiasme ("Nous arriverons avec deux autocars: environ 90 participants". . .); problèmes à résoudre (Le président nous offre 300 repas gratuits. Mais il y a plus de 500 inscrits). La liste est quasi-infinie.

Et le grand jour venu, une effroyable tempête de neige fait rage. A 7 heures 30, le téléphone sonne: "Trop de neige, nous ne pouvons pas venir." Pendant deux heures, ce sera un défilé ininterrompu d'annulations. Par bonheur, la région métropolitaine n'est pas trop touchée. Assez de participants tiennent à démontrer ce qu'ils ont préparé pendant trois mois. Certains conduiront leur propre voiture. D'autres se feront amener par leurs parents. A 10 heures, c'est décidé. Le concours aura lieu. D'ailleurs, avec 230 concurrents, certains avantages commencent à se dessiner: il y aura un prix pour chaque inscrit; nous resterons dans les limites de la générosité présidentielle; et l'horaire sera respecté. Car l'emploi du temps était chargé. Mais avant de reproduire le programme de la journée, nous citons quelques extraits du discours d'accueil. Ils en valent bien la peine, car, dans l'exercice de notre métier, ce n'est pas tous les jours que nous rencontrons tant d'intelligence et de bonne volonté.

"... I know that for too many years now, you, teachers of foreign languages, and of French in particular, have been fighting an uphill battle. You have seen

your enrollments decline, you have had your programs and your jobs slashed, you have been made to understand that what you considered an intrinsic part of your students' intellectual development—learning a foreign language—was just a frill. In this fight, I have been on your side. . . . Here at Carleton, we have a rich and lively foreign studies program, and we go to great lengths to recruit students who have a good background in one or more foreign languages."⁵

Le programme était ainsi composé:

Assemblée Générale	1:30—2:00
Concours (toutes catégories)	2:00—5:00
Chansons françaises	2:00—5:00
Films français et canadiens	2:00—5:00
Films français (vidéo)	2:00—5:00
Diapositives (programme de Pau) ⁶	2:00—5:00
Exposition des prix	2:00—5:00
Visites Guidées-Carleton	2:00—5:00
Visites Guidées-St. Olaf	2:00—5:00
Cocktail (juges et professeurs)	5:00—6:00
Dîner	6:00—7:00
Distribution des prix	7:00—9:00

Pouvaient participer aux activités prévues de 2 heures à 5 heures, tout concurrent, avant ou après sa présentation, tout professeur, et tout observateur.

V—CONCLUSION

Dès le début de la distribution des prix, les marques du succès de la journée étaient évidentes: acclamations spontanées, chansons françaises éclatant à divers coins de la salle, suspense alors que les prix sont distribués par ordre croissant de valeur, trépидations à l'annonce du premier prix.

Nous sommes maintenant justifiés d'avoir pensé au départ que ce concours deviendrait un événement annuel. A sa récente réunion d'automne, l'AATF-Minnesota a décidé de le subventionner à nouveau, tellement l'enthousiasme des professeurs et l'engouement des participants ont été manifestes. C'est St. Olaf College qui cette année nous accueillera, tandis que Hervé Pensec, professeur dans cet établissement, deviendra l'heureux dépositaire de tracas infinis et de joies ineffables.

Mais pourquoi en rester là? Nous profitons de cette occasion pour lancer un appel à nos collègues. L'expérience du Minnesota peut être reproduite. Et si "A vous la parole" prenait racine dans d'autres états, nous pourrions alors envisager un concours oral national, disputé parmi les gagnants de chaque état. Ceci compléterait le National French Contest sans le concurrencer, l'organisation pourrait rester relativement simple, et la spontanéité de l'épreuve pourrait nous aider à grossir les rangs de l'AATF tout en rendant un service indéniable à nos étudiants.

Carleton College

NOTES

¹Ces décisions sont le fruit des délibérations du comité formé pour la gestion du concours et comprenant: Sr. Mary Henry Nachtsheim, past AATF president, College of St. Catherine; John Mamer, AATF president, Bryant Jr. Hi., Mpls.; Jean Zawistowski, AATF treasurer, Armstrong Sr. Hi., Mpls.; Bob Temple, past AATF president, Harding

Hi. School, St. Paul; Walter Cherwein, Wayzata Sr. Hi. School; Hervé Pensec, St. Olaf College; Michel Monnot, AATF vice-president, Carleton College.

²Il faut également avouer qu'en tant que fidèle disciple de Pierre Delattre, nous insistons tout particulièrement sur la nécessité d'une bonne prononciation.

³Par souci d'équité, nous transmettons volontiers sur demande, à nos collègues intéressés, la liste totale des contributeurs, ce que nous ne pouvons faire dans ces lignes.

⁴Notre reconnaissance s'adresse ici à l'administration de Carleton College et en particulier à son président, Howard Swearer et à sa doyenne Harriet Sheridan, qui ne virent pas d'inconvénient à ce que nous utilisions notre congé sabbatique à ces fins "pédagogiques" plutôt qu'à la poursuite de buts plus "académiques".

⁵Discours d'accueil prononcé par Howard Swearer, Président, Carleton College, le 12 mars 1976.

⁶Michel and Janice Monnot, "Second-Year French: the Carleton-Pau Experiment," *French Review*, 48 (1974), 368-376.



A working session of the Executive Council, which is composed of the national officers, editors of the *French Review*, and regional representatives. Pictured here, from left to right, are: Steve Foster, of the National Office, serving as recording secretary for the meeting; Professor Rolande Leguillon, representative for the Southwest region; Mrs. Helen M. Cummings, representative for the New England region; Professor Stirling Haig, editor of the *French Review*; Mrs. Anne Slack; and Professor Georges Joyaux, representative for the East Central region, who is also the newly elected president of the National Federation of Modern Language Teachers Associations, publishers of the *Modern Language Journal*.

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 1977-78. The program is administered in cooperation with the Office National des Universités et Ecoles Françaises 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 Diplôme Universitaire to the Maîtrise 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 française" 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, NY 10017

Proces—Verbal: Verbal Possibilities

Margaret Collins Weitz

American professors of French endeavor to keep “au courant” by reading the newspapers, going to the films, and, when in France, looking up French acquaintances. But, assuming you have occasion to visit French friends, chances are that they come from a similar social and economic background and this, of course, is reflected in their speech. I would therefore like to suggest a little-known possibility of enriching one’s vocabulary and expression—when in Paris—by attending what one might call a *théâtre-vérité*. The *salles* of the theater to which I refer are in fact the *salles* of the Palais de Justice: the law courts.

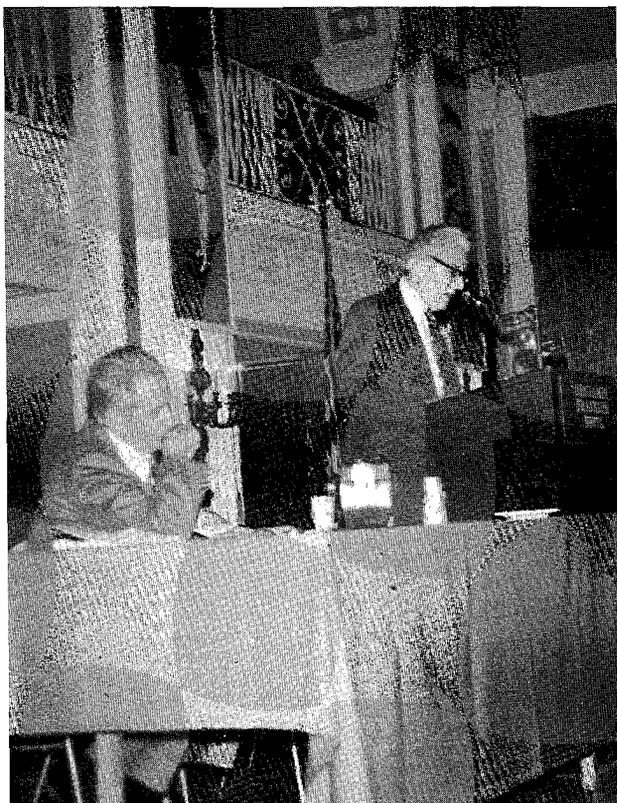
Not only is one permitted to come and go freely into most of the courtrooms, but there is even a helpful *bureau de renseignement* at the main entrance which will tell you which cases are being tried where, in the event that you want to follow a current “cause célèbre” or have a particular interest. I found it best just to “sample” the general cases which include mostly misdemeanors: *bagarres*, *vols*, *accidents de voitures*, *coups échangés*, etc. One often observes the famed French irony: in some circumstances, humor. Consider three gowned judges solemnly asking the accused (who does stand at the “bar of justice”) if he actually spent the entire 5 to 8 P.M. period of such and such a day playing “au ping-pong” with the attractive young woman he had just met in a café.

The term *théâtre* was used deliberately, for in these courtrooms one has ample opportunity to observe the roles played by the defendants and to hear French, *tel qu'on le parle actuellement*; the language of the *Français moyen*, not the literary critic or academician. It can at times turn out to be the best theater in Paris, and a theater that runs continuously during most days so that you can probably fit some time there into a busy schedule. There is also the further advantage that these performances are absolutely *gratuites*.

And, *qui sait?*—perhaps more than teaching skills may be enhanced. You may find your muse inspired in the tradition of some of the greatest writers of the past century such as Flaubert, Balzac and Zola, who found rich source material in current trials, which were reported in the *Gazette des Tribunaux*. The most famous example is probably that of Stendahl’s *Le Rouge et le noir* which follows the chronology of the celebrated Berthet trial.

New insights will also be gained into the “chats fourrés” of Rabelais, and Montaigne and Pascal’s comments on the magistrates, to name but a few among the numerous French authors who have written on *la justice française*. In short, a visit to the law courts provides the possibility of enriching one’s contemporary French and gaining insights into an important aspect of French letters and life.

Harvard University



Professor Alden introduces Henri Peyre, past president of the AATF, who spoke to the opening session of the convention’s Bicentennial Program on “L’Amitié franco-américaine après deux siècles: entente et mésentente cordiales.”

CAN YOU HELP?

Survey of Successful FL Programs

The Division of Education Programs of the National Endowment for the Humanities has funded a proposal to survey successful foreign language programs on the post-secondary level. Due to the limited time available for the study (January 15–August 15, 1977), the project defines success primarily in terms of student enrollments. The study will examine factors which may contribute to increasing enrollments and will attempt to find models, patterns, and approaches to foreign language instruction which could be generalized, reproduced, or adapted by other departments. If your program or particular course offerings have been successful in the terms defined please contact Renate A. Schulz, Foreign Language Department, State University College of New York-Buffalo, 1300 Elmwood Ave., Buffalo, NY 14222. Phone: (716) 862-4126 or 5414.

AATF Placement Bureau

The AATF Placement Bureau solicits your patronage. We give dependable same- or next-day service in sending out dossiers, whether the request comes from a registrant or from a hiring official. We advertise vacancies—at no charge to the advertiser—and mail out a list of vacancies to all our registrants on the first of each month. Our files are permanent; once established, a registrant’s dossier can be re-activated at any time in the future upon payment of the annual fee. We charge no commission beyond our flat registration fee.

The AATF Placement Bureau is the only agency in the United States engaged exclusively in placing teachers of French. If you are looking for a position, or trying to fill one in your department, contact us for information at 57 East Armory Avenue, Champaign, IL 61820. Or telephone (217) 333-2842.

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The *AATF National Bulletin* has its editorial offices in AATF National Headquarters, 57 East Armory Avenue, Champaign, IL 61820. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the *AATF National Bulletin* four times a year in September, November, January, and April, as a service to its membership in supplement to the *French Review*, the official journal of the association, which appears in October, December, February, March, April, and May. Application to mail at second-class postage rate is pending at Urbana, Illinois. Office of publication: 1002 West Green Street, Urbana, Illinois 61801.

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