
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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APRIL 1977

Les Cours d'été en France: Comment choisir?

Jean-Louis Dumont



Les Services Culturels de l'Ambassade de France ainsi que l'Office du Tourisme nous confient que chaque été un grand nombre d'étudiants et de professeurs de lycée américains continuent à faire des séjours d'études en France. Les participants proviennent des quatre

coins des Etats-Unis et du Canada, le plus souvent en groupes organisés par de prestigieux collèges, ou par des agences commerciales aux titres imposants de "Centre," de "Foyer," ou bien de "Institut," ou parfois—il faut le dire—par des directeurs inexpérimentés.

Nous ne doutons aucunement de la valeur intrinsèque de ces séjours estivaux. Cependant, chaque année un grand nombre d'étudiants aussi bien que de professeurs de lycée rentrent en Amérique fortement désillusionnés après s'être fait royalement duper aux mains d'organiseurs sans scrupules. Ceci est inquiétant. La question qui se pose est donc: Comment choisir le programme d'études convenable à un prix modéré, tout en s'abritant des flagrants abus. En tant qu'organisateur et seul responsable dans diverses universités françaises depuis 1967, je puis affirmer en pleine connaissance de cause avoir tout vu. J'invite donc mes collègues des lycées et leurs étudiants à se mettre en garde contre les fausses promesses, les ruses grossières, les attrape-nigauds, et autre stratagèmes qui font chaque année des victimes.

En effet, ce que j'ai observé au cours de neuf années en France ne m'a pas toujours rassuré sur ce que Pangloss béatement affirmait être sa foi en l'homme dans le meilleur des mondes possibles. Le prix de certains programmes est exorbitant. Celui d'autres groupes est trop bas, ne couvrant qu'une partie des services dont le participant ne peut se priver une fois arrivé en France. L'un ne fait aucune mention des repas, l'autre du prix de transport. Parfois aussi l'organisateur n'accompagne pas le groupe. Selon nous, la présence d'un responsable qualifié est indispensable. C'est de lui que dépend le succès de l'entreprise. Certains directeurs, une fois leur groupe installé, deviennent difficilement accessibles. Ils donnent des cours à l'université, font des recherches personnelles, voyagent, ou laissent tout tomber pour aller en Italie, en Espagne, ou en Allemagne prendre charge d'autres groupes d'étudiants, laissant leurs ouailles le bec dans l'eau à se débrouiller par leurs propres moyens. Privés des conseils d'une personne au courant, les procédures de l'inscription aux cours, aux résidences, aux divers services d'excursions, l'achat des livres, le choix du cours qui convient le mieux constituent pour l'étudiant autant de problèmes épineux à résoudre. Ces simples formalités deviennent alors pour les non-initiés de virtuelles chicanes, des labyrinthes tortueux dont on ne trouve pas facilement l'issue.

L'effet du choc culturel vient s'ajouter à tout ceci, empirant davantage la situation. Par exemple, les administrateurs universitaires français perdent parfois de vue que les étudiants étrangers sont là pour apprendre la langue ou en perfectionner leur connaissance. On leur parle parfois sur le ton péremptoire qu'emprunterait un fonctionnaire s'adressant à un client: "Je regrette. Il faut attendre." "Revenez demain." "Ceci ne relève pas de mon service." ou bien l'inévitable "Non, non, non, non, non, non!" ou alors "Qu'est-ce que vous voulez que j'y fasse, moi?" Cette dernière remarque est fréquemment utilisée dans les banques et les bureaux de poste.

Si rien ne marche, et que l'étranger reste perplexe, il reste toujours: "Vous devez être américain!"

Sans avis préalable, l'étudiant en conclut avoir fait une gaffe quelconque, commis une grave erreur. Tout ceci le laisse rêveur et à se demander si, comme lui avaient révélé ses études du XVIIIe siècle, les belles manières sont vraiment nées en France. Que de pleurs et de grincements de dents si facilement évitables si l'on savait à l'avance à quoi s'en tenir.

En plus, les Américains souffrent, injustement selon moi, d'une renommée de rouspéteur et d'enfant gâté. Les jolies filles à qui on n'a pas expliqué certaines coutumes, ou points de culture, deviennent parfois la cible de jeunes voyous qui dans certains cas ne sont même pas étudiants. Elles sont alors volontiers accusées d'avoir flirté. Comment donc éviter cet état de choses? Eh bien, c'est la tâche qui incombe au directeur du groupe, au responsable. Certes, il ne peut pas changer l'attitude d'un employé rébarbatif, mais il peut la prévoir, l'éviter en faisant pour ses étudiants les démarches litigieuses, ou en expliquant à chacun ce qu'il faut faire dans tel ou tel cas. Un homme averti en vaut deux. Quelques questions d'ordre pratique s'imposent. Répondez-y avant de choisir votre programme d'études cet été, et afin de rendre votre séjour en France à la fois profitable et agréable.

I. L'Institution

Sous quels auspices le programme est-il organisé? Quel est le nom du collège ou de l'université? Attention aux adresses "P. O. Box No.-" qui ont la manie de disparaître sans laisser de trace. Ceci peut s'avérer grave si vous avez déjà donné des arrhes. Qui est le directeur? Depuis quand?

II. Le Vol.

Est-il compris dans le prix total? Certaines organisations—croyez-le ou non—annoncent: "Optional Round-Trip Jet Flights." C'est-à-dire que le prix du transport est en sus. Est-ce un vol régulier? Est-ce un charter? Si c'est un charter, qui a afreté l'avion? Quelles sont les garanties de retour? La compagnie aérienne est-elle nommée? Quelles sont les dates d'aller et de retour? Quels sont les numéros de vol? Y a-t-il des suppléments à déboursier? S'il s'agit d'un vol APEX, quel est le mode de versement des arrhes? Trente, ou soixante jours? Vous remboursera-t-on au cas où vous ne pourriez pas partir comme prévu? Renseignez-vous sur les autres conditions de vol. Par exemple, avez-vous droit à un prix réduit de

votre point d'origine, disons de Kansas City à New York? Vous permet-on de rentrer aux Etats-Unis de Londres, Bruxelles, Nice, ou même Madrid sans devoir payer de supplément? Autrement dit, un vol à prix réduit n'est pas toujours moins cher.

III. Le Prix total

Examinons maintenant ce point très important. Qu'est-ce qu'on vous offre, très précisément? Faites-en une liste, puis comparez. Gare aux vagues promesses! Méfiez-vous aussi bien des prix trop élevés que des prix trop bas. Que devrez-vous déboursier une fois à destination? Si vous vous inscrivez seul, c'est-à-dire comme soi-disant "indépendant," ceci signifie-t-il que vous êtes chargé du recrutement d'autres personnes? Les repas sont-ils compris dans le prix total? Les universités françaises organisent des excursions dans d'autres parties de la France. Leurs prix sont toujours modérés. Cependant, si l'excursion est organisée par d'autres moyens, méfiez-vous des combines des profiteurs qui sont toujours à l'affût.

IV. Les Cours

Attention, là aussi! Aux soi-disant "Foyers" ou "Centres" où sont logés des étudiants européens qui ne font pas partie du cours d'été, des boursiers, et parfois des personnes en transit qui veulent apprendre l'anglais à vos dépens. En somme, êtes-vous venu de si loin pour leur enseigner votre langue? Il est bon de rappeler qu'en général l'étudiant italien, turc, ou même français est beaucoup plus désireux d'apprendre votre langue que vous la leur. Consultez avec soin l'horaire des cours. Ne restez pas dans une classe qui ne vous convient pas. Les crédits sont toujours peu connus en France. Assurez-vous donc que votre diplôme ou attestation indique très clairement le titre complet du cours suivi, le nombre d'heures, et la signature du directeur, sans quoi vous risquez des ennuis au retour, de la part de l'administration de votre collège. Y a-t-il des cours de repêchage ou de recyclage pour les étudiants faisant peu de progrès?

V. Le Séjour

Où serez-vous logé? Les résidences universitaires sont gérées par des services de l'Etat et les conditions y sont très satisfaisantes. Si l'on vous loge dans une famille, le responsable doit se mettre en rapport avec le service de logement de l'université pour vous éviter des déceptions. Si l'on vous loge en ville renseignez-vous à l'avance sur les conditions de logement: pension complète, demi-pension? le trajet à faire de votre chambre à l'université? Hors des classes, l'étudiant peut

apprendre autant de français en participant à un très riche programme culturel organisé par des services d'accueil. Le séjour sera bref. Profitez-en pleinement. Les queues d'inscription aux diverses activités, telles que les visites à la campagne, les cours de cuisine, de pâtisserie, les excursions aux châteaux ou musées, le théâtre sont parfois décourageantes, mais plus la file est longue plus ça vaut la peine d'attendre. Surtout, multipliez les contacts avec les gens qui ne parlent que le français.

VI. Autres Problèmes épineux

Enumérons enfin quelques points importants que tout voyageur doit considérer avant son départ. Tout d'abord, sera-t-il avantageux—comme l'an dernier—d'acheter les devises sur place en dollar, au lieu de se munir d'un franc en train de dévaluer? Renseignez-vous dans une banque. Et les assurances? Certains contrats comme "Blue Cross" ou "Home-Owners" couvrent certains frais à l'étranger. Comment se faire parvenir des fonds si le besoin s'en fait sentir? Quels sont les avantages offerts par la carte internationale d'étudiant? A quelles réductions avez-vous droit sur les chemins de fer? Savez-vous que sans trop de formalités de votre part vous pouvez faire le leasing d'une voiture neuve à moins de frais que la location d'une voiture usagée?

The American Association of Teachers of French

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VII. Le Responsable

Soulignons-le encore, la présence d'une personne qualifiée s'impose. Sur ses épaules repose la double fonction d'interprète non seulement de la langue, mais surtout de la culture. Est-il bilingue? Est-ce un professeur? Est-ce un employé d'une agence de voyages? Est-il au courant des diverses procédures académiques des deux pays? C'est à lui d'anticiper et d'aplanir les difficultés de tout genre; il doit s'assurer que de simples pépins ne deviennent de graves complications. Il est donc raisonnable de se demander s'il sera disponible durant le séjour, et à la hauteur de la tâche.

En conclusion, comment donc éviter les déceptions? Comment choisir le programme qui convient le mieux cet été? Eh bien, posez-vous dès maintenant toutes les questions passées ci-dessus en revue, et ne vous engagez à rien avant d'y avoir trouvé des réponses satisfaisantes. Les voyages—dit le proverbe—forment la jeunesse. Certes oui! Mais souvenons-nous que ce ne fut guère le cas de Marius de Marcel Pagnol, ni celui de la pauvre chèvre de M. Seguin. Il reste vrai que la façon la plus économique de voyager est de bénéficier des avantages offerts par un groupe organisé. Il s'agit de bien choisir, voilà tout! Un homme averti n'en vaut-il pas deux?

Southern Connecticut State College

Rappel: Rencontre AUPELF en France

L'Association des Universités Partiellement ou Entièrement de Langue Française (AUPELF) invite tous les membres de l'AATF participant au congrès de Paris cet été à assister aussi à la *Deuxième Rencontre mondiale des départements d'études françaises* qui se tiendra à Strasbourg du 17 au 23 juillet 1977. Ceci offrira aux congressistes AATF l'occasion de rentabiliser au maximum leur séjour en France en participant à plusieurs réunions concernant l'enseignement du français, aussi bien que d'entrer en contact avec leurs collègues et homologues oeuvrant dans d'autres parties du monde.

L'AUPELF publie actuellement un dépliant détaillé sur le programme et le calendrier de cette *Rencontre* 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 une information plus complète, vous pouvez écrire au Secrétariat général de l'AUPELF, B. P. 6128, Université de Montréal, Montréal H3C 3J7, Canada.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

FIFTIETH NATIONAL CONVENTION

sous le haut patronage des autorités françaises
avec le concours de
La Fédération Internationale des Professeurs de Français
et du
Centre International d'Etudes Pédagogiques de Sèvres

LA SORBONNE

27 juin-1er juillet 1977

Monday, June 27

Block A: 9:30—10:45

OPENING SESSION. Presiding: Anne Slack, Harvard University, President AATF

Addresses by Representatives of the French Government and of the University of Paris (details are being completed)

Block B: 11:00—12:30. Sectional Meetings

B-1) Renaissance Literature. Chairman: Jerry C. Nash, University of New Orleans. Secretary: Armine Kotin, University of Illinois

Pantagruel, ch. 1: Genèse de l'oeuvre: Marcel Tetel, Duke University

Verbe et proverbe chez Rabelais: François Rigolot, Princeton University

Un exemple d'ironie humaniste: Rabelais, Pantagruel et Demosthène: Gérard Defaux, Bryn Mawr College

... and the participation of professors of French universities

B-2) Culture-Ethnography. Chairman: Howard L. Nostrand, University of Washington

Thème: Comment réunir progressivement, à l'intention des professeurs de français à l'étranger, les conclusions des recherches qui contribuent à décrire la culture et les institutions de la France contemporaine?

Parmi les participants à la session on anticipe l'intervention de Messieurs Michel Crozier, Directeur du Centre de Sociologie des Organisations; Edmond Marc et Guy Michaud, Université de Paris X-Nanterre

Block C: 1:00 p.m. Reception

Block D: 6:00 p.m. Reception

Tuesday, June 28

Block E: 9:15—10:45. Sectional Meetings

E-1) Seventeenth-Century French Literature. Chairman: Robert N. Nicolich, Catholic University of America. Secretary: Robert J. Nelson, University of Illinois

Recherches sur Molière: Sylvie Chevalley, Archiviste-Bibliothécaire de la Comédie Française

Molière devant la critique: Jean-Pierre Collinet, Université de Dijon

En jouant Molière: Acteur-metteur en scène (name to be announced)

Molière et l'autoritarisme: Karolyn Waterson, Dalhousie University

Molière habillé à l'anglaise: Hugh C. Chapman, Jr., Pennsylvania State University

E-2) *Tendances Actuelles du Français: Problèmes de Variation Linguistique.* Chairman: Albert Valdman, Indiana University

La prononciation: quelques tendances: Henriette Walter, Université de Paris V

Le système grammatical: l'influence du français populaire: Jean Dubois, Université de Paris X-Nanterre; Editions Larousse

Le lexique: français et vocabulaires techniques: Alain Rey, Université de Paris III; Dictionnaires Robert

Block F: 11:15—12:45. PLENARY SESSION: EUGENE IONESCO, de l'Académie Française

Block G: 2:30—4:30 p.m. Film presentation by a French film-maker

Block H: 6:00 p.m. Reception

Wednesday, June 29

Block I: 9:15—10:45. Sectional Meetings

I-1) College Teaching. Chairman: Robert C. Lafayette, Indiana University.

Thème. L'Emploi de la presse parlée et écrite dans l'enseignement de la culture et de la civilisation

Round table discussion participants:

Jacqueline Elliott, University of Tennessee

Jean-Pierre Ponchie, West Virginia University

Marguerite Rochette, Université de Paris XIII

André Strauss, Université de Paris VI

I-2) Articulation. Chairman: M. LeRoy Ellis, Lamar University. Secretary: Thomas A. Shealy, Winthrop College. Moderator: Elizabeth Brandon, University of Houston. French participants: Georges Straka, Université de Strasbourg and colleagues

Subject: La phonétique corrective

Block J: 11:15—12:45. PLENARY SESSION: Table Ronde avec trois journalistes français (arrangements to be completed)

Block K: 3:00 p.m. Organized visit of "Centre Georges Pompidou"

Block L: 6:00 p.m. Reception

Thursday, June 30

Block M: 9:15—10:45. Sectional Meetings

M-1) Eighteenth-Century Literature. Chairman: Renée Waldinger, City College CUNY

Thème: L'Avenir de la recherche sur la littérature du 18^{ème} siècle: quelques approches nouvelles nouvelles

Essai d'application d'une nouvelle stylistique: les Rêveries d'un Promeneur Solitaire, Jenny H. Batlay, Columbia University

Problèmes de lexicométrie: discours parlementaire et presse pamphlétaire, 1793-1794 (Robespierre, Hébert, Jacques Roux), Annie Geoffroy et Jacques Guilhaumou, Laboratoire de Lexicologie Politique, Ecole Normale Supérieure de Saint-Cloud

Projets d'analyse textuelle: un essai attribué à Montesquieu; l'énonciation dans Gil Blas; préférences phonologiques de la rime, Richard Frautschi, Pennsylvania State University

Quelques conclusions sur le dépouillement de la presse du 18^{ème} siècle, Jean Varloot, Université de Paris-Sorbonne

The above presentations will be followed by a round-table discussion.

M-2) High-School Teaching. Chairman: May Collet, Centre International d'Etudes Pédagogiques de Sèvres

Block N: 11:15—12:45. PLENARY SESSION (arrangements to be completed)

Block O: 4:00—5:30 p.m. Panel discussion on the French Education System

Block P: 6:00 p.m. Reception

Friday, July 1

Block Q: 9:00—11:00. GENERAL MEETING OF AATF

Block R: 11:15—12:45. PLENARY SESSION (Arrangements to be completed)

Block S: 1:00 p.m. Reception

Block T: 6:00 p.m. Reception

The "Société des Palmes Académiques" is planning a luncheon or dinner at a date to be announced.

Visits to various publishing firms are being arranged.

Le Syndicat National des Professeurs d'Anglais et de Langues Vivantes, and Le Syndicat National de l'Enseignement Supérieur have been contacted, and we hope they will attend some of our sessions.

Note: This is the convention program as it stood on the day the *Bulletin* went to press, March 18, 1977. A more complete version will be mailed in May to members registered for the convention.

Journal for Educational Technology and Language Learning Systems

System is the journal of the Commission on Educational Technology and Language Learning of the Association Internationale de Linguistique Appliquée, and is published three times a year by the Department of Language and Literature of the University of Linköping in Sweden. *System* is distributed at no charge to approximately 1,500 readers and libraries in about 55 countries. The May 1977 issue will be devoted to Individualized Instruction, under the guest editorship of Howard B. Altman, new head of ACTFL. Those interested in educational technology and language learning systems—computer-assisted instruction, language laboratories, long-distance teaching, self-instructional material, etc.—should contact, for more information, John R. Allen, Co-Editor of *System*, Department of Romance Languages, University of Manitoba, Winnipeg, Manitoba, Canada.

Getting Around in Paris Summer 1977

On the maps of Paris printed in this issue of the *Bulletin*, we have indicated by number the approximate location of the hotels which are listed in *FACETS Forum No. 2*, the brochure detailing travel and lodging arrangements for the upcoming Paris convention, June 27-July 1, 1977. These numbers correspond to:

1. Hôtel PLM Saint-Jacques****
17, boulevard Saint-Jacques (14e)
Métro: *Saint-Jacques*
2. Hôtel Cayre****
4, boulevard Raspail (7e)
Métro: *Rue du Bac ou Sèvres-Babylone*
3. Hôtel Lutécia Concorde****
45, boulevard Raspail (6e)
Métro: *Sèvres-Babylone ou Rennes*
4. Hôtel Spot**
13, rue de Val-de-Marne (13e)
Métro: *Porte d'Italie*
5. Hôtel Princesse Caroline***
1 bis, rue Troyon (17e)
Métro: *Etoile*
6. Hôtel Versailles***
213, rue de la Croix-Nivert (15e)
Métro: *Convention ou Porte de Versailles*
7. Hôtel Royal Cardinal**
1, rue des Ecoles (5e)
Métro: *Cardinal Lemoine ou Jussieu*
8. Hôtel Paris Latin**
25, rue Monge (5e)
Métro: *Monge ou Cardinal Lemoine*
9. Hôtel des Carmes**
5, rue des Carmes (5e)
Métro: *Maubert-Mutualité*
10. Résidence Internationale du Comité d'Accueil
14, passage de la Bonne Graine (11e)
Métro: *Ledru-Rollin*

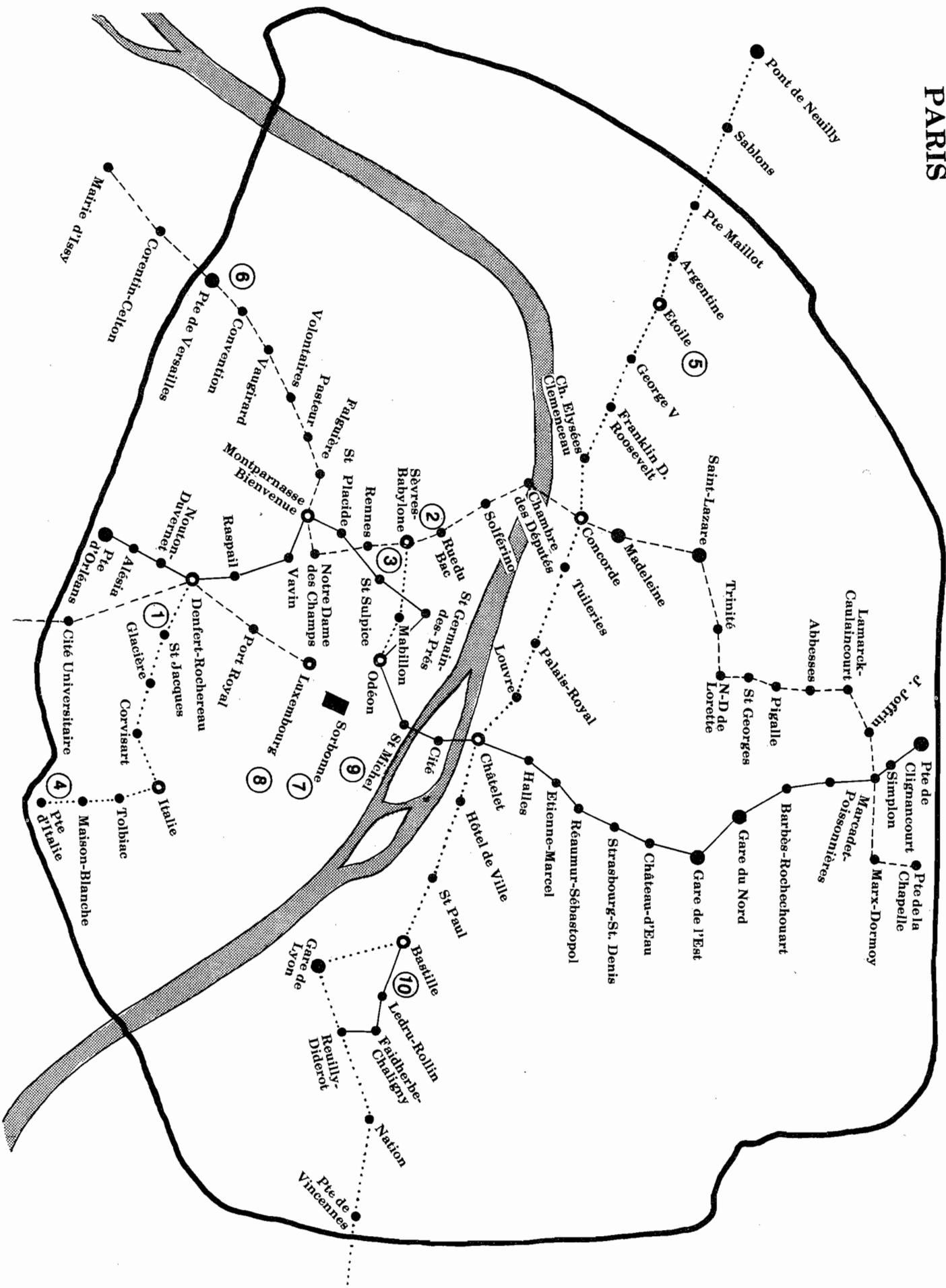
Several of these hotels are within easy or fairly easy walking distance of the Sorbonne (i.e., numbers 2, 3, 7, 8, and 9). Remember that you will be provided with a one-week métro pass as part of the FACETS package. If you plan to be in Paris for a longer time, you might look into the advantages of buying a Carte Orange, which permits you unlimited travel on the métro and buses for a fixed price. The Carte Orange varies in price depending on the number of zones (zones 1 and 2 cover Paris and the first ring of suburbs, zone 3 these plus the next ring of suburbs, and so on up to zone 5), and it has to be renewed at the beginning of each calendar month. Information and application forms are available at ticket booths in each métro station.

Most people find the bus system a more pleasant, though not as rapid, alternative to the métro for getting around inexpensively in Paris. Many bus lines will take you directly from one point of interest to another, whereas the same trip on the métro will require one or two time-consuming changes. The institution of special corridors for buses and taxis on major streets in the city has considerably improved above-ground mass transportation. Still, at rush hour, and sometimes at other hours, the métro is faster. Remember that the Carte Orange is good on the métro and buses, as are the regular R.A.T.P. tickets that you buy in métro stations.

The major publishing houses in Paris maintain special bookstores for teachers, where proper identification will sometimes get you a small discount on your book purchases (and sometimes free sample copies). Larousse, Hachette, and Didier all have such shops in or near the Latin Quarter. For posters, try the Office du Tourisme on the Champs-Élysées, near the Arc de Triomphe.

We hope that these few ideas will render your stay in Paris more enjoyable and more profitable.

Une Partie du METROPOLITAIN DE PARIS



Adapting Foreign-Language Programs to Modern Language Needs

Sue Huseman Moretto

At the Fall 1976 Meetings of the Illinois Foreign Language Teacher's Association, I gave a presentation during an AATG session concerning curricular revisions we have effected within the Foreign Language Department at Illinois Wesleyan



University during the past several years. Response from colleagues at that meeting and at the Department Heads gathering that same evening was significantly favorable, and requests for copies of the curriculum sufficiently numerous to suggest that an article of this kind might be warranted as a more effective means of sharing our ideas, problems, and solutions with other colleagues (and I herewith apologize to those colleagues who have yet to receive curriculum copies but who will find one herein!).

In order to survive and flourish in these days of declining interest in foreign languages and increasing numbers of unemployed, we foreign-language teachers must, more than ever before, remain convinced, and able to convince our students, that foreign language study and the resulting linguistic skills and other-cultural awareness are essential for every citizen in today's world and that, indeed, such skills are valuable in today's job market. In addition, we must be committed to a continuing process of critical self-appraisal and self-improvement that will enable us to continue to offer a quality program in foreign-language study that is relevant to both majors and non-majors.

During the past two years, the Foreign Language Department at Illinois Wesleyan has spent a great deal of time and energy in revising its curriculum, developing new options for the foreign-language major, and rethinking departmental goals and objectives in order to prepare ourselves to achieve what we feel must be the principal objectives of a quality foreign-language program today:

1. Providing linguistic and cultural study for the general (non-major) student that will help him/her to become a truly liberally educated individual, and equally important,

relating such study to the individual student's personal and career goals;

2. Providing a quality education for students who wish to major in a foreign language and use the skills and awareness thus developed to achieve personal and professional goals that require such linguistic and cultural training.

The two primary objectives of general foreign-language instruction in our department are those shared by most modern language departments today:

1. To teach the student the fundamental skills of speaking, reading, and writing in the foreign language, and
2. To help the student to develop an understanding of and respect for another culture.

However, in our department we attempt in addition to relate beginning language study to the individual student's personal and career goals whenever possible. This can be done by selecting and assigning projects, skits, and readings with individual students in mind or by offering special career-related tracks, particularly during the third semester (Readings in Technical German, Spanish for Medical Personnel, French for Businessmen, etc.), and we have experimented with both methods.

The required foreign-language sequence consists of three semesters, two long semesters and one intensive term during which the student has no other courses. This offers every student the possibility of completing the foreign-language required sequence in one concentrated year of study but allows a sufficient number of contact hours to provide basic mastery of the fundamental skills of speaking, reading, and writing in the language.

For non-major students who opt to continue foreign language study beyond the basic sequence, we have developed a Certificate of Fluency (awarded to students who complete a specific sequence of four courses beyond the foreign-language requirement and who successfully pass a comprehensive examination administered and graded by the department) which is included in the student's Career Placement file and which serves as a meaningful indication to prospective employers and/or graduate schools that the student in question possesses superior linguistic and cultural skills in addition to training in his major field.

Besides career-related sections offered during the third semester of the basic sequence, we are presently working to develop a FLASK (Foreign Language as an Ancillary Skill) program beginning with a uniquely SPASK (Spanish as

an Ancillary Skill) orientation and expanding to other language areas if the initial experiment proves successful. The purpose of the program will be to provide job-specific training in the use of a foreign language in addition to increased linguistic skills and training in understanding and appreciating the cultural background of native speakers of the foreign language. A FLASK program of the sort we have in mind would prepare pre-professionals in various career areas to use their foreign-language training as an adjunct or ancillary skill in their profession, thus making language study more relevant to them personally and professionally in addition to providing them with a second area of professional training that will make them considerably more desirable as job candidates. There are obvious advantages to FLASK, and more specifically SPASK, training for students interested in careers in the areas of legal services, social services, medical and health-related services, business, and many other professional areas which require the ability to relate sensitively and effectively with the increasingly large Latino segment of the American population.

For the foreign language majors in our department, we have defined a "quality" education as one which includes extensive background in general education courses, thus providing meaningful experience outside the student's major field, intensive linguistic training to develop expertise in foreign-language skills, constant and meaningful exposure to the foreign culture and civilization in order to develop an understanding and appreciation of both, and, finally, expert guidance in choosing a specific career orientation. We have developed three different tracks or major programs for foreign-language majors, all intended to provide a liberal arts/professional approach to undergraduate education. The three programs are related but distinct and provide viable options that allow the student to select the academic and professional orientation and preparation that will prepare him/her to fulfill his/her individual career and personal goals. I will briefly outline each program, its major objectives, and specific course requirements, and will then discuss some of the special features such as umbrella courses, career-related fields teaching internships, etc.

The Major in Modern Literature

1. Objectives:
 - a. The ability to comprehend and critically analyze literary works in the language;
 - b. An awareness and appreciation of the aesthetic and intellectual history of the

target culture;

- c. An excellent command of the target language as a tool for written and oral communication; and
- d. A second area of linguistic competence or an area of concentration in a career-related area or a related academic area.

This major is intended to give the student a broad literary background including a general knowledge of one national literature, as well as knowledge of literary terminology and methods of literary analysis and criticism. Such a major provides a broad liberal arts background with a wide variety of possible orientations for those students who plan to seek jobs immediately after graduation but it is primarily intended to prepare those students who plan to go on to graduate school and to provide them with a number of options: graduate study in the Humanities, in Comparative Literature, in one or more national literatures, etc.

2. Required sequence:

- a. Intermediate Conversation
- b. Structural Review
- c. History of Civilization
- d. Introduction to Literature
- e. Advanced Studies in Literature
- f. Advanced Studies in Literature or Comparative Literature

3. Plus one of the following options:

Second Language Option

- a. Basic sequence (in a second foreign language)
- b. Intermediate Conversation (in a second foreign language)
- c. Structural Review (in a second foreign language)

(In addition, Modern Literature majors who choose this option are advised to take Literature in Translation in their second foreign-language area as one of their General Education literature requirements.)

Related Academic Area Option

- a. Advanced Studies in Literature or Comparative Literature
- b. 4 courses in a related academic field

The Major in Applied Modern Language

1. Objectives:

- a. An excellent command of the target language as a tool for written and oral communication;
- b. An awareness and understanding of both the aesthetic and anthropological aspects of the target culture; and
- c. A basic command of a second foreign language or a strong area of concentration composed of selected courses which would provide a legitimate career-related field.

This major is intended to provide advance language skills for application in professional areas where a practical knowledge of language and culture and a high level of linguistic competence are required. This course of study could also provide excellent preparation for graduate study in the areas of TESL, bilingual education, linguistics, foreign language methodology, etc.

2. Required Sequence:
 - a. Intermediate Conversation
 - b. Structural Review
 - c. Comparative Culture
 - d. Advanced Conversation
 - e. Advanced Studies in Language
 - f. Advanced Studies in Language
3. Plus one of the following two options:

Second Language Option

 - a. Basic sequence (in a second foreign language)
 - b. Intermediate Conversation (in a second foreign language)
 - c. Structural Review (in a second foreign language)

Career-Related Field Option:

 - a. Advanced Studies in Language (in first foreign language)
 - b. 4 courses in career-related field

The Major in Foreign-Language Teaching

1. Objectives:
 - a. An awareness and appreciation of the aesthetic and intellectual history of the target culture and of its present-day manifestations;
 - b. The ability to comprehend, critically analyze and explicate literary works in the foreign language;
 - c. An excellent command of the target language as a tool for written and oral communication;
 - d. The training and ability to teach and transmit to others the aforementioned skills, attitudes, and abilities.

This major is intended for those students who have demonstrated great aptitude and motivation for foreign-language teaching. We do not actively encourage students to choose secondary education as a career goal unless they are highly motivated, and the course of study they are required to follow when they do choose this major is, in terms of minimal major requirements, in some ways more demanding than the other two major options due to the special needs and requirements of teacher preparation and to our belief that only if our students receive excellent training in language, literature, culture, and pedagogy will they have

a chance of finding teaching positions in today's job market.

2. Required Sequence:
 - a. Intermediate Conversation
 - b. Structural Reviews
 - c. Comparative Culture
 - d. History of Civilization
 - e. Advanced Conversation
 - f. Introduction to Literature
 - g. Teaching Internship
 - h. Advanced Studies in Language (2 courses)
 - i. Advanced Studies in Literature (2 courses)

Plus Professional Education Requirements:

Issues in American Ed.
Educational Psychology
Secondary Practicum
Student Teaching (including weekly problems seminar)

The required sequences outlined on these pages constitute only *minimum* requirements and are necessarily limited (to the three basic sequence courses plus eleven upper level units) by a general University regulation which specifies that "a maximum of 14 course units in any single department or school may be counted toward the degree." Those students who place out of the basic sequence (or a portion of it) in their primary language are able to strengthen their program by the addition of up to three upper-level courses in Advanced Studies in Language or Literature, depending upon their chosen option.

We realize that the increased flexibility provided by the above options can improve the quality and scope of our major program only so long as it is accompanied by a highly refined and efficient advising system, and our foreign-language faculty are committed to standards of excellence in academic advising as well as teaching. The entire department is involved in the advising process and students complete the first two years of study (the period of general education requirement completion) with one advisor and then change to a second (career) advisor as they begin their junior year.

In selecting a specific career orientation, the student relies on his general education experience, his personal talents and preferences, information gained from appropriate testing instruments, and advice from his academic advisor and university career counselors. Once he has decided upon a career area, the student selects, with assistance from his advisor, a group of courses outside his major field that will provide him with the additional skills and training he will need in conjunction with his

linguistic, cultural, and/or literary training to prepare and qualify him for a career in his chosen professional field.

Academic areas which might constitute legitimate career-related fields and the specific courses to be taken within those areas are carefully chosen and are approved by the department as a whole to insure the viability of the career-related option chosen by each student. The career-related option is often interdisciplinary, combining courses from a number of departments and disciplines to provide adequate professional preparation. Foreign-language faculty work with the career development office as well as community resource people to identify relevant career options and to develop specific areas of concentration in career-related courses intended to prepare students for those options as well as to establish internship opportunities in the identified career fields.

Two other aspects of the program that permit increased individualization in meeting students' needs are the Teaching Internship and the umbrella-course concept.

The Teaching Internship, intended for the junior and/or senior years, offers a highly individualized program of practical experience in language teaching in a wide variety of settings. This course is intended for advanced language students, and although the student groups and specific subject matter to be taught vary (from IWU language classes split into special interest tracks or divided for intensive conversation during the Short Term to adult education classes or groups of junior high Chicano students), each internship experience is closely directed by a faculty supervisor and requires the intern to spend a minimum of three contact hours per week (two contact hours per day during the Short Term) with his/her group of students.

In addition to providing practical teaching experience for upper-level students (an opportunity for them to put their language skills to the test), the internship program provides greater opportunity for individualized teaching/learning, small-group drill and discussion sessions and other teaching techniques essential to effective foreign-language study, a discipline where the student learns by doing and learns well in direct proportion to the number and frequency of occasions provided for him to actively perform in the foreign language. The internship program is especially useful during the intensive courses taught in the January Short Term.

There is an official application form for students interested in internship experiences in order to guarantee that all interested students have an opportunity to apply (the forms are officially distributed to all majors and students in upper-level classes during the Spring semester but are also available in the departmental office throughout the academic year) and to be considered during the selection process, and that the best qualified students are chosen for these positions.

The umbrella courses (Studies in Literature, Studies in Language, Studies in Comparative Literature), which vary in specific content from semester to semester and year to year, also provide increased flexibility in meeting needs of majors without locking the program into a fixed structure with a proliferation of specific courses as was the case in the former "century" and "movement" approaches to curriculum. The umbrella courses combined with careful *polling* of students at all levels each semester (in order to predict potential enrollments in courses at all levels and to determine need and demand for specific offerings under the umbrella rubrics) have enabled us to offer the courses most needed and desired by the largest number of students, and, although our goal is still to provide a quality program with as much individualization as possible, careful polling combined with the umbrella concept helps us along toward our goal of better education with fewer people by guaranteeing maximum enrollment in courses offered.

Illinois Wesleyan University

Note: Readers interested in more information on this program may contact Sue H. Moretto, Chairman, Department of Foreign Languages, Illinois Wesleyan University, Bloomington, IL 61701.

AATF Société Honoraire de Français

The Société Honoraire de Français for secondary schools can make an invaluable contribution to your school. It gives recognition to outstanding scholastic achievement in French, stimulates the interest of students, and promotes higher standards of scholarship.

Chapters may be organized at any time. For information or installment of a chapter, write to Stephen Foster, Secretary-Treasurer, Société Honoraire de Français, AATF, 57 East Armory Avenue, Champaign, IL 61820.

The Origins and Growth of the AATF Endowment Fund

William N. Felt

At the business meeting of the Association in Philadelphia on December 29, 1976, I stated that the AATF Endowment Fund owed its existence entirely to good fortune and to excellent management of the General Fund over the past fifty years. I was pleased to be corrected following these extemporaneous remarks by M. Jacques Fermaud and Miss Maude Helen Duncan. They apprised me that at least one devoted individual had in the past offered to donate a sizeable sum to the Endowment Fund, on the condition that a matching contribution be raised by the members of the Association.

Research has substantiated this recollection, and placed the occasion in 1947-48. I quote from George B. Watts' "The Teaching of French in the United States: A History," *French Review* 37:1, pt. 2, p. 161: "The Endowment Fund was off to a good start, with contributions from individuals and chapters of over \$1,000. This was sufficient to match the challenge fund of \$1,000 offered by Professor Cecilia E. Tenney, of Reed College."

This bit of research has led to another: that of seeking out the earliest references to the Endowment Fund in the *French Review*. In May 1930 (*FR* 3:6, p. 464), we find the first published financial statement of the Association, and, under Endowment Fund, we read \$200 for 1929-30. A little further along, p. 467, among a list of donors to the AATF, we find specific contributions toward a \$10,000 Endowment Fund: Messrs. Albert Blum and John P. Morgan, \$100 each.

Apparently early progress was not great, since only \$212.12 is listed for the Endowment Fund in 1931 (*FR* 5:2, p. 170); \$43.40 in 1934 (*FR* 8:1, p. 83), \$65.99 in 1935 (*FR* 9:1, p. 90); \$77.54 in 1936 (*FR* 10:1, p. 75); and \$100.11 in 1937 (*FR* 11:1, p. 77).

Nevertheless, despite these discouraging figures, some financial aid was given during these early years. In 1936 (*FR* 10:2, p. 173) some letters of appreciation from scholarship holders, all of whom studied in the U.S., are printed. We can only assume that most of the necessary funds came from the General Fund. In 1938 (*FR* 11:3, p. 261) it is stated that "a number of tuition scholarships will be granted through the AATF at American Summer Schools which specialize in the teaching of French." In 1939 (*FR* 12:4, p. 355) there is a report indicating a continuing desire to upgrade our program: "Professor

Freeman (Vermont), chairman of the scholarship committee, moved that one foreign scholarship for study in France in 1939 be established at \$300, of which \$150 be appropriated from the national treasury, and the other \$150 be contributed by the chapters at the rate of \$2.00 per vote . . ." In addition, seven tuition scholarships were offered to AATF members for summer study in American French schools. While there was naturally no foreign study approved for 1940, in that year (*FR* 14:1, p. 72) we find a list of nine winners of summer scholarships for study in this country. In March of 1941 (*FR* 14:5, p. 436) there appears a full statement on eligibility for the summer scholarships.

The figures of what constituted financial success then are of interest today. Secretary-Treasurer James B. Tharp announced his retirement from that position in Indianapolis, in 1941, after a nine-year term of office that had been "a brilliant one. The former deficit has been built into a surplus of \$2,292.88." Annual meetings, suspended in 1942 and 1943, were resumed in New York in 1944. Despite a serious drop in membership, "modest financial balances were shown each year."

"In 1945-46 all records for membership were broken with a figure of 2,238." "At the annual meeting in Detroit in 1947 . . . the dues were raised from \$2.50 to \$3.00." President Jacques Fermaud "announced that the Endowment Fund provided for in the Constitution would be set up as soon as possible. This fund will be carried as a separate account . . . Miss Cecilia E. Tenney, a member of the Northwest Pacific Chapter, arose to make the generous offer of a payment to the fund of \$1,000, once a similar sum is raised." As the first contribution to this sum, President Fermaud pledged \$50. This amount was increased by similar pledges by Editor-in-Chief Harvitt, Vice-President Carrière, former President Zdanowicz, Secretary-Treasurer Watts, and Representative Duncan, and a check for \$25 from Amelia E. Anthony of the Metropolitan Chapter." (*FR* 21:4, pp. 344-6).

At the Philadelphia meeting in 1948, "President Joseph Carrière asked if any individual was ready to make a contribution, or if any chapter delegation was authorized to make such a pledge. Hugo Giduz, head of the North Carolina delegation, arose immediately and pledged \$25 for this group. Many others followed with their pledges for their chapters. Ex-President Fermaud and others solicited cash contributions, which brought the total figure to \$1,151.54." (*FR* 22:4, p. 351). A full page of these contributions is given on page 354, explaining this total figure.

Two actions of interest grew out of the San Francisco meeting in 1949: a) the President appointed Regional Representative Louis F. Sas as chairman for the Endowment Fund; and b) it was voted to transfer to the Endowment Fund account \$1,500 of the profits of the year 1948-49.

In a statement on the condition of the Endowment Fund, a new list of contributors appears, which aided the total Fund to attain the figure of \$3,706.33. It is also of interest to note the healthy state of the General Fund: cash in bank, \$5,143.75, and in U. S. Savings Bonds, \$1,973.44. "The fact that we were able to make a profit from the year's operations of over \$3,000, or some 80 percent of the total surplus which had been earned during the first twenty-one years of the Association's life, demonstrates adequately that the active and aggressive policies followed during the past few years are now reaping their reward." (FR 23:2, pp. 154-63).

"By 1954 there were more than 4,000 members and assets of some \$24,000 . . . During [the incumbency of Monsieur Henri Peyre of Yale] the membership and the assets continued to mount steadily. His proposed figure of 5,000 members was exceeded in 1957, and by the end of his presidency it had risen to nearly 7,000. The surplus stood at \$34,000, and the Endowment Fund totaled nearly \$14,000. [By 1962] there were over 8,500 members and subscribers and 53 chapters. The membership had reached a total of more than 10,000." (FR 37:1, pt. 2, p. 162).

Lest this statement of the Endowment Fund turn into a real history in miniature, let us assume that the members are more or less familiar with the growth of the organization in the last fifteen years, reaching a top figure of 11,612 members in 1973. Surpluses in the General Fund have been excellent, and under the management of Professor J. Henry Owens (1963-69) \$68,171 in securities and bank deposits, accumulated over a number of years, were transferred from the General Fund to the Endowment Fund (FR 40:2, p. 440). At the same time it was stipulated that these funds would be available for the General Fund if needed.

Thus when the rainy days did finally appear in the 1970's with a loss of membership due to lowering and dropping the foreign-language requirements for college graduation, it was not surprising that a need developed for a reversal of the flow of cash from the Endowment to the General Fund. The optimistic conclusion from this returning unto Caesar that which was Caesar's is that all such payments have been taken from the Endowment Fund's income,

without in any way touching the principal. The latest annual audited report on the Endowment appeared in December 1976 (FR 50:2, pp. 131-2).

The last word in this statement should be a return to the spirit of dedication prevalent during the first and second decades of our history. Why do we not emulate the program of many institutions by providing for a modest allotment in our wills to AATF? As Trustee James C. Atkinson has suggested, a mere \$100, multiplied by hundreds, if not by thousands, would develop into a tidy sum that would eventually allow us to fulfill all of our fondest educational goals.

Managing Trustee, AATF

Foreign Language Conference in Tennessee

The 27th Annual Mountain Interstate Foreign Language Conference convenes this year on October 14-15 at East Tennessee State University in Johnson City, Tennessee. Requests to deliver papers of 20 minutes' duration are being received until May 15, 1977, in the areas of literature, culture, pedagogy, and linguistics. The complete conference program will be distributed during the summer. For information and reservations, write to M. L. Suárez, Department of Languages, Box 22480A, East Tennessee State University, Johnson City, TN 37601.

Congrès de Linguistique Appliquée en 1978

Les responsables du Cinquième Congrès International de Linguistique Appliquée, qui aura lieu à Montréal du 21 au 26 août 1978, ont émis une demande de communications pour le 30 avril 1977. M. Jacques D. Girard, le Secrétaire du Congrès, assure également en ce moment la préparation d'un *Répertoire mondial des personnes et organismes intéressés à la linguistique appliquées*.

Lors du Ve Congrès International de Linguistique Appliquée, des spécialistes du monde entier seront réunis pour discuter de nombreux thèmes, parmi lesquels notamment: enseignement et apprentissage des langues maternelle et seconde, bilinguisme et multiculturalisme, traduction, lexicologie, stylistique, sémiologie, théories de la communication, phonétique appliquée, et sociolinguistique. Adresser toute communication concernant congrès et répertoire au Secrétariat du Congrès AILA 1978, Université de Montréal, B. P. 6128, Montréal, Canada.

Pedagogical News and Notes

edited by Alexander D. Gibson

I.

The November 1976 issue of *The Rotarian*, monthly publication of Rotary International, provides a description of the establishment and operation of a Rotary Language Institute at Statesboro, Georgia, this past summer. The author of the article, Dr. Jack N. Averitt, dean of the graduate school at Georgia Southern College in that city, developed and directed the Summer Language Institute in order to serve fifty-four Rotary Foundation Fellows from 21 countries prior to the commencement of their year of study at various colleges and universities in the United States.

The purpose of the session was "to develop proficiency in English as a second language." The students who were the beneficiaries of this innovative pilot program had been chosen by the Rotary Foundation as the recipients of a generous (\$6000 or more per award) fellowship for an academic year in a foreign country (all travel, living, and educational expenses). Such awards, made after careful screening by Rotary Clubs and Districts all over the world, are based on the purpose of the Rotary Foundation, namely: "to contribute to the furtherance of understanding and friendly relations between people of different nations."

Georgia Southern College, which is a unit of the University System of Georgia, sent members of its staff and students to meet each Fellow at the Savannah airport and provided transportation to the "International House" at that institution.

The curriculum was designed "to develop competencies" in the use of English. The formal study of that language was provided in classes with a ratio of "one instructor for each ten students." The program included training in "grammar, reading, writing, idioms, listening comprehension, and oral expression. Private tutorials provided special training for those who had most difficulty in mastering the new language."

The international group was visited by the chairman of the Rotary Foundation Trustees. As of 1976-77, a total of more than 5,000 students between 20 and 28 have received Graduate Fellowships from the Foundation since the inauguration of that program in 1947. The Statesboro Rotary Club played host at a picnic

and its weekly meetings were visited by the Fellows. Field trips to Savannah, home hospitality, and local Bicentennial events furnished a variety of entertainment for the foreign students. They, in turn, staged a two-hour variety show to entertain their college hosts.

In his article, Dr. Averitt quotes one of the Fellows, Jorge Couri of Brazil, who voices his reaction to the program, as follows: "I believe that the most important thing that we did was to prove the possibility of international understanding. Young students from different countries, different races and customs, lived and worked together in the same program. Now that the Institute has ended successfully, the Rotary Foundation can show the world that all peoples, all countries, all human races can work together if they have the same objectives and ideals."

A program such as that conducted at Georgia Southern has great potential for helping foreign students to accelerate their adjustment to their new academic *milieu* and work in the United States. It is to be hoped that similar programs will be inaugurated here and abroad. The international foundation in question is allotting more than six million dollars in 1976-77 "to send more than 1300 young persons abroad for study as Graduate Fellows, Undergraduate Scholars, Technical Trainees, and Teachers of the Handicapped, as well as groups of young business and professional men."

If an evaluation of the success of the "graduates" of the Summer Language Institute at Georgia Southern is made and proves to be positive, as is likely, then an expansion of such institutes by the Rotary Foundation and by other organizations and institutions would seem to be a logical and desirable development, one that would utilize tried and tested techniques of teaching English as a second language. Certainly the work of the award recipients and that of the receiving academic institutions should be greatly facilitated, thus improving individual and national relations in the educational field and hopefully promoting unselfish world service.

II.

The same magazine is also our source for an article on American education. Its December 1976 issue features an adaptation of a speech—"Discipline: Education's Missing Link?"—made by former U. S. Commissioner of Education T. H. Bell at a seminar of the Southern Baptist Convention of the USA in March 1976.

The speaker promptly points out that, "by discipline in education," he does not "mean

punishment, control, restraint," but instead "commitment, high standards, and academic rigor, sacrifice in the name of excellence." He is "convinced that discipline and moral values are the keys to responsible citizenship." He fears that "responsible citizenship is withering in our land, and in many other parts of the world as well." All voices must be raised "for a more disciplined society through more disciplined education." He deplors the "drifting away from discipline in our schools, colleges, and universities" and urges "new commitments to it in education and in our life as citizens." He contends that "discipline makes us productive, affluent, strong, enlightened, and free" and that the lack of it produces "decay, decline, anarchy, and abandonment of the truth."

Dr. Bell quotes Thomas Jefferson who, in his first inaugural address, asked: "Would the honest patriot in the full tide of successful experiment, abandon a government which has so far kept us free and firm, on the theoretic and visionary fear that this government, the world's best hope, may by possibility want energy to preserve itself?" The Commissioner's response to the question is: "I fear that we in the United States have come almost to the point where we must answer 'yes' to Jefferson's question. Academic test scores, voter registration figures, almost all the indexes we have point to the kind of citizen lassitude Jefferson feared."

He cites "some signals that discipline is sagging in our education system," as follows:

1. Key witnesses "at a special Congressional hearing on violence and vandalism in the schools" gave the impression that many of our secondary schools are gripped by hopelessness and despair, . . . that student assaults and violence could not be corrected—that school authorities could not cope with the situation."
2. "An article in a well-known publication recently reported that 40% of the graduating class of a reputable university had graduated with honors or *cum laude*, implying that standards had slipped at this institution and that its academic rigor had declined."

He then lists "some of the warnings we have received that undisciplined education bears only the rotting fruit of undisciplined, apathetic citizenship.

1. The overall voting record is lower in the U.S. than in most other democracies. Voters between 18 and 21 years old had the worst voting record of any age group in both 1972 and 1974.

2. The Yankelovich Survey, a study of young men and women financed by a number of foundations, found in 1967 that some 35 percent of Americans aged 16 to 26 considered patriotism an important value. Six years later, in 1973, the figure had dropped to 19 percent.
3. The National Commission on the Reform of Secondary Education analyzed hundreds of handbooks on "Students Rights and Responsibilities" published by schools and state departments of education. More than 99% deal with student *rights*. Fewer than 1% even mentioned *responsibilities*."

Meeting at their 1974 annual convention, the Council of Chief State School Officers — U.S. state superintendents or commissioners of education concluded that "recognizing the need for a new level of citizenship education may be the most important consideration this council can take at this time." As a result, Commissioner Bell "set up in the U.S. Office of Education a task force to make recommendations on citizenship education in the schools, the actual carrying out of its recommendations being left to state and local educators at their discretion."

There is some evidence that others share the Commissioner's concern and "are taking active steps to nurture and encourage citizenship education and responsible participation in civic affairs. The American Bar Association supports a national clearinghouse on 'Youth Education for Citizenship' and the National Endowment for the Humanities helped finance a program for the first 12 grades focusing on such concepts as participation, justice, and responsibility. A National Task Force on Citizenship Education, supported by private foundations, is examining new concepts and teaching methods for responsible citizenship. Its report is available to educators and the general public."

Dr. Bell "strongly suspects that much of the trouble in the schools is a response to boredom. A more disciplined society would give young people a more disciplined, demanding, and therefore far more stimulating environment. There is more to learn than ever before and our youth are more talented and able than they have ever been before."

He does not "imply that education should disregard learning problems." Allowance must be made for "individual differences, . . . equality of opportunity, . . . the rights of minorities, . . . compensatory education for the disadvantaged, provision for learning problems." While discipline must be "mellowed by compassion, . . . we

may be spreading classroom charity over too many students who need and deserve more challenge . . . Without abandoning compassion and empathy, we can have a no-nonsense program that calls for mastery of reading, mathematics, spelling, and other basics. Too many students are getting by from one grade level to another without this mastery. We know vastly more than ever before about *how* to teach the bottom 25 percent; we should apply what we know. Not all children will attain a high level of proficiency in reading and mathematics. But we can't live with the high percentage of students who in some large urban school systems fail to reach an acceptable level."

The next paragraph merits full quotation: "A school system committed to disciplined standards of excellence in teaching and learning will take all measures possible to educate the bottom one-fourth of the student body. A few systems have demonstrated this capacity. What we need is a wide-spread resolve to reach a higher level of performance. We must help our youth find happiness and fulfillment through serious work in an atmosphere of reasonable standards that are sensibly, firmly, and consistently applied. Today's young men and women need to learn that the closest helping hand is at the end of their own arm. We need a strong, new, vigorous commitment to the old-fashioned work ethic. Let's teach that ethic in our schools. It will be the finest lesson our youth will ever learn."

On occasion, Dr. Bell poses these questions to a graduating class so that its members can test their status as educated persons:

1. "Have you developed a clear set of standards and ideals to guide your life and your daily living? A truly educated person lives by some abiding principles that are personally satisfying . . .
2. "Have you educated your feelings, your spirit, and your inner soul? . . . A quality life calls for quality thoughts and feelings and an appreciation for the fine things around us . . .
3. "Do you know *yourself* and can you apply what you know to maintain your physical and mental health? . . . Can you control your appetites and passions? . . .
4. "Do you live with reality? Are you positive in your thinking?

"All these questions bear on self-discipline? A well disciplined life is the only road to true happiness. It begins with an objective, disciplined education system, and it ends with more productivity and a richer life for individuals and people as a whole. Discipline means *more* freedom, not *less*.

"Many educators believe that it is not the proper role of schools to teach moral standards and values . . . This view of morality and of personal human values leads us to let the so-called 'felt needs' and demands of our students tell us how to run our schools. This in turn leads us to 'openness' — open admissions, open classrooms, and open grading—leaving the students free to simply elect a pass or fail grade rather than a 'coercive' letter grade . . . I consider such thinking nonsense, but many educators find it hard to oppose . . . Benefits from the pursuit of responsiveness, permissiveness, and neutrality on values have not been spectacular. We have reached an all-time high in truancy, disrespect, lack of commitment, and a host of other problems that will be with us until we abandon our moral and ethical neutrality.

"Educators must assume more responsibility for moral development. We should avoid teaching religious precepts as such; that is the role of the home and the church. But our institutions of education should unapologetically teach a 'quality' way of life—with moral values, a code of conduct, ethical standards. We don't have to be morally neutral. The universal verities of honesty, forthrightness, and unvarnished truthfulness must be reawakened in the classrooms.

"Forcefully and without equivocation, schools should teach equality of opportunity, freedom from prejudice, honesty, respect for law.

"We in the United States have for a number of years been on a nationwide binge of permissiveness . . . students don't want to be 'liberated.' They want to be challenged.

"One problem, especially, is the dropout of citizens from civic life. Self-government is on trial in the U.S. and elsewhere.

"Only education can break the civic withdrawal syndrome and reinstall the values that make for responsible citizenship. Our formal school structure must play a lead role in this resurrection. But we must also realize that education doesn't begin or end at the school-house door. Television and radio, newspapers, magazines, motion pictures, families, churches, and other institutions are in every sense integral parts of the education team.

"There are indications that the tide is turning back in the direction of more citizenship education and participation. I intend to support and encourage this trend to the fullest in the hope that it will become a full-fledged international movement."

OFFICERS OF THE AATF ATTEND JNCL AND FIPF MEETINGS IN NEW YORK

President Anne Slack and Executive Secretary F. W. Nachtmann of the AATF attended the semi-annual meeting of the Joint National Committee for Languages in New York City at the Statler-Hilton on February 18-19, 1977. The JNCL is a gathering of delegates (usually the President and the Executive Secretary) of all the major language organizations for the purpose of coordinating their efforts and conferring on possible ways of promoting the study of foreign languages in the United States. Chairmanship is on a rotating basis, and Professor Nachtmann is currently presiding. The main topic of discussion was the new National Information Center for Languages which is being set up in the ADFL offices at 62 Fifth Avenue in New York for the dissemination to the media of news items concerning the profession of foreign-language teaching. Present at the New York meeting besides the representatives of the AATF were officers of the American Association of Teachers of German (AATG), American Association of Teachers of Spanish and Portuguese (AATSP), American Association of Teachers of Slavic and Eastern European Languages (AATSEEL), American Council on the Teaching of Foreign Languages (ACTFL), the National Federation of Modern Language Teachers' Associations (NFMLTA), and Association of Departments of Foreign Languages (ADFL). The ACTFL delegation includes a representative of the Teachers of English as a Second Language (TESOL), who will be the hosts of the next JNCL meeting, to be held on the campus of Georgetown University in Washington, D.C., in October.

Professor Nachtmann returned to New York on March 5 to represent the AATF at a meeting, held at the Barbizon Hotel, of the North American group of the Fédération Internationale des Professeurs de Français. This group consists of a single delegate from each of the four major organizations of teachers of French or professors of French nationality in the United States and Canada, namely, besides the AATF, the Société des Professeurs Français en Amérique (SPFA), the Association Québécoise des Professeurs de Français, and the Association des Professeurs de Français des Universités du Canada (APFUC). At the recent New York meeting those in attendance were: Emile Bessette (chairman), Gilles Dorion, and Maurice Borduas of Québec, and Micheline Herz, Denise Legoff, and F. W. Nachtmann of the United States. Not present was René Bismuth of

Ontario. The associations of teachers of French of Mexico and the West Indies are eligible to send a delegate, but have not so far been represented. An important item of the agenda discussed in New York was the triennial congress of the FIPF in Brussels in 1978, of which a brochure is being distributed to each member of the AATF.

While in New York, Professor Nachtmann was also a guest at the luncheon on Saturday, March 5, opening the annual "French Language Week" sponsored by the Metropolitan Chapter of the AATF. The luncheon, which was attended by various diplomatic representatives of the Canadian, French, and Belgian governments, had as its featured speaker the mayor of Québec.

Brochure from FIPF Distributed to AATF Members

The National Office has recently sent copies of a brochure from the Fédération Internationale des Professeurs de Français to all AATF Chapter Treasurers for distribution to the membership at large. The FIPF is a worldwide federation of associations of teachers of French, and the AATF is one of its constituent associations. In December 1975, FIPF, AATF, and the Société des Professeurs Français en Amérique held a joint annual meeting in New Orleans. Professor Jacques Hardré, past president of AATF and former editor of the French Review, has also served recently as president of FIPF. He now holds the title of honorary president of the federation.

The brochure being distributed to AATF members describes plans for the next meeting of the FIPF, to be held in Brussels in August 1978. It also includes a registration form for this Quatrième Congrès Mondial FIPF in which AATF members are invited to participate. Under the title "Apprendre le français: permanences et mutations," the meeting will be organized around three themes: 1) *Bilan critique des méthodes actuelles d'enseignement du français*; 2) *Fonctions et contenus de l'enseignement du français dans ses différents contextes et situations*; 3) *La Langue française, instrument du dialogue des cultures*.

If you have not yet received a copy of this brochure, contact your Chapter Treasurer or the National Office.

Spend the Summer in the Pyrénées at Pau

Each year the Centre International d'Été des Pyrénées offers the AATF a scholarship for four weeks of study at Pau by a deserving member of the Association. This award is included among those offered through the AATF Summer Scholarships announced in the *French Review* and the *Bulletin* (FR 50:1, pp. 126-8 and NB 2:2, pp. 6-9). The AATF sincerely appreciates the generosity the Centre in offering these funds sufficient to cover room and board, tuition, and excursions, as an example of the spirit of international cooperation which contributes in a concrete way to the betterment of our profession.

We would therefore like to call special attention to the programs and opportunities for summer study offered by the Centre International at Pau. Its setting is magnificent, located as it is near Basque Country, the Atlantic coast and Biarritz, and the shrine at Lourdes. Toulouse and Bordeaux are within easy traveling distance. The Centre organizes a range of courses in French language, literature, and civilization on three different levels of difficulty. In addition, there are courses of advanced study for foreign teachers of French, with a choice of linguistic or literature options, and, at the Information and Research Center, seminars in methodology for foreign-language teaching, linguistics, and the history and geography of the region. The Centre will handle arrangements for lodging, and meals may be had in the university restaurant. Upon successful completion of the program, the Centre awards students a certificate or attestation which may serve as justification for requesting American university credits.

For more information and application forms, write directly to M. A. Daudu, Administrateur, Centre International d'Été des Pyrénées, Villa Formose, 74, Allées de Morlaàs, 64002 PAU, France.

NEH Summer Stipends

The National Endowment for the Humanities is inviting applications for Summer Stipends for the summer of 1978, to be awarded to college, junior college, and university faculty, and others working in the humanities.

Applicants employed by colleges or universities must be nominated by the president, dean, or other designated officer of their institution. Those persons whose appointments are terminating, or who are not employed by a college or

university, may apply directly to the Endowment without nomination.

Each stipend provides \$2500 for two consecutive months of full-time study or research in the humanities. Proposals for the planning of curricula or development of teaching materials are not eligible for support. Applicants must have finished their professional training by *October 17, 1977*, the deadline for applications.

For further information about the Summer Stipend program, and application forms, write to Division of Fellowships, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506.

Anciens Résidents de la Cité Universitaire de Paris, Attention!

L'Alliance Internationale des Anciens de la Cité Universitaire de Paris est actuellement en train de préparer un nouvel Annuaire des anciens résidents de la Cité, y compris ceux de la Fondation des Etats-Unis. Les responsables de cette entreprise seront très contents de connaître les noms de ceux parmi vous qui avez séjourné à la Cité Universitaire à Paris, et font appel à votre aide. Si vous êtes un ancien ou une ancienne de la Cité vous-même, ou si vous en connaissez parmi vos étudiants, collègues, ou amis, la responsable de l'Alliance des Anciens vous prie de lui communiquer, dans la mesure du possible, les renseignements suivants: nom, prénom, situation de famille (avec le nom de l'époux éventuellement), Fondation ou Collège de résidence, date de résidence, profession ou fonction actuelle, et tout autre renseignement pertinent sur vos honneurs, titres, publications, etc. (ne soyez pas trop modeste!).

S'adresser soit à Mlle Jeanne Thomas, Secrétaire Perpétuelle de l'Alliance des Anciens, Cité Universitaire de Paris, 19, boulevard Jourdan, 75014 Paris, France, soit au professeur Arthur B. Scharff, 45 Woodlake Drive, Charlottesville, VA 22901.

European Studies Conference 1977

The Office of International Studies of the University of Nebraska at Omaha announces that their European Studies Conference will be held October 13-15, 1977, at the Omaha Hilton Hotel, in Omaha, Nebraska. The 1976 Conference, which included over one hundred participants from sixty universities, was such a success that the organizers would like to continue it on an

annual basis. The sole criterion for participating is an interest in Europe, from the Atlantic to the Urals and without time parameters. The conference organizers solicit contributions in the areas of education, fine arts, foreign languages, economics, geography, history, international studies, philosophy, political science, sociology, and other relevant disciplines.

Those interested are invited to propose a paper, serve on a round table, propose and form a panel or round table, formulate a special session, etc. May 1, 1977, is the deadline for proposals. Please submit a one-page abstract of any proposed contribution. Notification of acceptance will be sent no later than June 1, 1977.

For further details contact Orville D. Menard, Coordinator, ESC-77, Department of Political Science, University of Nebraska at Omaha, Omaha, NB 68101.

News from ERIC/CLL

The ERIC Clearinghouse on Languages and Linguistics has had a change in administration. Peter A. Eddy, former Associate Director of the Clearinghouse, became Director of ERIC/CLL on September 1, 1976. The new Associate Director is Allene Guss Grognet, who is also Director of the National Indochinese Clearinghouse and has been with the Center for Applied

Linguistics for the past fifteen years. A. Hood Roberts, past Director of ERIC/CLL, is currently a Senior Advisor at CAL.

ERIC/CLL will be publishing several new products this spring. Among the topics covered will be children's attitudes toward black and standard English, doctoral dissertations in linguistics, current issues in Spanish-English bilingual education, tangible benefits of the study of Latin, careers and foreign languages, effects of prior training on learning a foreign language, programmed and computer-assisted instruction, and the use of slides and feature-length films in foreign-language teaching. In addition, the April issue of the *Modern Language Journal* will contain the biannual list of all materials in the ERIC system relating to language teaching and linguistics. Write User Services for ordering information.

Available at no charge from ERIC/CLL is publication No. 37, *Translation as a Career Option for Foreign Language Majors*, by Royal L. Tinsley, Jr. (1976, nine pages).

For a list of ERIC collections in your area, contact User Services, ERIC/CLL, Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209.

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