
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH VOLUME 3, NUMBER 2 NOVEMBER 1977

Quebec Government Offers AATF 15 Summer Scholarships

This has turned out to be the "scholarship issue" of the *Bulletin*, with two application forms for at least three distinct sets of awards to be offered to AATF members and their students. We are very pleased to be able to announce a new program of summer grants, offered by the Government of Quebec for study at the Université Laval in Quebec City, which will be awarded to AATF members currently teaching at the elementary, secondary, and college—up to the rank of Assistant Professor—levels.

This generous offer of fifteen summer scholarships funded by the Government of Quebec expands and rounds out a program of summer scholarships for teachers which already included eight unrestricted grants of \$1000 for study in France, one full scholarship for study at Pau, one \$1000 scholarship for study in French-speaking Africa, and twenty-four scholarships funded by the French government, through the French Cultural Services, for summer study at Avignon. The application form for these scholarships is printed on page 15 of this issue of the Bulletin.

In addition, as we announced in our September 1977 issue, the Comité d'Accueil de l'Enseignement Public in France, and FACETS in New York, will offer a total of fifteen scholarships to students of AATF members during 1977-78 for study in France. A description of these awards, with an application blank, also appears in this issue.

Mrs. Anne Slack, President of the AATF, recently received the following letter from M. Gaston Harvey, Conseiller culturel et d'information in the Quebec Government Bureau in Boston:

**Quebec Government Bureau
Bureau du Gouvernement du Québec**

Le 7 octobre 1977

Madame Anne Slack
Department of Romance Languages
Harvard University
Cambridge, MA 02138

Madame,

J'ai l'honneur de vous confirmer que le Gouvernement du Québec accordera durant l'été 1978, quinze bourses à l'intention de membres de l'American Association of Teachers of French.

Votre association, ainsi que nous en avons convenu, sera responsable de la sélection des candidats. Ces cours seront dispensés à l'université Laval du lundi 10 juillet, au vendredi 28 juillet inclusivement... Nous toucherons les quatre volets suivants: phonétique, traduction, introduction à la civilisation québécoise et cours de français langue seconde. Le Département des lettres nous suggérera des activités socio-culturelles qui permettraient d'une part de compléter les cours et d'autre part de mettre en contact les étudiants avec différentes facettes de l'activité québécoise.

Les conditions financières seront les suivantes: le Gouvernement du Québec paiera une partie des coûts de transport et assurera, pour chacun des candidats, l'excédent du premier \$100. De plus nous verserons \$350 (canadiens) à chaque enseignant lors de son arrivée à Québec pour ses frais de séjour. Des chambres seront réservées à la Cité Universitaire... Enfin les frais d'inscription et de cours seront à la charge du Gouvernement du Québec.

Je vous remercie de votre collaboration et vous prie d'agréer l'expression de ma haute considération.

(signé)

Gaston Harvey
Conseiller culturel et d'information

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Quebec Scholarships (from page 1)

As stated, the fifteen winners of these Quebec Government scholarships will spend the month of July 1978 studying at Laval University in Quebec. They will be enrolled in a course of three weeks' duration and will study phonetics, translation, Quebec civilization, and French as a second language. The AATF will act as the Quebec Government's agent in selecting the recipients of these scholarships. Please note the following conditions:

1. The Quebec Government will pay the winner's travel expenses over the first \$100. Scholarship recipients who elect to travel to Quebec by private automobile will be reimbursed appropriately, but not in excess of the cost of air fare.
2. Each recipient will be granted a stipend of \$350 (Canadian currency), which will more than cover room and board provided at the Cité Universitaire of Laval University.
3. The scholarship recipients may not have members of their families living with them or near them.
4. All recipients must go to Quebec for the full duration of the course.
5. Pertinent dates: Arrival at Laval July 8
Orientation July 9
Classes start July 10
Classes end July 29
6. Certain excursions will be provided by the university.

Eligibility for the Quebec Government Scholarships will be exactly the same as for the French Government Scholarships for study in Avignon, as described in the October 1977 *French Review* (p. 161). Applicants for summer 1978 must have been members of AATF from at least January 1, 1975. They must provide the same supporting documents as for the other summer scholarships, and they will use the same application form, which is printed on page 15 of this issue of the *Bulletin*.

The AATF National Bulletin

Stanley L. Shinall, Editor
Ken Broadhurst, Asst. Ed.
University of Illinois at Urbana-Champaign

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Regard sur le Canada français: Allocution de Son Honneur Gilles Lamontagne, Maire de la Ville de Québec, à l'ouverture de la Semaine de la Langue Française à New-York, le 5 mars 1977

C'est à la fois un grand honneur et un réel plaisir d'avoir été invité à vous adresser la parole en français, et je tiens à vous remercier de la délicatesse de votre geste et de la chaleur de votre accueil. . .

Je m'en voudrais, à cette occasion, de ne pas souligner les liens étroits qui unissent nos deux pays, et la contribution importante des francophones à la fondation, au développement et au progrès de votre pays, les Etats-Unis d'Amérique, comme du nôtre, le Canada.

Fondée en 1608 par Samuel de Champlain, la Ville de Québec s'ennorgueillit à juste titre d'être le coeur du Canada français et d'avoir été le point de départ des missionnaires et explorateurs qui ont porté le flambeau de la civilisation européenne et de la culture française aux quatre coins de l'Amérique.

Mais c'est bien à New-York que les Français ont mis le pied à terre pour la première fois en Amérique, en avril 1524, et ce fait est illustré par un monument édifié à la pointe sud de Manhattan qui rappelle la découverte du port de New-York par le florentin Jean de Verrazane, au nom de la France. Et si la permanence de la présence française avait alors été établie, c'est à Angoulême que je serais ce soir, car c'est ainsi que Verrazane avait nommé ces lieux, en l'honneur de François Ier, roi de France.

Mais revenons à Champlain, le fondateur de Québec. Avant de fonder le premier établissement permanent en Amérique, il avait parcouru les côtes de la Nouvelle-Angleterre, de Cape Cod, qu'il avait baptisé Cap-Blanc, jusqu'à la Nouvelle-Ecosse, l'Acadie d'alors. Il avait exploré ce qui est aujourd'hui Boston et plus tard, après avoir fondé Québec, il découvrait le lac qui porte son nom et les montagnes du Vermont.

C'est à partir de Québec que Jean Brûlé, en 1623, découvre le lac Supérieur. Et à Red Banks, près de Green Bay City, dans le Wisconsin, un monument

The American Association of Teachers of French

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rappelle la découverte du lac Michigan par Jean Nicolet, en 1634.

Si nous honorons à Québec ceux qu'on a nommés les Saints Martyrs Canadiens, les missionnaires Jean de Brébeuf, Lallemand, et autres, il faut noter que certains d'entre eux, dont les pères Isaac Jogues et Lalande, ont connu la mort aux Etats-Unis, sur la colline d'Ossernenon, dans l'Etat de New-York.

Ce sont d'ailleurs deux de ces missionnaires, les pères Galinée et Dollier de Casson qui ont établi les premières cartes de l'Erié. Et le Sault Ste-Marie, dans l'Etat du Michigan, doit son nom à des missionnaires venus du Québec.

Je pourrais ainsi énumérer longtemps l'apport des Québécois à la découverte, à l'exploration, à la colonisation et au développement des Etats-Unis. Je me contenterai de souligner l'exploration du haut Mississippi jusqu'à l'Arkansas par Marquette et Joliet qui sont honorés dans le Wyalusing State Park, au Wisconsin; et la découverte de l'Ohio par Robert Cavalier de La Salle dont la mémoire est honorée à South Bend, Indiana, et qui a construit le premier navire à naviguer sur les Grands Lacs, en plus d'explorer tout le Mississippi jusqu'à son embouchure.

Permettez-moi de mentionner Daniel Du Luth, dont une ville de Minnesota porte le nom; les frères Lemoyne d'Iberville dont Jean-Baptiste qui fonda la Nouvelle-Orléans et en traça ce qui est aujourd'hui le "vieux carré"; et Pierre, fondateur de Biloxi et premier colonisateur de la Louisiane et également fondateur de Mobile, en Alabama. Et je ne voudrais pas passer sous silence Longueuil, qui explora le Tennessee et le Kentucky; Pierre Lesueur, qui a découvert la rivière Minnesota; les frères La Vérendrye, qui ont exploré le Dakota, le Montana et le Wyoming, et j'en passe.

Pendant toute cette période où le Canada était l'Amérique française, des Québécois et des Français sont partis de Québec pour sillonner tous les Etats-Unis, y fondant des postes qui sont devenus des villes, y explorant le pays, y découvrant les sites et richesses naturelles dont vous êtes à juste titre si fiers.

Je passe volontairement sous silence l'apport de la France à la lutte de votre pays pour son indépendance politique et la contribution de Lafayette à ce combat historique. Nombreux, en effet, sont les témoignages de cet épisode de votre histoire, en bronze, en pierre, en marbre, quand ce ne sont pas des villes toutes entières qui portent les noms des héros francophones de cette époque.

Après ce rappel historique, il m'apparaît opportun, en cette semaine de la langue française à New York, de vous tracer un rapide portrait de la francophonie. Monsieur Amadou Mahtar Mbow, directeur général de l'UNESCO, rappelait d'ailleurs lors de l'ouverture de la semaine de la francophonie, le 15 février dernier, que la francophonie compte plus de 130 millions de personnes.

Le français est donc loin d'être une simple langue de culture littéraire, il est couramment utilisé, à travers le

monde, non seulement par plusieurs peuples mais également par de nombreux organismes internationaux et diplomatiques. Ainsi, à l'UNESCO, les chefs de délégation qui s'expriment en français sont aussi nombreux que ceux qui s'expriment en anglais. Et à l'ONU, une délégation sur trois utilise régulièrement le français, celui-ci ayant, depuis 10 ans, le même rôle officiel que l'anglais.

A elle seule, la France compte plus de 32,000 professeurs et instituteurs à l'étranger, soit deux fois plus que les Etats-Unis et six fois plus que la Grande-Bretagne. En Russie, 22% des élèves soviétiques apprennent le français comme langue étrangère. En Hollande, on compte près de 3,000 professeurs de français. Et ici, dans la région de New York, vous êtes plus de 900 membres de l'American Association of Teachers of French, témoins de l'intérêt pour le français qui incite quelque 254,000 étudiants des universités américaines à apprendre cette langue.

Sur notre continent, c'est le Québec qui constitue le point d'appui de la francophonie, avec ses quelque cinq millions de francophones, son réseau d'institutions politiques, économiques, sociales et culturelles de langue et d'inspiration françaises, adaptées à la réalité canadienne et nord-américaine.

Si c'est du Québec que sont partis les découvreurs du Canada et des Etats-Unis durant le 18^e siècle, c'est également du Québec que, durant le 19^e siècle, sont venus chez vous les milliers de Canadiens-français qui ont été la semence de cette importante population franco-américaine des Etats de la Nouvelle-Angleterre. Ils sont quelque deux millions et demi dans cette région, soutenus par des organismes tels que la Fédération franco-américaine du New Hampshire et le Comité de vie franco-américaine.

Ils sont plus d'un million et demi dans le Middle-West, où ils sont peut-être moins organisés. On en compte environ un million en Louisiane où l'on assiste à une véritable renaissance du français avec le CODOFIL; et environ un autre demi-million, dispersés un peu partout dont une souche importante a été l'apport des Acadiens amenés de Nouvelle-Ecosse lors de la tragique dispersion de 1754-55, immortalisée par votre poète américain Longfellow dans son *Évangéline*.

Et je ne parle pas ici des migrants saisonniers qui, de décembre à mars, envahissent les plages de la Floride, transformant le sud de cet Etat en Petit-Québec.

C'est donc plus de cinq millions d'Américains d'origine canadienne française pour la plupart, qui constituent chez vous un appui au développement de la culture et de la civilisation française aux Etats-Unis.

Il m'apparaît important que vous tous qui, ici, vous intéressez à la culture française, à sa promotion, à son développement, sachiez que vous pouvez compter sur les francophones du Canada et du Québec, et sur l'intérêt que porte le Gouvernement du Canada à la culture du tiers de sa population.

Certes, le Québec est la province française du Canada, mais il ne faut pas oublier qu'outre les cinq

millions de Québécois qui constituent la collectivité homogène française la plus forte en Amérique du Nord—voire même dans le monde entier en dehors de la France—il existe aussi, dans les autres provinces canadiennes, des Canadiens d'expression française qui sont des foyers vivants de culture et de langue françaises.

Ces Canadiens français, ils sont près de 500,000 en Ontario; plus de 225,000 au Nouveau-Brunswick où ils constituent le tiers de la population; et quelque 250,000 dans les autres provinces canadiennes. C'est donc plus de 6,000,000 de francophones qui, au Canada, vous sont facilement accessibles pour vous permettre de prendre un bain de culture française, pour vous offrir des possibilités considérables de communication dans la langue française.

Il faut savoir que le français est, avec l'anglais, l'une des deux langues officielles au Canada et, depuis l'adoption de la loi 22 au Québec, la langue officielle du Québec.

Sur le plan canadien, la Loi sur les langues officielles déclare que "l'anglais et le français sont les langues officielles du Canada pour tout ce qui relève du Parlement et du Gouvernement du Canada; elles ont un statut, des droits et des privilèges égaux quant à leur emploi dans toutes les institutions du Parlement et du gouvernement du Canada."

Une telle disposition législative répond aux exigences d'une situation démographique particulière. Soit que des 22 millions de Canadiens, quelque 16 millions sont de langue anglaise et plus de 6 millions de langue française. Or de ceux-ci, environ 4 millions ne parlent que le français et ce sont, pour la plupart, des Québécois.

Pour répondre à cette situation, le Gouvernement du Canada a établi des programmes de langue destinés à favoriser l'acquisition et l'utilisation des langues officielles, soit du français et de l'anglais, dans la société canadienne. Plus spécifiquement, ils visent à fournir aux membres de la majorité de langue officielle, dans chacune des provinces et des territoires, la possibilité d'acquérir une connaissance de leur langue seconde officielle. Ils visent aussi à permettre aux membres de la minorité de langue officielle de chacune des provinces à recevoir leur éducation dans leur langue maternelle.

Dans le domaine de l'administration publique, le Gouvernement du Canada offre sa collaboration aux administrations provinciales et municipales pour les encourager à offrir leurs services à la population dans les deux langues officielles.

Divers autres programmes ont pour but de favoriser l'usage des deux langues officielles dans les communications entre tous les Canadiens. C'est ainsi que pour la radio et la télévision, il existe deux réseaux nationaux distincts: un réseau français et un réseau anglais qui s'efforcent de rejoindre, dans l'une ou l'autre des deux langues officielles, tous les citoyens du pays.

C'est ainsi, également, que pour l'exercice financier 1977-78, le gouvernement du Canada consacrera \$405 millions pour la promotion du bilinguisme, dont une large part pour la promotion du français.

Certes, il ne s'agit pas par ces divers programmes, de rendre tous les Canadiens bilingues, mais plutôt, de rendre accessible à tous les Canadiens la connaissance des deux langues officielles du pays: le français et l'anglais, et de permettre que tout Canadien puisse obtenir, des institutions gouvernementales, les services dont il a besoin dans l'une ou l'autre de ces deux langues.

Au Québec, d'autre part, l'adoption de la loi sur la langue officielle a fait du français la langue officielle de cette province et décrété un certain nombre de mesures destinées à assurer l'usage courant du français dans toutes les activités de la vie culturelle, sociale, économique et politique du Québec. Cette législation veut ainsi protéger la langue et la culture française face à l'influence et aux pressions assimilatrices des 250 millions d'anglophones qui entourent le Québec. Elle est cependant assez souple pour permettre aux Québécois de langue anglaise qui forment 18% de la population du Québec de jouir d'un usage normal de leur langue.

Vous avez donc, chez votre voisin au Canada et plus spécifiquement au Québec, une présence française de première importance, un foyer actif de culture française. Et son dynamisme se manifeste autant par l'activité débordante de ses créateurs artistiques que par les ambitions nationalistes qui, jusqu'à un certain point, en sont le reflet. Et si c'est au Québec que, tout naturellement, on retrouve la poussée la plus forte de cette effervescence créatrice, il faut reconnaître qu'elle se manifeste également dans d'autres provinces canadiennes comme en font foi les Antonine Maillet, Edith Butler, Calixte Duguay et Angèle Arseneau, des provinces Maritimes, et les nombreux écrivains, artistes et groupes d'expression créatrice qui nous viennent de l'Ontario et de l'Ouest canadien.

Dans le domaine de la littérature, qui illustre davantage la dimension proprement française de la culture du Québec, je crois qu'il y a lieu de signaler l'abondance et la qualité de notre production littéraire dont témoignent les nombreux prix décernés à nos auteurs par des institutions aussi prestigieuses que l'Académie Goncourt et Femina, en France.

Parmi les récipiendaires les mieux connus, permettez-moi de ne mentionner que Fernand Dumont, Jean Hamelin, Hubert Aquin, Anne Hébert, Victor Lévy-Beaulieu, André Langevin, Gabrielle Roy, et Marie-Claire Blais. On ne compte pas moins de 48 maisons d'édition de langue française au Québec dont deux presses universitaires. Plusieurs se spécialisent dans la sociologie, la politique, le livre de luxe, les publications scientifiques, le roman, et la poésie.

Les Canadiens français sont informés par 67 postes de radio et 12 postes de télévision français ainsi que 13 quotidiens de langue française, soit 11 au Québec et 1 chacun en Ontario et au Nouveau-Brunswick, avec un tirage de plus de 850,000 exemplaires. Il faut leur ajouter quelque 200 hebdomadaires et mensuels qui tirent à plus de 2,000,000 d'exemplaires dont, entre autres, une édition canadienne-française du célèbre Readers Digest qui, à lui seul, a une circulation de quelque 255,000 copies.

On dit que l'artiste est la conscience d'un peuple et que l'écrivain en est la voix. Les réflexions sociales et

politiques d'un Léon Dion, d'un Gérard Bergeron, d'un Jean-Paul Desbiens, d'un Marcel Rioux, d'un Pierre Vadebondoeur ou d'un Naim Kattan en témoignent avec éloquence, comme les romans de Félix-Antoine Savard ou d'Yves Thériault et la poésie et les chansons de Félix Leclerc, Gilles Vigneault, Gilbert Langevin, Robert Choquette, ou Gaston Miron.

La satire mordante d'un Sol ou d'un Yvon Deschamps décrit bien les travers de notre peuple en appliquant à notre endroit le "Castigat ridendo mores" des Anciens, tout comme l'oeuvre exceptionnelle de Monique Corriveau illustre bien la volonté des Québécois de mettre à la portée de leurs enfants, dans un contexte qui leur est facilement accessible, les valeurs universelles.

Je pourrais vous parler longuement de l'exceptionnelle vitalité de notre théâtre dont une des compagnies, le Théâtre populaire du Québec, vient d'être invitée au festival d'Avignon, où participera également Sol. Les oeuvres de Michel Tremblay et d'Antonine Maillet ont connu de vifs succès en France et on a même joué une pièce de Tremblay à New-York.

Le Théâtre du Nouveau-Monde, celui du Rideau-Vert, la compagnie Jean Duceppe, la Poudrière, le Trident à Québec, pour ne nommer que quelques-unes des troupes les plus connues, ont un répertoire très varié. Non seulement y joue-t-on les grands classiques, mais on n'hésite pas à se risquer dans le théâtre d'avant-garde, les créations collectives et les adaptations de pièces anglaises, américaines, allemandes et autres qui répondent aux goûts des Québécois et provoquent leurs réflexions.

Au théâtre se rattache notre cinéma dont on présente actuellement une rétrospective au Festival du film québécois à Paris. Si Gilles Carle illustre une certaine forme du cinéma commercial, et si Denis Héroux et Clément Perron ont produit des films de situation, c'est surtout Pierre Perreault, Michel Brault, et Claude Jutra qui ont porté devant le grand écran les reflets les plus émouvants de l'âme québécoise authentique.

Et que dire du progrès dans le monde de la musique. Nous avons franchi bien du chemin depuis l'époque où Wilfrid Pelletier s'exilait à New-York parce qu'il ne pouvait faire carrière au Québec. Aujourd'hui, nos chefs d'orchestre et compositeurs, tant dans le domaine de la musique classique que dans les oeuvres populaires et d'avant-garde, font salle comble dans des amphithéâtres dont beaucoup ont été construits grâce aux programmes commémoratifs du Centenaire de la Confédération.

Aucun genre ne nous est étranger et nos artistes lyriques font souvent école. Des groupes tels Harmonium, les Percussions XXIe siècle, l'Infonie, et Beau Dommage dont les trois microsillons se sont vendus à plus de 400,000 exemplaires, rivalisent avec les orchestres symphoniques de Montréal et de Québec qui inscrivent à leur répertoire des oeuvres classiques comme celles de compositeurs canadiens-français tels que Roger Matton et André Gagnon.

L'âme musicale des Québécois s'illustre, non seulement par quelques-unes des plus belles voix du monde (je pense à Raoul Jobin, Pierrette Alarie,

Léopold Simoneau, Richard Verreault, Robert Savoie, Claire Gagnier et Colette Boky, qui ont été applaudis sur la scène du Métropolitain et des autres grandes maisons d'opéra), mais surtout par le très grand nombre de groupes de musiciens amateurs. Chez nous, dans la région métropolitaine de Québec, on ne compte pas moins de 17 chorales ayant un répertoire des plus éclectiques.

Il y a aussi le ballet qui connaît chez nous un nouvel essor comme ailleurs au Canada, grâce aux nombreuses troupes professionnelles dont les Grands Ballets canadiens que dirige avec compétence Madame Ludmilla Chiriaeff.

Dans les arts plastiques, le bilan culturel québécois n'en est pas moins impressionnant comme en témoignent les oeuvres de Lemieux, Riopelle, Borduas en peinture; Pagé, Vaillancourt et les célèbres Bourgault en sculpture; Perrier et Passilé-Sylvestre dans les émaux; Simone Hudon et tant d'autres créateurs que je ne voudrais même pas tenter de nommer.

Nos chansonniers ont créé un nouveau genre musical qui reflète bien notre caractère et notre mentalité. C'est Félix Leclerc vénéré de tous les Québécois, qui le premier a porté nos aspirations les plus intimes sur les scènes européennes; il a été suivi par Gilles Vigneault, Pauline Julien, Julie Arel, Renée Claude, Diane Juster, Léveillé, Ferland, et Robert Charlebois, pour n'en nommer que quelques-uns. La plupart d'entre eux, enfants de leur siècle, choisissent une musique et des chansons engagées qui se veulent le cri du coeur des Québécois en mal de "liberté."

Car le Québec d'aujourd'hui est différent. Pas tant en raison des changements politiques survenus le 15 novembre dernier qu'en raison de la profonde évolution qu'il a connue depuis la révolution tranquille, au début des années 60. Comme l'explique Guy Rocher, sociologue de l'Université de Montréal, "Le Québec n'est plus replié sur lui-même, et les Québécois ne sont plus fermement attachés à des traditions et à des valeurs qui les identifiaient et les singularisaient. Il s'est engagé sur la voie d'une évolution dont il est difficile de prévoir les orientations futures."

Une chose toutefois est déjà acquise. La Ville de Québec, capitale du Canada français dont j'ai l'honneur de diriger les destinées depuis bientôt 12 ans, entend demeurer fidèle à sa vocation première de bastion de la présence française en Amérique.

La reconnaissance législative du français comme langue officielle du Québec témoigne de la volonté collective des francophones d'affirmer, d'une manière non équivoque, leur identité particulière et le caractère propre du Québec dans le contexte canadien. Dans tous les domaines de la création: littérature, peinture, musique, sculpture, le Québec est en train de se donner une expression originale, qui lui est propre, qui l'identifie comme entité francophone d'Amérique, avec tout ce que cela comporte de particulier.

Devant un auditoire éveillé comme vous l'êtes, au fait français et à l'esprit qui l'anime, nul besoin de faire l'éloge de la langue et de la culture françaises. Il serait sans doute superflu de vous rappeler que la

francophonie se définit, non pas à l'intérieur des limites géographiques ou économiques d'un pays, mais par référence à ce qu'il y a d'universel chez l'homme. Ni alliance économique, ni pacte militaire, la francophonie se veut humaniste dans le sens le plus authentique et le plus vivant du mot.

La francophonie transcende les barrières des continents et la couleur des peaux; elle permet à ses adeptes qu'ils soient africains ou européens, asiatiques ou américains de passer outre aux différences qui les distinguent pour mieux comprendre l'héritage commun qui les unit et le destin unique qui les interpelle.

Voilà pourquoi le véritable francophone s'accommode si bien aux relations de complémentarité; voilà pourquoi les jeux de l'esprit ne lui sont pas interdits; voilà pourquoi il s'affiche toujours et partout champion de la liberté, de celle d'autrui aussi bien que de la sienne.

Enfin, voilà pourquoi plusieurs Québécois, dont j'en suis, croient en l'avenir du Canada, fondé, comme chacun le sait, par des représentants de deux grandes et nobles cultures et basé sur la reconnaissance mutuelle des différences entre ces cultures. Pays d'une richesse naturelle inestimable, la force du Canada se manifeste d'abord et avant tout dans la diversité et l'intégrité de ses membres et dans leur foi en un accord commun.

Terre de nos aïeux, patrie de nos enfants, le Québec, fort de l'appui et de la compréhension de ses voisins, entend affirmer sa fidélité à son héritage français. Conscient de la responsabilité que cet héritage lui impose, le Québécois entend proclamer son espérance en l'avenir d'un pays à bâtir et, dans mon cas, et je le dis avec fierté, ma confiance en l'avenir du Canada, un Canada à la mesure de la largeur d'esprit et de la grandeur d'âme de ses habitants.

President Carter to Appoint Commission on Foreign Language and Area Studies

One of the provisions of the Helsinki Agreement on Security and Cooperation in Europe, signed in 1975, specifically commits the participating nations, including the United States, to encourage the study of foreign languages and civilizations as a means of fostering international understanding and cooperation. As part of our compliance with the terms of the Agreement, President Jimmy Carter is expected to appoint, in the near future, a presidential commission charged with making recommendations to the President and the Congress on ways to strengthen and improve language and area studies in the United States. In appointing such a commission, the President will be acting at the formal request, issued in the form of a resolution, of the joint Congressional Commission on Security and Cooperation in Europe, the legislative body most directly concerned with fulfillment of the provisions of the Helsinki Agreement.

Following are the relevant sections of the Helsinki Agreement itself; the texts of a speech on the subject made in the House of Representatives by Congressman Paul Simon (D-Illinois), the Commission's letter to the President, and the resolution calling for creation of a short-term commission; and, finally, the text of President Carter's reply to the chairman of the Commission on Security and Cooperation in Europe:

Following is the text of the Helsinki Agreement, signed in August 1975: Preamble to Part 4, "Cooperation and Exchanges in the Field of Education"; and Subsection (d), "Foreign Languages and Civilization" (Conference on Security and Cooperation in Europe, Final Act, Helsinki, 1975; Department of State Publication 8826, General Foreign Policy Series 298):

From the Preamble

The participating States,

Conscious that the development of relations of an international character in the fields of education and science contributes to a better mutual understanding and is to the advantage of all peoples as well as to the benefit of future generations,

Prepared to facilitate, between organizations, institutions, and persons engaged in education and science, the further development of exchanges of knowledge and experience as well as of contacts, on the basis of special arrangements where these are necessary,

Desiring to strengthen the links among educational and scientific establishments and also to encourage their cooperation in sectors of common interest, particularly where the levels of knowledge and resources require efforts to be concerted internationally, and

Convinced that progress in these fields should be accompanied and supported by a wider knowledge of foreign languages,

Express to these ends their intention in particular:

From Subsection (d) Foreign Languages and Civilizations:

To encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation; to this end to stimulate, within their competence, the further development and improvement of foreign language teaching and the diversification of choice of languages taught at various levels, paying due attention to the less widely-spread or studied languages, and in particular:

— to intensify cooperation aimed at improving the teaching of foreign languages through exchanges of information and experience concerning the development and application of effective modern teaching methods and technical aids, adapted to the needs of different categories of students, including methods of accelerated teaching; and to consider the possibility of conducting, on a bilateral or multilateral basis, studies of new methods of foreign language teaching;

— to encourage cooperation between institutions concerned, on a bilateral or multilateral basis, aimed at exploiting more fully the resources of modern educational technology in language teaching, for example through comparative studies by their specialists and, where agreed, through exchanges or transfers of audio-visual materials, of materials used for preparing textbooks, as well as information about new types of technical equipment used for teaching languages;

— to improve the exchange of information on the experience acquired in the training of language teachers and students as well as to facilitate their participation in summer courses in languages and civilizations, wherever these are organized;

— to encourage cooperation among experts in the field of lexicography with the aim of defining the necessary terminological equivalents, particularly in the scientific and technical disciplines, in order to facilitate relations among scientific institutions and specialists;

— to promote the wider spread of foreign language study among different types of secondary education establishments and greater possibilities of choice between an increased number of European languages; and in this context, to consider, wherever appropriate, the possibilities for developing the recruitment and training of teachers as well as the organization of the student groups required;

— to favour in higher education a wider choice in the languages offered to language students and greater opportunities for other students to study various foreign languages; also to facilitate, where desirable, the organization of courses in languages and civilizations, on the basis of special arrangements if necessary, to be given by foreign lecturers, particularly from European countries having less widely-spread or studied languages;

— to promote, within the framework of adult education, the further development of specialized programmes, adapted to various needs and interests, for teaching foreign languages to their own inhabitants and the languages of host countries to interested adults from other countries; in this context to encourage interested institutions to cooperate, for example, in the elaboration of programmes for teaching by radio and television and by accelerated methods, and also, where desirable, in the definition of study objectives for such programmes, with a view to arriving at comparable levels of language proficiency;

— to encourage the association, where appropriate, of the teaching of foreign languages with the study of corresponding civilizations and also to make further

efforts to stimulate interest in the study of foreign languages, including relevant out-of-class activities.

The following is reprinted from the *Congressional Record*, Vol. 123, No. 100 (June 10, 1977):

FOREIGN LANGUAGE AND AREA STUDIES

Hon. Paul Simon

of Illinois

in the House of Representatives

Mr. Simon: Mr. Speaker, recently, at my suggestion, the Commission on Security and Cooperation in Europe looked into the state of foreign language and area studies in the United States because one part of the Final Act of the Conference on Security and Cooperation in Europe commits the participating countries to "encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples — for the strengthening of international cooperation."

The Commission was dismayed to discover that foreign language and area studies were declining in the United States — a situation which is not only contrary to our Helsinki obligations but is also not in the national interest given increasing world interdependence and the concomitant need for greater international cooperation.

Therefore the Helsinki Commission has urged the President to appoint a special commission to develop a plan on how this trend may be reversed.

On June 9 I had the opportunity to discuss this matter with the President and also with Stuart Eizenstat, Assistant to the President for Domestic Affairs. Both expressed strong support for encouraging foreign language and area studies in this country and sympathy for the idea of a short term commission to suggest a course of action to that end.

Mr. Speaker, I am very encouraged by these developments, and append to this statement a copy of the Helsinki Commission's letter and resolution to the President . . . :

Commission on Security and Cooperation in Europe
Washington, D.C., June 2, 1977

Hon. Jimmy Carter

President of the United States

The White House

Washington, D.C.

Dear Mr. President:

At the suggestion of Representative Paul Simon of Illinois, the Commission on Security and Cooperation in Europe has looked into the question of United States compliance with the section of the 1975 Helsinki Agreement which calls for strengthened educational and cultural exchanges and particularly for increased foreign language study.

The Commission has found that the pre-1975 trend toward reduced exchanges and foreign language study in the United States has continued. Some examples will illustrate this point.

Foreign Language enrollments dropped 30 percent between 1968 and 1974. They appear to be declining still.

(continued)

In 1975, only 24 percent of American high school students were studying a foreign language. Fewer are doing so now.

Only 5 percent of those enrolled in teacher education programs are receiving any foreign area instruction.

Only 17 percent of American foreign language students taught wholly in this country can speak, read, or write that language easily.

The International Educational Act has never been funded.

The Fulbright-Hays program is today in 1977 30 percent smaller than it was ten years ago when measured in 1967 dollars.

This situation is a serious matter in view of the increasing degree of world interdependence and the need for more international cooperation. For example, during the past decade the percentage of our gross national product dependent upon exports has doubled. This means, among other things, the loss of jobs requiring language skills to non-citizens. (There may be 100,000 such jobs in private industry now, and the number is growing.) Finally we are not living up to the commitment to encourage foreign language and area studies which we accepted in 1975 by agreeing to the Final Act of the Conference on Security and Cooperation in Europe — the Helsinki Agreement.

The Commission on Security and Cooperation in Europe has therefore adopted a Resolution, which is enclosed, requesting you to appoint a short term Commission (to expire six months after the appointment of its members) to prepare a plan of action to reverse this trend.

It is our hope that you and we in the Congress will be able to use this Commission to focus national attention on this important problem as a first step in exercising our leadership responsibilities in correcting it. You may wish to consider naming Mrs. Carter to the proposed commission. The example she has set in studying Spanish is a powerful one.

The formation of such a commission would be well received in this country. The American Council of Learned Societies, the American Council on Education and the Modern Language Association have already made similar suggestions. It would also be a step forward in implementing your own commitment in this area as expressed in your April 14 speech to the Organization of American States.

The cost of such a commission would probably not exceed \$10,000 if personnel of participating government agencies were used to staff it. The small amount of money could probably be found in the research budgets of those agencies without much difficulty.

We suggest that the Commission members be appointed soon — before the start of the Belgrade meeting on the progress of the Helsinki Agreement. Such a step would minimize our exposure to charges of failing to meet our obligations under that Agreement. It would also stimulate American interest in promoting foreign language and area studies.

Sincerely,

Dante B. Fascell
Chairman

Claiborne Pell
Co-chairman

Whereas, knowledge of other countries, cultures and languages is of the utmost importance in promoting understanding and cooperation among nations; and

Whereas, the Final Act of the Conference on Security and Cooperation in Europe committed the Participating States, of which the United States is one, "to encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation; and

Whereas, the study of foreign areas, cultures and languages in the United States is declining; and

Whereas, this decline is contrary to the commitment to encourage foreign language and area study accepted by the United States when it agreed to the Final Act of the Conference on Security and Cooperation in Europe in Helsinki in 1975; and

Whereas, this decline is not in the national interest of the United States because it limits possibilities for increased mutual understanding and international cooperation and because it denies growing numbers of Americans the information and skills needed to exercise their duties and responsibilities as citizens: now, therefore be it

Resolved That the Commission on Security and Cooperation in Europe recommends to the President of the United States:

1. That he appoint a commission to make recommendations to the President and the Congress on how to strengthen and improve language and area studies in the United States; and
2. That in carrying out its task the commission shall survey and consider public and private studies on this subject; and
3. That the commission should include several appropriately qualified public members as well as government officials with expertise and responsibilities in this field; and
4. That the commission be staffed and funded by one or more of the participating government agencies; and
5. That it complete its work no later than six months after the appointment of its members.

THE WHITE HOUSE

Washington
June 29, 1977

To Congressman Dante Fascell:

Thank you for your letter of June 2 in which you and Senator Pell urge strengthening of U.S. foreign language and area studies programs in accordance with our CSCE commitments. As I indicated recently in connection with National Foreign Language Week, I am particularly aware of the importance of linguistic skills and of adequate foreign language instruction. In no small measure friendly and peaceful relations among nations depend on improved communications between their individual citizens, and fluency in another language is one way of achieving improved communications.

I am particularly concerned with the decline in foreign language and area studies in the U.S. which you outline in your letter. It appears that this decline is due to complex factors which cut across various economic, social, and educational issues. For this reason, I believe that Congressman Simon's suggestion to establish a short-term Commission to study this issue and to prepare a plan of action for dealing with the problem is most appropriate. I plan to ask Commissioner of Education Boyer to get in contact with you, Congressman Simon, and other interested congressional leaders and government

agencies regarding the establishment of the Commission on foreign language and area studies.

I would hope that the establishment of this Commission would lead not only to improvement in our own foreign language and area studies, but would also be seen as a further indication of our willingness to carry out our commitments relating to the Helsinki Final Act to the fullest extent possible.

Sincerely,
Jimmy Carter

Kolbert Accepts Presidency of Monterey Institute

Professor Jack Kolbert, who served on the AATF Executive Council from 1968 to 1975 as Regional Representative for Region VIII, has accepted the position of President of the Monterey Institute of Foreign Studies in Monterey, California.

Professor Kolbert is also one of two foreigners who have been invited to speak at a Table Ronde at the Bibliothèque Nationale in Paris, November 14-15, 1977. The program commemorates the anniversary of the death of André Maurois. Professor Kolbert is the author of a book on Maurois written in close collaboration with the late French writer, and is the only speaker at the Table Ronde from the United States.

New Chapter Officers

The National Office has recorded the following changes in the roster of AATF Chapter Officers since its publication in the October 1977 *French Review* (Vol. 51, No. 1). Please check the AATF Directory in the May 1977 *French Review* (Vol. 50, No. 6) for addresses.

Detroit, Michigan

President: Mya Bruno

Greater Kansas City, Missouri

President: Robert Anderson

Westchester, New York

President: Tony Manganiello

Western New York

President: Therese C. Clarke

Central Pennsylvania

President: John Robinson

Central Texas

President: Leon B. Phillips

Faculty House Available at Fauguernon Program in Normandy

The Fauguernon Program in Normandy invites teachers of French at all levels, with family or not, to occupy free-of-charge a furnished faculty house on its campus during a semester, possibly two. For the Fall 1978 semester, it is reserved for Marie-Thérèse Sommerville, Professor of French on sabbatical leave from Sweet Briar College in Virginia, whose visit on campus to observe this past summer's session resulted in her own decision to devote a full semester to participation in and appraisal of the Program's daily operations and its end-product.

Professor Sommerville would like her group to include several candidates for the French major and the Program invites teachers at all levels to propose participants for her consideration, including non-majors. Correspondence should be addressed to Professor Philippe Alméras, Pedlar Farm, Monroe, VA 24754 (which is near Sweet Briar).

Correspondence relating to the faculty house should be addressed to Professor Philippe Alméras, Directeur, Centre d'Etudes Franco-Américain, Manoir de Fauguernon, 14100 Lisieux, France.

La Société Japonaise de Langue et Littérature Françaises

Président M. Takeo KUWABARA
Vice-Présidents MM. Takuzo OBASE
et Akimasa WATANABE
Secrétaire Général M. Louis KOBAYASHI

La Société Japonaise de Langue et Littérature Françaises désirerait entretenir en France et dans d'autres pays des relations avec les organismes officiels ou privés qui souhaiteraient unir leur action à la sienne.

Nous serions très heureux de recevoir des membres étrangers. La cotisation annuelle (4.000 Yen) donne droit au service régulier de notre bulletin, qui paraîtra une fois par an en version française et une fois en version japonaise.

Prière d'adresser toute correspondance au bureau d'administration de la Société Japonaise de Langue et Littérature Françaises, Maison Franco-Japonaise, 2-3, Kanda-Surugadai, Chiyoda-ku, Tokyo (Japon).

Origins and Growth of the Endowment Fund

Part II

The April issue of the *National Bulletin* described the role that generous individuals had played in the establishment of the Endowment Fund. After the original \$200 contributions from May 1930, particular attention was paid to the \$1000. gift of Cecelia E. Tenney and to other contributors, the latter totalling \$1,151.54 through February of 1949. Later individual contributions of \$245. were reported in December 1949. In January 1951 (p. 271-2 of the *French Review*), a new impressive list appears containing the names of 174 additional contributors, which totalled \$1,243.06, varying in amounts from \$1. to \$100!

But this is not the end of the story. In December 1961 (p. 195) an anonymous gift of \$1,000. is reported. Then again in December 1963 (p. 230) a second anonymous gift of \$1,500. appears. Thus it would appear that a total of \$6,339.60 has been contributed by individuals and chapters to the Endowment Fund. However, in a personal communication from George B. Watts, Secretary-Treasurer at that time, I learned that these last two amounts were probably transfers from the General Fund. In light of this information, the figure of \$6,339.60 would have to be reduced to \$3,839.60.

The continuation of the growth of the Endowment Fund is of interest. The periodic transfers of surpluses from the General Fund have been reported as follows:

Dec. 1950, p. 179 ¹	\$ 1,500.
Dec. 1957, p. 161	2,935.
Nov. 1965, p. 315	5,000.
Dec. 1966, p. 440	68,173.
Dec. 1967, p. 452	22,036.
Dec. 1968, p. 305	15,000.
	<u>\$114,644.</u>

While these figures do originate in surpluses in the General Fund, they were not accumulated annually. In the case of the large 1966 item, the reference is to a sizeable turn-over of stocks and bank accounts which had been building up over a number of years.

It is now obvious from the foregoing statistics on contributions and transfers why a Johnny-come-lately, such as myself, failed to be aware of the earlier efforts of our members in establishing our present funds. Nevertheless, it is highly important that I rectify this error and place the facts in their true perspective.

Management

The stipulations for managing the Endowment Fund reflect the early poverty of the Fund and the fluctuations of the policies in effect. The Constitution and By-Laws, published only sporadically during the early decades, underwent numerous changes to meet the new circumstances. The first reference in our Constitution occurs in a proposed amendment in Nov. 1934 (p. 79) to the effect that an "Endowment Fund shall be created to receive gifts and legacies to the

Association. The Executive Council may transfer surplus profits to this fund at its discretion." This statement was slightly altered in April 1953 (p. 413) to read that the Secretary-Treasurer "shall make an annual report... including the Endowment Fund" and that "the Endowment Fund shall be carried as a separate savings account, or may, at the discretion of the President and the Secretary-Treasurer, be invested in securities."

Of particular value are the documents issued for the Endowment Campaign in the late forties. A small four-page pamphlet, possibly the only one in existence, addressed to "All Friends of France and French Culture," was forwarded to me by ex-President Jacques Fermaud. It states four reasons for the existence of the Endowment Fund:

1. Scholarship awards to deserving students.
2. Travel scholarships to France.
3. A national prize to be awarded for the best manuscript, in English or French, of a work on France or French Culture.
4. The promotion of activities to stimulate interest in the language, literature and culture of France.

This attractive leaflet went on to list honorary patrons René de Messières, conseiller culturel, Ambassade de France
Ludovic Chancel, Consul général de France.

It also stated "Who we are," "Our present officers," "What we do," and included eight names of the Committee for the Endowment Fund. That this campaign bore fruit is attested by the 174 contributors mentioned above. To the many people who inquire about the purposes of the Endowment Fund, I believe that we can do no better than to refer them to this excellent statement.²

Nevertheless, progress was not great, and a lapse of scholarships must have occurred since, in February 1956 (p. 342), the Council voted "to appoint a committee to study the possibility of reviving the Association's former program of summer scholarships for study on this continent and abroad, and to draw up the conditions for such a program. The President's appointment of Regional Representatives Silber, Hardré, and Vice-President Girard was approved."

The response of this committee seems surprising to us today, for we read, February 1957 (p. 318): "It was felt that because of the many opportunities for foreign study such as the Fulbright and Rotary programs, posts as assistants in French schools, it was unwise to reactivate the former program." Almost the identical inquiry and result occurred in February 1960 (p. 411) and February 1961 (p. 392) with the conclusion that the Council voted "not to draw on this fund until there is greater need than at present."

Justification, if needed, was brought by the prevalence of such outside sources. It was reported, in April 1961 (p. 487) that "three High School teachers of French, members of the AATF" were "chosen as recipients of the E. Merrill Trust Fellowships for 1961-62," namely Mrs. Paula Bartow, Mr. Leonard Brisley and Mrs. Mary Lou Hurd.

By February 1965 (p. 541) there has been a change in position since "President Hardré . . . spoke of the success of last year's grants." But because the income from the Endowment Fund amounted to only \$1,575, "it was suggested that other income from invested funds be used to supplement this amount." The caution and wisdom of the Council is revealed in the action reported in April 1966 (p. 777): "Mr. Owens asked that he be authorized to transfer to the Endowment Fund any remaining mutual shares and Savings and Loan funds. After assurance that these would not be sequestered, and in case of need might be withdrawn from the Endowment Fund, the Council voted this approval."

This improved position of the Fund was the reason that Vice-President Grew, at the same meeting, recommended five \$1,000. scholarships for the summer of 1966, available to members in good standing since January 1965. In 1967 and 1968 the scholarships were increased to six.³

From the awarding of the summer scholarships one might assume that this is the primary purpose of the Fund. However, if one consults a brochure put out in 1947, one realizes that the purposes are considerably broader. Item four (supra) corresponds almost verbatim to the Aim of the Association as expressed in the Constitution since the earliest days. This is exemplified by other allocations, notably since 1970, such as the Indiana project (\$2,000.), the Joint National Committee for Languages (\$4,000.), and the General Fund (\$8,547). All such payments have been made out of current income without in any way diminishing the principal. During this same period, \$34,793. were paid out for scholarships, which indicates very clearly where the bulk of the income is going. In addition, some \$24,000. in awards were disbursed in the preceding decade.

Inflation has of course become a serious problem. That is the reason that the Treasurer urged in September 1968 (p. 945) that a board of trustees be created to oversee the AATF investment program, "with a considerable amount going into stocks as a hedge against inflation."

Yet, for the moment, all seemed rosy. Since six \$1,000. scholarships were not using up the available income, the Council voted, in April 1969 (p. 742), to increase the number to nine.

Now it is important to point out that until the spring of 1971, when the Fund paid out \$9,310., many of the summer scholarships had been covered by the General Fund. This fact was obviously one reason that the Endowment Fund was able to make further growth from the funds entrusted to it.

Trustees

One must also realize that up to this point the Secretary-Treasurer (Executive Secretary after 1969) bore the entire burden of supervising the Endowment Fund. Relief from this arduous task is reflected in a proviso for a Board of Trustees as described in a new By-Law under "Funds," December 1968 (p. 608):

"The Endowment Fund of the Association shall be administered by a Board of three Trustees appointed without term by the Executive Council upon recommendation of the President and the Executive Secretary. One of these shall be named as chairman, and designated as the Managing Trustee. The Trustees shall invest and reinvest the principal of the Endowment Fund, including any sums added thereto by the Executive Council and any surplus income accruing from the principal. Any Trustee may be removed by a two-thirds vote of those present and voting at a meeting of the Executive Council called for that purpose. Any vacancy arising from the death, resignation or removal of any Trustee shall be filled by the Executive Council."

Appointed by President Dougherty in the spring of 1969 at a meeting of the Steering Committee in Chicago, I had the honor of becoming the first Managing Trustee. In December of 1969 William Dismukes of the University of Miami became the second trustee. In June of 1972, President Alden appointed ex-President J. Henry Owens to complete the Board. For personal reasons Professor Dismukes felt obliged to resign in December of 1973. Soon thereafter, President Alden secured the services of James C. Atkinson of the University of North Carolina at Greensboro. So for nearly five years the Board of Trustees has been composed according to the By-Laws. I may report that it has been a source of great satisfaction to have received the valuable exchange of ideas from the other Trustees, and I wish to express to them my deepest appreciation for their assistance in making the decisions that we believe to be in the best interests of the Association.

Gifts and Bequests

I do not want to conclude without stating that individual gifts and bequests are always welcome to the Endowment Fund. In fact, such increases are essential if we are to increase the effectiveness of the Fund. It is now some twenty-six years since the last individual gift was made. This appears clearly to be the moment for the renewal of our devotion to the cause. New gifts should be addressed to the Executive Secretary of the Association who will see that proper recognition is made. Bequests would normally be channelled through one's individual will to the Endowment Fund of AATF.

William N. Felt
Managing Trustee
AATF

¹These dates refer to the reporting in the *French Review* and not to the original action which necessarily preceded them by several months.

²Item 3, covering essays on culture, is occasionally an activity of individual chapters, but I find no further reference to it at the national level.

³Since the addition of a third Vice-President in 1968 the summer scholarship program has been assigned regularly to that office.

Club des 4 Vents

Professor Nachtmann, Executive Secretary, AATF, recently received the following letter from M. François Dausset, Secrétaire Général du Club des 4 Vents, Paris, describing the services this organization can provide to American teachers of French. The Club des 4 Vents arranged homestays for the winners of the National French Contest who were awarded a trip to France this past summer. We invite you to contact the Club des 4 Vents at the address given below for more information about their operations:

Club des 4 Vents
Association pour les Rencontres Internationales
1, rue Gozlin
75006 Paris
France

Paris, le 13 septembre 1977

Cher Monsieur Nachtmann,

Je vous remercie de votre lettre du 2 septembre me disant que les gagnants de votre concours ont apprécié l'accueil qui leur a été fait à Dinan. Cela nous a fait plaisir car nous attachions beaucoup d'importance à leur réaction.

Nous avons à Dinan (et dans d'autres villes) des familles qui reçoivent des jeunes étrangers. Des professeurs de la localité s'occupent des activités de loisir et des cours de français.

D'autre part, nous cherchons à promouvoir les échanges de classes, une école américaine envoyant ses étudiants pendant trois semaines et les étudiants français venant à leur tour dans l'école américaine en étant logés dans les familles de leurs partenaires.

Si vous connaissez des écoles volontaires, nous les proposerons aux écoles catholiques françaises avec lesquelles nous avons de nombreux contacts (garçons, filles, ou mixtes).

De 1965 jusqu'à la guerre du Vietnam, nous avons eu un programme très actif d'échanges familiaux entre jeunes Américains (14-18 ans) et jeunes Français du même âge.

Ceci se faisait avec la Foundation for International Cooperation de Chicago, et nous avions 150 Américains et 150 Français; les Américains arrivaient le 20-25 juin jusqu'au 31 juillet, et les Français allaient aux U.S.A. du 1er août au 6 septembre.

Ce programme qui s'étendait à 150 jeunes Français et 150 jeunes Américains s'est effondré avec la guerre. Les esprits ont changé, et nous pourrions maintenant reprendre les échanges si vous en voyez le moyen, par l'intermédiaire de tel ou tel professeur volontaire.

Si des groupes scolaires américains veulent visiter la France, le Club des 4 Vents organisera leur séjour au moindre prix, selon leurs désirs (à la carte). Nous l'avons fait souvent.

J'ai pensé utile de vous décrire quels services nous pouvions rendre.

Et, bien sûr, je reste à votre entière disposition.

Le Secrétaire Général
(signé) *François Dausset*

P.S.: La French American Foundation, 9, avenue Franklin Roosevelt, à Paris, a confié au Club des 4 Vents l'exécution de son programme pour les professeurs d'anglais. J'ai conduit cet été aux U.S.A. 70 professeurs chargés d'enseigner la civilisation américaine aux élèves des grandes classes. Ce programme sera reconduit l'an prochain pour 100 professeurs.

Certains de ces professeurs sont désireux d'organiser des échanges de classes ou d'individus, et le Club des 4 Vents peut servir à réaliser ces échanges.

Here is another letter, this one from one of the winners of the National French Contest, Miss Elizabeth McNary of Auburndale, Massachusetts, who was awarded a summer homestay in France during July 1977:

Le 4 octobre 1977

Cher M. Nachtmann,

Je regrette vraiment de ne pas avoir écrit cette lettre plus tôt. Aussitôt que je suis revenue de la France je me suis mise à travailler. Puis j'ai commencé mes études, donc j'ai été tout à fait occupé, et j'espère que vous accepterez mes excuses.

Mon merveilleux séjour en France était la plus belle expérience de ma vie. Ce qui m'a beaucoup plu c'était l'opportunité de voir et la grandeur majestueuse de Paris et la beauté toute effleurie de Dinan. En faisant comparaison avec les deux villes j'ignore celle que je préfère.

Ma famille à Dinan m'a accueillie les bras ouverts, et m'a traitée comme leur propre fille. A l'école j'ai fait la connaissance de beaucoup de jeunes de tous pays. Il y avait dans ma classe des Allemands, des Belges, des Italiens, des Suédois, et des Américains. Grâce à ce mélange de nationalités on a beaucoup appris, non seulement de la France, sa langue et ses coutumes, mais sur les gouvernements, les habitudes, les fêtes, et même la cuisine de tous ces pays-là.

Enfin, Monsieur Nachtmann, je voudrais vous remercier de tout ce que vous et votre organisation avez fait pour moi. Vous m'avez donné une expérience absolument fantastique dont je chérirai toujours de très bons souvenirs. Merci mille fois.

(signé) *Elizabeth McNary*

Conference on Song of Roland at Penn State

Preparations are under way for Roncevaux 778-1978: A Conference on the Song of Roland, to be held at the Pennsylvania State University, University Park, Pennsylvania, October 5-7, 1978. This is expected to be the major observance on this continent of the twelfth century centenary of the Battle of Roncevaux. The program is designed to present many different approaches to the French masterpiece. For further information, contact Professor Gerard J. Brault, Department of French, Pennsylvania State University, University Park, PA 16802.

AATF Testing Commission

Cathy Linder

It is with great pride that the Testing Commission announces the forthcoming *Handbook on Oral Communication Testing*, to be published by National Textbook Company sometime before February, 1978. The handbook is the first of its kind to be published anywhere in the United States, and, for that reason alone, is well worth perusing.

All of the tests that have been included in this publication were submitted by teachers of French on the high school and university levels, based on their own classroom experiences and observations. No two tests are alike, and each one focuses on one of the skills necessary to good communication: listening comprehension, oral expression, conversation. The scope of the subject matter ranges from very practical, real-life situations to the world of fantasy and imagination, but in every case, the students must use their store of accumulated knowledge in a way in which they have never used it before. In a well-rounded program of foreign language instruction which necessarily includes the teaching and testing of communication skills, this handbook should find a deserved position of importance. Through its use, teachers will foster the discovery of creative communication in the foreign language. At the same time students may learn how to function more efficiently in their native tongue. Any teacher who is seriously interested in seeing how foreign languages can produce positive results and instill positive attitudes in students cannot afford **not** to have this *Handbook on Oral Communication Testing* in his/her collection.

A Vous La Parole!: Minnesota AATF Contest

(Note: Our first report on this contest appeared in the January 1977 issue of the *Bulletin*, Vol. 2, No. 3, pp. 12-14. The organizers of "A vous la parole!" recently sent us this update.)

The second annual "A vous la parole!" oral French contest was held at St. Olaf College in Northfield, Minnesota, on March 11, 1977. This event is sponsored by the Minnesota Chapter of the AATF. Over \$1,500 in prizes were awarded. The Grand Prize was a free trip to France for two weeks, given by St. Olaf College, Carleton College, and the American Institute for Foreign Study (AIFS). All secondary school teachers of French in Minnesota, public and private, were invited to attend and to urge their students to participate. Between 600 and 700 students and their teachers took part.

The contest has two main purposes: to enable junior and senior high school students to demonstrate their oral ability in French, and to motivate them to improve it. Three different categories of verbal

expression are tested: poetry and prose, drama, and song. In each category, the students compete at either the beginner level (first and second year) or the advanced level (third year and beyond). Although the judges consider the quality of the text presented as well as its presentation, the emphasis is on fluency and accuracy in spoken French. The panel of judges is comprised of both active and retired teachers of French, including native French speakers.

The day's activities began at 11:00 a.m. when campus maps, schedules, and contest literature were distributed to students, teachers, and judges. At noon, St. Olaf's President Sidney Rand greeted the assembly. This was followed by an orientation session and the presentation of the judges.

The competition itself began at 12:30 p.m. and ended at 5:00 p.m. For non-contestants, there were other activities including the showing of films and tours of St. Olaf and Carleton. At 6:00 p.m., following the reception for teachers and judges and a free hour for students, all contestants, judges, and teachers had dinner, courtesy of St. Olaf College. The Awards Ceremony concluded the day's activities at 7:00 p.m.

Next year's contest will take place at Carleton College. Any AATF officer interested in instituting such a contest in his/her chapter is cordially invited to consult Professor Michel Monnot, President, Minnesota AATF Chapter, Carleton College, Northfield, MN 55057.

Hervé Pensec
St. Olaf College

1977 AATF Summer Scholarships

In the summer of 1978, the French government, thanks to the French Cultural Services, will again offer a *stage de perfectionnement* at the Faculté des Lettres of Avignon for twenty American teachers, members of the AATF. A complete description of the AATF Summer Scholarships for this *stage* (and others) appears in the October 1977 *French Review* (p. 161). Please consult this description, if you are interested in applying for a scholarship, before filling out the application form reprinted in this issue of the *Bulletin*.

Note that applicants *must* be currently engaged in teaching and plan to continue teaching French during 1978-79. They *must* also have been members of AATF for at least three consecutive years, i.e. since January 1, 1975. **NO EXCEPTIONS TO THESE TWO CONDITIONS CAN BE MADE.** Completed application form and two letters of reference must be returned to your chapter president no later than January 5, 1978.

AATF Summer Scholarships

Before Filling Out, Please Read Description in the October French Review

(for Québec scholarships see this issue of the *Bulletin*)

Name _____ Country of Birth _____
(Last) (First) (Middle)

(Give maiden name if pertinent to verification of membership)

Date of birth (for Avignon applicants) _____

Address _____
(Number and Street) (City) (State) (Zip)

School/College/University _____ Address _____

French level taught: Elem _____ Second _____ College/University _____ Rank _____ No. of French Classes _____
No. of French students _____ Other subject taught _____

AATF Chapter _____ President _____

Continuous member of AATF _____ years (minimum required—3 years from 1-1-75)

Interest (Indicate order of preference: a,b,c,d):

_____ Monetary grant only (No. 1 in description in the October *French Review*)

_____ Travel grant plus study at Pau (No. 2)

_____ Africa (No. 3)

_____ Avignon (No. 4)

_____ Québec (see this issue of *Bulletin*)

Have you ever received a Summer Study Scholarship from the AATF? _____ yes _____ (date)
_____ no

Have you ever received a Scholarship from the French government? _____ yes _____ (date and place)
_____ no

Academic Background

Institution	Credit Hours in French	Degree	Date
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Foreign Travel (when, where, how long)

Teaching Experience

Years	Schools	Years	Schools
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● Supply a statement on each of the following:

- (1) How this experience would improve your ability as a teacher of French.
- (2) Your professional plans for the future as a teacher of French.

● Have two recommendations sent to your chapter president:

- (1) One from your principal (department chairman, if teaching in College/University).
- (2) One from another person who is familiar with your work and ability.

● Please attach a *detailed* plan of your proposed summer in France/Africa. Failure to do so will result in rejection of this application. (Not required of applicants for AATF programs in Avignon and Québec.)

● I certify that the above information is accurate.

(Signature of Applicant) _____

1978 NEH Summer Seminars for College Teachers

Approximately 100 eight-week Summer Seminars for College Teachers will be offered by the National Endowment for the Humanities during the summer 1978. The seminars will cover the various disciplines of the humanities and humanistic social sciences and will be located at major universities and research centers in all regions of the country. Twelve college teachers will be selected to attend each seminar, and each participant will receive a stipend of \$2,000 for a two month tenure period plus a travel allowance of up to \$400.

The purpose of the program is to provide opportunities for faculty members of undergraduate and two-year colleges to work with distinguished scholars in their fields at institutions with library collections suitable for advanced study. Through research, reflection, and discussion with the seminar director and their colleagues in the seminar, participating college teachers will sharpen their

understandings of the subjects they teach and improve their ability to convey these understandings to their students.

Some of the seminars will be broadly gauged, extending in many cases across traditional disciplinary lines; others will focus upon more specialized topics within a single discipline. A large number of seminars will be of particular interest to teachers of introductory courses, whether at two-year or four-year institutions.

Specific information concerning seminar topics, directors, and locations will be available upon request in early December. Prospective applicants should write to the Division of Fellowships, National Endowment for the Humanities, 806 15th Street N.W., Washington, DC 20506, or call Mitchell Schneider at (202) 724-0377. The application deadline will be March 13, 1978.

(We hope to receive details of the Summer Seminars in French and Comparative Literature in time to print a complete announcement of them in our January 1978 issue. — Editor.)

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