
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 4 NUMBER 2 - NOVEMBER 1978

1978 Pre-Convention Workshop

Developing Skills in the Teaching of French Culture

This workshop will provide demonstrations and explanations on a wide range of alternative approaches to the teaching of French culture. It will also offer the opportunity to work in small groups with the presenters in order to acquire skill in developing materials for classroom use. Participants are requested to bring their textbooks for this phase of the workshop.

One of the features of the workshop program will be a presentation of the self-instructional culture units created by the members of the 1977 N.E.H. Institute at The Ohio State University. The focus of this part of the program will be on the use of learning centers. A learning center can be described as a corner of a classroom or a table which contains instructional material for self-instruction or quasi-independent study. The material might be as simple as a foreign newspaper or magazine; usually, however, it consists of books, mimeographed materials, commercial packets, slides, filmstrips, recordings, exercises, games and quizzes. But it must do at least two things: (1) attract students by displaying above it an appealing poster or intriguing sign, and (2) provide materials that permit students to work at well-defined tasks that are exciting and challenging.

The ways in which learning centers are utilized depends on the goals of the French class. In an advanced high school class where there is often a wide range of interests and language competencies, there could be several centers to accommodate individual and small group needs. Another arrangement would be for the teacher to work with half the class while the remainder work in the learning center(s). Generally, there is sufficient material in each center for one to five students to work at a time.

The content of the units to be presented at this workshop deal with both small and large culture—French housing, shopping, cuisine, adolescents, the Paris *métro* system, painting, music, architecture, history and literature.

Some sample learning activities from the small culture units are:

Housing: students listen to a cassette recording of noises in a home and then identify in French the room from which the noise emanates—sounds of a dish-

washer (*cuisine*), alarm clock (*chambre à coucher*), stereo (*salle de séjour*) and toilet being flushed (*cabinet*).

Cuisine: students make a *salade niçoise* by working at a table laden with the necessary ingredients. Above the table is a large chart with labeled photos of each step in the preparation of the dish.

Some sample learning activities from the large culture units are:

Literature: students read the “Maximes” in Molière’s *Ecole des Femmes* and write a one or two-sentence explanation in modern French of what they mean. This is followed by a discussion of the women’s liberation movement.

Painting: students view approximately ten slides of the Rouen cathedral painted by Manet, and report in French on the time of day they think the canvas was painted. This could be the basis for a discussion on impressionist painting.

Music: students listen to Ravel’s *Boléro* and list in French the instruments they hear in the order of their appearance.

Architecture: students study the floor plan of the Chartres cathedral. They are then told to look for one of their friends, who is in a certain section of the cathedral.

(continued next page)

CONTENTS

Workshop on Teaching French Culture	1
Québec, July 1978	2
1979 AATF Summer Scholarships	3
Scholarship Application Blank	4
AATF Commission on Overseas Programs	7
AATF Testing Commission	8
Teacher’s Guide to Free-Loan Media	8
Foreign Languages and Your Career	8
Comment être français	9
Touristes : Comment il nous voient (Le Point).....	11
Informations S.O.D.E.C.	12
AATF Convention in Martinique	14
Calendar of Upcoming Meetings	15
New Medallions Available from N.I.B.....	16
AATF Société Honoraire de Français	16

Teaching French Culture (continued from page 1)

In order to find this person, they must follow instructions given in French.

Most of the units contain personalized questions and exercises that give students opportunities to express their preferences and opinions. An illustration of this type of communicative competence is found in the unit on cuisine. Students sample several varieties of French cheese and are asked to list them in French by order of personal preference.

As the students hear musical compositions and view art pieces, they list adjectives that describe their own personal feelings in relation to these experiences.

A second feature of the workshop will be a slide presentation of the French gesture system developed at the University of Georgia. A discussion of effective ways for their implementation in the classroom will follow.

A third feature will be a demonstration on how to diagnose students' knowledge of France and the French people as they begin their study of French. This entails an analysis not only of accurate information and concepts that students have acquired but also their misconceptions and prejudices. It is the first step in helping students assess what they have learned prior to a concentrated study of French.

Once the diagnosis has been made, the teacher devises a variety of learning activities, including games and crossword puzzles, to assist him in his study of French culture.

A fourth feature of the program will be an audio-visual presentation of Paris at the time of François Villon. This is a non-traditional approach to the study of French history and literature.

French teachers from junior and senior high schools as well as those teaching lower division college French courses will, in all probability, be able to utilize the material presented in this workshop and adapt it to needs and interests of their students. □

AATF National Bulletin

Volume 4, Number 2 (November 1978)

Editor: Stanley L. Shinall

Assistant Editor: Ken Broadhurst

The *AATF National Bulletin* (SECD 210-120) has its editorial offices in AATF National Headquarters, 57 East Armory Avenue, Champaign, IL 61820. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the *AATF National Bulletin* four times a year, in September, November, January, and April, as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the *AATF National Bulletin* is by membership in AATF only. Second class postage paid at Urbana, Illinois. Office of Publication: 1002 West Green Street, Urbana, IL 61801. POSTMASTER: Send address changes to AATF, 57 E. Armory Ave., Champaign, IL 61820.

Quebec, July 1978

Mary E. Yelda

Having recently returned from three weeks at Laval University in Québec, I would like to share my experience with others, especially those who might be interested in applying for a scholarship next year. I was one of twenty members of the AATF who received a grant from the government of Québec to spend three weeks attending classes at Laval with the added enrichment of excursions and field trips which were the highlights of the three-week program. During the winter of 1977 I read the announcement of the Québec scholarships in the *Bulletin*, and my interest was immediately awakened.

Although I know France, its history, civilization, and culture, fairly well, Québec was at that time almost unknown to me. Of course I knew that it was located to the north of Vermont and New Hampshire; but I could not have told you exactly where it was located. I knew nothing about its size, and I knew very little about its history, economy, and culture. I was aware that French was the language of the Québécois (a word I learned in 1978), but I had not realized how great were the extent and influence of French language and culture in the province of Québec.

Among other things which I read in the description of the scholarships was the selection of courses to be offered. It seemed ideal for what I wanted: "Introduction à la littérature québécoise," for example, and "La civilisation québécoise." I applied, following the simple instructions in the *Bulletin*. I bought a map of Québec to familiarize myself with the exact location of the province. Then I waited for announcement of the winners around April 1, 1978.

In late March, a letter came from Professor Carduner telling me that I was a recipient. His letter was very complete, including information on lodgings, courses, the opening orientation, date of arrival, etc. Getting ready for Québec was not difficult. For me, it took very little time as compared to planning a stay in France, for example. I did find that there were no direct flights from Detroit, but with the help of a very gracious Air Canada reservations clerk, I was able to arrange a satisfactory flight through Toronto.

(continued page 5)

The American Association of Teachers of French

<i>President</i>	<i>Executive Secretary</i>
Anne Slack	Francis W. Nachtmann
Harvard University	University of Illinois
<i>Immediate Past President</i>	
Douglas W. Alden	
University of Virginia	

Vice-Presidents

Jean-Charles Seigneuret, Washington State University
Dorothy Brodin, Lehman College, CUNY
Jean Carduner, University of Michigan

For Study in Africa, France, and Quebec

1979 AATF Summer Scholarships

Our program of summer scholarships for 1979 includes:

- a) ONE one-thousand-dollar grant for study in French-speaking Africa;
- b) THIRTY scholarships funded by the French government, through the French Cultural Services, for summer study in Avignon during four weeks in July;
- c) TWENTY scholarships offered by the government of Québec for three weeks of study at the Université Laval in July.

Grant for Study in Africa

This grant of \$1,000 is awarded by the AATF to a teacher of French engaged in teaching courses dealing with francophone African literature. The applicant must satisfy the general conditions outlined below, submit a detailed plan of study, and carefully document their need to study and travel in francophone Africa.

Avignon

The *stage de perfectionnement* will offer a program of three required courses (in language and civilization) which will be complemented by lectures and excursions. Recipients will be housed in the Grand Séminaire and will be required to live on campus. The recipient may not be accompanied by a member of his or her family. The Avignon scholarships will cover tuition for the *stage*, most of the cost of room and board, and part of the cost of transportation. Because the French government wishes to encourage younger teachers to become familiar with France, its culture, and its civilization, only applicants up to 45 years of age (as of January 1, 1979) will be considered.

Québec

The purpose of these twenty scholarships is to introduce the American teacher of French to the literature and culture of Québec. Recipients will take courses offered at the Université Laval in Quebec City in July 1979. The scholarships will cover tuition, room and board, and a part of travel expenses.

For Avignon and Québec, final details are not available as we go to press. Chapter presidents and regional representatives will have all necessary information by November 15, 1978. The information contained in this issue of the *Bulletin* is more current than that contained in the October 1978 *French Review*. Therefore, if you notice some discrepancy between the two sources, remember that *the present text is correct*.

General Rules for All Scholarships

The summer scholarships are offered to members of the AATF in the best interests of the profession. Their primary purpose is to improve the teacher's capacity for instruction and to further his/her understanding of francophone culture. Ideally, every teacher of French should have the experience of living and studying in a francophone country. Therefore, priority will be given

to those who: 1) have never been to France or Quebec; 2) have not had **extensive** previous experience in travel and/or study in French-speaking countries; 3) who are doing creditable work as teachers of French; 4) are career teachers expected to make a worthwhile contribution to the improvement of the teaching of French language and culture in this country.

Eligibility

Applicants **must** be teachers of French in elementary or secondary schools, or teachers at the college/university level, up to and including the rank of assistant professor. Applicants **must** be currently engaged in teaching and plan to continue teaching French during 1979-80. Finally, applicants **must** have been members of AATF for at least **three** consecutive years, i.e., since January 1, 1976.

Ineligible for any Scholarship are:

1. Current chapter presidents;
2. Recent recipients (since and including the summer of 1974) of AATF and/or French summer study scholarships or stages;
3. Native speakers of French from any francophone country (exceptions will be made only for those who came to the U.S. as children and whose linguistic competence in French cannot be qualified as native or near-native);
4. Recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

Application

Teachers interested in applying for any of these scholarships should obtain the necessary form from their AATF chapter president, or use the one printed in this issue of the *Bulletin*. The completed form must be accompanied by two letters of recommendation: one from the school principal (or, in the case of college teachers, from the department chairman); the other from someone who knows the candidate and his/her work well. Since these letters of recommendation are taken into very careful consideration during the selection process, they should contain a very serious evaluation of the applicant's professional qualities.

The application form and the two letters of recommendation must be returned to the chapter president not later than **January 5, 1979**. **Late applications will not be accepted**. Each chapter will submit the applications of the **five** most deserving candidates to its Regional Representative, who will, in turn, send no more than **eight** nominations to the National Chairman. Every effort will be made to notify winners before April 1, 1979.

Further information may be obtained from the National Chairman: Professor Jean Carduner, Department of Romance Languages, University of Michigan, Ann Arbor, MI 48109. □

AATF Summer Scholarships

Before Filling Out, Please Read Description

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

(Give maiden name if pertinent to verification of membership) Telephone: Home _____
Office _____

Date of birth _____

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 1-1-76)

Scholarship for which you are applying:

_____ Africa
_____ Avignon
_____ Québec

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)
_____no _____(place)

Academic Background

Institution _____ Credit Hours in French _____ Degree _____ Date _____

Account for all travel and activities during the past 5 summers (1974-78):

Teaching Experience

Years	School	Years	School
-------	--------	-------	--------

● 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 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.

(Date) _____ (Signature of Applicant) _____

Quebec (continued from page 2)

My first impressions of Canada were very pleasant. The customs officers and Air Canada employees were very friendly and very efficient. I arrived at Québec City on June 30, a Friday evening, about seven-thirty. There was no tunnel at the airport; we walked down a flight of stairs, across the field, and into a rather small airport. It was cool outside. Once inside the terminal, I saw the baggage carousel, but no skycaps. Upon asking—in English; yes, I admit that I had heard so much about the accent I would hear that it was going to take courage to start a conversation in French—about skycaps, my English questions brought a fast French answer. There were none. Instead, I was told: “Cherchez un chariot pour les valises.” I found one, helped myself, and exited to find a bus or taxi. Once outside I saw a bus, but when I asked (in French): “Est-ce que l’autobus passe par l’Université Laval?”, the driver replied: “Non, on va directement au Château Frontenac.” Therefore, I found a taxi, gave the address to the driver, and was on my way. Starting with the bus and taxi drivers, I was using French and finding that I had no problems.

Delayed in leaving Detroit, I was late arriving in Québec. I went directly to the Laval campus, where the orientation program was in progress; in fact, the introductions had been made, the business taken care of, and now it was conversation and cocktails. The program participants had been briefed on a placement exam to be given on Saturday morning, courses to be offered, and payment of fees.

After the orientation and reception, we received our room assignments. Through a welcoming committee organized to greet arriving non-francophones, we found a young man to drive us to our residences. I should say that I was not prepared for what I saw at Laval University in terms of the extensive campus, the number of buildings, their size and height and the beautiful modern architecture. Upon arriving at my residence hall about ten p.m., I saw that it was a ten story high complex with balconies and about five wings. At night with all the student rooms lighted, it had the look of an ocean-side hotel at Daytona or Miami. My room assignment was a “penthouse” room with a magnificent view of Boulevard W. Laurier and the lights of Québec City. The rooms at the Laval residences were very comfortable with the usual dormitory furnishings.

The placement exam was given in a large lecture hall and consisted of three parts: (1) phonétique (on a tape), (2) grammaire, (3) vocabulaire. Part I was difficult for me; I did some guessing because I had trouble hearing what the speakers said. The grammar and vocabulary sections were easy.

After the placement test we were told to report on Monday afternoon at two-thirty for results, following which we would select courses. On the basis of our placement test scores, we were put into different sections, for example: Niveau supérieur I or II. We were to select courses at our proper level.

After the exam, the AATF group boarded a special bus, and we were taken on a quick tour of Québec City with M. Joachim Normand who was to be our “guide” and escort on our excursions and who planned our activities outside of the classroom (lectures, all excursions, etc.). As soon as the bus tour was over, four of us took a regular bus into the city and started our “tour” or really our “affaire” with this gorgeous city. It started that Saturday afternoon, and for me it ended on a very warm and beautiful Friday evening, July 21, when I stood on the Terrasse Dufferin overlooking the St. Lawrence storing up a memory until I could return.

That first Saturday afternoon we saw as much of the old city as we could. We spent considerable time in and around the Château Frontenac and on the terrace walking and trying to ignore the light rain. After a few hours of sightseeing we had coffee in a tiny café and then took the bus back to the campus. By now we were hungry, but July 1 is Dominion Day in Canada, and finding an open restaurant was difficult. We had decided not to have dinner in the cafeteria on campus, so we walked and walked. It probably wasn’t really as far as it seemed to my out-of-training muscles. In Detroit, I do not do very much walking. Finally, we found an area where there were three or four restaurants. Having chosen “Marie Antoinette,” we mingled with the Québécois and had a delicious dinner.

Since Sunday was a free day and the weather was warm and beautiful (which incidentally was how it stayed throughout most of the three weeks), a group of us decided to drive to St. Anne de Beaupré and the Chutes de Montmorency north of Québec. This was a very enjoyable day. As we walked the main street near the Basilica of St. Anne de Beaupré, it seemed as if all the inhabitants were out of doors! They were sitting on porches in front of their homes, and some even on the sidewalk. They seemed to be enjoying the sun and the summer warmth.

We finished our tour of St. Anne de Beaupré in the afternoon because there was a reception at five p.m. at the Grand Théâtre. The invitation read: “A l’occasion de la fête du ‘Retour aux sources’, marquant le 370^e anniversaire de la fondation de Québec, Le Ministre des Affaires culturelles et Madame Denis Vaugois prient Madame E. Yelda de bien vouloir venir à une réception....” There were people from Louisiana, from New England and from other places in the United States where there are large numbers of people who have a French-Canadian heritage. This was a champagne and caviar reception with many guests and at one end of the beautiful lobby a small band which played the jigs and reels typical of “la musique québécoise.” Everyone was speaking French. Many of these people had come thousands of miles to confirm their heritage. The reception, which ran for about two hours, was very interesting since we had an opportunity to talk to some of the people who had come from Louisiana and Texas.

(continued next page)

For many of us the day ended at the Bois de Coulonge with a concert in honor of the founding of Québec. Artists such as Yvon Deschamps, Diane Dufresne, and Edith Butler performed. Our stay in Québec coincided with the eleventh "Festival d'été de Québec du 3 au 15 juillet." This is why the city was so full of music, dancing, theatre, special programs daily, and a holiday atmosphere for two full weeks.

On July 3, in the afternoon, all of the students who had taken the placement test assembled to receive the results. In our group the majority placed at Niveau Supérieur II and could select from courses such as I mentioned earlier which ran for three weeks and carried three credits. The choice was difficult, because so many interesting courses were offered, but most selected either "la littérature québécoise" or "la civilisation québécoise." A few attended conversation, translation, or grammar courses, in most instances as auditors. The literature and civilization classes ran from nine-thirty to twelve-twenty daily.

I selected "la civilisation québécoise" taught by M. Jean-Claude St. Amant. The first few days of the class were difficult because I, and some of my AATF classmates, found him rather hard to understand. He had an accent to which we were not accustomed, but gradually we began to understand, and the problem of the accent disappeared. The course, although difficult, was excellent. It pleased me very much that my main objective for wanting to go to Québec to participate in the program, was realized, i.e., I wanted to learn about Québec; therefore, the course was exactly what I hoped for. Of course, in three weeks one does not learn everything about Québec. However, the course was an excellent foundation which, with the bibliography given to us by M. St. Amant, should provide us with a complete picture of Québec (this will involve some fall and winter reading). We were in classes with the other non-francophones who were at Laval for this summer program in French. Listening to them in class discussions made me aware of how much Canadian and especially Québec history and politics they knew. On Fridays, our class consisted of recorded music or of movies which tied in with whatever we were studying that week. Every day the class began with an interesting discussion on the news of the day led by Professor St. Amant. Everyone enjoyed this; it motivated many of us to read the Québec newspaper daily. During the three week course, we wrote two papers and a final exam in addition to doing a lot of reading.

In the afternoon there were lectures from two to four p.m. arranged by Joachim Normand. I learned more from those lectures than you would think possible in such a short period of time. The topics presented were: Histoire et géographie, Situation politique, Cinéma québécois, Problème de la langue, Arts et traditions populaires, Structure Scolaire, Théâtre et Littérature (le roman).

My evaluation of the lectures is that the best possible speakers gave us an incredible amount of material and information in two hours. The most outstanding feature of each speaker was the depth of knowledge in the area he presented and his enthusiasm for his topic.

On July 4, our group was invited to attend a reception at the Musée de Québec, given by the United States consul. For several of us, the highlight of this reception was meeting and talking briefly with M. René Lévesque. After the reception we attended a "Paroles et Musique" in the courtyard of the Vieux Séminaire. Among the artists who participated was Michèle Lalonde, whose poetry we had read in our class. Orchestral music was by the Québec Symphony.

On a hot, humid Saturday, July 8, our group boarded the familiar bus and started on a very interesting excursion. With Joachim Normand as our guide we went first to the Chutes de Montmorency which we saw from above. Everyone seemed to have a camera trying to get the best shots of the falls which are higher than Niagara. From there we continued along the road toward St. Anne de Beaupré stopping at a roadside stand for bread fresh from the outdoor oven and spread with butter and maple syrup butter. It was delicious, especially with an ice-cold drink from the family's snack bar. After seeing the Chutes de Montmorency from the bottom, our bus headed across the bridge leading to l'Île d'Orléans, located in the St. Lawrence River. Here we made a roadside stop for fresh strawberries which we all enjoyed before stopping at the church of La Sainte Famille, the oldest church on the island opened as a mission in 1661. Something which added considerable interest to this excursion was that, as we rode along, Joachim Normand was talking to us about the architecture of the typical Québec dwellings which we saw on both sides. To help us, he had prepared sheets which showed pictures of the kinds of houses one sees around Québec.

Speaking of houses, our next stop on the island was at a private home owned by friends of M. Normand. Set in a large field, the house was surrounded by lawn and trees. It had a Victorian-style broad porch on two sides. A frame dwelling painted white with gingerbread porch trim, it looked as peaceful and beautiful as a nineteenth century painting. Although the sun was very hot, a strong breeze kept the humidity down. To refresh us further, on one side of the shaded porch a table had been arranged with ice, glasses and a variety of beverages from fruit juice to cognac. Here, we all relaxed and enjoyed the magnificent scenery for about two hours until dinner. To end our day we went to the famous "Vieux Moulin de St. Laurent" restaurant, where we ate dinner as we listened to music provided by a bass, a violin, and a piano. This excursion was typical of the excellent excursions organized and planned by Joachim Normand. One other very fine excursion was on a Friday evening, July 14, when we went to a summer

(continued page 13)

AATF Commission on Overseas Programs

Joan Fontanilla, Chairperson

Notes on organizing an exchange

Once you have a contact in a French school, usually a teacher of English, you both can agree on how many classes will participate in the letter-writing, what kind of projects or tapes will be exchanged, how often, etc. Later, after you and your French counterpart have corresponded and expressed a mutual interest in exploring the possibility of a student exchange, then each of you needs to work on at least three important areas: travel arrangements, student interest, and school permission.

First, choose a travel agent who is reliable, hard-working, and a community person who is easy to reach and who is willing to find the best bargain for your students. However, *you* should learn as much as possible about airfares in order to determine best when and for how long to plan the trip, taking into consideration school vacation dates, the host school's wishes, and your own preference for travel, during the school year or during the summer. In addition to the travel agent, you should contact other teachers in the area, professional associations and language organizations for further information on charters or group rates.

Next, find out how many students are interested in spending about two weeks with a French student and his/her family, going to some classes, and visiting historical and/or typical French sites for about \$500. Later, if school permission is granted, you can ask for advance deposits of \$50 or \$100. This will give a fairly accurate indication of how many students are serious.

Finally, approach your department head with the idea, some figures, dates, number of interested students, etc. If you are encouraged, continue through the chain of command adding further details such as the amount of time to be spent in the family, in school, and on visits, the amount of pocket-money needed for incidentals, information on the community to be visited, benefits from the exchange, etc.

As soon as School Committee has granted its approval, work on publicity can begin. This job and many others could be handled by the person you choose as second chaperon, not necessarily a teacher, but certainly someone who would manage with a bit of French, work well with you, your students, and the French, and who would be able to host a French adult later. Usually, whether or not another chaperon is needed depends on the number of students. But since the students really belong to a family in France, the time for which a chaperon is responsible is more like nine hours than twenty-four. One competent chaperon could accompany up to twenty students because, in addition to the French parents, there are other adults in France, notably the English teachers and their administrators, who are concerned and involved in the program.

When the theoretical becomes real (dates and costs are firmer, some money is deposited, and approval is official), then close coordination between you and France must take place—for agreeable times and numbers, suggestions for activities while in France, and perhaps the most important, the best matching possible between those who wish to host and those who will travel. (One way to aid the match-up is with a questionnaire about interests.) Eventually the day-to-day schedule abroad needs firming up and balance: week-ends and evenings with the family, a few days in school, specific activities for both French and Americans, and, if possible, a two-day excursion about mid-trip only for the Americans to be able to discuss concerns and to give French families a rest. This more detailed plan will show how much money is needed for France. For example, airfare from the east coast to Paris may be \$350-400, excursion \$50, and pocket-money \$75.

Now the parents are ready for a meeting where chaperons are introduced, goals of program presented, and forms explained and signed. Some forms could be: a kind of contract whereby the student agrees to follow the rules of the host family, school and accompanying chaperons, a medical release for emergency medical treatment in the foreign country, a waiver of responsibility for the town, school and teacher/chaperon, general forms of whom to contact in the U.S. and in France, and passport applications. You could arrange to have a photographer take all the passport pictures at school one day so that everyone would receive the photos at the same time. Then the person in charge of passports at the Post Office could be invited to process all the applications at school on the same day; complicated for the teacher, but easier for the students.

Meetings to keep participants informed, to prepare them for the foreign stay, and to collect the money regularly are very important. Being sure that students are notified of meetings and are willing and able to attend is really a great problem. Communication with students who are not presently enrolled in French classes is very difficult.

There are occasionally a few other minor problems: 1) there may be a change in airfare (either people need to be flexible or you should collect \$30-50 extra just in case); 2) students may neglect to write away for the long form of their birth certificate for the passport application; 3) they may lose interest and numbers could dwindle (it is just too much work for fewer than twelve students); 4) students who do not speak French may ask to join the group (our rule is that a student must be able to survive in the foreign language); 5) parents may question paying for the teacher's airfare (on a charter flight, a chaperon automatically gets a free seat for fifteen students, so for a regular flight, we feel a \$20-

30 administrative fee is in order and usually just covers airfare); 6) some faculty members may be jealous of the "extra" vacation week away from classroom teaching (it is wise to keep the faculty abreast of what you are planning both for the Americans and the French); 7) too much time may be used for discussion of travel arrangements, money-raising activities, and other details that have nothing to do with the preparation of students for the foreign experience; 8) collecting money on schedule (\$100 by October 20, \$150 by November 30, \$125 by January 5), making sure that checks are good, getting to the bank frequently to make deposits are all trying activities; 9) too little class time seems available for writing letters and exchanging tapes and even too little personal time to write to keep the teacher in France informed.

You can see that organizing an exchange is everything from exhilarating to mind-boggling and time-consuming. Perhaps these filmstrips could alleviate some of the concerns that arise for teachers about to begin an exchange.

A French-American Student Exchange
(catalog nos. 3314 and 3315)
Gessler Publishing Company, Inc.
220 East 23rd Street
New York, NY 10010

For those who will be attending the AATF Convention in Chicago in November and who would like specific questions answered, please come to the Commission meeting Friday at 8:30 p.m. Hope to see you there. □

Marblehead, Mass., High School

AATF Testing Commission

Cathy Linder

As the school year gets into full swing, the Testing Commission is embarking on some new projects and finishing up existing tasks. Services that the Commission currently provides for members include a Testing Clearinghouse, and a handbook on oral communication testing.

The Testing Clearinghouse responds to specific testing questions with bibliographical information; however, it does not distribute bibliographies. Upon request, teachers will be referred to organizations that supply specialized testing information, including how to evaluate the language proficiency of teachers and students. Direct your requests for information to the Commission chairman: Professor Robert E. Vicars, Director, Millikin University, Decatur, IL 62522.

For teachers looking for ways to evaluate oral communication skills, *Oral Communication Testing* (Cathy Linder, ed.) provides numerous examples of tests that can be used or adapted to classes at all levels of language instruction. For information on how to obtain a copy of this publication, write to National Textbook Company, 8259 Niles Center Road, Skokie, IL 60077.

If there are any services you would like to see provided by the Testing Commission, please write and let us know. We are looking forward to making this year a busy and productive one and, as always, we welcome your comments and suggestions. Letters should be addressed to Professor Vicars at the above address. □

A Teacher's Guide to Free-Loan Media

Free-Loan Media for French: A Guide for Teachers is now available from Holy Family College in Philadelphia. Edited by Assistant Professor Sister M. Frances Veitz CSFN of the Modern Language Department, this guide is intended to encourage FLES programs, secondary and college French programs, and their instructors, who find themselves caught up in the syndrome of tight budgets. The guide contains more than 100 entries and is the product of over six years of research and thirteen years of teaching experience. Copies are available for \$4.00 each (checks or money orders payable to Holy Family College) from Sister M. Frances Veitz, Holy Family College, Grant and Frankford Avenues, Philadelphia, PA 19114. □

Foreign Languages and Your Career

Columbia Language Services has announced the publication of an up-to-date, practical, and comprehensive handbook showing how foreign language skills can be put to work in a wide range of occupations and professions. *Foreign Languages and Your Career* fills a need in an area where adequate career guidance materials have been lacking. It contains information on foreign language as a complementary skill in business, industry, government, library science, and other areas, and on foreign language as a primary skill in teaching, interpreting, and translation. Single copies of this book are available for \$4.00; the price is \$3.50 per copy for orders of 2 to 25 copies, and \$3.00 per copy for orders of 26 or more copies. Postage is paid on prepaid orders. Place your order with Columbia Language Services, P.O. Box 28365, Washington, D.C. 20005. □

Comment être français

Michael D. Oates

Le professeur de français qui déclarerait sérieusement vouloir tirer parti de la classe de français pour former de jeunes espions se couvrirait de ridicule vis à vis de ses collègues. S'il persistait dans son entreprise et si, impossible, il arrivait à "placer" ses espions, il ferait l'objet d'une enquête législative. En plus, ses élèves se buteraient contre l'effort considérable qu'un tel entraînement exigerait. Pourtant la perspective de pouvoir parvenir à cacher leur identité les fascinerait.

Nos élèves de 14, 15, 16 ans en sont au stade de leur vie où un certain esprit de clan ou de clique peut les inciter à former de petits groupes d'amis intimes et, hélas!, à en exclure d'autres. Si l'on agit par snobisme, c'est bien fâcheux. Heureux snobisme cependant si les "exclusifs" se lancent à l'assaut d'un sommet linguistique en y entraînant les autres.

Une langue étrangère est un code qui permet aux élèves qui l'apprennent de constituer entre eux un groupe spécial. Les expressions et les gestes qu'ils apprennent et qu'ils partagent font d'eux des "agents spéciaux", capables de dissimuler leurs échanges au commun des mortels, c'est-à-dire à l'Américain "vulgatus" qui refuse de s'initier à une autre langue que la sienne. Les galons de l'officier ne l'isolent pas mieux du simple soldat. Ce code permet à nos élèves d'échanger des "messages secrets", de se moquer un peu les uns des autres, de se différencier. En tant que professeurs, nous devons veiller à ce que leurs messages ne soient pas trop bizarres et que leurs moqueries ne soient point cruelles. Frustrer ces essais de communication constituerait une grave erreur, leurs échanges réels étant une source importante de motivation.

Parler comme un Français est un but qu'un pourcentage infime de nos élèves pourrait espérer atteindre. Pour qu'un tel résultat soit concevable, il faudrait parvenir à maîtriser la phonologie du français, à disposer, de façon active, d'un vocabulaire moderne, vaste et précis. Il faudrait en outre avoir effectué des séjours prolongés en France. Pour un étranger, d'ailleurs, dépasser le stade du simple contrôle phonémique et maîtriser le lexique, la grammaire et les habitudes gestuelles du français n'est exigé que pour le professeur de français ou l'espion. Ceci dit, il y a des gestes et des expressions employés par les Français, et souvent à leur insu, qui aideraient un jeune Américain à trahir moins rapidement son origine étrangère, à être un meilleur "espion" en France.

En deux ans nous avons visité plus de 20 écoles secondaires dans l'Iowa, pour y offrir gratuitement les services d'un "pseudo-Français". Nous voulions par des chansons, des anecdotes, et des conversations, seconder le professeur de français dans son grand rôle de promoteur de communication.

Pour briser la glace, face à ces jeunes élèves que nous n'avions jamais vus auparavant, nous commençons

par leur demander de rêver un instant. C'est ainsi que nous nous parachutons en France avec la mission secrète de contacter le Maquis. Pour ce faire, nous devons passer pour des Français à part entière (et non entièrement à part) au risque de nous faire arrêter si l'on découvrait que nous étions Américains. Les élèves devaient passer un test "pour espions". Il fallait savoir, par exemple, comment on frappe à une porte à la française, comment un Français bégaye, par quel doigt il importe de commencer en France lorsqu'on utilise ses mains pour compter, et la traduction de certaines expressions américaines telles que "ouch", "yuk", et "yum yum". Nous leur demandions aussi de deviner comment un Français exprimerait par gestes des expressions comme "très bien", "c'est ennuyeux", et "merci, je n'en veux pas". Très souvent il était facile de suggérer un contexte pour l'expression ou le geste. "Voulez-vous de la glace au chocolat?" leur faisait venir l'eau à la bouche et on entendait presque toujours un ou deux "yum yums". De telles réactions automatiques trahissaient leur pays d'origine. Nous braquions donc sur eux notre revolver imaginaire en leur annonçant que leur "yum yum", etc., nous avait permis de soupçonner leur vraie identité. Le canon de notre revolver se composait d'ailleurs de deux doigts à la française au lieu d'un seul comme le font les petits Américains.

Quelquefois les élèves connaissaient la réponse à notre question ou pouvaient la deviner. Normalement ils donnaient leur langue au chat et étaient surpris d'apprendre qu'un Français ait une façon différente d'exprimer ces choses élémentaires et qu'ils avaient crues universelles.

Autrefois les romans de cape et d'épée fascinaient nos grands-parents. Aujourd'hui les romans, les films et la télévision nous régaler d'histoires d'agents doubles, capables de masquer leur identité en assimilant complètement la langue et les coutumes d'un autre peuple. Ces héros et ces héroïnes, sans cape ni épée, mais parlant parfaitement le français (grâce au doublage sans doute) sont aussi attrayants que les héros de Dumas.

Il est très important, avant d'étaler un inventaire de différences culturelles, souvent risibles et quelquefois frappantes, que le professeur de français explique clairement que ce que nous prenons quelquefois pour universel ne l'est pas. Les Français trouvent aussi différents nos gestes et nos expressions que nous les leurs. Le but de cette leçon étant de développer chez l'élève une relativité culturelle face au monde qu'il habite, il faut faire attention à ce que l'élève ne trouve pas ridicule toute habitude différente de la sienne. Ceci dit, voici quelques automatismes français qui, grâce à leur différence, pourraient rendre un élève américain un peu plus conscient de ses propres habitudes.

Frapper à la porte

Un Français frappe à la porte du dos de la main sans

fermer le poing comme le fait un Américain. Ce n'est que lorsqu'il est vexé qu'un Français ferme le poing et frappe avec les jointures. Une mère française, par exemple, dont le fils se serait enfermé dans la salle de bains, ne frappe pas à la porte de la même manière que quand elle va chez une amie. Une amie française nous raconte que, le lendemain de son arrivée aux Etats-Unis, elle a été étonnée de voir un homme frapper à sa porte comme s'il était fâché. Quelle surprise ensuite de découvrir qu'il s'agissait tout simplement de son voisin, venu lui souhaiter la bienvenue!

Le pouce

Commencer par le pouce pour compter constitue l'un des gestes français les plus connus des Américains. Nous comprenons aussi l'emploi du pouce pour indiquer "très bien", quoiqu'aux Etats-Unis pour indiquer cela on forme un zéro en joignant le pouce et l'index, les trois autres doigts levés à l'instar du geste français "au poil". Aujourd'hui cependant, grâce à l'un des héros de la télévision américaine, un nommé *Fonz*, nos élèves emploient le pouce avec un sens tout à fait différent. Le professeur de français devra se méfier de ce geste et aura certainement à expliquer à ses élèves américains qu'en France, au moins, le pouce veut dire autre chose que "sit on it".

Le contact physique

Un Français serre la main à son ami, à son collègue de bureau, à son voisin qu'il rencontre dans la rue. Ce contact physique joue un rôle très important dans la culture française et celui qui ne tend pas la main risque d'offenser l'ami qu'il rencontre. Même s'il a les bras chargés, un Français s'arrange souvent pour offrir au moins le petit doigt. Beaucoup de personnes, surtout les femmes, vont embrasser une personne qu'elles connaissent bien. Il est normal, par exemple, que deux jeunes filles s'embrassent en se retrouvant chaque matin dans la cour de l'école. Plus tard, en se promenant ensemble, elles marcheront bras dessus, bras dessous.

Quelle différence entre la culture française et la culture américaine! Un Américain serre la main d'une personne qu'on vient de lui présenter mais ne lui resserre pas la main le lendemain en la croisant dans la rue. Quant à embrasser quelqu'un, il ne fait "la bise" qu'à sa mère et à son amie, bien sûr de façon fort différente.

L'Américain en France sera d'abord frappé par la fréquence de contact physique qu'il observera. Mais que de réjouissances en perspective s'il décide de "faire comme les Romains". Il s'attendra bientôt au shake-hand quotidien dans sa famille d'accueil. De retour aux Etats-Unis, il tendra la main plusieurs fois aux amis américains avant de perdre cette nouvelle habitude, faute de réponse positive de la part de ses concitoyens.

Après avoir vu un ami français embrasser son père, il nous arrive de vouloir embrasser le nôtre. Nous avons cessé de l'embrasser il y a longtemps, mais un séjour en France nous fait réfléchir sur le manque de contact physique entre père et fils américains. Nous décidons

donc bon gré mal gré de l'embrasser en le retrouvant à l'aéroport Kennedy. Quelle surprise pour lui! Nous le sentons raidir dans nos bras mais cela ne nous empêche nullement de l'embrasser comme cela se fait en France. Aujourd'hui il est bien habitué à ce que nous l'embrassions. Il s'y attend même. Nous restons pourtant le seul de ses quatre fils à l'embrasser. Il le permet à son fils "français".

Merci

Professeurs américains de français, nous croyons avoir bien appris le mot merci. Il y a pourtant un emploi de ce mot, quand on nous offre quelque chose, qui nous étonne la première fois que nous le rencontrons. Là, "merci" tout court veut dire "non". Un Américain se croit souvent obligé de dire "non, merci", mais la plupart du temps un Français omettrait le "non". Pour lui, c'est clair : on vous offre quelque chose, à table par exemple, et la réponse "merci, monsieur" indique que vous n'en voulez pas. Il n'en est pas ainsi aux Etats-Unis où un simple "thanks" ou "thank you", bien que moins fréquent que "yes, thank you", veut dire que vous en voulez.

Récemment un jeune ami de Besançon est venu passer six semaines dans l'Iowa. Comme il désirait se perfectionner en anglais, il a demandé que l'on évite de lui parler français. Peu de temps après son arrivée, la dame chez qui il habitait lui a demandé s'il voulait un verre de lait. Il a répondu "thank you, thank you" et elle lui en a versé un. Ni elle ni ce jeune homme n'oublieront sa surprise en voyant le verre de lait devant lui. C'était pour tous une bonne anecdote à raconter et la preuve que même les mots les plus banals peuvent prêter à confusion sans leur contexte culturel.

Il y a aussi un geste pour indiquer "merci, j'en veux pas". Le coude près du corps et l'index levé, il s'agit de remuer la main de gauche à droite. Ce sont surtout les enfants français qui s'en servent et il est probable que certains trouvent ce geste impoli.

Quelques sons très français

Beaucoup de professeurs hésiteront avant de faire apprendre le mot "berk" à leur élèves. Il offre pourtant deux avantages aux jeunes Américains qui apprennent le français: il traduit bien l'omniprésent "yuk" et constitue l'un des meilleurs points de repère pour prononcer le /R/ français. Le jeune Français qui se sert du mot "berk" grasseye le /R/. Exagéré et placé juste devant le /k/ vélaire, le /R/ de "berk" aidera un Américain à briser l'habitude de son /r/ rétroflexe.

Le contraire de "berk" est "miam, miam". Cette expression et l'emploi de "aie" pour traduire "ouch" devraient figurer parmi les expressions que l'on apprend tôt dans un cours de français. L'accent que nous mettons sur la communication aujourd'hui nous fournit bien des occasions pour utiliser ces mots en classe.

L'un des premiers sons à apprendre dans un cours de français est le "euh" de celui qui bégaye. L'élève américain qui apprend à remplacer ses "uh" par des

“euh” bien français commence à s’habituer à l’arrondissement et à l’antériorité supérieurs du français.

La liste des choses à apprendre devrait inclure “hein?”, avec plusieurs sens possibles dont “n’est-ce pas?”, et, pourquoi pas, “bof”, pour exprimer le mépris ou le je-m’en-fichisme. Cette liste s’avère illimitée si l’on y admet aussi des mots familiers tels que “chouette” et “zut”.

En plus des quelques gestes et bruits déjà mentionnés, nos “futurs espions” apprendront à fermer la porte de la salle de bains, celle des toilettes et celle de leur chambre, même s’ils n’y sont pas. Ils utiliseront le bout de leur cuillère pour manger la soupe au lieu d’employer le côté, comme la plupart des Américains. Comme nous l’avons déjà suggéré, en jouant aux cowboys, ils formeront le canon de leur pistolet imaginaire avec deux doigts au lieu d’un seul. S’ils apprennent surtout à se comporter comme un Français quand ils sont à table et s’ils savent quand et à qui on serre la main, ils auront réalisé

d’appréciables progrès.

Il restera à nos élèves tout le travail ardu qu’il faut pour maîtriser le français. Ce n’est pas qu’avec quelques petits automatismes qu’ils arriveront à “passer” en France. Mais s’ils peuvent s’identifier un peu plus aux Français grâce à quelques gestes et quelques sons “secrets” que nous leur aurons appris, peut-être voudront-ils attaquer la langue française avec une plus grande conviction.

Loin de nous, finalement, l’idée d’utiliser le cours de français pour former de futurs espions. Ce serait aussi difficile que de fournir de futurs interprètes aux Nations-Unies ou à l’OTAN. Nous appelons tout simplement “espionnage” ce qui est en réalité l’acquisition d’un ensemble d’habitudes articulatoires communes aux Français. Dans la mesure où elles sont différentes des nôtres, nous aurons peut-être réussi à éveiller l’intérêt de nos élèves dans un domaine totalement nouveau pour eux. □

University of Northern Iowa

Touristes: Comment ils nous voient

Savez-vous ce qui, en France, surprend les touristes japonais? Le spectacle d’un homme et d’une femme d’âge mûr se tenant par le bras, dans la rue. Et les Allemands? La livraison sans emballage d’une baguette de pain, mais, selon le réceptionniste en chef du PLM Saint-Jacques à Paris, ils en emporteront volontiers une vingtaine dans un sac en plastique.

Les étonnements des 36 millions d’étrangers qui passent des vacances sur les bords de la Seine ou de la Méditerranée méritent attention. Il faut prêter l’oreille à ces remarques, admiratives ou critiques, que recueillent les agences de voyages comme Allied Travel France, Thomas Cook, Miki Travel, Der-Voyages...Car elles permettent de savoir en quoi la France se distingue des autres pays.

Tout visiteur jette autour de lui le regard naïf d’un enfant. Il voit ce que l’habitude a fini par nous dissimuler. Les cars de police, par exemple. Pas un touriste que le déploiement policier dans la capitale ne laisse perplexe. Les Américains imaginent quelque émeute en préparation et pressent leurs accompagnateurs de questions. Comme eux, les Allemands manifestent leur surprise, mais pour approuver finalement la présence de ces uniformes. “*Ils leur donnent un sentiment de sécurité.*”

Autres découvertes : la tristesse des Parisiens, leur nervosité (“*Que cherchent-ils qu’ils ne trouvent pas?*”), la relative inélégance de nombreuses femmes (grande déception des Japonais qui s’attendaient à croiser, sur le trottoir, des modèles de haute couture), la saleté des installations hygiéniques dans les restaurants, les cafés et les stations d’essence, et surtout, surtout, l’absence de cordialité. “*Les Français ne sont pas hospitaliers, ils ne sont pas souriants.*” Et les Japonais, attentifs à cette forme de politesse, ajouteront : “*Ils ne sont pas*

ponctuels.”

Ah, ce manque de courtoisie! On ne soupçonne pas les dégâts qu’il fait. Ainsi l’agence Allied Travel France avait obtenu, il y a deux ans, l’arrêt à Paris de huit charters américains effectuant une tournée de l’Europe. Un an plus tard, le nombre était réduit à six. Cette année : zéro. De l’avis de son président, Guy Abecassis, “*l’accueil du Français explique en partie cette désaffection.*”

En revanche, on goûtera une “*douceur de vivre*”, un certain “*air de liberté*”. On aimera qu’il y ait une vie de café, en s’étonnant qu’elle commence si tôt. On appréciera que les boutiques ferment si tard, même le samedi—usage dont les Allemands conclueront que les Français travaillent décidément beaucoup. La richesse des magasins d’alimentation fascinera. Les Allemands adoreront les marchés, les Américains admireront le centre Georges-Pompidou, ses tuyauteries et ses cracheurs de feu. Et les Japonais ne se laisseront pas des Champs-Élysées à une heure du matin, à cause de leur animation.

Pour la plupart, la France se caractérisait jusqu’ici par un mélange de luxe et de traditions. Le luxe tend à disparaître. Restent les traditions, ce trésor. Ce sont elles qu’on vient, en nombre croissant, découvrir ou retrouver. Ce nouvel intérêt, plus sensible chez les Européens, se marque par l’augmentation des circuits en province : 25 % des commandes reçues par Der-Voyages, dont la clientèle est essentiellement allemande, contre 5 % en 1969. Allemands, Belges, Néerlandais s’enfoncent maintenant dans la France rurale, à la recherche du temps arrêté, des horizons sans béton, des traditions perdues. Aujourd’hui, la France, c’est, pour beaucoup, la mémoire de l’Europe. □

Claude BONJEAN
Le point n° 305

Informations S.O.D.E.C.

Photocopies of the following articles can be ordered from S.O.D.E.C., Centre International d'Etudes Pédagogiques, 1, avenue Léon Journault, 92310 SEVRES, France. You will be billed 0,50 FF for each page copied, plus airmail postage. Do not pre-pay your order. See the September 1978 *Bulletin* for complete details.

Information

- L'Humanité* 12/13.12.77
"La télé et ses violences préférées"
par J. ROCCHI et B. WEISZ
- J'Informe* 18.12.77
"La leçon d'une bataille: notre dernier journal"
- Libération* 17.12.77
"J'INFORME: silence! il coule"
- L'Humanité* 20.12.77
"Jeudi: J'informe, vendredi: je ferme"
- Presse Actualité* janvier 1978
"La presse communiste" par P. HELLEME
- Le Quotidien de Paris* 9.1.78
"La presse des femmes au pluriel"
par C. GUYOT et S. O'DY
- L'Humanité* 11.1.78
"Deux nouveaux magazines féminins: 'F-MAGAZINE' et 'FEMMES EN MOUVEMENTS'" par C. DUCOL
- Le Figaro* 11.1.78
"F" . . . un étrange regard sur les femmes"
par H. de TURCKEIM
- Le Nouvel Observateur* 9.1.78
"Les brûlots du Midi: la presse parallèle"
par P. M. DOUTRELANT
- La Croix* 3.2.78
"Ce que les Français attendent de la presse"
par J. TROMEUR
- Record* février 78
"Les revues de moto" par R. BAYLE
- Libération* 16.2.78
"La ronde des radios libres" par J. P. GENE
- Le Matin* 17.2.78
"Après leur journée nationale: le bilan des radios libres"
par V. SOTIAS
- Presse Actualité* mars 78
"Comment lire les mass media en campagne électorale"
par R. PUCHEU
- Le Monde* 30.4.78
"L'avril des radios libres"
- Le Monde* 12.5.78
"Un coup d'arrêt au développement des radios libres"
par T. FERENCZI
- Le Figaro* 13.5.78
"J'ai vu émettre les radios libres" par M. LHOSE

Vie (Mode de)

- Le Monde* 30.12.1977
"Des jeunes dans une cité d'H.L.M."
par B. LE GENDRE
- Le Monde* 1.1.78
"Ce loto qui fait courir la France"
par J. CELLARD
- Le Figaro* 9.2.78
"Comment vivent les Français: les instituteurs"
par S. DREYFUS
- Le Figaro* 13.2.78
"Comment vivent les Français: les agriculteurs"
par J. F. COLOMER
- Le Figaro* 14.2.78
"Comment vivent les Français: les ouvriers"
par P. FISSON
- Le Nouvel Observateur* 20.2.78
"Mon village à cent à l'heure" par M. MULLER

- L'Express* 27.2.78
"Les nouveaux clochards" par M. JOUANEN
- Le Figaro* 15/23.3.78
"Comment vivent les Français: artisans, 3^e age, employés, commerçants, femme au foyer, jeunes, médecins"
- L'Express* 20.3.78
"L'homme au foyer" par J. REMY

Société

- Le Monde* 18.12.77
"Graffiti: au marché noir de la pensée"
par P. LEULIETTE
- Le Monde* 22.1.78
"Langage: le babel des générations"
par P. R. LECLERCQ
- Le Figaro* 11/13.1.78
"L'insécurité dans la ville"
par J. P. MOGUI
- L'Éducation* 12.1.78
"Enfants d'immigrés: le droit à la différence"
par M. BOBASCH
- Politique Hebdo* 30.1.78
"Les consommateurs entrent en politique"
par C. BORIS
- Le Nouvel Observateur* 30.1.78
"Violence, comment les Français jugent leur société"
- Le Monde* 2.2.78
"Le rock et la nouvelle vague: la génération du punk"
par A. WAIS
- Le Matin* 12.1.78
"Nouvelle vague d'antisémitisme en France"
- Libération* 7.3.78
"Antisémitisme et nouvelle culture juive"
par P. CHERKI et A. DUGRAND
- L'Express* 20.3.78
"L'antisémitisme ordinaire" par L. SICHLER
- Le Monde* 8.3.78
"Et si l'on parlait du racisme?" par A. LEVY
- Le Monde* 13.3.78
"Algérien et malade" par M. BOLE RICHARD
- Le Monde* 12.3.78
"L'autre visage de la France" par P. VIANSSON-PONTE
- Pourquoi?* mars 78
"A chacun sa secte" par J. R. FONTAINE
- Pourquoi?* mars 78
"Résidences secondaires: des maisons closes envahissantes"
- L'Express* 27.3.78
"Revenu familial: l'objectif des 3.500. Francs"
par F. CHIROT
- Le Quotidien de Paris* 31.3.78
"Claire BRETECHER la frustrar" par B. CHAPUIS
- Le Monde* 11.4.78
"Entretien avec Saïd HAMMADI, travailleur algérien en France" par T. BEN JELLOUN
- Le Monde* 20.4.78
"Musique des minorités à Paris: le Mahgreb"
par C. HUMBLLOT
- L'Express* 3.4.78
"C. BRETECHER et le chic radical" par O. TODD
- La Vie* 13.4.78
"Les immigrés prennent la parole" par D. GAULT
- La Croix* 26.4.78
"La lente dynamique de l'insertion professionnelle" des handicapés" par M. NOBLECOURT
- Le Monde* 3.5.78
"Bande dessinée: tendre REISER"
- Le Quotidien de Paris* 8.5.78
"Spirou': 40 ans de mythologie enfantine"
par M. DUMAS
- Le Quotidien de Paris* 9.5.78
"Quart-monde: 30% de jeunes ne savent ni lire ni écrire"

Pollution

- Le Matin* 20.2.78
"La France manque d'air"
Libération 7.3.78
"Le petit bouquiniste de l'écologie" par BRIERE
Le Monde 19/26.3.78
"La catastrophe de l'Amoco Cadiz"
L'Express 20.3.78
"Bretagne: la 4^e marée noire"
par G. LONGIN et M. LABRO
Le Nouvel Observateur 25.3.78
"Le crime de l'Amoco Cadiz"
Le Matin 25.3.78
"La plus grande catastrophe écologique"
Le Nouvel Observateur 27.3.78
"Le crime de l'Amoco Cadiz"
L'Express 27.3.78
"Marée noire: pourquoi cette impuissance"
Le Matin 30.3.78
"Le paradis des naturalistes dévasté"
par M. A. d'ADLER
Le Quotidien de Paris 31.3.78
"Marée noire, la réponse aux 7 questions que vous vous posez" par M. DEMELIN
Le Matin 1.4.78
"Les cris des chanteurs bretons"
par H. QUIQUERE

Publicité

- France Soir* 20.12.77
"Les jouets, la publicité et la télé"
par E. CADOT
Les Cahiers d'Education Civique janvier 78
"La publicité"

- Presse Actualité* février 78
"La publicité dans les quotidiens de Paris"
par M. OLLIVIER
Textes et Documents pour la Classe 20.4.78
"La Publicité"
Le Monde 24.4.78
"La normalisation publicitaire" par F. BRUNE
Le Monde 10.5.78
"Super publicité: éternel masculin" par F. BRETON

Région

- Le Monde* 22.1.77
"Les Hauts-de-Seine (92)"
Elle 9.1.78
"Elles en France: la Gironde"
par M. PERREIN
Informations Sociales décembre 77
"Aquitaine, terre d'enjeu" numéro spécial
Le Monde 26.1.78
"La Bourgogne"
Le Quotidien de Paris 27.1.78
"La Seine Saint Denis, radioscopie d'un département rouge" par A. VINCENOT
Elle 16.1/13.2.78
"Elles en France: l'Auvergne par C.GALLOIS, La Beauce par S. PROU, La Normandie par G. LYR, le Béarn par R. MASSIP, La Provence par N. AVRIL"

Transports

- Textes et Documents pour la Classe* 23.3.78
"Les chemins de fer en France"

Quebec (continued from page 6)

theater, le Théâtre Beaumont St. Michel at St. Michel de Bellechasse. We saw a comedy, "Les Lois de la pesanteur," which everyone enjoyed. The actors and actresses were very good; I found them very clear and easy to understand.

The last week of the three moved very rapidly, and final exams, given on Friday morning, required considerable effort and study on the part of those AATF participants who were working for credit. By noon the exams were over, and we then assembled once again to board the yellow bus and go to a farewell luncheon at the Maison Leber-Charest à la Place Royale. The restaurant was elegant, the service deluxe, the food gourmet, and the company very congenial. As we entered, we saw familiar faces, people whom we had met the night of our arrival, among others M. Donovan, M. Bruneau, M. Tremblay and Mme Bussièrès. Also there was M. Haerberlé, one of the *Conférenciers* who had arranged for us to hear his lecture off campus in the Forêt Montmorency near the Rivière Noire—a forest setting which I will long remember. There were others present, including some photographers who snapped pictures for the university and for the newspapers. This luncheon was a very fitting way in which to end the session. Whoever did all the planning, not only for the luncheon, but for the entire three weeks of activities,

deserves the highest praise possible.

In conclusion, I would like to express my appreciation and gratitude for the opportunity which I had in going to Québec for three weeks. I am grateful to the AATF and to the Québec government and to all the "animateurs" who did the planning and organizing necessary for the kind of quality which characterized every aspect of our three week experience.

Many of us participants have decided that we would like to return. I *will* return to the city and perhaps to Laval University, for this was one of the richest experiences I have had in my teaching career. At the end of my stay, I felt saturated with the culture and civilization of Québec. The feeling will continue, because not only were the impressions which the experience made on me very deep and full of meaning, but I am reading and will be doing so for many months to complete those readings which I did not have time to do while at Laval.

As I return to my teaching in September, I bring a new enthusiasm and some new ideas—a unit on Québec with stories, songs and visual aids so that I can share with my students a little of what I experienced from June 30 to July 22 in Québec.

Vive la fleur de lis!

□

Cass Technical High School
Detroit, Michigan

AATF Travels to the French Caribbean

Advance Notice of 1979 Convention Plans

The setting for the AATF 1979 Convention will be the beautiful island of Martinique; the dates, June 24-30. Attend daily morning sessions and then relax and enjoy Creole cooking, the beach, water sports, optional excursions, and sightseeing and shopping in Fort-de-France!

In order to accommodate all AATF members who may wish to attend our second overseas convention, three hotels will be available: the deluxe 4-star Meridien (convention headquarters), the 3-star Frantel, and the Marina. Both the Meridien and the Frantel are located on the beach with pool and tennis facilities. The Marina has a pool, housekeeping facilities, and larger apartments which will be available first to families of three to five persons.

Prices quoted below include round-trip, weekend group inclusive airfare New York/Fort-de-France on a regularly scheduled American Airlines flight. For mid-week group inclusive airfare from New York, subtract \$35.00 from the *prix global*. One stopover in Guadeloupe is permitted at no additional cost.

Limited space makes it difficult to publish in this *Bulletin* the many airfares available from each home city. This information will be issued at the November AATF Convention and will be mailed to all members by December 1, 1978. In the interim, will you please indicate on your reservation form your exact departure and return dates. This will aid us in computing your most advantageous fare.

All prices quoted are based on prevailing airfares and currency exchange rates and are subject to change.

Hotel	Price includes
Meridien \$540.50	Airfare as indicated above, welcome cocktail party, 6 nights twin occupancy; round-trip transfers; all baggage handling; all taxes and service; American breakfast and dinner daily; buffet barbecue with steel band; Ballet Martinique dinner show; half-day sailing excursion; use of all beach facilities, aquatic equipment, small sailboats, and tennis courts. Nominal golf fees are extra. For single room accommodations, add \$110.00.
Frantel	Same advantages as the Meridien package, excluding the half-day sailing excursion. Single supplement: \$95.00.
Marina Family of 3: \$377 per person. Family of 5: \$361 per person.	Airfare as described above; round-trip transfers; all baggage handling; all taxes and service. Please note that each apartment is equipped with full kitchen and that there is a restaurant on the premises.

You may extend your stay in the French Caribbean by choosing a specially designed pre- or post-convention package to Guadeloupe, St. Barthelemy, or St. Martin. Prices for the Guadeloupe and St. Martin options are as follows:

Pre-Convention

- Option 1: 7 nights, \$225. Sunday, June 17 through Sunday, June 24. 6 nights Meridien Guadeloupe*; 1 night Fort-de-France (June 23) EP**.
- Option 2: 3 nights, \$125. Thursday, June 21 through Sunday, June 24. 3 nights Meridien Guadeloupe MAP*; arrival Fort-de-France p.m. June 24.

Post-Convention

- Option 3: 5 nights, \$175. Saturday, June 30 through Thursday, July 5. 1 night Meridien Martinique EP**;
4 nights Meridien Guadeloupe MAP*.
- Option 4: 7 nights, \$225. Saturday, June 30 through Saturday, July 7. 1 night Meridien Martinique EP**;
6 nights Meridien Guadeloupe MAP*.
- Option 5: 6 nights in St. Martin, \$215. Saturday, June 30 through Thursday, July 5. Hotel PLM St. Tropez MAP*.

*Modified American Plan (breakfast and dinner included)

**European Plan (no meals)

One child between the ages of 2 and 12 is free at both the Meridien and the Frantel (room only) if sharing a room with adults. No discounts for children are granted at the Marina. If the child has not yet reached his 12th birthday, and is not less than 2 years old, his airfare will be 50% of the regular round-trip excursion fare, not the group inclusive fare.

Convention Travel Coordinator
Academic Arrangements Abroad
A Division of Arrangements Abroad Inc.
26 Broadway
New York, NY 10004
Tel.: (212) 344-0830

Note: This is the only authorized agency for booking both air and land arrangements.

(reservation form on facing page)

Calendar of Upcoming Meetings

We are grateful to Professor Alan Garfinkel of Purdue University, editor of the New and Notes column in the *Modern Language Journal*, for making his calendar of meetings available to the *Bulletin*. -Ed.

American Council on the Teaching of Foreign Languages

Dates: Nov. 23-25, 1978. Place: Chicago, Illinois. Information: C. Edward Scebold, ACTFL, 2 Park Ave., New York, NY 10016. Note: Pre-convention workshops will take place Nov. 20-22, 1978.

American Association of Teachers of French

Dates: Nov. 23-25, 1978. Place: Chicago, Illinois. Information: F. W. Nabhtmann, 57 E. Armory Ave., Champaign, IL 61820. Note: Pre-convention workshops will take place Nov. 21-22, 1978.

American Association of Teachers of German

Dates: Nov. 23-25, 1978. Place: Chicago, Illinois. Information: American Association of Teachers of German, Robert Govier, AATG, Bldg. 523, Suite 201, Rte. 38, Cherry Hill, NJ 08002.

American Association of Teachers of Slavic and Eastern European Languages

Dates: Dec. 27-30, 1978. Place: New York, New York. Information: Joe Malik Jr., Modern Language Building 340, Univ. of Arizona, Tucson, AZ 85721.

Association of Departments of Foreign Languages

Dates: Dec. 27-30, 1978. Place: New York, New York. Information: Richard I. Brod, ADFL, 62 Fifth Ave., New York, NY 10011.

Modern Language Association of America

Dates: Dec. 27-30, 1978. Place: New York City. Information: MLA, 62 Fifth Ave., New York, NY 10011.

Linguistic Society of America

Dates: Dec. 28-30, 1978. Place: Boston. Information: LSA, 1611 N. Kent St., Arlington, VA 22209.

Northeast Modern Language Association

Dates: March 28-31, 1979. Place: Hartford, Connecticut. No further information available at present time.

Conference on Theoretical Orientations in Creole Studies

Dates: March 28-31, 1979. Place: St. Thomas Campus, College of the Virgin Islands. Information: Albert Valdman, Dept. of Linguistics, Lindley Hall 017, Indiana Univ., Bloomington, IN 47401.

Modern and Classical Language Association of Southern California Spring Meeting

Date: March 30, 1979. Place: Pepperdine College. Information: M. G. Rydell, School of Humanities, California State College-San Bernardino, San Bernardino, CA 92407.

American Association of Teachers of Spanish and Portuguese

Dates: Dec. 28-30, 1978. Place: San Diego, California. Information: Richard N. Klein, Holy Cross College, Worcester, MA 01610.

Central States Conference on the Teaching of Foreign Languages

Dates: April 19-21, 1979. Place: Minneapolis, Minnesota. Information: Maurice Connor, Univ. of Nebraska at Omaha, P.O. Box 688, Omaha, NB 68502.

Northeast Conference on the Teaching of Foreign Languages

Dates: April 19-22, 1979. Place: Washington, D.C. Information: Northeast Conference, Box 623, Middlebury, VT 05753

Reservation Form

1979 AATF Convention Martinique, June 24-30, 1979

Three hotels are available: Merdien, Frantel, or Marina (families only). A \$100 deposit per person, or \$150 per family, will guarantee your convention reservation on a space available basis. A \$25 fee will be charged for all cancellations. Please add \$50 per person or \$100 per family for any options selected. If you have already registered for the convention and wish to confirm an option, please indicate the option you desire and forward the required additional deposit.

AATF Member _____ Telephone _____

Address _____
street city state zip

Hotel: First choice _____ Second choice _____

There will be _____ persons in my party.

I require a single room _____. I am willing to share a double _____. I also wish option number _____

I wish to leave on _____ and return on _____

Full payment is due 60 days before departure. Those requesting early reservations will be billed for the convention registration fee of \$20 per member on January 1, 1979.

**Make check payable to Academic Arrangements Abroad and return with this coupon to
26 Broadway, New York, NY 10004.**

New Medallions Available

In the very near future, the AATF National Information Bureau will begin to offer for sale two new medallions which are being specially minted for AATF members. These new medallions will be offered in addition to the La Minerve and Les Armes de Paris bronze medals which have been available from the National Information Bureau for the past few years.

The two new medallions will be one-half inch in diameter and finished in full color cloisonné enamel with all copy and design in fine gold lines. One will bear the portraits of Lafayette and Washington to symbolize Franco-American friendship; the second will bear a line drawing of the French hexagon. Each medallion's reverse side will be brushed metal suitable for engraving.

At \$2.50 each, the new AATF medallions will make handsome prizes or mementos, at a reasonable price, for your French Club or for awards ceremonies. Place your order now, and remember to check our announcement in the *French Review* for other materials available. Orders must be prepaid, unless submitted on an official school purchase order; please add 20% for postage and handling. Address your orders or inquiries to the AATF National Information Bureau, 57 East Armory Avenue, Champaign, IL 61820 □

Booklets on Driving in France and Le Bridge en français

Phillip Grosse, AATF member emeritus, has put together booklets on *Driving in France* and *Driving in Spain*, as well as on *Le Bridge en français*, which students and teachers of these languages might find very useful in the classroom. Interested teachers may order sample copies at the price of \$1.00 for two booklets (mix or match). On orders of twenty or more the price is \$0.25 per booklet. Address your order to Mr. Philip Grosse, 5055 North 83 Street, Scottsdale, AZ 85253. □

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, Department of Foreign Languages, Washington State University, Pullman, WA 99164. □

NC 28036

DAVIDSON
BOX 1182
MCDOWELL CYNTHIA N

Second-class
postage paid
Urbana, Illinois

AATF National Bulletin (SECD 210-120)
American Association of Teachers of French
57 East Armory Avenue
Champaign, Illinois 61820