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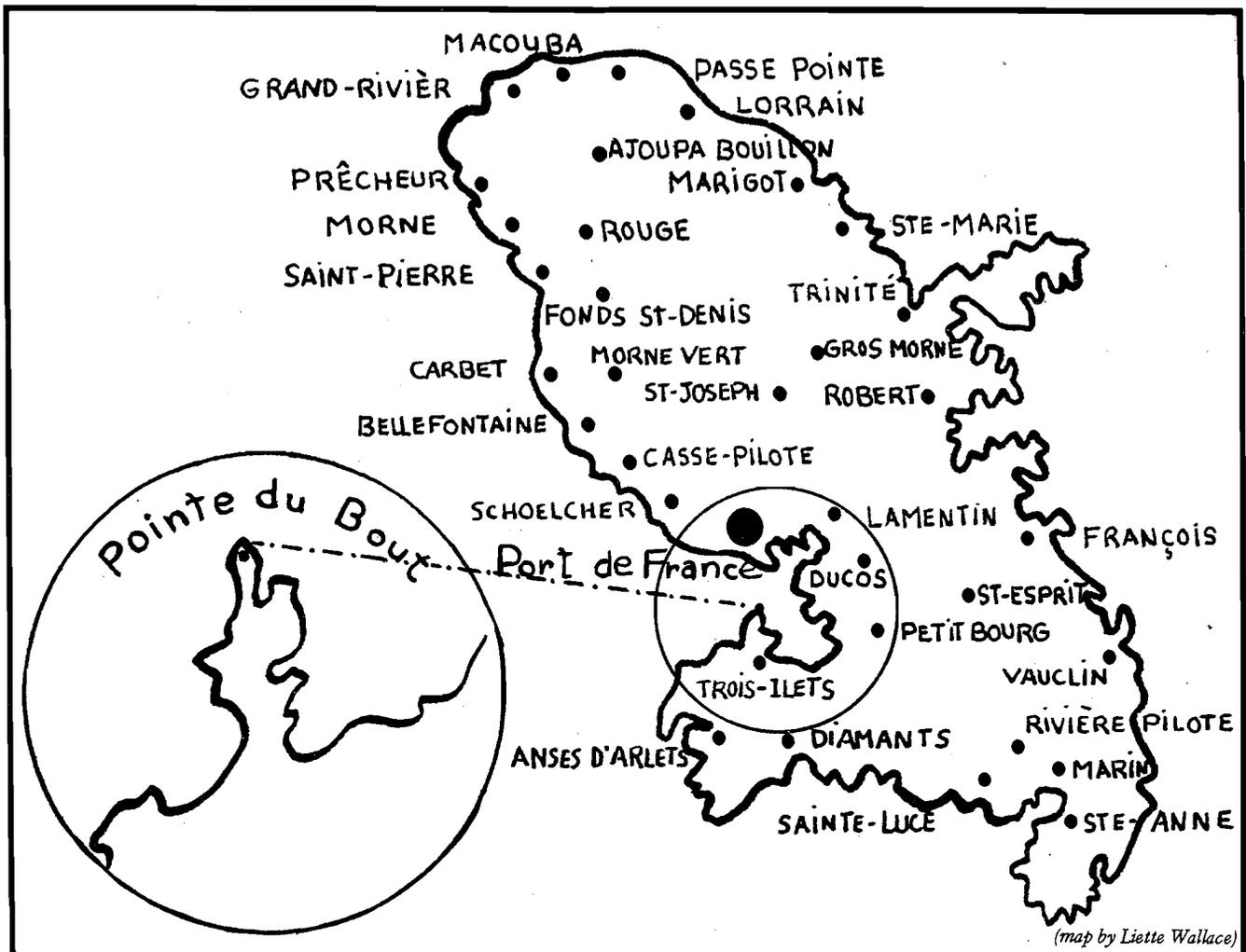
# AATF National Bulletin

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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 4 NUMBER 4 APRIL 1979



# **martinique**

## **1979 AATF Annual Meeting**

### **June 24-July 1, 1979**

## Martinique, perle des Antilles

La Martinique a été découverte en 1493 par Christophe Colomb. Elle est devenue possession française 150 ans plus tard, et depuis, ses habitants ont toujours vécu sous administration française.

La Martinique fait partie du groupe des Petites Antilles ou Iles sous le Vent. Elle est située dans la zone inter-tropicale entre 14°26' et 14°53' de latitude nord, vers 63°30' à l'ouest du méridien de Paris. Elle est baignée à l'ouest par la Mer des Antilles (ou Mer Caraïbe) et à l'est par l'Océan Atlantique. Elle est séparée au nord de la Dominique et au sud de Sainte-Lucie par des canaux d'une trentaine de kilomètres de largeur.

L'île a une superficie de 1 080 km<sup>2</sup> : elle mesure 75 km dans sa plus grande longueur et un peu plus de 30 km dans sa plus grande largeur. Le terrain s'élève graduellement depuis le littoral jusqu'au centre et vers le nord, où sont groupées quelques montagnes reliées entre elles par des collines appelées "mornes". Au nord-est, la Montagne Pelée (1 397 m) et, au centre, les Pitons du Carbet (point culminant : 1 207 m) sont les plus hauts sommets.

### Climat

Le climat est relativement doux à la Martinique. La température moyenne se situe aux environs de 26° C; mais sur les hauteurs, notamment dans le nord, il fait très frais (17°). Deux brises régulières et alternées (Est et Nord-Est) rafraîchissent l'atmosphère : ce sont les alizés.

On distingue deux saisons : la première, fraîche et sèche (décembre à mai) avec, en février, le "Carême", période de grande sécheresse; la seconde, chaude (juin à novembre) avec une période particulièrement pluvieuse, "l'hivernage", parfois marquée de cyclones ou de "coups de vent".

### Ressources

Les principales ressources de l'île sont : le rhum, le sucre, l'ananas, la banane, les conserves d'ananas, les jus de fruits, et d'autres conserves de fruits locaux. Le tourisme est en développement constant.

### Musique, Danse, Costume

La musique antillaise est typique; la biguine est son émanation essentielle. La valse et la mazurka animent également les bals. Dans les campagnes, on danse encore de vieilles danses d'origine africaine : calenda, haute-taille, laghia, bel-air, etc.

La "tête", sorte de turban de madras, le foulard, la jupe aux couleurs vives et chatoyantes, le corsage et le jupon brodés constituent les éléments essentiels du costume martiniquais. De nombreux bijoux complètent la parure.

### Fêtes patronales

Dans les diverses localités se déroulent périodiquement des fêtes patronales aux manifestations originales : courses de "gommiers" (embarcations caraïbes) dans les villages côtiers, courses de chevaux, jeux divers, bals animés par des orchestres typiques, représentations folkloriques.

## History

Martinique was discovered by Christopher Columbus on June 15, 1502.

On September 1, 1635, Pierre Belain d'Esnameuc disembarked and took possession of the island. He had to conquer the island's inhabitants, the Caribs.

In 1667, Martinique became the center of French possessions in America. Two years later, the town of Fort-Royal was founded, and, in 1681, it became the seat of the General Government of the American islands.

Colbert's Edict, known as the "Black Code," laid down the status of slaves as from 1685.

In 1717, there was an uprising by the colonists against the governor, La Varenne, and the Government Commissioner, Ricouart, who had forbidden an extension of the sugar industry. They were arrested at "Diamant" ("La Maison du Gaoulé"—O'Mullane dwelling) and put on a ship leaving for France.

In 1763, Joséphine Tascher de la Pagerie, the future Empress of the French, was born at Trois-Ilets.

In 1815, the slave trade was abolished by law. In 1848, slavery itself was abolished. Seventy thousand inhabitants of Martinique became French citizens. In 1848, Fort-Royal became henceforth known as Fort-de-France.

On May 8, 1902, Mont Pelée erupted. The eruption destroyed the town of Saint-Pierre and claimed about 30,000 victims. After this catastrophe, Fort-de-France became the most important town on Martinique, as well as the administrative and commercial center.

In 1943, the island passed under Free French control. On March 19, 1946, the French National Assembly voted unanimously a law instituting Guadeloupe, Martinique, Guyana, and Réunion as French departments.

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## Martinique: The Mountain Disappeared

In April of 1902, visitors to the volcano noticed wisps of sulfurous vapor rising from the caldron. On April 23, there was a light shower of cinders on the mountain slopes and ground shocks were felt. Two days later, rocks were being thrown skyward like cannon shot and ominous boiling sounds came from the earth.

Toward the end of April, the wife of the United States Consul in Saint-Pierre wrote to her sister: "The city is covered with ashes. The smell of sulfur is so strong that horses on the street stop and snort. Many of the people are obliged to wear wet handkerchiefs to protect themselves from the strong fumes. My husband assures me there is no immediate danger, and when there is we will leave."

Such was the situation on Martinique in the days preceding one of the most severe volcanic eruptions and earthquakes in recorded history. When Mont Pelée exploded, there were few survivors left in Saint-Pierre, located five miles south of the volcano, which was the leading city on the island until then. The city was destroyed, and between thirty and forty thousand persons lost their lives. Saint-Pierre has since been rebuilt, but has been replaced by Fort-de-France as Martinique's most important urban center. Mont Pelée has long been inactive.

In April 1902, however, experts sent by the government to study the volcano said there was no reason to evacuate the nearby city. On May 5 an eruption destroyed a country sugar mill, burying the owner, his wife, and twenty-five workers. In the next two days the mountain continued to roar, with orange lightning flashing around the summit.

Despite all this, plans went ahead to celebrate Ascension Day, May 8, which dawned bright and sunny. At 7:52 a.m. the crew of a ship eight miles offshore saw thick dark vapor shoot into the sky, followed seconds later by an unbelievably loud explosion. Then there was a second burst on the mountain flank, which rolled horizontally toward Saint-Pierre.

The fire cloud covered the five miles to the city in an estimated three seconds and spread flames wherever it touched. Barrels of rum at dockside flamed and blasted away like cannon shells. Ships in the harbor caught fire and capsized. One captain, with scorched hands, took the wheel and brought his charred and smoking ship to neighboring Sainte-Lucie with twenty-two dead or dying crewmen among the ashes.

A French cruiser entered the harbor at 12:30 p.m., but the heat prevented landing parties until 3:00 p.m.: no life anywhere; streets littered with corpses; all buildings destroyed; not a tree left standing. In some places the ashes were six feet deep.

The one man rescued alive, the only survivor, had been imprisoned the night before in a windowless dungeon after being involved in a street fight. The only ventilation in the room was an iron grate in a door that faced away from the explosion.

Those who had been outside at the time of the eruption had had all the clothing torn from their bodies. Those on the

inside died where they were, many with their faces in repose as though they had died without warning or pain. In some places the force of the blast had knocked down walls four feet thick.

The greatest killer, according to later investigation, was scalding steam, as hot as 2000 degrees, mixed with red-hot explosive dust and poisonous gasses.

Towns around the Soufrière volcano on neighboring Guadeloupe were evacuated in the fall of 1976 when that mountain began making threatening noises. Given the holocaust that had occurred on Martinique seventy-five years earlier, it is easy to understand the French government's prudence.

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## O O P S !

Unfortunately, several errors slipped into our coverage of plans for the Martinique convention in the January 1979 *Bulletin*. Our readers undoubtedly noted one glaring grammatical error in French which, somewhere along the way, found its way into President Anne Slack's message on page 1. Our sincerest apologies to President Slack, whose original text, needless to say, was letter-perfect. (A vous, chers lecteurs, de trouver la faute!)

On page 2 of the same issue, in the program of the Martinique convention, we incorrectly indicated that Jeannine Plottel, who will deliver a paper on "Raymond Roussel: le surréalisme" during the convention session on 19th and 20th Century French Literature, is affiliated with "Center" College, CUNY. This should of course read *Hunter College, CUNY*.

Note: A more complete version of the program of the Martinique Convention will appear in the May 1979 issue of the *French Review*.

## AATF Commission on Overseas Programs

Joan Fontanilla

Now is the time to begin planning for next year's exchange, especially since the number of interested French-speaking schools seems to be increasing!

### En France

Madame Janine Dupont of France - Etats-Unis, whose correct address is Secrétaire Générale, France - Etats-Unis, 6, boulevard de Grenelle, 75015 Paris, France, writes that she has ten *lycées* eager to come to the U.S. for two weeks in late October. Madame Dupont organizes charter flights from Paris and bus travel from the airport to the American host school for the French. The *lycées*, in turn, can host American groups the following spring. Two new schools which began their exchange last fall through France - Etats-Unis are Lenox High School, organizer Mary Jane Pignatelli, and Swampscott High School, organizer Charles Cunningham, both in Massachusetts.

### Au Québec

Since "twinning" already exist between schools in Ontario and Québec, and visits from American pupils often take place in the spring, the school boards of both Montréal and Québec are happy to extend their *échanges linguistiques et culturels* to include American schools. Experience has shown them that hosting in Québec in the spring works well, that a week seems about right, that preparation and correspondence before the actual exchange is good, and that twenty to thirty pupils is a reasonable number. They are, however, willing to be flexible in details when the concept is there.

The following two educators can help find the schools and teachers ready to begin:

Mlle Diane Lapierre (Phone: 418-688-7794)  
Responsable des projets spéciaux  
Service aux étudiants  
Commission des Ecoles Catholiques de Québec  
1460, chemin Ste-Foy  
Québec, P.Q. G1S 2N9 Canada

M. Pierre Mitchell (Phone: 514-525-6311)  
Conseiller à l'accueil des visiteurs  
Service des études  
Commission des Ecoles Catholiques de Montréal  
3737, est, rue Sherbrooke  
6e nord  
Montréal, P.Q. H1X 3B3 Canada

For both France and Québec, write directly or call for more information. However, if you are travelling to either place this summer or during any vacation, a personal visit would be even more helpful. This is exactly what Karen Morris of Wellesley (Mass.) High School did. Her account follows.

Marblehead, Mass.

## Martinique: It's Unique!

Karen Morris

During the past year, this column has contained many excellent suggestions and guidelines as well as examples for successfully organizing and directing secondary school exchange programs. I should like to add here a brief description of the exchange program which is now in its third year between Wellesley Senior High School and the Lycée d'Etat Bellevue in Fort-de-France, Martinique.

### 1976

In the spring of 1976, while on a brief vacation in the Caribbean, I stopped at the Syndicat d'Initiative in Fort-de-France to request a visit to a local *lycée* to observe some classes. Previous to my visit, I had sent a letter indicating my interest. A meeting was arranged between myself and the principal of the Lycée Bellevue, who, when I requested to visit some English as well as French classes, introduced me to Mme Denise Bailly-Maitre, the English teacher with whom I have worked ever since as our plans and projects have continued to develop.

In that first year, our program took the form of a study unit and an exchange of letters and recorded tapes between her English class and my advanced French classes.

### 1977

We expanded our exchange to include pictures and other materials. I convinced three students from my class to accompany me during the February vacation on a trip to visit the exotic island we had been studying and the school with which we had been corresponding. For transportation we simply joined a charter package arranged by a local teachers' association (which also included our lodgings at the hotel Marina). We spent several days visiting our "twin" *lycée* class and seeing the island as tourists. Feeling that the students had enjoyed themselves and benefitted greatly from the experience, Mme Bailly-Maitre and I then proposed to each other a much more ambitious project: a full-fledged exchange program between our two schools.

### 1978

In February of 1978 I offered to nine interested students (five girls and four boys, all in advanced French classes) the opportunity to spend thirteen days in Fort-de-France, attending classes at the *lycée*, engaging in many varied activities, and, perhaps most importantly, speaking French and living in the homes of French and Martinican families who would then send their own sons and daughters on our exchange program back to Wellesley in April.

Thanks to the untiring efforts of Mme Bailly-Maitre and several others, our schedule was extremely full. We visited French and English classes at the *lycée* almost daily. Several of our students even volunteered to dramatize a scene in French that they had previously studied in Wellesley. We saw the crowded streets of Fort-de-France and the colorful vegetable and fish markets. We went on an all-day outing with the English class to points of interest in the south of the island, took a tour of the television station and observed a broadcast in progress, and attended a presentation of folk-

loric dancing. We were invited for a day and a half to a commercial high school on the eastern side of the island, where we were received by the English club with a dance in our honor. We toured the northern part of the island with those students, and visited an artist's workshop and the museum of St-Pierre, with its relics of Mont Pelée's huge eruption in 1902. In addition, we had a brief visit to the university English club, and two of us were interviewed on prime-time radio.

We met with unexpected and overflowing generosity: the American Consul, Mr. Howard Robinson, invited us to his villa (with swimming pool) for an outdoor barbecue; the student council of the Lycée Bellevue offered us a party and presents (a book and student handcrafts); one of the receiving families gave us an eight-course creole banquet (a sit-down dinner for twenty-seven people which was prepared the night before by twelve members of the extended family); the Rotary Club offered us a tour of the rain forest and a visit to the banana plantation of one of its members. The Rotary Club was so impressed with our experimental program that they offered a scholarship to one of the Martinican students who visited us later.

Because little English is spoken in this overseas French department, students were constantly exposed to and forced to use the French language. In many families, only the students' own counterparts could converse in (somewhat limited) English. We were rarely together as Americans for any length of time, and even outings for fun to the pool or beach usually found us accompanied by some French-speaking students. We had the opportunity to observe some of the things we had discussed in preparatory sessions about the French style of living and cultural differences as well. A unique experience for some of our students was staying not with white French families, but with the local Martinican families, whose warmth and generosity especially touched us all. Some of the students even learned a few words or expressions in creole.

Of the nine American students who participated, three again came from the "corresponding classes," as we had repeated the tape and letter exchange with the advanced foreign language classes in the two schools. This gave an opportunity to other Wellesley students, who were unable to go on the exchange itself, to nonetheless feel a part of the program. We carried letters and small gifts on their behalf to the receiving class in Martinique, who were thus already acquainted with some of us.

Upon our return to Massachusetts, our students visited various French classes to talk about their experiences, show their pictures, and share their daily diaries if they chose to do so. We also brought back a tape made by the *classe correspondante* for its counterpart at Wellesley.

Our own classes, however, probably benefitted most directly in April when the visiting Martiniquais spent several days making prepared presentations on various aspects of life in the Antilles and in more informal conversation sessions. All students were invited to become better acquainted with their new Caribbean friends by participating in various out-of-school activities arranged especially for them by the French Club and other school organizations, including the

ABC house on the Wellesley College campus.

In addition to numerous receptions and parties, we were able to take a bus tour of downtown Boston with a stop for lunch at the bustling Quincy Market and a visit to the New England Aquarium. A roller-skating party proved popular as well as a two-day trip to Vermont, where some of the visiting Martiniquais saw real snow for the first time. We also officially declared one Sunday in April as "Thanksgiving Day" and, with the help of several parents, recreated our traditional American holiday dinner with all the trimmings!



1979

As this is being written, fourteen excited students are about to leave Wellesley for our third trip to Fort-de-France. We have included five more students this time (experimentally), some of whom are both younger and less advanced in their study of French. Students will pay the regular airfare and will be assessed a minimal administrative fee. We made our air reservations nearly a year ago, since we expected high tourist demand at this season. The students will go prepared by orientation sessions and required reading plus some helpful advice from last year's participants. They will again be presenting short talks in English on aspects of American and teenage life. New this year will be a requirement to report formally on some aspect of life as they observe it in Martinique, including interviewing several people to gather information. We are fortunate enough to have the principal's and the superintendent's support to extend our stay to seventeen days (including the winter vacation week), which will enable us to be on the island while their school is in session as well as allow us to be present for the first time at the famous Mardi Gras festivities of Carnaval. We will again

be taking messages and presents to the *classe correspondante* in addition to last year's favorites: frisbees and the school yearbook. We plan to present and teach several typical American square dances as part of the American folk tradition. Love of music and dance are very strong on this island, where the biguine is said to have originated.

We have also attempted to broaden the appeal and impact of our program beyond the foreign language department and outside the limits of the school building itself. One student will be doing a project for an art class while on the exchange, and we hope to involve art, music, social studies, and home economics classes upon our return. The Wellesley Rotary Club and Chamber of Commerce have also given support this year, and we will be carrying letters of acknowledgment and good wishes to the Lycée Bellevue from local Massachusetts Congresswoman Margaret Heckler and from Senator Ted Kennedy.

It is evident that a successful exchange program depends on the good will, generosity, and hard work of many different people. Broader involvement within both the school and the general community should help to facilitate the practical aspects of administering the program as well as widen the



scope of its beneficial effects. All of this can lead to a new awareness of the aims and purposes of the foreign language program as well.

We hope that our unique program in Martinique will continue both to promote true learning and to inspire for all concerned memories as warm as the island's own sunny shores and hospitable people.

•  
Wellesley, Mass.

## Teacher Exchange: A Do-It-Yourself Solution

Susan Hunter

During the 1977-78 school year I had the pleasure of living out the long-held dream of many a foreign language teacher. I was a foreign exchange teacher in the little town of Ligny-en-Barrois, France. Ligny is located in northeast France midway between Paris and Strasbourg, near the German border.

I arrived there on September 20, 1977, after nearly a year of paperwork and the often frustrating search for information involved in such an exchange. But why, you may ask, was it so difficult to find the information required? After all, foreign exchanges are not a new thing. Every year for years thousands of students have been involved in student exchanges and there are government programs such as the Fulbright-Hays which sponsor and assist qualified teachers who wish to live and work for a year in a foreign country. True, for the most part, but not with France.

But here, I should begin at the beginning. In September 1976, back in school after a summer vacation in Europe, I was called by the curriculum coordinator of our school district, Mr. David Birringer. He casually asked me if I would like to go to France the following year. Laughing, I replied: "Of course!" And he said he had someone he wanted me to meet.

It was in this way that I was introduced to Nicole Ringenbach of Nancy, France. Nicole had been visiting with long-time friends in our town during the summer and was about to return to France, where school would begin shortly. Before leaving she had expressed a strong desire to find a teaching exchange position in the United States, in Arizona in particular, and her friends had directed her to the district administration. From there, Dave Birringer had sent her to me as the most likely possibility in our rather small district. After a brief conversation in one of our offices, Nicole and I exchanged addresses and promised to correspond in the hope of being able to set up an exchange for the following year. To both of us at that time, the exchange seemed like a long shot, a dream that would never be realized.

So began a long series of letters back and forth across the Atlantic as well as numerous telephone calls, both within the United States and to France. Nicole and I sent tapes back and forth between our classes, along with student letters and realia from our respective countries. We also exchanged information on our school systems and what we had been able to find out about the exchange.

The first thing I had done, naturally, was contact my teachers' organization for information on federally sponsored exchange programs. Nicole was doing the same. To my dismay I found that France was not among the countries with which the U.S. had already established teacher exchanges.

What to do? Well, we'd do it ourselves. The most critical things to find out were: (a) Was it legal? (b) Who would pay whom? And (c) how would we obtain certification in each other's countries? Then, of course, we had to be accepted by

each other's schools, and apply for the appropriate visas. Ironically, the things which were the easiest on our side of the Atlantic were the hardest to accomplish on the other side, and vice-versa.

Although technical approval of Nicole by our school board was not accomplished until I had already bought my plane ticket the following autumn, this was no more than a formality. My district administrators had already approved of and encouraged the exchange from its inception. In fact, without Dave Birringer's help and resources, the idea might never have gotten off the ground. Meanwhile, back in France, Nicole was working her way through the bureaucracy of the French Ministry of Education, and, in the end, she and I were held in suspense by Paris when everything else was ready to go.

Being typically busy teachers, Nicole and I didn't really get things underway until March, when I wrote a letter to the French government asking for the exchange, with a résumé and a letter of recommendation from my principal attached. At the time there was still some question as to whether or not I would continue being paid by my home district during my stay in France. We didn't know until after school was out in June that this would indeed be possible. In the meantime, the French government had made it quite clear that they would not be able to pay me, but would continue to pay Nicole, since she would be considered as still employed by the French school system.

It was the end of June before I could send a second letter to Paris, because we had to find out if and how Nicole could be certified before my administration would commit themselves to the exchange in writing. It took a trip to the certification office in Phoenix and a lot of involved questions to various people before Dave finally was able to get to the head of state certification and find out just how to go about that. Generally speaking, most European teachers are either more than qualified or quite underqualified to meet most state certifications here. Usually, certification offices rely on a local university to make a recommendation and, in our case, help came from the office of a foreign student advisor, European himself, who used a catalogue of international comparative degrees drawn up by an association of universities. The irony of all this was that we discovered later that it was not necessary for Nicole to be certified at all, because she was not being directly employed by our school. Neither was it necessary for me to be certified in any way in France.

My school's letter of acceptance of the exchange was mailed to Paris on June 29. As luck would have it, the letter arrived just as many official vacation periods were beginning in France. Still without an answer by the last weekend of July, I called Nicole for the second time. Almost the first thing she asked was: "Where's the letter?" Somehow it had been lost and she had had to send her copy to Paris. She told me she would call or wire me Monday with an answer.

Monday passed with no telegram, so I called again. This time Paris had found the letter (we had been given an incorrect post office box number), but the office did not like what we had said. This turned out to be one of my first run-ins with the famous Gallic pride for which France has been less than well-loved. Happily it was a rarity in my experience

rather than the rule. Nonetheless, a very helpful and encouraging secretary actually dictated to Nicole a letter that would be acceptable, expressing the terms as they wanted them, and Nicole had mailed it to me posthaste. Four days later I received it, retyped it, had it signed by one of our administrators, and re-mailed it to Paris the same day.

During the month of July, we had also been alternately calling the State Department in Washington, D.C., and the National Bureau of Immigration and Naturalization in Phoenix. We were caught in the bureaucratic merry-go-round of "we don't handle that; such-and-such a department does." And, each time, the second department referred us back to the one we had originally called. We were mailed forms, and we filled out forms for a foreign exchange program so that we could get a "j" visa for Nicole. This seemed dependent on a "DPS 66" form. We were told after a month of waiting that a single exchange could not comprise a "program," and were once more sent to Immigration and Naturalization, where we had started. This bureau, too, sent forms to be completed, but none of them seemed applicable to our situation. We dutifully filled them out, but this time I decided a personal appearance might speed things up. Fortunately, I only had to go to Phoenix, and not to Washington.

At six o'clock in the morning on one of Arizona's typically scorching August days, I struck out for Phoenix. After arriving at immigration I took a number and sat in line for two hours with migrant Mexican farm workers, Japanese businessmen, and European students. Finally I reached a clerk who, after I had explained my situation, told me I would have to wait to see an immigration officer. So I waited another hour. When I showed the immigration officer the forms I had filled out, she told me that they didn't apply to our situation. She then tried to refer me back to the State Department, but I was ahead of her this time. I had already tried that. She called in her supervisor, who agreed that the forms did not apply. Nobody in the entire federal government seemed to know what kind of visa Nicole needed! When I pointed this out to the immigration officers in tones of desperation, the message began to hit home—I had even called my congressman by that time. We consulted the federal statutes on visas, and, as I carefully and patiently explained the conditions of the exchange again, the first immigration officer said: "Well, I think she needs a B1 or a B2."

I thought I had heard all the visa categories, having tried J, K, L, and many others, so I asked the obvious question. Her response: "It's a tourist visa." My thoughts were less than kind. After two months of phone calls and a last-ditch trip to Phoenix, I learned that all Nicole needed was a common, easily obtainable tourist visa. Since the solution seemed too simple, I called the foreign student advising office at the University of Arizona in Tucson and, sure enough, they concurred in the visa recommendation. I wrote Nicole to drop by the consulate in Strasbourg and get a tourist visa. As for me, a visa was no problem, since my passport was good for three months' residency in France. I would get a temporary residency permit later.

Everything was set and we had only to wait for our exchange to clear the five levels of the French school admini-

stration, from the principal at Ligny to the ministry in Paris, before we could begin.

It had been our original hope to have Nicole join me here for the beginning of the school year in mid-August. After a couple of weeks of orientation for her, I would fly to France in early September to prepare at her school, where classes begin in mid-September. I had even been optimistic enough to put a deposit on a charter flight for September. However, I opened the school year alone, and on three successive weekends Nicole sent me a wire or phoned her friends to deliver messages like: "Looks good. Wait one more week." In the meantime, I lined up a roommate for her and packed my seventy-pound trunk. Finally on Friday, September 3, 1977, I received a telegram saying: "Positive. Please call." I called immediately, almost doubting the reality after all the anxiety of past weeks. Nicole sounded tired and unbelieving at the other end. Yes, it had been accepted; we would both be receiving official letters within a few days. When would I be coming?

In an effort to save money (I couldn't possibly have gotten

ready to leave on the date I had originally planned), I reserved a flight on September 18 on Icelandic Airlines, the first one I was able to get after their fare reductions in mid-September. That date gave me time to ask for five days of personal and professional leave, brief a substitute, say all my good-byes, and take care of the thousand details that naturally come up when one plans to depart for a year. On the night of September 17 I left Tucson for New York City with my trunk, a large suitcase, and two flight bags. During the fourteen-hour layover at New York, I changed airports and took a boat-ride around Manhattan before leaving for Europe. I landed in Luxembourg at three in the afternoon on September 19, but it wasn't until I was at the *gare de Nancy* (which I was to come to know so well), had found, or rather been found by, Nicole's mother, and saw Nicole striding towards me that I really felt I had arrived. The planning was over—our dream was reality after we had nearly given up hope so many times. Such an adventure lay ahead of us then, and at last we could begin!

Tucson, Arizona

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

Anne Marie Morotte, Executive Director of the French American Cultural Services and Educational Aid, has forwarded the following information regarding rental fees for the academic year 1979-1980, particularly for the *Chroniques de France* and *Aujourd'hui en France*. All catalogues are available for the sum of one dollar from:

F.A.C.S.E.A.  
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## Midwest University Professors Tour Quebec

Fred M. Jenkins

The Provincial Government of Quebec continues to show great interest in attracting American students, teachers, and professors to study and teach at the various Franco-Canadian universities. AATF members are already well aware of the generous number of scholarships available to teachers for summer study at Laval, but now the government, through its special delegate for such matters, M. André Bruneau (in charge of U.S. educational programs for the *Ministère des Affaires intergouvernementales*), is pressing forward in its plan to set up permanent student and/or professorial exchanges with American universities. Last Fall, a group of educators from the university/college systems in California toured Quebec universities with a view towards creating just such exchanges and a few of these are now in an advanced state of negotiation. Toward the end of January, a second group of *universitaires*, this time from the Midwest, was invited to do the same, and I was privileged to be among these. Many major institutions were represented and participation was scarcely limited to language professors, as can be seen from the following list: Lillie Alexis, Program Coordinator, Chicago State University; Jay Caplan, French and Italian, University of Minnesota; Robert Coen, Economics and Associate Dean of the Graduate School, Northwestern University; William Driscoll, Director of Programs, Committee on Institutional Cooperation (Big Ten universities); Peter Dembowski, Romance Languages, University of Chicago; Yolande Dembowski, French, Loyola University; Barry Farrell, Political Science and Director of Canadian Studies Program, Northwestern University; Paul Friesma, Political Science, Northwestern University; Wlad Godzich, Comparative Literature, University of Minnesota; Ted Gurr, Political Science, Northwestern University; John Hobgood, Anthropology, Chicago State University; John Lombardi, Dean of International Programs, Indiana University; Samuel Schrage, Director of University Honors Program, University of Illinois, Chicago Circle; Mike Traugott, Inter-university Consortium for Political and Social Research, University of Michigan; Carol Uhlaner, Political Science, Northwestern University; Daniel Wit, Dean of International and Special Programs, Northern Illinois University. In addition to M. Bruneau, our group was accompanied by M. Charles Plamondon, Director of the Quebec Government Office in Chicago, who had issued the official invitations.

Travelling as a group from Chicago, we enplaned for Quebec City our very first day; however, bad weather forced us to delay our schedule and it wasn't until the second day that we began to meet our Canadian counterparts at the University of Sherbrooke and to discuss programs and administrative structures at this essentially francophone institution. Spending approximately 3 to 4 hours at each university, we then went on to visit in succession Concordia (heavily oriented towards foreign students and evening courses), the University of Montreal, McGill, the University of Quebec (at both Montreal and Quebec City), and Laval. At each, we

were most cordially received and treated to either luncheon or a *vin d'honneur*. During the few free evenings at our disposal, we were the guests of the Quebec Government at the Montreal Symphony and a dinner at a quaint *auberge* in the old section of Montreal. Some of us were even able to make a quick visit to the impressive site of the 1976 Olympic Games on the outskirts of Montreal.

The main order of business, however, was to explore tentatively the possibilities for future exchanges, in the areas of language, culture, and literature, as well as the other disciplines already mentioned. In addition, each Canadian institution furnished us with an abundance of written documents outlining their programs, and including, in some cases, exchange arrangements already in effect with foreign institutions. Since our activity was more in the nature of a familiarization trip than anything else, no attempts at negotiating any formal agreements were made (to my knowledge), but there is every reason to believe that at least a few of these will come into existence within the next few years.

Readers of the *French Review* are already cognizant of the long-established and highly regarded Summer Schools of French at Laval, Montreal, and McGill, through the advertisements that these institutions place. In other words, there is already a fair amount of movement of American students to these institutions, at least in summer; the key to increasing the availability of this near-by language resource would be a multi-university agreement, or single institution agreements, through which our students would receive a financial advantage on tuition and/or living expenses in exchange for the same sort of offer made to French Canadians who wish to profit by American expertise in some area (not necessarily English language or literature, of course) insufficiently represented at their home institutions in Quebec Province. From the point of view of the American student, the study of French Canadian literature, for instance, would be an obvious choice; McGill University alone offers four or five courses just in this specialty, at least during the regular academic year.

To sum up, we cannot help but welcome this new offer by Quebec to increase our ties with this strongly independent francophone area of the world; while the first allegiance of many of us will always remain with *l'hexagone*, there seem to be no overwhelming reasons not to have additional long-term and close relations with our neighbors to the north (I, for one, do not believe the "typical" Franco-Canadian pronunciation to be a severe disadvantage to our students) and there are many reasons for establishing them on a more permanent basis (cost, for one—compare for instance the price of a flight from Chicago to Montreal or to Quebec City with that of one to Paris, or the present value of the American dollar with that of the Canadian dollar and of the French franc). *Battons le fer pendant qu'il est chaud.* •

University of Illinois,  
Urbana-Champaign

# Digest of Panel Presentation to President's Commission on Foreign Language and International Studies

San Francisco, 23 February, 1979

Howard L. Nostrand

- I. The needs for understanding of foreign languages and cultures permeate modern society. The most visible needs, such as the need for international negotiators, salesmen, and observers of foreign markets, are no more important than certain needs many cannot see, such as the need for appreciation of the plurality of cultures in our own living space, and the need for a knowledgeable electorate, free of misplaced fears, to support far-sighted foreign-policy decisions. Beyond our living-space, our national interest calls for successful people-to-people contact with all the other nations. But most fundamentally, every normally educable individual needs for his own self-fulfillment an understanding of himself and his local culture in a global perspective.

The most visible needs suggest a policy of restricting the study of foreign languages and cultures to an élite. But the equally important deeper needs require a cross-cultural element in the human development of a whole population: namely, the "Copernican step" from a self-centered to a pluralistic world-view.

- II. "Understanding" requires two interacting elements: *knowledge about* and *experience of* the phenomenon one seeks to grasp. In the case of the cross-cultural understanding basic both to successful communication and to that "Copernican step," the two interacting elements are knowledge about and experience of at least one foreign people's way of life. Experience alone, as we see in our own culture, produces many habits but no coherent understanding; while knowledge alone produces only empty verbalization. To understand concepts about cultural differences, therefore, one must extend one's base of experience into a second culture, experienced in its own terms and not transformed into the very terms one seeks to set in their relative place. At least the key concepts of a second language, therefore—embodied in its untranslatable structures, its words for feelings and attitudes, its connotative meanings—become basic to the cross-cultural dimension of modern education.

Fortunately, young people today are motivated to learn about other peoples and life styles. What is unfortunate is that we are not ready to teach what they want to learn. The high-school and college students of today sense the changing challenge of modern life; they should be invited to take part in the policy decisions affecting their education because it is imprudent not to heed their perceptions and their resulting interests.

- III. Our ability to impart understanding of a culture remains the least purposeful and least effective sector of our language teaching. The problem is not only to give experience of a people's main culture patterns and institutions—which travel and the modern media make relatively easy—but to organize this experience with the truest concepts about the people's life style. The solution I propose is to relate the typical patterns to certain "main themes" of the culture, consisting of its major values, habits of mind, and assumptions concerning the human condition. This solution would enable us to impart the essential results of lifetimes of experience in the brief learning period of a few years. But any solution necessitates descriptive knowledge of the cultures we purport to teach.
- IV. My analysis of the needs results in ten recommendations which I believe it would be particularly useful for the President's Commission to include in its report.
  1. Global education. — That at all the age levels from pre-school through college the educational institutions require, as one criterion for advancing to the next level, a cross-cultural dimension of education including the essentials, for that purpose, of a second language and culture. The instruction needed to make this performance criterion feasible will necessitate multidisciplinary cooperation, and in some cases, will involve help to overcome a rigid departmentalism.
  2. People-to-people. — That for every foreign country, and each of its major ethnic components, the U.S. Government assure an adequate number of Americans, in a wide range of occupations, who maintain contact with the population. To this end, that all the state governments assure that at least one near-by university offers a major program in languages nationally designated such as Arabic, Chinese, Japanese, and Portuguese.
  3. Performance criteria. — That the American Council on the Teaching of Foreign Languages, with the advice of the American Associations of Teachers of specific languages, define standards of student proficiency for "Levels" (Carnegie Units) I, II, and III with respect to the needed skills in a language and the needed knowledge of the sociocultural system to which it belongs.
  4. Professional standards. — That standards of teacher competence be similarly defined, for use in the certification and accreditation processes.
  5. Research in ethnography. — That universities, coordinated for this purpose by the American Council on Education, assure that for each major ethnic group a continuing program is maintained to produce and make available the needed descriptive knowledge of its sociocultural system.

6. Support of research and development. — That the Congress provide funding to complete the requisite support of area studies adequate both for the preparation of specialists, and for general education: to assure the cross-cultural dimension basic to the understanding of our own culture in proper perspective.
7. Accreditation. — That the regional and national accrediting agencies evaluate school and university programs primarily on the proficiency of teachers and students measured against the standards referred to above under objectives 1 and 2.
8. Subject-specific certification. — That the states use these standards in certifying teachers of the needed language skills and background knowledge.
9. Outreach. — That teachers' associations mobilize the cooperation of educational institutions, local organizations, and the media to meet the language needs of communities.
10. Built-in evaluation. — That an agency such as the Institute of International Education annually update the assessment of the needs and the response thereto, from pre-school to the education of communities and the pre- and in-service education of teachers.

University of Washington

## La Fontaine de Jouvence

Ruth Phillips Kroeger



Have you ever dreamed of teaching the subject in which you are most vitally interested to students all of whom are with you because they want to be there, who really enjoy being there, who in time become friends of yours and of each other? In this dream, you are free to "waste time" on those digressions that enrich your subject and that become en-

graved in the minds of your hearers like shared experiences. You are free to adjust your planned lesson on the spur of the moment, without the threat of increased numbers of errors to be red-lined on examination papers, free of the specter of inevitable failing grades for some who sit before you. Does this sound like *le paradis terrestre*? Well, it is, but it awaits you in the not-too-distant future, if you wish it.

Some years ago, at the prompting of the calendar, I retired as department head of foreign languages in a large urban high school. It did not take long for me to realize that much of the salt and savor of my life would fade away if I withdrew into a routine of luncheons with "the girls" and afternoon bridge games—I am a miserable player, anyway! After a period of teaching undergraduate college students most of whom were intent chiefly upon meeting the minimum foreign language requirement, I was struck one day by a flashing thought. Why not leave the formal educational scene entirely and organize groups of adults interested in conversational French, under the auspices of the fund-raising arm of my local hospital? I had already conducted such a class in my spare time for the benefit of a special project at my church and had found it very rewarding. The area in which I live, Chestnut Hill, is suburban in nature, although within the boundaries of Philadelphia; it has a definite community spirit and easily discernible cultural interests, one of

which is an appreciation of things French. The idea caught on immediately, beginning with two fairly elementary groups, and increasing rapidly to the present schedule of four classes of about fifteen persons each. The project is now entering its tenth year. Interest runs high; places in class are at a premium. Some students have been involved for five or six years. At a cost of twenty dollars for a series of twelve ninety-minute lessons each fall and spring, the expense is not prohibitive, yet the net profits to the hospital have totalled approximately ten thousand dollars. The hospital offers us the use of a classroom for our one evening class; a local church extends the same courtesy to our three morning groups. The additional funds are of course much appreciated by the hospital, but I am convinced that the greatest profit has accrued to the teacher, me, and to the students, who find here an opportunity to *se recycler*, to shed their inhibitions, and to improve their oral facility, often neglected in their formal education or grown halting with disuse.

The greatest asset of our groups is, I believe, their informality. At first, certain super-conscientious souls have difficulty adjusting to this ambiance. Once they realize, however, that our slogan is "*Détendez-vous! Dérisez-vous!*" and recognize how much more effectively they learn without tension, the major step has been taken. To accomplish this, the teacher has to be a ham actor at times. The threshold of the classroom may be marked with chalk *FRONTIÈRE*. On one side of the line appear the words *anglais, chinois, français*, and on the other one word, *FRANÇAIS*. If a student lapses into English, a teasing "*Je regrette, monsieur, mais je ne comprends pas votre langue*", or a shocked "*Qui est-ce qui parle russe dans ma classe?*" brings him to order with a smile. It takes some students a while to realize that their progress will be measured in individual terms, not against some implacable pre-set standard. When such persons come to me with fears that they do not measure up, I suggest that they ask themselves three questions at the close of each class, Did I enjoy today's session? Was it worth the time spent? Am I a bit more comfortable in speaking because of today's experience? They soon relax and begin to gain confidence. Once confidence has been established, the informality may express itself in a bit of friendly laughter, gently satirical perhaps, and shared by the student who has provoked it. For instance,

one of the classes is feminine except for a single male member, whom I have dubbed "*Monsieur le Prince*" and whom the group treats with playful respect. When he arrives late to class or obviously ill-prepared, he becomes "*Monsieur le Cancre*", a title which he accepts with a good-humored grin. Women outnumber men in the classes, but there is a goodly masculine contingent, which adds spice to ordinary procedures and especially to dramatizations.

It is fortunate that most of the applicants for admission to these groups bring to them some background in French. True beginners at this age level would require far greater exposure to the language than is afforded by a single session per week. This is especially so if the aims of the course include not only control of structural language patterns and vocabulary but also an increased acquaintance with French life and culture, to me a basic essential at all levels.

The problems encountered in teaching a language to adults aged thirty to seventy years are the opposites of those met in teaching young children. The latter, natural mimics, imitate sounds much more accurately and, uninhibited, readily acquire facility of expression. In older adults, ability to perceive and reproduce sounds has become impaired and poor habits of pronunciation may have become ingrained. On the other hand, the adult mind brings intellect to the analysis and acquisition of speech patterns and purpose to the learning process. And what a wealth of experience and understanding adults bring to the comprehension of facets of life in the foreign country and to its literature! Among our classes we have a historical novelist, a retired professor of theology, a judge of figure-skating, two or three artists, an interpreter of Slavic languages, and hobbyists of many sorts. A charming Black woman brings us from time to time her new discoveries in her special avocation, visiting *les pays noirs de la francophonie*, the Ivory Coast, Togo, Haiti. Many students have reported on their travels in Europe, South America, Australia, China, even Afghanistan. Several were French majors in college, teach or have taught French. The resulting exchange of experiences and viewpoints is enriching and exciting. At the advanced level, discussion often becomes keen, reminding me of the old saying, "Du choc des idées jaillissent des étincelles."

Our classes at all levels are structured, but flexible. Each session begins with an exchange of civilities, followed by *la confesse*, a brief report by each student about his or her recent activities—readings, theater, films, social events, satisfactions, frustrations. Next comes a period of pattern practice dealing at the elementary and intermediate levels with basic structures; e.g., the forms and position of personal pronoun objects of the verb, or perhaps common uses of the subjunctive, which the students have been encouraged to review in a basic book. At the advanced level, the pattern exercises are planned toward the development of easy and accurate use of more idiomatic constructions.

The rest of our ninety minutes—how fast they fly!—are spent in the discussion of the textual material read since the previous session. Translation is avoided at all levels. Its place is taken by synonyms, definitions, and paraphrases in French, so that the student's mind may maintain the habit of moving in *one* habitat, the foreign language, like a fish in

the sea. Questions on the milieu, characters, and events of a narrative recreate its atmosphere. In the more advanced classes, students voice strongly their approval or disapproval of the attitudes and actions of characters, agreement or disagreement with their expressed ideas or those of the author. As often as possible, the text becomes a point of departure for a broader and deeper study of a region, a period, a writer. For instance, *Le Silence de la mer* of Vercors, opened windows on the Occupation and the Resistance, with additional illumination afforded by a visit from a French doctor, a friend of one of the students, who had been active in the Underground. Less dramatically, *Ramuntcho*, *Marius*, and *Thérèse Desqueyroux* have made the students aware of the regional riches of France through their depiction of the Basque Country, Marseille, and the Landes.

At the same time, every opportunity is exploited to increase the students' contacts with speakers of French. A distinguished Vietnamese gentleman, a teacher of French in his own country, has talked with us on several occasions about the French language in Vietnam. One of Noémi's friends—in class we use the French forms of the students' given names—spoke to us last year of the Ivory Coast as it appears to a young native. A gala at Christmas, involving all the groups, offers an opportunity to hear a speaker present an illustrated talk on some aspect of French geography, history, or literature. Our gala for Christmas 1978 will feature our friend Annette Harispe Emgarth speaking with her usual wit and verve on *Les Grandes Dames de France*.

In textual materials to undergird the conversation of the groups, everything is grist to our mill. The hospital reproduces for us articles from magazines and newspapers and exercises of my devising. The backbone of each series is however a book, a classroom edition at the lower levels, an unannotated pocket book later on. For groups whose review begins with the fundamentals, I have used with satisfaction Harris and Lévêque's *Basic Conversational French* (Holt, 5th ed. 1973), whose systematic arrangement of language structures allows students to rebuild by individual study the areas that have been dilapidated by the passage of time. An excellent book that supplies the practical vocabulary needed for daily conversation and is an ideal follow-up for Harris and Lévêque is Lenard and Hester's *L'Art de la conversation* (Harper, 1967). Beautifully ingenious, it is lively, contemporary, and very popular with the students. Another good conversational text is *Echos de notre monde* (Holt, 1975) by Knecht and Tromme. It is a bit more advanced than Lenard and Hester, since instead of texts created by the authors it brings the students passages from current publications presenting aspects of society today. Students at the intermediate level enjoy a Simenon novel, perhaps *Le Meurtre d'un étudiant* (Holt, 1971) in which one breathes the very air of Paris, or *Le Chien jaune*, full of the salt air and *couleur locale* of Brittany. At the upper level the choice is broad. In addition to titles already cited, we have read and discussed Giraudoux's *La Folle de Chaillot*, Anouilh's *Le Voyageur sans bagages*, Camus's *La Peste* and *L'Exil et le royaume*, and others. One of the criteria for choice is that the work must not be too subtle and abstruse to lend itself to discussion by adults who are intelligent but not literary specialists.

Last year's choice, *La Maison de papier* of Françoise Mallet-Joris, was a particularly happy one, for it permits the reader to participate fully in the life of a fascinating Parisian family in the 1960's and '70's. This coming fall, we shall read Anouilh's *L'Alouette*, in connection with the historical account by André Boussuat: *Jeanne d'Arc* (Collection Que sais-je? Presses Universitaires de France). We shall in this way, I hope, become more fully acquainted with the real Jeanne d'Arc, her legend, and her significance for today.

Meanwhile, what is happening to the teacher? Well, just about the same thing that is happening to the students, but more fully and deeply. A constant delving takes place into rich memories laid away during many visits to France when one was *dans la force de l'âge* and much vicarious living in France through perusal of the printed page. Skills that might otherwise have atrophied are kept alive. At the same time, there is a constant incentive to keep in touch with the France of today. Although life moves on inexorably, there is a realm within each of us that remains perennially fresh and young, open, eager for new insights and experiences. This is espe-

cially true in the area of our predilection. We teachers of a living language are particularly fortunate in this regard; the well never runs dry. Teaching a course such as the one I have just outlined draws deeply from it.

This thought reminds me of a little happening of June 1977. Having arrived in Paris with four weeks of uncommitted time before the Conference of the American Association of Teachers of French, I became one of a score of travelers, all the others French or French Canadian, on a twelve-day motor coach trip with the *Tourisme Français*. We had a great time together through the Alps, Riviera, and Provence. I felt fifty years younger! On the final day, one of the group, a lady five or six years my junior, said to me, "*Au revoir, madame. Ç'a été un plaisir de vous connaître. Vous êtes plus jeune que les jeunes.*" Deeply appreciating her compliment, I hardly knew what to say. Since then, I have wondered at times what she would have thought if I had replied, "*Merci, madame. Mon secret, voyez-vous, c'est que je bois depuis une dizaine d'années à la Fontaine de Jouvence.*"

Philadelphia, Pennsylvania

## Calendar of Upcoming Meetings

We thank Professor Alan Garfinkle of Purdue University, editor of *MLJ* Notes and News, for contributing items for our calendar. —Ed.

### Kentucky Foreign Language Conference

Dates: April 26-28, 1979. Place: Univ. of Kentucky. Information: Foreign Language Conference, 1015 Office Tower, Univ. of Kentucky, Lexington, KY 40506.

### California Foreign Language Teachers Association

Dates: May 4-6, 1979. Place: Jack Tar Hotel, San Francisco. Information: Annie N. Rook, 400 King Rd., Petaluma, CA 94952.

### International Association of Philosophy and Literature

Dates: May 10-13, 1979. Place: SUNY at Binghamton. Topic: Interpretation and Method. Information: Martin C. Dillon, Dept. of Philosophy, SUNY at Binghamton, Binghamton, NY 13901.

### Association of Departments of Foreign Languages Summer Seminar: East

Dates: June 11-14, 1979. Place: Columbus, Ohio. Information: Association of Departments of Foreign Languages, 62 Fifth Ave., New York, NY 10011. Phone: (212) 741-7858.

### Association of Departments of Foreign Languages Summer Seminar: West

Dates: June 18-21, 1979. Place: Dallas. Information: Association of Departments of Foreign Languages, 62 Fifth Ave., New York, NY 10011. Phone: (212) 741-7858.

### American Association of Teachers of French Annual Convention

Dates: June 24-30, 1979. Place: Fort-de-France, Martinique. Information: F. W. Nachtmann, Executive Secretary AATF, 57 E. Armory Ave., Champaign, IL 61820. Phone: (217) 333-2842.

### Linguistic Society of America Summer Meeting

Dates: August 2-4, 1979. Place: Salzburg, Austria. Information: Linguistic Society of America, 1611 N. Kent St., Arlington, VA 22209.

### Fourth Annual Boston University Conference on Language Development

Dates: September 14-15, 1979. Place: Boston Univ. Information: Language Development Conference, Box F, Boston Univ., Boston, MA 02215. Phone: (617) 353-3085.

### Third International Conference on Frontiers in Language Proficiency and Dominance Testing

Dates: September 26-28, 1979. Place: Carbondale, Ill. Information: Dept. of Linguistics, Southern Illinois Univ., Carbondale, IL 62901.

### Fourth Annual European Studies Conference

Dates: October 11-13, 1979. Place: Omaha. Information: Anthony Jung, Elvira Garcia, Eppley Conference Center, Univ. of Nebraska-Omaha, P.O. Box 688, Omaha, NB 68101. Phone: (402) 544-2391.

### Conference on Non-English Language Variation in the Western Hemisphere

Dates: October 12-13, 1979. Place: Louisville. Information: Frank H. Nuessel, Jr., Dept. of Modern Languages, Univ. of Louisville, Louisville, KY 40208.

### New York State Association of Foreign Language Teachers

Dates: October 12-14, 1979. Place: Concord Hotel. Information: New York State Association of Foreign Language Teachers, 1102 Ardsley Rd., Schenectady, NY 12308.

### Rocky Mountain Modern Language Association

Dates: October 18-20, 1979. Place: Univ. of New Mexico. Information: Prof. L. Carlson, Executive Director, Rocky Mountain Modern Language Association, Dept. of Foreign Languages, Arizona State Univ., Tempe, AZ 85281.

### American Council on the Teaching of Foreign Languages

Dates: November 22-24, 1979. Place: Regency Hyatt House, Atlanta. Note: Pre-conference workshops are scheduled November 19-21, 1979. Information: E. Edward Scebold, ACTFL, Room 1814, 2 Park Ave., New York, NY 10016.

### Modern Language Association

Dates: December 27-30, 1979. Place: San Francisco. Note: The MLA Executive Council has selected Houston as the site of the 1980 MLA Convention. Information: MLA, 62 Fifth Ave., New York, NY 10011. •

## Program Information and Announcements

Space does not permit us to furnish full details of the many announcements which come to us concerning institutes, workshops, camps, tours, and service and degree programs. We will attempt, when possible, to give skeletal information and direct readers interested in additional information. The appearance of such items in the *Bulletin* is for the service of our readers and is not an AATF endorsement.

1. Third Workshop in Individualized Foreign Language Teaching. Calvin College, Grand Rapids, Michigan; August 13-17, 1979. Two semester hours of graduate credit. Participants will be exposed to the options of a personalized learning approach and practice in individualizing instruction. Opportunities to pursue independent projects under close faculty supervision will be emphasized. Two sections: one for beginners in individualizing instruction, and a second for participants experienced in individualization. Readings and a written project are required. Guest faculty: Howard B. Altman, University of Louisville, and Gerald E. Logan, Director of the "Kleine Schule" at Live Oak High School, both leading authorities in the area of individualized instruction. For more information write to the workshop's director, Claude-Marie Baldwin, Dept. of Romance Languages, Calvin College, Grand Rapids, MI 49506.
2. Second Annual University of Louisville Intensive Summer Language Institute for Teachers and Advanced Students of French and Spanish. University of Louisville (Kentucky), June 25-July 20, 1979. A total live-in "immersion" experience for four weeks. Six graduate semester hours of credit. Each student will have coursework in three areas: "French/Spanish Oral Practice" (intermediate or advanced), "The Contemporary Life of French/Spanish Speaking Peoples," and "The Teaching of French/Spanish." Fee: \$275 plus minimal costs for room and board. A maximum of 25 participants in each language accepted; first-come, first-served basis. For more information, write to the Institute Director, Prof. Howard B. Altman, Dept. of Modern Languages, Univ. of Louisville, Louisville, KY 40208.
3. Foreign Language Forensic Tournament. Rider College, Lawrenceville, New Jersey; May 9, 1979. High school students invited to compete in the following events: oral interpretation, dramatic readings, original recitation, original skits, extemporaneous speaking, and debate. Intermediate and advanced levels in French, German, Spanish, and Russian. For further information contact Dr. Wm. Meads, Chmn., Dept. of Foreign Languages, Rider College, Lawrenceville, NJ 08648.
4. The Minnesota Chapter of AATF organizes each year a very successful contest called "A vous la parole". For more information, contact Michel Monnot, Carleton College, Northfield, MN 55057.
5. *Interpreting for International Conferences*, by Danica Seleskovitch, is available for the price of \$7.95 plus \$1.25 postage and handling from Pen & Booth, 1608 R St. N.W., Washington, DC 20009.
6. USCB Summer Institute of French Language and Culture. Tuition scholarships for one summer each are available for this three-summer M.A. program. Up to 8 transfer credits in appropriate courses are accepted. For application forms and information write to Summer Sessions Office, University of California, Santa Barbara, CA 93106.
7. National Conference on Individualized Instruction in Foreign Languages sponsored by the College of Humanities of the Ohio State University. Columbus, Ohio; May 10-12, 1979. Major topics: development of individualized instruction in specific languages; administering individualized programs, including how individualized programs affect the budget. Panels, discussions, seminars, and presentations. The conference proceedings will appear in published form. For further information contact the College of Humanities, 186 University Hall, 230 N. Oval Mall, Columbus, OH 43210.
8. Institute/Workshop on Contemporary French Culture and Society, supported by a grant from the National Endowment for the Humanities. State University of New York at Albany; June 25-August 3, 1979. Twenty professors of French will participate in intensive seminars with eminent specialists in order to develop and design sophisticated instructional materials. Each week, the Institute will focus on one major aspect or theme concerning French society: norms, values and patterns of behavior; kinship, the family, and the role of women; youth; social classes; the citizen and the state; media. Faculty: Roland Barthes, Claude Fischler, Stanley Hoffman, Georges Santoni, Evelyne Sullerot, Gérard Vincent, and Laurence Wylie. For further information contact Prof. Georges Santoni, HU 236, SUNY, Albany, NY 12222.
9. Austin College will repeat its Seminar on Contemporary France for teachers of French at all levels in public and private institutions on its campus from July 25 to August 15, 1979. This seminar with lecturers from France emphasizes contemporary French cultural and literary development as well as teaching techniques. It is held in conjunction with a Seminar on Contemporary America with an enrollment of native French students, teachers, and other professionals. American teachers may be paired with French counterparts and may earn up to four hours graduate credit. The total cost is \$325 (includes tuition, room, board, and excursions). In a concurrent Practicum for Students of French, students will spend several hours per day in classroom work and may have "language roommates." Cost is \$280 for the Practicum. Social activities, swimming, tennis, field trips. For further information please write to the Seminar on Contemporary France, Austin College, Box 1625, Sherman, TX 75090. •

## Les Emprunts en *-ing* en français écrit: Un sleeping dans le living

Ronald K. Lanzalotti



L'introduction dans une langue d'éléments lexicaux venant d'une autre langue n'est pas un phénomène rare. En ce qui concerne la langue française, le recours aux vocables anglais a déjà été maintes fois étudié. Le plus souvent, lorsqu'il s'agit d'auteurs non-linguistes, ceux-ci se contentent de s'alarmer du nombre toujours croissant des mots

anglais qui entrent dans la langue. On se souviendra du bruit causé par la publication en 1964 de l'ouvrage *Parlez-vous français?*, véritable réquisitoire contre ce que l'auteur appelle le "sabir atlantique". Néanmoins on est obligé de constater que de tels efforts, si grand que soit le talent ou l'esprit de l'auteur en question, n'exercent guère d'influence sur la conscience linguistique des Français.

En effet, l'expérience montre qu'une position puriste et normative en matière de linguistique est rarement efficace. Mais sans se prononcer sur la question du danger que représenteraient les emprunts anglais dans la langue française, il serait intéressant, du moins du point de vue linguistique, de voir ce phénomène d'emprunts en choisissant comme exemple un type très particulier qui connaît actuellement un engouement assez extraordinaire. A cet effet, nous proposons d'examiner les emprunts qui se terminent en *-ing*, c'est-à-dire des mots comme *parking*.

Il semble incontestable que des mots tels que *caravanning*, *camping*, *shopping*, etc., deviennent de plus en plus fréquents dans l'usage quotidien des Français, et qu'ils constituent par leur grand nombre un phénomène assez exceptionnel. Nous proposons une étude essentiellement synchronique des faits tout en reconnaissant qu'une telle présentation est nécessairement moins complète qu'une étude où le recul du temps permet des explications plus précises et plus fournies. Ceci dit, on ne peut pas ignorer totalement les faits diachroniques; aussi proposons-nous de commencer par un bref aperçu historique du phénomène.

Selon les indications du dictionnaire *Le Petit Robert* les premiers mots en *-ing* (tout au moins ceux qui conservent cette orthographe en français) font leur apparition dans la langue vers la fin du 17<sup>e</sup> siècle. Parmi les plus anciens nous trouvons *pudding*, *sterling*, et *meeting*. Encore faut-il préciser que certains autres mots de ce même type ont apparu dans la langue à la même époque mais que ces derniers ont connu un développement autre. En effet, à l'encontre des mots comme *meeting*, certains emprunts ont subi des transformations orthographiques qui reflètent une tentative des autochtones des les prononcer à la française. Nous pouvons

citer des mots tels que *riding* dans le syntagme nominal *riding coat* qui est devenu en français *redingote*, ainsi que le mot *boulingrin* qui représente, après une assimilation phonétique, l'anglais *bowling green*. La plupart des mots empruntés entrent pourtant dans la langue sans aucun changement orthographique; ce sont précisément ces emprunts-ci que nous proposons de voir plus en détail.

Parmi les emprunts en *-ing* n'ayant pas subi de transformation, deux cas se présentent : premièrement les mots simples; et deuxièmement les mots qui font partie d'un syntagme nominal en anglais. En ce qui concerne ces derniers, on remarque qu'il y a quelquefois ellipse du deuxième élément. Quelques exemples : *dancing* (*dancing hall*), *sleeping* (*sleeping car*), *parking* (*parking lot*), *skating* (*skating rink*), et *living* (*living room*).

Comme nous l'avons indiqué plus haut, les emprunts en *-ing* ne proviennent pas tous de syntagmes nominaux, bien au contraire. Examinons à présent le cas des mots simples dont le nombre est considérable et qui va en s'augmentant. On trouve dans *Le Petit Robert* les mots suivants : *bowling*, *blooming*, *briefing*, *building*, *camping*, *caravanning*, *curling*, *cracking*, *doping*, *dumping*, *fading*, *footing*, *forcing*, *jumping*, *karting*, *kidnapping*, *lasting*, *marketing*, *meeting*, *planning*, *pudding*, *shirting*, *shocking*, *shampooing*, *shopping*, *skating*, *standing*, *travelling*, et *pressing*, pour ne citer que les plus connus.

Au nombre total des mots en *-ing* énumérés ci-dessus il faut ajouter également un certain nombre de vocables qui, bien qu'assez fréquents dans la langue d'aujourd'hui, n'ont pas encore reçu la consécration des lexicographes. On rencontre ceux-ci surtout dans les domaines de la publicité et de l'actualité. Nous avons relevé ces dernières années dans les grands quotidiens et dans diverses revues les mots suivants : *brushing*, *busing*, *happening*, *leasing*, *renting*, *zoning*. Plus récemment sont apparus *trekking* (*Le Point* 1971), le *paraplanning* (*France-Soir* 1971), le *fading* (*France-Soir* 1975), ainsi que le *fixing* (*Le Monde* 1975), le *squatting* (*Le Sauvage*, revue écologique, 1975), et le *quilting* (*Le Sauvage* 1976). Certains de ces mots sont évidemment voués à une vogue éphémère, mais d'autres deviendront vraisemblablement des éléments permanents du lexique de la langue française. Du point de vue linguistique, l'aspect le plus intéressant du phénomène actuel concerne la place privilégiée que tient ce type de mot dans le vocabulaire d'aujourd'hui. Par rapport à d'autres emprunts le nombre de mots en *-ing* est considérable. Quelles sont les conséquences éventuelles auxquelles on peut s'attendre?

Une première remarque : grâce précisément au grand nombre de mots de ce type, il semble que le suffixe *-ing* soit en train d'acquiescer le statut d'un affixe français, c'est-à-dire, d'un suffixe ressenti par les sujets parlants comme faisant partie du stock linguistique du français et qui pourrait être affixé à différents mots. Déjà il y a une dizaine d'années Pierre Guiraud écrivait dans son petit ouvrage *Les Mots étrangers* : "Il semble bien qu'il soit actuellement en train

de se constituer en français un suffixe *-ing*; il s'attache pour l'instant uniquement à des racines anglaises mais il pourrait devenir autonome". Les différents exemples que nous avons trouvés sembleraient confirmer la prédiction de Guiraud.

Le premier exemple de l'affixation du suffixe en question est celui du mot *solding*. Ce mot semble être apparu pour la première fois à Paris pendant l'hiver de 1969 et sert de raison sociale d'un magasin de vêtements pour jeunes. Depuis cette date, différentes variations sont apparues un peu partout en France. Nous avons relevé *Solding-Store* et *Drug-Solding*. Nous nous empressons de dire qu'il s'agit dans les deux exemples cités de noms propres. Le choix de ce mot comme nom de magasin s'explique assez facilement. Le mot *solde*, qui veut dire vente d'une marchandise au rabais, s'ajoute au suffixe anglais le plus à la mode et donne au nom un certain cachet anglo-saxon qui sied bien à des magasins spécialisés dans la vente de jeans et de T-shirts.

Un exemple plus probant est celui du mot *laving* dans le nom *Laving-glaces* que nous avons vu en Bretagne au cours de l'été 1976. C'est encore une fois la raison sociale d'une entreprise de lavage de vitrines (*Laving-glaces*, 28, boulevard Charner, 22000 St-Brieuc). Dans ce dernier exemple, le *-ing* s'ajoute à une forme verbale. Ceci nous paraît très significatif étant donné l'origine verbale du suffixe anglais. Nous commenterons les conséquences possibles de cette évolution un peu plus loin. Tous les exemples cités indiquent, nous semble-t-il, que le suffixe, sans être encore tout à fait intégré au système lexical du français, y entre du moins timidement.

Le problème se pose maintenant d'attribuer une valeur sémantique au suffixe *-ing* en français. Nous savons qu'en anglais ce suffixe signifie en premier lieu une action verbale, et en second lieu le résultat de cette action. Par exemple, *building*, action de construire, et *a building*, résultat de cette action. En français, pourtant, le cas est moins simple. Guiraud nous fait remarquer que "yachting est une action, le shampooing est un instrument, le dancing est un lieu, et le smoking est un vêtement".

En ce qui concerne la valeur grammaticale, on constate que ces emprunts sont en général employés comme des substantifs. Nous avons trouvé, néanmoins, un exemple assez curieux où un emprunt en *-ing* est utilisé comme participe présent. En effet, dans un journal, *l'Aurore* du 18 mars 1970, on a pu lire sous une photo la légende suivante : "Jackie Onassis est parisienne pour quelques jours. En shopping rue Saint Honoré, elle a retrouvé Nicole Alphand". Cet exemple est tout à fait exceptionnel, il faut l'avouer. L'auteur de la légende a remplacé une forme verbale française construite normalement avec le suffixe *-ant* par une forme construite avec le suffixe anglais correspondant. Comment expliquer cette hardiesse linguistique? A notre avis, il s'agit pour l'instant d'un emploi isolé, dû à l'inspiration d'un journaliste en quête d'une légende originale. Cet exemple montre néanmoins que le journaliste n'a pas craint l'incompréhension de la part de ses lecteurs. D'ailleurs dans une population où un grand nombre d'enfants sont exposés à l'étude de l'anglais au cours de leur scolarité, on peut compter sur une certaine familiarité toujours croissante avec des mots anglais. Bien que cette familiarité favorise l'acceptation des emprunts anglais en général,

il ne s'agit en fait que de la pénétration du système lexical : procédé courant. Il en est tout autre lorsqu'il s'agit, comme dans notre exemple, d'un changement dans le système grammatical : phénomène beaucoup plus rare.

Il serait peut-être utile à ce point de dire quelque chose sur l'intégration morphologique des emprunts en *-ing*. En général la formation du pluriel se fait par l'addition de *s* à la forme du singulier. Quant au genre des emprunts, ceux qui n'ont pas subi de transformation orthographique sont toujours du genre masculin. Le mot *redingote*, par contre, ayant subi une assimilation phonétique, est du genre féminin, sans doute parce qu'il ressemble aux mots qui se terminent en *-ote*, *-otte*.

Considérons plus en détail maintenant la question du sens. Dans certains cas le sens de l'emprunt est identique à celui du mot anglais. C'est le cas lorsqu'il s'agit d'un objet ou d'un procédé emprunté en même temps que le mot. Par exemple : le mot *cracking*, qui décrit un procédé de raffinage du pétrole. Dans d'autres cas on remarque une extension ou une limitation de l'aire sémantique de l'emprunt par rapport à son sens en anglais. Quelques exemples illustreront ce phénomène.

Prenons d'abord le composé *living-room* qui, par ellipse, est devenu *living* en français. Lors de sa première apparition en français ce mot avait la même dénotation dans les deux langues (dans la mesure où ces deux pièces sont semblables dans les deux pays). Actuellement, lorsqu'on parle d'un *living*, ce n'est pas toujours de la pièce qu'il s'agit, mais d'un meuble d'assez grandes dimensions pour salle de séjour, comprenant un secrétaire ou un bar avec des rayons où on met poste de télévision, bibelots, et livres. Cette nouvelle dénotation s'est répandue grâce à la publicité des magasins de meubles, et le mot *living* avec ce sens est connu de la plupart des Français.

Le succès du meuble a fait augmenter la fréquence du mot dans la langue et, en même temps, a facilité l'emploi par les publicitaires d'un autre mot en *-ing*. En effet, par analogie avec *living* on a utilisé le mot *sleeping* pour désigner un meuble contenant des lits escamotables et que l'on met dans une salle de séjour ou dans une chambre. Encore une fois il s'agit d'une déviation sémantique récente. Bien que le mot *sleeping* soit un emprunt qui est attesté dans la langue française depuis 1872 (d'après *Le Petit Robert*), il avait à l'origine le sens du mot anglais *sleeping-car*. La nouvelle dénotation date des années 1960 et résulte certainement du succès du *living* (meuble et mot). Ces exemples sont intéressants car ils montrent bien la facilité avec laquelle on commence à employer des mots en *-ing*.

D'après les faits que nous venons d'exposer il semble raisonnable de penser que l'emploi des emprunts en *-ing* continuera en augmentant. L'évolution linguistique se fait souvent en dépit des contraintes imposées par des organismes officiels, si bien intentionnés qu'ils soient. En fin de compte la meilleure attitude à adopter face à ces mots, que les puristes n'hésitent pas à appeler "barbarismes", est peut-être celle d'un observateur avisé.

Quoi qu'il en soit, l'évolution d'une langue est toujours chose passionnante.

Chestnut Hill, N.J., Academy

## Informations S.O.D.E.C.

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"JACINTE", "OK", "ANTIROUILLE" - Quelle image des jeunes?" par F. BRETON

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*Le Monde* 9/12.1.79

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*La Croix* 28.7.78

"Les touristes étrangers en France" par J. MARION

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"M. BARRE en Corse: un voyage inutile?" par J. de BARRIN

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"Interview du premier ministre Raymond BARRE"

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*Pourquoi?* Octobre 78

"Bretagne: mazoutés, dites merci..." par N. GAUTHIER

*Elle* 8.1.79

"Marée noire: à Locquirec, la mer est guérie mais..." par C. BRETAGNE

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"Cherbourg, décharge atomique mondiale"

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*Le Monde* 20.9.78

"Tabagie de charme: publicité et loi sur le tabac" par F. BRETON

*Le Figaro* 5/7.12.78

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*Le Monde* 13.12.78

"Les enfants de la pub" par BARTHELEMY

*France Soir* 15.12.78

"Coup d'arrêt à la 'pub' télé pour et par les enfants" par C. YELNICK

*Le Monde* 22.10.78

"La société de lessivage" par F. BRUNE

# Monsieur ou Cher Monsieur? Références et renseignements

Margaret Collins Weitz

Bibliographie pour le très utile article sur la correspondance; la rédaction de lettres commerciales ou officielles (*AATF Bulletin*, jan. 1979). Le premier groupe de livres sont des ouvrages pour les débutants; le deuxième groupe est destiné aux élèves plus avancés. Ces ouvrages peuvent servir à leurs professeurs également.

## I

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- Rideau, M. *Correspondance commerciale*. Paris: Sirey, 1975. (Bonne introduction, destiné aux élèves des lycées techniques).

## III

Voir en plus ces articles récents de la *French Review*:

- Church, JoAnn N. *French for Lawyers? Legal and Commercial French at Vanderbilt Law School*. (fév. 1979).
- Lacombe, Anne. *French for Business and Journalism*. (oct. 1977).
- Morton, Jacqueline. *Suggestions for the Organization of a Course in Commercial French*. (fév. 1978). •

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