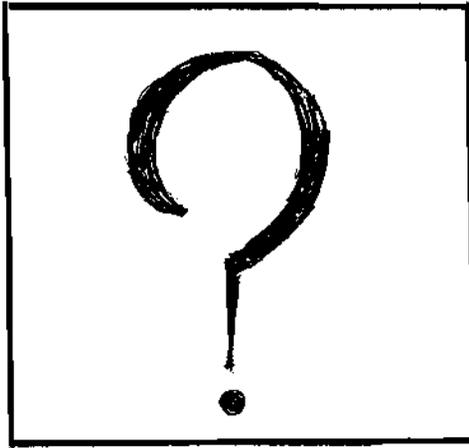


AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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Rebecca Valette

AATF ELECTION RESULTS

The AATF was fortunate in having two exceptionally well qualified candidates for the presidency. Faced with such a difficult choice, the membership divided so evenly that it will be impossible to determine the winner until every ballot is in.

Professor Rebecca Valette of Boston University has been elected vice-president for the 1980-1982 term. Continuing vice-presidents are Professor Jean Carduner, University of Michigan, and Professor Philip Stewart, Duke

University.

In Region I, Ms. Beverly Adams of Edgemont High School, Scarsdale, N.Y., was reelected to a three-year term. In Region V, Professor C. Lee Bradley, of Valdosta State College, received more than 50 per cent more than his nearest challenger and was declared the winner under AATF bylaws. In Region III, the vote was so close that a recount will be necessary.

Complete returns will be published in the next issue.

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Editor: John F. Kunkle

Assistant Editor: Georges Planel

Reading Committee: Edward Allen,

Phyllis Dragonas, Mathé Alain

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DIXIEME ANNIVERSAIRE DE LA LOI SUR LES LANGUES OFFICIELLES*

Cette année marque le dixième anniversaire de la Loi sur les langues officielles, loi qui reconnaît la dualité linguistique essentielle de la société canadienne et confirme le droit des Canadiens de communiquer avec leur gouvernement en français ou en anglais.

Depuis près de quatre cents ans, le français et l'anglais coexistent sur diverses parties du territoire qui forme aujourd'hui le Canada. L'existence même de ces deux grands groupes linguistiques a été l'une des forces dynamiques qui ont façonné le pays et contribué à lui donner son unicité.

L'anglais est la langue maternelle (la première langue apprise par l'enfant) de 60 p.c. de la population canadienne (12 millions de personnes) et le français, celle de 27 p.c. de la population (5.8 millions de personnes); le reste de la population 13 p.c., a une autre langue maternelle. Quelque quatre millions de Canadiens, soit 20 p.c. au moins de la population totale, ne parlent que le français.

Le français et l'anglais, langues officielles

Ce sont ces facteurs clés qui ont donné naissance en 1969 à la Loi sur les langues officielles, entrée en vigueur le 7 septembre 1969; cet instrument consacre en droit trois principes linguistiques fondamentaux:

—les Canadiens doivent pouvoir communiquer avec des représentants des institutions du gouvernement fédéral dans la langue officielle de leur choix et obtenir d'eux des services dans cette même langue;

—les Canadiens appartenant à l'un ou l'autre groupe fondateur doivent avoir des occasions égales d'emploi et de carrière dans les institutions du gouvernement fédéral ainsi que la possibilité de travailler dans la langue officielle de leur choix;

—les deux groupes fondateurs doivent participer équitablement aux travaux des institutions du gouvernement fédéral.

La Loi touche environ 180 institutions du Parlement et du gouvernement, dont les ministères, les sociétés de la Couronne, les organes judiciaires ou quasi-judiciaires, les commissions et

autres organismes de niveau fédéral. Ces organismes gouvernementaux doivent publier dans les deux langues officielles les documents destinés au public. La Loi a aussi entraîné la création de "régions bilingues", où les deux langues officielles sont utilisées. Dans ces régions, dans la région de la capitale nationale et là où la demande le justifie, les services du gouvernement fédéral sont offerts dans les deux langues officielles; le français et l'anglais y ont également le statut de langues de travail au sein de l'administration fédérale. Une résolution du Parlement canadien adoptée à l'unanimité en 1973 a précisé les conditions dans lesquelles les deux langues officielles doivent servir de langues de travail au sein de l'administration.

Servir et protéger les minorités

La Loi sur les langues officielles a en outre institué le poste de Commissaire aux langues officielles; ce dernier agit à titre d'ombudsman pour le compte de personnes et de groupes qui ont vu leurs droits linguistiques niés ou lésés par les autorités fédérales, assure le respect de la Loi, mesure les progrès accomplis en vue d'une réforme linguistique et encourage une attitude plus ouverte et plus positive à l'égard des deux langues officielles et des deux principales communautés linguistiques.

Les efforts déployés par le gouvernement fédéral pour promouvoir les droits linguistiques au sein même de la fonction publique font partie intégrante d'une politique plus globale sur les langues officielles; l'expression la plus tangible de cette politique réside dans l'existence d'un réseau national de diffusion qui offre aux Canadiens des émissions radiophoniques et télévisées en français et en anglais. Cette politique englobe également la promotion de l'enseignement des deux langues officielles en consultation avec les provinces. D'autres projets sont conçus de façon à favoriser l'épanouissement social, culturel et linguistique des groupes francophones et anglophones là où ils sont en minorité et de promouvoir une meilleure compréhension entre francophones et anglophones partout au

pays.

L'égalité de statut entre le français et l'anglais ne signifie pas pour autant qu'il faille se limiter à l'utilisation de ces deux langues. Le principe selon lequel tout citoyen peut à titre privé s'exprimer en quelque langue que ce soit demeure sacrosaint. Il n'entre pas d'ailleurs dans l'intention de la politique du gouvernement fédéral de faire de tous les Canadiens des personnes bilingues. La Saskatchewan et l'Alberta, par exemple, demeureront de toute évidence majoritairement anglophones; ce sont leurs petites minorités francophones que la Loi vise à servir et à protéger.

L'histoire des langues au Canada

C'est en 1608 à Québec que s'établissent en permanence les premiers colons français au Canada et en 1610 à Cupids (Terre-Neuve) que débarquent les premiers colons britanniques. Les populations des deux puissances coloniales croissent tant et si bien que, vers 1750, l'Amérique du Nord compte environ 80,000 Français et deux millions de Britanniques.

En 1763, au lendemain de la Guerre de Sept Ans, les Britanniques prennent possession des territoires français d'Amérique du Nord; ils adoptent généralement à l'endroit de la minorité francophone d'Amérique du Nord britannique une politique de tolérance qui subsistera au cours des 100 années suivantes. Dans l'Acte d'union de 1840, le Parlement britannique décrète que tous les documents de l'Assemblée législative du Canada n'auront de valeur officielle que dans leur version anglaise. Mais l'Assemblée veille quand même à la traduction de ces documents en français et vote à l'unanimité une adresse à la Reine dans laquelle il est demandé que cette disposition de l'Acte soit abrogée, ce à quoi acquiesce le Parlement britannique en 1848. L'année suivante, le discours du Trône à l'occasion de l'ouverture de la législature du Canada-Uni est lu par lord Elgin en français et en anglais.

En 1867, une fédération de quatre provinces (le Nouveau-Brunswick, la Nouvelle-Ecosse et les anciennes provinces constituantes du Canada-Uni, à savoir l'Ontario et le Québec) est créée en Amérique du Nord britannique. Le Colombie-Britannique se joint à la fédération en 1871 et l'Île-du-Prince-

Edouard, en 1873. Le Manitoba (1870), la Saskatchewan et l'Alberta (1905) sont par la suite constitués en provinces; Terre-Neuve se joint à la fédération en 1949. Aux termes de l'Acte de l'Amérique du Nord britannique (AANB), certaines questions dont l'éducation, sont laissées aux provinces. L'Acte établit également un cadre propice à l'égalité de statut entre le français et l'anglais. Ce concept est d'ailleurs repris dans le *Manitoba Act* de 1870, qui garantit l'utilisation du français et de l'anglais à l'Assemblée législative et devant les tribunaux de la nouvelle province.

L'AANB garantit également l'existence des écoles confessionnelles, lesquelles servent à protéger les droits des francophones à l'éducation. Toutefois, en 1890, l'Assemblée législative du Manitoba abolit ces droits éducationnels et linguistiques. Ce revers, combiné à des revers analogues en Ontario, au Nouveau-Brunswick, à l'Île-du-Prince-Edouard et dans les Territoires-du-Nord-Ouest (dont se détacheront la Saskatchewan et l'Alberta), donne naissance à une insatisfaction généralisée et contribue pour une bonne part à la tension qui existe entre les deux groupes linguistiques.

Commission d'enquête sur le bilinguisme

Un jalon important de la politique en matière de langues officielles a été l'institution en 1963, par le gouvernement du premier ministre Lester Pearson, d'une commission royale chargée de "faire enquête et rapport sur l'état présent du bilinguisme et du biculturalisme et [de] recommander les mesures à prendre pour que la Confédération canadienne se développe d'après le principe de l'égalité entre les deux peuples qui l'ont fondée." La Commission avait publié un rapport préliminaire qui, même s'il reconnaissait que les tensions étaient un phénomène naturel dans un pays où coexistaient des cultures, indiquait néanmoins que "le Canada traverse actuellement, sans toujours en être conscient, la crise majeure de son histoire."

Dans une série de rapports, la Commission royale a fait des recommandations dans les secteurs suivants: les langues officielles; le monde du travail; l'éducation; la capitale fédérale; le législatif et le judiciaire; les associations libres; les autres groupes ethniques; les arts et les lettres; et les communications

de masse. L'objectif général de ces recommandations est de créer des conditions favorisant une plus grande égalité (*l'equal partnership*) entre Canadiens francophones et anglophones.

Un climat plus favorable s'est graduellement instauré au cours des 30 dernières années. Ainsi, le Nouveau-Brunswick a adopté et promulgué une loi sur les langues officielles qui établit l'égalité du français et de l'anglais à l'Assemblée législative, devant les tribunaux, au sein de la Fonction publique et dans le système scolaire (35 p.c. de la population du Nouveau-Brunswick est francophone). L'Ontario et le Manitoba ont également marqué des progrès dans la prestation de services sociaux, d'éducation et de santé aux groupes

francophones minoritaires. Le Québec, entre-temps, a passé des lois en 1974 et 1977 faisant du français la langue officielle tout en accordant certains droits statutaires à l'anglais.

La politique du gouvernement du Canada en matière de langues officielles est conçue de façon à assurer la plus grande liberté d'action possible à l'intérieur même d'une société qui attache beaucoup de prix à la protection des groupes linguistiques minoritaires.

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"Passez-moi la pelle et je vous passerai
la pioche": An Integrated
Program for Study,
Work and Travel Abroad

By B. Edward Gesner

In May 1979, nine students from Dalhousie University participated in a pilot project that had as its rather unlikely locus a twelfth-century Cistercian Abbey in Normandy presently being restored. The Abbaye de Clairmont, founded by Saint Bernard in 1152 just one year before his death, was abandoned by the Cistercians during the French Revolution and has been private hands ever since. During the first part of this century, the various Abbey buildings were used to house livestock as well as for other agricultural purposes. When purchased in 1954 by its present owners, much of the Abbey was in a state of severe disrepair. Restoration began immediately and continues to this day; the Abbey is now a "Monument Historique," open to visitors.

Much of the restoration work has been done by *bénévoles*, usually students who, in return for free room and board, spend part of their summer working "benevolently" on one or several aspects of the restoration project. I had myself been a *bénévole* at Clairmont for one month during the summer of 1968 and had frequently returned since for shorter stays during summer holidays spent in

France. As well, I was able to help organize stays on an individual basis for some of my own students at Dalhousie who had expressed an interest in spending part of their summer working in France. The present owners of the Abbey speak no English, and since there are usually French *bénévoles* working at Clairmont during the summer as well, the ambiance is thoroughly francophone. Working at Clairmont is, for our anglophone students, an experience in total immersion.

For both pedagogical and cultural reasons, I became convinced that the *bénévole* program at Clairmont was an extremely valuable one for our students, and the idea of combining a formal course both with the *bénévole* experience and with travel in France had long seemed to me an exciting possibility. Finally, concrete plans were drawn up during the winter of 1979 and French 3000, "Advanced Oral Expression," was offered as a pilot project at the Abbaye de Clairmont for three and one-half weeks in May-June of this year. The main features of the program were to be: (a) the course, (b) the *bénévole* work, and (c) one three-day and one one-day excursion per student.

The students selected for the program (eight of the nine were travelling to France for the first time) were for the most part French majors who had just completed their second year of university French. The course was thus offered at the third year level. As its title suggests, aural-oral skills were stressed, and class time was largely devoted to the presentation and discussion of résumés of newspaper and magazine articles, *exposés* on subjects chosen by the students themselves, debates and various other activities conducive to the development of greater skill in comprehension and free expression. The *cours magistral* as such did not exist; I perceived my own role as that of a resource person and guide, assisting the students with pronunciation, grammar and vocabulary whenever necessary. Interruptions of student presentations and discussions were kept to a strict minimum and help on an individual basis was often given outside of class time. A good deal of fluency was developed as well during preparation of the *Grand Spectacle*, an evening of entertainment presented at the end of the course and largely conceived and organised by the students themselves. A student-written skit, a scene from *Le Malade imaginaire* and several songs were à l'affiche and enthusiasm was high during rehearsals. The *spectacle* itself was a huge success and, followed by *pâtisseries* and champagne, constituted a very pleasant finale for the stay at Clairmont.

Two other facets of the course that I will mention were included for cultural as well as linguistic reasons. First of all, each student was asked to keep a diary of a public nature, in which were noted cultural contrasts observed during the students' stay in France. Students were asked to note every difference between life in France and Canada that attracted their attention, even if they seemed trivial and superficial. The last two classes were given over to a lively discussion of the collected observations, and the fruit of this collective work was a list of over eighty *contrastes culturels*.

As was to be expected, contrasts involving food and architecture were frequently mentioned, but a number of perceptive observations on French behaviour and attitudes emerged as well. The following ten observations are representative: 1. The *minuterie* may save on electricity, but it is not wise to

dawdle. (A group of students ambling up the Abbey staircase the night of their arrival were suddenly plunged into pitch darkness. *Au secours!*) 2. There are practically no commercials on French television, but plenty of them (often rather risqué by North American standards) at the movies. 3. The French seem to be obsessed by drafts. "*Il y a un courant d'air!*" was a frequently heard cry during the first few days as students forgot to close doors behind them. 4. Many French workers start to drink alcoholic beverages early in the morning in cafés. One student related with astonishment the "*Je vous remets un petit calva, Monsieur?*" overheard at 8:30 a.m. in a café in Normandy. 5. In general, French roads are extremely well marked and, with the excellent *cartes jaunes*, it is nearly impossible to get lost. Several students commented on the *bornes kilométriques*. 6. The French appear to love privacy: many stone walls in front of houses, etc. 7. French bread is a) of excellent quality and b) consumed in great quantities! 8. The French are constantly shaking hands or giving each other a *bise*. 9. Most French women appear not to shave their legs or armpits. This rather earthy observation was made by both male and female students! 10. There appear to be a great many religious holidays in France. There were two long weekends out of the three spent at the Abbey. Neither the *Pentecôte* nor the *Assomption* is a public holiday in Nova Scotia.

The second aspect of the course involving culture as well as language (indeed, are the two ever separable?) consisted of a comparison of the cost of living in Canada and in France. Each student was asked to bring a short list of ten or twenty articles whose price he or she had checked before leaving Canada. The same article or one of similar quality was then priced in France. Since the Abbey is rather isolated, students welcomed the chance to go *en ville* to complete their assignment. When each student had compiled his lists and converted the dollar prices into francs (and in many instances converted pounds into kilograms, quarts into liters, etc.), the results were combined and discussed in class.

These results were, as expected, mixed. The price of gas stood out, since it is more than three times as expensive in France

as in Canada; \$1.00 per gallon in Canada and \$3.40 per gallon in France. One student wondered if this is why he had noticed almost no "gas guzzlers" on French roads! The price of food tended to be quite similar in the two countries, with certain products slightly more expensive in Canada (milk, bread, yogurt, flour, apples and mushrooms, for example) while others cost slightly more in France (eggs, sugar, bananas, and onions among others). There were, however, some dramatic differences. Coffee, powdered milk, unsweetened chocolate and black pepper were significantly cheaper in France, while tea, butter, orange juice, tomatoes and potatoes were much more expensive. Tea, for example, was \$3.80 per pound in Canada, \$7.32 per pound in France. Clothes and footwear were in general more expensive in France: the same pair of Levi jeans were \$24.00 in Canada, \$40.00 in France, while Adidas tennis shoes were \$22.00 in Canada, \$43.00 in France. Paperbacks were cheaper in France; records and admission to movies more expensive. Most appliances cost more in France as well, with stereos and colour televisions being much more expensive. When all the prices were added together, it was found that, for the items being compared, the cost of living was about 15 per cent higher in France. Needless to say, all students learned a good deal of vocabulary from this assignment and, during the final evaluation of the program, most students felt it had been one of the most worthwhile activities.

Classes were normally held each weekday from 9:00 to 10:00 in the morning and from 4:30 to 5:30 in the afternoon. The rest of the day, students were *bénévoles*, and since this year most of the work being done involved the removal of earth and debris from the north transept, the familiar expression "*passer-moi la rhubarbe et je vous passerai le séné*" was replaced by the more à propos "*passer-moi la pelle et je vous passerai la pioche.*" Few if any of the students had ever experienced pick and shovel work first-hand (six of the nine students were girls) and many at first found the physical labour very tiring. Lunch and *goûter* at 4:00 p.m. were welcome breaks. All of the students adjusted very well to their new régime, however, and the directress of the Abbey complimented the students at the end of their stay for the excellent

progress they had made in advancing the restoration work.

The nature of the work was not the only culture shock experienced by the students while at Clairmont. Although all students agreed that, in general, the food was very good, *tête de veau* and *andouille* were dishes that met at first with some resistance from a few members of the group. Living conditions were also rather different from those familiar to the students and their relatively comfortable North American life style. Accommodation was akin to that offered in youth hostels, with male and female students each having one large room. Although Clairmont has modern plumbing, there was often no hot water and showers are prohibited, water being at a premium. Although students were made aware of these "hardships" before leaving for the Abbey, a period of adjustment was, to say the least, necessary, and those wishing to wash their hair every day did so in a nearby stream (where much of the laundry was done as well!). Once again, students did adjust very well to this rather drastic change in living conditions, preferring to consider it an adventure rather than a hardship.

Evenings were spent doing light housework (everyone took turns doing the dishes, etc.), preparing *exposés* and debates, playing games, taking walks, and in resting up for the next day's rigorous activities! And, as at all other times of the day, the one and only rule of the program was religiously respected: "*Ici on parle français.*" Three of the students informed me upon their return to Halifax that they had continued to speak French with each other for another week while visiting Paris. They simply did not want their experience in "total immersion" to end!

The third aspect of the Abbey experiment, the excursions, were not added as a frill, but formed an integral part of the program. I rented a small car upon arrival in Paris and each student knew in advance that he or she would participate both in a one-day excursion and a three-day weekend excursion before the end of their stay at Clairmont. Several possible itineraries were drawn up and proposed to the students, and the students themselves suggested several modifications. Everyone chose the same one-day excursion, a visit to Mont St. Michel and the nearby Brittany town of Fougères. During the longer weekend

excursions, points of interest in Normandy, the Loire Valley and central France were visited. Students brought extra money for these excursions and hotel rooms with showers were a popular feature! Since only three or four students were participating in an excursion at any given time, there were always *bénévoles* left at the Abbey to help with the restoration. Although the excursions constituted a welcome break for the students from the Abbey routine, French was still spoken at all times. Discussions in the car amounted to very long, pleasant and informal conversation classes, and as chauffeur, I often noticed students through the rear-view mirror jotting down unfamiliar expressions in their vocabulary notebooks which I had asked them to carry about at all times. One student mentioned that she had learned at

least as much new vocabulary during her excursions as she had in class!

In conclusion, as previously stated, the one rule of the program, "*ici on parle français*," was extraordinarily well respected, and students constantly conversed in French, not only with francophones they met and worked with, but among themselves. Progress in oral expression was in all cases highly satisfactory and in a few cases astonishing. Students also acquired, by living in France for nearly a month, new cultural insights and a deeper appreciation of *le fait français*. Another *bain linguistique* for advanced students of French is already being planned at the Abbaye de Clairmont for the summer of 1980.

Dalhousie University
Halifax, Nova Scotia

FOREIGN LANGUAGES AND DOCTORAL CANDIDATES:

THE NEED FOR REASSESSMENT

By Doris T. Stephens

While the question of the validity of the foreign language requirement for doctoral candidates was much debated during the 1960s and early '70s, as can be seen in the vast number of articles and surveys published at that time,¹ today few people in higher education seem really interested in the issue since most graduate departments have apparently settled the matter by lowering the requirement or by dropping it altogether.

Yet with Representative Paul Simon's insistence that the U.S. live up to the 1975 Helsinki Agreement by encouraging the study of foreign languages and civilizations, with President Carter's appointment of an advisory commission to evaluate the language picture in this country, and with the increasingly frequent news items and advertisements regarding the needs of business and industry for those skilled in languages, foreign language education is receiving more attention and favorable publicity.

In reassessing what is being done and what should be done in the future, we should not overlook the doctoral candidate or perhaps, more pertinently, the

potential doctoral candidate.

Dr. Rose L. Hayden, former Director of the International Education Project of the American Council on Education, has recently stressed the need for international scholarly exchange: "The best-of-all minds must be free to share and extend knowledge across national borders if mankind's pressing, common problems are to be solved. Without the free flow of ideas and research findings, man can never approximate the best-of-all-possible worlds."² Dr. Hayden has also stated that much foreign literature is not translated into English and that the need for language competence is very great.³

In the 1972 survey entitled *Doctoral Use of Foreign Languages: A Survey—Highlights*, Robert G. Wiltsey attempted to determine the use of doctoral languages after the degree was received, and the general use of any foreign language. In all cases, he found that a positive relationship existed between "the level of proficiency achieved in a particular language and the frequency of its use for scholarly purposes during and after graduate study. In other words, the

better a student knows a language, the more frequently he is likely to use it."⁴ Too often students already enrolled in graduate programs have been forced to begin language study on a non-credit basis for the sole purpose of passing an exam. This kind of approach to language learning explains the relatively minimal value of the hastily-gained, superficial, quickly-forgotten knowledge and the seemingly justifiable argument that the doctoral language requirement has been, to quote Walter L. Heilbronner, "a largely meaningless exercise in futility."⁵

Having repeatedly taught the reading courses in French for doctoral candidates, I am prone to agree with those who object to the ritual of the traditional requirement, and I firmly believe that the language preparation of doctoral candidates should begin on the undergraduate level. In reassessing the language program in general and the doctoral language needs specifically, foreign language departments should perhaps think in terms of actively recruiting potential graduate students and of offering special courses for them.

One possible option for such a course is a reading comprehension and translation series set up primarily for juniors and seniors who need or want language study.

Basic pronunciation would be taught at the beginning of the first course in the sequence, and laboratory materials made available, but, in general, speaking, listening and writing skills would not be emphasized. The purpose of the course would be the same as that of the traditional doctoral language requirement, *i. e.*, to prepare scholars for research. Fundamental research techniques, use of bibliographic tools, etc., could be incorporated into the syllabus as well as special, individualized projects that closely relate to the student's career objective.

Another option for potential doctoral candidates could be courses similar to those for regular beginning students in which the four skills are stressed but in which research techniques are also taught as an auxiliary skill. Library tours should be conducted so that students can become familiar with foreign literature, magazines, newspapers, bibliographic tools, dictionaries, scientific, medical, business journals, etc. The purpose of these courses would be to prepare future scholars not only for research but also for oral and written communication on an international scale. Efforts should be

made to keep the courses flexible enough for students to function within their personal interests or their career objectives, if determined.

For those doctoral candidates who must begin language study as graduate students, foreign language departments must make every effort to ensure that the courses will be relevant to the individual's particular area of specialization. All departments which offer graduate degrees should be strongly urged to give credit for the language courses and to insist that students take the courses at the beginning of their graduate study in order that the knowledge gained be used throughout the total academic program. Part of the course requirement should be a bibliography of foreign literature in the student's field and translations into English of several of the articles in the target language. Short research papers in which foreign literature is quoted could also be required.

Ideally, no graduate school in the country would accept students until they have demonstrated ability in one, and preferably two, languages. Perhaps if we in the language profession take active steps now to begin training undergraduates for future advanced studies, the traditional doctoral language requirement, which is gradually disappearing anyway, will be abolished, not because language skills are no longer important but because students have earlier acquired a language knowledge that is solid enough to be a useful tool during their graduate study and later in their chosen careers. Because our nation faces, as Dr. Hayden notes, "new global tasks with a much different style from those of yesteryear,"⁶ we must be willing to re-evaluate the curriculum and to change with the times in order to prepare our students for these new global tasks.

1. See Richard L. Admussen, "Trends in the Ph. D. Language Requirement," *Modern Language Journal*, LI (1967), 346-49; Albert Allen Bartlett, "The Foreign Language Requirement for the Ph. D.: A New Approach," *Foreign Language Annals*, II (December, 1968), 174-85; John L. D. Clark, "The Graduate School Foreign Language Requirement: A Survey of Testing Practices and Related Topics," *Foreign Language Annals*, II (December, 1968), 150-64; Robert H. Graham and W. Lee Hansen, "Footnotes and Foreign Language Requirements," *Modern Language Journal*, LIV (February, 1970), 91-107; W. Lee Hansen and Robert H. Graham, "Foreign Language Skills as a Scholarly Tool," *Modern Language Journal*, LIV (March 1970), 159-68; Francis Nock, "Foreign Languages as a Graduate Study Requirement," *Modern Language Journal*, XLIII (March, 1959), 129-33; André F.

Paquette, "Foreign Language Requirement for the Ph. D.: An Editorial," *Foreign Language Annals*, II (December, 1968), 148-49; Guy Stern and Victor Anthony Rudowski, "Ph. D.'s, Nobel Prize Winners, and the Foreign Language Requirement," *Modern Language Journal*, LII (November, 1968), 431-35.

2. "Close Encounters of a Real Kind: Study Abroad and International Education," address given on May 17, 1978 at Wayne State University.

3. Keynote address given on October 28, 1978 at the annual meeting of the East Tennessee

Education Association at Nashville, Tennessee.

4. "Doctoral Use of Foreign Languages," *ADFL Bulletin*, IV (September, 1972), 53.

5. "The Graduate Foreign Language Requirement—An Exercise in Futility?" *Graduate Comment*, IX (1966), 167.

6. "Close Encounters," p. 21.

University of Tennessee
Knoxville, Tenn.

COMMERCIAL FRENCH: A PRACTICAL ALTERNATIVE FOR THE INTERMEDIATE LEVEL

By Nancy Leatherman

In the spring semester of 1977, and again in spring 1979, a course in Commercial French was offered at Shippensburg State College. The impetus came from students who did not want to become teachers or continue their study of French in literature or linguistics at a graduate school.

Thus, having looked for models to help develop such a pragmatic course to meet students' needs and finding none exactly suitable, we cooperated first in the fall of 1974 with the Department of Business Education and Office Administration in sending out a questionnaire to major businesses and industries asking what skills would be most helpful for future bilingual employees. Our survey included questions on the needs for the three languages for which a major is offered at Shippensburg State College: French, German and Spanish.

Initially, a few secretarial students had requested that I teach them French shorthand which I had taught myself during vacations (the adaptation of Gregg to French as well as to Spanish). Consequently, this question figured in our survey and the answers revealed that there is very little demand for the ability to take shorthand in another language. The ability to read and translate incoming communications into other languages, however, is important to these potential employers. But perhaps even more crucial is the ability to use the language orally in varied situations, such as speaking with clients, co-workers or

officials from a branch of the company in another country, meeting such individuals at airports and entertaining them, and taking telephone messages, often long distance from another country, as well as Telex communications.

In November 1975 I gleaned much information as well as many innovative ideas and sources for materials at the joint conferences of FIPLV, ACTFL and AATF in Washington, D. C., especially at the special workshop on "Teaching Foreign Languages for Use in Industry and Commerce." From occasional articles in the *French Review* touching upon this subject and, especially from one in this bulletin of April 1978 by Judith Taybi came inspiration to continue the search for materials and to develop our course. I contacted the Chambre de Commerce et d'Industrie de Paris and found them most generous and helpful. They send me regularly their most interesting publication, *Le Français commercial: Bulletin de liaison*, from which I frequently make reading assignments in the commercial French course. The April 1978 issue includes information on the many aids and programs they have for teachers of French.

Two texts were chosen for our course: Bernard Cresson, *Introduction au français commercial* (Paris: Didier, 1972), and M. Rideau, *Correspondance commerciale, courrier, classement, fiches, notes, comptes rendus, procès-verbaux* (Paris: Dunod, 1975). As both come from France, there was a problem in getting

the books on time.

Our course carries three credits, class meeting three times weekly for one semester, and the content follows basically the topics covered in the Cresson text with its fine set of tape recordings: commercial correspondence; report writing; orders; complaints; banking; insurance; mailing; as well as some translating of business letters both from French to English and from English to French. There is also a unit on publicity during which students have a major project of launching some product on the market, using the various media. Not only books but other materials, such as blanks, advertising circulars, order forms and the like, which I acquired in Paris during the 1977 AATF conference, were

put to good use. And an extra-curricular activity for the group was a joint unit on cuisine with the advanced conversation class, for it is important to understand the French visitors' reaction to our different eating habits. In my kitchen we prepared *escargots*, *quiche*, *brioche*, *tartes aux fruits*, *gâteaux*, even a *bûche de Noël*, among many other things.

Of the students enrolled this year, only one was a French major; the others were specializing in marketing, journalism, accounting, and personnel management. For their library reading assignments and reports, additional material most appropriate to their major fields was sought and there follows a list of most of the books which we used effectively for this course.

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A game: "Le jeu de marketing" played like Monopoly, from Paris.

Shippensburg State College
Shippensburg, Pa.

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FRENCH LANGUAGE TEACHING
ASSISTANT PROGRAM
ACADEMIC YEAR 1980-1981

The Institute of International Education invites your participation in the French Language Teaching Assistant Program (FLTA) for academic year 1980-1981. The program is administered by the Institute in New York in cooperation with the Office National des Universités et Ecoles Françaises in Paris.

The FLTA Program is an international educational exchange activity which brings American and French youth together in an academic environment. It provides opportunities for American students and faculty to expand their knowledge of the French language and culture and to improve their fluency in French. For the French Assistant it offers a year's experience in an English language environment with many chances for interaction with Americans.

The purposes of this program are: 1) to help U.S. institutions broaden and enrich their French teaching capabilities through the use of the native speaker—students on the American campus are offered daily encounters and interaction with a foreign language and culture from a native informant close to their own age; 2) to permit French university students in English and American studies to spend a year in the United States working in their specialty.

Candidates for assistanships are chosen by personnel of the Office National possessing a thorough knowledge of the American system of education and considerable experience in the exchange of language teaching assistants. At IIE-New York, the final selection of students is made matching the student's background and experience to the particular needs of the U. S. institution. French students selected to participate in

the program range from those holding the *Diplôme Universitaire* to those holding the *Maîtrise d'anglais*.

Role of the participating schools: The participating U.S. institution may be a private or public school, college, or university. Each institution defines the assistantship to match its own needs. The incoming French assistant may have classroom responsibilities including teaching of grammar, literature, or civilization classes, holding conversation groups, or assisting in language laboratories; they may direct tutorial sessions or *animate* a French house or club. Frequently their responsibilities encompass a combination of tasks. The award made by the institution to the assistant usually includes room, board, tuition and fees for study and a monthly stipend. The stipend, or pocket money, offered often depends upon the cost of living in a given area. Flexible arrangements in all these areas, including homestays in lieu of room and board can be worked out on an individual basis.

Approximately thirty-five to forty-five French university students have been assisting in language departments each year since the Program's inception in 1968. They have been in all areas of the United States, from large urban centers to small rural towns. With advance planning, an assistant can usually be found to meet almost any need or requirement.

Detailed information on this program can be obtained from: French Language Teaching Assistant Program, Office of English and Special Services, Institute of International Education, 809 United Nations Plaza, New York, New York 10017.

AN EXCHANGE PROGRAM

AATF members interested in a one-to-one interchange of teaching positions for the 1980-1981 academic year with a French teacher of English at the *Terminale* level (grade 12) are invited to write urgently to Milan Kovacovic, Chairman, AATF Commission on Teacher

Exchange, Department of Foreign Languages and Literatures, University of Minnesota, Duluth, MN 55812.

American participants will teach English, with special emphasis on American language, literature, and civilization. Grants will be awarded for

the travel expenses of the participants, who will continue to receive their home salaries and fringe benefits in the host country (leave of absence with pay).

High school teachers and college instructors or assistant professors are

eligible to apply. Other basic requirements are: U.S. citizenship, current full-time employment, minimum of three years teaching experience (application can be made during third year).

L'ENSEIGNEMENT DU CREOLE EN HAÏTI

Un important symposium sur l'introduction du créole dans l'enseignement s'est tenu à Port-au-Prince en août dernier. Il réunissait des professeurs, des spécialistes de l'éducation et de programmes bilingues, des linguistes venant des Etats-Unis et de la Caraïbe. Organisé par le ministre de l'éducation nationale haïtienne avec l'appui de la U. S. Agency for International Development et le concours technique de l'Université Indiana, ce symposium a permis à tous ceux qui oeuvrent à faire du créole un instrument et un objet d'enseignement d'échanger leur point de vue, de prendre connaissance des expériences d'enseignement par le créole déjà réalisées dans certains points du pays et aux U.S.A., et des techniques pédagogiques utilisées. Dans la séance d'ouverture le Secrétaire d'Etat à l'Education a défini la nouvelle politique éducative de son ministère visant à asseoir l'enseignement sur une base scientifique en tenant compte de la réalité linguistique du milieu. Autour du thème central "Le Créole dans l'enseignement primaire" de nombreux points ont été développés, entre autres, l'expansion et la promotion du créole, la situation linguistique d'Haïti, l'enseignement et l'aménagement linguistique aux Antilles néerlandaises, l'environnement linguistique de l'enfant haïtien. Des questions importantes ont été discutées comme, par exemple, les finalités de l'enseignement primaire en Haïti, les modèles bilingues pour Haïti ainsi que les facteurs déterminant le choix de ces derniers. On a aussi posé le problème de la production de matériels pédagogiques, des implications de l'introduction du créole à l'école primaire et de la formation d'enseignants motivés à l'utilisation du créole. On a traité également de la normalisation de la langue vernaculaire, de ses ressources stylistiques, etc.

Des groupes d'enseignants des différentes régions (du pays) d'Haïti ont fait état de leurs expériences avec le créole comme langue outil et langue objet.

Autour du thème central "Le Créole dans l'enseignement primaire" les points suivants ont été développés:

"La Situation linguistique d'Haïti" par Albert Valdman (Université Indiana)

"Enseignement et aménagement linguistique aux Antilles Néerlandaises" par Ramon Todd Dandaré (Centre de Linguistique Appliquée d'Aruba)

"Expansion et promotion du créole" par George Mathelier (Centre de Linguistique Appliquée de Port au-Prince, Haïti)

"Modèles bilingues pour Haïti" par Albert Valdman (Université Indiana) et Georges Stéphan (Institut Pédagogique National)

"L'Environnement linguistique de l'enfant haïtien" par Yves Joseph (Université Indiana, Institut Pédagogique National)

"Conception du matériel didactique" par Marie J. Lévy (Dade County Schools, Floride, U.S.A.) et Nirvah St. Hubert (New York City Bilingual Programs, U. S. A.)

"Réflexions sur l'organisation d'un curriculum bilingue" par Michael Chiappeta (Université Indiana)

"Production du matériel didactique" par Joseph L. Howell, Robert W. O'Hare

"Finalités de l'enseignement primaire dans Haïti et facteurs déterminant le choix de modèles" par Georges Mathelier (Centre de Linguistique Appliquée de Port-au-Prince)

et Howard Sullivan (Southwest Regional Education Laboratory, U. S. A.)

"Le nouveau profil de l'enseignant haïtien" par Roger Delmas (Ministère de l'Education, Projet de la Banque Mondiale)

"Implications de l'introduction du créole dans l'enseignement" par Wilson Prévilor (Institut Pédagogique National)

"Codification et normalisation du créole" par Pierre Vernet (Centre Linguistique Appliquée de Port-au-Prince)

"La créativité lexicale en créole," par Ernst Mirville (Institut de Linguistique Appliquée de Port-au-Prince)

"Les ressources stylistiques du créole" par Rassoul Labuchim et Célestin Mérie (Haïti)

Des rapports ont été présentés par les groupes suivants engagés dans des expériences et des programmes scolaires faisant emploi du créole comme langue

outil:

Groupe de Gébéau (Jérémie) par Pierre Louis Juin

Groupe de Radio Soleil (Port-au-Prince) par Roger Désir

Groupe de Laborde (Les Cayes) Soeur Irnénée h. de Marie

Groupe de Laviolette (Cap-Haïtien) par Soeur Alodie

Groupe de Thomassique par Marc Fivez

Groupe de Nord Ouest par Soeur Irénée du Sacré Coeur

Groupe de la Saline (Port-au-Prince)

Les Actes de ce Séminaire seront disponibles à partir du 1er février, 1980 contre la somme de \$5.50 (Expédition avion U.S.A.) ou \$6.25 (Expédition avion étranger). Les commandes devront être adressés à: Creole Research Project, Indiana University, Lindley Hall 019, Bloomington, IN 47401

USOE BILINGUAL PROGRAM SUMMER INSTITUTE FOR HAITIAN CREOLE

Indiana University, under the auspices of the USOE Bilingual Program, is organizing a summer institute for bilingual teachers involved in programs addressed to children in the United States speaking French and Haitian Creole. This is the first training institute for Haitian Creole funded by the Bilingual Program. The Institute will be held during the 1980 summer session, June 23-August 12, 1980, on the Bloomington campus of Indiana University.

The Institute program will include intensive training in Haitian Creole, at the beginning and intermediate levels, courses in the structure and sociolinguistic status of Haitian Creole and bilingual education, a workshop in curriculum design and the preparation of materials for Haitian Creole bilingual programs. The Institute will be preceded by a two-week, 60-hour intensive training session for those participants who are not fluent speakers of Haitian Creole. That

session will begin on June 18, 1980. In addition to I. U. faculty the Institute will be staffed by bilingual education specialists from the Miami and New York City bilingual programs and from Haiti.

Participation in the Institute is open to three types of persons:

1. native speakers of Haitian Creole currently teaching or intending to teach in Haitian Creole bilingual programs;

2. specialized bilingual education teachers who wish to acquire proficiency in Haitian Creole; and

3. persons not presently involved in bilingual education who wish to acquire proficiency in Haitian Creole and training in bilingual education.

Participants will receive a stipend of \$1,200, tuition fee remission for six to eight graduate credit hours and a travel allowance of up to \$150. Applicants for the 20 fellowships need to have U. S. citizenship or residence status, hold the B.A. or B.S. degree, and demonstrate in-depth proficiency in French.

Fellows will receive a stipend of approximately \$1,200 for the eight weeks and a fee remission scholarship.

For further information contact: A. Valdman, Creole Institute, Lindley Hall, Room 017, Indiana University, Bloomington, Indiana 47405. Phone: 812-337-0097.

NEH SUMMER SEMINARS FOR COLLEGE TEACHERS

The National Endowment for the Humanities has announced that its program of Summer Seminars for College Teachers will offer 120 eight-week seminars, including three in French and two in linguistics, during the summer of 1980. Twelve college teachers will be selected to attend each seminar, and

participants will receive a stipend of \$2,500 to cover travel expenses to and from the seminar location; books and other research expenses; and living expenses.

Write NEH for information: 806 15th Street N.W., Washington, D. C. 20506. Application deadline is April 1.

CALENDAR OF UPCOMING MEETINGS

Florida State University Comparative Literature Circle Conference on Literature and Film

Dates: January 24-26, 1980. Place: Tallahassee, Florida. Information: Leon Golden, Program in the Humanities, Florida State University, 324 Williams Building, Tallahassee, Florida 32306.

Alabama Association of Foreign Language Teachers.

Date: February 2, 1980. Place: Birmingham, Alabama. Information: Don Hartman, 211 Dixon Avenue, Birmingham, Alabama 35209.

Southern Comparative Literature Association and Southern Humanities Conference.

Dates: February 14-16, 1980. Place: Auburn University. Information: Alexander Dunlop and Gregory I. Stevens, Department of English, Auburn University, Auburn, Alabama 36830.

Tennessee Philological Association.

Dates: February 21-23, 1980. Place: Belmont College. Information: Charles Hobbs, Department of English, Carson-Newman College, Jefferson City, Tennessee 37760.

Eighth Annual Conference on Twentieth Century Literature. Theme: The Many Faces of Humor in Twentieth Century Literature.

Dates: February 28-29, 1980. Place: Louisville, Kentucky. Information and call for papers: Marilyn V. Schuler, Department of Modern Languages, University of Louisville, Louisville, Kentucky 40208.

Third Los Angeles Second Language Research Forum.

Dates: February 28-March 2, 1980. Place: Los Angeles, California. Information: Jeannine Gerbault, English as a Second Language, University of California at Los Angeles, Los Angeles, California 90025.

International Montaigne Colloquium.

Dates: February 29-March 1, 1980. Place: University of Massachusetts. Information: Daniel Martin, Department of French and Italian, University of Massachusetts, Amherst, Massachusetts 01003.

Philological Association of the Carolinas.

Dates: March 13-15, 1980. Place: Clemson University. Information: C. Michael Smith, Department of English and Drama, Winthrop College, Rock Hill, South Carolina 29733.

Northeast Modern Language Association.

Dates: March 19-20, 1980. Place: Southeastern Massachusetts University. Information: Cortland Arsen, Department of English, Bronx Community College, Bronx, New York 10453.

Medieval Academy of America and Medieval Association of the Pacific.

Dates: March 27-29, 1980. Place: University of California, Los Angeles. Information: Florence Ridley, Department of English, University of California, Los Angeles, California 90024.

Tenth Anniversary Linguistic Symposium on Romance Languages.

Dates: March 27-29, 1980. Place: University of Washington. Information: Romance Linguistic Symposium, Romance Languages GN 60, University of Washington, Seattle, Washington 98195.

Southeastern Conference on Linguistics.

Dates: March 28-30, 1980. Place: Memphis State University. Information: Reza Ordoubadian, Box 275, Middle Tennessee State University, Murfreesboro, Tennessee 37132.

Sixth International Symposium on Computers in Literary and Linguistic Research.

Dates: March 28-April 3, 1980. Place: Cambridge, England. Information: J. L. Dawson, Literary and Linguistic Computing Centre, Sidgwick Sit, Cambridge, CB3 9DA, England.

International Congress on Languages and Foreign Language Instruction in Europe.

Dates: April 8-11, 1980. Place: Hamburg, West Germany. Information: Fachverband Moderne Fremdsprachen, Hedwigstrasse 4, D-8000, Munich, West Germany.

American Society for Eighteenth Century Studies.

Dates: April 10-12, 1980. Place: San Francisco. Information: Yvonne Nobel, 53 New Dover Road, Canterbury Kent, England.

Central Renaissance Conference.

Dates: April 10-12, 1980. Place: Urbana, Illinois. Information: Barbara C. Bowen, School of Humanities, University of Illinois, Urbana, Illinois 61801.

Wisconsin Association of Foreign Language Teachers.

Dates: April 10-12, 1980. Place: Marc Plaza Hotel, Milwaukee, Wisconsin. Information: Lewis Bosworth, Office of New Student Services, 432 North, Madison, Wisconsin 53706. Phone: 608-262-3318. Note: Meeting will be held in conjunction with Central States Conference.

Western Regional Meeting of the Conference on Christianity and Literature.

Dates: April 11-12, 1980. Place: Spokane, Washington. Information: Lewis F. Archer, Department of English, Whitworth College, Spokane, Washington 99251.

Foreign Language Association of Virginia.

Dates: April 11-12, 1980. Place: Fredericksburg, Virginia. Information: Robert M. Terry, Department of Modern Foreign Languages, University of Richmond, Richmond, Virginia 23173.

Colloquium on Twentieth-Century Québécois Literature: "Situations et formes de la littérature québécoise contemporaine."

Dates: August 1-10, 1980. Place: Centre Culturel International, Cerisy-la-Salle, France. For further information: Armand B. Chartier, Department of Languages, University of Rhode Island, Kingston, R.I. 02881; or Jean-Pierre Vidal, Département des Lettres, Université du Québec à Chicoutimi, Chicoutimi, Québec G7H 2B1.