

# AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 5 NUMBER 4 APRIL 1980



Professor Joyaux  
Elected President



## Convention Issue

It should no longer be a surprise to anyone that the 53th annual convention of the AATF will be held in Quebec City, June 26-30. A major part of this issue is devoted to material on the convention.

Please pay particular attention to the registration deadlines for the preconference workshops, the convention itself, as well as for room reservations in the Château Frontenac.

The contents of this issue are:

### CONTENTS

Prof. Joyaux Elected President	1
"Canadian French—An Aural Approach"	2
"Contemporary French Culture and Society"	4
Hotel Reservation Request	6
Sommaire du Congrès Annuel	6
Registration Form	7
Workshops	7
Exchange with Quebec	8
ACTFL Bulletin	9
Calendar of Upcoming Meetings	9
Commission on Research and Reference Tools	11

## Call for Papers

The backlog of papers submitted to the *Bulletin* has now been exhausted. Readers are encouraged to submit *short* articles on Francophone literature and civilization, or on the teaching of French. Photographs and artwork, accompanying an article or note, are also highly desired. Both should be black and white only. Send all submissions to John F. Kunkle, Editor, Box 43331, U.S.L., Lafayette, LA 70504.

After a very close presidential race, Professor Georges Joyaux of Michigan State University was declared the winner over Jean-Charles Seigneuret of Washington State University. The vote tally was 1,486 to 1,391. Professor Joyaux assumed his duties on January 1, 1980. The other close race was in Region III where Brenda Benzin narrowly defeated Professor William Marceau of St. John Fisher College.

The other officers for 1980-1982 are: Jean Carduner, Vice-President I, University of Michigan; Philip Stewart, Vice-President II, Duke University; Rebecca Valette, Vice-President III, Boston College.

The Regional Representatives are: Beverly G. Adams, Edgemont High School, Scarsdale, NY; Yolande L. Petrin, Avon Old Farms School, Avon, CT; Brenda B. Benzin, Herbert Hoover Jr. HS, Kenmore, NY; Larry R. Simmons, Germantown Friends School, Philadelphia, PA; C. Lee Bradley, Valdosta State College, Valdosta, VA; Donald Greenham, McKinley Sr. HS, Canton, OH; Estella M. Gahala, Lyons Township HS, La Grange, IL; Rolande L. Leguillon, University of St. Thomas, Houston, TX; Marie M. Goff-Tuttle, San Rafael HS, San Rafael, CA.

The other members of the Executive Council are: Anne Slack, Harvard University; Stirling Haig, University of North Carolina at Chapel Hill; Catharine S. Brosman, Tulane University; and Fred M. Jenkins, University of Illinois.

## CANADIAN FRENCH— AN AURAL APPROACH



Lois Vines  
Ohio University

What does Canadian French *sound* like? Students in my beginning classes ask this question when they learn through the cultural material in their textbooks that Montreal is the second largest French-speaking city in the world. In the junior-level conversation class,

students wonder whether they could understand Canadian French if they visited Quebec. Their comments reveal basic misconceptions which must be dealt with at some point during their second-language education. "I knew a French lady who went there and couldn't understand a word," said one. Another chimed in, "Oh, the French Canadians are bilingual anyway." Graduate students in my applied phonetics class have a more sophisticated outlook, since they have studied differences between Canadian and Standard French from a linguistic point of view. But they too want to *hear* the language, not just read about it. Many teachers making their first trip to Quebec for the 1980 Convention are no doubt eager to brush up on comprehension skills before arriving in "La Belle Province."

There are several ways to become familiar with Canadian French before going to Canada: 1. Get to know a French Canadian (rather unlikely, unless you live in the Northeast); 2. Listen to a French Canadian station on a short-wave radio (static might interfere with comprehension); 3. Order a French-Canadian film for your class; or 4. Order a radio program or video tape from Radio Quebec (appropriate addresses are given below). One problem I have found when putting these suggestions into practice is that a great deal of background preparation is needed on the part of the teacher. Considering the plethora of audio materials available on the market, I often felt that there must be a program somewhere that made a point of dealing with Canadian French. After a lengthy correspondence with American producers of audio materials came to a dead end, I contacted Canadian educators to find out how they presented Québécois to their students of French as a second language. My first letter of inquiry just happened to go to the right place. The Modern Language Centre, part of the Ontario Institute for Studies in Education (a non-

profit research organization concerned with curriculum development) has produced a series of modules, three of which deal directly with Canadian French pronunciation.

The concept of a module, as it comes to us from computer technology, refers to a self-contained unit which can be plugged into an already existing system. This is exactly the idea the creators of the language modules had in mind. Each module is a kit, independent of existing programs, which deals with one specific aspect of language learning. The module entitled *Le Français parlé au Canada* contains a cassette tape, 35 handbooks to be used with the tape, 35 resource booklets called "What is Canadian French?", and a teacher's guide with suggestions for using the module and masters of two quizzes to be used with the tape. The objectives of the module, as clearly stated in the teacher's guide, are "to give English-speaking students of French as a second language an opportunity to listen to Canadian French speech, to promote greater communication and understanding between French Canadian and English Canadian students, to familiarize students with some dialect differences exemplified in the phonology of Canadian French, and to allow students to become acquainted with certain general linguistic phenomena and terminology." These objectives represented the goals I had been trying to achieve in a much less organized way, so I decided to test the kit in my own classes.

The lowest level in which I have introduced the module is the second year of college French. Students responded with enthusiasm and welcomed the change in pace from the grammar-reading routine. They read the five-page resource booklet (in English) outside of class and came prepared to discuss the concepts of language, dialect, accent, and the origins and characteristics of Canadian French. The students also studied the tape handbook (written in English with examples in French) before hearing the cassette in class.

The speech differences between Standard and Canadian French presented in the module are: 1. assimilation; 2. the apico-dental "r" often heard in the Montreal region and the uvular "r" generally found in the region around Quebec City; 3. Standard French vowels  $\alpha$  and  $a$  in some cases pronounced  $\text{ɔ}$  in Canadian French,  $i$  in Standard sometimes pronounced  $l$  in Canadian and  $u$  in Standard in many cases pronounced [u] in Canadian; 4. Standard French nasal vowel [ã] pronounced [ɛ̃] or [ɛ̃] in Canadian and Standard French [ê] pronounced [ɛ̃] in Canadian; and 5. diphthongization. Students enjoyed taking the two quizzes given at the end of the presentation.

For the first quiz the same word was repeated three times, two times in Standard French and once in Canadian or vice versa. Students were asked to indicate on their papers whether the word pronounced differently was Standard or Canadian French. The results were very satisfying, since everyone got all the answers correct. The second quiz was more difficult and more interesting. A brief story was told in Canadian French (seven sentences), then each sentence was repeated once followed by a pause. The students wrote notes on each sentence, then we reconstructed the story orally in Standard French. Lively participation showed that their comprehension skills were equal to the task.

*Le Français parlé au Canada* gives a very basic introduction to speech characteristics of Canadian French. Two other modules, *Devant le micro 1* and *Devant le micro 2*, are designed to



provide the students with the opportunity to increase their listening comprehension in a French Canadian context. Unrehearsed interviews with French Canadian teenagers talking about their personal backgrounds, extracurricular activities, plans for the future, and their views on marriage are presented in the two modules. Transcript booklets provide a verbatim account of the interviews and can be used at the teacher's discretion. My advanced group enjoyed the challenge of listening to the discussions without looking at a transcript. The teacher's booklet gives background information, thus saving time-consuming preparation. For example, each of the French Canadians mentions CEGEP (Collège d'Enseignement général et professionnel) which, as the booklet explains, is a two-year province-wide program beginning at the end of the 11th grade in Quebec. While students of Standard French are developing their comprehension skills in Canadian French, they are also becoming familiar with expressions which are particular to Quebec.

If the teacher wishes to expand the Canadian

theme, other modules introduce Canadian Studies into the classroom. Two modules, *Trudeau et le fédéralisme* and *René Lévesque et le séparatisme* (including original speeches by each leader) deal with conflicting sides of an important political problem. *Le Hockey* prepares students to understand a televised hockey game in French and *De Chez Nous* provides a fascinating introduction to Quebec City. Follow-up activities included in all the modules stimulate student participation.

Radio broadcasts, films, and videotapes have more meaning once students and teachers are adequately prepared to deal with them, both from a linguistic and a cultural point of view. The developers of the modules have bridged an important gap by providing speakers of Standard French with aural materials which enable us to understand and enjoy French Canadian speech and culture.

---

## Western Society for French History Meeting

The Eighth Annual Meeting of the Western Society for French History will be held October 23-25, 1980, at the University of Oregon in Eugene, Oregon. Jointly hosted by the Departments of History and Romance Languages, the conference will bring together specialists in both historical and literary studies.

Proposals for papers and panels, as well as requests for general information, should be sent immediately to Professor Jeanne Ojala, Department of History, University of Utah, Salt Lake City, Utah 84112. Papers and sessions are sought from all periods and fields of French history and literature.

---

## Call for Papers

*Second National Conference on Individualized Instruction in Foreign Languages.*

Dates: October 24-25, 1980. Papers and proposals to: Gerard L. Ervin, Foreign Language Coordinator, 186 University Hall, Ohio State University, Columbus, Ohio 43210.

*Stefan Zweig Symposium.*

Dates: Spring 1981. Place: Fredonia, New York. Papers and proposals (on Zweig's association with France) to: Prof. Marion Sonnenfeld, SUNY College at Fredonia, Fredonia, NY 14063, by April 30, 1980.

CONTEMPORARY FRENCH CULTURE AND SOCIETY:  
A Report on the Institute-Workshop  
funded by the National Endowment for the Humanities  
at the State University of New York at Albany,  
June 25 to August 3, 1979

*Goals*

The purpose of the Institute-Workshop was to provide twenty professors of French, coming from representative areas and institutions of the country and with a manifest interest in the study of French culture and society, the opportunity to:

1. meet, work, and study under the guidance of six eminent specialists (one specialist a week for six weeks) whose research and publications focus mainly on French culture and society.
2. design and establish for their respective institutions a specific course on French society and culture for advanced-intermediate students;
3. try to develop specific instructional materials, strategies, and testing units better to integrate the teaching of culture and language.

*Activities and approaches*

The Institute functioned five days each week. Although we allowed ourselves flexibility in scheduling, we generally met from 9 to 12 for a formal seminar. For further informal questions and discussions with the specialists, the participants formed small groups for lunch and dinner. The remaining afternoons and / or evenings were devoted to joint or group curriculum meetings, reading, occasional lectures by other visiting experts, screening of a series of commercial full feature films of the seventies on related topics.

To implement the various aspects of our goals, we concentrated on the question of *why* French society is the kind of society it is, rather than on detailed descriptions of its characteristics. For this reason, we focused our attention during each of the six weeks on one major aspect or theme, working under the direction of one specialist.

The Institute was thus oriented toward an in-depth and intensive study of specific topics rather than toward comprehensive coverage, and by a synchronic rather than by the traditional diachronic view of French civilization and its historical and artistic developments. Each topic was often examined on the basis of its convergent or divergent characteristics when compared with the United States. Identifying particular themes for purposes of cultural analysis and comparison

is of course artificial since in concrete social life there are no sharply etched lines separating one theme from others, but rather a complex criss-crossing of numerous systems. French culture and society is by definition an inexhaustible corpus and I had to make certain choices.

*Summary of Seminars*

Laurence Wylie began the first week by discussing the various principles and techniques involved in teaching French value orientations, socialization, body talk, and nonverbal communication, as well as the civilization or culture course in general. According to Wylie, French departments have for too long planned their curriculum to the needs of one out of twenty students. What is required is a serious course or series of courses on French society and culture. Indeed, the traditional *cours de civilisation* will not necessarily appeal to the other nineteen students nor will the type of petty information on how to order coffee or take the subway help us gain the respect of other colleagues. Despite our complex and ambiguous situation in offering courses on French society and culture in foreign language departments, we should also avoid a blind reverence for the social sciences. We should accept our limitations, do our work in our own terms, create our own courses, in our own language, for our own students, and use and combat the stereotypes that Americans have of French culture.

Evelyne Sullerot, the well-known sociologist who co-founded the French family planning in the 50's and who is presently a member of the Social and Economic Council of the French Republic, summarized during the second week three major aspects of her research and publications: French demography, marriage and the family, the working women of France. Retracing the various demographic "crises" since 1750, she outlined the possible dangers and consequences a low birthrate combined with the present economic crisis would have on working women. She also pointed out how intellectually stimulating and enriching the analysis of French society can be when perceived through the perspective of the *condition de la femme*. She gave fascinating

examples on the changes taking place in marriages and family life.

During the third week, Gérard Vincent, professor of contemporary history at the *Institut d'Etudes Politiques de Paris*, presented a detailed description of the French socio-professional groups and categories as they are classified by *l'INSEE* (Institut National des Statistiques et des Etudes Economiques). Showing that a country's system of classification can be very revealing of its civilizational trends, he instructed us in the fine art of deciphering graphs, statistics, and opinion polls. Retracing the evolution, the ideology, the roles of each social category, Professor Vincent went on to describe the complex mechanics of social mobility, emphasizing the existence and perpetuation at the top of a dominant class.

The fourth week was spent with Stanley Hoffmann, Chairman of the West European Studies Center at Harvard University, who retraced the relationship between the citizen and the State from *l'Ancien Régime* to the Fifth Republic. Indeed, the *Ancien Régime*, the Revolution, the Third and Fourth Republics have all left profound traces not only in today's institutions but also in the behavior of contemporary French citizens. These traces are fundamental and must be kept in mind if we want to fully understand the transformations, the contradictions, the developments or declines which, in the last thirty years, have marked the French political, economic, social, and cultural life. The reasonably stable majority, the predominance of the executive over Parliament, a Constitution not openly challenged, except by the Communists, the power of a technocratic elite do not erase political ambiguities which might reactivate old turbulences in the relations of the French with their State.

During the fifth week, Claude Fischler, field researcher at the CNRS and the *Ecole Pratique des Hautes Etudes*, illustrated two specific cases of urban and industrial policy by the central bureaucracy and the repercussions they had on local life. Basing his remarks on personal field work in the *quartier de la Défense* in Paris and in the industrial complex of Fos-sur-Mer near Marseille, he described how such utopian operations of *aménagement du territoire* contributed to the progressive emergence of a regionalist and ecological conscience. Interested in the social modifications taking place in the daily life of the French, Fischler went on to describe and analyze the new culinary and alimentary habits and fashions as they relate to various social classes.

The final week was devoted to the current cultural and intellectual life. No one was in a better position to give us a portrait of the French intelligentsia than Jean-Marie Domenach. Director of *Esprit* until 1976, presently teaching at the *Centre de formation des journalistes*, he has indeed lived in the midst of all the cultural and intellectual conflicts of the past three decades. Reviewing the definition, the role, the evolution of *les intellectuels* in French society, Domenach proceeded to examine their relationship with the State, the press, the media, and masses.

Needless to say, the six weeks were an intense, stimulating, and pleasant experience. The twenty participants selected from more than eighty applicants formed a highly motivated group which did not hesitate to question and debate the sometimes controversial theses presented. All the seminars have been audiotaped and an edited version titled *Contemporary French Culture and Society* should shortly be available with Newbury House Publishers.

Georges Santini  
Michigan State University

In an effort to increase public awareness of the importance of foreign languages, the Oregon Foreign Language Council has produced five public service announcements. The themes are "Foreign Language Week" (undated—10 seconds); "Foreign Languages and Technology" (narration by Senator Mark Hatfield—30 seconds); "Foreign Languages and Roots" (60 seconds); "Foreign Languages and the Traveler" (30 seconds); and "Foreign Languages—Key to Communication" (20 seconds). The five PSAs have been written, filmed, and edited by William Holloway, Media Specialist, South Albany High School, Albany, Oregon, and Roger Love, Media Specialist, Sheldon High School, Eugene, Oregon.

The five PSAs are available on a single three-fourths inch video cassette, suitable for use by any TV station. The PSAs are *copyrighted* and may not be duplicated. Purchase price: \$70.00 for the first tape, \$60.00 for each additional tape ordered by the same address at the same time (Canada: \$75-\$85). Price includes postage and handling. Included with each tape is a copy of the script and suggestions for getting the PSAs aired. Payment must accompany orders. Address all questions concerning ordering to Matinee Media, P. O. Box 301, Albany, Oregon 97321. Other questions may be addressed to Oregon Foreign Language Council, Judy Daughtery, President, 4541 Chippewa Ct SE, Salem, Oregon 97301. Phone: 503-399-3241 (North Salem High School), 363-4612 (home).

**QUEBEC CONVENTION—JUNE 26-30, 1980—QUEBEC CITY**  
**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, June 26-30, 1980**  
**Hotel Reservation Request**

Chateau Frontenac, Quebec

To assure accommodations and rates requested, reservation must be received 30 days prior to time of arrival. Deposit for first night required for arrival after 6 p.m. local time.

NAME \_\_\_\_\_

STREET \_\_\_\_\_

CITY \_\_\_\_\_ STATE OR PROVINCE \_\_\_\_\_

Arrival date \_\_\_\_\_ (a.m.; p.m.)      Departure date \_\_\_\_\_ (a.m.; p.m.)

Prices are quoted in Canadian dollars. Convention rates apply for any early arrivals or late departures before or after the official dates.

\_\_\_ Single \$40 (approx. \$35 U.S.)      \_\_\_ Twin \$50 (approx. \$43 U.S.)      \_\_\_ Double \$50 (approx. \$43 U.S.)

**Lodging, Transportation, and Excursion Information**

Convention headquarters and all meetings, plus many of the associated cultural events, will be in the spacious and elegant Chateau Frontenac Hotel (1, rue des Carrières, Québec, Qué. G1R 4PS), where our official rates are \$40 (Canadian) per night for a single (approx. \$35 U.S.) and \$50 (approx. \$43 U.S.) for a double or twin for two persons. Send your reservation directly to the hotel before the May 26th deadline, and be sure to mention that you will be attending the AATF Convention, if you do not use one of our regular reservation forms: see Nov. *Bulletin*, p. 4. Members desiring lodging elsewhere should consult the folder entitled *Québec Métropolitain Hébergement* which lists names, addresses, and price ranges for the entire area. This is available from: Service du Tourisme et des Congrès, Communauté urbaine de Québec, 60, rue d'Auteuil, Québec, Qué. G1R 4M8 Canada; or from: Quebec Government House, 35 E. Wacker Drive, Chicago, IL 60601 (Quebec Government House, 17 W. 50th St., New York City, NY 10020); or from: AATF National Headquarters, 57 E. Armory Ave., Champaign, IL 61820. Note that the special

Convention rate at the Frontenac is valid for early arrivals and late departures, before or after the official dates. Reservations at other hotels, motels, or rooming houses in Quebec City *should be made as early as possible* because June is a heavy tourist month.

Contrary to our practice for the Paris (1977) and Martinique Conventions (1979), AATF will not be coordinating travel arrangements to Quebec. Members should thus make their own plane or train reservations and the sooner the better, in order to take advantage of price breaks on advance bookings.

Excursions within Quebec both before, during, and after the Convention will be coordinated by: Hospitalité Tours, 1164 rue Turnbull, Québec, Qué. G1R 2X8 Canada. Write them directly for details. An excursion sign-up table will be available in the registration area of the Frontenac to handle afternoon excursions during the Convention itself.

F.M. Jenkins  
Executive Secretary

**SOMMAIRE DU CONGRES ANNUEL**

(Le programme détaillé sera publié dans  
la *French Review* du mois de mai)

Jeudi 26 juin

soir: Ateliers  
Conférence et film: La société québécoise.

après-midi: libre  
soir: Récital

Le roman québécois  
Federal Funding for Foreign Language Teaching,  
Fellowships and Research  
Le carrefour pédagogique

Vendredi 27 juin

matin: La littérature québécoise: une vue d'ensemble  
Linguistique: les parlers français du Québec

matin: Bilinguisme: les efforts pour le bilinguisme au

Samedi 28 juin

Québec  
 Les Franco-Américains d'hier, d'aujourd'hui et de  
 demain  
 Continuing Traditions in French Medieval and  
 Renaissance Literature  
 L'enseignement de la poésie québécoise  
 L'enseignement du français, langue seconde  
 Le théâtre québécois  
 Leadership workshops  
 après-midi: libre  
 soir: Réception et soirée théâtrale

Dimanche 29 juin

matin: libre  
 après-midi: Rencontre avec les enseignants québécois  
 Les échanges francophones entre le Québec et les

Etats-Unis  
 Veillée folklorique

Lundi 30 juin

matin: Assemblée Générale de l'AATF  
 Le téléroman québécois: applications pédagogiques  
 Aspects moralistes de la littérature aux 17e et 18e  
 siècles  
 La Commission présidentielle sur l'enseignement  
 des langues (discussion)  
 Littérature française du 19e et du 20e siècles  
 La chanson québécoise: applications pédagogiques  
 Réunions des commissions de l'AATF  
 libre  
 après-midi: Croisière sur le St. Laurent. (Nombre de places  
 soir: limité.)

## REGISTRATION FORM

\_\_\_ Convention pre-registration: \$15 U.S., \$17 Can. \$\$20 U.S. or \$23 Can., if paid after *June 19th*). Adult family members of a convention registrant need not be AATF members but must pay the registration fee in order to attend sessions and cultural events.

\_\_\_ Preconvention Workshop, *La chanson québécoise: applications pédagogiques*, Thurs., June 26th, all day: \$35 U.S., \$40 Can.

\_\_\_ Preconvention Workshop, *Cinéma, téléroman, radio: applications pédagogiques*, Thurs., June 26th, all day: \$35 U.S., \$40 Can.

\_\_\_ AATF membership for 1980: U.S., \$17 Can. (Convention and Workshop registrants must be AATF members or must apply simultaneously for membership.)

\_\_\_ TOTAL ENCLOSED (payable to AATF, please)

*Note 1:* Enrollment in the Workshops is limited (first come, first served basis) and your fee must be received at the AATF National Headquarters prior to *June 19th*.

*Note 2:* Requests for refunds on any of the above options for whatever reason must be received by the same date (*June 19th*). A small portion of the fee(s) will be retained in any case to cover administrative costs.

Name of AATF Member: \_\_\_\_\_

Street Address: \_\_\_\_\_

State or Province \_\_\_\_\_ Postal Code \_\_\_\_\_

School, College, or Univ. affiliation: \_\_\_\_\_

AATF Chapter affiliation: \_\_\_\_\_

## QUEBEC CONGRES

Participants in previous AATF conventions have asked for more sessions related to the daily realities with which

they cope. Two sessions at the *Québec Congres* have been organized for that purpose.

(continued next page)

*Le Carrefour Pédagogique* (Friday 11:15) offers the opportunity to hear how your colleagues enliven their classes with special techniques, motivational devices, and "tricky teacher things" in teaching vocabulary and structure, in developing language skills, and in initiating students to the study of literature, civilization, and culture—whether it be in beginning, intermediate or advanced classes. Please come prepared to share something that has worked well with your own students. You may consider what you have to offer as too modest to share. Not so! It may be a boon to others of us. This "how-to" session is designed to help each of us respond effectively and imaginatively to the needs of our students. Handouts and "take-it-home-and-try-it-on-Monday" suggestions will abound. Presentations will be short, stimulating, and to the point.

If you plan to share something with us, please indicate your equipment needs. Since there will be no duplicating facilities, please bring enough handouts or visuals for 50 people.

*Leadership Workshop* (Saturday 11:45) will unite veteran and novice chapter leaders in an exchange of ideas on how to organize local chapter activities, to develop exciting and meaningful programs, to communicate with local chapter membership, to broaden the base of professional participation, to administer and prepare for the National French Contest plus a host of other related topics. All those who wish to help their local chapter become more responsive to its membership are urged to attend.

Your *Regional Representative* will be present to hear and respond to your concerns. Please come join us. We need you. We need each other.

If you have something to contribute or a special concern to express, please contact Larry Simmons, P.O. Box 90, Horsham, PA 19044, or Estella Gahala, Lyons Township High School, LaGrange, IL 60525.

#### PRE-CONFERENCE WORKSHOPS

Date: June 26.

Workshop 1 *La chanson québécoise: applications pédagogiques.*

Directors: Alain Baudot, York University, Paul Benhamou, Purdue University; Co-directors (consultants): Marc Gagné, composer and folklorist, Université Laval; Pascal Normand Truchon, folksinger, Université Concordia; Bruno Roy, writer; Adèle C. Friedman, Sonsoa State College; Brian Thompson, University of Massachusetts, Boston.

Topics and Presentations: The Use of Song in the Classroom; The Song in Teaching Civilization; Songs and Audio-Visual Support; Bibliography of the Quebec Chanson; Distribution of Song Texts and Music.

Enrollment: By registration form above, limited to 100 participants.

Cost: \$35.00.

*Subject: La télévision, la radio du Québec: applications pédagogiques*

*When:* Thursday 26 June 1980, 9 a.m. to 5 p.m.

*Where:* Château Frontenac, Quebec City

*Directors:* Rebecca M. Valette, Boston College; Anthony Mollica, Wentworth County (Ontario) Board of Education

*Consultants:* Michèle Respaut, Wellesley College; Frederick Howlett, North York (Ontario) Board of Education; Helen Mitchell, Halton (Ontario) Board of Education

*What:* This workshop is designed to introduce high school and college language teachers to French-language films, radio and television programs produced in Quebec. The emphasis is on materials recorded in standard French with an interest level, cultural content, vocabulary load and

clearness of delivery suitable for American students. In the course of the session, representative materials will be presented together with specific suggestions for their use in the classroom. Participants will also receive detailed listings of available materials together with information as to how to procure them.

Cost: \$35

Registration: On the registration form (above), by June 19. Registration limited to 100 participants.

## EXCHANGE WITH QUEBEC

Fred Carlo

Marblehead (MA) Sr. H. S.

The Memorial Day weekend was an especially profitable one for the thirty-three French students whom Christine Krom, her husband Stephen, and I chaperoned during a four-day trip to Montreal and Québec City. Our three previous visits had included sights only in and around Québec City itself, so the addition of Montreal constituted a welcome change, if only for the sake of variety. Vastly more beneficial, however, was the opportunity afforded us to divide the group into two sections in order to visit two schools, the Collège des Jésuites and the Wilbrod-Bhérier.

My group visited the Collège. For many students our short stay there was the highlight of the tour. The staff of the Collège had prepared a bilingual, audio-visual introduction to the school itself, then explained the differences between the Canadian and American educational systems. After a tour of the school and snacks, all students were treated to a French-English lesson involving the parts of the body. The final part of the program involved a French student asking a Marblehead student a question in French. When the Marblehead student had answered, he or she had the opportunity to ask a question in English.

For a number of reasons Chris and I decided to capitalize on the opportunities presented by the short visit to the Collège. We have always run into problems because of the high cost of a four-day visit to Canada. We were also concerned about the relatively few occasions students normally have to speak French when being constantly hustled from one tour to another. Lastly, we were anxious to afford students a more intimate contact with French at an earlier time, since students generally have to wait until their third year of the language before participating in the high school exchange to Bondy, France. We have therefore proposed to the Collège that they prepare their students for a trip to Marblehead in October or November.

Thirty-nine students and three teachers are

due to arrive in Marblehead on March 21. Students will stay with families during the weekend and will tour Boston on Monday, March 24. After a visit to the Junior High on March 25, they will return home. We plan on returning the

visit from May 16-20. Touring is minimized in these exchanges in order to give students more time to get acquainted with the host families, speak the foreign language, and learn about the new culture.

## ACTFL Bulletin

TO: ACTFL Alert Network

FROM: Dale L. Lange, President  
C. Edward Scebold, Executive Director  
Dorothy V. Huss, Assistant Director

DATE: January 3, 1980

SUBJECT: Action to be taken on formation of new department of education.

*Background:* The report of the President's Commission on Foreign Language and International Studies has been released and the plight of foreign language instruction has come to the attention of the general public. It is now time to act to insure that the report receives the necessary attention at all levels, but specifically within the federal government.

*Action Requested:*

A. We ask that you write the new Secretary of Education, the Honorable Shirley M. Hufstedler at the following address:

The Honorable Shirley M. Hufstedler, Secretary of Education, Room 4181, FOB 6,  
400 Maryland Avenue, S.W., Washington, DC 20202

Salutation to be used: Dear Secretary Hufstedler

Express your support for the report of the President's Commission on Foreign Language and International Studies and state why attention to this report is important in your state-school district.

1) the new Secretary of Education vigorously support the recommendations of the President's Commission.

2) an Assistant Secretary for International Affairs be appointed in the Department of Education with responsibility for the Department's International Programs. This is an area which does not currently fit in the structure of the Department of Education. It crosses the boundaries of elementary-secondary and post-secondary divisions. It involves all levels of the education community as well as the business community and government. Therefore, the area of International Education needs its own assistant secretary.

B. Send a copy of your letter to U. S. Senators and Representatives. Ask them to write to Hufstedler on your behalf. Ask for a copy of their letter to her.

Help ACTFL monitor what the Department of Education and Congress is hearing from you. Send a copy of your correspondence to:

Dorothy V. Huss, ACTFL Alert Network, 2 Park Avenue, Room 1814, New York, NY 10016

Thank you for your support.

## Calendar of Upcoming Meetings

*American Society for Eighteenth Century Studies.*

Dates: April 10-12, 1980. Place: San Francisco. Information: Yvonne Noble, 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, IL 61801.

*Central States Conference on the Teaching of Foreign*

*Languages.*

Dates: April 10-12, 1980. Place: Marc Plaza Hotel, Milwaukee, Wisconsin. Information: Reuben G. Peterson, Executive Secretary, Central States Conference, Augustana College, Humanities Box 2199, Sioux Falls, SD 57102. Phone: 606-336-5478.

*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 Murray Street,

University of Wisconsin, Madison, WI 53706. Phone: 608-262-3318. Note: Meeting will be held in conjunction with Central States Conference.

*Central Michigan University's Foreign Language Day.*

Date: April 11, 1980. Place: Central Michigan University, Mt. Pleasant, MI. Information: Rosalie Baker, Department of Foreign Languages, Central Michigan University, Mt. Pleasant, MI 48859.

*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, WA 00251.

*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, VA 23173.

*National Association of Bilingual Educators*

Dates: April 16-23, 1980. Place: Anaheim Center, Anaheim, California. Information: Ramon Santiago, Bilingual Education Service Center, 100 Franklin Street, New Holland, PA 17557. Phone: 717-354-4601.

*Guillaume Apollinaire Colloquium.*

Dates: April 17-19, 1980. Place: Oxford, England. Information: Henry Bouillier, Directeur de la Maison française, Norham Road, Oxford OX2 6SE, England.

*Northeast Conference on the Teaching of Foreign Languages.*

Dates: April 17-20, 1980. Place: New York City, New York. Information: Northeast Conference, Box 623, Middlebury, VT 05753.

*Pacific Northwest Council on Foreign Languages.*

Dates: April 17-19, 1980. Place: Seattle, Washington. Information: Ray Verzasconi, Department of Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331.

*Foreign Language Association of North Dakota.*

Dates: April 18-19, 1980. Place: Minot, North Dakota. Information: H. Boswau, Box 8198, University Station, Grand Forks, ND 58202.

*West Virginia Continuing Conference of Foreign Language Teachers.*

Dates: April 18-19, 1980. Place: Bethany, West Virginia. Information: Robin C. Wills, West Virginia Department of Education, Capitol Complex, Building 6, B-330, Charleston, WV 25305.

*Undergraduate Symposium in Foreign Language Studies.*

Dates: April 18-19, 1980. Place: Valdosta, Georgia. Information and call for papers authored by undergraduates: José B. Fernandez, Department of Modern Foreign Languages, Valdosta State College, Valdosta, GA 31601. Phone: 912-247-3269.

*California Foreign Language Teachers Association.*

Dates: April 18-20, 1980. Place: Los Angeles. Information: Miss Carol Sparks, 1795 Woodside Court, Concord, CA 94519.

*Kentucky Foreign Language Conference.*

Dates: April 25-26, 1980. Place: Lexington, Kentucky. Information: Duncan Gardiner, Department of Slavic and Oriental Languages, University of Kentucky, Lexington, KY 40506.

*Spring Methodology Workshop on Foreign Language Teaching.*

Date: April 25, 1980. Place: Indiana, Pennsylvania. Information: José M. Carranza, Department of Foreign Languages, Sutton Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

*Atlantic Society for Eighteenth Century Studies.*

Dates: April 30-May 3, 1980. Place: Sydney, Nova Scotia. Information: Laurent Savoie, Département de Français, Collège du Cap Breton, Nouvelle-Écosse, B1P 6L2.

*New York State Association of Foreign Language Teachers.*

Dates: May 1-2, 1980. Place: Syracuse, New York. Information: Robert J. Ludwig, 1102 Ardsley Road, Schenectady, NY 12308.

*Third Symposium on Comparative Literature and International Studies; The Monterey Institute of International Studies.*

Dates: May 10-11, 1980. Place: Monterey Institute of International Studies, Monterey, California. Information and call for papers: Elizabeth W. Trahan, Program of Comparative Humanities and Literature, Monterey Institute of International Studies, Post Office Box 1978, Monterey, CA 93940.

*Thirtieth International Conference on Communication.*

Dates: May 18-23, 1980. Place: Acapulco, Mexico. Information: International Communication Association, Balcones Research Center, 10,100 Burnet Road, Austin, TX 78758.

*International Society for the Comparative Study of Civilizations.*

Dates: May 22-25, 1980. Place: Syracuse University. Information: Vytautas Kavolis, Comparative Civilizations, Dickinson College, Carlisle, PA 17013.

*Association of Departments of Foreign Languages: Annual Summer Seminars for Chairpersons.*

Dates: East: June 9-23, 1980. West: June 16-20, 1980. Places: East: Wayne, New Jersey. West: Los Angeles. Information: Richard I. Brod, Association of Departments of Foreign Languages, 62 Fifth Avenue, New York, NY 10011. Phone: 212-741-5592.

*Association des Amis de Benjamin Constant and Société des Etudes Staëlienes.*

Dates: July 15-19, 1980. Place: Lausanne, Switzerland. Information: Etienne Hoffman, Villardin-3, CH-1004, Lausanne, Switzerland.

*Colloquium on Twentieth-Century Québécois Literature.*

Dates: August 1-10, 1980. Place: Centre Culturel International, Cerisy-la-Salle, France. Information: Armand B. Chartier, Department of Languages, University of Rhode Island, Kingston, RI 02881

*Calvin College Language Workshop on Cross-Cultural Understanding and Teaching for Communicative Competence. (French, German, Spanish and general sessions.)*

Dates: August 4-8, 1980. Contact: Dr. James Lamse, Department of Germanic Languages, Calvin College, Grand Rapids, MI 49506.

*West Virginia University Fifth Annual Colloquium on Modern Literature: The Romantic Presence.*

Dates: September 11-13, 1980. Place: Morgantown, WV. Information: Armand E. Singer, Department of Foreign Languages, West Virginia University, Morgantown, WV 26506.

COMMISSION ON RESEARCH  
AND REFERENCE TOOLS

Jean-Charles Seigneuret, Chairman

Notre première rubrique contenait 57 références (*AATF National Bulletin*, Sept. 1979, 10-12). Cette deuxième est redevable pour les numéros 64, 65, 67-73 et 75-106 à Mme F. Vielliard, Section Romane, Institut de Recherche et d'Histoire des Textes. Si les spécialistes non-moyennageux se sentent lésés, qu'ils veuillent bien nous faire connaître leurs projets ou nous mettre en contact avec les organismes appropriés. Ecrire à: Jean-Charles Seigneuret, Thompson 110, Washington State University, Pullman, WA 99164.

Nous avons reçu et examinerons dans une prochaine rubrique le No. 11 de *Current Research in French Studies . . . in the United Kingdom, 1978-79*, compiled by Marjorie Shaw, Dept. of French, The University, Sheffield, S10 2TN, G.B. (3 livres sterling).

## Général

Note: Marilyn Brownstein, Acquisitions Editor, Greenwood Press, Inc., 51 Riverside Ave., Westport, CT 06880, aimerait se mettre en rapport avec les auteurs présents ou futurs de travaux généraux.

58. *Archives*—Martin Faigel, U. of Alabama Library, nous écrit: "I would like to bring to your attention the *Annuaire International des Archives*, published as volumes 22-23 of the annual publication, *Archivum*. . . . Information on holdings is decidedly limited, in accordance with the intentions of the compilers, and the lack of a subject index is a further drawback. However, the references to other guides and to previous volumes of *Archivum* do direct the researcher to more extensive listings. . . ."
59. *C.I.L.F.*—Hubert Joly, Secrétaire Général du Conseil International de la Langue Française, 103, Rue de Lille, 75007 Paris, nous a adressé un dossier sur les activités du CILF. Nous retenons trois revues importantes: *Banque des mots*, *Clé des mots et Langues et terminologies*.
60. *Décadence—French Literary Decadence: Concept and Explication*, Robert Artinian, U. of Nevada, Reno 89557 (EC).
61. *French Literature: An Annotated Guide to Selected Bibliographies*, Richard Kempton, UCSB Library, Santa Barbara, CA 93106 (EC).
62. *Women in France: a survey of their status and guide to research*, Margaret Collins Weitz, Harvard U., Cambridge, MA 02138 (EC).

## Langue

63. *Le Français hors de France*, A. Valdman, éd., Paris: Champion, 1979, "this collective volume contains 31 articles from noted specialists. . . ."

## Moyen-Age

- Note: Le No. 12, *Amie et Amile* . . . , est sous-pressé; le No. 20, *Lyrics* . . . , est terminé.
64. *Abélard et Héloïse* (Lettres), D. E. Luscombe, éd., U. of Sheffield, S10 2TH G.B. (EC-Oxford UP).
  65. *Aiol*, Richard Hartman, éd., Wabash College, Crawfordsville, IN 47933 (EC).
  66. *Antoine de la Salle. Le Réconfront de Madame de Fresne*, I. Hill, éd., (SP-Exeter).
  67. *Aristote. Problemata* (trad. Evrart de Conti), H. L. Bodenham, éd., The Polytechnic of Central London, 9-18 Euston Centre, London NW1 3ET G.B. (EC).
  68. *Bataille Loquifer*, Colette Dehalle, éd., Ambassade de France à Bissau (Thèse, SP-U. Aix-en-Provence).
  69. *Belle Hélène de Constantinople* (en vers), Paul Verhuyek, éd., U. de Leyde, Aert Van Neslaan 130, 2341 HJ Oegstgeest, Pays-Bas (EC).
  70. *Beuve de Hanstone* (version en prose), Madeleine Ival, éd., Village II, 84310 Morières les Avignon (Thèse, ED).
  71. *Bible* (trad. fr. du texte du ms Paris, B. nat. fr. 763), Julia Szirmai, éd., Hooglandse Kerkgracht 24, Leiden, Pays-Bas (Thèse, EC).
  72. *Boèce. Consolation de philosophie* (trad. Jean de Meun), Richard Dwyer, éd., English Dept., Florida International U., Miami, FA 33199 (EC).
  73. *Chastellain, Temple de Boccace*, Susanne Bliggenstorfer, éd., Stuckweg 3, CH 8305 Diethkon, Suisse (EC).
  74. *Chrétien de Troyes. Traductions d'Yvain, Lancelot et Erec*, David Staines, English Dept., U. of Ottawa, Ontario K1N 6N5, Canada (EC).
  75. *Chronique de l'anonyme de Béthune* (ms Paris, B. nat., n.a.fr. 6295), Edith Perry, éd., 36, rue Petite Forêt, 59410 Anzin, France (Thèse, EC).
  76. *Couille noire* (fabliau de la), Jean Bosco Rumanyika, éd., 3, route du Jura, CH 1700 Fribourg (Thèse, EC).
  77. *Doctrinal de noblesse*, Maria Kalliopuska, éd., U. de Jyväskylä, 42700 Keuru, Finlande (Thèse, EC).
  78. *Estoire del Saint Graal*, Jean-Paul Ponceau, éd., Paris, IV (Thèse, EC).
  79. *Fierabras* (en vers), Marc Le Person, éd., 9, rue Pierre Ronsard, 42700 Firminy, France (Thèse, EC).
  80. *Fierabras* (en prose), Carla Marinoni, Via Lega 21, 20025 Legnano, Italie (SP).
  81. *Histoire ancienne jusqu'à César* (ms Paris, B. nat., fr. 20125), Mary Coker Joslin, North Carolina U., Raleigh 27609 (Thèse, EC).
  82. *Jean Corbechon. Trad. de Barthélémy l'Anglais, de proprietatibus rerum*, Sylvain Louis, éd., 10, rue Maurice Thonmyre, 76200 Dieppe, France (Thèse, EC).
  83. *Jean Sauvage* (édition du réceptaire de), Marthe Faribault, éd., 573 Rockland Ave., Montréal H2V 274, P.Q., Canada (Thèse, EC).
  84. *Kanor*, Martine Payet, éd., A 21, rue des Binelles, 92310 Sèvres, France (Thèse, EC).
  85. *Guillebert de Lannoy, Instruction d'un jeune prince*, Josette Conell, 1204 Gatewood Dr., Alexandria, VA 22307 (Thèse, EC).
  86. *Jacques le Lieur et Guillaume Thibault, Oeuvres poétiques*, Lucie Brind'Amour, éd., Louisiana State U., Baton Rouge, LA 70803 (EC).
  87. *Marie de France. Fables*, Karen Jambeck, éd., U. of Connecticut, Storrs 06268 (EC).
  88. *Matebrune* (Roman de), Alain Collet, éd., 73270 Beaufort-sur-Doron, France (Thèse, EC).
  89. *Meschinot. Oeuvres* (sauf les *Lunettes des Princes*), Denis Hue, éd., Apt. 34, Tour Duguay Trouin, Les Vaux 61300 Laigle, France (Thèse, EC).
  90. *Mystère de Saint Crépin et Saint Crépinien*, Elisabeth Lalou, éd., 13, rue Victorien Sardou, Saint Cyr L'Ecole, France (Thèse, EC).
  91. *Mystère de Saint Louis*, Darwin Smith, éd., 18, rue de l'Hôtel de Ville, 75004 Paris (Thèse, EC).
  92. *Otinel*, Jacques Monfrin et F. Viellard, éd., IRHT (EC—Bibliotheca Bodmeriana).