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# AATF National Bulletin

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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 6 NUMBER 1 SEPTEMBER 1980

## A LETTER FROM THE PRESIDENT

Dear Colleague:

On June 30, 1980, the AATF Delegates to the General Assembly approved the Executive Council's recommendation that a \$1.00 surcharge be added to the regular yearly dues of \$20.00, for a total of \$21.00. For those who were unable to attend the Quebec Convention, I would like to offer the following explanation.

The creation and the subsequent deliberations of the President's Commission on Foreign Language and International Studies have, I believe, provided our profession with a new opportunity to return the study of foreign languages to its proper place within the American educational system. To be successful, however, we must commit ourselves totally and begin the kind of political activism which alone seems to be effective when one wants to get a job done. We can no longer withdraw into the ivory tower and display the kind of "we-all-know-the-study-of-foreign-language-is-important" attitude which has long characterized our profession. It is imperative that, individually and as a group, we enter the on-going battle to bring about the triumph of our views and thus remedy the scandalous neglect of foreign language and international studies in our country today.

As you know, the AATF has long been a part of the Joint National Committee on Foreign Languages, an umbrella organization created especially to provide our profession with a united front on relevant national issues. The JNCL decided last year that it would be wise to have a Washington office to monitor the implementation of the various recommendations put forward by the President's Commission on Foreign Language and International Studies.

The \$1.00 surcharge will provide our Association with the additional funds necessary to permit us to participate fully, as we must, in the staffing and operations of the Washington office. Furthermore, it will bear witness to each member's personal involvement in the fight. I know I can count on your wholehearted support. It is more than a question of individual jobs, although this should not be overlooked.

What is at stake is the kind of educational experience to be given this generation and to the generations of students to come.

In a related move, the Delegate Assembly also endorsed the Council's request to tap the Endowment Fund to purchase a mini-computer which will permit us to modernize our operations and make us better able to function in our increasingly automated world. It is time that the Humanities turn to technology and borrow whatever weapons are available to carry on the fight successfully. The mini-computer and the software to be purchased will, in the long run, prove cost-efficient. Furthermore, the system will accelerate communications among National Headquarters, Regional Representatives, local Chapters and, most important, the individual members who will be called upon to write letters and send telegrams to their Congressmen whenever relevant bills are debated in Congress.

There could be no more opportune moment for each and every one of us to enter the fight for the cause to which we have contributed so many years and so much effort. The time has come for us to overcome our traditional reticence, to enter the public arena and make ourselves be heard.

I thank you for your understanding and most of all your willingness to respond personally and wholeheartedly to this call to arms.

Georges J. Joyaux  
President

## NOTE FROM THE EDITOR

This is the third and final edition of the Bulletin I am responsible for. I have taken a position directing an ESL program in Saudi Arabia. Although I have not always discharged it with sufficient attention to detail (and extend apologies to all who have been inconvenienced), I have enjoyed the responsibility of the *Bulletin* and my association with the authors and readers, and wish success to my successor. J. K.

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## QUEBEC A GOGO

par Philip Stewart

Quelque 9 cents congressistes de l'AATF ont eu la joyeuse occasion, du 26 au 30 juin dernier, de connaître—ou de mieux connaître—Québec et le Québec. La vieille et la nouvelle villes, épanouies et accueillantes comme le beau temps, n'ont rien épargné pour mettre à notre disposition leurs charmes, leur culture variée et leur élan. Et les heures dites "libres" ont été aussi remplies, ont filé aussi rapidement que les heures chargés du programme.

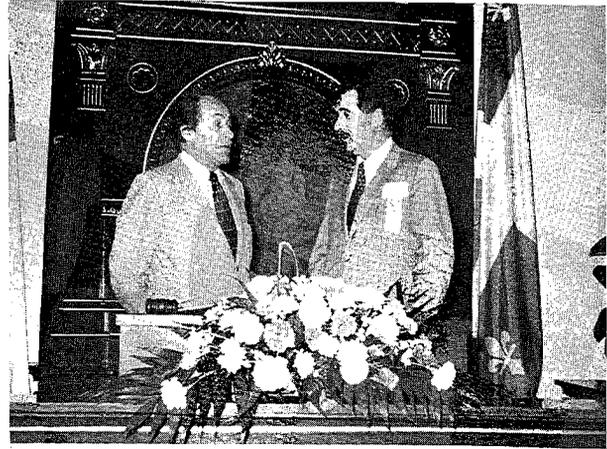
Dominent malgré tout trois souvenirs de soirées hors pair, dont deux dans la salle de bal du vénérable Château Frontenac: le récital de Gilles Vigneault, la veillée folklorique avec la troupe "V'là l'bon vent." On connaissait, certains, les disques de Vigneault, célèbre au-delà du Québec. Sa présence sur scène est encore autre chose. Faisant généreusement exception à notre intention à une retraite pour ainsi dire sabbatique, il a hypnotisé, emballé ses spectateurs avant de les inviter à dialoguer avec lui. Aussi avons-nous répondu à cette chaleur et à cette passion en le nommant membre honoraire de l'AATF. Quant à "V'là l'bon vent," c'est un style tout à fait différent mais non moins épatant: un chœur de jeunes débordant de rythme et d'énergie, et entraînant avec eux l'auditoire dans leurs chansons et leurs danses du pays.

Et la troisième, une idyllique croisière dansante (et buvante) sur le St.-Laurent.

Images diverses d'un Québec en plein essor: deux films saisissants, *Cordélia* et *Bien des mots ont changé*—sans parler des très nombreux court-métrages passés à la télé et dans deux salles de projection. Réceptions données par la Société de Radio-Télévision du Québec, par les Editeurs du Québec, par le gouvernement français. Rencontres d'une part pour se renseigner sur les programmes d'échanges avec le Québec, de l'autre pour bavarder avec les enseignants québécois membres de l'AQPF. Pique-nique au parc Montmorency. Moins spectaculaires, peut-être, mais tout aussi importantes et utiles: les diverses sections traitant soit du théâtre, soit du roman, soit de la poésie et de la langue québécois, et des ateliers sur la chanson québécoise et les média audio-visuels. Boutiques, artisanat. Restaurants nombreux et variés: festival du homard et du saumon. . . .

Il y a eu aussi des réunions plus habituelles (sections de littérature française) ou novatrices (ateliers pour les officiers de chapitre, rencontres avec les Représentants Régionaux, discussion du

rapport de la Commission Présidentielle). Et sur un autre plan, les nombreuses expositions de matériel pédagogique: toujours importantes dans un congrès AATF, elles le furent encore plus cette fois-ci à cause du grand nombre des enseignants désireux de se renseigner sur le rôle que peut éventuellement jouer le Québec dans leurs classes.



M. Jules Blanchet, president of the Municipal Council of the City of Quebec, welcomes Georges Joyaux and officers to the City.

D'un avis commun, c'était un des plus réussis, à tout point de vue, des congrès AATF. Assez important pour distraire et séduire, Québec ne l'était pas assez pour nous avaler sans laisser de trace. L'accueil tant officiel que personnel fut impeccable, enthousiaste même. Pour qui les connaît, le Château et la Promenade des Gouverneurs suffisent à eux seuls à fixer ce beau site dans la mémoire. Mais il y avait plus: Québec, mes amis, de l'âme.



Paul Benhamou of Purdue and Pascal Normand Truchon, Quebec folksinger, perform a duet during the workshop on the Quebec folksong.

## Calendar of Upcoming Events

### *Fulbright Alumni Association Convention.*

Dates: September 4-6, 1980. Place: University of California, Berkeley. Information: W. Goldsmith, Department of Mechanical Engineering, University of California, Berkeley, CA 94720.

### *Colloquium on Modern Literature: "The Romantic Presence".*

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

### *International Colloquium on Narrative Research.*

Dates: September 12-15, 1980. Place: Berlin. Information: Eberhard Lämmert, Freie Universität, Berlin, Keibitzweg 23, 1 Berlin 33, Dahlem-West Germany.

### *International Conference on Computational Linguistics.*

Dates: September 29-October 4, 1980. Place: Tokyo, Japan. Information: David G. Hays, 5048 Lake Shore Road, Hamburg, NY 14075.

### *Southern Conference on Language Teaching.*

Dates: October 2-4, 1980. Place: Charleston, SC. Information: James Gates, Spelman College, Atlanta, GA. Note: Southern Conference on Language Teaching will meet in Atlanta in 1981 and Norfolk in 1982.

### *Symposium on Flaubert and the Problems of the Novel.*

Dates: October 9-11, 1980. Place: Madison, WI. Information: Department of French and Italian, 618 Van Hise Hall, University of Wisconsin, Madison, WI 53706.

### *Fifth Annual European Studies Conference.*

Dates: October 9-11, 1980. Place: Omaha, NE. Information: Patricia Kolasa, Department of Educational Foundations, University of Nebraska, Omaha, NE 68182.

### *Contemporary Francophone Civilization and Its Significance to United States Politics and Society.*

Dates: October 10-12, 1980. Place: Buffalo. Information: Pierre Auberry, Department of Modern Languages and Literatures, Amherst Campus, SUNY at Buffalo, Buffalo, NY 14260.

### *Fifth Annual Boston University Conference on Language Development.*

Dates: October 10-12, 1980. Place: Boston. Information: Language Development Conference, Box F, Boston University, Boston, MA 02215.

### *Oregon and Washington Associations of Foreign Language Teachers.*

Dates: October 10-11, 1980. Place: Seattle, WA. Information: Lester McKim, Bellevue Public Schools, 310 1024 Ave. N.E., Bellevue, WA 98004.

### *Second Delaware Symposium on Language Studies.*

Dates: October 15-17, 1980. Place: Newark, DE. Information: Robert D. Pietro, Department of Languages, University of Delaware, Newark, DE 19711.

### *Rocky Mountain Modern Language Association.*

Dates: October 16-18, 1980. Place: Denver. Information: Jim Gaston, Department of English, USAF Academy, CO 80840, or David Lindstrom, Department of English, Colorado

State University, 359 Eddy, Fort Collins, CO 80523.

### *Semiotic Society of America.*

Dates: October 16-19, 1980. Place: Lubbock, TX. Address: M.D. Lenhart, Semiotic Society, Post Office Box 10, Bloomington, IN 47402.

### *Eleventh Interdisciplinary Conference: Ball State University Committee for the Advancement of Early Studies.*

Dates: October 17-18, 1980. Place: Muncie, IN. Information: Bruce W. Hozeski, Department of English, Ball State University, Muncie, IN 47306.

### *Minnesota Council on the Teaching of Foreign Languages Convention.*

Dates: October 16-17, 1980. Place: Minneapolis, MN. Information: Dr. Pam Myers, 956 17th Avenue S.E., Minneapolis, MN 55414.

### *Colloquium on Nineteenth Century French Studies.*

Dates: October 23-25, 1980. Place: University of Houston. Information: Will McLendon, Department of French, 440 Arnold Hall, University of Houston Central Campus, Houston, TX 77004.

### *Western Society for French History.*

Dates: October 23-25, 1980. Place: Eugene, Oregon. Information: Prof. Jeanne A. Ojala, Department of History, University of Utah, Salt Lake City, UT 84112.

### *Conference of Europeanists.*

Dates: October 23-25, 1980. Place: Washington, DC. Information: M. Donald Hancock, Department of Political Science, Vanderbilt University, Nashville, TN 37235.

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

Dates: October 24-25, 1980. Place: Columbus, OH. Information: Gerard L. Ervin, Ohio State University, College of Humanities, 186 University Hall, Columbus, OH 43210.

### *New York State Association of Foreign Language Teachers.*

Dates: October 24-26, 1980. Place: Kiamesha Lake, NY. Information: Robert J. Ludwig, 1102 Ardsley Road, Schenectady, NY 12308.

### *Illinois Foreign Language Teachers Association.*

Dates: November 8-9, 1980. Place: Chicago, IL, O'Hare Regency Hyatt House. Information: Patricia Egan Turner, 175 Lake Boulevard, E-41, Buffalo Grove, IL 60090.

### *Conference on Academic Programs Abroad.*

Dates: November 13-15, 1980. Place: Omaha, NE. Information: Mr. Tuck Moore, Conference on Academic Programs Abroad, Eppley Conference Center, University of Nebraska, Omaha, NE 68182.

### *International Colloquium on Théâtralité, écriture et mise en scène.*

Dates: November 14-16, 1980. Place: Toronto, Canada. Information: Josette Féral, French Department, University of Toronto, 7 King's College Circle, Toronto, Ontario M5S 1A1, Canada.

### *Society for Ethnomusicology.*

Dates: November 20-23, 1980. Place: Indiana University. Information: Ruth M. Stone, Folklore Department, 506 North Fess, Indiana University, Bloomington, IN 47405.

### *American Council on the Teaching of Foreign Languages.*

Dates: November 21-23, 1980. Place: Boston. Information: American Council on the Teaching of Foreign Languages, 2 Park Avenue, Suite 1814, New York, NY 10016. Note: Post-Conference Workshops will take place November 24-26.

# AATF Election

## CANDIDATES FOR VICE-PRESIDENT

### JEAN R. CARDUNER

PRESENT POSITION: Professor of French, Univ. of Michigan; Director, Middlebury French School. EDUCATION: Licence-ès-Lettres, 1949; Diplôme d'Etudes Supérieures, Sorbonne, 1950; Diplôme de Professeur de Français à l'étranger, IPFE, 1950; Ph. D., Univ. of Minnesota, 1959. TEACHING CAREER: Univ. of Wisconsin, Univ. of Minnesota, Univ. of Michigan; Director, Michigan-Wisconsin Junior Year in Aix; Director, Univ. of Michigan NDEA Institutes, 1966-1969; consultant to Michigan State Department of Education, N. Y. State Department of Education, North Central Association. HONORS: Executive Committee, ACTFL, 1969-1971; Advanced Placement Examining Committee in French, 1969-1973. AATF: Secretary, Minnesota Chapter, 1953-1954; Secretary, Michigan Chapter, 1961-1962; French Review Review Editor for Creative Works, 1958-1966; French Review Assistant Editor for Civilization, 1974-Present; Vice-President, 1978-1980.

### HELEN M. CUMMINGS

PRESENT POSITION: Assistant Head Master in Modern Foreign Languages, Boston Latin Academy, 1968-Present. EDUCATION: BA, Emmanuel College, 1954; MEd, Boston State College, 1955; Univ. de Laval, summer 1953, 1954; Univ. de Besançon, 1955-56; MA, Middlebury College, 1966. TEACHING CAREER: Boston Public School System, 1956-Present; Chairman, Modern Foreign Language Council, 1965-66; Mass. Advisory Comm. on Foreign Languages, 1970-73 (Secretary, 1971-72); volunteer English teacher to Haitian immigrants, 1972-74; Co-Chairman of French Week in Boston, 1976. HONORS: Fulbright scholarship, 1955-56; Prix d'excellence, Middlebury Coll., 1966; Chevalier, Ordre des Palmes Académiques, 1979. AATF: Eastern Mass. Chapter: Hospitality Chairman, 1969-70, Second Vice-President, 1970-71; Regional Representative for Region II, 1976-78; Director, AATF Summer Program in Avignon, 1979.

## CANDIDATES FOR REGIONAL REPRESENTATIVES

### [Region IV]

#### DOMINICK A. DeFILIPPIS

PRESENT POSITION: TA, Univ. of Pittsburgh, 1976-Present. EDUCATION: BS, Georgetown Univ., 1969; MA, New York Univ., 1974; summer study at Laval (1965), Dijon (1966, 1971), Paris (1972, 1973); Ph. D., Univ. of Pittsburgh, 1980. TEACHING CAREER: Calvin Coolidge High School, Washington, D.C., 1969-70; Foreign Language Curriculum Coordinator, Ft. Cherry Jr. High School, 1970-74; Willets Road School, 1975-76. HONORS: Phi Beta Kappa; Frick Educational Grant, 1973; fellowship, Univ. of Pittsburgh, 1978. AATF: Pittsburgh Chapter Contest Chairman, 1971-73; President, 1973-75; Sec.-Treas., 1977-79; Vice-Pres., 1979-Present.

#### J. RICHARD GUTHRIE, JR.

PRESENT POSITION: Assoc. Prof. and Coordinator, Division of Arts and Letters, Christopher Newport Coll. (Va.), 1967-Present. EDUCATION: BA, William and Mary, 1962; MA, Middlebury, 1966; Ph. D., Univ. of North Carolina-Chapel Hill, 1978; summer study at Univ. of Colorado (1963), in Germany (1968, 1979), and Gallaudet Coll. (1978). TEACHING CAREER: U.S. Armed Forces Inst., 1962-64; TA, UNC—Chapel Hill, 1970-73; Foreign Language Consultant to Virginia Textbook Committee, 1978. AATF: NFC Outstanding Teacher Award, 1964; Secretary, Virginia Chapter, 1976-80.

#### JOSETTE JEANNINE SMITH

PRESENT POSITION: The Baldwin School, Bryn Mawr, Pa., 1968-Present. EDUCATION: BA, Millersville State Coll., 1966; MA, St. Joseph's Univ., 1977. TEACHING CAREER: Franklin and Marshall Coll., 1962-68; French Summer Inst., Millersville State Coll., 1967-71. AATF: President, Philadelphia Chapter, 1976-79.

### [Region VI]

#### DONALD R. GREENHAM

PRESENT POSITION: Chairman, Foreign Language Programs, Canton (Ohio) City Schools, 1959-Present. EDUCATION: BA, Univ. of Wisconsin, 1953; MA, Wisc., 1954; Ph. D., Kent State Univ., 1977. TEACHING CAREER: Kent State Univ., 1961-65; Walsh Coll., 1970, Hiram Coll., 1974; Canton City Schools; President, Ohio Modern Language Teachers Assn., 1974-75; Editorial Board, *ACTFL Review*, 1975. HONORS: Outstanding teacher, Canton Schools, 1968; Outstanding Secondary Educators of America, 1975. AATF: Treasurer, Ohio Chapter, 1970-Present; Regional Representative for Region VI, 1977-80.

#### CINDY LUKE

PRESENT POSITION: Harrison High School, West Lafayette, Indiana, 1973-Present. EDUCATION: BA, Hanover Coll., 1970; MA, Purdue, 1972; summer study at Institut de Pruraine (1972), Angers (1975, 1976), NEH Institute at Ohio State Univ. (1977). TEACHING CAREER: Wabash High School, 1972-73; Harrison High School; Executive Council, Indiana FLTA, 1975-80. AATF: Indiana Chapter Sec., 1973-76, Vice-Pres., 1976-78; President, 1978-80.

### [Region VIII]

#### BETJE BLACK KLIER

PRESENT POSITION: Crockett High School (Austin, TX), 1970-Present; Coordinator, Gifted-Talented Program. EDUCATION: AA, Stephens Coll., 1960; BA, Univ. of Texas, 1963; MA, Texas, 1967. TEACHING CAREER: Southwest Texas Univ., 1967-68; Chairman, Foreign Language Dept., Crockett High School, 1973-77; Leader, Experiment in International Living, 1976-77; papers presented at SCOLT (1978) and ACTFL (1979); Chairman, Texas French Symposium, 1980. HONORS: E. Roach Award for Excellence, Leadership, and Service, 1980; AATF Summer Scholarship to Quebec, 1980.

**MAURICE GEORGE ELTON**

**PRESENT POSITION:** Asst. Prof., Southern Methodist Univ. **EDUCATION:** BA, Univ. of Cincinnati, 1958; MA, Cincinnati, 1961; Ph. D., Cincinnati, 1969; NEH Seminar at Harvard, summer 1978. **HONORS:** French government scholarship, 1974; Faculty Advisor, Pi Delta Phi, 1965-70; President, Dallas Alliance Française, 1975-79. **AATF:** Texas Chairman, National French Contest, 1967; Vice-President and President of North Texas Chapter, 1970-73.

**CLAUDE-MARIE SENNINGER**

**PRESENT POSITION:** Professor and Chairman of French Section, Dept. of Modern and Classical Languages, Univ. of New Mexico, 1960-Present. **EDUCATION:** License, Univ. of Paris, 1950; MA, Univ. of Texas, 1956; Doctorat, Univ. of Paris, 1968. **TEACHING CAREER:** Bristol High School, 1951-53; TA, Univ. of Texas, 1953-56; Austin High School and St. Stephen's School, 1956-60; Univ. of New Mexico; founder of French for Children, French Summer School of New Mexico. **HONORS:** Outstanding Teacher of the Year, UNM, 1966; Palmes Académiques, 1974; President, Alliance Française d'Albuquerque, 1976-78, 1979-Present. **AATF:** co-founder of New Mexico Chapter and President, 1976-Present.

**FRENCH RADIO PROGRAMMING**

Mr. Emmanuel Serrière of Oakland, CA., has been producing a weekly French radio program for some four years, Radio a la Carte. The one-hour program is seventy-five per cent of music, twenty-five per cent interviews and features, all in French. NPR has recently begun to

broadcast it in selected areas. If you would like PBS to broadcast it in your area, please contact your local NPR station, or write to Mr. Serrière at 3215 Wyman St., Oakland, CA 94619.

**Commission Report  
COMMISSION ON RESEARCH  
AND REFERENCE TOOLS**

*By Jean-Charles Seigneuret, Chairman*

*Provençal*

101. *Albas* (surtout dans le Chansonnier C), S. P. Haynes, éd., Jesus College, Oxford OX1 3DW, G.B. (EC)
102. *Arnaut de Carcasses. Novas del Papagai*, Mlle Cremieux, éd., 7, rue Blainville, 75005 Paris (Thèse, EC).
103. *Guilhem Augier Novella*. Monica Calzor ali, éd., Via Rovereto 18, Roma, Italie (Thèse, EC).
104. *Légende dorée* (version provençale, ms Paris, B. nat., fr. 24945), Wolfgang Heinz, éd., Am Hart 3 c, D 8056 Neufahrn, Allemagne (Thèse, EC).
105. *Pons de Capdoill*. Jean-Claude Rivière, éd., Bât. D, 107 bd Michelet, 44300 Nantes, France (EC).
106. *Raimbaut d'Orange*. Marc Vuijskeke, éd., Faculteit van de Letteren en Wijsbegeerte, Blandijnberg 2, 9000 Gent, Belgique (EC).

*XVIe siècle*

107. *Jodelle. Cléopâtre captive*, K. M. Hall, éd. (SP-Exeter).
108. *Meigret. Traité touchant . . . l'écriture française*, K. C. Cameron, éd. (SP-Exeter).
109. *Rabelais. Bibliography*, M. A. Screech, U. College London, Gower St. London WC1E 6BT, G. B. (EC).

*XVIIe siècle*

110. *Dancourt. Le Chevalier à la mode*, R. H. Crawshaw, éd. (SP-Exeter).
111. *Poésie. Textes et contextes: la poésie française du premier 17e siècle—orientations critiques et initiation aux chefs d'oeuvre*, David Lee Rubin, éd., CAB 302, U. of Virginia, Charlottesville 22903 (EC).

*XVIIIe siècle*

112. *Marivaux. A Concordance to Marivaux's Comedies in Prose*, Donald Spinelli, éd., 4 vols., North Carolina Studies in the RLL, No. 218, 1979.
113. *Roman*. Richard Frautschi, Pennsylvania State U., University Park, PA 16802, annonce pour 1982 une deuxième édition avec supplément de Martin-Mylne-Frautschi, *Bibliographie du genre romanesque français, 1751-1800* (1977). "We would appreciate hearing from anyone with information about items not identified in our first edition."

*XIXe siècle*

114. *France. A. France, Mendèx, Racot, Portraits littéraires*, M. Pakenham, éd. (SP-Exeter).
115. *Maupassant. Maupassant Criticism: A Bibliography, 1880-1979*, Robert W. Artinian, U. of Nevada, Reno 89557 (SP).

*XXe siècle*

116. *Roman*. "Le Roman américaniste français, 1960-1977: Essai de bibliographie annotée," *French-American Review*, III, 3, Kornel Huvos, U. of Cincinnati, OH 45221.
117. *Proust*. Bernard Brun nous a fait parvenir le No. 10, automne 1979, du *Bulletin d'Informations Proustiennes* qui contient, entre autres, des renseignements bibliographiques et des recherches en cours. Abonnement d'un an (60 francs): Presses de l'Ecole Normale Supérieure, 45, rue d'Ulm, 75230 PParis Cedex 05.
118. *Structuralisme*. Bibliographie pluridisciplinaire du structuralisme français qui compte 5.300 références ainsi que des tables onomastique et analytique. Joan Miller, Villa Maria College, Erie, PA 16505 (SP-Garland Pub., N.Y.).

## JUST LOOK! FOREIGN CULTURE IS ALL AROUND YOU

By Simone Oudot

Connecticut Chapter AATF

If you have ever been homesick while staying in a foreign country, you know the feeling you get when you see a store sign in your native language or visit the site of an event in which your compatriots were involved. Going to a *drugstore* in Paris, strolling across the Avenue Franklin D. Roosevelt, or walking on Omaha Beach in Normandy—these small happenings make one feel less of a stranger in a foreign land.

Now, if we look at our own country with the eyes of a foreigner, we discover more things connected with that person's culture than we ever dreamed possible. What I am suggesting is that teachers look at their own geographical area as if they were a foreigner who speaks the language they teach, a homesick foreigner searching for signs of his or her own national culture. This can help teachers add meaning and immediacy to the study of a foreign language in the classroom.

Recently I had the chance to track down *des choses françaises*, "French things," in Connecticut, with the help of a committee and a few organizations. Our research was a project of the Connecticut Chapter of the American Association of Teachers of French. Never did I imagine that we would unearth so much information, and yet, I feel that a great deal more could be discovered.

First we researched the famous march of Rochambeau and his French troops through Connecticut on their way from Rhode Island to Yorktown, Virginia. We now know where markers identify the sites of their encampments and where boulders mark the tombs of French soldiers. These discoveries led us to retrace Lafayette's triumphant trip from New York to Boston a few years later. While traveling through Connecticut, he stopped in many towns on the Old Boston Post Road. I began taking photographs of markers and statues. To my discomfiture, after I had already photographed the statue of Lafayette at its location behind the capitol in Hartford, officials had the statue moved to storage, awaiting a new location on the capitol grounds.

Gradually reports came in from several towns around Connecticut of museums with French paintings, sculpture, porcelain, and furniture in their collections; churches where masses are

sometimes still held in French; parochial schools directed by sisters belonging to an order of French origin; libraries with books donated by the Alliances Françaises; and other evidence of a French presence in Connecticut.

When I went out to seek information about my own town of Norwalk, I was amazed at the quantity and diversity of things I found. Situated on the coast, Norwalk is presently a multi-ethnic, multi-racial city struggling with urban problems. It is flanked on one side by Westport and on another by Darien, both affluent towns.

Among Norwalk's founders were several Huguenots. One, John Bouton, fled from France to England with his twin brother in the seventeenth century during the religious wars that followed the massacre of Saint Bartholomew. His brother returned to France, but John came to America and settled in Norwalk. He and his descendants kept their allegiance to the King of England, and at the time of the American Revolution, Esaias Bouton supplied food to British ships patrolling the coast. The family burial ground can be found on Witch Lane in Rowayton, but the search is still on for the foundations of the house.

A century later, the Lockwood-Mathews Mansion was built for LeGrand Lockwood. Its architect was trained in France, and its decorator was a French architect. The style of the building itself, now a museum, is French, and many of the decorations and pieces of furniture are also French.

To honor the citizens of Norwalk who served in World War I, France gave the city a cannon; it was dedicated in 1921. Although my reference book stated that the cannon was on the green in front of the Public Library, I discovered it near the V.F.W. building on Route 1. Nearby is a street called France Street.

In other Connecticut towns Acadian influence can be seen in "Acadian Houses" built by refugees from French Canada in the eighteenth century. Fleeing British persecution, they settled along the East Coast and the Gulf of Mexico from Maine to Louisiana.

In the interior, many mill towns were settled in the nineteenth and early twentieth centuries by French Canadians; they are numerous in all New

England states. Today there are more than sixty Franco-American clubs, organizations, and societies in Connecticut alone.

Our committee also found bookstores, publications, cinemas, industrial firms, restaurants, cooking schools, gourmet shops, bakeries, cheese shops, and wine stores that have a connection with French culture and products.

It is fun to find signs of the people whose language you teach. Students and teachers can enjoy researching together the things that would

make a foreigner less homesick in the United States, a country where so many people from various racial and ethnic backgrounds have left their mark. Help can be obtained from ethnic organizations, libraries, historical societies, and interested individuals. Once you start, new contacts are created, new ideas proposed. Information keeps coming in, and soon you find that you have enough material to warrant the publication of a guide to a foreign culture in your state.

\* \* \*

## POUR VOS ETUDIANTS

*par Rebecca M. Valette*

Boston College

Pour vos étudiants is a new section of the AATF National Bulletin which has been designed to provide supplementary "copy-out" materials for your classes. This feature will always be printed on the center pages of the Bulletin so that it can be easily removed for photo copying and the production of spirit masters or overhead transparencies. In the course of the year, we will try to offer a selection of materials of varying degrees of difficulty so that teachers at all levels will find something which is suitable for their classes.

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This June, over eight hundred AATF members spent a stimulating four days in Quebec City, attending workshops and meetings, visiting the historic sites, viewing films, watching the daily TV programs which had been produced especially for the convention, and meeting colleagues from Canada and the United States in the halls, at receptions, and on the animated evening cruise up the Saint Lawrence.

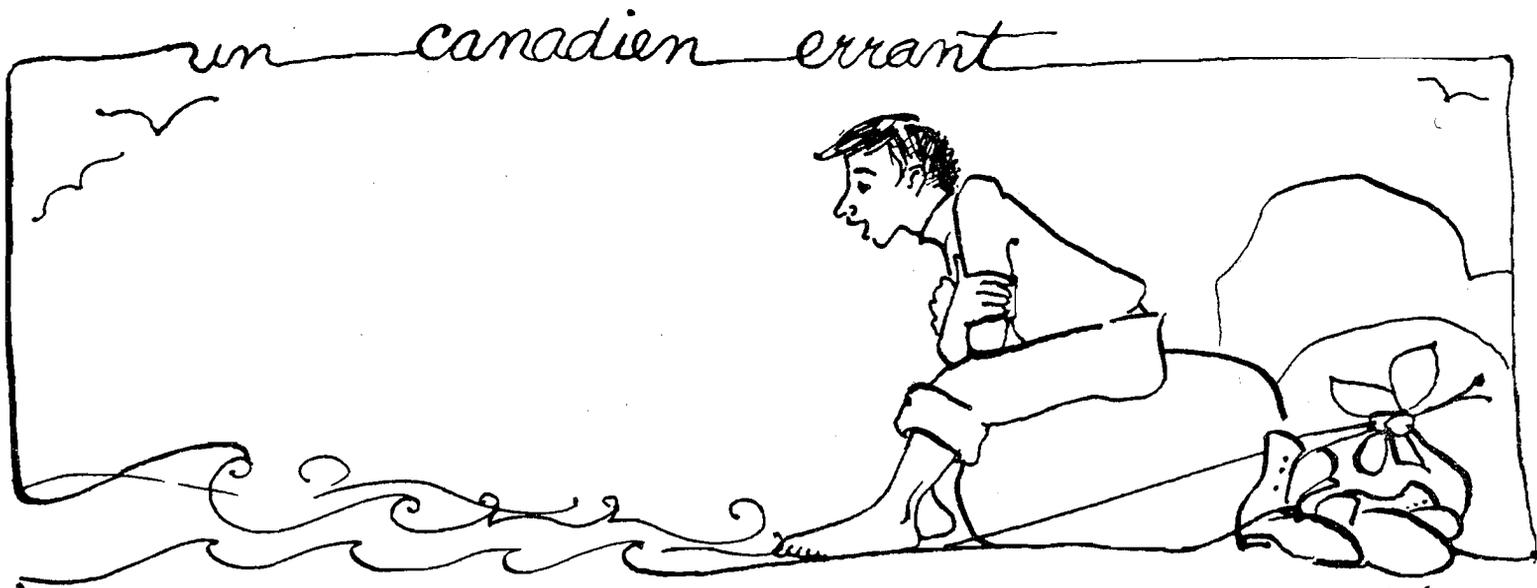
For most participants, the "Congrès" led them to two discoveries. The first discovery was the "chanson", which has become a vehicle of expression for the cultural values and political aspirations of the Québécois. In addition to the highly successful pre-conference workshop on the "chansonniers," the participants enjoyed an exceptional "concert-dialogue" by Gilles Vigneault, an exciting program of musical entertainment provided by the group "V'là l'Bon Vent", and an evening of dancing on the decks of

the Louis Jolliet.

The second discovery was that Quebec is truly "un pays francophone". Just as many English teachers in Europe tend to favor British English and look down on our American variety of the language, so have many French teachers in the United States snubbed the language of "La Nouvelle France" and written it off as incomprehensible. Of course, there are some differences of vocabulary and pronunciation, but basically the standard variety of French spoken in Quebec is very close to the standard French of Paris. Very quickly the "congressistes" were assimilated into the French-speaking environment and felt as at home in Québec as they would in Brussels or Marseilles.

It seems appropriate that this first issue of *Pour vos étudiants* provide a vehicle for sharing the enthusiasm of the "congressistes" with the entire membership—and with our students. When Gilles Vigneault was asked Friday evening which song best typified the spirit of Quebec, he replied by singing the nineteenth-century folksong "Le Canadien errant". The version in your copyout was taught to the participants on Sunday by Diane Lapierre, the musical director of V'là l'Bon Vent. (It is reproduced here with her gracious authorisation.)

The second copyout is a bilingual breakfast menu. One advantage of bringing students to Quebec is that they are immersed in French, and yet hardly suffer from culture shock. The ubiquitous bilingual signs and menus, moreover, function as a living dictionary.



anne. claire

Eb Cmin Fmin Bb7  
 Un Ca-na-dien er- rant, ban-ni de ses foy- ers  
 Eb cmin Fmin Bb7  
 Un Ca-na-dien er- rant, ban-ni de ses foy- ers  
 Bb G<sup>1</sup> Cmin  
 Par- cou-rait en pleu- rant des pa- ys é- Tran- gers  
 Ab Eb Fmin Bb7 Eb  
 Par- cou-rait en pleu- rant des pa- ys é- Tran- gers

REFRAIN:

Un Canadien errant, banni de ses foyers (bis)  
 Parcourait en pleurant des pays étrangers (bis)

Un jour, triste et pensif  
 Assis au bord des flots (bis)  
 Au courant fugitif  
 Il adressa ces mots: (bis)

"Si tu vois mon pays,  
 Mon pays malheureux, (bis)

Va, dis à mes amis  
 Que je me souviens d'eux. (bis)

"O jours si pleins d'apas,  
 Vous êtes disparus . . . (bis)  
 Et ma patrie Hélas!  
 Je ne la verrai plus! (bis)

Plongé dans les malheurs,  
 Loin de mes chers parents, (bis)  
 Je passe dans les pleurs  
 D'infortunés moments. (bis)

Pour jamais séparé  
Des amis de mon coeur (bis)  
Hélas! oui, je mourrai  
Je mourrai de douleur. (bis)

"Non, mais en expirant,  
O mon cher Canada! (bis)  
Mon regard languissant  
Vers toi se portera" . . . (bis)

. . .

1. Le Canadien errant. With lower level classes, you may want to provide a rough translation, as follows:

A wandering Canadian, banished from his home, in tears, was wandering through foreign lands.

One day, sad and deep in thought, seated at the edge of the waters, he addressed these words to the fleeting current:

"If you see my country, my sad country, go, tell my friends that I remember them.

O days so full of attractions, you have disappeared . . . and alas I will see my country no more.

Plunged into misfortunes, far from my dear parents and relatives, I spend these sad moments in tears.

Forever separated from the friends who are close to my heart, Alas! yes, I will die of pain and sadness.

No, but in dying, Oh my dear Canada, my tender regard will turn toward you."

\* \* \* \* \*

2. Le menu. The menu can be used for quick vocabulary expansion. Students can then be instructed to fold the menu so that they see only the French, and then use the information to act

out impromptu skits. Those teachers who are familiar with food expressions used in France will note that in some instances the Quebec equivalent presents a variation.

## breakfast suggestions



## suggestions de déjeuner

### BREAKFAST (1)

Juice  
One Farm Fresh Egg Any Style  
Buttered Toast  
Jam - Marmalade - Honey  
Tea - Coffee - Sanka - Milk

\$2.95

### BREAKFAST (2)

Juice  
Two Farm Fresh Eggs Any Style  
Buttered Toast  
Jam - Marmalade - Honey  
Tea - Coffee - Sanka - Milk

\$3.50

### BREAKFAST (3)

Juice  
One Farm Fresh Egg Any Style  
Premium Ham, Bacon, or  
Country Sausages  
Buttered Toast  
Jam - Marmalade - Honey  
Tea - Coffee - Sanka - Milk

\$3.75

### BREAKFAST (7)

Juice  
Delicious French Toast  
with Syrup  
Tea - Coffee - Sanka - Milk

\$2.95

## A la carte

### À LA CARTE (8)

Large Juices  
Sun Ripened Half Grapefruit  
Prunes, Pears or Peaches  
Cold Cereal or Hot  
Creton  
Bacon

\$0.95

Oatmeal or Cream of Wheat  
Doughnuts (2)  
Toast with Jam  
Croissant, Danish or Bran Muffins  
Ham  
Cheese

\$0.95

(9) Tea, Coffee, Milk, Sanka, Hot chocolate, Soft drinks

\$0.50

### BREAKFAST (4)

Juice  
Two Farm Fresh Eggs Any Style  
Premium Ham, Bacon, or  
Country Sausages  
Buttered Toast  
Jam - Marmalade - Honey  
Tea - Coffee - Sanka - Milk

\$3.95

### BREAKFAST (5)

Juice  
Three Fluffy Pancakes  
with Butter and Syrup  
Tea - Coffee - Sanka - Milk

\$3.50

### BREAKFAST (6)

Juice  
Three Fluffy Pancakes  
Premium Ham, Bacon, or  
Country Sausages  
with Butter and Syrup  
Tea - Coffee - Sanka - Milk

\$3.95

### PETIT DÉJEUNER (1)

Jus  
Un oeuf frais de la ferme,  
à votre goût  
Rôties beurrées  
Confitures - Marmelade - Miel  
Thé - Café - Sanka - Lait

\$2.95

### PETIT DÉJEUNER (2)

Jus  
Deux oeufs frais de la ferme  
à votre goût  
Rôties beurrées  
Confiture - Marmelade - Miel  
Thé - Café - Sanka - Lait

\$3.50

### PETIT DÉJEUNER (3)

Jus  
Un oeuf frais de la ferme  
à votre goût  
Jambon, Bacon ou Saucisses  
au choix  
Rôties beurrées  
Confiture - Marmelade - Miel  
Thé - Café - Sanka - Lait

\$3.75

### PETIT DÉJEUNER (7)

Jus  
Pain Doré  
avec Sirop  
Thé - Café - Sanka - Lait

\$2.95

## A la carte

### VOTRE CHOIX À LA CARTE (9)

Grand verre de jus  
Demi-pamplemousse  
Pruneaux, poires ou pêches  
Céréales froides ou chaudes  
Creton  
Bacon

\$0.95

(9) Thé, Café, Lait, Sanka, Chocolat chaud, Liqueurs douces

\$0.50

### PETIT DÉJEUNER (4)

Jus  
Deux oeufs frais de la ferme  
à votre goût  
Jambon, Bacon ou Saucisses  
au choix  
Rôties beurrées  
Confiture - Marmelade - Miel  
Thé - Café - Sanka - Lait

\$3.95

### PETIT DÉJEUNER (5)

Jus  
Trois crêpes légères  
avec beurre et sirop  
Thé - Café - Sanka - Lait

\$3.50

### PETIT DÉJEUNER (6)

Jus  
Trois crêpes légères  
avec beurre et sirop  
Jambon, Bacon ou Saucisses  
au choix  
Thé - Café - Sanka - Lait

\$3.95



Elementary and secondary school teachers, college instructors and assistant professors are eligible to participate in the teacher exchange program, under the Fulbright Act. Basic requirements are: U. S. citizenship, a bachelor's degree, three years of teaching experience for one-year positions, and two years of experience for seminars. As most of the positions are on an inter-change basis, applicants must be employed currently.

Seminars for current teachers of the classics, German, Italian and world, Asian or Middle Eastern history and area studies will be held in the summer of 1981. Seminars will also be held for social studies supervisors, curriculum directors, teachers in education, and school administrators responsible for curriculum development.

Information and applications (due by November 1, 1980) can be obtained from: Teacher Exchange Section, Division of International Education, U.S. Department of Education, Washington, DC 20202.



Bernard M. Pohoryles, Metropolitan, NY, outstanding treasurer for 1979, congratulates Raymond Tourville, Chicago, outstanding treasurer for 1980.

### 1981 AATF SUMMER SCHOLARSHIPS FOR STUDY IN FRANCE OR QUEBEC

Our program of summer scholarships for 1981 includes:

a) THIRTY scholarships funded by the French government, through the French Cultural Services, for summer study in Avignon during four weeks in July;

b) TWENTY-FIVE scholarships offered by the government of Québec for study at the Université Laval in the summer of 1981.

#### *Avignon*

The *stage de perfectionnement* will offer a program of three required courses (in language and civilization) which will be complemented by lectures and excursions. Recipients will be housed in the Grand Séminaire and will be required to live on campus. The recipient may not be accompanied by a member of his or her family. The Avignon scholarships will cover tuition for the *stage*, most of the cost of room and board, and part of the cost of transportation. Because the French government wishes to encourage younger teachers to become familiar with France, its culture, and its civilization, only applicants up to 45 years of age (as of January 1, 1981) will be considered.

#### *Québec*

The purpose of these twenty-five scholarships is to introduce the American teacher of French to the literature and culture of Québec. Recipients will take courses offered at the Université Laval in Quebec City in July 1981. The scholarships will

cover tuition, room and board, and a part of travel expenses.

Final details are not available as we go to press. Chapter presidents and regional representatives will have all necessary information by November 15, 1980.

#### *General Rules for All Scholarships*

The summer scholarships are offered to members of the AATF in the best interests of the profession. Their primary purpose is to improve the teacher's capacity for instruction and to further his/her understanding of francophone culture. Ideally, every teacher of French should have the experience of living and studying in a francophone country. Therefore, priority but not exclusive consideration will be given to those who: 1) have never been to France or Québec; 2) have not had *extensive* previous experience in travel and/or study in French-speaking countries; 3) who are doing creditable work as teachers of French; 4) are career teachers expected to make a worthwhile contribution to the improvement of the teaching of French language and culture in this country.

#### *Eligibility*

Applicants *must* be teachers of French in elementary or secondary schools, or teachers at the college university level, up to and including the rank of assistant professor. Applicants *must* be currently engaged in teaching and plan to continue teaching French during 1981-82.

Finally, applicants *must* have been members of AATF for at least two consecutive years, i.e., since January 1, 1979.

*Ineligible for Any Scholarship Are:*

1. Current chapter presidents;
2. Recent recipients (since and including the summer of 1976) of AATF and or French summer study scholarships or *stages* (this will not apply to applicants for Quebec).
3. Native speakers of French from any francophone country (exceptions will be made only for those who came to the U.S. as children and whose linguistic competence in French cannot be qualified as native or near-native);
4. Recipients of other awards for simultaneous summer study or those with and kind of work commitment abroad.

*Application*

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

The application form and the two letters of recommendation must be returned to the chapter president not later than *January 10, 1981*. *Late applications will not be accepted*. Each chapter will submit the applications of the *five* most deserving candidates to its Regional Representative, who will, in turn, send no more than *eight* nominations to the National Chairman.

Every effort will be made to notify winners before April 10, 1981.

## TESTING ANNOUNCEMENT

The AATF Testing Commission wishes to take this opportunity to remind the membership of the

services which are available and to announce its projects for 1980-81. The Testing Clearinghouse directed by Professor Robert Vicars at Millikin University, Decatur, Illinois (62522) is still functioning and invites members to send any questions relating to testing. These questions will be answered either individually or, if the question seems to be of general concern, via this column in a future *Bulletin*. The Commission is also beginning to prepare a certain number of basic bibliographies on general questions related to testing. Announcement of these bibliographies, which will be available to the general membership for the asking, will be made in the near future. In addition, the Commission hopes to prepare other descriptive bibliographies on new testing trends—the cloze technique, overall proficiency and placement testing, recent developments in oral interview testing, etc. These latter “hand-outs” will likewise be announced in future columns. Finally, all AATF members are invited to write to the Commission (via the Clearinghouse at Millikin University) to suggest other topics for bibliographic lists or other activities which you would like to see the Commission undertake.

## PUBLIC SUPPORT OF FOREIGN LANGUAGE PROGRAMS\*

The end of a decade does not necessarily mark the turning point of a trend. Language teachers, who can only wince when reminded of the blows their profession withstood in the 1970s, cannot in 1980 anticipate a likely upsurge in foreign language enrollments, or much new support at any level for foreign language and international studies. This is not to say that such an upswing in fortunes is out of the question, but merely that the forces that may bring it about have only begun their work.

A review of materials on public school foreign language policies and programs, based on the last decade's input into the ERIC data base, indicates that foreign language educators return regularly to the issue of public awareness of the value of foreign language instruction. The tone of articles and papers on this theme is encouraging. Even in the face of dismal statistics, educators seem confident that the proper application of techniques of classroom communication, public relations, and organized lobbying will eventually lift foreign language education out of its current slump in status and funding.

Foreign language programs must be promoted, and the chief promoters must be foreign language teachers. This central truth of foreign language program survival prefaces a forthcoming *Language in Education* monograph on publicizing foreign language programs (Elizabeth Hemkes, *Public Awareness and the Foreign Language Teacher*):

Publicity is vital to every language teacher if we wish to reverse the present trend in foreign language enrollments. Not only is it the responsibility of every foreign language organization, it is fast becoming the responsibility of every foreign language teacher to "sell" foreign language programs to the community.

Unfortunately, most foreign language teachers are not skilled in advertising. Therefore when we are faced with obstacles along the way, it tends to make the task of public awareness insurmountable. However, since it is easier to teach a teacher public relations skills than it is to teach a public relations person how to teach, it is possible to establish a program of foreign language public awareness and expect a certain amount of success.

There is general agreement in the literature that "a program of public awareness" must be aimed at four identifiable elements of the public: the student, the educational administrator, the taxpayer, and the legislator. The following program, synthesized from suggestions made by Monsees, Reeves, and Warner, is fairly typical.

1. The classroom is a captive audience. An individual teacher can be most effective by communicating enthusiasm to students. Getting students to enroll in the first place is more difficult, but language study, like everything else, can be made attractive with effective in-school advertising programs.

2. There is currently little pressure on boards of education to stop slashing foreign language programs from budgets. Direct lobbying by participants in such programs can have some effect, but the greatest pressure will come from an informed tax-paying public.

3. Many publicity-creating activities are within reach of most foreign language teachers. Language fairs, ethnic festivals, and various other events that involve exposing the community to elements of a foreign culture increase public awareness of foreign language study and, incidentally, make such study more attractive to students.

4. Like all organizable common-interest groups, foreign language teachers cannot hope to prosper without keeping their interests before state legislatures and Congress. Foreign language teaching organizations are currently pooling their resources to lobby for increased support of foreign language and international studies.

Identifying appropriate areas of public relations activity is thus neither difficult nor controversial. The principles of protecting group interests seldom vary, and the foreign language teaching profession has neither special advantages nor special vulnerabilities. Or has it? Is success here simply a matter of establishing specific programs and policies on the state and national levels and of following suggestions from idea books at the local level?

Or are there pitfalls that should make foreign language teachers wary of assuming that action A will produce result B?

Monsees foresees a possible reaction against foreign language publicity efforts: distrust will spring from the popular equation of advertising with deception (Monsees,

p. 71). While all advertising serves the double purpose of public information and propaganda, people tend to assume that the latter overshadows the former in most publicity efforts. The foreign language education community cannot completely escape this danger, but it can increase public sympathy if it makes an effort to identify objectively the nature of its service to the community. There is much evidence in the literature to indicate that foreign language teachers have not fully assessed (1) their own classroom performance, (2) the complex of public attitudes regarding foreign language instruction, or (3) the intimate connection between these two concerns.

Reeves has written of the powerful effect of teacher personality and performance on student perceptions of their courses:

The encounter of teacher and student produces a permanent and irrevocable impression upon the student. We know this from the scores of our colleagues from other departments who share with us memories of their "fragile French teacher" or their venture into the marketplace of Europe equipped with two years of conjugations. . . . In short, we never forget the good teachers, and we never forget the bad teachers, but often we do forget what both taught us. We recall some of the activities and most of the personal triumphs (Reeves, p. 95).

Reeves' intention is to support her advocacy of "sweetening" foreign language instruction, and her analysis bears on an important aspect of teacher effectiveness. Every academic subject has its regimen, adherence to which is often an annoyance to students. One does not normally hear the argument that the study of geometry should be made more "palatable" by involving students in trips to the pyramids or exhibitions of synchronized swimming. Surely there is need for effective methodologies in foreign language teaching, but the teacher who concentrates on the "fun" side of any discipline seems to be admitting that the mastery of that discipline is a hopeless cause. Not all teachers can sparkle in the classroom, but merely adequate teaching does not necessarily drive students away from subjects whose mastery they perceive as important. Surely it is in the best interests of the foreign language teaching profession to foster support of foreign language study, not through candy-coated instruction, but by attacking the notion that foreign language study is uniquely useless.

Advocates of improving the public image of second language study recognize the crucial importance of popular language attitudes. American reluctance to study the ways and minds of foreign peoples has been combatted with a variety of traditional arguments, some of which are:

1. The continued economic prosperity of the United States will depend on our ability to deal with other nations on international—as opposed to parochially American—terms.

2. Foreign language study is a career-related issue. Translators, interpreters, and multilingual negotiators

are in increasing demand.

3. The United States will never again dominate the world politically, as it has in the past. Ignorance of foreign ideas, which are best understood in their original tongues, will prove disastrous for our security interests.

These arguments are set forth in the recent report of the President's Commission on Foreign Language and International Studies (*Strength through Wisdom*, pp. 1-11). They are certainly cogent arguments for fostering foreign language study at the level of higher education. But can such appeals have much effect on student attitudes at the secondary level? Can we honestly expect considerations far removed from the experience of most American youth to have much effect on their decision making?

As if recognizing the validity of these questions, the President's Commission also deplores the weakening or elimination of foreign language entrance requirements for colleges and universities. High school foreign language enrollments will probably continue to drop as the study of another language becomes less important for college admission. It seems reasonable to conclude that the depressed state of high school foreign language study is attributable only indirectly to student attitudes, which arise in reaction to policies formulated by those responsible for establishing priorities in our educational system. Educational administrators are unlikely to eliminate science or mathematics from the list of college entrance prerequisites, and yet they do not feel pressed to demonstrate the "practical" advantages of studying geometry and physics. Why have foreign languages been left out in the cold?

The role of popular attitudes in hindering foreign language study cannot be overemphasized. Brod has recognized the peculiar ambivalence of Americans vis-a-vis foreign cultures:

Although America has prided itself on being a refuge for peoples of all countries and origins and today includes among its citizenry speakers of most of the languages of the world, the general attitude of the American public toward foreign language study is one of indifference, if not outright hostility. Even language teachers, who, paradoxically, specialize in communication, have shown little success in creating an attractive public image for language study (Brod, p. 10).

An illustration of the complexity of the language attitudes issue is offered by Warner (emphasis added):

In the past, many parents were psychologically committed to foreign language programs for their youngsters because they considered foreign languages to be an elitist area to which only the very best students were welcomed. Today, however, the situation has changed. Due to factors entirely beyond our control, interest in the study of foreign languages has waned considerably. As a result of wars, economic problems, and strained relationships between the United States and foreign countries, the public

attitude towards foreign languages has become one of indifference and, at times, even negativism (Warner, p. 281).

In their effort to win support, foreign language teachers may find this recalcitrant isolationism their most frustrating obstacle. Duhamel and Duhamel, discussing a successful French-as-a-second-language program in Canada, add a wistful note regarding what was not accomplished.

In spite of [a] significant increase in French language instruction, the authors' observations, readings, and discussions suggest that many individuals at all levels of the educational hierarchy fail to appreciate or to understand clearly the many support and non-support factors which may influence the implementation and subsequent expansion of French immersion programs. Further, a rapid perusal of a random selection of newspaper articles published in the Ottawa area during the current year lends additional support to this allegation, in spite of . . . the critical importance of identifiable support and non-support factors as they affect second-language instruction (Duhamel and Duhamel, p. 5).

Finally, it seems appropriate to return to what may be the most essential factor in the fate of foreign language programs. The pivotal issue of teacher quality (and thus teacher education) comes into play in any language program public relations campaign, and ties in with concerns over language attitudes as well (Reeves, p. 96). If persuasion based on the practical application of foreign language study has little motivating effect on students, the teacher's greatest weapon becomes the inherent value of foreign language study in the formation of the truly educated person. It seems likely that a contributing cause in the decline in college language requirements has been the traditionally poor quality of much beginning foreign language instruction in this country (*Strength through Wisdom*, p. 75). No subject of study can expect continued support from even enlightened administrators when, in the face of inevitable learning difficulties, its teachers capitulate, and impart, not knowledge and mastery, but a mere game or diversion which mocks intellectual achievement. In short, foreign language teachers must not be allowed to escape scrutiny based on high standards of pupil success.

This overview of concerns regarding future support of foreign language study in the United States suggests some of the complexities and unavoidable realities which may make the promotion of foreign language study a long-term effort with many setbacks. Nevertheless, a realistic assessment of the barriers to establishing successful foreign language programs should not deter an all-out effort to improve the dismal state of second language study in this country (*Strength through Wisdom*, pp. 6-7). The most educated person remains something of a bumpkin when his world stops at his country's borders. This notion may be difficult to translate into good PR, but

it provides an enduring rallying point for foreign language professionals, who must keep in mind what they are selling.—John Brosseau, ERIC/CLL

- Brod, Richard I. 1973. "A National Foreign Language Program for the 1970's," ED 098 820\*
- Duhamel, Ronald J. and Carolyn S. Duhamel. 1978. "The Political Social Context of Implementing and Developing Second Language Programs." ED 163 612.
- Monsees, Anita. 1974. "Public Awareness: How Can Associations and Institutions Use Public Relations Skills?" ACTFL Review of Foreign Language Education, Vol. 6 ED 162 498.
- Reeves, Dona B. 1974. "Public Awareness: What Can the

- Individual Teacher Do?" ACTFL Review of Foreign Language Education, Vol. 6 ED 162 499.
- Strength through Wisdom: A Critique of U. S. Capability: A Report to the President from the President's Commission on Foreign Language and International Studies. 1979. FL 010 842
- Warner, Pearl M. 1975. "Free to Reach Out." ACTFL Review of Foreign Language Education, Vol. 7, ED 159 887

1. This article, which originally appeared in the March 1980 issue of the ERIC CLL News Bulletin is reprinted here with the gracious permission of the Center for Applied Linguistics, Arlington, Virginia.

2. Documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. An FL number indicates that a document is forthcoming in the ERIC collection.

## COMMISSION REPORT: STUDY ABROAD

by Joan Fontinella

Here is an up-dated list of organizations offering a wide choice of programs for study, travel, home-stay, and exchange. Their differences are in purpose, time of year, length of stay, location and cost. Although the inexperienced teacher-administrator-chaperon will find the services of a reputable organization indispensable, everyone can profit from new ideas and activities. Feel free to write to any or all of the following for information, brochures and references in your part of the U. S.: For those interested in knowing a region and its people before deciding on an exchange program, these centers can be helpful. For those already involved in home-stay programs, these centers create a welcome break.

Centre d'Echanges Internationaux  
M. Guillaume Dufresne  
21, rue Béranger  
75003 Paris, France

Centers near Tours, St. Raphael, and Dinard welcome groups of students all year long from a few days to several weeks. Activities include sports, crafts, discussions, walks, bike trips, and *rencontres* with locals. 85 F per day.

Tours Ajismes  
M. François Bédard  
1324 ouest, rue Sherbrooke  
Montréal, P. Québec  
Canada H3G 1H9

This group with hostels in Montréal and Québec specializes in acquainting students and teachers with the Province of Québec, in working with school personnel to arrange visits and *rencontres*, and in providing free or inexpensive activities for students day or evening.

Centre Linguistique de Jonquière  
65 rue St-Hubert  
Jonquière (Québec) G7X 7W2

Groups or individual students could choose an immersion program for two to four weeks staying with a family on campus. Since this is 130 miles north of Québec, World Ventures of Fairfield, N.J., or Ajismes could make the arrangements.

### II. Summer study and home-stay:

De France  
Mr. J. P. Cosnard, director  
213 North Elm Street  
Wallingford, CN 06492

Four weeks in Paris (study and home-stay), two to three weeks bicycling or vacationing with another family. In existence for more than twenty years, formerly with Choate School. Cost: \$2,200 in 1980. (Program seems worth the money.)

Phoenix International Classrooms  
Mr. and Mrs. Bryce Hackson  
7651 North Carolyn Drive  
Castle Rock, CO 80104

Four week program: two weeks attending school and staying with a family in Nevers, one week in Paris and château country, and one in Switzerland.

### III. Home-stay:

S.E.E. (Schools Education Excursions)  
The Experiment in International Living  
Brattleboro, VT 05301

Spring program for group including two week home-stay and a three-day visit to a major city. Good pre-departure orientation materials.

Summer program of one month with a family for individual students. Option exists to host for one month. Total costs: \$700 in 1980.

#### IV. *Real Exchanges—most rewarding and complete:*

S.E.S. (School Exchange Service)  
N.A.S.S.P.—Office of Student Activities  
1904 Association Drive  
Reston, VA 22091

At the annual meeting in Québec, it was decided that AATF will join with several other teachers' association, the National Association of Secondary School Principals, and the Council on International Educational Exchange (CIEE) in sponsoring the exchange programs of the School Exchange Service (SES). Participating secondary schools both send a group of students and a faculty member to France (and other countries) for approximately three weeks, and host an equivalent group from the schools with which they are paired. Many AATF members have already participated with their classes in the SES operation.

If you are looking for a three week school-to-school exchange, this is the most solid and reliable one I know of. Besides home-stay, school visit, etc., students participate in a four day field-trip. Cost: about \$1,000 in 1981 (winter-spring).

Sabena, special projects  
720 Fifth Avenue  
New York, NY 10019

Relatively new exchange designed primarily for sports and cultural groups (teams, choirs, students?) appears well-thought out. Cost: current air-fare to Brussels (5-23 days).

#### *Région de Québec*

Mlle Diane Lapierre  
Responsable des projets spéciaux  
Services au étudiants  
Commission des Ecoles Catholiques de Québec  
1460, chemin Ste-Foy  
Québec, Québec  
G1S 2N9  
Tél: (418) 688-7794

#### *Region de Québec*

Madame Yolande Désilets  
A.D.P. en Activités interlinguistiques  
Services éducatifs  
Commission scolaire régionale de Tilly  
945, Wolfe, 4e étage  
Ste-Foy, Québec  
G1V 4E2  
Tél: (418) 657-3272

#### *Région de Montréal*

Monsieur Pierre Mitchell  
Conseiller à l'accueil des visiteurs  
Service des Etudes  
Commission des Ecoles Catholiques de Montréal  
3737 est, rue Sherbrooke  
6e nord  
Montréal, Québec  
H1X 3B3  
Tél: (514) 525-6311

#### *Le Québec*

Monsieur Marc Champeau  
Coordonnateur des Echanges linguistiques et culturels  
Services éducatifs  
Direction générale des réseaux

Ministère de l'Éducation  
Edifice "G", 5e étage  
Québec, Québec  
G1R 5A5  
Tél: (418) 643-6729

These people have contact with all kinds of schools in the Province de Québec and are eager to help develop visits and exchanges. Mlle Lapierre has an informative brochure about exchanges. Remember Tours Ajismes can help too. (Mail can be very slow.)

AATF Bureau de Correspondance Scolaire  
Barbara Duvall  
57 East Armory Avenue  
Champaign, IL 61820

If experienced, you could just write to get the name of a teacher or school, either in France or Canada, and start a *Jumelage* or an exchange.

France-Etats-Unis  
Madame Janine Dupont  
Secrétaire générale  
6 boulevard de Grenelle  
Paris 75015 France

As France-Etats-Unis has offices throughout France, it frequently receives requests from French teachers of English to find U. S. schools willing to host about thirty students for two weeks. They have preferred to remain near the East Coast for cost reasons, but anyone from here can write directly to Mme Dupont asking for a lycée in a certain region. She will try to match teachers up.

## AU-DELA DES STEREOTYPES

*By Marie Galanti*

*Journal Français d'Amérique*

De nombreux étudiants américains ne s'intéressent plus au français parce qu'ils n'en voient par l'utilité dans leur avenir. En tant que professeurs, nous sommes en partie responsables de cette croyance. Formés à l'enseignement de la littérature et de la civilisation françaises, nous contribuons souvent à communiquer une image démodée de la France. Nous présentons la France telle qu'elle est dépeinte sur les affiches touristiques. Nous insistons sur son côté pittoresque, sa gastronomie, ses monuments, son histoire (un peu), sa littérature (beaucoup). Nous renforçons ainsi une image stéréotypée de la France: la France des châteaux, des vins et du fromage, de Versailles et de Louis XIV. Une image qui est en partie authentique, mais bien incomplète!

Notre enseignement ne porte à peu près pas sur la France moderne: la France quatrième puissance économique et industrielle du monde. Nous enseignons volontiers la langue de Molière, mais beaucoup moins le français, langue des

affaires et de la diplomatie.

Et ce qui est plus grave encore: nous refusons de faire face à une profonde ambivalence chez nos étudiants américains en ce qui concerne la France et les Français. Parce que nous sommes convaincus des mérites d'une nation, d'une langue, d'une culture, nous imposons souvent notre vision à nos étudiants qui en sont pas nécessairement de notre avis, du moins au départ. N'oublions pas non plus que nos étudiants ont peut-être une toute autre image de la France qui leur vient de la publicité de produits français dans les journaux ou à la télévision.

Afin de faire face à l'ambivalence et de lutter contre les stéréotypes, voici une série de trois questionnaires destinés aux étudiants qui ont récemment commencé des cours de français ou qui envisagent de le faire. Ces questionnaires sont en anglais car il ne s'agit pas d'un examen, mais bien d'un outil pour nous. L'élève doit être libre de s'exprimer librement, de choisir une ou plusieurs réponses, ou aucune. Ils nous apprennent ainsi des choses intéressantes sur la vision qu'ont nos étudiants de la France et des Français.

Ces questionnaires ont été conçus au cours de mon enseignement à San Francisco State University et je tiens à indiquer la contribution généreuse de ma collègue, le Professeur Edith Fried, à leur élaboration.

EXEMPLE D'UNE  
QUESTIONNAIRE

1. Are you interested in learning a foreign language? --Yes, definitely --I think I might be -- Not really.
2. Do you think French is more difficult than German? --Yes --No Than Spanish?
3. Have you ever heard French spoken? --Yes --No If yes, WHERE? ---
4. What does French sound like to you? 1.--- 2.---
5. What is your reaction to such French words as these: appartement, restaurant, beauté, bagage, imagination? Can you recognize them? --Yes --No
6. What is your reaction to words such as these: grenouille, caoutchouc, bibliothèque, oreiller? Do you find them: --puzzling --scary --intriguing --funny
7. Do you think that learning French will be useful to you? --Yes, definitely --Somewhat useful --Not very useful
8. What French words do you know that are used currently in the English language? ---
9. Where is French spoken outside of France? ---

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