
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH VOLUME 6, NUMBER 2 NOVEMBER 1980

\$1,000 AWARD TO BE OFFERED FOR BEST FOREIGN LANGUAGE EDUCATION ARTICLE

The Northeast Conference on the Teaching of Foreign Languages is offering a \$1,000 prize in cash to the journalist adjudged to have contributed most significantly to public understanding of the importance of foreign language education for Americans. The recipient of this award will also receive expenses to attend the 1981 Conference in New York City on April 30-May 2. The selection of this award will be made by a panel representing both the press and foreign language educators. All entries must be post-marked no later than February 15, 1981, and must be accompanied by an official Northeast Conference Award entry form. Material for the consideration of the selection panel must have been published in the 12-month period ending January 31, 1981. Any journalist writing for a general-circulation daily newspaper in the United States is eligible to enter the competition. Only published materials that are formally submitted as entries will be considered. These materials may consist of news stories, feature articles, editorials, interpretive columns, or combinations of these. Five copies of the published article must be submitted (at least one original; the others may be photocopies). Multiple submissions are acceptable, but each entry must be accompanied by a separate entry form. The decision of the judges on all matters concerning the award is final. All entries will be submitted with the understanding that they may be reproduced at the discretion of the Northeast Conference. Entry forms may be obtained by writing to: NORTHEAST CONFERENCE AWARD, P.O. Box 623, Middlebury, VT 05753.

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CALL FOR PAPERS!

Members interested in suggesting themes and/or presentations in the type of sections normally included in our domestic Conventions (traditional periods of literature, pedagogy, linguistics, workshops on special topics) should submit these in writing BEFORE JANUARY 15, 1981, to: Professor Georges Joyaux, AATF President, Department of Classical and Romance Languages, Michigan State University, East Lansing, MI 48823; telephone (517) 355-8352.

<p>Volume 6, Number 2 (November, 1980) Editor: James E. Becker Reading Committee: Edward Allen, Phyllis Dragonas, Mathé Allain</p>
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The AATF NATIONAL BULLETIN has its editorial offices in the Malcolm Price Laboratory School on the campus of the University of Northern Iowa (Cedar Falls, IA 50613). Correspondance and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF NATIONAL BULLETIN four times a year (Sept., Nov., Jan. & April), as a service to its members in supplement to the official journal of the association, the FRENCH REVIEW. Subscription to the AATF NATIONAL BULLETIN is by membership in the AATF only. Second class postage paid at Urbana, Illinois. Office of Publication: 1002 West Green Street, Urbana, IL 61801. POSTMASTER: Send address changes to AATF, 57 East Armory Drive, Champaign, IL 61820.

GILBERT CHINARD LITERARY PRIZE

The INSTITUT FRANÇAIS DE WASHINGTON has established an annual prize of \$1,000.00 for work in the history or criticism of French literature. The prize will be awarded to a North American scholar for a book in its manuscript form, written in English or in French. Manuscripts should be recent and unpublished, or accepted for publication and not yet printed.

The first award will be attributed in December 1981 by a committee chaired by Edouard Morot-Sir, President of the INSTITUT FRANÇAIS. Manuscripts should be addressed to Édouard Morot-Sir, 141 Dey Hall, The University of North Carolina, Chapel Hill, 27514, before Aug. 1, 1981.

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TO THE READER: Photos included in the BULLETIN were taken at the 53rd annual convention of the AATF held in Quebec City, Canada last June 26-30.

EDITOR'S NOTE

I am pleased to have the opportunity to serve the profession as the new editor of the AATF NATIONAL BULLETIN. I wish former editor John Kunkle much success in his new venture in Saudi Arabia. I seek the talents and input of every member of this organization in helping to make this publication a useful tool in your classroom. I ask that you send me a wide variety of information including manuscripts, new materials, addresses, techniques, and so forth to share with everyone. With your assistance, the BULLETIN will be complimentary to the FRENCH REVIEW and the information you read here will help you to become a more creative and effective instructor.

JEB

FRANCE - U.S. TEACHER EXCHANGE PROGRAM FOR 1981-82

The Teacher Exchange Program sponsored by the AATF and by the French Ministry of Education and funded by the Foundation Franco-Americaine will be continued in 1981-82.

Under this program, five teachers of French in the United States will exchange teaching positions for the entire academic year with five teachers of English in French *lycées* (10th, 11th, and 12th grades). Participants will continue to receive their regular home salaries while abroad and must therefore, secure a leave of absence WITH PAY from their school authorities. The salaries of the French teachers on exchange assignment in the U.S. will be paid by

the French Ministry of Education. Housing and/or automobile exchange can also be arranged on an individual basis. Each participant will receive a travel allowance of 3000 FF (approx. \$750). Dependents may accompany the teachers at their own expense.

Basic eligibility requirements are: AATF membership, U.S. citizenship (native), current full-time employment at high-school or college level in a public institution (high-school level will be given priority), minimum of four years teaching experience prior to September 1981.

AATF members interested in this program, under which they would teach English in France for a year, are invited to request application forms from:

Milan Kovacovic
Chairman, AATF Teacher Exchange Comm.
Department of Modern Languages
Carleton College
Northfield, MN 55057

Deadline for submission of applications is February 1, 1981.

PLEASE NOTE: A similar program, with a deadline of November 1, 1980, is organized by the Teacher Exchange Section, International Exchange Branch, Division of International Education, U.S. Office of Education, Washington DC 20202. Candidates who have already applied for this program may also apply for the AATF program.

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Des congressistes s'amuse à bord du LOUIS JOLLIET

HISTORY, PAST OFFICERS OF THE SOCIÉTÉ HONORAIRE DE FRANÇAIS

On December 28, 1947, the Assembly of Delegates of the American Association of Teachers of French met in Detroit and voted to investigate the advisability of establishing a French honor society at the high school level.

Dr. Joseph Carrière (University of Virginia, Charlottesville, VA) appointed the committee in the following summer of 1948. Its members included:

Mrs. Gertrude F. Weathers, Chairman
Shortridge HS, Indianapolis, IN

Mildred Morgan
West HS, Madison, WI

J. A. Einbry
Southwestern University, Memphis, TN

Prof. James Jones
State Teachers College, Jacksonville, AL

Miss Renée Jeanne Fulton
Forrest Hills HS, Forrest Hills, NY

Mrs. Gertrude F. Weathers was officially appointed the first president of the SHF by Professor Carrière on November 15, 1949.

The committee's study finally took on the form of a Constitution which set forth the name, aims or purposes, eligibility for membership, etc., of the SHF.

The first chapter was established January 21, 1950 at Sheffield HS, Sheffield, AL. Today the SHF has 1,336 chapters of which 762 are currently active. Chapters are located in 45 states as well as the District of Columbia, Puerto Rico, the Canal Zone and Canada.

The names of officers who have served the Société Honoraire de Français in its first thirty years follow.

PRESIDENT

Mrs. Gertrude Weathers, 1950-1958
Shortridge HS, Indianapolis, IN

Miss Helen Bridey, 1958-1959
Brookline HS, Brookline, MA

Mrs. Annie Preston Farrington, 1959-1964
Reynolds HS, Winston-Salem, NC

Miss Margaret Brunink, 1964-1967
El Cerrito HS, El Cerrito, CA

Sr. J. Marita Paul, 1967-1968
Sacred Heart HS, Waterbury, CT

Sr. J. Marita Paul, 1968-1971
Mt. St. Joseph Academy, W. Hartford, CT

Sr. Sharon Cook, 1971-1972
Regina HS, Jackson, MI

Mr. Charles Avery, 1972-1975
Thornridge HS, Dolton, IL

Mrs. Yvonne D. Harvey, 1976-1979
The Montgomery Academy, Montgomery, AL

Mrs. Mireille Scheni, 1980-
The Baylor School, Chattanooga, TN

SECRETARY-TREASURER

Mrs. Ruth P. Kroeger, 1950-1961
South Philadelphia HS, Philadelphia, PA

Miss Margaret Brunink, 1961-1964
El Cerrito HS, El Cerrito, CA

Sr. J. Marita Paul, 1964-1967
Sacred Heart HS, Waterbury, CT

Sr. Helen Anthony, 1968-1971
Regina HS, Midland, MI
--Region East of Mississippi

Mrs. Agnes Hennessey, 1968-1971
Sunnyvale, CA
--Region West of Mississippi

Sr. M. Clara Keefe, 1972
St. Pius X HS, Piscataway, NJ

Dr. F. W. Nachtmann, 1972 (Acting)
Executive Secretary, AATF, Champaign, IL

Dr. Stephen Foster, 1972-
Washington State University, Pullman, WA

National Headquarters of the Société Honoraire de Français are located on the campus of Washington State University in Pullman, Washington.

Washington State University

Stephen Foster
Sec.-Treas., SHF

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HUIS CLOS ATTRACTS STUDENTS

by

Arthur J. Gionet

North Texas State Univ.

In a presentation on the theatre in the French class, at a North Texas Chapter of AATF meeting, Professor Maurice Plasse, Assumption College, encouraged teacher to try "la mise en scène," especially short dramatic dialogues, to attract the students, "to ensnare them," as he said. My total lack of experience in the performing arts always discouraged me from attempting such a project. Yet, the prospect of trying this activity in my classes remained a challenge I was afraid to attempt until some drama students asked me to offer a course in which they were to perform a French play. Their genuine interest made me forget my fears, and I plunged into the project, hoping all problems would somehow solve themselves.

Three goals were set for the course: it would be for advanced students, French would be used at all times, and reports would be written in French. In other words, the emphasis of the course was to be placed on oral practice and composition, rather than on acting ability. To reach these goals, I chose *Huis Clos* and *Le Petit Prince*. Existentialism provided an excellent topic for class discussion, and *Le Petit Prince*, appropriate matter for original composition. Unfortunately, the lack of time prevented us to write a short play based on St. Exupery's work, even though we discussed it briefly in class.

Nineteen students, most of whom were neither French majors nor drama students, enrolled in the course. The class met formerly once a week for three hours - a schedule I would not recommend. Later, as the semester progressed, the students met with me more and more frequently outside of class to practice their diction and improve their performance.

For the first three weeks, we discussed the play thoroughly in French, and students turned in one- or two-page reports on the material read and discussed. Later, after the roles were assigned each student prepared a detailed account on the mental state and the accompanying gestures of the character he or she was portraying. In order to give each student an opportunity to perform, I devised a plan whereby each one had a performing role. In 1953, I attended the staging of *Othello* at Baylor University, in which the role of the main characters was shared by three actors. This novel approach inspired me to use the same device for presenting *Huis Clos*. Even though the scheme used by Paul Baker at Baylor did not lend itself to artistic considerations for Sartre's play, it fulfilled however, the goal of the course. Therefore, three "Garcin," three "Estelle," and three "Inès" were on the stage throughout the play. For the lack of a male student, a young woman took on the role of the impersonal "garçon," and appropriate changes were made in the play. While a set of three actors performed under the main spot light, the other two sets mimicked in a subdued manner the gestures of the principal performers. Since there were more than six actresses for the female parts, the extra "Estelle" and "Inès" slipped

unobtrusively on the stage to join at the appropriate time the cast in the shadows.

The stage was square, approximately 40' by 40', with the audience seated on all four sides. Three bookcases lying on their sides with their backs facing the audience, formed a triangle and served as mantels. Styrofoam heads sprayed with gold paint represented "la statue de bronze." Straight chairs covered with burgundy red, blue, and green material became the "fauteuils second empire." Three doors placed at three corners of the stage, each with its own buzzer, completed the set. Sound effects emphasized the return to earth of the main characters; for example, a priest singing the "Pater Noster" accompanied Estelle's comments on her own funeral; an amorous dialogue between a man and a woman underscored Ines contempt for the opposite sex when she returned to her former apartment; the Portuguese dialogue between Gomez and his journalist friends confirmed Garcin's suspicion of his reputation as a coward. The stage and the unadorned props gave a simple, yet dynamic background to Sartre's existentialist play.

Like many other universities, North Texas encourages interdepartmental projects, such as the Honors Program, tandem courses, Great Books of the Western World courses, etc., and it was with the cooperation of the Speech and Drama Department and the underlying support of the Dean of Arts and Sciences that our performance of *Huis Clos* was a success. The chairman of the department assigned to my class a faculty advisor, Dr. Ralph Culp, to coordinate our efforts. He worked closely with us for the blocking, the stage arrangements, the props, such as the three doors and the buzzers. He found a student lighting engineer who knew French fairly well. He managed to fit in the busy schedule for the use of the Studio Theatre several rehearsal times. He took care of the publicity and the printing of the program, and even had "ouvreuses" for the night of the performance. It was with this kind of help that made all my efforts as a French teacher worthwhile.

In spite of all the cooperation and the enthusiasm of most students, there were some problems. Absences caused the most apprehension. Students were sick or had personal problems, and some had to miss several three-hour classes and rehearsals. For this reason mainly, I would recommend two one-hour and a half classes rather than one three-hour block. Even though the course aimed principally at the students' improvement in the use of the language, we had committed ourselves to a public performance. Grades were based solely on their usage of the language, but in the future, I would add a proportion of the grade for attendance both in class and at rehearsals.

The second problem involved the enormous amount of time both on the part of the teacher and the students. For many reasons, such as class conflicts, faculty meetings, etc., it was impossible to meet with every group on a regular basis. Consequently, because of the lack of guidance, some students developed bad pronunciation habits that were impossible to eradicate in time for the performance. A competent assistant would have solved this problem.

In the evaluation of the course, a few students questioned the random choice of performers. Perhaps more care should be given to the assignment of roles, yet the goal of the course was not primarily a professional performance, but a total language experience. In this light, the course was a success because each student went through the experience of using French before a live audience.

At the end of the semester, I wanted the students to evaluate the effectiveness of the course to see if it should be offered again. I especially wanted to find out what benefits they received. Here is a typical response.

"First of all, my vocabulary was greatly expanded. Many of the words and phrases from the play are now a part of my everyday French vocabulary. I no longer translate in my mind; their usage comes naturally. Pronunciation and intonation were highly stressed. In discussing the play and its philosophy, I had to learn to listen and think fast. Overall, all of my basic French skills were practiced and sharpened.

Before beginning *Huis Clos*, existentialism and Jean-Paul Sartre were just words to me. Although I still don't fully understand existentialism, I have been prompted to go to the library and do additional research....But most of all, I wouldn't take anything for all of the fun I had. Everyone got to know everyone else so we could laugh at each other's mistakes without any hurt feelings....

I hope to see this class continued in the future.

I hope other students can benefit from it as I have." Teaching a "drama" course is difficult and time consuming, but it is most rewarding. As one student has said in her evaluation, "Le ciel, c'est une bonne classe de francais!"

HUMANITIES ENDOWMENT ANNOUNCES 1981 SUMMER SEMINAR PROGRAM FOR COLLEGE TEACHERS

WASHINGTON, D.C. -- The National Endowment for the Humanities (NEH) today announced the 1981 schedule and application deadline for the Agency - sponsored Summer Seminars for Teachers Program that annually supports approximately 120 eight-week sessions nationwide for some 1,440 college teachers.

The summer program is offered to two-year, four-year, and five-year college and university teachers to provide advanced study and research opportunities in the teachers' own fields or in fields related to their interests.

Each of the seminars accommodates 12 teachers. Participants receive a stipend of \$2,500 for travel to and from the seminar site, and for research and living expenses.

The sessions, held at institutions which have major libraries suitable for advanced research work, are directed by distinguished scholars whose academic interests coincide with the seminar topic.

Eligible applicants must be full- or part-time teachers at private or state undergraduate institutions, or at junior or community colleges.

The 1981 NEH Summer Seminar brochure listing seminar topics, dates, locations, and directors may be obtained in January, 1981 from department chairpersons at higher education institutions across the country.



Rebecca Valette

POUR VOS ÉTUDIANTS

Par Rebecca M. Valette, Boston College

The copy-out materials are printed so that you may tear out the page and reproduce it on a thermofax master, on a transparency or simply make copies of the activity for your students. The AU RESTAURANT activity was distributed to participants in the AATF Pre-Conference Workshop on French-Canadian film, television and radio in Quebec this past July. It is reprinted here with the permission of the author, Anthony Mollica, and the CANADIAN MODERN LANGUAGE REVIEW (Volume 35, Issue 2, January 1979, pages 282-283). The hidden proverb is: *L'appétit vient en mangeant.*

TARGET: COLLEGE AND UNIVERSITY TEACHERS

Volunteers are needed to help distribute letters to teachers in hundreds of American colleges and universities. At present, there are twice as many AATF members from secondary schools as from institutions of higher education. To do its job well, this organization needs broader support in the colleges, and to help us address this concern seven distinguished scholars who are members of the AATF have co-signed a letter stressing the reasons why we and they need each other. The problem now is to get this letter into the hands of as many as possible of its intended recipients. Needed are contacts, not to solicit memberships actively but simply to assure that every teacher of French in a given department receives a copy: usually it will suffice to locate one member who will put a copy in every colleague's mailbox. Most of the large universities have been covered, but this is not nearly enough. If you are an AATF member in a college or university and can help with your school, or if you know someone in a particular department who will, please contact your regional representative for copies of the letter, or write to AATF Vice-President Philip Stewart, Department of Romance Languages, Duke University, Durham, NC 27706. When you do so, please indicate the number of copies you can place, and the specific names of the institutions.

AU RESTAURANT

Utilisez les mots suivants dans une phrase originale.

- | | |
|-------------|----------------|
| 1. addition | 10. menu |
| 2. café | 11. oignon |
| 3. coûter | 12. pain |
| 4. eau | 13. pâté |
| 5. faim | 14. payer |
| 6. fromage | 15. pourboire |
| 7. fruits | 16. restaurant |
| 8. garçon | 17. salade |
| 9. manger | 18. soupe |



Maintenant trouvez chaque mot dans la grille. Les mots peuvent se lire horizontalement, verticalement, diagonalement, de droite à gauche, de gauche à droite, de bas en haut ou de haut en bas. Les lettres qui vous restent épelleront un proverbe.



R	N	O	N	G	I	O	F	A	I	M
N	E	L	O	A	P	E	P	E	T	I
O	T	S	I	V	F	R	U	I	T	S
C	O	U	T	E	R	I	F	I	R	A
R	P	N	I	A	P	O	R	M	E	L
A	A	E	D	N	U	B	O	E	G	A
G	Y	T	D	C	E	R	M	N	N	D
N	E	P	A	T	E	U	A	U	A	E
M	R	F	A	N	A	O	G	N	M	G
E	E	A	S	O	U	P	E	N	T	T

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AATF SUMMER SCHOLARSHIPS

1981

SUPERSEDES INSTRUCTIONS PUBLISHED IN SEPTEMBER 1980 NATIONAL BULLETIN

Our program of summer scholarships for 1981 includes:

- a) THIRTY-FIVE scholarships funded by the French government, through the French Cultural Services, for summer study in Avignon during four weeks in July;
- b) TWENTY scholarships offered by the government of Quebec 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.

QUEBEC

The purpose of these twenty scholarships is to introduce the American teacher of French to the literature and culture of Quebec. Recipients will take courses at the Université Laval in Quebec City. Their tuition is covered for the full 6 week session. The room and board is paid for only 3 weeks; part of the travel expenses are reimbursed. Recipients have the choice to stay for 3 weeks or for 6 weeks: in both cases the amount of the scholarship is the same. But it must be pointed out that Laval University will only grant credits for the full 6 week session (recorded on an official transcript). Recipients who choose to stay only 3 weeks will receive a "certificate of attendance" but no credits.

GENERAL RULES FOR ALL SCHOLARSHIPS

The summer scholarships are not a pretext for paid holidays abroad. They are offered to members of the AATF in the best interest of the profession and the recipients should expect to study very hard during their stay in Quebec and in Avignon. Their primary purpose is to improve the teacher's capacity for instruction and to further his/her understanding of francophone culture. Ideally, every teacher of French should have the experience of living and studying in a francophone country. Therefore, priority will be given to those who: 1) have never been to France or Quebec; 2) have not had EXTENSIVE previous experience in travel and/or study in French-speaking countries; 3) who are doing creditable work as teachers of French; 4) are career teachers expected to make a worth-

while 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 be members of AATF in good standing. Everything being equal preference will be given to applicants who have been members for at least 2 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 1975) of AATF and/or French summer study scholarships or stages;
3. Native speakers of French from any francophone country (exceptions will be made only for those who came to the U.S. as children and whose linguistic competence in French cannot be qualified as native or near-native);
4. Recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

APPLICATION

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

The application form and the two letters of recommendation must be returned to the chapter president not later than JANUARY 9, 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 TEN nominations to the National Chairman. Every effort will be made to notify winners before April 10, 1981.

Further information may be obtained from Jean Carduner, AATF Vice-President in charge of scholarships, Department of Romance Languages, University of Michigan, Ann Arbor, MI 48109.

AATF SUMMER SCHOLARSHIPS

Please read description before completing this form!

Name _____ Country of Birth _____
last first middle

Maiden Name _____ Date of Birth _____
(if pertinent to verification of AATF membership)

Address _____
number and street city state zip code

Telephone: Home _____ Office _____

School/College/University _____

Address _____

Level of French taught: Elem. Sec. Coll./Univ. Rank _____

No. of French classes _____ No. of French students _____ Other subjects taught _____

AATF Chapter _____ President _____

Continuous member of AATF for _____ years [preference given to those with 2 or more years membership]

Scholarship desired: France Quebec

Have you ever received an AATF Summer Scholarship? yes year _____ no

Have you ever received a scholarship from the French government? yes If yes, year _____ and place _____ no

Academic Background Institution	Credit hours in French degree	Date
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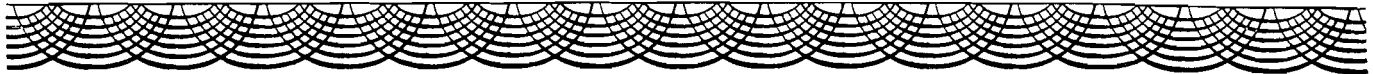
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

List all previous travel and study in Francophone countries, including dates.

1975	_____
1976	_____
1977	_____
1978	_____
1979	_____

Teaching Experience Years	School	Years	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(complete other side)



MEMBERSHIP CORNER

By Beverly Adams, Representative Region I

Our newly appointed membership committee, consisting of Stirling Haig, Yolande Pétrin, Philip Stewart, and myself as chair, will award a prize to any local chapter that succeeds in increasing its 1981 membership by 10% over the 1980 figure. Chapters with fewer than 100 members must show a minimum increase of 10 members. The awards will be made at the 1981 National Convention.

So that chapters will have every opportunity to increase their membership, I am here presenting the remarks of Professor Arthur Gionet of North Texas State University, who chaired the membership workshop held at the 1980 convention in Quebec City. Professor Gionet gathered together the suggestions of membership chairmen throughout the country in order to help chapters to maintain existing members and attract new ones.

These are the procedures which Professor Gionet, as Secretary/Treasurer of the North Texas chapter, follows in his communications:

SEPTEMBER

A cover letter encouraging members to renew their membership and giving them reasons to do so is included with the Fall mailing, which is carried out on the local level. This letter includes a notice of the first meeting of the year along with the program. Professor Gionet includes a photocopy of the membership application card, as well as a stamped, addressed envelope. All inquiries about AATF and the chapter's activities are answered PROMPTLY, and a letter of welcome accompanied by a copy of the latest chapter Newsletter is sent to each new member.

OCTOBER (or November)

Announcements for the Fall meeting are mailed out with a reminder to all those who have not renewed. Another photocopy of the membership application card is made a part of the package, along with the number of those members who have already renewed.

Three weeks after the meeting, a report on renewals and new members is made, and a third reminder is made to those who have not yet renewed. This reminder goes out in conjunction with the mailing of the chapter Newsletter, in which a third photocopy of the application card is printed.

DECEMBER

A final reminder is sent to all those who have not renewed.

FEBRUARY

A personal letter goes out to all "at-large" members suggesting that they join the chapter.

Although this procedure represents four (and sometimes five!) different mailings, Professor Gionet feels it is worth the effort and cost because of the results he has achieved. Cards from new members or renewals continue to be received after each mailing, and the success of his efforts is indicated in the increase in his chapter's membership. The 1976 membership total was 85; the 1980 figure was 129 as of June.

Personal contact with colleagues is seen as a very important factor in encouraging teachers to join, along with other inducements and activities, some of which appear here:

1. A membership card which enables members to shop with special discounts;
2. Prizes given for enrolling another member or to the member who enrolls the greatest number of new members;
3. A chapter placement bureau, which serves as a clearing house between teachers and schools. This could serve to supplement the National Placement Bureau of the AATF, and might be particularly helpful to teachers transferring into the area.
4. A travel grant for active members, given by lot;
5. Workshops and lecture programs with luncheon or cocktails;
6. Programs for students such as the following:
 - a. total immersion weekends;
 - b. Fête Française; contests in poetry, drama;
 - c. exchanges with students in France or Canada.

Interesting activities and hard work in recruiting and follow-up, with a strong emphasis on personal contacts, cannot be stressed too much; therein lies the secret of success.

If you have other ideas for recruitment and maintenance of members, or if you would like more details on any of the activities mentioned above, please contact Professor Gionet at North Texas State University, Denton, Texas 76203, or me at Edgemont High School, Scarsdale, N.Y. 10583. We would be happy to help in any way possible, as would any of the members of the committee, whose addresses are to be found in the FRENCH REVIEW.



THE SORBONNE AND THE COLLÈGE DE FRANCE:
PEDAGOGICAL POSSIBILITIES FOR TEACHERS
OF FRENCH

Few American teachers of French are aware that the thesis defense, *la soutenance de thèse*, a tradition dating back to medieval times, is open to the general public. (even those unfamiliar with French history have heard of Luther's challenge in posting his ninety-five theses on the door of the church of Wittenberg). Further, since there are so many candidates for higher degrees these days, these defenses are not just restricted to the end of the academic year, as are most exams and theses defenses in the States. In France, dissertations are defended in public sessions throughout the academic year, that is from the end of September to early July. Therefore, it is possible for teachers fortunate enough to be there during this period to assist at a ceremony which, recent reforms notwithstanding, still serves as the culmination of French higher education.

The best place to observe a thesis defense is in the Sorbonne itself. The handsome architectural complex is "worth the visit" for its historical and artistic merits alone. The buildings one sees today are largely the work of Richelieu. He successfully defended his thesis, *La Sorbonnique*, there, and went on to become its *proviseur* shortly before nomination to Cardinal. So attached was Richelieu to the institution that he requested burial in the Sorbonne chapel, then under construction. (A recent number of FRANCE EDUCATION, dec. 1979, has a short but informative and illustrated article on the Sorbonne). Today the Sorbonne is the FACULTÉ DES LETTRES ET DES SCIENCES HUMAINES of the University of Paris, in the general sense of the term, and houses four sections: Paris I, the Université Panthéon-Sorbonne; Paris II, Faculté de Droit; Paris III, La Nouvelle Sorbonne; and Paris IV, La Sorbonne.

Lists of the various candidates and the theses to be defended, along with the date, time, and location of the event, are listed several weeks ahead of time in the corridors of the Sorbonne as well as in the JOURNAL OFFICIEL, and, on the day itself, in LE MONDE. The most important presentations, the *doctorats d'état*, are generally held in the Salle Louis Liard. There are now an ever-increasing number of *doctorats du troisième cycle* on many subjects. Their defense is held there, and in adjacent rooms. If one is in Paris for some time, it is possible to be more selective about the topic. And, since the jury is listed, there exists the possibility of looking for a professor whose name and works are familiar. Nevertheless, even if one is not familiar with the subject to be discussed during the time available, to assist at a *soutenance de thèse* is a unique experience in French culture. Watching and listening to the exchange of questions between the would-be Ph.D.

and several distinguished Sorbonne professors can provide invaluable insights into contemporary French scholarship and criticism. For example, I heard a thesis defense on "The Use of Water Imagery in Proust." The works of Bachelard and Jean-Paul Richard were acknowledged and utilized as the candidate discussed water as it appears in the more obvious outdoor scenes, such as the sea at Balbec, and in interior settings where there is refraction and reflection; the play of superposition and stratification. Other theses being defended included: "L'écrivain moraliste dans la littérature française (1649-1969). Essai de définition et de typologie;" "LA SOMME LE ROI de Lorens d'Orléans et ses traductions anglaises: étude comparative."

In the past theses were defended in grand style in the Salle des Disputes. Today, the tone is decidedly less formal. The candidate's family and friends may sit through the entire session--sometimes lasting many hours--and casual visitors may come and go as they please.

Once at the Sorbonne, it is just a few short blocks to the Collège de France, that venerable institution which developed from the positions of *lecteurs royaux* which Francois I set up in 1530. The king's aim was to permit more advanced studies in Greek, Latin, Hebrew and Mathematics which were free from the more conservative influence of the Sorbonne, to allow humanists the possibility of pursuing new areas of inquiry, particularly in the realm of biblical criticism. In 1873 the Collège de France was given considerable autonomy in its administration, appointments and curriculum although it remained, and still remains, state supported. Courses are free and no registration is required. A program of the year's courses is available at the main entrance. Among last year's offerings were: History of Medieval Societies, "Sociologie du mariage en France au XI^e et XII^e siècles," with Professor Georges Duby; History of Modern Civilization, "Histoire de la France urbaine au XVIII^e siècle," with Professor Emmanuel Le Roy Ladurie, and Modern French Literature, "Beauté ou poésie: Le Fou et la Vénus," with Professor Georges Blin. The more popular courses fill up early, so it is best to arrive early. The lectures at the Collège de France permit American instructors to hear some of France's most distinguished scholars and to participate in a tradition that dates back to Renaissance times which is still making a significant contribution to the French intellectual scene today. Those who have taught there include figures such as Bergson, Valéry, Boulez and Barthès.

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Myrna Delson-Karan

L'ENSEIGNEMENT DU QUÉBEC AUX ETATS-UNIS

Pourquoi l'enseignement du Québec devient-il si important aux Etats-Unis? A présent, le Canada et les Etats-Unis sont en train de réévaluer leurs anciennes relations. La crise d'énergie, le nouveau nationalisme au Canada, la position indépendante recherchée par Québec - tous ces facteurs donnent un nouveau caractère à cette nation et à notre association avec elle. Il n'est plus possible pour les Etats-Unis et ses citoyens de considérer le Canada comme un pays tout fait. L'établissement récent d'un poste au Département de l'Etat pour le Canada, et la création, en 1970, de l'Association pour les Etudes Canadiennes aux Etats-Unis, sont des indications sûres que le gouvernement fédéral et la communauté académique s'engagent à revaloriser les relations nord-américaines et les rapports canado-américains.

Quelle est l'importance donc, pour nous, professeurs de français, de ce nouvel intérêt pour Québec? Stirling Haig, rédacteur en chef de la FRENCH REVIEW, a dit: ...ce qui retient surtout notre attention en tant que professeurs de français aux Etats-Unis, c'est justement le rôle que joue la langue française dans cet épanouissement culturel et national. En effet, le français dramatise, façonne, articule l'éveil québécois. Alors que d'autres pays s'acheminent vers une souveraineté promue par des moteurs économiques, religieux, idéologiques ou raciaux, le Québec se distingue par des aspirations avant tout linguistiques.¹

On peut également ajouter les mots de Pierre Boissonnault et de Vital Gadbois au sujet de la langue française au Québec:

Jamais un peuple dans l'histoire des peuples n'a-t-il mis tant d'énergie à conserver sa langue. A y reconnaître l'essence de sa nature profonde et de son originalité. A déposer en elle tout ce qui l'identifie et le distingue des autres. Attachement viscéral, inaliénable, ontologique.²

La révélation de cet amour tenace pour la langue française chez les Québécois, ne peut-il pas servir comme une source d'inspiration à nos étudiants de français? L'intérêt croissant pour Québec chez nous, et l'importance de la question linguistique chez les Québécois, pourraient créer, effectivement, une motivation et un surcroît d'intérêt chez les étudiants américains pour l'étude de la langue française, et les obligerait peut-être d'acquiescer une sensibilité envers ce pays dynamique qui occupe l'autre moitié leur de continent dont le développement à beaucoup de points de vue était très semblable à celui des Etats-Unis. Par exemple, nous étions, à nos débuts, tous les deux, des peuples en pleine expansion, des peuples de pionniers et d'explorateurs. Il faut aussi que les Américains et les Canadiens se rendent compte d'un trait commun au français et à l'anglais tel que ces langues sont parlées au Canada et aux Etats-Unis -- c'est que ces deux langues ont dû s'adapter aux réalités particulières du continent américain, tout en étant des langues d'origine européenne, car une langue s'adapte tout naturellement au lieu où elle est parlée. Donc, il est inutile de vouloir établir, comme font beaucoup de personnes, qui parle le "vrai" français ou le "vrai" anglais.

L'enseignement de la langue et civilisation du Québec aux Etats-Unis attirerait également l'attention de nos étudiants à l'importance de l'émigration québécoise aux Etats-Unis. Ils arriveraient donc à apprécier l'héritage de beaucoup de leurs citoyens d'origine québécoise. Selon le recensement américain de 1970, le français est la langue maternelle pour deux millions et demi d'Américains. Si on ajoute le million de Franco-Américains qui, depuis deux générations a presque abandonné le français, on peut estimer à environ trois millions et demi, si ce n'est pas davantage, le nombre d'Américains qui seraient d'origine québécoise. Ceci montrera à nos étudiants de français que le français est une langue parlée par beaucoup de leurs citoyens dans beaucoup de régions de leur pays.

Aux Etats-Unis, l'étude des langues étrangères en général, et du français en particulier, souffre actuellement d'une baisse d'intérêt. Cependant, grâce à l'intérêt grandissant pour les pays francophones comme le Canada, une source de rayonnement et de renouvellement sera à la portée des étudiants de français en Amérique.

Selon le rapport de la Commission Présidentielle sur les Langues Etrangères et les Etudes Internationales, maintenant, plus que jamais, l'étude d'une langue est considérée être le meilleur moyen d'aborder et explorer une civilisation et une mentalité étrangère. Donc, l'enseignement du Québec aux Etats-Unis servira à avancer la compréhension interculturelle entre nos deux pays.

Il y a beaucoup de matériel pédagogique sur le Québec qui est en train d'apparaître. Ce matériel accentue la façon de vivre des adolescents québécois et donne l'occasion aux étudiants d'acquiescer la maîtrise du français tout en élargissant leur connaissance des différents aspects de langue et culture québécoises. Ces matériaux, dans beaucoup de cas, peuvent être utilisés comme des compléments aux cours sans déranger les programmes d'études existants, et ils peuvent être adaptés à tous les

niveaux, soit le niveau secondaire, soit universitaire.

L'auteur québécois, Gabrielle Roy, a dit: "Notre pays a grand besoin de voix justes, de voix sincères, qui diront peu à peu ce qu'il est."³ Peut-être que les professeurs de français d'Amérique auront l'occasion, dans un avenir très prochain, d'exprimer, de chanter, quelques-uns des aspects du Québec dans leurs salles de classe.

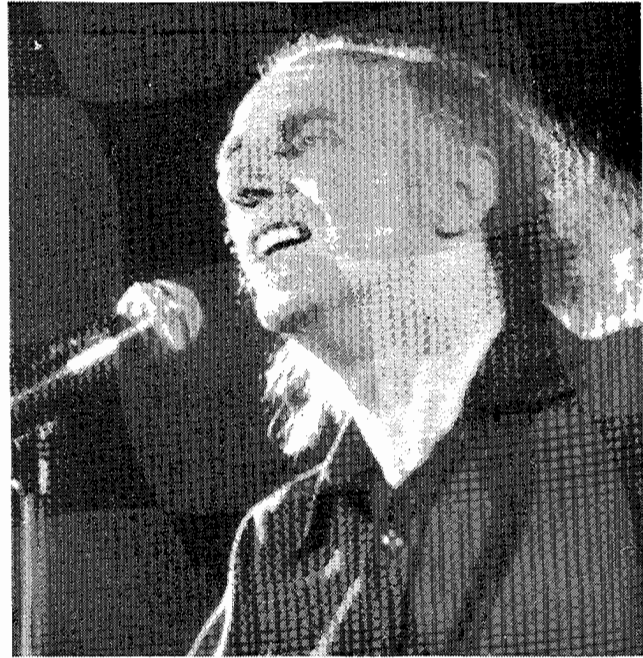
(Extrait d'une causerie donnée au 53^e Congrès de l'AATF, Québec, le 28 juin 1980)

¹Stirling Haig, "Lettre aux membres de l'AATF." QUÉBEC FRANÇAIS, mars 1980, numéro 37, p. 15.

²Pierre Boissonnault et Vital Gadbois, "Au coeur de la saga quebecoise." QUÉBEC FRANÇAIS, mars 1980, numéro 37, p. 15.

³Monique Genuist, LA CRÉATION ROMANESQUE CHEZ GABRIELLE ROY. Montréal: Le Cercle du Livre de France, 1966, p. 143.

Myrna Delson-Karan
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Au "Recital et Forum" - Gilles VIGNEAULT chante dans la salle de bal

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HANDBOOKS ON TESTING: A SELECTED, ANNOTATED BIBLIOGRAPHY

In this first of a series of annotated bibliographies on language testing, the Testing Commission for the information of the membership a selected list of guides or handbooks to the field. Criteria for inclusion in this list are that the publication: (1) offers a general view of the assumptions, questions, or methodologies of modern language testing, including the definition of common testing vocabulary, and/or (2) describes in practical terms the "how" of language testing as a day-to-day classroom function. The entries below, which have been selected from the AATF Testing Clearinghouse master bibliography, include standard bibliographic data and, for the titles currently in print, indicate ISBN and price if known. Each publication should be available in most college or university libraries. The Testing Commission hopes that its column on this important aspect of language pedagogy proves useful to the membership. Further information concerning the Commission's master bibliography on testing may be obtained from Professor Robert E. Vicars, Director, AATF Testing Clearinghouse, Millikin University, Decatur, Ill. 62522.

Clark, John L.D. FOREIGN LANGUAGE TESTING: THEORY AND PRACTICE.

Philadelphia: Center for Curriculum Development, 1972. 174 p., bib. (out of print).

This handbook discusses all forms of language testing: prognostic: achievement (listening, speaking, reading, writing); proficiency; culture; and literature. A final chapter analyzes the role of published and standardized tests. Includes testing examples.

Valette, Rebecca M. MODERN LANGUAGE TESTING, 2nd ed. New York: Harcourt, Brace, Jovanovich, 1977. 349 p., bib. (ISBN 0-15-561926-8; \$7.50).

This handbook for the foreign language teacher discusses in Part I the general concepts of test construction and evaluation. Part II considers the practicalities of tests of listening, speaking, reading, writing, culture, and literature: examples using French, Spanish, or German illustrate the various testing procedures described in each category. Part III considers testing in bilingual and ESL programs.

Lado, Robert. LANGUAGE TESTING: THE CONSTRUCTION AND USE OF FOREIGN LANGUAGE TESTS. New York: McGraw-Hill, 1964, c1961. 389 p., bib. (ISBN 0-07-035750-1; \$11.95).

Containing both theoretical and practical approaches to foreign language testing, this handbook discusses the nature of language and language learning; the concepts and terminology of testing; the techniques for testing both the elements of language (pronunciation, intonation, stress, grammatical structure, and vocabulary), and the integrated language skills (aural comprehension, reading, writing, and translation). Also discusses testing methodologies for cultural understanding.

Modern Language Association of America. A HANDBOOK ON FOREIGN LANGUAGE CLASSROOM TESTING: FRENCH, GERMAN, ITALIAN, RUSSIAN, SPANISH. F. André Paquette, project director; Suzanne Tollinger, research assistant. New York: MLA, 1968. 227 p., bib. (available in the ERIC microfiche collection, ED 044 957; reproduction in microfiche, \$1.00; in paper format, \$11.80).

This handbook includes information on the purposes and uses of foreign language tests, construction of test items, and the interpretation of test results. Includes a glossary of testing vocabulary.

Mothe, Jean-Claude. "L'évaluation par les tests dans la classe de français," LE FRANÇAIS DANS LE MONDE n112: 19-24, avril 1975.

This article discusses objectivity and subjectivity in testing via written and oral measures. Includes a glossary of testing terms.

ORAL COMMUNICATION TESTING: A HANDBOOK FOR THE FOREIGN LANGUAGE TEACHER. ed. by Cathy Linder with the collaboration of Louise Peloquin. Skokie, Illinois: National Textbook Company, 1977. 79 p., bib. (\$6.00).

This publication is a compilation of various teacher-made oral tests designed to evaluate the student's communicative competence at different levels of language proficiency. Includes a discussion of communicative competence.

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"The Book CONTEMPORARY FRENCH CULTURE AND SOCIETY by Georges Santoni will shortly be available from the State University of New York Press (State University Plaza, Albany, N.Y. 12246). It represents an edited version of the seminars of Laurence Wylie, Evelyne Sullerot, Gérard Vincent, Stanley Hoffmann, Claude Fischler, and Jean-Marie Domenach during a 1979 NEH Summer Institute on the teaching of French culture and society."

Virginia. Department of Education. Foreign Language Service. TESTING AND EVALUATION. (No. 3 in the series FOREIGN LANGUAGE IN VIRGINIA SCHOOLS). Richmond: Foreign Language Service, 1977. 23 p., (available in the ERIC microfiche collection, ED 153 453; reproduction in microfiche, \$0.83; in paper format, \$1.67).

This issue, one in a series in a loose-leaf format, discusses objectives and principles in foreign language testing, describes briefly various kinds of tests and their construction, student self-evaluation, and program evaluation. Includes a description of achievement and aptitude tests available to the language teacher.

Rivers, Wilga M. A PRACTICAL GUIDE TO THE TEACHING OF FRENCH. New York: Oxford University Press, 1975. 348 p., bib. (ISBN 0-19-501911-3; \$5.95).

Intended as a guide to the methodology of French teaching, this handbook is divided into two main sections: Part I concerns communication via speaking and listening activities; Part II concentrates on communication via the written word in reading and writing activities. Testing concerns are implicit throughout; the reader is asked to perform various activities which reinforce learning and in the process create teaching and testing materials for classroom use.

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Disick, Renée S. INDIVIDUALIZING LANGUAGE INSTRUCTION: STRATEGIES AND METHODS.

New York: Harcourt, Brace, Jovanovich, 1975. 242 p., bib. (ISBN 0-15-541404-6; \$7.50).

This handbook discusses various testing methodologies within the context of the individualized language program.

Educational Testing Service. SHORT-CUT STATISTICS FOR TEACHER-MADE TESTS, 3rd. ed. Princeton, New Jersey: ETS, 1973. 12 p. (out of print).

Intended as an introduction to basic statistical concepts for the "non-mathematical teacher." Discussed are item analysis, standard error, reliability, and correlation.

FOREIGN LANGUAGE TESTS AND REVIEWS. ed. by Oscar Krisen Buros. Highland Park, New Jersey: Gryphon Press. 312 p., bib. (ISBN 0-910674-16-7; \$23.00).

This guide presents descriptions and reviews of all the standardized foreign language tests included in the seven MENTAL MEASUREMENTS YEARBOOKS (1938-1972) and TESTS IN PRINT II (1974).

VIRGINIA ASSOCIATION ADOPTS GUIDELINES

On April 12, 1980, at the Annual Conference of the Foreign Language Association of Virginia on the campus of Mary Washington College, Fredericksburg, Virginia, the Board of Directors and the membership wholeheartedly endorsed the following Declaration of Professional Status.

In an attempt to clarify our status as highly trained professional personnel recognized by all other professions, we, members of the Foreign Language Association of Virginia, do state that adequate and just guidelines should be set forth for the proper remuneration of our services as translators, interpreters and consultants.

We declare that from this date, April 11, 1980, the following fee structure shall be recognized:

- (1) for consultation, a minimum fee of \$25.00, over and above which a flat per hour rate will be charged (for members with no more than a

bachelor's degree, \$7.00 per hour; for members with a higher degree, not less than \$15.00 per hour);

- (2) for translation from English to the foreign language, a minimum rate of \$25.00, over and above which the flat per hour rate as previously outlined will be charged, or a per page charge of \$10.00-\$12.00 may be substituted. For translating from the foreign language to English, a lower fee is acceptable.

Individual members are free to increase or lower these rates as this agreement in no way interferes with an individual member's freedom to make exceptions based upon the type of service rendered and the occasion in which such service is rendered.

Addendum: This document will be reviewed periodically and the fee structure suggested will be adjusted according to the economic tenor of the country.

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CALENDAR OF EVENTS

Fourteenth Annual Meeting of the American Council on the Teaching of Foreign Languages.

Dates: November 21-23, 1980. Boston, MA; ACTFL Headquarters, 2 Park Ave., New York, N. Y. 10016.

Post Conference Workshops, American Council on the Teaching of Foreign Languages.

Dates: November 24-26, 1980. Boston, MA; ACTFL Headquarters, 2 Park Ave., New York, N.Y. 10016.

Modern Language Association of America.

Dates: December 27-30, 1980. Houston, TX; Modern Language Association, 62 Fifth Ave., New York, N.Y. 10011.

Linguistic Society of America.

Dates: December 28-30, 1980. San Antonio, TX; Linguistics Society of America, Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209.

Child Language Acquisition and Foreign Language Acquisition.

Dates: January 15-16, 1981. New York, NY; Conference Dept., The New York Academy of Sciences, 2 East 63 St., New York, NY 10021.

Teachers of English to Speakers of Other Languages.

Dates: March 3-8, 1981. Detroit. Carol M. LeClair, TESOL, 202 DC Transit Building, Georgetown University, Washington, DC 20057.

North American Society of Seventeenth-Century French Literature.

Dates: March 12-15, 1981. New Orleans. Francis Lawrence, Department of French, Tulane University, New Orleans, LA 70118.

New Jersey Foreign Language Teachers Association.

Date: March 14, 1981. Lawrenceville, NJ. Jacqueline Benevento, 515 Tearose Lane, Cherry Hill, NJ 08003

French Literature Conference.

Dates: April 2-4, 1981. University of South Carolina, Columbia, SC. The French Essay. For information or submission of papers, contact the Conference Director, Professor Nancy E. Lane, Dept. of Foreign Languages, University of South Carolina, Columbia, SC 29208.

Ohio Modern Language Teachers Association.

Dates: April 2-4, 1980. Columbus, OH. Nancy A. Humbach, Finneytown High School, 8916 Fountainebleau Terr., Cincinnati, OH 45231.

Georgia Colloquium on 19th and 20th Century Literature in French, German and Spanish: Literature and Society.

Dates: April 2-4, 1981. University of Georgia. A.G. Steer, Jr., Department of Germanic and Slavic Languages, University of Georgia, Athens, GA 30602.

Foreign Language Association of Virginia.

Dates: April 3-4, 1981. Richmond, VA. Patricia Dragon-Jordahl, Dept. of Foreign Languages, Roanoke College, Salem, VA 24153.

Central States Conference on the Teaching of Foreign Languages.

Dates: April 9-11, 1981. Omaha, Nebraska. Reuben G. Peterson, Executive Secretary, Central States Conference, Augustana College, Humanities, Box 2199, Sioux Falls, SD 57102.

Northeast Modern Language Association.

Dates: April 9-11, 1981. Laval University. Ida Washington, Department of Foreign Languages, Southeastern Massachusetts University, N. Dartmouth 02747.

Symposium on "Calderon and the Baroque Tradition".

Dates: April 10-11, 1981. Toronto, Ontario. Kurt L. Levy, Chair, Dept. of Spanish and Portuguese, Univ. of Toronto, Ontario, Canada M5S 1A1.