
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH VOLUME 6, NUMBER 4 APRIL 1981

VIVE LE CONGRES AU QUEBEC!

The workshop on "la chanson québécoise" at the AATF conference was very inspiring. I found Edith Butler's "J'ai jeté à la rivière" particularly adaptable to my third-fourth year high school class. We spent several days in class listening to the song, working on the vocabulary and grammar, and doing suggested exercises. I found the workshop recommendations for teaching songs very useful and successful. At one point I asked the students to write a short composition on the idea expressed by Ms. Butler in her song. They could write a paragraph on disarmament in the world today or on a personal experience in which they reversed a potentially violent situation by "turning the other cheek" or "throwing the rifles in the river." The idea was to explore pacifist ideas and to use the vocabulary of the song. The compositions were mostly as expected—showing new insights but awkward in style and full of errors. There was one written by an outstanding third year student who chose to write the following poem in which she tried to follow the form of the original song but express another viewpoint. I'd like to share the poem as a "thank you" to the fantastic people who ran the summer workshop.

Melinda Jones (teacher)

J'ai pris de la rivière
Tous les fusils de la guerre
Car nous sommes loin de la fin
Et oublié nous n'avons point

Au fort de la bataille
Personne n'est sans souci
Toujours il faut combattre
Nous n'avons jamais failli

Les nôtres les défient
Regardez toute la fureur
Ils ont capturé nos pères
Tout le monde sent l'horreur

Le pays est plein de peur
Quand rendrons-nous nos armes?
De toute mon âme, je pleure
Qui essuiera mes larmes?

Sharon Acton
Walnut H.S.
Walnut, CA.



Volume 6, Number 4
(April 1981)
Editor: James E. Becker
Reading Committee: Edward Allen,
Phyllis Dragonas, Mathé Allain

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). Correspondence 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 Avenue, Champaign, IL 61820.

PETITES HISTOIRES

C'est un mec qui est tellement ivre qu'au volant de sa voiture il s'engage dans un sens interdit. Un flic l'arrête: -- Vous allez où comme ça? persifle-t-il. --Je sais pas... je sais pas...répond le mec ivre. Franchement, je sais pas... Mais en tout cas, je dois être en retard, parce que je vois les autres qui reviennent.



Laugh



Un autre ivrogne. Il sort du café et se cogne contre un arbre et tombe. Il se relève et boum, se recogne à l'arbre et retombe. Trois fois de suite, il se relève, se cogne et tombe. Il en a marre, on le comprend, et il dit:

-- Bon, ça va.. Je vais laisser passer le cortège.

L'Echo De Seattle, Déc. 1980



Mr. Wang Ping-Tong and Dr. Gretchen Besser

A PEEP AT THE PEOPLE'S REPUBLIC

The month of October is cold in Peking--especially indoors, where people huddle in padded jackets, waiting for the heat to be turned on November 1. It was on such a bone-chilling afternoon last fall that I met with Mr. Wang Ping-tong, Assistant Director of the French Program at the Peking Foreign Language Institute, the largest such educational establishment in China. Wearing a winter coat and warming my hands around a flowered teacup, I spent several agreeable if frosty hours learning about the current state of language training in the People's Republic of China.

Mr. Wang, a smiling, gap-toothed gentleman in his early forties who speaks flawless French (thanks to a year in Grenoble), takes a proprietary pride in the Institute, from which he himself graduated in 1962. It is not only the largest but the oldest language school in the country, having been established in Yen-an in the forties as a "language brigade" for English and Russian. "After liberation," as the Chinese say (in 1949), the Institute was officially installed in Peking, where French was introduced in 1951.

Since everyone in China is avid to learn English these days (waitresses, shop clerks, taxi drivers and office workers spend their leisure hours taking English classes or listening to English lessons on the radio), it is natural that the principal language taught at the Institute is English. Next comes French. Altogether, the 6 departments offer 28 languages, among them Italian, Spanish and Portuguese, Russian, Japanese, Malay, Vietnamese, two African tongues, and a potpourri of "East European languages" (German, Czech, Hungarian, Polish, and Swedish).

Among the Institute's 2000 students, 240 are enrolled in the French Department (these do not include the children at the Institute's annex, a primary school which concentrates on language study). The entering students, who range in age from 18 to 20, comprise two categories: the

débutants and the so-called faux-débutants (those who have had some language background in high school or in the annex across the street). Each student spends 10 to 12 hours a week on French, in addition to following a general curriculum of subjects like Chinese, history, economics, etc.

In line with the pragmatic aim of most Chinese education, the Foreign Language Institute is oriented toward developing translators, interpreters, and teachers. The approach to language study places primary emphasis on the ability to speak and understand the language. The study of literature, even of foreign history and civilization, is relegated to the background.

The 4-year course of study is divided into two stages: 1) an "apprenticeship" period during which students learn basic French from a graduated series of manuals prepared by their own faculty with accompanying tapes. Emphasis is on oral practice, repetition, and memorization (basic tenets of Chinese education on all levels). 2) Beginning in the third year, the department utilizes the CREDIF manuals put out by the Centre de la Diffusion de la Langue et Civilisation Françaises. Students have an opportunity to take optional courses in French history, civilization, and "literature" (the latter consists of reading and discussing brief literary texts). Exposure to literature has a low priority. "What is most important," said Mr. Wang, "is to speak and express oneself, to understand and make oneself understood."

When I asked about the faculty, Mr. Wang explained that most of the teachers are home-grown products of the Institute. He admitted that the system may lack a certain dynamism because each generation of students learns only the methods of its own professors, which it then bequeaths intact to the next generation. Some few students, like Mr. Wang, have the good fortune to study abroad. Out of the 60-member department, there are 9 native French teachers and 1 Belgian (each spending a 2-to-6-month stage in China) who reside on the premises and once or twice a year organize a French soirée, at which they present a play or sing French songs or show a French film that can later be discussed in class.

How are students chosen for the Institute? Although in principle admission is open to all, in practice it is highly selective, for this is the most prestigious language institute in China (other schools of lesser importance are located in Shanghai, Canton, and Xian). Applicants must first pass a national competitive examination to determine their language aptitude and proficiency (as elsewhere in the world, students coming from a superior big-city school system like Peking's have an advantage over their country cousins).

They may state their preference of language and geographical location, but neither of these choices is necessarily followed. The nation's needs take priority over individual desires. The Peking Institute accepts only the crème de la crème, who are then given an oral test to assess articulation and pronunciation, even those who do not yet know a word of French.

From the moment they enter, students are encouraged to speak their assigned language, and after six months no Chinese is permitted in the classroom. Classes are small, usually not more than 15 to 18 students. The school year is

of 9 months' duration, with a 3-4 week break in winter and a 2-month vacation in summer. The students all live at the Institute, where housing and tuition are provided gratis. The only expenses are board, books, and pocket money. The government provides scholarships to cover these costs for approximately 60-70% of the student body.

"Our main goal now," said Mr. Wang, "is to develop new, young teachers. This is a task that the national government has charged us with. We have a number of teachers from other schools who come here to perfect their language proficiency. They also teach 4 hours of class a week."

A small group of students at the Institute have completed their university studies elsewhere and are preparing a written thesis, which they will have to defend orally before a jury of professors. At the time of my visit (October 1980), 3 were working on André Gide, one on Sartre, one on Camus, and another in the field of linguistics.

The Institute takes upon itself the task of placing the 50 French-speaking students it graduates each year. Through contacts with various government agencies, it can find out if a school in Lanchow needs a French teacher, if the Ministry of Agriculture can use a couple of translators, or if Luxingshe (the Chinese National Tourist Office) plans to add to its staff of French guides. Although graduates may express a job preference, they usually go where they are sent. On the other hand, there is no dearth of available positions. "We guarantee a job for every one of our graduates," said Mr. Wang with a smile. *Tant mieux*, thought I as I reached out for another cup of tea.

Dr. Gretchen R. Besser
227 Tillou Road
South Orange, NJ 07079

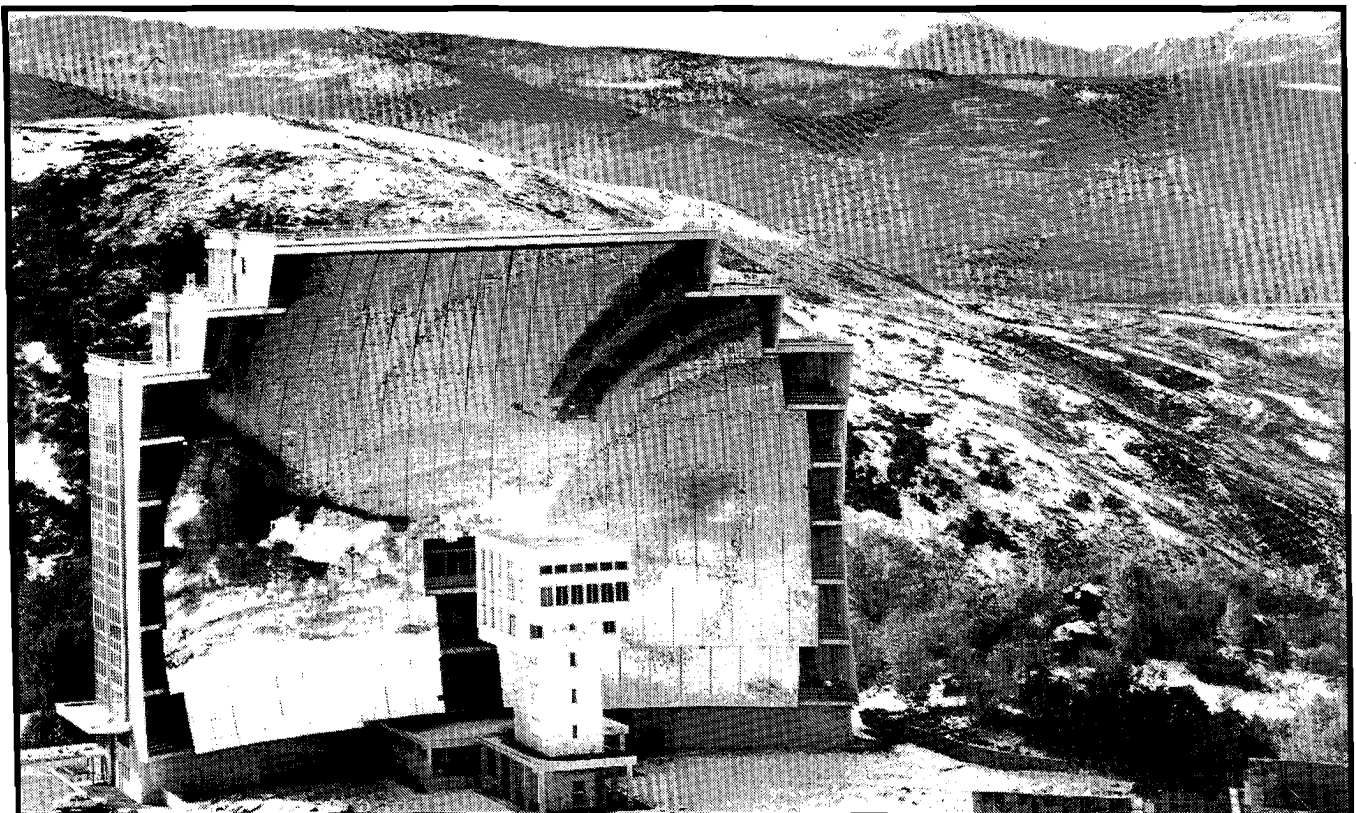
REGIONAL ELECTION RUNOFF RESULTS

Dominick DeFilippis and Claude-Marie Senninger have been elected in runoff elections as Regional Representatives for Regions IV and VIII respectively. They will serve for a term of three years as members of the Executive Council and area coordinators for chapters in their regions. Mr. DeFilippis completed his doctoral work last year at the University of Pittsburgh and now teaches at the Community College of Allegheny County. Ms. Senninger has for several years chaired the French Section of her department at the University of New Mexico.

Also elected in the 1980 fall elections were Jean Carduner of University of Michigan (Vice President) and Donald Greenham of the Canton, Ohio city schools (Regional Representative, Region VI), each for a second three-year term.

REGIONAL REPRESENTATIVE WINS HONOR

Beverly Adams, Edgemont H.S., White Oak Lane, Scarsdale, N.Y. recently was named the winner of a special award presented by the American Institute of Foreign Study (AIFS). Mrs. Adams is the regional representative of Greater New York (Region I). Last year, Father William Marceau, who until January 1980, was the AATF Regional Representative for Region II (New York State), won the award. Mrs. Adams is now in her fourth year as the representative, having just been re-elected (unopposed) to her position for another three-year term. *Chapeau!* Her region has the biggest chapter, Metropolitan New York, with over 800 members.



Le Four Solaire D'Odeillo. French Embassy Press and Information Division, N.Y.

THE AMERICAN FOREIGN STUDY PROGRAM: SUPER OR SUPERFLUOUS?

The American Foreign Study Program has its back to the wall. Inflationary pressures have reduced the flow of student applicants, upset the delicate equilibrium of supply and demand, and forced many sponsors to make academic compromises or resort to promotional tactics they would not have considered respectable in more prosperous times.

These mollifying measures include an increased appeal to the hedonist mentality - pictures of contented co-eds in exotic surroundings, idyllic descriptions of "unforgettable experiences in a tropical climate" - and the adoption of a virtually open-door policy in regard to student selection. Even one of our more prestigious foreign study centers in France promises the "standard American curriculum... [with courses]...comparable to those offered by most liberal arts programs in the United States." This same organization demands no foreign language proficiency. Such measures, needless to say, are not designed to ingratiate American programs with their foreign hosts. Rather, they are designed to ensure survival at any price.

On the other hand, while spiraling costs are adversely affecting recruitment, they are making those students electing a foreign study experience more cautious in their search, more probing in their inquiries, more concerned to know how that experience can advance their broader academic purposes and subsequent careers. Moreover, having determined through returning friends and scrutiny of the advertising literature that the foreign study market now has its share of confidence men and rip-off artists like any other, they are less inclined to accord to the academic world that unreserved confidence it once enjoyed. This greater judiciousness and sophistication on the part of today's foreign study candidate coupled with the shrinkage in demand should work to the benefit of our profession. At the least, it provides us with an incentive to look squarely once again at what we're doing, to reassess our priorities, to do some long-needed house-cleaning.

The field, of course, is so diverse in academic scope and geography, no commentator can do justice to all of its aspects in a brief paper. I shall therefore confine my remarks to France and to the year-long programs currently available to our students. Some of the conclusions to be drawn from an investigation of that sector may, I believe, be relevant to other programs of the semester or year-long variety within Western Europe.

Ask any bright student to examine a representative number of these year-long offerings. Sooner or later, his attitude shifts from absorbed interest to scepticism. The inevitable question is posed: Why such a wide cost differential for more or less the same foreign experience? Why, for instance, should the comprehensive cost of attending the Sorbonne's Cours de Civilisation Française range from \$7325 with one organization to approximately \$6000 with another, or as low as \$4000 if he elects to enroll directly at that institution on his own? Or again, he wonders why

he should pay \$5785 for the year in Montpellier with one American college when he can enjoy a similar experience at Aix with an American consortium for \$1100 less, or at Tours for \$2200 less or at Caen for \$2450 less, the latter two through direct enrollment at the university. The significantly higher prices charged by American-sponsored programs utilizing French university resources are due, he is told, to the additional academic and material support structures they provide: homestay opportunities, cultural visits and excursions, and, in some cases, introductory intensive language courses, the better to prepare him for his experience in the French university classroom. All of these require additional facilities and additional staff, both academic and administrative, and that sort of thing doesn't come cheaply these days.

Our bright student reflects upon this expensive support system, asks himself if he can really afford it, and if it's all that necessary in the first place. Why has he been diligently learning French on his home campus for the last two years if not to prepare himself for his encounter with the natives? His Director of International Study, whose position involves an inherent commitment to his college's own foreign study programs, usually tries to persuade the student that these additional components are entirely for his own good as previous participants can testify. Moreover, the permanent on-site presence of the resident director to solve problems, resuscitate victims of culture shock and translate grades appropriately onto the home transcript must represent a unique and comforting advantage.

If, however, our intelligent student is allowed to delve into the literature on foreign study generated by the French universities themselves, he soon discovers that the additional support structure is no longer the exclusive preserve of the American program. It is also provided to a greater or lesser extent, without obligation, and at considerably less cost, by the French universities themselves.

The truth is that French universities are displaying a sensitivity and responsiveness to the needs of the foreign student as never before. Educated to the demands of the American system by the steady flow of our students over the last twenty-five years, and prodded by inflation into maximizing use of their facilities, they have entered into open and vigorous competition with American-sponsored programs for the potential student-client. Their action should not surprise us. For years, the French Ministry of Education has been subsidizing American students at the university restaurant, in the student dormitories and in the COURS POUR ETRANGERS classroom whether they be part of an American program or not. That an alien sponsoring agent, especially an American one, should profit financially from such French benevolence was an absurd phenomenon which even the most ardent promoters of Franco-American understanding could hardly allow to persist unchallenged, especially when French students do

not enjoy similar privileges on American campuses.

Let us briefly consider the nature of this increasing competition from the French universities and determine how American programs can most effectively respond to the challenge.

French universities, of course, are not all alike. Their jealous attachment to that limited autonomy, won in 1968, provides the guarantee. And these differences extend to their infra-structures for the benefit of the foreign student. Some of them - Paris III, Nantes, Grenoble, Tours, for example - have developed what might be termed "comprehensive service systems." Others, more encrusted with inertia, have responded as minimally as decency requires to historical forces. Rudimentary and academically conservative, their programs seem more responsive to internal xenophobia than to international cooperation. It is for Directors of International Studies on our American campuses to identify these cases and steer students away from them. Similarly, it is for these same directors to apprise their students of the advantages, both financial and cultural, of enrolling directly at one of the more hospitable French universities.

For our present purposes, I shall focus on only one of these more hospitable universities: The University of Caen. I could just as easily have chosen the Université Catholique d'Angers or the Institut de Touraine or a number of others. But Caen, for us, is like Dayton, Ohio, for the American political analyst: It represents a fairly typical case.

Caen's Centre d'Etudes Françaises Pour l'Etranger (CEFPE) offers the customary gamut of courses in Language, Civilization and Literature which cater to differing levels of student aptitude from the outright beginner to the language major. There is a three-week intensive language pré-stage for both the fall and winter sessions, accommodation in the student cités or with the local townspeople, meals at the university restaurant. CEFPE also provides excursions of historical and cultural interest, periodic soirées, helps the student to make contact with individual French families and issues certificates and detailed grade transcripts to students before their final departure. Total cost for the current academic year, excluding air travel: under \$3000. This program has no fat. It offers the essentials and it is for the student, through his own initiative, to construct his life upon that framework.

"All well and good," you may say. "But for many of our students, that kind of relatively unstructured freedom is too intimidating. Without the presence of a resident director, they would flounder, become quickly discouraged, pack their bags and head home. They need that protective buffer between them and the more discomfiting aspects of the alien culture." This frequently-advanced definition of the director's role also reveals his greatest drawback. For as a buffer, he deprives his students of challenges - albeit uncomfortable ones - essential to their foreign acculturation and personal growth. Many directors, of course, recognize this, yet accept the function of culture-shock-absorber in order to avoid charges of free-loading at the students' expense or to head off embarrassing criticism of American program costs as compared with those levied by the French university on other students enrolled in the same courses.

The more enlightened director rejects the buffer function, serving instead as a catalyst to constructive confrontation with the alien culture. He is constantly creating opportunities for his students to explore the multi-faceted world that surrounds them. He is forever turning them away from the known security of themselves as individuals and as a group toward new and possibly unnerving encounters - with gastropods considered edible, surly officialdom, provocative art, unfamiliar folklore, unamerican political philosophies, French perceptions of the Other - encounters which will extend their knowledge and, with luck, even put to the test their system of values. In this sense, the effective director may be defined as someone who deliberately and systematically undermines the ethnocentricity of his students while maintaining a sense of proportion.

Yet, in these times, is even that enough to justify his existence? Ironically, the advertising literature disseminated by most American programs specifically calls for candidates possessing a high level of self-motivation, resilience, emotional maturity and tolerance to alien cultures. One wonders what need such individuals could possibly have for a catalytic director. A sufficient catalyst unto themselves, they might well find the director's presence obtrusive if not insufferably restrictive. And what of the tens of thousands of other foreign students who attend French universities every year without the assistance of a compatriotic director? Are they any more intelligent, mature, resilient, self-motivated or tolerant than our American students? I have seen no evidence to support such a claim or to suggest that they have greater difficulty in successfully completing their studies or transferring their credits.

Are we, then, to declare the American Program Director redundant and align our policies with those of other nations? Are we to concede that in these inflationary times the significantly higher charges demanded by American programs over those of the French universities together with the general improvement in services to foreign students on the part of those universities have rendered the imported program a dubious appendage our students need no longer afford? As I look across the range of these programs as they stand at present, my answer in most cases is a decided yes. In this category I include all programs linked directly with the COURS POUR ETRANGERS system and more or less leaving it at that. These programs are charging American campus prices which in the most flagrant cases are between two and three thousand dollars more than those payable directly to the French university. Some of them are committing the ultimate folly of importing American professors as part of their academic establishment. These programs are a moral outrage and should be eliminated.

By what criteria, then, are we to determine an American program's utility? The key lies in coordination, not duplication. A justifiable program is one providing access to academically significant experiences within the foreign community which would otherwise be unavailable to the student. These will be of various complexions depending on the interests of the student participants and the program's geographical location. But clearly, they will be in

areas beyond the French university's jurisdiction and usually within some pre-existing French institutional or commercial or governmental framework.

The Sarah Lawrence Program in Paris provides a limited illustration of such coordination. It allows students individually to tap courses at a variety of universities and institutes within the city in the construction of their year-long program. These multiple opportunities - at the Ecole du Louvre, the Ecole Normale de Musique, the Institut d'Etudes Politiques, etc. - supplemented by a series of seminars, all fall within the liberal arts category. Such a limitation is in keeping with the aims of Sarah Lawrence College. But in the 1980s, the state of the world being what it is, our larger universities must explore further, broaden the spectrum to include many more disciplines within the foreign study experience. International Business Studies, for example. Program directors should, without delay, establish and monitor internships for American students in French industrial and commercial enterprises, in banks, in import-export firms, in hotels and tourist agencies. Similar internships should likewise be created for students of International Relations, Communications, Foreign Languages and Education in French government organizations, newspaper editorial offices, advertising firms, public and private primary and secondary schools, and in the legal and translations departments of sizeable corporations.

The internship has obvious value not only in allowing for the acquisition of specialized vocabulary and for intensive one-to-one contact with French employees, but also in introducing the student to the work environment and techniques of people with whom he may well have to deal in his subsequent career. Such internship opportunities already exist throughout Western Europe for other foreign students, many of whom receive subsistence allowances from the employing agent. Their contracts vary in length from three months to a full academic year.

Our own universities have failed to address themselves to this particular area with the urgency it requires. We have fallen far behind. The American invasion of French universities which characterized the sixties should be redirected in the eighties and nineties to include the Frenchman's workplace. Our network of foreign study programs and resident directors affords us a viable edge over the national groups. We must integrate the internship component into our foreign study experience in order to make that experience more germane to specific career opportunities. By so doing, we will contribute significantly to the anabiosis of foreign language study in this country which, as even the President knows, is in a scandalous state. We will also inject a renewed vitality and sense of purpose into Study Abroad and save ourselves from the dinosaur's fate.

This task of accommodating humanistic and vocational pursuits within the same program, of dealing simultaneously with a host university and the regular marketplace, is highly complex, lengthy, diplomatically sensitive and exhausting. It cannot be handled by a rotating faculty member on a one-year furlough, no matter how considerable his talents, how deep his commitment. It cannot be handled by the congenial amateur. Increasingly, in the

years ahead, our program directors will have to be seasoned professionals, knowledgeable of local conditions, acquainted with local government and business notables and on long-term appointments. They will also have to learn how to work with each other in their foreign locations in order to achieve their common aims. In short, they will have to accept a much broader definition of their functions if they are to restore their collective image as concerned educators in tune with the times.

Norman Stokle
University of Tulsa

Paper presented at the Conference on American Academic Programs Abroad, November 13-14, 1980 in Omaha, NE.

* * * * *
* **AREA REPRESENTATIVES SOUGHT FOR** *
* **HOMESTAY PROGRAM** *
* * * * *
* Area Representatives are needed by Educational Re-*
source Development Trust, a non-profit educational
foundation, for part-time work on its high school ex-
change program. Area representatives are responsible for
identifying, interviewing and selecting prospective host
families for foreign students who will study at an Amer-
ican high school for one year. Representatives receive a
monthly honorarium. Part-time program co-ordinators
are also needed for one month summer homestay pro-
grams for French students coming to the U.S. Coordi-
nators find host families and conduct occasional activ-
ities; opportunities exist in both urban and rural areas.
Please contact: Dr. Richard Sherman, ERDT, 5455
Wilshire Blvd., Suite 812, Los Angeles, CA. 90036.
* * * * *

**WAGNER COLLEGE TO OFFER A NOVEL PROGRAM
COMBINING SCIENCE WITH FOREIGN LANGUAGES**

The Institute of Museum Services, a division of the federal Department of Education, has awarded a grant to Wagner College which will benefit language students all over the United States.

The grant provides that the college's planetarium will create shows in six languages, French, German, Hebrew, Italian, Russian, and Spanish. These shows are then to be made available to all planetariums in the United States and its possessions.

The shows are written on a level appropriate to third year high school language students, or second year college language students, but are also suitable as presentations to ethnic groups desiring a show in their own language.

Of the approximately 1,000 planetariums in the United States, nearly 200 from 41 states and Puerto Rico have already asked that these shows be sent. Teachers who would like to know more about this program, including the name and address of planetariums in their area offering the shows, may contact Thomas Wm. Hamilton, Director, Wagner College Planetarium, Grymes Hill, Staten Island, New York 10301.

UN WEEK-END POUR S'AMUSER

"Qu'est-ce qu'on appelle ça?" "Où est mon dictionnaire?" "Maintenant je pense en français!" These are just some of the comments heard during "Un Week-end pour s'amuser" which was a total immersion week-end planned for our senior French students. It was the highlight of completing five years of study in French. As the title indicates, its purpose was to enjoy ourselves in French.

Where did we begin? In April the idea for the weekend was presented to the students in class. Interested students signed up and indicated preferred dates. By a process of elimination the weekend of May 23 was chosen. As usual in a group sign up, approximately one third of the original enthusiasts had conflicting obligations and were unable to come. Ultimately, a working number of sixteen participants plus two chaperones comprised the group. The chaperones were French teachers Kathleen Egan and Patricia Mahoney.

Where to spend the weekend was the next agenda item. The students' aid was solicited in finding an off-season summer or winter residence. Either of these settings appealed to us since it provided a relaxed atmosphere with many activity alternatives while it secluded the group from others. An important factor to consider was the proximity to our home town. This "escapade" site was one and one half hours away at a beach house.

Teacher preparation was the next objective. School administration approval was sought and granted. Parental permission slips were used which included health insurance information and two emergency numbers.

Teachers established an estimated food price list by checking supermarket prices. The total was divided among the sixteen students and the final cost was ten dollars per student.

In the two weeks prior to departure, the classroom preparation began. A conversation unit was done which emphasized household expressions and sport activity words.

In order to emphasize the commitment to speaking French, all students signed an oath, "Parole d'Honneur". In a realistic assessment we decided that twenty four hours was sufficient time for our immersion program.

Transportation was provided by the chaperones and the students. Directions in English were distributed to drivers. We decided to allow English and radios in the car until our arrival.

Each student brought a sleeping bag and a small overnight bag. We teachers brought an emergency kit, lots of tapes, records and song sheets, all the games from our foreign language department, a volley ball net, a ball and a frisbee.

Speaking French began on our arrival at the house as we unloaded the cars. Throughout the house we posted signs "Interdit de parler en anglais", "Souriez en français", and "Ici on parle français". Sleeping arrangements were assigned.

The noon time arrival was inconvenient since the students were hungry and there was nothing to eat until food shopping was done. When a detailed list was finally made, three volunteers and one chaperone did the food shopping

(maintaining the oath)!

After lunch we played volleyball because everyone can participate. This is an important point. Students should not be permitted too much isolation since it encourages violation of the oath.

Dinner was a cook-out with student volunteers doing the preparation. Due to the large number of students, it was necessary to eat in shifts. This was an unforeseen problem which caused some confusion.

The night time activities were "sing-alongs" since the words to the French rock and roll songs had been provided, the board games, and cards. Some students retired early, but most were caught up in the enthusiasm and stayed up all night in order to watch the sun rise. This was a positive sign, but a negative factor. To see the enthusiasm was gratifying, but the overexhaustion caused a backlash later with shortened tempers and sleepiness.

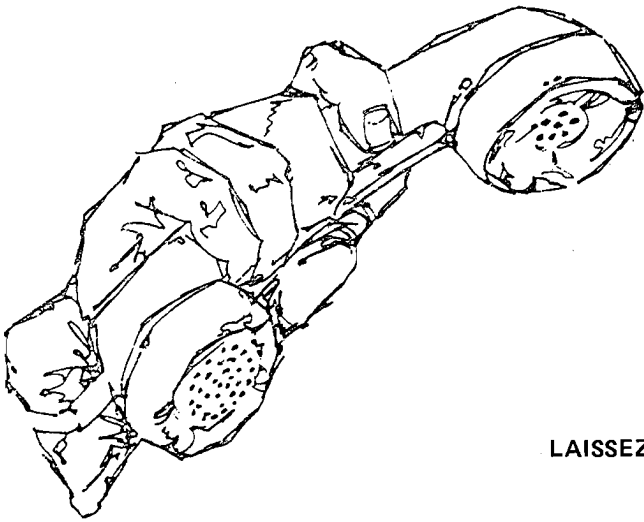
On Sunday morning some students slept late, while others were up and about. Breakfast was on an individual basis with plenty of donuts. More volleyball kept us occupied until 11 A.M. when we called a halt and started a clean-up.

We had a few students who had difficulty meeting the commitment, but the overall result was a success. Students expressed feelings of great self-confidence in speaking because of our trip. The following week students and teachers evaluated the activity and an assessment was drawn from the evaluations.

One positive effect was a feeling of closeness students developed for each other in the intensive time span. We had students from two classes of twelve to sixteen and one from a smaller group who fared less well (perhaps from lack of bonding to others). Our assessment gave us these ideas:

1. Location - within one and a half hours of home-town.
2. Time of year - at end - two weeks prior to graduation was perfect.
3. Size of group - sixteen to twenty (ten too small, over twenty too large to handle).
4. Preparation - one week of "conversation" dealing with household expressions.
5. Sign-Up - (a) screening vs. non-screening (b) a more solemn signing of "parole d'honneur".
6. Food - (a) have a meeting two days prior to departure for decision making regarding food (likes/dislikes/brands preferred) (b) purchase lunch ahead of time.
7. Activities - sports, card games, board games, frisbee, music.
8. Arrival - job list posted (predetermined).
9. Night - (a) planned after dinner activity (clean up, walk, charades, sing-along, board games). (b) up all night - prearranged decision by group prior to arrival. Offer to get up at sunrise for those interested.
10. Responsibility - stress responsibility for speaking French and leaving all problems at home.
11. Pictures - bring cameras. Everyone loved seeing themselves.

Kathleen Egan; Patricia M. Mahoney
Malden High School; Malden, MA.



LAISSEZ MARCHER VOS DOIGTS

Le téléphone est très pratique, mais est-ce que vous pourrez l'employer en France? Dans le Bottin (l'annuaire en France) on donne la liste des abonnés (ce n'est pas tout le monde qui a le téléphone.)

Imaginez-vous donc en France et essayez de trouver les numéros et renseignements nécessaires pour résoudre ces problèmes avec la page ci-incluse.

1. Bourg-en-Bresse se trouve dans quel département? Cherchez sur la carte.
2. Nommez trois journaux qui contiennent de la publicité Havas.
3. Quelle est l'adresse du Restaurant de l'Alliance? Téléphone?
4. Quel est le métier et quel est le numéro de téléphone de M. H. Ratto?
5. Nommez trois choses qu'on peut acheter chez M. Bernard Prodanu.
6. Votre mère est malade aujourd'hui. Donnez les noms, adresses et numéros de téléphone de plusieurs médecins à Bourg-en-Bresse.
7. Où se trouve le Restaurant de M. Nguyen Van Bich et quelle est son adresse?
8. Il y a combien de familles Prost à Bourg-en-Bresse?
9. Que vend M. Bernard Renoud? Où? Numéro de téléphone?
10. Que veut dire le numéro (74) qui précède le numéro dans le Bottin?
11. Vous avez mal au corps. Vous cherchez un masseur. Téléphonnez chez lui (pas au bureau) pour vous renseigner. Quel est son numéro de téléphone?
12. Préférez-vous aller chez M. Razurel, 14 rue Paul Prioda, ou chez M. Hippolyte Puget? Pourquoi?
13. Vous voulez acheter des oeufs en chocolat et des bons bons pour la Pâques. Où allez-vous? Téléphone?
14. M. Ravassard à qui on peut téléphoner au 22.15.13, que fait-il?
15. Votre moto ne marche pas bien. Vous voulez faire des réparations. Où est-ce que vous pouvez aller? Adresse? Téléphone?



The Editor

L'ANNUAIRE OFFICIEL DES ABONNÉS AU TÉLÉPHONE

Bourg en Bresse

*PRIEURÉ DE BROU
15 av Alsace Lorraine.....(74) 21.01.51

**PÂTISSERIE
CHOCOLATERIE**

Prieuré de Brou

15 avenue Alsace-Lorraine
Tél. : (74) 21.01.51

14071857*

PRINCE Emile 9 r Henri Dunant (74) 21.85.58
PRINCE S 8 av Louis Jourdan.....(74) 21.06.73
PRINCIPAU Mmè vètem
27 av Alsace Lorraine.....(74) 21.00.75
PRINCIPAU Mmè
2 r Mar de Latrre de assigny (74) 21.10.26
PRIOTET Jacques
5 r Gabriel Vicaire.....(74) 21.76.21
PRIOTET P transact commerc
2 r Grenouillère.....(74) 21.32.42
PROBEL R 17 r Lazaristes.....(74) 21.06.34
PRODANU Bernard prod laitiers
81 demi gr
32 av Bad Kreuznach.....(74) 22.24.53
PRODMU Georges
r Chrysanthèmes.....(74) 22.06.75
PRODUITS D'ALSACE (Aux)
5 r Mar Foch.....(74) 21.05.13
PROGRES (Le) agence
2 av Alsace Lorraine.....(74) 21.01.90


LE PROGRES

Journal Républicain Quotidien
2, avenue Alsace-Lorraine
Tél. : (74) 21.01.90 - 21.06.70
B. avenue Louis-Jourdan
Tél. : (74) 21.22.09

14568166 77 b

PROGRES DE LYON (LE) ET
LE DAUPHINE LIBERE
8 av Louis Jourdan.....(74) 21.22.09
PROMONET C 11 r Pressoir.....(74) 22.15.05
PROMPT J av Egalité.....(74) 21.38.05
PRONPTIA 16 r Mar Foch.....(74) 21.52.63
*PRONPTIA DE PARIS
16 r Mar Foch.....(74) 21.52.63
PROST Jean-Pierre ag gén assur
1 r Aristide Briand.....(74) 21.38.19
PROST Michel carrel
9 r Cédres.....(74) 22.26.24
PROST Mmè Marie-Louise
r Georges Courteline.....(74) 21.07.41
PROST Jean
21 r Georges Guvnermer.....(74) 21.43.30
PROST Claudius
27 av Jean Jaurès.....(74) 21.24.23
PROST Paul boulanger pâtiss
24 av Mail.....(74) 21.04.29
PROST Georges retraité
chem Montholon.....(74) 21.29.53
PROST Marcel café
16 r République.....(74) 21.04.47
PROST Jacques-Auguste
5 A r Roland Garros.....(74) 21.53.98
PROST Lucien empl banq
6 r Ronsard.....(74) 21.60.59
PROST Gilbert masseur
15 r Voltaire.....(74) 21.13.97
— appart r Doct Schweitzer
St Denis Les Bourg.....(74) 21.22.27
PROST CANTIN Mmè radio télév
6 r Gambetta.....(74) 21.10.70
*PROTECTION CENTRE EST
Z.I.P. Nord av Arsonval.....(74) 21.86.31

PROUVÉ Chantal sage femme
9 r Doct Roux.....(74) 21.45.37
*PROVINCE PUBLICITE HAVAS
2 av Alsace Lorraine.....(74) 21.01.90



**PROVINCE
PUBLICITE
HAVAS**

LE PROGRES
LA TRIBUNE. LE PROGRES
L'ESPOIR
D.H. LYONNAISE
LE DAUPHINE LIBERE
L'ECHO LA LIBERTE
LA DEPECHE

2, avenue Alsace-Lorraine
Tél. : (74) 21.01.90

14568131 77 a

PRUDENT Jacques
2 r Chantemerle.....(74) 21.76.91
PSCHENISKA W 13 r Doct Nodet.....(74) 21.53.52
PSCHENISKA Gustave appart
7 r Teynière.....(74) 21.51.97
*PUBLICITE PUBLI-DECOR
Z.I. Nord Rte Marboz.....(74) 21.56.05

PUBLI-DÉCOR

Michel BIELER

Publicité Peinte - Sérigraphie
Enseigne Lumineuse et Zinc
Rte de Marboz - Z.I.N La Miche
01000 BOURG-EN-BRESSE
(74) 21.56.03

14232303N

PUGET Mmè Virginie
16 bd Hippodrome.....(74) 22.09.81
PUGET Raymond
8 all Parc St Nicolas.....(74) 22.21.90
PUGET Hippolyte carreleur
55 r République.....(74) 22.27.48
PUJOL J conduct trav
21 r Aristide Briand.....(74) 21.57.85
PUTHET Mmè R 140 bd Brou.....(74) 22.01.31
PUTHOD H doct voies respirat
2 pl Pierre Goujon.....(74) 21.09.59
PUTIN J-F 37 rte Ceyzeriat.....(74) 22.02.82
PUTINIER Georges
1 r Paul Verlaine.....(74) 21.67.66
PUVILLAND Clarisse
14 r Boulevard.....(74) 21.64.42
PUVILLAND André appart
1 Ermitage 140 bd Brou.....(74) 22.25.78
PUVILLAND G 21 rte Ceyzeriat.....(74) 22.24.65
PUVILLAND Louis 1 r Espagne.....(74) 21.55.54
PUVILLAND Maurice Les Baudières
28 bd St Nicolas.....(74) 22.24.73
PUYBAUDET (F de) assur
14 r Charles Robin.....(74) 21.30.24
PUYBAUDET (F de)
dom 82bis r Stand.....(74) 21.45.81
QUAIRE Mmè J
r Comte de la Teyssonnière (74) 21.22.01
QUAIRE R chem Montholon.....(74) 21.02.77
QUAISSARD G 4 r Boileau.....(74) 21.48.96
QUANTIN Robert
37 rte Ceyzeriat.....(74) 22.09.16
QUEZEL-AMBRUNAZ Mr Mmè J-P
20 r Doct Nodet.....(74) 21.65.24
QUILES Marcel 37 av Ceyzeriat (74) 22.04.89
QUINARD Mmè retraitée
8 r Doct Roux.....(74) 21.25.19
QUINCAILLERIE DUCHOSAL (Sté Exploit
de la) 8 pl Joubert.....(74) 21.20.37
QUINCAILLERIE DU MARCHE
7 av Maginot.....(74) 21.22.36
QUINCI F plât peintre décor
1 r Paul Doumer.....(74) 21.39.49
QUINOLEINE (La) direction
régionale 49 av Mâcon.....(74) 21.40.76
QUINSON Gaston compt agréé
r Cerisiers.....(74) 21.14.18
QUINSON René 7 all Challes.....(74) 21.78.38

RAJON A
10 r Gén Delestraint.....(74) 21.47.28
RAJON Mmè S prêt à porter
5 r Thomas Riboud.....(74) 21.07.49
RAMEAUX G boucher charc
35 r Charles Robin.....(74) 21.29.94
RAMEL Yves 3 r Alain Lesage.....(74) 22.12.69
RAMEL (Les Fils de H) vins
4 r Doct Roux.....(74) 21.07.32
RAMEL vins en gros
27 r République.....(74) 21.00.76
RAMEL-SPORTS 17 r République (74) 21.27.56
RAMILLON M 3 r Charmes.....(74) 22.25.59
RAMON G 12 r Saint Exupéry.....(74) 21.61.40
RAMONAGE INDUSTRIEL BRESSAN
S.A.R.L. 45 r République.....(74) 21.66.75
RAMOND F La Closerie
rte Jasseron.....(74) 22.24.93
RAMONE Mmè A
16 bd Mar Leclerc.....(74) 21.87.76
RANCH-SALOON prêt à porter
27 pl Bons Enfants.....(74) 21.20.59
RANDEAU P 18 r Guvnermer.....(74) 21.84.13
RANDU G coiff mess
chem Grand Challes.....(74) 21.05.51
RAOUX Gaston lieut col
53 av Mâcon.....(74) 21.26.16
RAPALLINI Marcel
1 r Doct Touillon.....(74) 22.07.34
RAPID-PRESSING nettoyage à sec
18 r Victor Basch.....(74) 21.15.57
RAPINE Michel
42 r Franche Comté.....(74) 22.12.79
RASTOUT J 4 all Parc St Nicolas (74) 22.08.09
RASTEAU M 14bis r Montholon.....(74) 21.48.67
RATINET Mmè M-J
10 all Challes.....(74) 21.70.91
RATTO H méd gynécologue
accouch 140 bd Brou.....(74) 22.27.59
—appart 140 bd Brou.....(74) 22.13.34
RAVANAT R 16 r Yvres.....(74) 21.11.37
RAVASSARD Mlle A
7 bd Belges.....(74) 21.54.88
RAVASSARD Marius
15 rte Ceyzeriat.....(74) 22.11.71
RAVASSARD Louis entr trav publ
3 all Challes.....(74) 21.26.41
RAVASSARD fabriq meubl
bd John Kennedy.....(74) 22.15.13
RAVASSARD Philippe
4 r Marronniers.....(74) 21.79.47
RAVASSARD Jacques 9 r 23^e R.I (74) 21.45.71
RAVASSARD-ROMANET optique
5 av Alsace Lorraine.....(74) 21.09.08
RAVET Marcel 21 r Acacias.....(74) 22.10.97
RAVET Mr Mmè V bât C
cité Bainée.....(74) 22.09.84
RAVET Mlle Françoise
12 r De Latrre de Tassigny (74) 21.79.70
RAVET M ing subdivis serv
bâtim communaux
rte Marboz.....(74) 21.28.55
RAVIER M électro mécan
46 r Stand.....(74) 21.52.81
RAVIGNON Germaine
6 pl Maryse Bastié.....(74) 21.24.11
RAVIGNON J 59 r République.....(74) 22.27.02
RAVINET P 11 av Mail.....(74) 21.39.50
RAVOT R dir commerc
rte Jasseron Beau Site.....(74) 22.15.34
RAZUREL P 6 r Alain Lesage.....(74) 22.04.21
RAZUREL M boulanger pâtiss
14 r Paul Ploda.....(74) 21.09.14
RAZUREL Eugène
12 chem Providence.....(74) 22.04.79
RAZUREL Mmè R
14 r Tony Ferret.....(74) 22.01.93
REBILLARD R 56 rte Lyon.....(74) 21.23.63
REBORA M 22 r 23^e R.I.....(74) 21.79.54
REBOURS A
22 r Pierre Terrasson.....(74) 22.10.30
RECHAUTIER Henri 3 r Ômes.....(74) 22.04.97
RECONSTRUCTION ET LOGEMENT (voir en tête
de la rubrique Bourg)

RECORDON Mmè A ag charbonnage
6 av Louis Jourdan.....(74) 21.06.00
REFFAY C avoc
4 r Casernes.....(74) 21.48.28
REFFAY C 31 r Jules Ferry.....(74) 21.29.25
REGIS Mmè café 61 av Maginot (74) 21.07.92
REGREML Charles
Les Platanes r Est.....(74) 22.07.01
RELAIS DE FRANCE RESTAURANT
8 bd Irène Joliot Curie.....(74) 21.20.84
RELIGIEUSE DE LA PRESENTATION
DE MARIE r Bad Kreuznach.....(74) 22.21.63
RELIQUET J-N
av Alsace Lorraine.....(74) 21.25.51
RÉMA meubl fabriq et appart.....(74) 21.11.44
REMLINGER et Mmè 18 B 2
r Comte de la Teyssonnière (74) 21.16.90

RENAUD Jean
28 bd Victor Hugo.....(74) 22.26.71
RENAUD-GOUD Héloïse
2 imp Fenille.....(74) 21.85.19
RENAULT Mmè B
22 r Casernes.....(74) 21.23.51
RENOU M 17 r Chanterelles.....(74) 22.05.71
RENOU M 3 imp Molière.....(74) 21.60.26
RENEL C auto collection
12 r Crève Coeur.....(74) 21.44.36
RENOU J villa Violettes
r Georges Courteline.....(74) 21.30.90
RENOU PERE ET FILS entrepr
maçon T.P r Croix Blanche (74) 22.27.47
RENOU Pierre
r Croix Blanche.....(74) 22.08.45
RENOU Maxime 21 r Ômes.....(74) 21.32.40
RENOU Y cycl motos
1 pl Georges Clemenceau.....(74) 21.01.83
RENOU Paulette orthophon
15 bd Mar Leclerc.....(74) 21.16.95
RENOU Bernard boucher cheval
27 r Victor Basch.....(74) 21.09.64
RENOU-CENTIL Armand
11 r Crouy.....(74) 21.46.50
RENOU-GRAPPIN A
16 bd Hippodrome.....(74) 22.03.84
RENOU-GRAPPIN Suzanne
25 r Xavier Privas.....(74) 21.22.57
REPRO-DACTYL dactylo tirage plans
offset 4bis r Doct Ebrard.....(74) 21.72.41
*REQUIN J-L chirurgien consultation
rte Jasseron.....(74) 21.31.56
RESIDENCE EPISCOPALE
22 r Lamartine.....(74) 21.26.51
RESILLOT
11 r De Latrre de Tassigny.....(74) 21.80.28
RESSUGE M insp assur
38 r Gén Delestraint.....(74) 21.59.92
RESTAURANT DE L'ALLIANCE
17 av Maginot.....(74) 21.24.19
*RESTAURANT LA CASCADE
Attignat.....(74) 30.92.39

RESTAURANT LA CASCADE

voir annonce page suivante

REST AU CHALET DE BROU
168 bd Brou.....(74) 22.26.28
RESTAURANT CHEZ GUSTAVE
7 r Teynière.....(74) 21.07.37
RESTAURANT MARTIN
4 cours Verdun.....(74) 21.01.11
*RESTAURANT LA PETITE
AUBERGE St Just.....(74) 21.22.63
RESTAURANT LES TROIS TILLEULS
7 cours Verdun.....(74) 21.11.03
RESTAURANT VIET-NAM
M. Nguyen Van Bich
49bis av Jean Jaurès.....(74) 21.42.52



Restaurant VIET-NAM
Propriétaire : Nguyen Van Bich
Spécialités Vietnamiennes
Salles pour Banquets
Noces - Repas d'affaires
Prix étudiés

49 bis, av. Jean-Jaurès, 01 - BOURG-EN-BRESSE
Tél. : (74) 21.42.52

11260047

RESTAURANT ZUFFRANO
Le Guidon.....(74) 21.54.52
RETAILLEAU Jean-François
12 r Crève Coeur.....(74) 21.75.30
RETAILLEAU P 3 bd Mar Leclerc (74) 21.24.85
REVAZ Louise coiffur
2 av Jean Jaurès.....(74) 21.00.93
REVEL Albert r Doct Schweitzer
St Denis Les Bourg.....(74) 21.52.34
REVEL Denis assur 5 r Fenille.....(74) 22.26.70
REVEL café 24 r 23^e R.I.....(74) 21.15.97
REVELUT H 9 r Pré Neuf.....(74) 22.27.95
REVERDIAU doct méd
5 r Gén Debenev.....(74) 21.11.91
*REVETEMENTS DE SOLS
CLAIRSOL.....(74) 21.26.59
*REVETEMENTS DE SOLS PAPIERS
PEINTS BRESSANS
21 r Victor Hugo Basch.....(74) 21.40.63

**QUESTIONNAIRE ON THE TEACHING OF
FRENCH CIVILIZATION**

The following questionnaire is designed to sample the "state of the art" where French Civilization is concerned, and to generate a more concrete sense of what directions our attention and energies might take within that field. It is our intention to report on the results in the *French Review* and we hope as well to use them to develop the program of a colloquium on the teaching of French Civilization. Please answer, **whether or not** you teach civilization (at least questions 11 to 18).

Questions 1 to 3 identify the respondent as a teacher; 4 to 15 deal with current teaching practices and 16-18 solicit ideas about the field in general. This is not a computerized questionnaire, so feel free to respond anywhere: write between the lines, in the margins, on separate sheets of paper, etc. . . . but remember to give the number of the question you are answering. Please take time to respond as fully possible, elaborate whenever you think it is appropriate, and send your responses to: Jean Carduner, Dept. of Romance Languages, University of Michigan, Ann Arbor, 48109, by June 1st, 1981. Merci d'avance de votre précieuse collaboration.

Jean Carduner, University of Michigan
Edward Knox, Middlebury College

- 1) At what level do you teach?
 - FLES _____
 - Junior High _____
 - High School _____
 - College _____
- 2) What courses do you teach?
 - Beginning _____
 - Intermediate _____
 - Advanced _____
- 3) How many years have you been teaching? _____
teaching French civilization? _____
- 4) Do you teach civilization primarily
 - implicitly, in the context of a language course _____
 - explicitly, unit approach _____
 - as a separate course _____
- 5) What percentage of your teaching time is devoted to French Civilization? _____
- 6) How did you come to teach civilization and with what specific background or preparation?
- 7) What aspects of French civilization do you emphasize?
- 8) What type of civilization materials do you use (rank if possible)?

civilization textbooks	_____	recordings	_____
press	_____	film	_____
advertisements	_____	literature	_____
songs	_____	other	_____
- 9) How would you characterize the methods you use in teaching civilization?
- 10) Do you feel you are teaching those aspects of French civilization which most interest your students? (Elaborate where relevant.)
- 11) What do you consider the three primary areas of interest in French civilization should be? (Rank if possible and state why.)
- 12) What do you consider the major problems in the teaching of French civilization? (Rank and specify if possible.)

source materials: access	_____
cost	_____
teaching materials	_____
student interest	_____
training of teachers	_____
own ignorance or blind spots	_____
lack of support by the profession	_____
keeping up	_____
other	_____
- 13) How do you keep informed on French civilization? (Rank if possible.)

professional journals (specify)	_____
subscription to press (specify)	_____
official French material (specify)	_____
scholarly work	_____
travel (specify type and duration)	_____
other	_____
- 14) How could professional sources (journals, newsletters, colloquia) and/or official French sources be of more help to you in your teaching of civilization?

15) To what extent are you familiar with or do you consult the following: (0-not familiar, 1-know of and/or see occasionally, 2-consult frequently)

- Le Monde Hebdomadaire _____
- Documents et Documents du Monde _____
- La Documentation Française (specify) _____
- Le Français dans le Monde _____
- QUID _____
- Données Sociales _____
- S.O.D.E.C. _____
- French Review _____
- Contemporary French Civilization _____

16) What is your own concept of "civilization" (for your own teaching)?

17) If you were asked to justify the teaching of civilization in a language program, how would you do it?

18) What place should the teaching of civilization have in the training of language teachers?

Name* _____
 Professional Affiliation* _____

*will be kept in confidence



DO YOU WANT TO IMPROVE YOUR LANGUAGE PROGRAM?

Discover how 50 top language programs are maintaining student interest, retaining high enrollments, and developing language proficiency. Now available: *Award-Winning Foreign Language Programs Prescriptions for Success* for \$9.75 through:

REUSSI, EXITOSO, ERFOLGREICH, SUCCESSFUL

ACTFL has completed a national survey of successful foreign language programs, supported by the U.S. Department of Education. 50 exemplary language programs were selected for inclusion in the sourcebook *Award-Winning Foreign Language Programs Prescriptions for Success*. Now available:

ACTFL Materials Center
 2 Park Avenue, Suite 1814
 New York, N.Y. 10016
 Price: \$9.75

BOURSE LEMIEUX OFFERTE AUX FRANCO-AMERICAINS

La bourse Archibald Lemieux, d'un montant de 1000 dollars est offerte par le Conseil de la Vie Française en Amérique.

Les candidats doivent être des Franco-Américains désireux de poursuivre des études supérieures en français et qui veulent enseigner le français (grammaire, littérature, écriture, etc.) Ils devront aussi avoir complété un minimum de dix années d'études et être capables d'écrire et de parler couramment le français.

Les pièces suivantes devront être fournies: curriculum vitae, dossier académique des deux dernières années, trois lettres de recommandation, ainsi qu'un texte de deux pages (500 mots) donnant les raisons motivant la demande de bourse et les projets d'avenir du candidat. Veuillez faire parvenir le tout au Conseil de la Vie Française en Amérique, 59, rue d'Auteuil, Québec G1R 4C2, avant le premier mai.



TWO WORKSHOPS ARRANGED BY REBECCA VALETTE FOR CINCINNATI CONVENTION

1) "Le français grâce aux trucs: an integrated four-skills language learning program". Using ads, video and audio tapes, gestures, fairy tales, and short stories. Demonstration will involve active participation by those attending. Leader: Michèle Respaut, Wellesley College. 3 hours, Fri. morning, Nov. 27.

2) "Proficiency Testing: recent research and classroom applications." Leader: Rebecca Valette, Boston College, AATF Vice President. 3 hours, Fri. morning, Nov. 27.

These two simultaneous Workshops will overlap with some of the regular Convention sessions. **Combined** Convention and Workshop fee will be \$30; pre-registration required. Write National Headquarters (57 E. Armory Ave., Champaign, IL 61820) or use the forms to appear in the Sept. issue of the BULLETIN or the May or October issues of the FRENCH REVIEW.



QUE C'EST DELICIEUX !

Here is a super recipe for a crêpe filling. 1 pint sour cream (16 oz.), 1 can crushed pineapple in its own juice (8 oz.), 1 pkg. instant pudding (vanilla, lemon or French vanilla - 4 oz.). Mix pudding into pineapple juice. Fold into sour cream. Refrigerate a few hours. Serve to your favorite French classes and enjoy!

jeb

THE NITTY-GRITTY: THE PRESIDENT'S COMMISSION REPORT AT THE LOCAL LEVEL

The purpose of this article is to provide some concrete suggestions for the advancement of the study of foreign languages at the local level. They arise from my experiences as President of the Michigan Foreign Language Association (1978-80) and President of the Michigan Chapter of the A.A.T.F. (1968-70), when I was deeply involved with the state Department of Education, local school district problems, and an unusually dislocated state economic situation.

At the outset, a disclaimer is in order: these remarks are meant to be practical, down-to-earth, and they may include suggestions the reader already knows. In that event, perhaps they are worth sharing with a colleague or friend to whom they may be fresh ideas.

The President's Commission Report, "Strength Through Wisdom," didn't tell French teachers anything new: we already knew that enrollments were sinking, that programs were being terminated, that foreign language education was a national scandal. Furthermore, the Report didn't give us marching orders: we had already been in the trenches for years, trying to keep the study of foreign languages alive. Instead, the Report should be viewed as a resource. We can quote from it, cite it as evidence and authority. It is an extremely important tool for us to use.

A final point to keep in mind is that on the local scene, there is no substitute for the individual, and no limit to the accomplishments of one or two dedicated, enthusiastic, resourceful persons. National proclamations, legislation, professional associations and conferences may be helpful, but there is nothing more powerful than the individual teacher in her/his school district as a force for improvement.

My suggestions fall into two Phases: I) a listening and learning phase, when you build a grass roots organization, and II) the action phase, when you and your group begin to engage in various projects and activities. Only when you have completed Phase I meticulously can you proceed to Phase II. It would be useful when embarking on Phase I to set a deadline for yourself. At the summer A.A.T.F. session where this article was presented as a talk, I recommended a Christmas deadline (1980). Approximately three to six months should suffice for the implementation of the three steps that compose Phase I.

PHASE I

Step 1. IDENTIFY YOUR FRIENDS. The goal of step 1 is to develop a broadly based list of twenty or thirty persons who support foreign language study in your local area. This does not merely mean thinking about people who are sympathetic. It involves setting up a permanent record keeping system: a notebook, a card file of names, addresses, and telephone numbers.

To find the names, start with your school building and review every single teacher, one by one, to decide whether or not she/he is a friend of foreign languages. If so, the name goes into your file; if not, move on to the next. Then

turn to your relatives and closest personal friends; your older relatives (aunts, grandparents, parents) are taxpayers, they believe in your work, they can be relied upon to write letters for this cause, to support your efforts. They belong on your list. Next, think of the educational institutions in your area. Colleges of Education are hurting for students and funding today, and they need friends almost as much as we do. You may find some strong allies in the College of Education of the nearest large university. What about community colleges? adult education teachers? Then, consider community organizations, such as service clubs or women's clubs. Does the local Rotary Club sponsor international exchange students? If so, someone in the club will be a strong supporter of foreign language study. What about the parish priests? Is there one in your area who spent a year in Rome? If so, he is likely to be a friend of foreign language study.

It is important to remember to look in unlikely places for our friends. The Indo-Chinese refugee family that has been in America for two or three years is likely to understand very well the need for foreign language study. The former Peace Corps volunteer, any adult who had good international experiences years ago, as a teenager, is the kind of person you need to locate and put on your list.

Be sure not to omit one of our most precious resources: the retired language teachers of America. They are alive, enthusiastic, in good health, and we need their time, energy and commitment. Involve the retired professionals in your work.

Finally, remember the parents! We need parent involvement for two reasons: first, because they are so intensely interested and motivated; and second, because administrators, lawmakers, and school board members listen to parents. More about this point later, in Phase II.

Step 2. INCORPORATE. Once you have identified a roster of persons friendly to foreign language study, convene a meeting. Using any pretense (perhaps a wine and cheese party), invite them to a gathering where there are name tags (to help them identify each other), discussions of foreign language experiences, and where you *seek their advice* on the furthering of foreign language study, locally and nationally. In my experience, everyone loves to tell us how to do our job! By asking for the advice of your group of friends, you may gain some useful ideas and you certainly ensure participation for the future.

After an initial meeting, second, third, and fourth sessions must be planned and scheduled. An obvious topic for one of these is the President's Commission Report.

Be sure to give the group a name: Friends of Foreign Languages, Committee for the Advancement of Foreign Languages in Suffolk County, almost any name will do. With the name comes stationery: invest in a supply of xeroxed stationery with the group name across the top and your name, address and telephone number as chairperson. You need the stationery for communicating with the members of the group, so that they feel that they belong to something important; your name, address and telephone number gives them a contact person.

Step 3. INFORM YOURSELVES. Once your group is meeting, you need to gather information related to any and all kinds of foreign language activities and projects in your area. Under Step 1, I mentioned a notebook; the information you gather goes into that notebook. You should include the widest possible range of items: ethnic festivals, exchanges, films or recordings, formal education programs and informal programs, local industry with foreign branches and visitors, a roster of tutors, a roster of foreign language speakers in your city, merchants who order goods from abroad, families who host foreign students during Thanksgiving and Christmas vacations. All of these and many more belong on your list.

In addition to information about your own area, you need to know about the resources of your state and nation. Are you aware of the ACTFL Alert Network? Who are the officers of your state foreign language teachers association? Where do the regional organizations (including your state and neighboring ones) usually meet, at what time of year?

A third type of data to collect is historical. If foreign language study has declined, there must have been more in the past. That implies more teachers, at the local level. Who were the foreign language teachers ten or fifteen years ago? Are they still in the system, in other subjects? Have they retired or gone into another line of work? Who were the key parents and school board members who supported foreign language study twenty years ago?

When you have completed Phase I, you will have a broadly based group of persons who are willing to support foreign language activities in your area. Your group will be meeting regularly, it will have a formal name, and armed with stationery, it will be ready to mount a letter-writing campaign, if necessary. Finally, you will be informed. You are now ready to move into action, Phase II.

PHASE II

The goal of Phase II is to begin promoting foreign language activities in your area. The choice of projects is left to you, but whatever you attempt to do, you will need to accomplish four tasks.

1. PLAN. After evaluating the local situation, decide what needs to be done. Is there a teacher about to be reassigned out of foreign language teaching altogether? Your committee may need to prevent that. Is there a budget-cutting move that would eliminate second-year foreign language study? If your local area is under attack, you will need to try to defend foreign language study, rather than undertake anything new.

If your local situation seems to be fairly stable and unthreatened, there will be programs to be started. Perhaps your community should be involved in an exchange with a foreign school or city. Europeans are becoming more affluent, and this may be the time to invite some foreign visitors to your community, as the first step toward a larger exchange program, which would affect many families in your community in a positive way. Or, is there already a music festival that could be international in focus? Are

there adult education opportunities, perhaps because of unemployment?

2. PUBLICIZE. Every time your committee meets, every time you work on a project, your home community needs to know about it. If a student from your classes competes in the National French Contest, make sure their picture appears in the local paper. If you attend a regional or national conference, you should notify the newspapers and perhaps even the broadcast media. In our experience, reporters from every form of journalism are eager for material. It may be time for you to become acquainted with the disc jockeys and talk show hosts at your local radio or TV station, to be interviewed about the President's Commission Report, about your newly formed committee, about foreign language study. Every time you speak or appear publicly, you raise the consciousness of your local community. Incidentally, your formal stationery can be helpful in making the initial contact; your organization looks impressive, has a membership of definite (therefore potentially infinite) numbers. You speak for a constituency.

A final item to publicize is the correspondence your group receives. You will certainly want to write letters to state legislators, Congressmen, Senators, and other public officials. When you receive an answer, let that be known. You are building an image of a strong local support group.

3. PROCURE FUNDS. As your activities increase, you will need money to underwrite them. You will eventually reach the point where you need a formal budget. This is a part of your work which should be delayed until your group can demonstrate some kind of momentum and success. As you seek for funds, look first at the state level: funding for the humanities, for the fine arts (if foreign languages fall under that heading in your state), for social studies, as the case may be. Remember ethnic associations, service clubs, religious organizations, and chapters of national organizations like the American Association of University Women.

4. PERSIST. Accomplishments may take a long time, much patience, and they may occur when you least expect them. You may need to attend endless, seemingly fruitless meetings in order to bring about the kind of social change we need at the local level. Don't give up, even if results seem unlikely.

It will probably be important for you or some member of your group to attend the regular meetings of the School Board or the state Board of Education, merely to increase awareness of foreign languages. You will attend as an observer, occasionally as a participant (but very rarely), to tell policy-makers that foreign language study is important. Wear a bright dress, sit in the front row, greet board members by name, and attend every single meeting for a year, or so. Soon the board members will begin to wonder why you are there, whether there is something the district should be doing about foreign languages. Your persistent presence will have an effect. Incidentally, an occasional letter, on that impressive stationery, indicating a large constituency, is often a good reinforcement of your attendance.

con't. on page 15

1981 NEH SUMMER SEMINARS 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 115 eight-week sessions nationwide for some 1400 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.

WOMEN IN MEDIEVAL LIFE AND LITERATURE

June 8 - July 31, 1981

The focus of this seminar will be on notable figures in medieval literature and life, women who were in a position to influence their society in some way, either by example or by direct action. Participants will investigate first the roles women play in literature written by men, that is, what they represent in the male of the culture, and then what women writers see as the roles and problems of other women. The seminar will also consider the roles certain significant women, secular and religious, played in the history of their period. Without denying the prevalent misogyny, the seminar will focus on positive rather than negative aspects of women in the high Middle Ages, a dual purpose being to increase understanding of the Middle Ages by looking at it from an uncommon perspective, and to add to knowledge of the role of women in Western culture. Applications are encouraged from teachers in medieval literature or history; a reading knowledge of Latin or French would be helpful, but is not required.

Ferrante, Joan M.
c/o Summer Session Office
102 Low Memorial Library
Columbia University
New York, N.Y. 10027

PATTERNS OF FRENCH BEHAVIOR TODAY

This seminar is open only to teachers in two-year colleges.
June 22-August 14, 1981

This seminar offers an anthropological approach to the understanding of contemporary French civilization. Emphasis will be placed on original lines of inquiry involving the use of primary materials: public opinion polls, children's textbooks, periodicals, films, television programs, and other expressions of behavior and culture. Participants will discuss concepts of space and time, attitudes toward human nature, values expressed in basic institutions, religious and political behavior, aesthetic expression, and the relationship between verbal and nonverbal communication. This seminar is of particular interest to teachers of introductory courses in French language and civilization, but also open to others. A knowledge of French is required, and some experience in a French cultural context would be helpful.

Wylie, Laurence
Dillon Prof. of the Civilization of France Emeritus
1540 William James Hall
Harvard University
Cambridge, Mass. 02138

TOWARD A THEORY OF MODERNISM: AN INTERDISCIPLINARY APPROACH

June 8 - August 1, 1981

This seminar will first concern itself with a definition of the Modernist WELTANSCHAUUNG and the theoretical problem of historical periodization; initial readings will be from theorists such as Kermode, Adorno, Calinescu, Poggioli, and de Man. After making tentative conclusions about the nature of the Modernist tradition, participants will consider the nineteenth-century background through the works of Nietzsche, Baudelaire, Spengler, Benjamin,

and Wagner. The bulk of the seminar will then consider the theory and practice of Modernism as a major force shaping the style of all the arts in the twentieth century: in poetry, Imagism and post-Symbolism, in music, the work of Schoenberg and Stravinsky; and in painting, Cubism and Expressionism (Picasso and Kandinsky). Finally, the seminar will proceed chronologically to deal with Expressionism, High Modernism (the ANNI MIRABILES 1921-1925), the thirties, and post-Modernism. Teachers with broad cultural interests as well as specific areas of specialization in modern literature, art history, or musicology are encouraged to apply.

Gross, Harvey S.
Prog. in Comparative Literature
SUNY at Stony Brook
Stony Brook, N. Y. 11794

MODERN CRITICAL THEORY AND FRENCH POETRY

June 15 - August 7, 1981

The aim of this seminar is to explore the possibility and desirability of applying recent theoretical models to the study of French poetic texts. Participants will read a variety of modern critical works in the fields of linguistics (Benveniste, Jakobson), structural poetics (Barthes, Lotman), literary semiotics (Riffaterre), psycho-poetics (Bloom, Dubois), aesthetics of reception (Jauss, Iser), and deconstruction (Lacan, Derrida, de Man). Key notions such as metonymy, intertextuality, and self-reflexivity will be discussed in relation to specific themes, modes, and genres. The analytical methods will be applied to a few poems by Villon, Du Bellay, Ronsard, Hugo, Baudelaire, Rimbaud, Laforgue, and others. The seminar is intended primarily for French teachers interested in new critical approaches, but teachers in other disciplines who have a good reading knowledge of French are also encouraged to apply.

Rigolot, François
Dept. of Romance Languages and Lit.
Princeton University
Princeton, N. J. 08540

THE FRENCH AND AMERICAN NOVEL, 1950-1980

June 22-August 15, 1981

This seminar will concentrate on close readings of novels by eight contemporary writers: Le Clézio, Le Guin, Beckett, Duras, Hawkes, Burroughs, Tournier, Stet. The purpose of the seminar will be to develop a lexicon for discussing contemporary work. Participants will consider the novels from several perspectives that (1) demonstrate the play of language and the growth of new forms; (2) show the impulse, still intact, to dream up stories; and (3) reveal sources in the great novelists of the Modernist period (Kafka, Proust, Joyce, Faulkner). The seminar will also raise questions about French-American literary exchange and the misreadings that occur when a literary form crosses the Atlantic. Applications are encouraged from teachers of literature with some background in the Modernist period. A reading knowledge of French is required; the seminar, however, will be conducted in English.

Oxenhandler, Neal
Dept. of French
Dartmouth College
Hanover, N. H. 03755

THE PROBLEMATICS OF "L'ÉCRITURE FÉMININE" FROM COLETTE TO HELENE CIXOUS

June 15-August 7, 1981

This seminar will study a corpus of writings by twentieth-century French women authors while attempting to define critical issues and theoretical perspectives central to the problematics of "l'écriture féminine." The approach will involve textual analysis pursuing questions of language, style, structure, and psychology. In addition an effort will be made to clarify theoretical notions derived from Marx, Lacan, Lévi-Strauss and Derrida and to examine the differences and similarities between French feminist attitudes toward writing and the Anglo-American approach. Readings will include works of fiction, poetry, drama, and nonfiction from such writers as Beauvoir, Colette, Leduc, Weil, Chedid, Mansour, Pozzi, Cixous, Duras, Sarraute, Wittig-Herrmann, Irigaray, and Kristeva. The seminar is open to teachers of French or comparative literature, French intellectual history, and also to teachers of philosophy and women's studies who have a good command of French. The seminar will be conducted in French. The seminar is open to both men and women.

Brée, Germaine
Inst. for Research in The Humanities
University of Wisconsin
Madison, Wisconsin 53706

con't. from page 13

Foreign language study is beginning to revive throughout America, but we need to strengthen this trend through effective organization at the local level. With the President's Commission Report as our primary tool, there is no limit to what we can accomplish in the 1980's.

(Tape recordings of the talk from which this article is adapted are available from the national A.A.T.F. headquarters: Fred M. Jenkins, Executive Secretary, A.A.T.F., 57 East Armory Avenue, Champaign, Illinois 61820.)
Ann Tukey Harrison
Michigan State University
1 (517) 353-3714

COLLOQUE INTERNATIONAL SUR LA CULTURE QUEBECOISE

Thanks to the tremendous success of the 53rd AATF National Convention and in an attempt to satisfy different requests by the AATF members, it has been decided to organize an international colloquium on Québec culture next June. This colloquium taking place in the suburb of Québec City on the magnificent setting of Campus St. Augustin, will give the opportunity to those who did not attend last year's convention to experience a Québec summer.

The 25, 26 and 27 of June 1981 will immediately follow "la fête nationale" and more festivities will be part of the colloquium, analysts and artists and specialists will examine with you what is the essence of Québec culture and what is its future property.

The participants are promised a truly exciting learning experience. Registration forms can be obtained at Colloque international sur la culture québécoise, Université du Québec à Trois-Rivières, 3351, Boulevard des Forges, Case postale 500, Trois-Rivières, P.Q., G9A 5H7.

* * * * *

* * * * *

* CORRECTION *

* * * * *

In the January issue, in an article entitled: C'est Beau, La
France! by Michael Oates, the last paragraph omitted a
portion of a sentence. We apologize. Here is the entire
correction. "Comme mon petit compagnon de voyage
l'illustre, les enfants sont souvent la meilleure source
d'histoires humoristiques. Libres des contraintes et des
masques d'adultes, ils disent ce qu'ils pensent. Un soir,
par exemple, en 1979, nous avons surpris la conversation
de deux cousins, Frédéric, 7 ans, et Manou 6 ans. Manou
est le filleul de ma femme. Son cousin, voyant quelques
cheveux gris sur la tête de Maureen et cherchant maille
à partir avec Manou, a déclaré: "Ma marraine est jeune".
Cela voulait dire que celle de Manou ne l'était plus.
Pour se venger, celui-ci a répliqué, argument à l'emporte-
pièce: "Mais ma marraine vient des Etats-Unis". Le pa-
villon USA peut de nouveau flotter bien haut. Un petit
Français se vante d'avoir une marraine américaine. C'est
*beau la France!"

The Editor

* * * * *

CALENDAR OF EVENTS

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, 1981. 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.

Pacific Northwest Council on Foreign Languages.

Dates: April 10-12, 1981. Portland, OR. Ray Verzasconi, Dept. of Foreign Languages & Literatures, Oregon State Univ., Covallis, OR 97331.

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.

Kentucky Foreign Language Conference.

Dates: April 23-25, 1981. University of Kentucky. Karl J. Fink, Dept. of German, POT 1055, Univ. of Kentucky, Lexington, KY 40506.

Northeast Conference on the Teaching of Foreign Languages.

Dates: April 30-May 2, 1981. New York, NY. James Dodge, Box 623, Middlebury, VT 05753.

California Foreign Language Teachers Association.

Dates: May 1-3, 1981. Marriott Hotel, Santa Clara, CA. Joan Stern, 32 Keel Court, Sacramento, CA 95831.

Fifth Annual CIHED Conference.

Date: May 14, 1981. Boston, MA; "Foreign Languages For The Professions: An Inter-Cultural Approach to Modern Communications". For information or submission of papers, contact: The Center for International Higher Education Documentation, Room 202 DG, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Tel. (617) 437-2770, 2771.

Society for Rousseau Studies.

Dates: May 14-17, 1981. Toronto. Aubrey Rosenberg, Victoria College, University of Toronto, Ontario M5S 1K7.

Intensive Summer Language Institute.

Dates: June 21 - July 27, 1981. For advanced students and teachers of French, German and Spanish. Write: Pamela A. Raitz, Coordinator, Intensive Summer Language Institute, Dept. of Modern Langs., Univ. of Louisville, KY. 40292.

Summer Institute For Haitian Creole Bilingual Teachers.

Dates: June 21 - August 14, 1981. Creole Institute, Ballantine Hall, Room 602, Indiana University, Bloomington, IN 47405.

National Endowment for the Humanities Institute.

Dates: June 22 - July 17, 1981. Purdue University, West Lafayette, IN. For information write: Dr. Joseph Wipf, NEH Institute Director, Purdue University, Dept. of Foreign Languages, West Lafayette, IN 47907

Institute in Individualized Instruction in Foreign Languages.

Dates: July 6-30, 1981. Columbus, Ohio. National Endowment for the Humanities (60 Participants); Leon I. Twarog, Chairman, Dept. of Slavic and East European Languages and Literatures, Ohio State University, Columbus, OH 43210.

Fifth World Congress of FIPF (Fédération Internationale des professeurs de français).

Dates: July 19-24, 1981. Rio de Janeiro, Brazil. Theme: French, A Language for our Time. Information: Secrétariat général de la FIPF, CIEP, 1, ave. Léon Journault, 92310, Sèvres, France.

Communication and Culture in the FL Classroom.

Dates: August 3 - 7, 1981. A teacher workshop. Application deadline July 4, 1981. Write: Dr. James Lamse, German Dept., Calvin College, Grand Rapids, MI 49506.

Intensive Language Program.

Dates: August 5 - 26, 1981. Write: Intensive Language Program, Wesleyan University, Middletown, CT 06457. Beg. and Inter. German; Int. Spanish and French.

The French Experience in North America, An International Conf.

Dates: August 10-13, 1981. Write: Canadian/Franco-American Studies, 112 Shibles Hall, University of Maine at Orono, MA 04469.

International Federation for Modern Languages and Literatures.

Dates: August 28-September 9, 1981. Arizona State University, Tempe, AZ. Peter Horvath, Dept. of Foreign Languages, Arizona State University, AZ 85281.

Sixth Annual Conference on Language Development.

Dates: Oct. 9-11, 1981. Papers are invited. Abstracts before June 1, 1981. Write: Language Development Conference, Box F, Boston University, Boston, MA 02215.

Iowa Foreign Language Association.

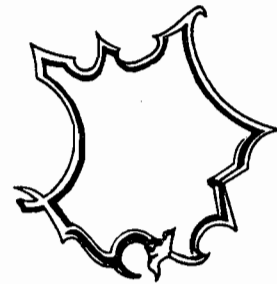
Dates: October 16-17, 1981. University of Iowa, Iowa City. Write: Bonnie Hendricksen, 6830 N.W. Beaver Dr., Des Moines, IA 50323.

Approaches and Resources in Foreign Area Studies Programs.

Dates: November 12-14, 1981. Abstracts and proposals are to be sent: Jose A. Bufill, George Mason University, Dept. of Foreign Languages and Lit., Fairfax, VA 22030.

American Association of Teachers of French.

Dates: November 27-29, 1981. Cincinnati, OH. AATF, Fred M. Jenkins, Executive Secretary, 57 East Armory Avenue, Campaign, IL 61820.



AATF National Bulletin (USPS 131-090)
American Association of Teachers of French
57 East Armory Avenue
Champaign, Illinois 61820

Second-class
postage paid
Urbana, Illinois