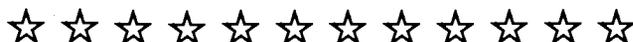

AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH VOLUME 7, NUMBER 1 SEPT. 1981

D'EXCELLENTE RAISONS POUR VOUS RENDRE A CINCINNATI EN NOVEMBRE!

1. Deux ateliers pratiques pour animer et perfectionner vos activités en classe -- "Proficiency testing in French" et "Le français grâce aux trucs: an integrated four-skills language learning program" (voir les détails, page 14).
2. Deux séances spécialement conçues pour les étudiants universitaires avancés -- "Graduate Student papers" et "The Graduate Student and Professional Opportunities".
3. Deux réceptions seront offertes aux congressistes: la réception traditionnelle des Services Culturels français et la réception organisée par la section des langues romanes de l'Université de Cincinnati.
4. Au programme de la séance plénière, une personnalité française invitée par l'Ambassade de France.
5. Une soirée cinématographique (un récent long métrage offert par les Services Culturels français).
6. Une visite (en français) au Musée d'Art de la Ville de Cincinnati.
7. Une séance importante sur le Grand Concours, avec la collaboration de plusieurs spécialistes.
8. Une occasion de détente ("Cash Bar") pour rencontrer et discuter tout ce qui vous intéresse avec les membres du Bureau (Executive Council) de l'AATF et d'autres personnalités.
9. Mise au point sur les activités de la JNCL (Joint National Committee for Languages) par J. David Edwards, Washington D.C., Liaison Officer.
10. Jacques Douai, un ménestrel qui parcourt les théâtres du monde depuis 35 ans, va chanter ses plus belles chansons au congrès de l'AATF à Cincinnati.

RENDEZ-VOUS A CINCINNATI. . . VENEZ NOMBREUX!



★ CONVENTION ★

★ ISSUE: ★

★ More details inside! ! ! ★



Volume 7, Number 1
(September 1981)

Editor: James E. Becker

Reading Committee: Edward D. Allen, Ohio State University; Michael Oates, Univ. of Northern Iowa; Mathé Allain, University of Southwestern Louisiana; Phyllis Dragonas, Melrose Public Schools, (Mass.)

OPPORTUNITIES ABROAD FOR TEACHERS ACADEMIC YEAR 1982-83

Opportunities to teach abroad and to attend seminars abroad are available under the Fulbright Teacher Exchange program of the U.S. Department of Education for the 1982-83 year.

Elementary and secondary school teachers, college instructors and assistant professors are eligible to participate in the academic year abroad teacher exchange program. Exchanges are currently conducted with the United Kingdom, Germany, France, Switzerland, Denmark, Canada, and New Zealand. Basic requirements are: U.S. citizenship, a bachelor's degree, and three years of teaching experience for one-year position. As most of the positions are on an interchange basis, applicants must be employed currently.

Seminars will also be held in 1982. Those eligible to apply include teachers of the classics, German, Italian, and world, Asian or Middle Eastern history and area studies, social studies supervisors, curriculum directors, teacher educators and school administrators responsible for curriculum development. Basic requirements are: U.S. citizenship, a bachelor's degree, and two years of teaching experience.

Applications are due between September 1 and November 1, 1981. All programs are subject, of course, to the availability of Congressional appropriations.

A brochure and application should be requested in August from:

Teacher Exchange Branch
Office of International Education
U.S. Department of Education
ROB-3, Room 3068
Washington, D.C. 20202
Tel: (202) 245-9700





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**KUZUL ETREVROADEL EVIT KENDALC'H AR
YEZH VREZHONEK**

International Committee for the Defense
of the Breton Language

As teachers of French you are no doubt well aware of the existence of the region in France called Brittany. But how well aware are you of the existence of the Breton language? This article is to briefly introduce you to the Breton language and to the group called the International Committee for the Defense of the Breton Language. A branch of this group is now being established in the United States to help promote a better awareness of this language and of some of the problems threatening its existence.

Breton is one of six Celtic languages spoken today: Irish Gaelic, Scots Gaelic, Manx, Welsh, Cornish, and Breton. Although no official statistics exist for the number of Breton speakers, it is estimated that approximately 1,200,000 people in Brittany know Breton, and 700,000 speak it as their everyday language (the population of Brittany is approximately 3.5 million).

Like other languages found within the borders of France--Basque, Flemish, Occitan, Alsatian and Corsican--Breton has almost no place in the highly centralized French administrative, educational, and media systems, which have all worked to insure that French is the only "national" language of France. People in Brittany speak French, but they also speak Breton and want to insure that their children and grandchildren are not denied the rich Breton cultural heritage which includes the Breton language.

For over 100 years Bretons have petitioned the French government to no avail for Breton classes in schools, the use of Breton in public offices and in public places, and for Breton language radio and television programming. As of this September Bretons can write checks in Breton, but still can only hear less than 5 hours of radio in Breton per week and less than one hour of television in Breton per week. The Charte Culturelle of 1977 promised support of the Breton culture and language, but so far almost nothing has been done to implement these promises. With no realistic support from the French government, Bretons

continue to create their own schools and classes to teach Breton, and their own media to allow Breton speakers to create and communicate in their own language.

The International Committee for the Defense of the Breton Language was set up in Brussels at the beginning of the 1975/76 school year to support the repeated demands of the teachers and people of Brittany that their language be recognized at long last, taught and accepted as a fact of daily life by the French authorities. This Committee, which has branches in France, Switzerland, the Netherlands, Denmark, Germany, Ireland, England, Austria, and Canada as well as Belgium, includes more than 500 persons representing 40 different nationalities. The International Committee for the Defense of the Breton Language was set up on a voluntary basis by non-Bretons who in this way show that, while the issue does not personally concern them, they consider it to be one which merits the disinterested support of men and women of good will. The Committee, which is concerned purely with the defense of the cultural rights of the individual, is non-political and non-ideological.

The establishment of a U.S. branch of the International Committee for the Defense of the Breton Language is now underway. The primary activity of the U.S. branch of the ICDBL will be to inform people of the United States about the Breton language as well as to let people know how they as individuals can support Bretons in their efforts to insure the future of their language. One such effort in need of support, for instance, is the Breton organization called DIWAN ("the seed") which is responsible for setting up Breton-language pre-schools. Founded in April 1977, there are presently 14 of these schools in Brittany encompassing 250 children who are educated free of charge. The financing of these schools is largely through private contributions of individuals, fundraising activities (fairs, dances, etc.), sales of T-shirts, car stickers, etc., and to a limited extent funding by municipal governments and by the Charte Culturelle of the French government.

The future of any language rests on the transmission of this language to children. DIWAN is of crucial importance to the future of Breton since Brittany is situated in a state where Breton has not been given more than a token recognition in the school system, and where older generations have been taught to be ashamed of their native language. Because older people have learned to view Breton as the language of backward peasants, many young children in Brittany today have been pushed away from the language of their family to French as the language of "civilization" and "modernization". The activities of an International Committee can be effective not only in materially aiding Bretons who are working to teach Breton, but also in aiding Bretons to see that their language is of international importance.

Anyone interested in helping to establish the U.S. branch of the International Committee for the Defense of the Breton Language or anyone interested in more information concerning the ICDBL is welcome to contact:

Lois Kuter
312 West Dodds Street
Bloomington, Indiana 47401

**MONTAIGNE'S ESSAIS: A Model for the Community
College
Student of English Composition**

Ingrid G. Daemrich
Henry Ford Community College

Are Montaigne's Essais, published four hundred years ago this year, meaningful for the present-day community college student? The experience of my class in "Fundamentals of Writing," a course tailored for students who need additional help in composition, is that in several ways, Montaigne's Essais provide a more accessible model for learning to express their thoughts in essay form than the articles in their assigned textbook. The particular liveliness and informality of the literary form of the essay as created by Montaigne, the vividness of his examples, and the ageless humanitarian values he proclaimed appeal as much to students today as to Montaigne's readers four hundred years ago.

An early essay topic assigned to the class focused on the question: what is a friend? It therefore seemed quite natural to an instructor trained in French literature to turn to Montaigne's "De l'amitié" (Livre I, Chap. XXVIII). After all, the Oxford English Dictionary traces the definition of the essay as "a composition of moderate length on a particular subject or branch of subject, originally implying want of finish" to Montaigne. He then is the creator of that particular form of writing which all college freshmen must master first in their course of study. The example opening "De l'amitié" is of particular relevance to these apprentices in the craft of writing. Like Montaigne's painter, they too must fill an empty space (the lined paper required by the department) with what often seems to the instructor to be "crotesses, qui sont peintures fantasmagoriques, n'ayant grace qu'en la variété et estrangeté."¹ Montaigne's following definition of his essays as unordered "fantasies" written down applies quite literally to the students' initial attempts at writing a composition on an assigned topic. Ordering these into an acceptable form becomes the major goal of the course.

Despite its author's initial remarks, "De l'amitié" serves well as a model for an essay which constructs a definition. In doing so, it follows the "pointers for constructing a definition" outlined by Lynn Troyka and Jerrold Nudelman in the textbook of the course, Steps in Composition (2nd ed., Englewood Cliffs: Prentice-Hall, 1979). In his introductory (third) paragraph, Montaigne states in unequivocal terms the significance of friendship: "Il n'est rien à quoy il semble que nature nous aye plus acheminé qu'à la société." (p. 184) He backs this claim with a quotation from the leading authority of his day, Aristotle. He then "breaks" his definition into "its major parts" by excluding from it those relationships not based solely on the pleasure of mutual association as well as those based on gifts, benefits, favors, or obligations and by stressing the uniqueness of the true friendship. The amount of controversy generated by the implied superiority of friendship to love as well as the requirement that friendship be limited to

two individuals testifies to the essay's reflection of its author's personal judgments and point of view.² Indeed, these are arguments which because of their personal nature readily arouse debate among community college students who as housewives, factory and office workers of all ages can contribute a wide range of experience to the discussion.

Even a novice can appreciate the skill with which Montaigne transforms the necessity of illustrating his definition with "specific examples, facts, or incidents" (Troyka and Nudelman, p. 417) into some of the most memorable passages of his essay. Their effect is all the more remarkable when one considers that they are predominantly drawn from ancient history, which represents for many contemporary students a field far removed from their current concerns and interest. Yet Montaigne easily overcomes this barrier first by choosing extremely unusual examples from his vast knowledge of ancient history and literature, then by focusing exclusively on their human interest, and finally by closely relating them to his personal viewpoint. Thus he introduces the example of the Corinthian Eudamidas who showed his friendship by willing the care of his old mother to his Sycionian friend Charixenus and the care of his young daughter to his Corinthian friend Aretheus, with the statement: "Et, pour montrer comment cela se pratique par effet, j'en reciteray un ancien exemple, singulier." (p. 190) The example is indeed both effective and practical. As a short anecdote, it is simple and direct enough to be understood even by students of limited reading ability. It holds their interest by using the devices of quoting directly from Eudamidas' will: "Je legue . . . de nourrir ma mère . . . de marier ma fille," then contrasting the mocking reaction of others with the "singulier" acceptance of the will by Charixenus and Aretheus and its execution by the surviving Aretheus. The added feature that this remaining friend willingly fulfilled Eudamidas' request despite his by then limited financial resources makes this example particularly moving to students who readily identify with the problems of a limited budget and thus can appreciate Aretheus' generosity.

Especially useful to the student who must choose fitting examples or incidents in order to support his definition of a friend is the positive reinforcement of Montaigne's examples. With the exception of the young soldier of Cyrus who would more willingly exchange his prized horse for a true friend than an entire kingdom, all examples portray friendship not only as a desirable but also a reachable human goal. This positive view contrasts sharply with the negative conclusion of Ruth Winter's article "Lonely America: Looking for a Friend" presented by Troyka and Nudelman in their textbook as a "springboard" for an essay on friendship. Citing a number of professors of psychiatry, sociology, and anthropology, Winter relies heavily on the key word "not" to reinforce the article's central theme: that present-day American society does not provide the environment for the cultivation of true friendship. Both this argument and the supportive evidence lack relevance for community college students. Diverse as their backgrounds, ages, occupations, and goals are, they are united in possessing neither the inclination nor the capa-

bility to research and cite professional "experts" as support for their themes. Instead, they invariably turn to their own experience: sharing girlfriend or child-rearing problems with a friend, being able to give advice without offending a friend, accepting a friend's faults, listening to or making music with a friend. The personal element of the one-to-one relationship which for Montaigne constitutes friendship predominates in their repeated focus on intimacy and the sharing of mutual interests as the components of friendship.

In both form and substance, the students' resulting essays resembled Montaigne's essay more closely than Winter's article. By ordering his personal "fantasies" into the form of an essay as well as by choosing those examples from history which illustrate most vividly these "fantasies," Montaigne offers the present-day English composition student a more accessible model for an essay within the scope of his abilities. Long after modern articles based on sociological or psychological findings have become dated, Montaigne's simple yet eloquent explanation for being friends with another human being, "Par ce que c'estoit luy; par ce que c'estoit moy," can continue to challenge new generations of students learning to master the literary form which he created.

Notes

¹Michel de Montaigne, Les Essais, éd. Pierre Villey, 3^e éd. rééd. V.-L. Saulnier (Paris: PUF, 1978), I, 183. All page references are to this edition. A good English translation is the one by Donald M. Frame, The Complete Works of Montaigne, 2nd ed. (Stanford: Stanford University Press, 1957), pp. 135-144.

²See Villey's notes, II, 1136-1139.



THE POWER OF A PROP

By now it is a truism among language teachers that students seem to function more readily in the target language if the ambiance of the culture represented by the language is created. The use of hand properties, or props, aids in creating such ambiance by simulating common situations which nudge students into oral facility.

With a reconnaissance nod to Jean-Jacques Rousseau, during the past fifteen years I have been pleased to note that the technique of the experiential approach launches most students worthy the name very quickly into oral communication. With makeshift sets composed of a small table and three or four movable chairs, students have ordered breakfast and taken a bus to the opera. Old playbills, tickets, envelopes, newspapers are a staple in the prop box which supplies my classes with both motivation and something to clutch when the conversation stalls. Over the years I have dressed up the bare essentials with table cloth,

napkins, stainless steel tableware, and plastic fruit, among other things, and these seem to entice the hesitant to try their hand at getting along in French. Incidentally, one of my favorite tricks with the meal situation is to set the table incorrectly so that the "diners" will have to ask the garçon for the missing utensil. Pointing and grunting are not allowed.

Recently the chairman of my department evidenced some interest in my experiential approach and authorized a modest capital outlay to establish prop carts for lower division French. Though not complete as yet, the prop carts have made accessible a standard collection of durable items, such as plastic cups and saucers, bunches of artificial flowers, candle holders, and baskets, to name a few.

It was not, however, until I carried into class a brand new steering wheel from Le Car that the power of a prop became so forcefully apparent. My students have been waiting for taxis and dealing with chauffeurs for several years now, but the day I placed the steering wheel on the front desk which the "chauffeur" normally occupies in the mockup taxi, the eyes of the class riveted to it. Of course, the volant was not the only prop in the situation, but it definitely aroused interest in the coming activity as few others had in the past. In fact, the chauffeur's role had been something of a perfunctory "bit," with only the most imaginative students throwing themselves into the part even to the point of sometimes complaining over the pourboire. But that was exceptional. During the course of this session the role of the chauffeur was accepted with alacrity. Chauffeurs grasped the wheel, shifted and braked; in short, gave the passengers quite a ride as well as the usual information required in the dialogue.

Nevertheless, the best of it was to come. Just before the bell which announces the beginning of class, a young man had approached me to say that he believed he had the flu, but since he was at school, he wanted to stay in for the instructional portion of class. However, he did want to be excused from dialogue work. One look at him and I agreed that he ought to take it easy. Our session of dialogue was ripping along toward its close with high energy, and just about everyone who could drive had done so. I made some remark to the effect that we would pass on to the next activity, when a hand waving in the air towards the back of the room caught my eye. It was my sick friend who suggested that he would like to play chauffeur if that would be all right. That steering wheel had magic: it seems to have cured this college student in less than thirty minutes. Did I let him "drive" in his condition? You bet I did.

Obviously, props are not guaranteed to be a panacea for either flu or timidity. However, a small investment of time and money in securing and using hand props usually pays dividends in increased student interest and ready oral participation. What is heartening about all this is that this seems to be true among the alleged blasé college students as for the elementary or secondary beginners.

Dolores Holder
Dept. of Foreign Languages and Linguistics
University of Texas at Arlington
Arlington, Texas 76019



Greater Cincinnati Convention and Visitors Bureau Cincinnati Ohio Skyline Riverfront Stadium - left; Riverfront Coliseum - right

**54th ANNUAL AATF Convention/Cincinnati, Ohio/Stouffer's
 Cincinnati Towers
 November 27-29, 1981
 Preregistration Form Convention and Workshops**



RETURN DIRECTLY TO: AATF Convention Registration; 57 E. Armory Avenue; Champaign, IL 61820

_____ Convention preregistration: \$25 (U.S.).
 Accepted until Nov. 18th; Registration after this
 date and at the Convention: \$30.

_____ Combined Convention and Workshop preregistra-
 tion: \$30 (U.S.) (\$25 plus \$5 for Workshop mater-
 ials). No Workshop registrations taken after Nov.18.
 Please indicate your preference of Workshop (only
 one can be attended):

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Note 1: Workshop registrations are limited to the
 first 75 applicants. Space limitations prevent us
 from accepting a greater number.

_____ Le français grâce aux trucs: an integrated four-
 skills language learning program. Leader: Michèle
 Respaut, Wellesley College. Fri., Nov. 27, 8:30-
 11:30 a.m.

_____ Proficiency testing, recent research and classroom
 applications. Leader: Rebecca Valette, Boston
 College. Fri., Nov. 27, 8:30-11:30 a.m.

_____ AATF membership for 1981: (U.S.) Convention and
 Workshop registrants must be AATF members or
 must apply simultaneously for membership.

Note 2: Requests for refunds on any of the above
 must be received at National Headquarters prior to
 Nov. 18. A small portion of the fees will be retained
 in any case to cover administrative costs.

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City _____ State/Province _____ Zip _____

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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

REQUEST FOR RESERVATIONS

November 26 - 29, 1981

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No charge for children under 18 in same room as adults -- \$6.00 charge for each additional adult

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Name _____

Address _____

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Reservations for all convention groups must be received 21 days prior to arrival. Rooms will be held until 6:00 p.m. unless payment is guaranteed.

I wish to guarantee this reservation _____ Yes _____ No AMX No. _____ Check attached _____

Return directly to: STOFFER'S CINCINNATI TOWERS; 141 West Sixth Street; Cincinnati, Ohio 45202

CINCINNATI: THE QUEEN CITY

Henry Wadsworth Longfellow called Cincinnati "the Queen City of the West," and Sir Winston Churchill, while gazing from his hotel window, described it as "America's most beautiful inland city." Blending the new with the old, Cincinnati is proud of its heritage, but progressive in its outlook. This city of 1.4 million inhabitants is centered around its "living room" of Fountain Square, a showcase for the spectacular Tyler Davidson Fountain built in 1871. The square itself is circumscribed on the second level by the covered pedestrian Skywalk system that was built in 1971 and which connects the entire downtown area; people can move about without waiting for signals or cars.

"Cincinnati is not like other large cities," remarked a recent Convention delegate. It is still a tranquil city, without a congested downtown area. The downtown is nicely compact, contained within a two-block area."

Cost is one of Cincinnati's foremost attractions, according to some experts. "Cincinnati is in a good central location, and the rates for housing, convention facilities, rentals, and food are reasonable. In fact, Cincinnati's hotel rates are probably the most reasonable in the country right now; they're at least half of those in Los Angeles or Chicago and one third of those in New York City."

Stouffer's features complete health club facilities and several fine restaurants, including a revolving specialty house on the top floor for a panoramic view of the city, a 24-hour deli on the Skywalk, and a sidewalk café bistro.

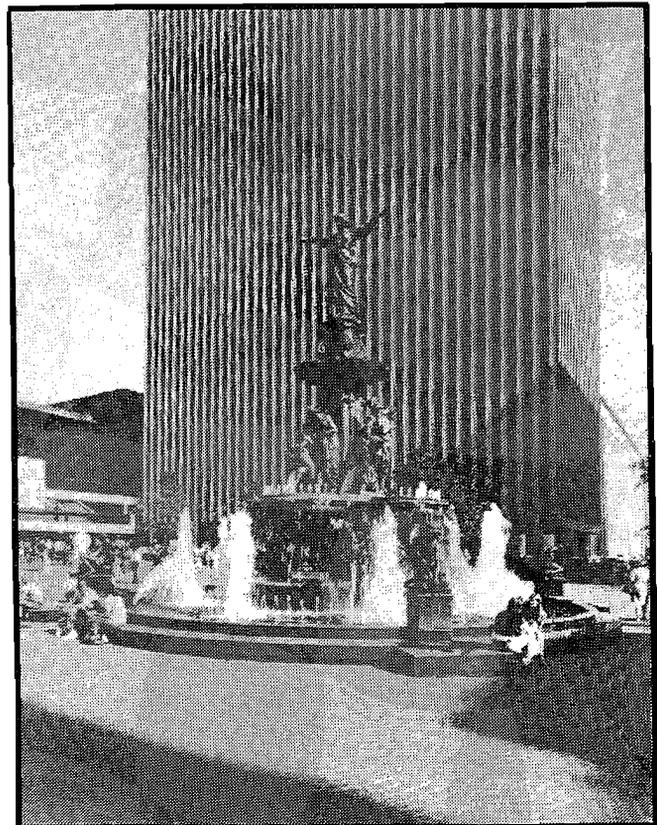
Cincinnati abounds in restaurants, culture, and entertainment. "This is a city for dining out," said a recent visitor, "and not a place to count your calories." While The Maisonette is an internationally acclaimed French restaurant and consistent five-star award winner, Pigall's and the rooftop restaurants at both the Stouffer's and the Terrace Hilton are an epicurean's delight every day.

Downtown is also home to the Contemporary Art Center, which features art exhibitions, the performing arts, and media events; the Taft Museum, with its fine art col-

lection; and the new Fire Department Museum, which has an outstanding exhibit of beautifully restored antique fire-fighting equipment.

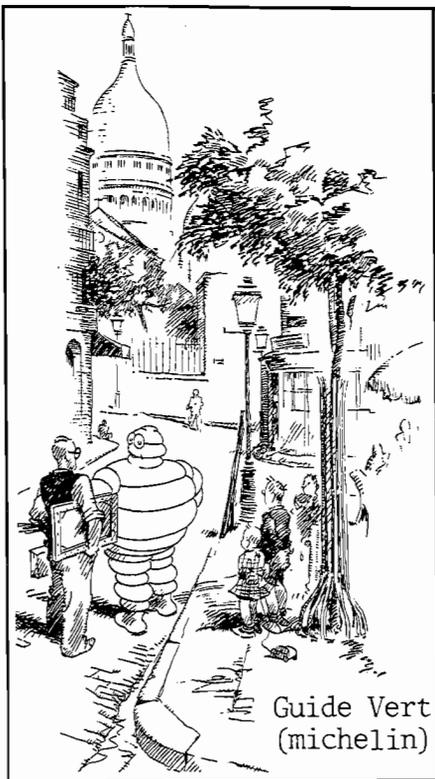
With its convenient Skywalk interconnections, downtown Cincinnati offers a compact site for conventions and meetings. Venez donc voir!!

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Greater Cincinnati Convention and Visitors Bureau Tyler Davision Fountain; Fountain Square Plaza, Cincinnati

SOME USEFUL ADDRESSES FOR TEACHERS OF FRENCH



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| 9 V | S ^e Alix | 9 L | S ^e Apolline | 9 L | S ^e Françoise R |
| 10 S | S. Guillaume | 10 M | S Arnaud | 10 M | S. Vivien |
| 11 D | S. Paulin | 11 M | <i>N-D Lourdes</i> | 11 M | S ^e Rosine |
| 12 L | S ^e Tatiana | 12 J | S Félix | 12 J | S ^e Justine |
| 13 M | S ^e Yvette | 13 V | S ^e Béatrice | 13 V | S Rodrigue |
| 14 M | S ^e Nina | 14 S | S Valentin | 14 S | S ^e Mathilde |
| 15 J | S Remi | 15 D | S Claude | 15 D | S Louise de M |
| 16 V | S. Marcel | 16 L | S ^e Julienne | 16 L | S ^e Bénédicte |
| 17 S | S ^e Roseline | 17 M | S Alexis | 17 M | S Patrice |
| 18 D | S ^e Prisca | 18 M | S ^e Bernadette | 18 M | S Cyrille |
| 19 L | S Marius | 19 J | S Gabin | 19 J | S Joseph |
| 20 M | S Sébastien | 20 V | S ^e Aimée | 20 V | PRINTEMPS |
| 21 M | S ^e Agnès | 21 S | S P Damien | 21 S | S Clemence |
| 22 J | S. Vincent | 22 D | S ^e Isabelle | 22 D | S ^e Lea |
| 23 V | S. Bernard | 23 L | S Lazare | 23 L | S Victorien |
| 24 S | S Fr de Sales | 24 M | S Modeste | 24 M | S ^e Cath de Su |
| 25 D | <i>Conv S. Paul</i> | 25 M | S Roméo | 25 M | Annociation |
| 26 L | S ^e Paule | 26 J | S Nestor | 26 J | S ^e Larissa |
| 27 M | S ^e Angèle | 27 V | S ^e Honorine | 27 V | S Habib |
| 28 M | S. Th. d'Aquin | 28 S | S Romain | 28 S | S Gontran |
| 29 J | S. Gildas | 29 D | S ^e Gwladys | 29 D | S ^e Gwladys |
| 30 V | S ^e Martine | 30 L | S Amadee | 30 L | S Amadee |
| 31 S | S ^e Marcelle | 31 M | S Benjamin | 31 M | S Benjamin |

Épacte 24. Lettre dominicale O
Circus solaire 2. Horaire d'or B
Indication romaine 4

| AVRIL O 5h30 à 18h20 | | MAI O 4h32 à 19h04 | | JUIN 1981 O 3h54 à 19h44 | |
|-------------------------|---------------------------------|-----------------------|-------------------------|-----------------------------|-------------------------|
| 1 M | S. Hugues | 1 V | FÊTE du TRAVAIL | 1 L | S. Justin |
| 2 J | S ^e Sandrine | 2 S | S. Boris | 2 M | S ^e Blandine |
| 3 V | S. Richard | 3 D | SS. Phil., Jacq. | 3 M | S. Kévin |
| 4 S | S. Isidore | 4 L | S Sylvain | 4 J | S ^e Clotilde |
| 5 D | S ^e Irène | 5 M | S ^e Judith | 5 V | S. Igor |
| 6 L | S Marcellin | 6 M | S ^e Prudence | 6 S | S ^e Norbert |
| 7 M | S J-B de la S. | 7 J | S ^e Gisèle | 7 D | PENTECÔTE |
| 8 M | S ^e Julie | 8 V | S Désiré | 8 L | S. Médard |
| 9 J | S Gautier | 9 S | S Pacôme | 9 M | S ^e Diane |
| 10 V | S Fulbert | 10 D | Fête J.-d'Arc | 10 M | S Landry |
| 11 S | S Stanislas | 11 L | S ^e Estelle | 11 J | S. Barnabé |
| 12 D | Rameaux | 12 M | S Achille | 12 V | S Guy |
| 13 L | S ^e Ida | 13 M | S ^e Roïande | 13 S | S. Antoine de P. |
| 14 M | S Maxime | 14 J | S. Matthias | 14 D | S. Elisée |
| 15 M | S Paterne | 15 V | S ^e Denise | 15 L | S ^e Germaine |
| 16 J | S Benoit-J | 16 S | S Honoré | 16 M | S J.-F. Régis |
| 17 V | S Anicet | 17 D | S Pascal | 17 M | S Hervé |
| 18 S | S Parfait | 18 L | S Eric | 18 J | S. Léonce |
| 19 D | PÂQUES | 19 M | S Yves | 19 V | S Romuald |
| 20 L | S ^e Odette | 20 M | S Bernardin | 20 S | S. Silvère |
| 21 M | S Anselme | 21 J | S Constantin | 21 D | Fête-Dieu ÉTÉ |
| 22 M | S Alexandre | 22 V | S Emile | 22 L | S Alban |
| 23 J | S Georges | 23 S | S Didier | 23 M | S. Audrey |
| 24 V | S Fidele | 24 D | S Donatien | 24 M | S Jean-Bapt. |
| 25 S | S Marc | 25 L | S ^e Sophie | 25 J | S Prosper |
| 26 D | Jour C^e Souv. | 26 M | S Béranger | 26 V | S Antheime |
| 27 L | S ^e Zita | 27 M | S Augustin | 27 S | S Fernand |
| 28 M | S ^e Valerie | 28 J | ASCENSION | 28 D | S Irénée |
| 29 M | S ^e Cath de S. | 29 V | S Aymard | 29 L | SS. Pierre, Paul |
| 30 J | S Robert | 30 S | S Ferdinand | 30 M | S. Martial |
| | | 31 D | Fête des Mères | | Fonderie CASLON - Paris |

| 1981 JUILLET O 3h53 à 19h56 | | AOÛT O 4h25 à 19h28 | | SEPTEMBRE O 5h03 à 18h32 | |
|--------------------------------|----------------------------|------------------------|---------------------------|-----------------------------|-------------------------------|
| 1 M | S. Thierry | 1 S | S. Alphonse | 1 M | S. Gilles |
| 2 J | S. Martinien | 2 D | S Julien-Ey. | 2 M | S ^e Ingrid |
| 3 V | S. Thomas | 3 L | S ^e Lydie | 3 J | S Grégoire |
| 4 S | S. Florent | 4 M | S J.-M. Vian. | 4 V | S ^e Rosalie |
| 5 D | S. Antoine-M. | 5 M | S Abel | 5 S | S ^e Raïssa |
| 6 L | S ^e Mariette-G. | 6 J | <i>Transfiguration</i> | 6 D | S. Bertrand |
| 7 M | S. Raoul | 7 V | S Gaëtan | 7 L | S ^e Reine |
| 8 M | S. Thibaut | 8 S | S. Dominique | 8 M | <i>Nativité N-D</i> |
| 9 J | S ^e Amandine | 9 D | S. Amour | 9 M | S. Alain |
| 10 V | S. Ulrich | 10 L | S. Laurent | 10 J | S ^e Inès |
| 11 S | S. Benoît | 11 M | S ^e Claire | 11 V | S Adelphe |
| 12 D | S. Olivier | 12 M | S ^e Clarisse | 12 S | S. Apollinaire |
| 13 L | SS. Hennî, Joël | 13 J | S. Hippolyte | 13 D | S. Aimé |
| 14 M | FÊTE NATIONALE | 14 V | S. Evrard | 14 L | <i>Le S^e-Croix</i> |
| 15 M | S. Donald | 15 S | ASSOMPTION | 15 M | S. Roland |
| 16 J | <i>N-D Mt-Carm.</i> | 16 D | S. Armel | 16 M | S ^e Edith |
| 17 V | S ^e Charlotte | 17 L | S. Hyacinthe | 17 J | S. Renaud |
| 18 S | S. Frédéric | 18 M | S ^e Hélène | 18 V | S ^e Nadège |
| 19 D | S. Arsène | 19 M | S. Jean Eudes | 19 S | S ^e Emilie |
| 20 L | S ^e Marina | 20 J | S. Bernard | 20 D | S. Davy |
| 21 M | S. Victor | 21 V | S. Christophe | 21 L | S. Matthieu |
| 22 M | S ^e Marie-Mad. | 22 S | S. Fabrice | 22 M | S. Maurice |
| 23 J | S ^e Brigitte | 23 D | S ^e Rose de L. | 23 M | AUTOMNE |
| 24 V | S ^e Christine | 24 L | S. Barthélemy | 24 J | S ^e Thècle |
| 25 S | S. Jacques | 25 M | S. Louis | 25 V | S. Hermann |
| 26 D | SS. Anne, Joa. | 26 M | S ^e Natacha | 26 S | SS. Côme, Dam |
| 27 L | S ^e Nathalie | 27 J | S ^e Monique | 27 D | S. Vinc. de Paul |
| 28 M | S. Samson | 28 V | S. Augustin | 28 L | S. Venceslas |
| 29 M | S ^e Marthe | 29 S | S ^e Sabine | 29 M | S. Michel |
| 30 J | S ^e Juliette | 30 D | S. Fiacre | 30 M | S. Jérôme |
| 31 V | S. Ignace de | 31 L | S. Aristide | | |

| OCTOBRE O 5h51 à 17h29 | | NOVEMBRE O 6h39 à 16h29 | | DECEMBRE 1981 O 7h24 à 15h55 | |
|---------------------------|----------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------|
| 1 J | S ^e Th de E.-J. | 1 D | TOUSSAINT | 1 M | S ^e Florence |
| 2 V | S. Leger | 2 L | Défunts | 2 M | S ^e Viviane |
| 3 S | S. Gérard | 3 M | S. Hubert | 3 J | S. Xavier |
| 4 D | S. Fr-d'Assise | 4 M | S. Charles | 4 V | S ^e Barbara |
| 5 L | S ^e Fleur | 5 J | S ^e Sylvie | 5 S | S. Gérald |
| 6 M | S. Bruno | 6 V | S ^e Bertille | 6 D | S. Nicolas |
| 7 M | S. Serge | 7 S | S ^e Carine | 7 L | S. Ambroïse |
| 8 J | S ^e Pélagie | 8 D | S. Geoffroy | 8 M | <i>Imm. Concept.</i> |
| 9 V | S. Denis | 9 L | S. Théodore | 9 M | S. P-Fourier |
| 10 S | S. Ghislain | 10 M | S. Léon | 10 J | S. Romaric |
| 11 D | S. Firmin | 11 M | AMNISTIE | 11 V | S. Daniel |
| 12 L | S. Wilfried | 12 J | S. Christian | 12 S | S ^e Jeanne-F.C. |
| 13 M | S. Géraud | 13 V | S. Brice | 13 D | S ^e Lucie |
| 14 M | S. Juste | 14 S | S. Sidoine | 14 L | S ^e Odile |
| 15 J | S ^e Th. d'Avila | 15 D | S. Albert | 15 M | S ^e Ninon |
| 16 V | S ^e Edwige | 16 L | S ^e Marguerite | 16 M | S ^e Alice |
| 17 S | S. Baudouin | 17 M | S ^e Elisabeth | 17 J | S. Gaël |
| 18 D | S. Luc | 18 M | S ^e Aude | 18 V | S. Gattien |
| 19 L | S. René | 19 J | S. Tanguy | 19 S | S. Urbain |
| 20 M | S ^e Adeline | 20 V | S. Edmond | 20 D | S. Abraham |
| 21 M | S ^e Céline | 21 S | <i>Prés. de Marie</i> | 21 L | HIVER |
| 22 J | S ^e Elodie | 22 D | S ^e Cécile | 22 M | S ^e Françoise-X. |
| 23 V | S. Jean de C. | 23 L | S. Clément | 23 M | S. Armand |
| 24 S | S. Florentin | 24 M | S ^e Flora | 24 J | S ^e Adèle |
| 25 D | S. Crépin | 25 M | S ^e Catherine L. | 25 V | NOËL |
| 26 L | S. Dimitri | 26 S | S ^e Delphine | 26 S | S ^e Etienne |
| 27 M | S ^e Emeline | 27 V | S. Séverin | 27 D | S. Jean |
| 28 M | SS. Sim., Jude | 28 S | S. Jacq. de la M. | 28 L | SS. Innocents |
| 29 J | S. Narcisse | 29 D | Avent | 29 M | S. David |
| 30 V | S. Bienvenue | 30 L | S. André | 30 M | S. Roger |
| 31 S | S. Quentin | 31 S | S. Quentin | 31 J | S. Sylvestre |

Fonderie CASLON - Paris

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*
POUR VOS ETUDIANTS
 *
 * Rebecca M. Valette *
 * Boston College *
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Le calendrier

The calendar printed as "copy-out" material in this issue is the standard pocket calendar used in France. French legal holidays are given in capital letters. Other major holidays are indicated in heavy print.

Reading the calendar

You may want to draw your students attention to the following points.

- a. The numbers beneath the names of the months indicate the time of sunrise and sunset at the first of the month.
- b. The phases of the moon are indicated to the right of the date. The new moon (nouvelle lune) is the dark circle. The full moon (pleine lune) is the light circle.
- c. Weeks are separated by horizontal lines. Note that in France the week begins on Monday and ends on Sunday. The days of the week are abbreviated next to the numerals.
- d. Since France is a Catholic country, both Catholic and secular holidays are indicated on the calendar. Epiphany (January 6, the feast of the Three Kings) is celebrated on the preceding Sunday. Mardi Gras (Fat Tuesday, the last day before Lent) falls on March 3. Lent (le Carême) begins on Ash Wednesday (Mercredi des Cendres) and continues till Easter. March 8 is the first Sunday of Lent. March 25 is the Feast of the Annunciation, when the angel appeared to Mary and told her she would be the Mother of Jesus. April 12 is Palm Sunday (Dimanche des Rameaux) and April 19 is Easter (Pâques). April 26, le Jour du Souvenir, remembers the victims of World War II. In France, as in many other countries throughout the world, Labor Day is May 1. Joan of Arc (Jeanne d'Arc), the patron saint of France, is honored on May 10. May 28 is Ascension Thursday: forty days after Easter Jesus ascended into heaven. Mothers Day in 1981 falls on May 31. (Fathers Day falls on June 21, which is also the first day of summer.) Pentecost, fifty days after Easter, celebrates the descent of the Holy Ghost on the apostles. Corpus Christi or Fête-Dieu is Sunday, June 21. July 14 is the Fête Nationale. The feast of the Assumption, August 15, celebrates Mary' death and assumption into heaven. All Saints' Day (Toussaint) and All Souls' Day (Fête des Défunts) are set aside to honor the dead. November 11 (Fête de l'Armistice) celebrates the end of World War I. The first Sunday of Advent (Avent) which begins four weeks before Christmas falls on November 29. Christmas, the birth of

Jesus, is December 25.

- e. Every day of the year the Catholic church honors a saint or a religious event. Many French people celebrate their Saint's Day (or Fête). People named Jean are honored on the feast of John the Baptist (Jean-Baptiste) on June 24, while those named Marie are honored on the Feast of the Assumption, August 15. You will note the calendar uses many abbreviations such as:

S - Saint S^e - Sainte SS - Saints
 N.D. - Notre Dame

Some names are also abridged: Marie-Mad (Marie-Madeleine), Th (Thérèse de l'Enfant Jésus, Thérèse d'Avila), Joa (Joachim), Jacq (Jacques), Sim (Simon), etc.

Using the calendar in class

For first year students, the calendar can be used to practice dates. Est-ce que le 20 juillet est un lundi ou un mardi? Est-ce que la fête de Saint Bernard est le 20 mai ou le 20 août? More advanced students may use the calendar to plan imaginary trips to France. Not only can they see at a glance the day of the week, but they can tell if they might have to allow for a holiday when banks and businesses would be closed.

You also might want to have students research the times for sunrise and sunset in the area where you live. Many students will be surprised to see how short the day is in France on January 1, and how long it is on July 1. (Paris lies near the 49th parallel, which passes through the North American continent well north of Quebec City and roughly at the level of Vancouver, British Columbia.) In winter many children leave for school when the moon is shining, and return home after the sun has set. In summer, on the other hand, the days are long.

* * * * *

CONVENTION ATTENDANCE. . .

during 1978-80 was almost equally divided between Members representing secondary schools (42%) and those representing colleges and universities (45%). The remaining attendees have been administrators, trade representatives and members who do not teach (13%). Attendance has averaged about 500 at the last three Conventions.

MEMBERSHIP at the end of 1980 was 10,130. As of May 1, 1981, our total of new and renewing Members had again passed the 9,000 mark. The final figure for 1981 is expected to be in the 9,300-9,500 range, reflecting a certain decrease in the number of French teachers nationwide and an inevitable small loss due to the new dues structure.

"UNE COURSE AUX TRESORS":

A Quick Introduction to Paris

This past March I led a group of eight students from the University of Northern Colorado to France, where our school has long sponsored a Study Abroad Program affiliated with the Institut de Touraine in Tours. Our plans this year included a thirteen-day study trip throughout France before classes began. Since we were to spend only five days in Paris, I wanted the students to familiarize themselves as soon as possible with this glorious city. And since Tours is a relatively short train ride from Paris, I also figured that, once classes had started, the students would want to return during their free time. It was advantageous, therefore, to experience typical, everyday situations as quickly as possible without over-reliance on the faculty advisor's direction. Once the students could comfortably handle the basics--the métro, asking for directions, hotel reservations, shopping, restaurants, and so forth--then they could use their time to appreciate more fully all that Paris has to offer.

After some thought, I finally decided that a kind of "scavenger hunt" or a French "Course aux trésors" would be the most effective way to achieve these goals; and at the same time it would be fun. Moreover, a treasure hunt would afford the students innumerable opportunities for conversation, thus benefiting immensely their French.

Our first night in Paris confirmed my reservations about the students' tendency to depend on the faculty advisor rather than to take their own initiatives. It was left to me to chart our routes on the métro, and I noticed that the students were hesitant about ordering in the restaurant and at a café. This, of course, was a normal reaction in a situation of "culture shock," but the longer they relied on me to organize our excursions, the longer their own learning would be postponed. At this point I had high hopes for the success of the treasure hunt.

That night at the hotel I set forth the ground rules of the "course aux trésors" and explained that after le petit déjeuner the next morning, the hunt would begin. There were to be four teams of two students each, and the winners would be those who returned to the hotel first having accomplished the most tasks.

Each group had four items to obtain from four different categories: 1) a grocery item; 2) a bag with the name of a store; 3) a paper napkin or cup with the name of a restaurant; and 4) a hotel card or PROSPECTUS. The order of the categories on each list was arranged at random, and I tried to keep the descriptions of the items as vague as reasonably possible in order to oblige the students to ask frequent questions. The tasks of the various groups were listed as follows:

Group A

1. une bouteille de Badoit et de Vichy
2. un sac avec le nom "Au Printemps"
3. une serviette ou une tasse en papier avec le nom "McDonald's"
4. une carte d'hôtel du "Welcome Hôtel"

Group B

1. un sac avec le nom "Bon Marché"
2. un demi-kilo de céleri
3. une carte d'hôtel du "London Palace Hôtel"
4. une serviette ou une tasse en papier avec le nom "Wimpy"

Group C

1. une carte d'hôtel de l'"Hôtel du Grand Turenne"
2. une serviette ou une tasse en papier avec le nom "Drugstore St.-Germain-des-Prés"
3. une bouteille de vin NICHOLAS (5 francs au plus!)
4. un sac avec le nom "Monoprix"

Group D

1. une serviette ou une tasse en papier avec le nom "Drugstore Opéra"
2. une carte d'hôtel de l'"Hôtel de Bourgogne et Montana"
3. un sac avec le nom "Galeries Lafayette"
4. une boîte de sirop menthe

I wished everyone "bonne chance" at around ten o'clock the morning of the treasure hunt, and I planned to greet them on their return, which I thought would be around three o'clock that afternoon. I waited anxiously, wondering how effective an experience this venture would prove to be. And I waited some more. Finally, at 4:20, Group B was the first to report back. As they came in, I was surprised to notice that one of the students was carrying a large bunch of greens--it was celery! Apparently, I had been too vague in merely listing a half kilo of céleri, for I had intended for them to buy céleri rémoulade. Not being familiar with this specialty, the students had purchased the obvious. Group B had also succeeded in finding their three other items.

Group C was second, at 5:15, and they, too, accomplished all their tasks. Their tardiness was explained by a delightful encounter. While they were reading a map on the Boulevard St.-Germain, an elderly Parisian gentleman, an editor, offered his assistance. After some conversation, he invited them to lunch at the famous Brasserie Lipp, with "no strings attached." These same two students also managed to obtain a paper napkin from the "Drugstore St.-Germain-des-Prés" and a "Monoprix" sac without making any purchases. They simply explained that they were students involved in a class project.

At 5:25 Group D arrived with everything except the can of sirop menthe. Additionally, we were all impressed with their description of the "Hôtel de Bourgogne et Montana," located at 3, rue de Bourgogne, Paris 7^e. The brochure revealed an elegant hotel where the price of a single room with bath ranged from 175-336.50 French francs (approx. \$44-\$84), certainly beyond our budget. Shortly thereafter Group A came in, but they had only managed to find two items: the bottle of Badoit and Vichy (by showing their list to a clerk in a supermarché) and the McDonald's napkin. Their weak showing was due to the fact that they had spent a good amount of time in a café in the Quartier Latin.

The overall reaction to the "course aux trésors" was positive. At the onset, Groups B and C had gone directly to the Tourist Bureau on the Champs-Élysées, not far from our hotel, to gather as much information as possible. Subsequently, this had proved to be an advantageous decision since these two groups were the first to finish, returning with all four items. Despite the fatigue and the aching feet, most everyone felt that the experience was definitely a good introduction to Paris. There was some negative feedback, however. One group felt extremely "frustrated" by their difficulties in communication, but they did admit that they appreciated the opportunities to work on their French. The next day the winners were presented with prints of Parisian scenes as the rest of us toasted them in a café near the Centre Pompidou.

For the remaining three days in Paris, we of course did much sightseeing together as a group. But we also went our separate ways at times, and the students all felt comfortable and assured about getting around the city. Furthermore, this immediate immersion into French life--with specific tasks to perform--created an important sense of self-reliance which carried over and developed for the rest of our trip to Nice, Cannes, Avignon, and finally to Tours.

George L. Evans, Jr.
Department of Foreign Languages
University of Northern Colorado
Greeley, Colorado 80631



**COMMISSION ON EXCHANGE PROGRAMS
FOR SECONDARY SCHOOLS**

It is never too late to begin working towards an exchange; in fact, NOW IS the time for next year. Fortunately, there are as many different ways to begin as there are dedicated and creative teachers.

The following contribution can be greatly appreciated for its detailed account of practical activities in the foreign country where fun and structure appear synonymous.

In the spring of 1977, the foreign language teachers at the Middle School met with the principal in a brainstorming session to try to discover more effective and less traditional ways of teaching a foreign language. One of the ideas that came out of the meeting was the need to give students a more realistic experience of using the language. I told our principal that I would like to investigate the possibility of developing a program around a visit to a foreign country.

Our idea was to provide an experience to allow the stu-

dent to learn to survive in the foreign country with the foreign language. Students would spend as much time as possible speaking the language and interacting with the people.

We chose Québec City for obvious reasons: there is no place anywhere as close in which such a large proportion of the population speaks a language other than English (85% of the people in Québec City speak French).

I then began to gather information on Québec. In New York City, I consulted the Canadian Consulate, which was very obliging, and the Québec Government House, which gave me the names of key people to contact: youth hostels, bus companies, school boards, and tour guides. I wrote them letters outlining our idea, and the replies I received were enthusiastic in their offers to help.

Once plans for the general program were under way, I started to develop activities that would require "survival through speaking". Students would have to be very willing to speak the language, and to insure their success in getting people to listen to them, I created a "carte d'identité": an identity card which had a picture of the student, explained that he was learning French, and asked that the reader of the card speak to him only in French. This idea proved very effective: very few people would refuse to help out a student, and because the people are politically pro-French language at this time and would be very happy to see visitors using that language. As it turned out, whenever students presented their cards, people seemed to take much more time with them than they would have otherwise.

Armed with their cards, students would participate in the following "survival" activities: going up to a stranger and asking directions; ordering food in a restaurant; buying foods in a market; buying articles in a store; going through customs; changing money; finding out where and at what time a sporting or cultural event is taking place; finding out the times of trains for a particular place and the cost of a ticket; playing soccer with local students; visiting the local tourist office to find out what the city has to offer.

All these activities were designed to make students interact with people, and to do specific things or to come back with specific information. They were held accountable for their performance.

"Finding your way" was designed to familiarize students with the city to give them the chance to interact with people. On the last day of the trip we took in November 1977, we chose addresses of places that were within walking distance of the youth hostel at which we were staying, and we placed them all in a bag. They had to find the exact address and to note what buildings were on either side of it. Along the way, they had to ask directions of a passerby and to record the person's response.

On a previous day, we went to an open-air market. The students were to gather as much information as possible about vegetables or fruits that were not familiar to them. They had to find out what they were called in French, how much they cost, and how they could be cooked. They also had to bring back samples of the items they discovered. We set a time limit of 45 minutes for the activity, and then we met as a group to show one another our samples and to discover what new knowledge we had gathered. A kind of

"show and tell" that, in the end, held students accountable for their task.

The most important activity of all, I felt, would be a visit to a school that would give our students the opportunity to meet with their French Canadian peers. This, in retrospect, was probably the most meaningful experience our students had.

We chose eighth-grade students, who had had one year of French, all of the same class, to make follow-up and evaluation more easily controlled. We decided that the program would consist of two trips. The first trip would be taken early in the school year to let students see what they knew and what they needed to improve upon. One student wrote in his journal, "In the beginning, I was scared to talk to people, but when I finally realized they understood me, it felt good. So I kept trying harder."

The second trip would give them some basis for comparison, a chance to measure their growth in facility with the language. Some phrases that had been very difficult for them at the beginning would now be natural parts of their language. It would also allow them to evaluate just how well they were now equipped to survive.

Each morning, we had a skills class in which vocabulary and structure to be used that day were reviewed and drilled. Each day, there was a quiet time to write in journals. In the evening, we had a debriefing session in which we discussed the children's experiences, their difficulties, new vocabulary, cultural comparisons, and ways of improving particular activities. Learning was reinforced by dinner in a typical French environment, evening events such as a French film, a hockey game or other sporting event, and, when possible, cultural events. The most rewarding experiences for the children were the activities which centered around interaction with children their own age. They thought that this type of contact was most meaningful, most valuable and most natural.

Since 1978, the second trip each year has become a student-to-student reciprocal exchange with a Québec school. Our student's gradual acclimation to a new culture and its language in November makes the transition into a family setting much more natural. Students are familiar with the surroundings and feel more at ease. The visit of the Québec students to our community affords our students the opportunity to plan presentations, visits, and sight-seeing tours. By becoming actively involved in this planning, our students gain a better understanding of their own culture and can more intelligently compare and contrast the two cultures.

Our "Learning Through Survival" program provides a glimmer of hope that we can give our students the chance to learn a foreign language in a way that will prepare them for living the language.

FOR MORE INFORMATION on this project please contact: Claudia S. Travers, Shoreham-Wading River Middle School, Randall Road, Shoreham, New York 11786.

Joan Fontanilla
Marblehead High School
Marblehead, Ma. 01945

OMAHA CONFERENCE ON ACADEMIC PROGRAMS ABROAD

The first Conference on American Academic Programs Abroad to convene in the United States was held in November 1980 in Omaha. This informative, stimulating three-day meeting, hosted by the University of Nebraska at Omaha, was sponsored by the AATSP in cooperation with the AATF and other FL associations. The various language groups featured papers and panels on a wide array of topics. The French section coordinator, Richard C. Williamson of Bates College, organized sessions on the following themes: funding programs abroad, summer and short-term programs vs. academic-year programs, the director's role, starting a program abroad, course selection and credit evaluation, maintaining academic standards, tradition vs. innovation, and institutes abroad for French teachers. This report, focusing on presentations in the French section, makes no claim to exhaustive treatment but will emphasize issues raised at the conference that are likely to be of general interest. No information about individual programs is provided here, for such details are readily available from any institution offering foreign study options.

It became apparent in Omaha that funding is a problem seldom solved without great effort. Inflation here and abroad, the instability of the U.S. dollar, growing foreign awareness that our programs have traditionally had life somewhat easy in economic terms--these factors are making costs increase rapidly. At the same time, financial pressures on American families are diminishing our pool of applicants because some parents can no longer afford to send their children to a foreign country to study. Given these monetary realities, it has become all the more essential to develop strategies for securing funds to support foreign study. The numerous indications of administrative good will and financial commitment cited at the meeting were indeed encouraging signs, but struggles continue. How, then, can reluctant institutions be persuaded to underwrite academic work abroad? Administrative officials, if unconvinced of their professional responsibility to include international education in their budget, will perhaps be moved by evidence of the academic and cultural worth of our programs, evidence provided by performance data, oral and written testimony of participants (both anonymous evaluations and verbal reactions can be useful), proof of career impact. If these arguments fail, one can always try the economic approach: it may be possible to demonstrate that these programs are comparatively inexpensive to operate (with a higher-than-average ratio of credit hours generated per dollar spent); it is perhaps reasonable to expect the school to return to the source at least a portion of the money earned through tuition and fee payments and, if applicable, state subsidies; many students in summer and short-term programs are incremental (without the attraction of study abroad they wouldn't be enrolled at all); viable foreign-study offerings may increase long-term home-campus enrollments. One answer to funding dilemmas may be institutional consortia dealing directly with state legislatures; Louisiana has created a successful model that can possibly

be duplicated elsewhere. The experience of at least one school has shown that interdisciplinary programs can ease problems of financing while stimulating recruitment and enriching the curriculum. A potential source of funds that appears to have been rarely tapped is that of external grants. (On a less ambitious level, schools can probably save money by coordinating travel arrangements; cheaper fares will have a minimal effect on program budgets but may greatly benefit students.)

What is--or should be--the director's role? Conference participants expressed numerous viewpoints on this subject. The very concept was called into question: one speaker contended that the resident director may be an appendage we can no longer afford. This position was modified by another participant who suggested a means of eliminating administrative duplication while ensuring quality controls and preserving crisis-intervention capability: the appointment of one (permanent) American director per program site, an individual who would serve all colleges and universities with a program in that location. Such alternatives to present practice may be far from realization, because many papers called attention to vital tasks that directors based at the sponsoring school continue to perform.

It was emphasized that in the recruitment and orientation process, honesty is mandatory; the enthusiastic director must never promise more than can be delivered; probable sources of culture shock (e.g., French eating customs, ways of greeting) must be discussed with candor; the program's academic demands must not be underplayed. Whether the director functions as a "catalyst to constructive confrontation" or as a "buffer" (to cite the philosophical poles mentioned by one speaker), he or she should be prepared to handle interpersonal conflicts that may arise between students and host families or in other social situations. Having students write a short autobiography--preferably in French--or complete a housing questionnaire can be useful mechanisms for selecting families and circumventing certain difficulties.

At the end of the term abroad, the director must file a complete financial report (with all receipts and other records translated into English to aid auditors who may be unfamiliar with the target language), and it will be helpful to summarize--in a formal report or even in a set of private notes--the program's strengths and weaknesses. Those who have experienced the challenges of serving, simultaneously, as administrator, teacher, fiscal manager, excursion guide, academic advisor, and psychological counselor, may well agree with the panelist who claimed that the director "should be stronger than Superman, more patient than St. Francis." And several participants underscored the importance of a robust sense of humor.

Many of the ideas shared at the conference involved the setting and preserving of qualitative standards. One speaker, stressing institutional accountability and expressing scepticism about the effectiveness of conventional credit-evaluation methods, asked whether it is really indispensable to grant credit for courses completed in American programs abroad. The vast majority of schools that send students abroad apparently do allow work finished to count toward

a degree; those that confer academic credit use various techniques to certify the worth of courses taken. This issue does not normally arise for courses taught by regular home-campus faculty, but in the typical program some if not all instruction is given by host-country personnel whose ability to assess the progress of American students may not be known in advance. Before the program starts, the director should explain to these teachers (whether the students are to be integrated into the French university system or enrolled in specially designed classes) the American school's teaching objectives and grading system, as well as the range of target-language backgrounds represented in the group. As soon as final examinations or essays have been graded, the director should discuss each student's performance with host-country faculty to be sure, insofar as possible, that proposed course grades approximate those a professor at the American school would presumably assign in similar circumstances. In at least one program, each French professor fills out an elaborate evaluation form for every student enrolled in his or her class; correspondingly, a file is maintained with summaries of students' comments about each professor. However academic work taken abroad is evaluated, there seemed to be a consensus on two fundamental points: 1) to some degree the granting of credits for courses taught by host-country instructors must be done on faith (critics ought to bear in mind that absolute standardization of credits exists nowhere in academe--on either side of the Atlantic), and 2) courses offered abroad, however their substance might be measured, should be significantly different from their home-campus equivalents and should exploit wherever feasible the unique resources of the program site.

The Omaha conference revealed above all how much we have to learn from each other's experiences in the ever-challenging trial-and-error business of study abroad. It was agreed that all of us can profit from keeping open the lines of communication. If you wish to have your name added to a mailing list so as to be kept informed of future activities of the French section informally established at the Omaha meeting, please write to:

Richard Danner
Dept. of Modern Languages
Ohio University
Athens, OH 45701



MEMBERSHIP as of May 1, 1981, breaks down as follows: 97% living in the U.S. and its possessions; 3% living in Canada and abroad. Of this 97%, 71% lives east of the Mississippi and 26% lives to the west of it. Of the 3% not living in the U.S., almost 2% live in Canada; the remaining 1% is dominated by Members residing in France.

MEMBERS in the Eastern U.S. reside primarily in the states of New York, Massachusetts, Pennsylvania, and Illinois, accounting for 30% of the entire AATF membership. In the West, California and Texas alone make up 11% of the national total.

CINCINNATI CONVENTION WORKSHOPS

Nov. 27, 1981, 8:30 - 11:30 A.M.

(see registration form elsewhere in this issue)

Proficiency Testing in French; Chairman, Rebecca M. Valette, Boston College, Vice President, AATF

1. Proficiency Testing: A Review of the Literature. Gary Rossi, Mansfield (PA) State College.
2. Two Global Measures: The Noise Test and the Cloze Test. Robert Vicars, Millikin Univ., Chairman, AATF Testing Commission.
3. Establishing and Evaluating Minimum Proficiency Levels: Self- Assessment and Oral Interviews. Helen F. Jorstad, Univ. of Minnesota.
4. "Zertifikat Französisch" -- a European Approach to Certifying Minimum Proficiency. Rebecca M. Valette, Boston College.

Le français grâce aux "trucs"; Chairman, Robert Frye, Wellesley College. Presenter: Michèle Respaut, Wellesley College. This Workshop will present ways of using advertisements, video and audio cassettes, gestures, and fairy tales to strengthen the four skills in both the secondary school and college French programs. Demonstrations will require the active involvement of participants. Conducted in French.

AATF MEMBERSHIP BY TEACHING LEVELS:

Elementary School (1%); Junior HS (8%); Senior HS (40%); combined Jr. and Sr. HS (10%). These four categories combined: 59%. Junior College (3%); College and University (27%). The latter two combined: 30%. Private/Tutoring (2%); Administration (1%); Non-teaching and retired (8%).

PRICE FIXING IS DECLARED IN VIRGINIA

The Volume 6, No. 2 (November 1980) issue of the **BULLETIN** carried a short article on "proper remuneration" for translators, interpreters and consultants set by the Foreign Language Association of Virginia. The Virginia State Attorney General's Office has notified the association that they are in violation of Virginia and federal antitrust laws. The following is to notify all readers that this setting of fees has been judged illegal and that they are to be cautioned against such practices. All members of the Virginia association as well as all readers should be aware of the following:

Under federal and Virginia antitrust laws, the publication of the Declaration of Professional Status may constitute a vehicle for price fixing. No member of FLAVA should treat the Declaration as a formula by which to set minimum fees for translation services. Each individual has a right under the law to charge whatever fee the free market will support for his or her services. It is improper and illegal to act in concert with other members of the Association to set suggested fees for translation work.

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.

AATF CONVENTIONS, 1969 - 1980

| Place | Date | No. of Days | In conjunction with | Attendance | Membership as of Dec. 1st |
|---------------------|----------------|-------------|---------------------|-------------|---------------------------|
| Detroit | Dec. 1969 | 4 | --- | 337 | 11,017 |
| New Orleans | Dec. 1970 | 5 | --- | (no record) | 10,152 |
| Washington, D.C. | Nov. 1971 | 5 | --- | 516 | 11,124 |
| New York City | Dec. 1972 | 4 | M.L.A. | 570 | 11,076 |
| St. Louis | Dec. 1973 | 3 | --- | 200 | 11,612 |
| Denver | Nov. 1974 | 3 | A.C.T.F.L. | 392 | 11,088 |
| New Orleans | Dec. 1975 | 3 | F.I.P.F. | 700 | 11,283 |
| Philadelphia | Dec. 1976 | 4 | --- | 355 | 10,214 |
| Paris, France | June-July 1977 | 7 | --- | 850 | 10,063 |
| Chicago | Nov. 1978 | 3 | ACTFL, AATG | 200 | 9,827 |
| Martinique, F.W.I. | June 1979 | 7 | --- | 560 | 9,936 |
| Quebec City, Canada | June 1980 | 5 | --- | 800 | 10,125 |

**TEACHING OPPORTUNITIES OVERSEAS
AVAILABLE IN 1982-83**

The following opportunities are available through the Institute of International Education under a program sponsored by the French Government. Candidates must be U.S. citizens who do not hold the Ph. D. degree before the beginning date of the grant.

Twenty men and twenty women will be selected to hold Teaching Assistantships in English conversation in French secondary schools and teacher training institutions. One additional assistantship in Martinique or Guadeloupe will be available for an advanced teacher. Proficiency in both written and spoken French is required at the time of application; candidates must hold a bachelor's degree by the beginning date of the grant. They should be well

rounded and articulate, and have the initiative necessary for teaching conversational English.

Specific eligibility requirements, information on benefits, etc., are contained in the brochure, "Fulbright Grants and Other Grants for Graduate Study Abroad, 1982-83", which may be obtained from campus Fulbright Program Advisers (for enrolled students) or from any of IIE's offices for students not enrolled in a college or university at the time of application. FPA's establish campus deadlines for receipt of applications; "at-large" students must submit their completed applications to the Study Abroad Programs Division at IIE headquarters in New York by October 31, 1981.

WRITE: Institute of International Education, 809 UN Plaza, New York, NY 10017.



CALENDAR OF EVENTS



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.

First AATF Regional Conference: "Présence franco-américaine et québécoise dans l'enseignement du français".

Dates: Oct. 2-3, 1981. Assumption College, Worcester, MA. Contact Yolande Pétrin, AATF Reg. Rep. III, 20 Burnham Hollow, Avon, CT 06001.

Foreign Language Association of Georgia.

Dates: Oct. 2-3, 1981. Atlanta: Information: Jane Kelly, Cedar Shoals HS, Cedar Shoals Rd., Athens GA 30601.

Spanish in the U.S.

Dates: Oct. 2-3, 1981. Chicago. Lucía Elías Olivares, Univ. of Illinois at Chicago Circle, Dept. of Spanish, Italian, and Portuguese, Box 4348, Chicago, IL 60680.

Alberta Modern Language Council (Alberta Teachers Assoc.)

Dates: Oct. 2-4, 1981. Edmonton. Doug Petherbridge, Faculty of Education, University of Lethbridge, Lethbridge Alberta Canada T1K 3M4.

Semiotic Society of America.

Oct. 2-4, 1981. Nashville, TN. M. D. Lenhart, P.O. Box 10, Bloomington, IN 47401.

Southern Conference on Language Teaching.

Dates: October 3-4, 1981. Atlanta, GA. Dr. James S. Gates, Spelman College, Atlanta, GA.

Sixth Annual European Studies Conference.

Dates: Oct. 8-10, 1981. Omaha, NE. Patricia Kolasa, Dept. of Educational Foundations, Univ. of Nebraska at Omaha, NE 68182.

Washington Assoc. of Foreign Language Teachers.

Dates: Oct. 9-10, 1981. Olympia, WA. Brian Ayres, Monroe High School, 1408 W. Main St., Monroe, WA 98272. Phone: [266] 794-8777.

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.

New York State Assoc. of Foreign Language Teachers.

Dates: Oct. 11-13, 1981. Concord Hotes, Lake Kiamesha, NY. Anthony Papalia, SUNY at Buffalo, Dept. of Instruction, 553 Baldy Hall, Buffalo, NY 14260. Phone: [716] 636-2451.

Minnesota Council on the Teaching of Foreign Languages.

Dates: Oct. 15-16, 1981. Radisson-Plymouth Hotel Minneapolis. Josephine Sansone, Minnetonka HS, Minnetonka, MN 55343. Phone: [612] 474-5965.

Third Delaware Symposium on Language Studies.

Dates: Oct. 15-17, 1981. Newark, DE. Angela Labarca, Dept. of Languages and Literatures, Univ. of Delaware, Smith Hall, Newark, DE 19211. Phone: [302] 738-2591.

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.

Foreign Language Assoc. of North Dakota.

Date: Oct. 22, 1981. Minot, ND. Teresa Bakken, 505 Hamline, Grand Forks, ND 58201.

Commission D'Amérique du Nord de la FIFP.

Dates: Oct. 22-23, 1981. Le Français, Fonctionnel dt ses Dé-Bouches. Eastern Michigan University, Ypsilanti, MI 48197.

LASSO (Linguistics Assoc. of the Southwest).

Dates: Oct. 22-24, 1981. Austi, TX. Tom Woodell, Dept. of English, Univ. of Houston, Houston, TX 77004.

Rocky Mountain Modern Language Assoc.

Dates: Oct. 22-24, 1981. Boise, ID. Ingeborg L. Carlson, Dept. of Foreign Languages, Arizona State University, Tempe, AZ 85281.

South Central Modern Language Assoc.

Dates: Oct. 22-24, 1981. Austin, TX. Richard H. Costa, Dept. of English, Texas A + M Univ., College Station, TX 77843.

Fifth Annual Conference for Foreign Language Teachers.

Date: October 24, 1981. Youngstown State Univ. Conference for Foreign Language Teachers, Dept. of Foreign Languages, Youngstown State Univ., OH 44555.

American Association for the Advancement of the Humanities
Dates: Oct. 30 - Nov. 1, 1981. Washington, D.C. Gary Rubin
American Association for the Advancement of the Humanities,
918 16th St. NW, Suite 601, Washington, D.C. 20006. [202]
293-5800.

Midwest Modern Language Association.

Dates: Nov. 5-7, 1981. Oconomowoc, WI. Paul Hernadi, 423
English, Philosophy Bldg., UNW of Iowa, Iowa City, IA 52242.

Massachusetts Foreign Language Association Annual Conference.

Dates: Nov. 6-7, 1981. Sturbridge, Massachusetts. George H.
Morse, Conference Chairman, 36 Elder Rd., Needham, MA 02194.

Conf. on Approaches to Teaching Medieval and Renaissance Studies

Date: Nov. 7, 1981. New York City. Regina Ayre, Dept. of
German, Milbank Hall, Barnard College, New York, NY 10027.

Illinois Foreign Language Teachers Assoc.

Dates: Nov. 7-9, 1981. Chicago. Patricia V. Egan, 175 Lake Blvd.
E-41, Buffalo Grove, IL 60090.

Foreign Language Activities Day (for High School Students)

Date: Nov. 7, 1981. West Lafayette, IN. Alan Garfinkel, SC-
FLL, Purdue University, West Lafayette, IN 47907.

Colloquium on Nineteenth-Century French Studies.

Dates: Nov. 12-14, 1981. Indiana Univ. Gilbert D. Chaitin,
Dept. of French and Italian, Indiana Univ., Bloomington, IN 47401.

Lessing and the Enlightenment.

Dates: Nov. 12-14, 1981. Hofstra Univ. Natalie Datlof and
Alexej Ugrinsky, Hofstra Univ., UCCIS, Hempstead, NY 11550.
Phone: [516] 560-3296.

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: Nov. 25-27, 1981. Cincinnati, OH. AATF, 57 E. Armory,
Champaign, IL 61820.

American Council on the Teaching of Foreign Languages.

Dates: Nov. 26-28, 1981. Denver, CO. ACTFL, 2 Park Ave.,
New York, NY 10019.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH.

DATES: NOV. 27-29, 1981. CINCINNATI, OH. AATF, FRED
M. JENKINS, EXECUTIVE SECRETARY, 57 E. ARMORY AVE.
CHAMPAIGN, IL 61820.

Modern Language Association.

Dates: Dec. 26-30, 1981. New York. MLA, 62 Fifth Ave., New
York, NY 10011.

Northeast Conference on the Teaching for Foreign Languages.

Dates: April 1-4, 1982. New York, NY. James W. Dodge, P.O.
Box 623, Middlebury, VT 05753.

Central States Conference on the Teaching of Foreign Languages.

Dates: April 15-17, 1982. Louisville, KY. Reuben G. Peterson,
Humanities, Box 2199, Augustana College, Sioux Falls, SD 57197.
Phone [605] 336-5478.

Central States Conference

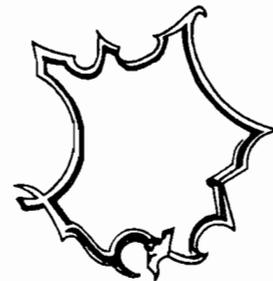
Dates: April 22-24, 1982. Louisville, KY. Write: Robert C.
Lafayette, School of Education, Indiana University, Bloomington,
IN. 47405 or Howard B. Altam, Dept. of Modern Languages,
University of Louisville, Louisville, KY 40292.

Teachers of English to Speakers of Other Languages.

Dates: May 2-7, 1982. Honolulu, HI. C. LeClaire, TESOL,
202 DC Transit Bldg., Georgetown Univ., Washington, DC 20057.

American Council on the Teaching of Foreign Languages.

Dates: Nov. 25-27, 1982. New York, ACTFL, 2 Park Ave.,
New York, NY 10016.



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