

# AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 7, NUMBER 2 NOV. 1981

CINCINNATI!! CINCINNATI!! CINCINNATI!!

## DERNIERE HEURE

I. Comme tout le monde, vous devez vous demander ce qui se passe en France depuis l'élection de Mitterand et le raz de marée socialiste. Vous aurez l'occasion, à Cincinnati, de rencontrer trois hommes politiques que vous pourrez interroger à loisir. Deux d'entre eux appartiennent au Parti Socialiste et ont d'importantes fonctions dans le gouvernement actuel, l'autre appartient à l'opposition et est un des rares députés giscardiens à avoir été réélu. Il s'agit de:

Georges LEMOINE, Secrétaire d'Etat à la Défense, maire de Chartres, (PS)

Guy PENNE, Chargé des questions Africaines et Malgaches à l'Elysée, (PS)

François LEOTARD, Député maire de Fréjus, (UDF)

Le 27 novembre, de 16 heures à 17 heures 30, ils participeront à une Table Ronde sur:

LA FRANCE DE MITTERAND.

André Maman (Princeton) qui a organisé cette séance, présidera; Georges Joyaux et Jean Carduner poseront les premières questions et ensuite . . . ce sera le tour du public.

Voilà une séance qui, à elle seule, vaudrait le déplacement à Cincinnati!

II. La séance du Samedi 28 novembre, de 10 heures 15 à 11 heures 45, intitulée

FILM ET CULTURE

est organisée par Claude Duverlie (University of Maryland, Baltimore county).

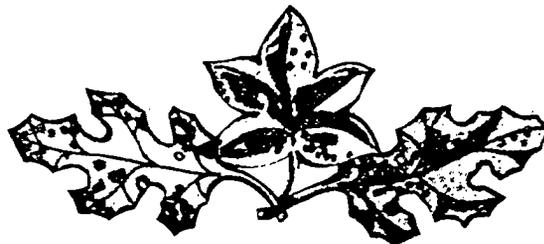
Volume 7, Number 2

(November 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.)

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.



Photos in this edition are from the French Embassy Press and Information Division, New York, NY

## A NEW DIRECTION IN FRENCH STUDIES

The central theme of a conference on the Impact of French Civilization on North American Politics and Society held on this campus October 9-12, 1980, might sound a bit ethnocentric to people mainly familiar with the clichés about the vainglory, the strutting and posturing of the Gallic cock. Students and scholars sharing our educational and pedagogical preoccupations, will certainly not misconstrue us in this way. As a matter of fact the theme of this conference was an open question, a somewhat anxious interrogation rather than as a self congratulatory affirmation. One thing is sure: there is a definite impact of the American civilization on French Society and Politics. The most casual observer, strolling along Paris streets, cannot fail to notice it at every step. In some respects the youth of France make comical attempts at looking and sounding more American than their U.S. contemporaries. It is also well known that in the last thirty years many heirs to old family owned French companies have sold out to U.S. and multinational conglomerates and gladly accepted positions on the payroll. More recently some French corporations have purchased large blocks of shares of U.S. companies furthering the economic integration of the two countries. That certainly means that some members of the French bourgeoisie have learned very well indeed how to do business the American way but not at all that they injected any so-called French values into corporate behavior patterns. Moreover national origin is no longer really significant at this level since the upper classes of all western countries are closer than ever in spite of superficial political differences. Things become more blurred when it comes to define French Civilization in order to be able to assess its possible impact. Is there indeed such a thing as French Civilization? Some people even doubt that the French language has retained its integrity and its identity. Frenglish, Gallo-Ricain and Germano-French flourish in newspapers, magazines and learned journals. As far as civilization, understood as a commitment to a code of ethics valid for all, contributing to the welfare of humanity and the sophisticated enjoyment of life, the simple mention of it gets most people snickering.

Fortunately for us teachers, even when the influence and prestige of the French political class are at a low ebb, French cultural creativity and presence manage to make a come back. Today there are a number of members of the American intelligentsia who have developed a very sophisticated interest in contemporary French cultures. They recently paid a lot of attention to socio-cultural structures in societies of the French speaking world. They are particularly sensitive to that rather extraordinary phenomenon which is the size of the communist vote (at least 20% of the electorate) and the anti-capitalist vote (very close to 50%) in spite of 63 years of intense anti-communist propaganda and two centuries of criticism of the socialist premises. The presence of a large orthodox communist party in France is a cultural fact that we--as scholars and observers of the French scene--should neither underestimate nor leave unexplored. The stability of class stratification

in France and its corollary, the fierceness of class struggle, is one of the many problems this conference discussed as well as women's movements in France, the resurgence of antisemitism, the North American French language civilization in Quebec and New England, current party politics in France and the Press. More than 150 participants packed the conference rooms carrying on heated discussions in the corridors of Squire Hall long after the section meetings had adjourned. One of the major features of this conference was to bring together such respected authorities in French Civilization as Laurence Wylie, C. Douglas Dillon Professor of the Civilization of France, at Harvard University, Edouard Morot-Sir, Director of the French Institute in Washington, Bernard Quinn, editor of the interdisciplinary journal *Contemporary French Civilization*, Jean Carduner, Vice-President A.A.T.F., Nicholas Wahl, Director of the Institute of French Studies at N.Y.U. and French personalities such as Georges Lemoine, congressman, mayor of the city of Chartres, François Leotard, congressman, mayor of the city of Frejus, Guy Penne, senator and dean of the Faculty of Dentistry, University of Paris VII, Roger Fressoz, editor of the satirical weekly *LE CANARD ENCHAINE*, Jacques Attali, professor of economics at the University of Paris VII and adviser to François Mitterand leader of the Socialist party, last but not least Bernard-Henri Levy author of the best sellers *Barbarism with a Human Face & The Testament of God*, one of the most fascinating and controversial media personalities of the French intelligentsia.

The interaction between scholars and practitioners was tremendously stimulating and creative. I think personally that we abundantly proved our point: the study of Contemporary French Civilization is an indispensable component of any respectable French program and it constitutes a wide open, legitimate field for research. In the word of a former chairman of the department of Modern Languages and Literatures at this University, Dr. Gordon R. Silber, our conference has made "a major contribution to the renewal of French Studies--here and elsewhere."

Pierre Aubéry & Nadine Savage  
Conference Coordinators  
SUNY at Buffalo

\* \* \* \* \*  
\*  
\* **FRENCH COUPLE SEEKS EXCHANGE** \*  
\*  
\* "French couple (both English teachers), 2 children\*  
\*ages 15 and 11, interested in exchanging their car & \*  
\*trailer, possibly their beautiful home in Pau (south-\*  
\*western France) for good camper van in the U.S. in July \*  
\*and August 1982. Also interested in a teacher exchange \*  
\*for 1982-83. Please write Michel Barrere, 6 Avenue des \*  
\*Lilas, 6400 Pau, France." \*  
\* \* \* \* \*

## GUIDE FOR SUBMITTING PAPERS TO THE BULLETIN

The *Bulletin* encourages AATF members on all levels to submit articles for publication. A brief author's guide is included here for your information.

1. Four readers read each article and make recommendations for or against its publication. Anyone wishing a copy of this form may write the editor.
2. Deadlines are as follows: November issue - Sept. 15th; January issue - Nov. 15th; April issue - Feb. 15th; September issue - May 1st.
3. Submissions are to be double-spaced and are to follow the MLA Handbook, which may be purchased from the Treasurer of the MLA, 62 Fifth Avenue, New York, NY 10011 or from many bookstores.
4. Articles may be in French or English. Be sure that each has been proofed for spelling errors, punctuation, and so forth.
5. We encourage teachers to submit and share their "Monday-morning ideas" and techniques that they have developed and have found successful.
6. Longer articles may include a black and white photo of the author(s). A 2½ x 2½ is best.
7. A letter of acknowledgement will be sent upon receiving your article. Comments are returned to the author and suggestions made if necessary.
8. Further suggestions for submitting articles are made in the *French Review*.

## 1982-83 FRANCE—U.S. Teacher Exchange Program

Application forms for the 1982-83 France-U.S. Teacher Exchange Program sponsored by the AATF, the French Ministry of Education, and the Foundation Franco-Américaine are now available from Professor Philip Lee, AATF Commission on Teacher Exchange, French Department, Macalester College, St. Paul, MN 55105.

This program, now in its third year, enables American High School or College teachers of French to exchange positions for an entire academic year with French Lycée (10th, 11th and 12th grade) teachers of English. Participants receive their regular home salary during the period of exchange, and they are awarded a travel allowance. Housing and automobiles are usually also exchanged.

**Basic requirements are:** U.S. citizenship, AATF membership, minimum three years teaching experience prior to beginning of 1982-83 school year, full-time position at public or non-denominational private High-School or College (this is required by the French Ministry of Education). All geographical areas will be considered. Deadline for submission of completed application materials is Feb. 1, 1982. This program is generally similar to the U.S. Office of Education (Fulbright) exchange program whose deadline for application is November 1, 1981. Candidates may apply to both programs.



MONTMARTRE, CUVÉE 78 - Ambiance folklorique pour la traditionnelle Fête des Vendanges sur la Butte Montmartre

## IMPORTER LA FRANCE DANS VOTRE SALLE DE CLASSE: TELEFRANCE USA

La télévision câble émet depuis un an sur l'ensemble des Etats-Unis une source de trésors apparemment inépuisable pour le professeur de français: trois heures quotidiennes de programmes en français ou sur la France. Conçue et programmée depuis New York par Jean Claude Baker, un des enfants adoptifs de la chanteuse Joséphine Baker, Téléfrance est diffusée tous les jours de 21.00 à 24.00 heures EST par le **Satellite Program Network** et deux fois par semaine, le lundi et le vendredi de 15.00 à 17.00 heures EST par le **Modern Satellite Network**, réseaux sur lesquels les câbles peuvent tous en principe se brancher. Téléfrance ne s'adresse pas spécialement à un public universitaire: "Je ne suis pas là pour enseigner la langue ou parler à la colonie française. Non, je veux vendre de la France aux Américains" dit Baker. Mais dans une autre interview il ajoute: "Mais nous considérons que notre contribution est irremplaçable et complémentaire, proposant d'une certaine manière la France vivante, son patrimoine culturel, ses films classiques et plus récents, sa vie".

Ce qui fait le succès de Téléfrance auprès de l'Américain moyen (sept millions de foyers concernés, 6000 lettres de félicitation pour donner à titre illustratif quelques statistiques) peut à la vérité irriter le professeur ou le natif. Pour le premier, c'est une image par trop stéréotypée et conventionnelle de la culture française, pour l'autre, c'est l'accent à couper au couteau et le "style un peu simplet" du présentateur, comme ce dernier le dit lui-même sans le moindre embarras. Un autre inconvénient pour le spécialiste est la difficulté d'accès du programme. La presse locale se contente généralement d'un laconique "Téléfrance channel X 9:00-12:00 pm" agrémenté de temps à autre de quelque "special highlight". Une demande à Téléfrance (1960 Broadway, New York, N.Y. 10023 (212) 877-8900) ou à la station de réception locale permet d'obtenir un programme détaillé un mois à l'avance. Celui-ci n'est pas toujours systématique (on cherche souvent le nom d'un réalisateur ou d'un metteur en scène) ou exact (des films annoncés en version originale sont quelquefois doublés, les horaires sont sujets à de légères variations) ou complet (certaines émissions, telle que le débat sur les élections, mené par des Français et des Américains les 25 et 26 avril derniers, sont mises sur pied trop tard pour figurer au programme). Bien que précaire et l'une des causes majeures de réclamations, cet horaire n'en reste pas moins un outil de base essentiel et précieux. Baker espère d'ailleurs pouvoir publier par la suite son propre guide des programmes.

Le manque de programmation à long terme est compensé par la régularité des émissions. Pour l'instant quatre sortes de programmes offrent un intérêt pédagogique:

1) Le Cinéclub (mercredi et jeudi) présente les grands classiques du cinéma français en version originale avec sous-titres. En avril dernier le Cinéclub était dédié à l'acteur Michel Simon, en mai au cinéaste René Clair, chaque film étant présenté par Dr. Annette Insdorf, professeur de cinéma à Yale, innovation très appréciée qui laisse pré-

sumer que le programmeur n'est pas indifférent aux désirs d'un public spécialisé.

2) Des films plus récents, en version originale, de qualité plus inégale, mais pouvant être utiles à condition d'être sélectionnés à l'avance par le professeur.

3) Des émissions culturelles françaises en langue anglaise sur des aspects de la vie en France (une librairie de la place des Vosges, son propriétaire, sa clientèle), sur les peintres français (en avril, le XVII<sup>ème</sup> siècle), sur les cathédrales (adapté du livre de l'historien Georges Duby).

4) Les variétés, (chanteurs traditionnels et contemporains) seules émissions totalement en français.

Comment utiliser cette source pléthorique de matériel audio-visuel gratuite, ou presque? Si le campus et les résidences des étudiants sont reliés au système câble récepteur, on peut prévenir les étudiants de la projection de tel ou tel programme. Chaque émission étant programmée deux jours d'affilée (sauf celle du dimanche) cela rend plus flexible les de rester extrêmement marginal et aléatoire. La seule expérience analogue d'emploi de la télévision qui ait été tenté à ma connaissance, est celle de l'Université de Kent en Grande Bretagne, qui avait installé sur son campus des antennes permettant de capter les deuxième et troisième chaînes de la télévision française. J.K.Hill, chargé de l'expérience, a publié dans **Audio Visual Language Journal** (Vol. XVI, Summer 1978, pp. 81-85) quelques réflexions qui pourraient servir aux utilisateurs potentiels de Téléfrance: d'après Hill, il faut visionner à l'avance les programmes pour en faire valoir l'efficacité linguistique, il faut montrer les programmes ou les extraits de programmes plusieurs fois, il faut établir une librairie de vidéocassettes. Tout ceci prend beaucoup de temps, mais à la différence du programme intensif de l'université de Kent, redevable d'un investissement technologique important, les utilisateurs de Téléfrance peuvent se servir du petit écran uniquement en fonction de leurs besoins et du temps disponible.

Pour avoir la flexibilité d'horaire et de distribution nécessaire, l'enregistrement des programmes est indispensable. Si votre institution ne dispose pas d'un magnétoscope (U-Matic) ou si elle n'est pas reliée au système câble local récepteur de Téléfrance, vous pouvez vous adresser à la station elle-même, souvent soucieuse de maintenir une image bénévole auprès du public, et lui demander quelques enregistrements à titre expérimental en échange de quelque service (dans mon cas j'ai consenti à prêter mon **French accent** pour épicer un **spot** publicitaire pour Téléfrance). Une fois l'utilité du programme reconnue il sera plus aisé d'obtenir des fonds pour l'achat de votre propre matériel. Au cas où le distributeur local n'offrirait pas Téléfrance les groupes de pression peuvent être extrêmement efficaces, surtout s'ils s'y prennent à temps, c'est à dire avant l'attribution de la franchise. Par la suite, bien que le succès ne soit pas assuré, il faut contacter le distributeur pour lui faire savoir qu'un abonnement éventuel au câble pourrait dépendre de ce service. Il n'est pas exclu non plus que certaines institutions possèdent l'appareil nécessaire pour capter SPN directement. Que le problème de liaison soit résolu directement, c'est à dire par câble, ou indirectement

c'est à dire par le transfert des vidéo-cassettes en surface (on appelle cela **bicycling** en anglais), l'emploi de Téléfrance dans la salle de classe ne demande au départ qu'un magnétoscope (il faut à ce sujet se renseigner sur le système adopté par le distributeur local pour être compatible avec lui).

Où et quand se servir de Téléfrance? Les étudiants des cours de conversation souffrent d'une pénurie chronique de ressources vu l'artificialité de l'environnement dans lequel ils sont censés fonctionner. Un film, un documentaire ou un interview remplaceraient avantageusement l'article de journal ou l'extrait littéraire comme stimulateur de conversation ou tremplin d'exposé. La vidéo permettrait d'améliorer la compréhension aussi bien que la prononciation (ce qui reste un problème pour les étudiants qui ont "dépassé" le niveau du laboratoire de langue), donnerait un contexte culturel non verbal permettant d'étendre le registre de compréhension et de rétention. Un enregistrement de dix minutes serait vu la veille comme devoir puis projeté de nouveau en classe, préparant une discussion qui porterait sur les comportements, les décors etc. . . aussi bien que sur les contenus verbaux. Les émissions offertes pourraient aussi être utiles pour des cours plus spécialisés ou inter-disciplinaires tels que ceux de Civilization, Littérature, Cinéma, Histoire de l'art etc. . .

L'éducation continue et les clubs de français pourraient bénéficier à peu de frais de ce contact permanent avec la culture française.

Téléfrance est une introduction aux possibilités de la vidéo dans l'enseignement des langues ouverte à tous et à toutes. La vidéo annonce bien des révolutions et le jour n'est pas loin, selon Baker, où l'on pourrait, contre rémunération, être servi "à la carte". En attendant on peut lui écrire, lui dire que nous l'écoutons, et lui faire part de nos besoins. Pour ma part, je voudrais voir plus d'interviews de personnalités politiques et culturelles contemporaines, pour que la France qui nous est présentée soit plus vivante, complexe et animée. Mais entre les problèmes d'ayant-droit (copyright) qui restent à résoudre et ceux de financement par des parrains publicitaires (sponsors) intéressés avant tout par le nombre de spectateurs, la réalisation de J.C. Baker est déjà un véritable défi. Et si Téléfrance ne prétend pas être un instrument pédagogique, c'est là sans doute son atout principal. Ne cherchant ni à enseigner, ni à remplacer le professeur, elle ajoute une nouvelle dimension aux ressources offertes à l'étudiant, lui donnant pendant quelques heures l'illusion vitale que l'espace n'existe plus, que déjà le monde est trans-culturel.

Fabienne André Worth  
Duke University

#### LE CABLE EST ARRIVE!

"D'après des renseignements fournis par Téléfrance USA, les câbles suivants sont actuellement desservis; adressez-vous à la société locale pour les horaires de diffusion."

<b>OPP CABLEVISION</b> Box 311 Opp, Alabama 36437	<b>MOUNTAINBROOK Cablevision</b> One Office Park Dr. Birmingham, Alabama 35223	<b>HARTSELLE TV CABLE CO.</b> 113 Sparkman St. Hartselle, Ala. 35640	<b>STORER CABLE TV</b> P. O. Box 1271 Montgomery, Ala. 36192
<b>COMMUNITY CABLE CORP.</b> 311 North Texas Street Hoxie, Ark. 72433	<b>AMERICAN CABLE TV</b> P.O. Box 13741 Phoenix, Arizona 85002	<b>FRESNO CABLE TV</b> 1911 North Helm Fresno, Calif. 93727	<b>THETA CABLE</b> 2939 Nebraska Los Angeles, Calif. 90025
<b>MOUNTAIN STATES VIDEO</b> 5200 South Quebec Englewood, CO 80111	<b>PUEBLO TV POWER</b> 620 West 9th St. Pueblo, Colorado 81003	<b>ROLLINS CABLEVISION</b> P.O. Box 667 Branford, CT 06405	<b>UNITED TV CORP of AMERICA</b> 319 Cooke Street Plainville, CT 06060
<b>VALLEY CABLEVISION</b> 80 Great Hill Road Seymour, CT 06483	<b>ROLLINS CABLEVISION</b> P.O. Box 10210 Wilmington, DE 19850	<b>BROWARD CABLEVISION</b> P.O. Box 5685 Ft. Lauderdale, FL 33310	<b>NORTHSIDE CABLEVISION</b> 201½ East Lemon St. Lakeland, FL 33803
<b>PERRY CABLEVISION</b> 1495 N.W. Britt Rd. Stuart, FL 33494	<b>SOUTHERN CABLEVISION</b> 2931Michigan Ave. Ft. Meyers, FL 33902	<b>STORER CABLE TV</b> P.O. Box 1088 Altamonte Springs, FL 32701	<b>ULTR-COM OF DADE COUNTY</b> 1718 79 St. Causeway North Bay Villiage, FL 33141
<b>AMERICAN CABLE TV</b> 141 N.W. 16 St. Pompano Beach, FL 33060	<b>PALMER CABLE</b> 333 8 St. South Naples, FL 33940	<b>SELKIRK COMMUNICATIONS</b> 644 South Andrew Ft. Lauderdale, FL 33301	<b>COAXIAL COMMUNICATIONS</b> 10730 N. 56 Street Temple Terrace, FL 33617
<b>AMERICABLE ASSOC.</b> P.O. Box 859 Miami, FL 33197	<b>STORER CABLE TV</b> P.O. Box 1701 Albany, Georgia 31703	<b>CABLE ATLANTA</b> 1038 West Peachtree Atlanta, Georgia 30309	<b>CLEAR CABLE TV</b> P.O. Box 2215 Valdosta, Georgia 31601
<b>KOOTENAI COMM.</b> Box 858 Sandpoint, Idaho 83864	<b>CABLETRONICS</b> Box 135 Geneseo, ILL 61254	<b>COMMUNITY CABLEVISION</b> 4910 West Elm St. McHenry, IL 60050	<b>VILLIAGE COMMUNICATIONS</b> 1304 Marquette Dr. Romeoville, Ill
<b>TOTAL TV of AMARILLO</b> Box 7706 Amarillo, TX 79109	<b>SYSTEMS TV INC.</b> Box 3100 New Haven, CONN 06515	<b>HARTFORD CATV</b> 149 Vanderbilt Ave. West Hartford, CT 06110	<b>VALLEY TELECASTING</b> 1289 2nd Ave. Yuma, ARIZ 85364
<b>TELE-MEDIA of KEY WEST</b> 1704 Roosevelt Blvd. Key West, FLA 33040	<b>AREA CABLEVISION</b> 5934 Richard St. Jacksonville, FLA 32216	<b>ORANGE CABLEVISION</b> 1111 Virginia Dr. Orlando, FLA 32803	<b>STORER CABLE TV</b> Box 1178 Sarasota, FLA 33578

TV TRANSMISSION CO. 301 Peru St. Peru, ILL 61354	TELECABLE of OVERLAND PK. Box 4385 Overland Park, KS 66204	MULTIVIEW CABLE CO. 30 N. Parke St. Aberdeen, MD 21001	CLEAR TV CABLE CORP. Box 340, Rte. 9 Bayville, NJ 08721
VISION CABLE TV 2 Horizon Rd. Fort Lee, NJ 07024	COLUMBIA CABLE TV 2123 College St. Box K Columbia, SC 29205	STAUNTON VIDEO CO. 308 N. Central Ave. Staunton, VA 24401	DANVILLE CABLEVISION Box 3344 Danville, VA 24541
CONTINENTAL CABLEVISION 918 N. Blvd. Richmond, VA 23230	DUBOIS CATV Box 930 Jeffrey City, SY 82310	VILLAGE CABLE Box 4040 Chapel Hill NC 27514	S.P.N. 8252 S. Harvard Tulsa, OK 74156
VIACOM CABLEVISION Box 25029 North Gate Stn. Seattle, WA	SOUTHWESTERN CABLE Box 177 Maryville, Ill 62062	ROCKFORD CABLEVISION 303 North Main St. Rockford, Ill 61101	NOBELSVILLE CABLEVISION Box 540 Bovelsville, IN 46060
OTTUMWA CABLEVISION 303 East Second St. Ottumwa, Iowa 52501	HAWKEYE CABLEVISION 2195 Ingersol Des Moines, Iowa 50312	OWENSBORO CABLEVISION Box 1798 Owensbors, KY 42301	DANVILLE-LANCASTER CABLE 1008 Lexington Rd. Danville, KY 40422
TOTAL CATV Box 66617 Baton Rouge, LA 70896	CALTEC CABLEVISION 7148 Ambassador Rd. Baltimore, MD 21207	COLUMBIA CABLEVISION P.O. Box 757 Columbia, MO 65201	BAY CABLE TV ASSN. 17 Chaple St. Wareham, MA 02471
GERITY CABLEVISION 1211 Woodside Ave. Essexville, MICH 48732	COLDWATER CABLEVISION 653 East Chicago Rd. Coldwater, MICH 49036	GENERAL ELECTRIC 955 Century Ave. Grand Rapids, MICH 49509	CABLEVISION 3600 S. Dort Highway Flint, MICH 48507
RED WING CABLEVISION 207 Broadway Red Wing, MN 55066	TV SELECTION SYSTEMS Box 2131 Meridian, MS 39301	JACKSON COUNTY CABLE 1600 S. Nolan Rd. Independence, MO 64051	AMERICAN CABLEVISION Box 4424 Kansas City, MO 64127
TV TRANSMISSION Box 80019 Lincoln, NEB 68501	WARNER CABLE OF NASHUA Vantage Pt. 2 -- 3 Bud Way Nashus, NH 03060	NORTH COUNTRY TV CABLE 45 State Street Groveton, NH 03582	GLOUCESTER COUNTY CABLE 304 South Borad St. Woodbury, NJ 08096
CABLE SYSTEMS 120 West Merchant St. Audubon, NJ 08106	MEADOWLANDS CABLEVISION 171 River Road North Arlington, NJ 07032	VISION CABLE TV 2 Horizon Rd. Fort Lee, NJ 07024	ALBURQUERQUE CABLE TV Box 3460 Albuquerque, NM 87190
SOUTHWEST CABLE CORP Box 3680 Española, NM 87533	TACOS CABLE TV CO. Box 1854 Tacos, NM 87571	CAPITOL CABLEVISION 122 Industrial Park Albany, NY 12206	GATEWAY CABLEVISION 279 West Main St. Amsterdam, NY 12010
MID-HUDSON CABLEVISION 200 Jefferson Heights Catskill, NY 12414	AMERICAN CABLE ROCHESTER 21 Gorham St. Rochester, NY 14605	ALERT CABLE TV P.O. Box 364 Graner, NC 27529	CABLE TELEVISION 1949 Dawson St. Wilmington, NC 28401
GREENVILLE CABLE P.O. Box 446 Greenville, NC 27834	WARNER AMEX QUBE 1201 Olentangy River Rd. Columbus, OH 43212	TV CABLE/BELLEFONTAINE 120 N. Main St. Bellefontaine, OH 43311	VIACOM CABLE 4543 Taylor Lane Warrenville Heights, OH 44128
ARMSTRONG UTILITIES 8260 Market St. Youngstown, OH 44512	FAIRFIELD CABLEVISION P.O. Box 1030 Lancaster, OH 43130	WARNER AMEX/CINCINNATTI 11252 Cornell Park Dr. Cincinnati, OH 45242	CABLE COMMUNICATIONS Box 1177 Lima, OH 45801
TULSA CABLE TV P. O. Box 45800 Tulsa, OK 74145	KEY TV INC. Box 428 Redmond, Oregon 97756	LINCOLN City TV SYSTEMS 1344 N. Highway 101 Lincoln City, OR 97367	CABLE TN CORP. Box 186 Reedsport, OR 97467
LIBERTY CABLE TV 025 S.W. Sherman Portland, OR 97201	BLUE RIDGE CABLE TV 475 Delaware Ave. Palmerton, PA 18071	WARNER CABLE 239 Fourth Ave. Pittsburgh, PA 15222	BRANDYWINE CABLEVISION P. O. Box D Kennett Sq., PA 19348
SERVICE ELECTRIC CABLE 1045 Hamilton Allentown, PA 18101	EASTERN PA RELAY 405 East Sunbury Shamokin, PA 17872	STORER CABLE TV P.O. Box 5317 Charleston, SC 29406	CHANNEL 12 P.O. Box 2938 Myrtle Beach, SC 29577
YANKTON CABLE TV 8 & Douglas Yankton, SD 57078	SIOUX FALLS CABLE TV 3507 South Duluth Sioux Falls, SD 57105	CHATTANOOGA CABLE TV 325 Market St. Chatanooga, Tenn. 37402	VIACOM CABLEVISION Box 5570 Nashville, TN 37208

**LAST MINUTE CINCINNATI CONVENTION HIGHLIGHT:** Sat. evening, Nov. 28th, -- free showing of a brand-new film from France, as yet unreleased in the U.S. -- **L'ARGENT DES AUTRES**, starring Catherine Deneuve. (Réalisateur: Christian de Chalonges) -- through the courtesy of the French Cultural Services in New York. One more reason not to miss a top-flight Convention!!!

## NATIONAL COUNCIL ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

Projects to improve the quality and quantity of foreign language and international studies in elementary, secondary, and undergraduate education are being developed by a new task force of the National Council on Foreign Language and International Studies.

"We are seeking to give attention to the full range of the educational experience where young Americans are potentially prepared for global citizenship," noted Marylee Wiley, co-chairperson of the Task Force. A French teacher who has taught at the elementary, secondary, and university levels, Professor Wiley is a member of the faculty of the Department of Secondary Education and Curriculum and Coordinator of the African Studies Center Outreach Program at Michigan State University.

This Task Force on Elementary, Secondary and Undergraduate Education was appointed by the National Council and is one of several working to improve and support foreign language and international studies in the nation. Other task forces are one on National Manpower Targets for Advanced Research on Foreign Areas and another on the Utilization of International Skills in the National Interest. New task forces may be established as needs arise.

The council has identified two priorities in its initial approach to elementary, secondary, and undergraduate education. These are improvement in the competency of teachers and administrators for international education and curriculum and improvement in the quality of instructional materials.

Some of the projects now being undertaken by the Task Force include

- strengthening the foreign language and international studies capacity in the 50 states,
- assisting local school boards, teachers, administrators, and community organizations in this area of study,
- assisting to increase the quality of preservice and inservice education, as well as professional enrichment, of teachers and administrators,
- identifying and disseminating effective models of foreign language and international studies education in K-12 and undergraduate institutions,
- seeking to expand the availability of foreign and domestic television programming for use in school and college,
- encouraging more active use of foreign students and faculty who reside in American communities.

The Task Force is seeking comments and suggestions from interested organizations and individuals. An opportunity was provided for dialogue with Task Force members on May 15, 9 a.m.-noon and 1 to 4 p.m., in Washington, D.C. at Eleven Dupont Circle, Room 304. The morning session was devoted to elementary and secondary education and the afternoon to the undergraduate arena.

Members of the Task Force now include Barbara B. Burn, Director of International Programs at the University of Massachusetts; John Carpenter, Dean, School of Education, Florida International University; H. Thomas Collins, Educational Consultant; Larry E. Condon, Education

Director, Lincoln Center for the Performing Arts; Richard G. Creasey, Superintendent of Schools for Colonial School District, Plymouth Meeting, Pennsylvania; Gerard Ervin, Department of Russian Language, Ohio State University; Vicki Galloway, Foreign Language Consultant, South Carolina Department of Education; Anna Ochoa, School of Education, Indiana University; A. Craig Phillips, Superintendent, Department of Education, State of North Carolina; John C. Porter, President, Eastern Michigan University; and David Wiley, Department of Sociology and Director, African Studies Center, Michigan State University, and co-chairperson of the Task Force.

Persons interested in contacting the Task Force may write directly to David and Marylee Wiley, African Studies Center, Michigan State University, East Lansing, Michigan 48824.

### SUCCESSFUL CLASSROOM ACTIVITIES SOUGHT

Do you have an *original* activity for motivating your high school or college students to really understand or speak any foreign language? Dr. James M. Hendrickson, associate professor of Spanish/ESL, recently won the prestigious Stephen A. Freeman Award for describing a collection of oral communication activities that appeared in **The Canadian Modern Language Review**, May 1980. He is now beginning a second collection for publication. If you would like to submit your original, classroom-tested activity/activities for possible publication in the collection, please contact: Dr. James Hendrickson, Department of Communication, Lansing Community College, Lansing, MI 48901. If your activity is selected for publication, you will receive 1) recognition as the author of your activity, 2) a copy of the entire second collection of oral communication activities, and 3) a copy of the award-winning first collection.

### A.T.A. TO PUBLISH DIRECTORY

The American Translators Association is carrying out a survey of colleges and universities offering training in translation and/or interpretation (courses, workshops, seminars, programs) at any level and of any nature (specialized, or within foreign language programs, etc.). A directory will be published listing all institutions offering such courses.

If you have not been contacted by the Translator Training Committee and you offer such courses, please contact:

Etilvia Arjona, chairperson  
A.T.A. Translator Training Committee  
1800 Idyllwild Avenue  
Redwood City, Ca. 94061



## comment s'arrêter

La plupart de ceux qui ont cessé de fumer affirment qu'ils ont connu moins de difficultés qu'ils ne redoutaient... et regrettent d'avoir attendu si longtemps pour se décider.

Il faut commencer par dresser honnêtement le bilan des avantages et des inconvénients personnels que l'on retire de l'usage du tabac.

Il faut désirer vraiment s'arrêter et savoir pourquoi on le veut.  
Il faut appliquer sa fierté et son intelligence à se décider.

L'habitude de ne plus fumer viendra, comme était venue celle de fumer. Et avec elle une sensation nouvelle de bien-être, de libération et de victoire sur soi.



## Conseils pratiques

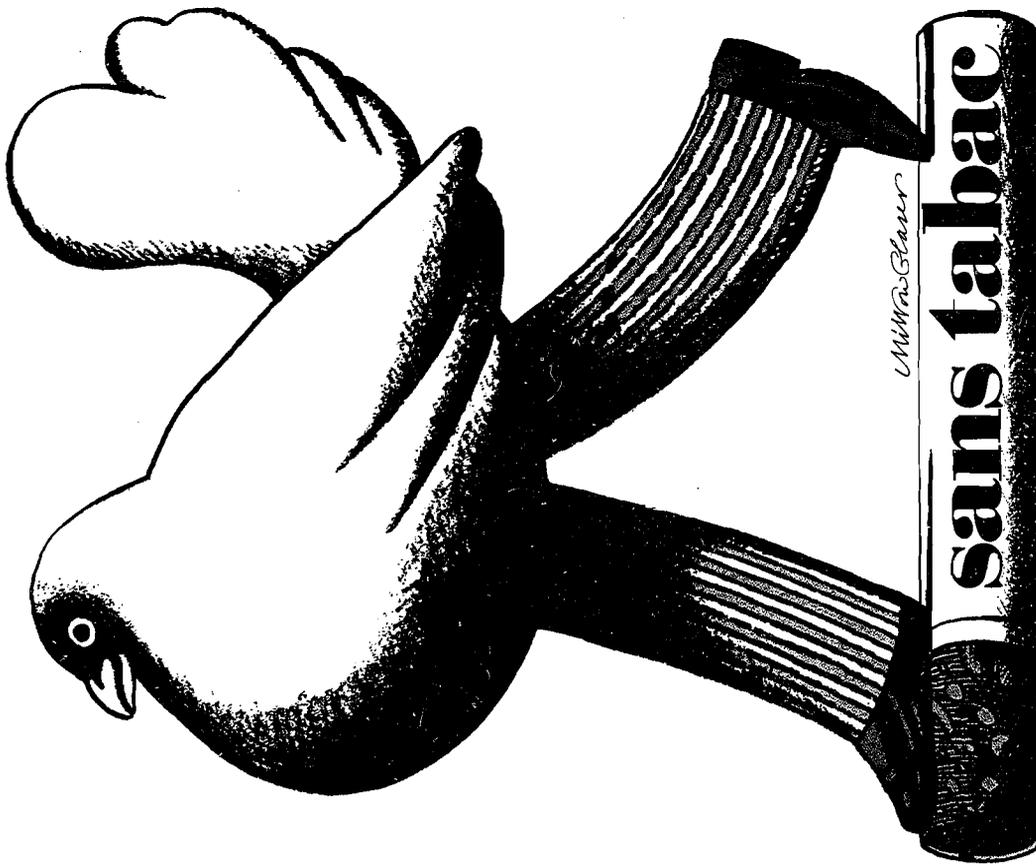
Pour aider votre organisme à "oublier" le tabac :

- Pratiquez des exercices physiques. Quand l'envie de fumer vous prend, respirez à fond plusieurs fois de suite (c'est un excellent moyen pour se décontracter) puis buvez un peu d'eau, ... et pensez à votre décision.
- Adoptez un régime alimentaire

riche en vitamines (fruits, céréales complètes).

- Evitez les boissons excitantes (alcool, café, thé). Sachez aussi qu'il est souvent plus facile de s'arrêter à plusieurs.

L'aide médicale peut être précieuse pour passer le cap de la désintoxication (consultations spécialisées).



**à prenons la vie  
à pleins poumons**

**décidez de cesser de fumer,  
et vous réussirez**

## le droit à l'air pur

Le droit de fumer ne donne pas ce-  
lui d'enfumer son entourage.  
La fumée constitue une gêne pour  
les non-fumeurs, spécialement dans  
les lieux publics et collectifs : trans-

ports en commun, salles d'attente  
et de réunions, bureaux, ateliers,  
amphithéâtres...  
Parmi les non-fumeurs, 1 personne  
sur 4 est allergique à la fumée et  
s'en trouve incommodée de façon  
parfois grave.  
Le tabagisme des uns porte atteinte  
à la liberté des autres.



**N'oublions pas que le sport  
est à la base de toute  
hygiène de vie.**

**FUMEURS: si vous ne pouvez pas vous en empêcher, fumez dehors.  
Les non-fumeurs ont droit à l'air pur.**

La loi du 9 juillet 1976 :  
- prévoit une extension des interdictions de fumer dans les lieux  
publics affectés à usage collectif.  
- restreint sévèrement la publicité en faveur du tabac.

**on vit tellement mieux  
quand on ne fume pas**

## le tabagisme est ruineux

Chaque année : - le tabac est res-  
ponsable en FRANCE de :  
- 70 000 morts  
- 1400 000 malades  
- le tabac coûte plus de 20 milliards

de francs à la collectivité (3 fois plus  
qu'il ne "rapporte" à l'Etat) c'est-à-  
dire l'équivalent du travail de 400 000  
personnes actives.

**En FRANCE l'Etat produit du tabac et entend lutter contre le taba-  
gisme, est-ce logique ?**  
La taxation et la création du monopole remontent à Louis XIV. A  
cette époque, la nocivité du tabac n'était pas mise en évidence.  
Et d'ailleurs on fumait peu.  
Aujourd'hui les méfaits du tabac étant scientifiquement prouvés,  
les Pouvoirs Publics se devaient d'engager une action d'infor-  
mation et de dissuasion.  
Il y a un monopole d'Etat dans des pays aussi différents que l'ITA-  
LIE, l'AUTRICHE, et l'U.R.S.S.  
Quoi qu'il en soit, au niveau individuel il appartient à chacun dûment  
informé d'accepter ou de refuser les risques du tabagisme.



ALCYON :  
oiseau fabuleux  
porteur d'heureux  
présages  
(Myth. Grecque)

Ce dépliant a été réalisé à votre intention par :  
**Le Comité Français d'Education pour la Santé,**  
**Le Comité National contre le Tabagisme,**  
avec le concours du Ministère de la Santé et des Organismes  
de Sécurité Sociale.

Comité Français  
d'Education pour la Santé  
44, chemin de Ronde  
78110 LE VESINET - Tél. 976.10.10

Comité National  
Contre le Tabagisme  
12, rue Jacob - 75006 PARIS  
Tél. 325.44.34

## POUR VOS ETUDIANTS

James E. Becker/Larbi Oukada  
Malcolm Price Laboratory School

### Anti-Smoking Campaign

This centerfold is printed as a "copy-out" for teachers. You are encouraged to reproduce this for your students and to develop additional supplementary materials to accompany these sheets.

### Studying the brochure

Here are a few ideas that you might try with your classes:

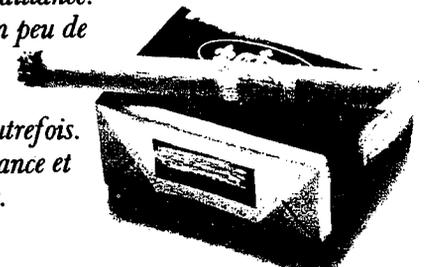
- 1) Make a list of all the new vocabulary.
- 2) Write a short review of the article.
- 3) Write a letter to one of the addresses given stating your views on the article.
- 4) Make an anti-smoking brochure of your own using pictures from magazines.
- 5) Form debate teams for and against smoker's rights.
- 6) Make large signs complete with student made logos and hang these in the classroom.
- 7) Make a class list of reasons why a person should not smoke and display in the classroom.
- 8) Role play a scene where a non-smoker's air has been polluted by a smoker.
- 9) Using French magazines, clip various ads for tobacco products and make a poster.
- 10) Produce a word-maze using the vocabulary given.
- 11) Trace the history of tobacco in France (see Jean NICOT).
- 12) If available, share match boxes, match books and cigarette packs from France with students.
- 13) Discuss/generate ideas as to why the picture of a bird was used in this brochure.
- 14) Find out what percentage of your students' parents smoke.
- 15) View a film from the local lung association against smoking and discuss in French.

*En ce temps-là, elle était loin l'Amérique. On partait y chercher les fins tabacs blonds de Virginie. La route était longue.*

*Dangereuse aussi. Les précieuses cargaisons des navires marchands faisaient l'objet de toutes les convoitises. Mais les hommes de la Marine Royale veillaient. Ils affrontaient les pires*

*dangers, la vie, la mort, l'amour. Avec vaillance. Force et passion. Et tout cela... pour un peu de fumée. Mais, quelle fumée!*

*Aujourd'hui, vous retrouvez dans les " " le goût des héros d'autrefois. Tabacs blonds mêlés d'aventures. Élégance et passion. Espace. Force dans les tempêtes.*



## For further discussion and assignments

- Are you a smoker?
- Are you a heavy smoker?
- Why did you start smoking?
- Why did you stop?
- Why can't you stop?
- What steps must a smoker take to reduce the danger of smoking or to quit the habit entirely?
- To what extent does cigarette advertising affect smoking behavior?
- How can non-smokers be protected from exposure to smoke?
- What is your opinion of women who smoke?
- What is your opinion of men who smoke?
- Is smoking really harmful?

### Smoking in France

The use of tobacco is one of the foremost public health problems in France today. Despite mounting evidence of the health hazards of tobacco, France (though is not a tobacco producing country) has, as was reported in *Population Reports* (March, 1979), an alarming annual cigarette consumption per person aged 15 and older — 1,920 to be exact. Unlike other developed nations, France has yet to adopt restrictions on the sale of tobacco products to minors and protect non-smokers from the exposure to such harmful substances in smoke as tar, nicotine and carbon monoxide.

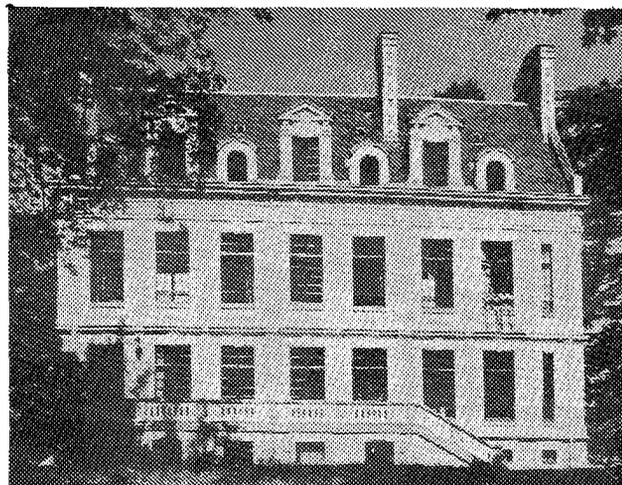
Educational efforts conducted in recent years had some tangible effects on French smokers. The French Ministry of Health reported in 1977 that a year-long educational campaign had produced a 15 percent decline in the number of cigarettes consumed by adults and an even greater decline among the young. The actual number of smokers was reduced 3 percent. Likewise, the sale of tobacco products in 1976 fell a modest 19 percent below that of 1975 in contrast to the trend in the preceding decade of an annual increase of 5 percent. Awareness of the danger of smoking appeared to have increased. Whereas in 1974 only 48 percent thought that smoking at least one packet of cigarettes a day constituted a health hazard, recent polls reveal that over two thirds of the French population are of this view now.

## WASHINGTON UNIVERSITY AND THE CENTRE d'ECHANGES INTERNATIONAUX

When Professor Jenkins first suggested an article for this forum on our department's recent experiences, my colleagues and I were once again compelled to compare our present situation at Washington University to that of a few years ago. Before 1977 our department suffered from those same critical ills that continue to trouble our beleaguered profession: abolition of the language requirement for the B.A. at the end of the sixties had subsequently led to alarming decreases in enrollments, graduate studies were being threatened annually, sections of once popular literature courses had to be cancelled, faculty morale was difficult to maintain. We needed no massive study by a Presidential Commission to tell us that students of foreign languages were becoming something of an endangered species. Then, at a point where our enrollments were the lowest of any time we could document statistically, Director of Undergraduate Study and Professor of French Richard L. Admussen brought to our undergraduate program in French a modified version of the Dartmouth Intensive Language Model pioneered by John Rassias. The modifications to the undergraduate curriculum were such that our beginning students had to attend nine contact hours per week: four with a professor in a master class, four with a teaching assistant in a drill class, and one in a closely monitored laboratory situation. No member of our faculty or, for that matter, of the university administration, expected the startling consequences of the changes Professor Admussen had set in motion. Enrollment in elementary French doubled in two years, straining the capacity of the departmental staff to meet student demand, the language laboratory had to be completely replaced at a cost to the university of eighty thousand dollars, the introductory survey of literature course had a two hundred and fifty percent increase in the third year of the program as students continued their study of French after having completed the prerequisite sequence, the number of French majors tripled, twenty-five students petitioned the department and the residential officials on campus for a set of French suites in the dormitories, etc. Learning French became something vital and exciting on campus, and the faculty responded to student reaction accordingly. By the fall of 1980, enrollments on several levels of the undergraduate curriculum in French had surpassed what they had been when there was a two-year requirement for graduation from this institution.

The initial plan to reorganize the undergraduate program included establishing a Summer Language Institute in France in addition to modifying substantially our already functioning and well ascribed to Junior Year Abroad. Our goal was to offer our elementary students two semesters of intensive French on campus and then to give them the choice of taking the third level in France or in St. Louis. In the winter of 1977 the Dean authorized the department to begin a search for a suitable location. We were looking for a small town in the center of the country, room and board for six weeks or so, an appropriate setting for cul-

tural activities, and the like. As the writer of last winter's article in *The New York Times* concluded from his research into American study-abroad programs, the difficulties in starting something worthwhile in France for American students are at the present time particularly hard to surmount, and our first inquiries four years ago did not augur well for the possibility of opening an institute at all. Quite by chance and most fortuitously for us, however, we learned of an ideal site in the Loire Valley that belongs to the Centre d'Echanges Internationaux (C.E.I.) and since 1978 we have been working closely with the staff of this organization. Despite the fact that the C.E.I. is not at all well-known in this country, even I might add by agencies of the French government, this association could well prove to be of invaluable help to teachers of French on both the university and secondary level.



LA HERCERIE

The C.E.I. is a privately funded, non-profit, and non-aligned organization begun in 1947 by a small group of French and German veterans of World War II who believed that, if they could somehow arrange for young Europeans to meet under favorable circumstances, perhaps a repetition of the all too frequent carnage could be avoided in the future. For their motto they chose Saint-Exupéry's caveat that "Le plus beau métier des hommes est d'unir les hommes." To that end the C.E.I. opened in 1954 the Centre International du Port Blanc at Dinard on the Brittany Coast, in 1956 the Centre Interational du Manoir at Boulouris-sur-mer not far from Saint Raphaël, in 1963 the Centre International de la Hercerie in the Loire Valley, and in 1971 the Chalet du Cuchet at Combloux in the Mont Blanc Range. During the months of July and August these centers function as vacation retreats at very modest prices for students from all over Europe and, in the recent past, from several countries in Africa. Dinard specializes in sailing and Breton-Norman culture, Boulouris in water-sports, Combloux in mountain-climbing and skiing, La Hercerie in horseback riding and trips to the numerous châteaux of the region. There are opportunities available in these four centers to match a variety of cultural and geographic interests. Each center has its own resident staff and, in the two summer months, a resident director and set of counsellors, each

of whom has had some training in at least one specialized activity and in group dynamics. Our association with the C.E.I. has been most fruitful from a number of perspectives. First, we have sent advanced students on individual bases to both La Hercerie and Boulouris-sur-mer and have been more than pleased with the students' experiences and with their progress in French. The C.E.I.'s various programs can offer students traveling individually or in groups advantages which are obvious: a completely flexible time schedule enabling students to arrive in France at any time over a period of two months, an extremely varied group of sites, each with its own distinctive charm and each in a different part of the country, the possibility of an extended stay at one or several of the four sites, the chance to mix with their peers from all over Europe, already established agenda with trained staffs, and excellent physical plants and food.

It is not, however, through our examination of existing possibilities for our students in France that we first became associated with the C.E.I. but rather through our attempts four years ago to establish an Institute for our elementary program. The four centers belonging to the C.E.I. serve during the ten months of the year when they are not used for vacation retreats as sites for seminar meetings, weekend conferences, holidays for special-interest groups, etc., and it was for such a purpose that our department chose the Château de la Hercerie. This château, which belonged to the family of the Marquis de Sade, is an eighteenth-century estate located outside La Croix-en-Touraine, about ten minutes from Amboise. Here, from the middle of May to the end of June, twenty students selected on the basis of their competence and enthusiasm spend six weeks of intensive language training and cultural immersion in the life of the Touraine. The center's resident hosts, Monsieur and Madame Bretheau, are largely responsible for the cordial atmosphere at La Hercerie, and each summer this couple manages to make the Institute participants feel that the château is indeed their home. There are three hours of formal class per day: one and one-half hours of grammar and an equal amount of time devoted to phonetics, conversation, and reading. Each week the students visit the neighboring cities of Tours, Amboise, or Bléré, or the numerous châteaux of the region, the caves and their respective owners, or some other point of interest. The staff at La Hercerie endeavors to allow the students time to discover the Touraine on their own, to bicycle along the banks of the Cher, and to hike through the Forêt d'Amboise. In addition to the formal language classes, for which participants receive five hours of credit, the students are required to complete during their stay a project on an approved topic and to present an oral report on their experiences. Some of the topics in the past have included: interviews with the local business proprietors in the Halles district of Paris on the Pompidou center, the restaurants de compagnonnage in Tours, the production of the vin pétillant in the famous Mont Louis section of the Touraine, the former Jewish community in Amboise that disappeared completely during World War II, days spent with the proprietors of the numerous charcuteries, boulangeries and pâtisseries in the small towns near the château. Some of

the students' most privileged moments have been spent during these projects, and we have found that the most lasting impressions they take with them from their experiences in France stem directly from the fact that, after less than one year of training, the students can communicate with the French on subjects that no one would speciously label trite.

(For information about the Centre d'Echanges Internationaux and its offerings, write directly to Monsieur Guillaume DUFRESNE, Directeur de l'Accueil en France et des Centres, 21 rue Béranger, 75003, PARIS.)

James F. Jones, Jr.  
 Dir. of Undergraduate Study in French  
 Dept. of Romance Languages  
 Box 1077  
 Washington University  
 St. Louis, Missouri 63130

### NCES REPORT FORESEES IMPROVED OUTLOOK FOR TEACHING

The job outlook for newly trained teachers should improve in the 1980's, according to a new report released by the National Center for Education Statistics. Entitled *New Teachers in the Job Market*, the report is based on the 1978 Survey of 1976-77 College Graduates. It compares the job status of these graduates with that of graduates two years earlier. It also examines how newly trained teachers fare in the job market compared with other bachelor's recipients and projects the availability of teaching jobs into the 1980's.

Among the highlights:

- Between the 1974-75 and 1976-77 school years, the number of newly qualified teachers dropped by 52,000, or 23 percent;
- Of bachelor's recipients newly qualified to teach who were employed in February 1978, 30 percent held jobs in fields other than education;
- Newly trained teachers in special and general elementary education were most likely to find a teaching job; those trained in art and business education were least likely to find one;
- The decrease in teacher supply from 1973 to 1977 was sharper than the decline in demand. Should the supply continue to decline, a teacher shortage could occur within five years.

Copies of the report are available for \$2.25 each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20202 (Stock No. 065-000-00078-4).

Information on how to buy tapes of the 1978 Survey of Recent College Graduates may be obtained from the Statistical Information Office, (205 Presidential Bldg.), 400 Maryland Avenue SW., Washington, D.C., 20202, telephone (301) 436-7900.



AATF SUMMER SCHOLARSHIPS  
1982



SUPERSEDES INSTRUCTIONS PUBLISHED IN SEPTEMBER 1980 NATIONAL BULLETIN

Our program of summer scholarships for 1982 includes:

- a) THIRTY-FIVE scholarships funded by the French government, through the French Cultural Services, for summer study in Avignon during four weeks in July;
- b) TWENTY scholarships offered by the government of Quebec for study at the Université Laval in the summer of 1981.

#### AVIGNON

The *stage de perfectionnement* will offer a program of three required courses (in language and civilization) which will be complemented by lectures and excursions. Recipients will be housed in the Grand Séminaire and will be required to live on campus. The recipient may not be accompanied by a member of his or her family. The Avignon scholarships will cover tuition for the *stage*, most of the cost of room and board, and part of the cost of transportation. Because the French government wishes to encourage younger teachers to become familiar with France, its culture, and its civilization, only applicants up to 45 years of age (as of January 1, 1982) will be considered.

#### QUEBEC

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

#### GENERAL RULES FOR ALL SCHOLARSHIPS

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

while contribution to the improvement of the teaching of French language and culture in this country.

#### ELIGIBILITY

Applicants MUST be teachers of French in elementary or secondary schools, or teachers at the college/university level, up to and including the rank of assistant professor. Applicants MUST be currently engaged in teaching and plan to continue teaching French during 1981-82. Finally, applicants MUST be members of AATF in good standing as of January 1, 1982. Everything being equal preference will be given to applicants who have been members for at least 2 consecutive years, i.e. since January 1, 1980.

#### INELIGIBLE FOR ANY SCHOLARSHIP ARE:

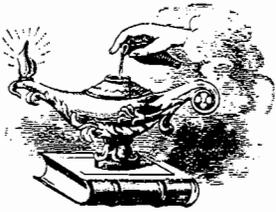
1. Current chapter presidents;
2. Recent recipients (since and including the summer of 1977) of AATF and/or French summer study scholarships or stages;
3. Native speakers of French from any francophone country (exceptions will be made only for those who came to the U.S. as children and whose linguistic competence in French cannot be qualified as native or near-native);
4. Recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

#### APPLICATION

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

The application form and the two letters of recommendation must be returned to the chapter president not later than JANUARY 9, 1982. LATE APPLICATIONS WILL NOT BE ACCEPTED. Each chapter will submit the applications of the FIVE most deserving candidates to its Regional Representative, who will, in turn, send no more than TEN nominations to the National Chairman. Every effort will be made to notify winners before April 10, 1982.

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



# AATF SUMMER SCHOLARSHIPS

Please read description before completing this form!

Name \_\_\_\_\_ Country of Birth \_\_\_\_\_  
last first middle

Date of Birth \_\_\_\_\_

Maiden Name \_\_\_\_\_  
(if pertinent to verification of AATF membership)

Address \_\_\_\_\_  
number and street city state zip code

Telephone: Home \_\_\_\_\_ Office \_\_\_\_\_

School/College/University \_\_\_\_\_

Address \_\_\_\_\_

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

No. of French classes \_\_\_\_\_ No. of French students \_\_\_\_\_ Other subjects taught \_\_\_\_\_

AATF Chapter \_\_\_\_\_ President \_\_\_\_\_

Continuous member of AATF for \_\_\_\_\_ years (preference given to those with 2 or more years membership)

Scholarship desired: France  Quebec

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

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

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

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

1977 \_\_\_\_\_

1978 \_\_\_\_\_

1979 \_\_\_\_\_

1980 \_\_\_\_\_

1981 \_\_\_\_\_

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

(complete other side)



## CALENDAR OF EVENTS

*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.

*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. Chäitin,  
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 Council on the Teaching of Foreign Languages.*  
Dates: Nov. 26-28, 1981. Denver, CO. ACTFL, 385 Warburton  
Ave., Hastings-On-Hudson, N.Y. 10706.

*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.

*French Literature Conference.*  
Dates: March 25-27, 1982. University of South Carolina. Theme:  
"Eroticism in French Literature." Write: Professor Sandra Daniel,  
Dept. of Foreign Languages, University of South Carolina, Co-  
lumbia, S.C. 29208

*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.

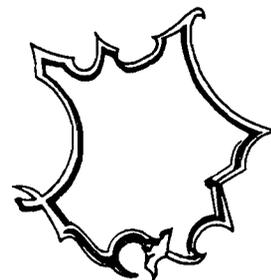
*Central States Conference*  
Dates: April 22-24, 1982. Louisville, KY. Write: Robert C.  
Lafayette, School of Education, Indiana University, Bloomington,  
IN. 47405 or Howard B. Altman, Dept. of Modern Languages,  
University of Louisville, Louisville, KY 40292.

*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.

*Ninth Congress of the Societe Rencesvals pour l'Etude des Epopees  
romanes.*

Dates: August 29 - Sept. 4, 1982. Padua, Italy. Information:  
Prof. John R. Allen, Secretary-Treasurer. American-Canadian  
Branch, Dept. of French & Spanish, University of Manitoba, Winni-  
peg, Manitoba, Canada R3T 2N2

*American Council on the Teaching of Foreign Languages.*  
Dates: Nov. 25-27, 1982. New York, ACTFL, 2 Park Ave.,  
New York, NY 10016.



AATF National Bulletin (USPS 181-090)  
American Association of Teachers of French  
57 East Armory Avenue  
Champaign, Illinois 61820

Second-class  
postage paid  
Urbana, Illinois