

AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 8, NUMBER 3 JANUARY 1983

THE COUNCIL FOR BASIC EDUCATION ANNOUNCES SUMMER FELLOWSHIPS FOR HIGH SCHOOL TEACHERS

WASHINGTON, DC (October 13, 1982) - THE COUNCIL FOR BASIC EDUCATION announces a new fellowship program that will award up to 200 stipends of \$3,000 to outstanding high school teachers of English, foreign languages and history for summer independent study. The two-year pilot program is funded by a grant of \$800,000 from National Endowment for the Humanities. The Council for Basic Education will be assisted in administering the fellowships by representatives of the National Council of Teachers of English, THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, the National Council for the Social Studies, the Association for Supervision and Curriculum Development, and the National Association of Secondary School Principals.

With today's financial retrenchment, funding for independent summer study is often missing from school budgets. The new fellowship program will help provide distinguished teachers needed support for concentrated study to revitalize their daily teaching. While this project will not entirely fill the void, it will be a first step in accomplishing the following purposes:

- To recognize and reward outstanding high school teachers of English, foreign languages, and history;
- To encourage serious study by individual teachers and thereby strengthen the intellectual life of schools;
- To strengthen the academic programs of high schools by improving teachers' preparation in three fields of special interest to the National Endowment for the Humanities;
- To draw public attention to highly competent teachers in the nation's high schools; and
- To help high schools retain superior teachers.

VOLUME 8, NUMBER 2

(JANUARY 1983)

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.)

Teachers are encouraged to apply if they: have a master's degree or its equivalent; have taught full-time in grades 9-12 for at least five years; teach at least three-fifths of their schedule in English, foreign languages or history; and have a worthy plan of summer study.

Up to 100 awards will be made for the summer of 1983. Applications for the national competition will be available after December 1, 1982. The deadline for filing applications is February 15, 1983, and may be obtained by writing:

Independent Study in the Humanities
Box 2915
Princeton, NJ 08541
609-734-1002

MIDDLEBURY ANNOUNCES M.M.L. DEGREE

Middlebury College has announced the creation of the Master of Modern Languages (M.M.L.) degree, a post M.A. degree designed to promote a high level of proficiency and teaching skills, either in two foreign languages (French, German, Italian, Russian, Spanish), or in a foreign language and English.

The degree requires completion of twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. Applicants for admission must hold an M.A. degree from an accredited institution in either a foreign language or English, and must demonstrate ability to pursue courses at the graduate level in the second language.

A MESSAGE FROM THE TRUSTEES OF THE ENDOWMENT FUND

It has been five years since the Trustees of the Endowment Fund addressed the members of the Association, and the time has come once again to call your attention to something we consider very important. We return for a moment to the April and November issues of the National Bulletin for 1977, in which Managing Trustee William N. Felt traced the origins and growth of the Fund, and from those two articles we shall recall the essential history. The Endowment Fund was created in 1934 "to receive gifts and legacies to the Association." The first gift of \$200 actually dated from 1930, and the total of contributions--from individuals and chapters--between that year and 1977 amounted to almost \$4000. Since then, we can acknowledge another \$200 in donations from members, and thanks to initiatives by President Joyaux, two French firms doing business in the United States have also added generously to our roster of gifts: Peugeot with \$1000 and Cosmair with \$250.

Over that same half-century the Fund has, in return, promoted the work of the Association by providing money for scholarships, for national projects benefiting foreign language study, and more recently for the operating budget of the AATF itself--whence had come in more prosperous times the bulk of the Endowment Fund's assets. If the Managing Trustee was able to write in 1977 that "all such payments have been taken from the Endowment Fund's income without in any way touching the principal," we can no longer make that happy claim. 1980 saw some \$15,000 of capital liquidated and added to the year's income to support the purchase of much-needed computer facilities for our national headquarters. 1980 also saw a decline in the economy and consequently in the value of the Fund, as did 1981 and 1982.

For obvious reasons--the good of our discipline and our profession--your Trustees would like to increase the Association's endowment for the continuing needs that membership dues alone cannot meet. Gifts and contributions of the kind that got us "off to a good start" two generations ago have lost none of their importance today; indeed they can be vital to the purposes of a non-profit organization such as ours. This then is our message: please remember the AATF in your charitable contributions. Your gift will not only sustain efforts toward our common goal, it will also bring great personal satisfaction. And there may be practical advantages for you as well.

The procedure is simple: gifts which take the form of a lump sum donation or of periodic donations spread over time should be addressed to the Executive of the Association, who will see that proper recognition is made. Deferred giving--by bequests and life insurance--allow donors to make gifts now that will benefit the Association in the future. These should be directed to the Endowment Fund of the AATF in accordance with advice from an attorney or a life underwriter. Again, the Executive would appreciate being informed when pledges are made in this manner. We are indebted to Mr. Paul Morf of the Equitable Life Assur-

ance Society, Champaign, Illinois, for a concise statement of the particular advantages of charitable gifts of life insurance, from which we quote the salient points:

1. Favorable Tax Treatment

A donor who names a non-profit organization such as the AATF as the owner and irrevocable beneficiary of a life insurance policy may deduct the premiums as a charitable contribution on his tax return.

2. Protection for the Association

Assume that John Smith, age 40 and in a 50% tax bracket, would like to give \$10,000 to an educational association. He prefers not to deplete assets he now owns, and so each year he contributes the annual premium of a \$10,000 insurance policy--about \$260. The after-tax cost to Mr. Smith is \$130. If our donor were to give the same \$260 a year directly to the association, he would have to survive to make his contributions for about twenty years before they, plus interest, could amount to \$10,000. Through a gift of life insurance the association will receive that sum regardless of when Mr. Smith dies, and is thus protected against premature loss of his contributions.

3. No Fees, No Probate

It is not necessary to amend or rewrite an existing will. Moreover, proceeds pass directly to the association and do not become a part of the probate estate; thus no additional estate administration expense is incurred. Life insurance assures prompt payment in cash without probate and will contests.

4. A Source of Current Funds

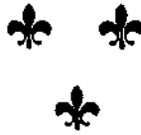
A testamentary bequest does not give the organization the use of any funds until the death of the donor. A life insurance contract, on the other hand, may provide the association with access to the contract's cash value and dividends.

These points are well taken, and we pass them on to the membership in the expectation that they will answer questions a number of us have had and spark ideas in many others.

But whatever the nature of the gift--outright donation, bequest, insurance proceeds--we are indeed grateful for the generosity of contributors to the Association. Their gifts come from the heart as well as the pocketbook and are a sign of commitment to ideals and goals we all value. We can do no better than follow their lead. To the many in the future who, we hope, will do precisely that, contributing to a stronger and more effective AATF, I express sincere thanks from the Trustees of the Endowment Fund.

James C. Atkinson
Managing Trustee, AATF





**IVe COLLOQUE
INTERNATIONAL DES ETUDES CREOLES**

Lafayette, Louisiane, 22 - 28 mai 1983

Le Comité International des Etudes Créoles tiendra en Louisiane du 22 au 28 mai 1983, son Quatrième Colloque International. Le programme scientifique de ce colloques contiendra des discussions sur:

- A - Dynamique des contacts linguistiques et culturels
 - 1) Processus historiques de la créolisation linguistique, culturelle et sociale
 - 2) Echanges et changements linguistiques, culturelle et socio-économiques
 - 3) Etiollement et résurgences linguistiques
 - 4) Socialisation et acculturation des créolophones dans les aires et les diasporas créoles
- B - Identité, ethnicité : formes et contenus
 - 1) Ethnicité : indicateurs et opérateurs
 - 2) Les différents domaines culturels : littérature orale, ethno-musicologie, systèmes sociaux . .
 - 3) Héritage et création
- C - Politiques éducatives
 - 1) Normalisation et standardisation
 - Effets linguistiques de l'a-normalité
 - Problèmes de langue orale / langue écrite
 - Techniques de normalisation dans des sociétés multilingues
 - Statuts juridiques et fonctions des langues
 - 2) Stratégies, modèles et contenus de l'enseignements

Il y aura aussi des "Tables Rondes". Pour obtenir des informations adressez votre communication à David Barry, Foreign Language department, USL, PO. Box 43331, Lafayette, LA. 70504.

COMPUTERS

The AATF National Bulletin will attempt to keep the readers informed on various software for helping to teach/learn French. If you are willing to share your sources, please send in your addresses and full information to the Bulletin. Letters have been sent to a variety of computer firms and private sources and floppy disks will be evaluated. Different people are attempting to catalog available software at this time and to develop their own repertoire of resources. While the race is run, a word of caution must be given to the audience . . . don't buy before you know what you are buying!

—the editor—

NEH Grant to Strengthen the Humanities through Foreign Language and Literature Studies

Dr. Claire Gaudiani announces a major project, "Strengthening the Humanities Through Foreign Language and Literature Studies," funded by the National Endowment for the Humanities. Through a series of four regional conferences and the establishment of eighty permanent foreign language centers, the grant proposes:

1. to create a sense of local responsibility for the quality of professional foreign language activities by using the existing models of the county bar associations and medical societies.
2. to create a mechanism for the ongoing regional collaboration of secondary and post-secondary foreign language and literature faculty.
3. to stress the importance to the entire humanities curriculum of improved methods of teaching reading, writing, and critical thinking in the foreign language and literature classroom.
4. to create a model in foreign languages and literatures which other humanities disciplines will find useful and will wish to duplicate.

Outstanding secondary and post-secondary foreign language and literature faculty members have agreed to serve as consultants.

Foreign language and literature departments across the country are invited to compete for participant status in this national project. Please contact Dr. Claire Gaudiani, CGS, 210 Logan Hall, University of Pennsylvania, Philadelphia, Pennsylvania, 19104.

STUDIES IN SECOND LANGUAGE ACQUISITION

SSLA was founded four years ago by the Committee for Research and Development in Language Instruction at Indiana University. SSLA is devoted to problems and issues in second language acquisition and foreign language learning, defined broadly to include problems of language contact (interference, transfer, pidginization). SSLA, having an international editorial board defines itself as a publication with an eclectic scope. While preference is given to theoretically oriented papers and reports of empirical research, discussions of pedagogical issues will be considered if they refer to major theoretical issues in the field. SSLA also includes research reports and book reviews, and it encourages scholars to submit papers dealing with theoretical issues in language acquisition and reports on empirical research. SSLA is a refereed publication: submitted material is evaluated by at least two readers selected from among the members of the Editorial Board and other experts in the field. Material will be accepted in English, French, German, or Spanish. SSLA appears twice yearly, spring and fall. Each issue is approximately 100-120 pages. For more information write to: SSLA, 602 Ballantines Hall, Indiana University, Bloomington, IN 4705, USA.

INCREASING CAREER OPTIONS WITH A FOREIGN LANGUAGE

For years teachers and professors of foreign languages have told their students that the skills acquired in their classrooms could be used later if the students became teachers, interpreters, or translators. Indeed many who major or minor in a foreign language do eventually teach that language, but those jobs are scarce, to say the least. Others do become interpreters or translators; however, openings in that field are limited and often require other highly developed skills as well. It is time that we indicate to students that although careers with a foreign language as a primary skill are currently limited, professional opportunities with a foreign language as a complementary skill are more numerous than ever.

Leaders in American business, commerce, labor, and industry are at last beginning to realize that it is in their own best interests to employ persons who can help establish those interests abroad. As international interdependence increases, so does the need for employees who can speak, read, and write the languages of the countries where their employers do business.

Yes, English is now an international language; however, it is only "good business" to deal with foreign customers in their own language and to know something about their culture and customs. As this fact becomes better known, job applicants with academic backgrounds in almost any field combined with proficiency in one or more foreign languages will no doubt find available to them an increasing number of career possibilities.

Among the areas where foreign language skills enhance job potential are: managerial and executive positions in businesses with an international scope; Technical and engineering positions; international banking personnel; state, local, and federal civil service employees; research assistants, teachers, school administrators; lawyers, legal secretaries, and clerks in international law; librarians, cataloguers; journalists, publishers, TV and radio personnel, film-makers; scientists; personnel in health and social work; social scientists; workers in the travel and tourist industry.

Academics have traditionally refused to deal with such mundane topics as job placement for their students. But in today's world, we are forced to be realistic as well as idealistic. Of course, the more intangible reasons for foreign language study remain: the contact with another culture, the attempt to understand how other people think, the enhancement of the pleasures of travel, a better appreciation of literature and the arts, an acquaintance with one's own heritage, and the sheer pleasure of learning. These elements are every bit as important as they once were.

But in the 1980's, with tuition costs escalating and with the number of electives in some college curricula decreasing, esoteric considerations may not be enough to encourage students to pursue their interest in a foreign language. It is up to those of us whose careers are in foreign language teaching to inform students and parents

as well of the numerous career possibilities for those who combine foreign language study with almost any other academic area.

To be able to read Goethe's poetry in German or *Madame Bovary* in French marks the enhancement of one's literary appreciation. To be hired as an accountant for the Swiss branch of an American firm because of one's knowledge of German or French marks the beginning of a career!

Selected Bibliography

Bourgoin, Edward. *Foreign Languages and your Career*. Washington, D.C.: Columbia Language Services, 1981.

Foreign Language Opportunities. Spokane, Washington: Language Research Assoc. October, 1981.

Honig, Lucille J. and Richard I. Brod. *Foreign Languages and Careers*. New York: The Modern Language Assoc. of America, 1979.

David E. Barker
Saginaw Valley State College



MULTILINGUALISM: A PLUS IN BUSINESS

(Lafayette) — The Secretary of Education in President Reagan's Cabinet Dr. Terrell Bell, visited Lafayette in March to open hearings of the inquiry Commission on the Teaching of Second Languages in Louisiana.

Dr. Bell claimed that the track record of American schools was "horrible, terrible" in this particular area, and that Americans are beginning to suffer commercially as a result. He pointed out that he understood the cultural benefits of knowing more than one language, but felt that students could be more readily convinced to take foreign languages if the widening economic and commercial advantages could be illustrated to them.

The Secretary of Education maintains that salesmen from West Germany and Japan are more successful in selling their products in the U.S. than their American counterparts in trying to do the same in foreign countries. He attributes this failure partly to the language barrier.

Dr. Bell concluded by publicly committing his department to the teaching of second languages in schools. He congratulated Louisiana on its efforts in this field, and recognized the work that has been accomplished in Louisiana by the Governments of Quebec, Belgium and France.

Quebec News, Summer - 1982, p. 2

BRINGING PARIS INTO THE FRENCH CLASSROOM

At a state foreign language meeting in the fall of 1981, Mary F. Hayes presented a workshop entitled "How To Take Your Students to Paris Without Leaving the Classroom." In this session, Ms. Hayes described a six-day unit which she teaches each year at Rockport (Mass.) High School. Each lesson focuses on a particular aspect of a typical visit to Paris, including choosing a hotel, sightseeing, and ordering a meal in a restaurant.

The workshop inspired this writer to try a similar project with two eighth grade French classes at Marblehead Middle School. It seemed obvious that these students would be interested in a discussion of ways in which the lives of French people, and especially French youth, differ from their own lives. Certainly, many students enjoy learning about French culture. The best solution seemed to be to avoid the traditional "history of civilization" approach.

However, one obstacle remained in carrying out this plan. These eighth graders do not yet possess the language skills necessary to attempt a detailed study of French culture totally in the target language. To adapt Ms. Hayes' unit to the needs of middle school students, it was necessary to present vocabulary items concerning clothing, food, and drink, and to drill certain high-frequency phrases consisting of requests for information, products, and services.

The objectives for this unit were twofold: to develop an understanding and appreciation of the way of life of the French people, and to improve students' ability to interact orally in the foreign language through guided role-play situations. These role-plays were a basic element of most of the lessons. Pairs of students were given an opportunity to create their own dialogues with the help of the teacher, and then acted them out in front of the class. One student would play the American tourist and the other student's role would be that of a native Parisian. (The latter role was sometimes assumed by the teacher.) In addition to their linguistic value, the role-plays served to introduce French gestures.

At the beginning of the unit, the teacher announced to the class, "Nous allons visiter Paris," and then distributed a detailed syllabus outlining lesson topics for fifteen days, including both in-class activities and homework assignments. Then we began to prepare for our "departure."

The first lesson was an overview of points of interest in Paris, consisting of slides, photos, and description of well-known buildings and monuments. As homework, the students identified three places in Paris that they would like to visit and gave the reason for their choice.

Day two found us packing our bags. In class the French words for items of clothing were presented and drilled. For the next day, students prepared a packing list which included the quantity and color of the items they planned to take.

Our plans finally got "off the ground" on day three as we made our way across the Atlantic in our Air France jet. With the aid of an airline timetable, students computed the length of our flight from our Boston departure to arrival at Roissy. They also plotted our route using an air atlas. We soon found ourselves on the ground and a cassette

recording of "La Marseillaise" welcomed the class to France. Students made their own passports which they presented to the teacher, who, posing as a French douanier, questioned them about the length and purpose of their trip. Then, armed with Michelin Guides rouges, everyone began the next day's assignment--to select a reasonably priced hotel and a sightseeing companion.

Day four, our first full day in Paris, consisted of a sightseeing tour of a specific section of the city. The class was divided into three groups to plan a one-day sightseeing itinerary. Each group has responsibility for a different area--the first group examined the Rive gauche; the second studied the Ile de la Cité, Louvre, and Marais; and the third explored the rest of the Rive droite. With the help of Michelin Guides verts and a wall map of Paris, the groups decided on the order of places they wished to visit, as well as the streets to follow to arrive there. The homework assignment of a written itinerary reinforced the terms à gauche, à droite, etc.

Even the most seasoned traveler gets hungry after a full day's walking tour, so day five's lesson focused on French food vocabulary and restaurant etiquette. Menus from Paris restaurants were shown, and students learned basic expressions such as "je voudrais . . .", "Donnez-moi . . .", and "Je désire . . ." In role-plays, they had an opportunity to order a meal in French. After discussing traditional French cuisine and the various courses that comprise a typical French meal, students were assigned to write a list of their five favorite foods and five least-liked foods, using "J'aime . . ." and "Je déteste . . ." The classroom discussion of these lists revealed a wide variety of personal preferences.

On day six, students chose a restaurant from either the Michelin Guide rouge or Pariscope. They learned how to convert dollars into French francs. Then, with a supply of "counterfeit" francs, they made selections from the menu. Their teacher donned a French waiter's apron and took their orders. For homework, students made their own French menus.

Day seven found the students homesick for American cooking, so the class decided to visit an American institution that has recently become popular in France--the fast-food restaurant. Robert J. Headrick Jr.'s booklet, **Ronald McDonald dit . . .** (available from the ACTFL Materials Center), proved helpful in planning this segment of the unit.

On day eight, students learned about the Paris transportation system. They learned how to find a métro station, what type of ticket to buy, and how to get from one place to another by subway. **Riding the Metro** by Jan Carlisle, also an ACTFL publication, was a source for some of the activities. Wall-size RATP maps and tickets were used as props, along with signs saying "Métropolitain," "Sortie," and "Correspondance." The classes enjoyed playing the Métro game, and the jigsaw puzzle "Le Métro de Paris" (distributed by Gameophiles Unlimited) was an enjoyable diversion. Various situational activities both in class and as homework reinforced the students' understanding of how to travel by subway in Paris.

A short quiz on food vocabulary was given at the beginning of the class on day nine. The teacher then shared some of his experiences living in Paris as a college undergraduate. A discussion of the french family prompted many comments and questions from the students.

Day ten's lesson consisted of an examination of the French press. **Le Figaro** was chosen for in-depth study in class. The class broke into small groups to look closely at a copy of a recent issue of **Le Figaro**, and to report back to the class on ways in which **Le Figaro** differs from American newspapers. Some of the exercises in Linda Crawford's booklet **Le Figaro** (another ACTFL publication) were given as homework. Several students also designed their own front-page layouts for a **Figaro**-style French newspaper.

On day eleven, students learned post office vocabulary and practiced phrases concerning asking for stamps and mailing letters at the PTT. The French government booklet, Les PTT français sont heureux de vous souhaiter la bienvenue, was helpful in acquainting the students with the services provided by the French post office. The students were shown French stamps on recent letters received by the teacher and compared French and American postal rates. Several students acted out dialogues in which they purchased stamps from a French postal clerk. After examining several postcards of Paris, the class was given as homework the task of designing their own postcards and writing a message in French to a friend in the United States. The finished products were very interesting. One student wrote, "J'aime Paris. Je visite la Tour Eiffel." while another student's message read, "Je ne sais pas pourquoi je suis ici."

Day twelve's lesson covered shopping in Paris. Much of the information presented was adapted from an Air France brochure, VIP Shopping in Paris, by Colette d'Orsay, and Pariscope. With the aid of A la Redoute mail order catalogue, students compared prices and selected items they wished to buy. This was followed by role-plays of shopping situations.

On days thirteen and fourteen, each student prepared and presented a two-minute exposé oral in French, on a point of interest in Paris. When these reports were given, the students demonstrated how well they had assimilated the various components of their "visit" to Paris. The presentations were very well received.

On day fifteen, the final day of the unit, a comprehensive exam was given to measure students' knowledge of facts concerning Paris, and probable ability to function there as a tourist. The final entry on the unit syllabus, "Retour aux Etats-Unis," was received with mixed emotions by the students.

This unit was successful because of the way in which it presented both culture and language. Aided by both realia and anecdotes from the teacher's visits to Paris, the students ceased to look upon the French capital as a faraway place about which they are required to memorize insignificant facts. Instead, they came to view Paris as a very real city that they too might visit someday. The students also increased their knowledge of French civilization and became aware of cultural features that are character-

istic of life in Paris. As seen from the students' increased interest in the target culture, the program was definitely a success.

Daniel W. Kraft
Marblehead Middle School
Marblehead, Massachusetts

JNCL/CLOIS BIENNIAL REPORT SUMMARY (March - Oct. 1982)

- Five organizations, the American Literary Translators Association, the Central States Conference on the Teaching of Foreign Languages, the International Association for Learning Laboratories, the Northeast Conference on the Teaching of Foreign Languages, and the Chinese Language Teachers Association, have joined JNCL/ CLOIS, thus bringing the total to twenty member organizations.

- Attended regular meetings of the International Development Conference, Committee for Education Funding, Regional Coalition of Foreign Language Organizations, American League of Lobbyists of which CLOIS became a member, and the Council of Washington Representatives on the U.N. of which the Director was elected Chairman.

- CLOIS' President was a personal sponsor for a reelection fundraiser for Rep. Paul Simon.

- Assisted ACTFL in developing a brochure urging election involvement with regard to those candidates supporting legislation of importance to the language and international studies community.

- Addressed sessions sponsored by the Georgetown National Resource Center for Translation and Interpretation, the French-American Foundation, Global Perspectives in Education, and participated in the NABE Conference Planning Committee and a seminar of the National Clearinghouse on Bilingual Education.

- Director addressed conferences and conventions of JNCL/CLOIS member organizations, including TESOL, ADFL, the Northeast Conference and the Central States Conference.

- Conducted the Political Action Workshop for the Foreign Language Association of Virginia, the Greater Washington Association of Teachers of Foreign Languages and the American Classical League.

- Researched and wrote articles for publication in the *TESOL Newsletter*, *EFL Gazette*, *Foreign Language Annals* and *Classical Outlook*.

- Released four comprehensive legislative updates outlining the effects of the budget cuts and all current legislation of importance to foreign language and international studies programs.

- Submitted testimony for the Alien Education Impact Aid Act (H.R. 2954) and the Bilingual Education Amendments (S. 2002 and S. 2412).

- Drafted statement for a Congressional Study Group on "America and Americans in a Multicultural Political System."

- Assisted with the development of a legislative amendment on foreign language and international studies programs at the 1982 NEA Representative Assembly.

LIVING WITH INNOCENTS ABROAD

You haven't lived until you have shared a week abroad with nine high school travelers.

There's the two-stage journey to JFK airport - the unloading of all 33 pieces of luggage - the shocking bulletin beyond the entrance: "Flight 274 cancelled" (That's our flight!) so read on: "Consult the desk".

Agent sends you and your 33 pieces to TWA several building away. On to the shuttle bus shuffle you and your 33 pieces learn to your great relief that you are booked for an earlier flight. Lesson 1: always report to the airport 3 hrs. early.

Sunday in London starts out rainy and sticky, but ends up pleasant and balmy. The London Underground is not to be trusted. It takes you and your gang back and forth on the same route while attempting to get you to the British Museum to see the Magna Carta (history teachers take note) and the Rosetta Stone. Americans are amazed to see crowds on Sunday in, of all places, a museum!

Accommodations in small hotels always appall the American Tourister syndrome of comfort. No advance preparation or on-site explanation cushions this culture shock for middle-class Yankees. Lesson 2: always trust an experienced counselor.

Munching a hamburger-to-go in the middle of Covent Garden in winter does establish a feeling of kinship with Eliza Doolittle. Lovely, is it?

History and BBC television come alive also in Oxford where dons are rushing through quadrangles in their academic gowns as if rehearsing BRIDESHEAD REVISITED. Shops display irresistible cashmere coats and one boy sheds some British pounds.

Shakespeare country is bristling with reminders of the Bard: Ann Hathaway's cottage, Susanna Shakespeare's home, manuscripts and first editions of the greatest works of English literature - and always the Avon meandering through the town. Unfortunately, the Festival Theatre company is away on tour - probably in the good old U.S. of A.

Seeing the splendor of Blenheim Castle makes every teenager realize that an American debutante can become a "Lady" and rear a political Titan as did Winston Churchill's mother.

Chewing gum is a rarity in Europe, but it has infiltrated the ranks of the Queen's guards at Windsor Castle. One determined chin-strapped chap evoked a repeated exclamation from a horrified Franaise: "Il mange son chewing-gum!"

A journey to Canterbury opens up a new chapter in church history and appropriately provides a delicious rest-stop for wearying pilgrims.

The English Channel shows its tame side as the ship glides from Dover to Calais. Heads nod as the upper-deck bus speeds toward the City of Light through the Somme valley where doughboys gave their lives in "the war to end all wars". The French remember our 1918 heroes in official markers along the route.

African entrepreneurs recognize tourist trade and begin to hawk their wares in pantomime through restaurant

windows. "Libert ,  galit , fraternit " were never more visible than in the French attitude toward street-vendors. Naive Americans have to be warned against the "bargains" of these con artists.

"The Thinker" is over there in the garden on the left. According to our witty guide, he is still thinking about "where he left all his clothes".

Napoleon's mammoth tomb belies the stature of "the little corporal" encased as he is in several security coffins. He's firmly planted among his beloved generals.

"Versailles has 2,000 rooms and we're going to visit all of them this morning" - the guide is testing the mental reflexes of his audience. He finds them sluggish.

Christian Dior opens its doors to youthful travelers with Travelers' Cheques and conservatively-uniformed hostesses make radically expensive cravates seem a perfect souvenir. Vive la haute couture!

Aux Champs-Elys es, there is available a genuine triple-decker Club sandwich in the Renault museum. Desserts topped with the Stars and Stripes reveal that the waitress knows her clients. Wonder why?

Saturday Night Live in downtown Paris (and in the residence) gives way to Sunday Morning Dead for certain fellow travelers who have to be rudely shaken loose from their pillows to board the last bus to Brussels.

The rest of the trip is a haze of tickets, baggage claims, flight trays, customs, a Motor Lodge shortest night and finally a collapse into the family car. Numb, yes, but wiser.

You haven't lived until you have gone with innocents abroad!

Sister M. Edwina Butler
Notre Dame High School
Elmira, NY



Saint Paul, patron des vanniers est f t    Origny, petit village de France

CHEAP GITES : A NEW ROUTE FOR TOURISTS

In an effort to introduce tourist to the craggy country towns of France, the French have hit upon a unique idea. They hope to create a "cottage industry" of tourism by luring the tourists into the French countryside and into some 25,000 privately-owned residences. This system is supervised scrupulously by the government, which regulates the quality and price of the accommodation. It is said that this system is one of the best kept secrets in the tourist industry, especially here in the USA.

The prices for gîtes vary according to the season. Generally, they are rented for seven days at a time - Saturday through Friday. If you arrive or leave in mid-week, you will be expected to pay for the full seven days, though landlords can be flexible.

Gîtes commonly accommodate five people comfortably. The number varies, of course, with the individual gîte. Many have fireplaces. The local préfets (county halls) list the available gîtes in their area and of course the local syndicat d'initiative may also be of help.

Booking in advance can be done one of two ways. One is to address a letter of inquiry to the *Federation Nationale Des Gîtes Ruraux de France*, 34, rue Godot de Mauroy 75009 Paris, France. Secondly, you may buy a copy of the *French Farm and Holiday Guide*, a British publication available in the USA through Unipub, 343 Park Avenue South, New York, NY 10010. Send a check or money order for \$8.95. Add \$1.00 for shipping and expect to wait four to six weeks. This publication lists about 1,000 gîtes, grouping them into 19 regions.

Free-lance writer Jeff Shear wrote an interesting article in the Sun., June 13, 1982 *Minneapolis Tribune* on gîtes and with his "B minus French", was able to contact the owner of a gîte and arrange for a stay. He notes that you must enclose about 30% of the total rental as stipulated in the contract. The balance is due within three days of your arrival at the gîte. Who knows, the owner of your gîte may even toss in a bicycle and you can save even more on gasoline . . . plus take in the French countryside at your own leisure.

Sounds like fun! jeb



QUEBEC WINTER CARNIVAL ANNOUNCED

The 29th annual winter carnival will be celebrated in Québec, Canada commencing on February 3rd and running for the following 10 days. This fun-filled event is reputed for inspiring the most intense cold-weather merriment known to man and features 7-foot Bonhomme Carnival, the world's tallest walking, talking snowman. He will again ascend the 65-foot high snow palace to proclaim, "Joy must prevail on every carnivalesque, glowing face." For information, write to: Carnival de Québec, 290 Rue Joly, Québec, Canada G1L 4T8.

ANOTHER PLUS FOR LANGUAGE STUDY

The University of Texas at Austin has announced that starting in the summer of 1985, all students seeking admission to the University must have 2 years of the same foreign language in order to enter. Any deficiencies will have to be made up at UT, but those credits will not count toward graduation.

(Letter from Michael Hydak, Coordinator of Foreign Languages, Austin Independent School District)



Une commission d'enquête parlementaire a décidé de reprendre à la base le problème du fonctionnarisme en France. L'un de ses enquêteurs se rend dans un ministère et demande à un directeur : -Combien de personnes travaillent dans ce bureau? -Oh! fait l'autre sans illusion, environ un sur dix.

Le Coeur



Le coeur
Le symbole de l'amour
Mais, c'est
Trompeur et vicieux

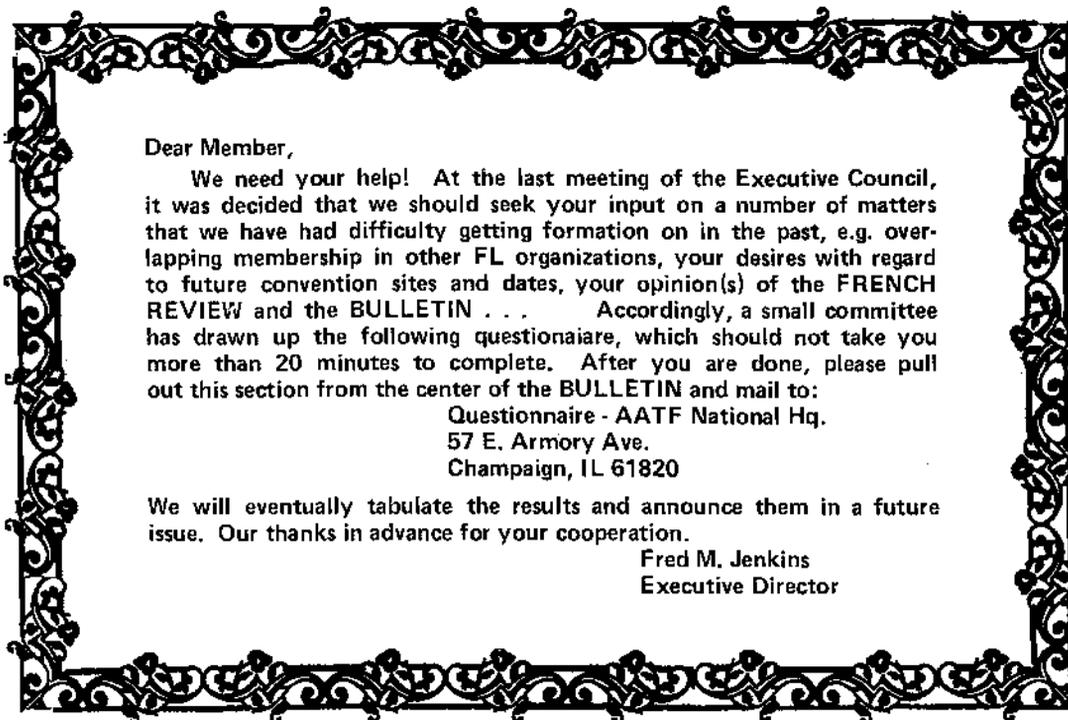
Qui peut le comprendre?
Encore, qu'est-ce que c'est . . .
L'amour?
Les amants le proclament
Les vendeurs le vendent
Les désolés l'achètent
Les isolés le refusent
Les haïssables le haïssent
Les rêveurs le rêvent
Les poètes et les chanteurs essayent de le découvrir
Encore, qu'est-ce que c'est . . .
L'amour?
Qui peut le comprendre?

Le Roi des coeurs le comprend
Il l'a acheté avec son propre sang
L'effusion de sang de son propre coeur
Son sang s'est mélangé avec le bois et le sol
Le sang a écrit sur ce papier brut
Le message de la vraie vie . . .
L'amour éternel du Roi des coeurs.



Elizabeth Hughes

(Submitted by Edward Benson, Coordinator of Language Instruction at the University of New Mexico. It was written by a student in the French 201 class taught by Kathleen Toussaint).



Dear Member,

We need your help! At the last meeting of the Executive Council, it was decided that we should seek your input on a number of matters that we have had difficulty getting formation on in the past, e.g. overlapping membership in other FL organizations, your desires with regard to future convention sites and dates, your opinion(s) of the FRENCH REVIEW and the BULLETIN . . . Accordingly, a small committee has drawn up the following questionnaire, which should not take you more than 20 minutes to complete. After you are done, please pull out this section from the center of the BULLETIN and mail to:

Questionnaire - AATF National Hq.
57 E. Armory Ave.
Champaign, IL 61820

We will eventually tabulate the results and announce them in a future issue. Our thanks in advance for your cooperation.

Fred M. Jenkins
Executive Director

Background:

Age: _____ below 25 _____ 26 - 35 _____ 36 - 45 _____ 46 - 55 _____ 56 - 65 _____ over 65

Sex: _____ M _____ F

Which is your native language? _____ French _____ English _____ other: _____

What is your current activity?

- _____ full-time teacher
- _____ part-time teacher _____ FLES _____ secondary school _____ college
- _____ administrator _____ other: (specify) _____
- _____ unemployed
- _____ retired
- _____ other: (specify) _____

If a teacher, do you teach

_____ only French _____ French and (specify) _____

How long have you been a member of the AATF? _____ years

Which chapter do you presently belong to? _____

How long have you been a member of that chapter? _____

What other professional organizations do you belong to?

_____ MLA _____ ACTFL _____ AATSP _____ AATI _____ AATG _____ TESOL _____ other (specify) _____

Meetings:

Chapter level:

How many chapter meetings do you attend per year? _____ all _____ about half _____ once a year _____ almost none

What type of chapter meetings do you prefer? _____

What other types of chapter activities do you participate in? _____

What type of activities would you like to see your chapter develop? _____

Chapter level:

Does your state meeting feature special AATF sections? yes no don't know

Does your regional language conference feature special AATF sections? yes no don't know

Would you be interested in attending an AATF regional meeting? yes no

National level:

Which of the following national AATF meetings have you attended?

- 1981 (Cincinnati) 1980 (Quebec) 1979 (Martinique)
- 1978 (Chicago) 1977 (Paris) 1976 (Philadelphia)

Were you on the program for any of these meetings? Specify: _____

Did you participate in a pre-conference workshop? Give year(s) _____

Did you attend the AATF educational seminar in Dakar (1982)? yes no

If you do not regularly attend the national meetings, what is the main reason?

- schedule conflict family obligations location of meeting
- expense no real desire other, specify: _____

Please indicate your preference for future meetings:

	would definitely attend	would try to attend	would probably not attend	would definitely not attend
--	----------------------------	------------------------	------------------------------	--------------------------------

Time:

- | | | | | |
|-------------------------|-------|-------|-------|-------|
| late June or early July | _____ | _____ | _____ | _____ |
| late summer | _____ | _____ | _____ | _____ |
| Thanksgiving | _____ | _____ | _____ | _____ |
| late December | _____ | _____ | _____ | _____ |

Place:

- | | | | | |
|------------------------|-------|-------|-------|-------|
| US-east | _____ | _____ | _____ | _____ |
| US-midwest | _____ | _____ | _____ | _____ |
| US-south | _____ | _____ | _____ | _____ |
| US-west coast | _____ | _____ | _____ | _____ |
| France | _____ | _____ | _____ | _____ |
| Belgium or Switzerland | _____ | _____ | _____ | _____ |
| French-speaking Africa | _____ | _____ | _____ | _____ |
| Quebec | _____ | _____ | _____ | _____ |
| French West Indies | _____ | _____ | _____ | _____ |
| Tahiti | _____ | _____ | _____ | _____ |

National level:

Indicate whether or not you would like the national AATF meeting to be held together with any of the following groups:

- AATSP AATG AATI ACTFL MLA regional conference

(indicate which one _____)

Would you be interested in participating in a pre-conference workshop? yes no

If yes, would you prefer a longer more structured workshop for which
graduate credit would be offered? yes no

Which categories of pre-conference workshop would you prefer (if more than one, indicate order of preference):

- pedagogical themes (e.g., teaching techniques, testing . . .)
- cultural themes (e.g., contemporary civilization, folksongs, . . .)
- career workshop (for teachers and/or for students)

(indicate which one _____)

- language workshops (e.g. business French, aural immersion . . .)
- technical workshops (e.g., mini-computers; learning labs . . .)
- other (please make specific suggestions) _____

In general, how can the national meetings be made more relevant to your needs and the needs of your French colleagues? _____

Publications :

FRENCH REVIEW

When the FRENCH REVIEW arrives, do you

- read it more or less from cover to cover?
- flip through it and read selected articles and features?
- browse through it quickly and lay it aside?
- usually not look at it?

Which of the following features do you regularly look at and/or read?

- literature articles
- pedagogical articles
- book reviews
- notes and letters
- advertisements
- chapter reports

FRENCH REVIEW

Which is of least interest to you? _____

How could the *French Review* be improved? _____

AATF NATIONAL BULLETIN

When the BULLETIN arrives, do you . . .

- read it more or less from cover to cover?
- flip through it and read selected articles and features?
- browse through it quickly and lay it aside?
- usually not look at it?

Which sections do you find the most interesting? _____

Which seems the least interesting? _____

Do you use the pedagogical materials in your classes? — yes — no

How could the *National Bulletin* be improved?

Other AATF Activities:

If you teach at the elementary/secondary level, do your students participate in . . .

	yes, regularly	yes, from time to time	no, because . . .
le Grand Concours	—	—	—
la Société Honoraire	—	—	—
le Bureau de Corr. Scolaire	—	—	—

If not, do you need more information? — yes — no

Do you approve of the Joint National Committee for Languages (JNCL) and the lobbying efforts in Washington?

— yes — no — do not know about this activity

Which of the following AATF activities are unfamiliar to your?

- Summer scholarships in France and Quebec Travelling Realia Exhibit
 Commissions on special topics (testing, teacher exchange, culture & ethnology, etc.)

Have you corresponded with a commission to receive information? yes no

Which one(s): _____

Which additional services would you like to see the AATF provide?

Why do you belong to the AATF? (if you mark more than one, give order of importance)

- to demonstrate a professional commitment to the teaching of French
 to keep in touch with other French teachers via publications and meetings
 to receive the FRENCH REVIEW (and to be eligible to submit articles for publication)
 to allow students to participate in the Concours
 other: please specify _____

The AATG has almost as many members as the AATF. This is because most German teachers in the country belong to their professional organization, while many French teachers do not. Do you have any suggestions as to how the Association can help encourage more of your French colleagues to join?

Fold Here

From: _____

Attach
20¢
Stamp
Here

To: Questionnaire - AATF National Hq.
57 E. Armory Ave.
Champaign IL 61820

Staple Here

MAKING TODAY'S FRENCH CLASSROOM AN ENTICING EXPERIENCE

There has always been a common thread in all of our classes: COMMUNICATION. Whether in beginning or ending conversations, confirming, denying, advising, accepting, agreeing, disagreeing, excusing, apologizing, liking, disliking and those emotional responses and cognitive communicating acts which form the inventory of social palaver. We have consistently encouraged our students to understand and to speak as primary to their language experience. Thus, our classrooms have provided for the interaction which makes it possible for students to arrive at communicative competence.

To achieve this competence, obviously French is the language of the classroom, but the classroom is but one locus of the experience. The extra curricular program must be planned as carefully as the curriculum.

What are some of the activities we utilize to make our program a popular one?

(1) The Integration of the Arts. We utilize every opportunity to appeal to the senses, whether this be drama, music, visual art, dance, cuisine, photography, or any combination thereof. Every unit is scrutinized for such possibilities. For both linguistic and cultural purposes, the arts provide an exciting avenue for development and exposure.

(2) The Humanization of the Classroom. We provide an atmosphere in which there is a comfortable give and take and where the interaction is harmonious and cooperative. Mixing group and individual activities, and utilizing human resources effectively will produce a wholesome learning climate. A caring situation makes it much easier to cope.

(3) An Assurance of a Successful Experience. We believe that every child is endowed and that every child must feel endowed. Our students must experience success. Our students must be happy. We have always taken the position that given the effort of the youngster, there should be only B and A students. With differentiated curricula we have been able to achieve this.

(4) The Utilization of an Eclectic Approach. We need to diversify our resources. We believe in a wide variety of materials, methodologies, and activities. All of our courses have specific objectives and expected terminal behaviors to which these varied approaches are applied.

(5) The Focus on Culture - Past and Present. We are key elements in living the French culture in our classroom and their extracurricular experiences. We are truly ambassadors and we need to create ambassadors. We further need to relate French culture and our culture, and these cultures to world cultures. We are indeed key elements in global education.

(6) The Importance of Relating the World Around Us to our Class. We are first teachers and secondly French specialists. We need to develop values and attitudes as we react to and are proactive in school life and the world in which we live.

(7) The Importance of French Study to Career Aspir-

ations. This is a continuing and continuous process that should be stressed in the classroom: what we are learning has importance and relates to making a life as well as a living.

(8) The Development of Cognitive Strength. We need to enhance our students to think. As we proceed from the mim-mem phase to higher cognitive levels, we so develop inquiry processed that teach our students to think.

(9) The Utilization of Technological Advances. We need to become aware of the new machinery and utilize it to further our objectives. With computer assisted instruction, video tapes and taping, and the exciting opportunities of the eighties and nineties as technology advances, we need to be aware of what is and how we may integrate it into our teaching experience.

(10) Your Enthusiasm as a Teacher. Nothing is more electric than the enthusiastic teacher. Charismatic approaches and practices can be identified and incorporated into the teaching act. The kinetics of response and positive reinforcement as well as the verbalization of I LOVE FRENCH are indispensable elements in the foxhold experience.

Note: The above is taken from remarks given at the Carrefour Pédagogique of the recent AATF meeting in Cincinnati. The author is Administrative Assistant of the New York State Association of Foreign Language Teachers, New York State Teacher of the Year in 1975, and the first recipient K-12 of the Florence Steiner Award of the American Council on the Teaching of Foreign Languages. He is the principal author of the New York State Syllabus for Foreign Languages "Modern Languages for Everyone" and the soon to be released revised Guidelines for the French Curriculum for the State.

Robert J. Ludwig
Mount Pleasant High School
Schenectady, New York 12308

WANTED: WANTED: WANTED:

- 1) Articles on computer use in the foreign language classroom
- 2) Useful addresses and sources to share with other teachers
- 3) Short, informative news articles on successful activities in the French classroom
- 4) Chapter news

Deadlines: Six weeks in advance of the appearance of each edition (ie. for April the deadline would be February 15th).

Send to: Jim Becker, Editor, AATF National Bulletin, Price Lab School, Cedar Falls, IA 50613

GLEANNING HERE AND THERE



Below you will find a variety of addresses and ideas that may prove useful to your French classes. They have been gleaned from many sources. It is hoped that you will share your own sources and good addresses with other readers of the Bulletin and that you will send these to the editor in Iowa. Mille mercis!

- Been looking for something on topics like . . . Bulletins de diffusion du français, Terminologies technique et industrielle, Terminologie de la gestion and Rapports de colloques et réunions de terminologie? Then write for the entire list of publications from: L'Editeur officiel du Québec, 1283, Blvd. Charest ouest, Québec, G1N 2C9.

- If you have not yet become acquainted with some of the publications of our good friends to the north in Canada, here is an excellent source: Pendulum Press, Inc., Saw Mill Road, West Haven, Ct. 06516. *Dracula*, *Frankenstein*, *Le Bossu de Notre-Dame*, *Sherlock Holmes* and many others are in 13 x 21 cm. 64 page comic-strip format and in color. Most sell for around \$2.95 each. Students on any level will enjoy reading these books both in class and outside of class. The Canadian address is : Aquila Publ. Ltd., 3785 Côte de Liesse, Montréal, Canada H4N 2N5

- Les Quotidiens Du Québec, Inc., 7, rue St.Jacques, Montréal, Canada H2Y 1K9 has a complete guide for using the newspaper in class. In one word . . ."excellent!". Write to Francine Audet for complete information and order forms. The guide comes in a 3-ring plastic binder and is classified into sections, each professionally done.

- *Nouvelle Indiennes* is a free monthly published with the aid of the Ministry of Indian Affairs of Canada. Write: "Nouvelles indiennes" Ottawa, Ontario KIA 0H4



- For ordering *Express*, *Paris Match*, *Salut les Copains*: or *Tin Tin* write to: U.S. Subscription Center, 11-03 46th Ave, L.I.C., New York 11101

- *Quinto Lingo* is back! Subscriptions are now being accepted at new rates. \$27.00 for the annual volume of 6 issues (cassettes are also available). Write to: *Quinto Lingo*, P.O. Box 9340, Alexandria, VA 22304

- J. Weston Walsh, Publisher, Portland, ME 04104 has a couple of new and interesting teaching aids called *50 Quizzes for French Classes* (50 spirit masters - Order No. 03-3924-F5 \$17.95) and *Teaching French Vocabulary* (52 visual masters - Order No. 01-3985-F5 -\$12.00).

- *How to be a More Successful Language Learner* by Joan Rubin and Irene Thompson. Available in paperback from Heinle and Heinle Publ. Inc., 51 Sleeper Street, Boston, MA 02210. Order No. 064177-\$7.95 111 pp.

- Need rationale for studying another language? This text may help. It is called *New Cases for Foreign Language Study* and is available from: Northeast Conference, P.O. Box 623, Middlebury, VT 05758. The cost is \$6.95 plus \$2.00 for shipping and handling \$8.95 total). 130 pp. June Phillips was responsible for the compiling.

- *Le Journal Francais d'Amerique* is the only French language newspaper designed with the U.S. in mind. The subscription price is \$16.00 and is available from: Le Journal Francais, 1051 Divisadero Street, San Francisco, CA 941115.



- Three booklets in cartoon-strip format on *Carmen*, *Les Misérables* and *La Parue* are available from: Prakken Publications, 416 Longshore Drive, Ann Aror, MI 48107. The author, Mary Kincaid, has simplified these classics and the second year H.S. students can follow along easily with the tapes, .50 each for the booklets and \$7.95 each for either 7 1/2 ips or 3 3/4 ips (\$22.00 for all three). These are lots of fun and have been around for many years . . like the AMSCO materials.

- AMSCO . . . a name that sooner or later the language teacher will discover. Their workbooks, available in several levels w/answer books, have been used by hundreds of language teachers. Write for their catalog and/or sample materials at: AMSCO Publications Inc., 315 Hudson St., New York, NY 10013.

—the editor—



PREREGISTRATION FORM FOR CONVENTION
INFORMATION REQUEST FOR POST-CONVENTION WORKSHOPS

During the month of December, all current AATF members should have received a brochure (self-mailer) from Academic Arrangements Abroad in New York City, our official travel agent, specifying the various costs of travel packages (air and land) to Lille this coming summer, plus a few of the details on the preliminary program and the post-Convention workshops in Paris (July 4-9). IF YOU HAVE NOT RECEIVED THIS BROCHURE, PLEASE WRITE DIRECTLY TO NATIONAL HEADQUARTERS FOR ANOTHER COPY:
AATF / Lille Convention
57 E. Armory Ave.
Champaign, IL 61820



Name of member _____

Street address _____ City _____

State ____ - ____ - ____ - Zip _____

School/College/Univ. Affiliation _____

Chapter Affiliation _____

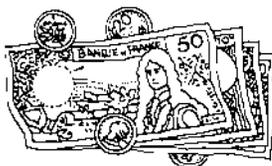
_____ Convention pre-registration (s) at \$30 (U.S.). (On-site registration will be \$35.)

_____ Pre-registration (s) of immediate family members at \$15 apiece. Permits access to all sessions and any social/cultural events on the program. "Immediate family" implies spouse and/or children of AATF member; or brother or sister of same. (on-site registration will still be \$15/family member.)

Names(s) of family member(s) also registering, plus address(es), if different from member's:

_____ AATF Membership) for 1983 at \$21. Please give address(es), if different from above.

_____ TOTAL ENCLOSED (payable to AATF, please)



AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

56th ANNUAL CONVENTION

LILLE, FRANCE

JUNE 27 - JULY 2, 1983

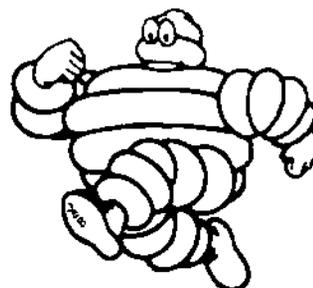
Sous le Haut Patronage de Monsieur Pierre Mauroy, Premier Ministre et Maire de Lille, avec le concours des Ministres des Relations Extérieures, de l'Éducation Nationale et de la Culture.

The following sections have been established and those interested in presenting a paper should communicate with the appropriate chairperson:

Littérature et gastronomie	Ronald Tobin, UC-SB.
Où en est? Où va la poésie française?	Jean-Jacques Thomas, Duke
Stendhal	Lorin Uffenbeck, U. of Wisconsin
Littérature et politique	Pierre Aubéry, SUNY-Buffalo
Les Relations franco-américaines	Laurence Wylie, Harvard
Computer-Research-CAJ	Richard Frautschi, Penn. State U.
Autour d'un poème: "L'Après-midi d'un faune"	Albert Sonnenfeld, Princeton
L'Enseignement des langues en France et aux Etats-Unis	Anne Slack, Harvard
Quelques nouvelles approches à l'enseignement du français	Edward Allen, Ohio State U.
L'Etat actuel de la religion et des études religieuses en France	William Marceau, St. John Fisher C.
L'Héritage français en Amérique et l'enseignement du français	Peter Van Lent, St. Lawrence
La Presse française	Christophe Pinet, Montana State U.
La Femme écrivain au XXe siècle	Virginia Hules, Wellesley
Tendances actuelles de la bande dessinée: de la nostalgie à la critique sociale	Jean Paulhan, Allegheny College
La Vie politique en France	Nicholas Wahl, NYU
Le Cinéma français	Jean Decock, U. of Nevada, Las Vegas
La Littérature belge	Jean Leblon, Vanderbilt
Le français et l'anglais: interférences et complémentarité	Pierre Trescases, Simon Fraser U.
Translation Theory and Its Imple- mentation in the teaching of Translating and Interpreting	Henri Niedzielski, U. of Hawaii
L'Enseignement du français commercial	David O'Connell, U. of Illinois, Chgo.

Other sessions will be added as further suggestions are received by the AATF.

We are also planning, with the full cooperation of LES SERVICES CULTURELS FRANCAIS in New York, daily Plenary Sessions, at which various *personnalités françaises des mondes politique, intellectuel, économique, etc . . .* will address the *congressistes*, as well as cultural and social activities in the evening.



POST - CONVENTION WORKSHOPS

As of this date, the following Workshops have been established and will be held in Paris during the week following the Convention. Academic Arrangements Abroad is making available a special two-week travel package that includes both the Convention and the week of Workshops.

1. Paris à l'écran. Leader: John Michalczyk, Boston College. Paris as the backdrop to French films across the decades. (One to three days.)
2. Paris inconnu. Leaders: Gloria Russo, University of Virginia, and Susanne Oswald, Caisse nationale des monuments historiques et des sites, Paris. An exploration of the lesser-known historical sites of the city. (Several days.)
3. Paris dans la chanson française. Leader: Paul Benhamou, Purdue University. Songs of Paris and how to incorporate them into the French language classroom. (Several days)
4. La France nouvelle. Leader: to be named. A look at the latest technological advances made in France (T.G.V., télématique, etc.). (Five one-half days)
5. Introduction à la cuisine française. Leader: to be named. Hands-on lessons in one of the Parisian cooking schools. LIMITED ENROLLMENT. (Five one-half days)

Two other Workshops in the planning stage are : Les Impressionnistes (le Jeu de Paume, Monet's Giverny) and Paris littéraire (Paris as a theme in literature across the ages). If sufficient interest is shown - - see checklist below - - we will pursue these possibilities also.

Workshop fees will vary from \$35 to \$75 depending upon length of instruction. In addition, participants will need to pay necessary local transportation costs and entry fees to museums, etc. It may be possible, depending on ultimate scheduling, to take more than one Workshop during the week.

IF YOU ARE INTERESTED IN ANY OF THESE WORKSHOPS, BE SURE TO RETURN TO NATIONAL HEADQUARTERS THE CHECKLIST THAT APPEARS BELOW. AS SOON AS WE HAVE MORE DETAILS ON THE WORKSHOP DESCRIPTIONS AND THEIR FEES, WE WILL CONTACT YOU. If there is insufficient interest in any Workshop, it may have to be cancelled . . . so act now!

----- CLIP HERE -----

I am interested in:

- | | |
|-----------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Paris à l'écran. | <input type="checkbox"/> Introduction à la cuisine française. |
| <input type="checkbox"/> Paris inconnu. | <input type="checkbox"/> Les Impressionnistes. |
| <input type="checkbox"/> Paris dans la chanson française. | <input type="checkbox"/> Paris littéraire. |
| <input type="checkbox"/> La France nouvelle. | |

NAME _____

ADDRESS _____

Return directly to: AATF / Lille Convention, 57 E. Armory Ave., Champaign, IL 61820

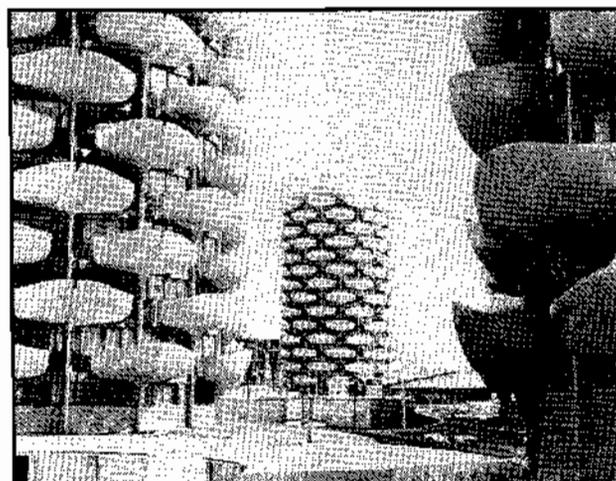


Monsieur notre Chairman, il n'y a pas longtemps,
 Était un homme droit, sobre et reconfortant.
 Il était ponctuel, efficace, sérieux,
 Dans les moments de crise il n'injurait pas Dieu.
 Il savait manier avec diplomatie,
 Les professeurs hargneux, le doyen indécis.
 Philosophe, érudit, ferme sans dureté,
 Parlant plus de trois langues avec facilité,
 Il était pour nous tous qui enseignons les lettres,
 Le sage et le savant que nous désirions être.
 Mais un jour maléfique un vent tumultueux,
 A poussé vers nos bords, une nymphe aux yeux bleus,
 Une étudiante dont la nubile beauté
 A changé notre chef en un Faust effronté.
 Animé d'un essor qui surprend ses amis,
 Il troque ses chemises et son costume gris,
 Pour un blue-jean troué qui laisse voir ses fesses,
 Et des tricots étroits qui soulignent sa graisse.
 Ses tempes grisonnantes, en de savantes mains,
 Ont tourné au bleu-noir du jour au lendemain.
 Son bureau tapissé d'écrits et de grimoires,
 Est aujourd'hui meublé d'un divan, d'une armoire,
 Et devant la fenêtre une plante suspecte,
 Se verra transformée bientôt en cigarettes.
 Il dort pendant le jour, il disparaît la nuit,
 Sa femme, ses enfants, ses recherches l'ennuient.
 Il arrive en retard en classe, aux assemblées
 Où il mange des grains de seigle et de blé
 Avec de la laitue et des germes d'alfa
 Qui restent accrochés à sa barbe parfois,
 Pareils à des têtards échoués sur des algues.
 Il regarde chacun et sourit d'un air vague,
 Puis il baille, s'agite et ne tient plus en place,
 Ces longues discussions le gênent et le lassent.
 Il sort en s'étirant au milieu d'un discours
 Et gambade gaiement au soleil, dans la cour.
 Ce vieillard hier débile, il faut le voir à terre,
 Soulever en huant des poids et des haltères.
 Ses collègues inquiets murmurent et s'interrogent:
 Faut-il l'assassiner? Faut-il qu'on le délodge?

Les uns sont fatalistes: "Eh! oui, allez chercher,
 'C'est Vénus toute entière à sa proie attachée'."

Les autres acharnés à punir l'adultère,
 Dénotent un brin d'envie dans leur vive colère.
 Je trouvais leurs transports un peu trop virulents,
 Mais l'autre jour le chef a dit en rigolant,
 Qu'il se souciait peu de nos augmentations,
 Et qu'il ne donnerait aucune promotion.
 Devant ces durs propos, devant cet air moqueur,
 Une haine féroce est entrée dans nos cœurs.
 Chacun s'est défendu de songer à soi-même:
 "Je n'ai rien contre lui, moi, cet homme je l'aime,
 Mais son je m'en-foutisme, hélas, est si entier
 Qu'il nuit aux étudiants: il faut le châtier!"
 Redoublant notre ardeur, nous avons tous promis,
 De joindre nos efforts à punir l'ennemi!
 Nous voilà réunis à la cafétéria,
 Pour décider du sort du traître, du paria,
 Mais nous comprenons vite qu'en réalité
 Notre force de frappe est plutôt limitée.
 Figaro seul saurait machiner un complot,
 Pour purger les élans de notre Bartholo.
 Mais alors que chacun à s'en aller s'avise,
 Nous voyons approcher un homme aux tempes grises
 Et l'amie du chairman se tenant par la main!
 Quel dénouement curieux! Cet homme est le doyen!

Stockton State College
 New Jersey



"Les Choux" de Creteil dans la banlieue sud-est de Paris

FOUR TEACHERS AT CONGRES REGIONAL WIN SCHOLARSHIPS TO QUEBEC

Teachers who sent in early registrations for the Premier congrès régional, at Assumption College, October 2, 3 and 4, 1981, participated in the drawing of four scholarship awards for study in Quebec during the summer of 1982.

Three tuition scholarships for six weeks at a choice of eleven colleges were awarded by Pierre Niedlispacher, Président de l'Association québécoise des écoles de français and one scholarship for a six week program at the University of Laval was awarded by the Québec Government represented by Gilles Ethier, Conseiller culturel du Québec à Boston.

The Laval scholarship was won by Aurelia Nijole Borges of Brockton, Mass., a member of the E. Mass. Chapter of AATF who writes that she "is thrilled and delighted to have this opportunity", that her "knowledge of French Canadian culture is quite shallow but will be remedied by being and studying in Quebec" that she will "be able to show my (her) students how their Canadian cousins are well worthy of getting acquainted with".

Winning tuition scholarships were Mary Bourgeault of Laconia, N.H., Barbara Eaton of Berlin, Mass., and Pat Bradley of Hartford, Conn.; all members of their respective chapters.

Because Bess Eaton, who teaches at Notre Dame Academy in Worcester, has already spent a summer in Quebec, she plans to award her scholarship to one of the French students at her school. She comments that "selection will be made on a basis of past performance in French and probably some type of composition."

Mrs. Bourgeault, who teaches at Holy Trinity Catholic School, in Laconia notes that a major emphasis at Holy Trinity is on French-Canadian heritage. French is being taught in all grades as a required curriculum subject, not as an elective. Mrs. Bourgeault was a panelist on "Des professeurs nous parlent" at the congrès in Worcester.

Pat Bradley, a teacher at East Catholic H.S., Manchester, Conn., has organized several trips for her students to Quebec. She writes that "last year's trip was a homestay weekend with 19 familles in the Québec city vicinity arranged with the help of La Commission des écoles catholiques. The trip was by far the most rewarding and successful. We are trying to arrange another homestay this year in Montreal. The hospitality of the Québécois is fabulous."



Dinan
Vieilles Maisons
Place de l'Apport

MINNESOTA STUDENT HITS LETTER JACKPOT

Apple Valley - Scott Haustein received a lot of personal mail this summer. Over 350 letters in fact, and all in French. They're signed with names like Veronique, Valerie, Christine, Natalie, Sylvie and Jacqueline. All girls, with two exceptions. They are from not only France, but Tunisia, Switzerland, Gabon, Senegal and exotic places like Tahiti. The Apple Valley High School junior has been showered with attention because he asked for it. He placed a notice last spring in the French teen magazine *Salut !* requesting letters from girls 16 - 18. His French teacher, Linda Albertson, jokingly suggested that he write the magazine after a girl he wrote to did not write back after her name and address appeared in the publication. Scott hit the jackpot. One day 35 letters came and he is still receiving letters at a rate of five a week. His class has enjoyed the letters as well, as he has shared them with other French students in his school. Albertson noted that many of the letters ended with . . . "hope to see you soon." Who knows, maybe this pen-pal relationship will end up with a real face to face encounter. For Scott, that would mean a lot of faces.

(If you have other personal human-interest stories, please send them to the *Bulletin*)

CALL FOR PAPERS

Third Annual Cincinnati Conference on Romance Languages and Literatures; May 12 - 14, 1983; University of Cincinnati, Cincinnati, Ohio. Submit 2 copies of a 300-word abstract to Frank Triplett, Conference Chair, Department of Romance Languages and Literatures -- M.L. 377, University of Cincinnati, Cincinnati, Ohio 45221, by January 31, 1983. Papers are invited on topics of literary or pedagogical interest. A special session may also be held for papers concerning literary translation.



The 7th Annual Conference for Foreign Language Teachers will be held on October 29, 1983, at Youngstown State University. The Committee is soliciting proposals for either workshops (2½ hours), or other presentations (50 minutes or 30 minutes), on topics related to the teaching of foreign languages at the high school or college levels.

The deadline for proposals is March 15, 1983. Send proposals or inquiries to:

Conference for Foreign Language Teachers
Department of Foreign Languages
Youngstown State University
Youngstown, OH 44555

CALENDAR OF EVENTS

International Conference

Dates: February 18 - 19, 1983. Applied Language Study: New Objectives, New Methods. Oklahoma State University information: John Joseph, Department of Foreign Languages, Oklahoma. 74078.

Conf. of the Southern Council on Francophone Studies

Dates: February 24 - 26, 1983. The SCFS is a newly established organization whose purpose is, among other things, to establish communication between scholars throughout the south and southwest United States who have an interest in Francophone Studies in North America. Information: Write to Prof. David Barry. SCFS P.O. Box 43331, USL Lafayette, LA 70504.

Ontario Modern Language Teacher's Assoc. Spring Conference

Dates: March 3 - 5, 1983. Location: Sheraton Centre, Toronto, Ontario.

4th Annual Conference of the French Inst. of Assumption College

Dates: March 12, 1983. Theme: Franco-American Journalism in the United States. Location: Assumption College, Worcester, MA.

Colorado Congress of Foreign Language

Date: March 11 - 12, 1983. Place: Colorado Springs. Information: Sam Butler, Colorado Congress of Foreign Language Teachers, 1095 South Downing, Denver.

Ohio Modern Language Teachers Association

Dates: April 14 - 16, 1983. Place: Ohio State Univ. Information: OMLTA, 5069 Tralee Circle NW, Canton, OH 44720

Kentucky Foreign Language Conference

Dates: April 21 - 23, 1983. Theme: Classical, Medieval, and Modern languages (including English as a second language), linguistics, comparative literature, cinema. Information: Director, Department of Spanish and Italian, Patterson 1115, University of Kentucky, Lexington 40506.

3rd Annual Cincinnati Conf. on Romance Languages & Literatures

Dates: May 12, 13, & 14, 1983. Location: University of Cincinnati, Cincinnati, Ohio. Information: Frank Tripllett, Conference Chair, Department of Romance Languages and Literatures - - M.L. 377, University of Cincinnati, Cincinnati, Ohio 45221.

National Conference on Individualized Inst. of Foreign Languages

Dates: May 12 - 14, 1983. Place: Ohio State Univ. Information: Douglas Lacey, Classics, Ohio State Univ., Columbus, OH 43210

American Association of Teachers of Spanish and Portuguese

Dates: August 14 - 18, 1983. Location: Boston. Information: Richard Klein, AATSP, Holy Cross College, Worcester, MA 01610.

Conf. on Modern Language Teaching & the Iowa Foreign Language Association Annual Meeting

Dates: September 23 - 24, 1983. Location: University of Northern Iowa, Cedar Falls, IA. Call for papers-200-300 word abstract before March 15, 1983. Send to: Dr. Karl Odwarka, Modern Languages, UNI, Cedar Falls, IA 50614.

8th Annual European Studies Conference

Dates: October 6, 7 & 8, 1983. The 8th Annual European Studies Conference, sponsored by the University of Nebraska at Omaha, is to be an interdisciplinary meeting with sessions devoted to the scholarly exchange of information, research methodologies and pedagogical approaches. Sample Areas of Interest: Arts & Literature; Science & Technology; Current Issues & Future Prospects in Cultural, Political, Social, Economic or Military Areas; Education & Socialization; Business, International Affairs; Religion, Ideology; Philosophy; Languages.

Semiotic Society of America

Dates: December 26 - 30, 1983. Place: San Francisco. Information: Margot D. Lenhart, SSA, box 10, Bloomington, IN 47401.



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