

# AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

VOLUME 8, NUMBER 4, APRIL 1983

## IN MEMORIAM

**Bernard M. Pohoryles  
(1912-1983)**

Longtime member of the AATF; Treasurer of the Metropolitan NY Chapter (1967-81); AATF Best Treasurer of the Year (1979); recently elected Regional Representative for Greater New York (Region I).

All who knew him will keenly miss his wit, erudition, and complete devotion to the cause of the AATF.

\*\*\*\*\*

## NEH Offers Fellowships for 1984-85

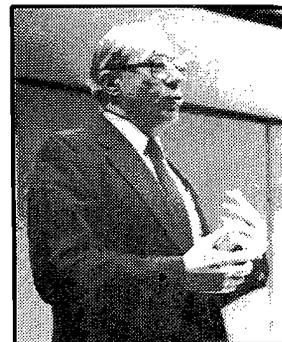
The National Endowment for the Humanities announces the availability of three categories of fellowships for 1984-85: Fellowships for Independent Study and Research, Fellowships for College Teachers, and Constitutional Fellowships.

All NEH fellowships are for periods of six to twelve months and stipends range up to \$25,000. The application deadline for 1984-85 is June 1, 1983, for all fellowships; awards will be announced by approximately December 1, 1983; and successful applicants may begin tenure of their Fellowships as early as Jan. 1, 1984. Application guidelines and materials are available from the Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, Washington, D.C. 20506.

## AATF IN NYC

### HAILED A SUCCESS

**New AATF President  
Jean Carduner**



By all accounts, the AATF's 55th Annual Convention, held in New York City jointly with AATG and AATFL at the end of November, was an unqualified success. Over 100 members attended AATF's special pre-Convention Workshops on Oral Communication, French Song, Careers

in FL's, Commercial French, and Mainstreaming the FL Curriculum. Then, after Thanksgiving, 400+ members attended the usual gamut of regular sessions, which ranged all the way from specialized literature to teaching techniques. Additionally, there were many more pedagogically oriented sessions to



**National French Contest  
Director Sidney Teitelbaum**

choose from, sponsored by AATG and ACTFL. Finally, the joint Convention attracted the largest ever group of exhibitors - well over 100 - who were offering everything from the usual textbooks to trips abroad to our next Convention (Lille, 1983).

Friday evening, Nov. 25th, AATFers were treated to a special-invitation reception at the French Cultural Services on Fifth Avenue. Following this magnificent event, they returned to the Hyatt Hotel for a superb evening of entertainment (one woman mime show) by Francine Roussel.

Before the opening of the Convention proper, the AATF Executive Council held two days of meetings to take care of Association business, both present and future. The meetings were presided by outgoing AATF President Georges J. Joyaux, who has just completed a successful three-year term, highlighted by three very different but equally successful Conventions (Quebec 1980; Cincinnati 1981; New York City 1982). Beginning Jan. 1st, the reins were passed to incoming President Jean Carduner for another three-year term. Helen M. Cummings of Boston Latin Academy will be taking over Professor Carduner's functions as Vice President in charge of scholarships. The same meetings saw the announcement of Carlotte Cole of the Eastern Massachusetts Chapter as AATF's best Treasurer of the Year and of Prof. Arthur Gionet of the North Texas Chapter as runnerup for the award. Other details about the meetings of the Council will be appearing shortly in the May issue of the FRENCH REVIEW.

All in all, AATFers came away with a lot of information of all types from the 55th Annual meeting . . . and we are hoping to see all of you again -- hopefully, even more of you! -- at our next gathering in Lille at the end of June. A bientôt??

Fred M. Jenkins, Executive Secretary  
American Assoc. of Teachers of French  
Publisher of the FRENCH REVIEW  
Champaign, IL 61820



Table Ronde: La Langue Française au Québec

Mme Lise Guavin, Département d'études françaises, Université de Montréal; Mme Michèle Lalonde, écrivain; Michel Plourde, Président du Conseil de la langue française dans le gouvernement du Québec; Claude-Marie Senninger, round table moderator; Mme Suzanne Paradis, écrivain.

## MESSAGE DU PRESIDENT DE L'AATF

Mon premier devoir de Président nouvellement élu de l'AATF est de vous inviter à assister à notre 56ème Congrès qui, cette année, aura lieu à Lille du 27 juin au 2 juillet. Je ne crois pas m'aventurer beaucoup si j'avance que peu d'entre vous connaissent cette capitale régionale du Nord de la France. C'est l'occasion rêvée de découvrir une ville dynamique, héritière d'une longue tradition, qui vous mettra en contact avec les réalités de la France de 1983.

J'espère donc vous voir très nombreux à ce Congrès qui promet beaucoup. Dans un Palais des Congrès tout neuf, vous pourrez assister à 35 séances variées consacrées à l'enseignement de la langue, de la culture et de la littérature, vous visiterez de nombreux stands d'exposition (les éditeurs et libraires français seront bien représentés) vous verrez des films et vous applaudirez les Ballets du Nord. Surtout, vous aurez l'occasion de rencontrer des collègues français qu'on voit rarement aux Etats-Unis, en particulier des professeurs d'anglais langue seconde qui, en France, sont dans la même situation que nous ici, et vous saurez apprécier l'accueil chaleureux que nous réserveront les autorités Lilloises et françaises. Enfin, vous profiterez d'après-midis libres pour découvrir les charmes de la région, en France (Calais, Arras) autant qu'à l'étranger (Bruxelles et Bruges en Belgique, Canterbury en Angleterre sont très près de Lille). Ce Congrès sera une véritable plongée dans la France d'aujourd'hui: vous vous devez en profiter de cette occasion.

Pourquoi aller en France en 1983? Tout simplement parce qu'il est bon de retourner aux sources et de témoigner ainsi de notre volonté d'enseigner, en connaissance de cause, une langue, une littérature et une culture vraiment contemporaines et vivantes.

Certes, en ces temps de difficultés économiques graves, ce voyage à Lille risque d'être impossible pour beaucoup. Mais tous ceux qui n'auront pas pu aller à Lille, pourront tout de même se retrouver entre collègues: des congrès régionaux sont prévus en automne, en Nouvelle Angleterre, et dans la région de Philadelphie. En outre la réunion d'ACTFL à Thanksgiving, qui aura lieu à San Francisco, verra une participation régionale importante de l'AATF. Ces réunions sont nécessaires, puisqu'elles nous permettent de nous retrouver, de confronter nos expériences, d'échanger des idées et de nous tenir au courant des innovations pédagogiques en France et aux Etats-Unis.

Que pourrait faire l'AATF pour vous aider davantage? Pour le savoir nous avons inséré dans le numéro du Bulletin précédent celui-ci un important questionnaire. J'espère que vous y avez déjà répondu (ou que vous allez le faire incessamment); et que nous pourrions donc mieux adapter notre action à vos besoins et à vos désirs. Pour qu'une association comme la nôtre soit vivante et dynamique, il faut que tous ses membres soient actifs, dans leur chapitre d'abord, dans leur région ensuite, et enfin, au niveau national dans les Congrès. Le Conseil Exécutif, où siègent les représentants régionaux, le rédacteur en chef de la

*French Review*, le directeur exécutif, les Vice Présidents et moi-même, ne peut agir efficacement que s'il est votre interprète. Encore faut-il que vous fassiez connaître vos préoccupations: n'hésitez pas à rajouter des pages entières au questionnaire, si vous en éprouvez le besoin. Ensemble nous pourrons mieux agir que séparément. Car il faut agir. Notre profession connaît de graves problèmes d'emploi, nos élèves nous abandonnent trop souvent sans avoir acquis une connaissance fonctionnelle du français; nos programmes, nos méthodes manquent souvent de rigueur et d'imagination; nos collègues des autres disciplines ignorent souvent nos efforts et nos difficultés; le public comprend mal ce que l'apprentissage d'une langue étrangère comme le français peut apporter à des élèves qui auront peu d'occasions de l'utiliser. Certes il n'y a pas de solution miracle. Mais le but de notre association est de mettre en commun toutes les bonnes volontés, tous les talents, toutes les énergies pour travailler ensemble à trouver des solutions à nos problèmes. Si nous savons oublier nos différences, institutionnelles, ethniques, régionales ou culturelles, si nous savons nous unir vraiment, l'AATF a un brillant avenir. Quel qu'il soit d'ailleurs, cet avenir, c'est nous qui le ferons. Au travail.

Jean Carduner, Président



#### PROFESSEURS DE NOUVELLE ANGLETERRE

Notre Deuxième Congrès Régional, organisé avec la coopération des Services Culturels Français de Boston, aura lieu les 30 septembre et 1er octobre 1983 au State Teacher's College de Framingham, MA.

Un grand nombre d'ateliers sont déjà prévus: "Qu'entend-on par civilisation?": "Vidéocassettes de la télévision française: applications pédagogiques": "Le français commercial": "La France actuelle": "Le français contemporain": "Le cinéma français": "La presse française": "Le rôle du micro-ordinateur": FLES; etc; etc.

Des ateliers sur le Québec, un film français récent, une conférence sur un sujet d'actualité par une personnalité française, une réception offerte par les Services Culturels Français feront également partie du programme.

Notez dès maintenant ces dates: 30 septembre à partir de 15 heures, 1er octobre de 8 heures à 19 heures. Vous ne voudrez pas manquer ce week-end exceptionnel d'immersion dans la langue et la culture françaises.

Pour tous renseignements, veuillez vous adresser à Mme Bess Harrington, 15 Foster Street, Palmer MA 01069. A bientôt!

Le Comité: Anne Slack  
Helen Cummings  
Eleaine Hardie  
Rebecca Valette



#### INTERNATIONAL CONFERENCE ON SOCIALIST FRANCE TO BE HELD IN OCTOBER

The Center for Western European Studies of the University of Michigan announces a 2-day international conference on "A Socialist France: Year 2". to be held in Ann Arbor on October 7 & 8, 1983. Scholars from various disciplines will discuss what has happened in France since May 1981. Special attention will be devoted to the economic and political situation.

The French participation is organized by the "Institut d'Histoire du Temps Présent" (C.N.R.S.) directed by François Bédarrida.

This Conference is of special interest to all people teaching French culture: a few sessions will be devoted to the problem of "how to keep well informed about France when you do not have access to a major documentation center".

For more information write to:

Jean Carduner, Department of Romance Languages, or to Hank Peiter, Center for Western European Studies University of Michigan, Ann Arbor, Michigan 48109.



#### AATF NATIONAL BULLETIN VOLUME 8 NUMBER 4 (APRIL 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 Dargonas, Melrose Public Schools, (Mass.)

The *AATF National Bulletin* (USPS 131-090) has its editorial offices in the Malcolm Price Laboratory School at 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, in September, November, January and 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 E. Armory Ave., Champaign, IL 61820.

## REVIEWING SOFTWARE

(The following is a guest article by Lynn C. Schwandt, Professor in the Department of Teaching at the University of Northern Iowa. He is a computer specialist who teaches math at the Malcolm Price Laboratory School as well as computer programming courses. With the sudden acceleration of computer interest developing in our country today, it is hoped that you will find this article of interest and helpful to you, especially if you are a novice who is attempting to build some "computer literacy".)

Your school has just obtained enough additional microcomputers so that you can use one in your classroom on a regular basis. You also have a variety of software (programs) to review and must decide which programs to purchase with the limited funds available. How can you make the best decisions that must be made?

First, consider your educational objectives. Software that does not contribute to these objectives must be avoided. Don't use software that detracts from the objectives you wish to reach!

Second, can a computer novice run the software? Can you use it by merely inserting the disk and turning on the machine? Does each disk have a menu that permits the novice to run the program selected without being a computer wizard?

Third, can a user escape from a program and easily return to the disk menu should they discover that they are using the wrong program? Disks that do not include this feature consume time and energy that should be used in learning.

There are many other criteria that need to be considered. I follow a routine procedure when evaluating software that asks a lot of questions. Some of the steps and questions are:

1. Insert the disk and turn on the machine.  
Does it automatically get the machine going and present a disk menu?  
If not, why not? If yes, go on to step 2.
2. Is the disk menu easy to use? i.e., can I select a program by pressing a single key or must I type a long program name exactly correct?
3. Once a program is selected and is running, is the student presented with a statement of objectives for the program?  
If not, are the objectives available in printed form? Students should know what is expected of them.
4. Does the student control the pace?  
Many programs present written material on the screen and employ a timing loop to determine when the screen should be cleared and replaced with new material. All students do not read at the same rate.
5. Does the program involve the student?  
A good program will require the student to interpret information, make decisions based on that information and enter those decisions into the running program.
6. Can the student entries be done with as few key-

strokes as possible to reach the course objective? Unless you are teaching typing or keyboard skills, the extraneous key-strokes slow down the process.

7. How does the program treat correct student input? Does the student receive brief positive reinforcement? Complex reinforcers become distractors from the course objectives.
8. How does the program treat incorrect student input. Does the student get a second chance? A third? After two or three wrong answers, does the program provide the correct response or are the students trapped at that point until they guess the correct answer?
9. Does the program allow student responses that are totally inappropriate? i.e., if the student is to choose response A, B, C, D, or E, will the program permit the student to enter 3? or Q? or other symbols? Programs can be written that will ignore invalid responses or that will prompt the student that a response is not valid.
10. How is sound treated? If a program uses sound, do you have the option to turn it off?
11. When text is presented on the screen, is it done clearly and does the text scroll up from the bottom of the screen? Scrolling text is very hard to read. Use of the text screen should follow standard presentation guidelines.  
Some are:
  - a) Keep the screen uncluttered.  
Clear the screen after each frame and double space text for ease of reading.
  - b) Avoid distracting material.  
Once a flashing word or sentence appears on the screen, students tend to ignore the rest of the screen.  
Flashing words or shapes may, however, be very effective in contributing to reaching the objective.
12. If graphics are used, do they contribute to or distract from the objective?  
Does the program switch cleanly from text to graphics and back or does the program present "GHOSTS" of previous screens?
13. Can the disk be copied easily for use in several machines at the same time?

Not all programs will be perfect! You as the purchaser must decide whether the value received is worth the price required. The Microcomputer Curriculum Project (MCP) at Price Laboratory School is currently providing software for use in the mathematics curriculum and will one day have quality materials available for teachers in a variety of areas, including foreign language. If you know of software that is good and is either in the public domain or that the author will release for inexpensive nationwide distributor, please send the appropriate details to:

Lynn C. Schwandt, Disk Editor  
Microcomputer Curriculum Project  
Price Laboratory School

## RECOMMENDED RESOURCE DIRECTORIES

*1983 Classroom Computer News Directory of Educational Computing Resources* — \$14.95. Published by Classroom Computer News, Subscription Department, 341 Mount Auburn St., Watertown, MA 02172.

*1982 - 83 Computer Directory for Schools* — \$19.95. Published by Instructor Magazine, 757 Third Ave., New York, NY 10017.

## RECOMMENDED MAGAZINES

*Classroom Computer News* — \$16/year - 6 issues. Published by Intentional Educations, Inc., 341 Mount Auburn St., Watertown, MA 02172.

*The Computing Teacher* — \$16.50/year - 9 issues. Published by The Computing Teacher Department of Computer & Information Science Univ. of Oregon, Eugene, OR 97403.

*Electronic Learning* — \$19/year - 8 issues. Published by Scholastic, Inc., 50 West 44th St., New York, NY 10036.

## EDUCATIONAL SOFTWARE

### Here It Comes . . . . Ready Or Not!

Computers that can hold conversations with users are still years away from development, but one electronics company is already putting on the market a machine that can listen to students and even take into account regional accents.

The Scott Instruments Corporation will start to market its "voice-based listening system" to educators in January, said Carin E. Horn, the director of the company's instructional systems group.

The system-known as VBLS, for short-can be used with an Apple II microcomputer. Ms. Horn said Scott is developing the system for use with other brands of computers.

Teachers can develop their own instructional programs for foreign languages with the system. The company is still working on programs for the education of handicapped students.

In a typical foreign-language program, a student will receive questions about grammar and pronunciation on a computer terminal. When the answer is spoken into a microphone, the computer will announce whether the question was answered correctly. After several incorrect answers, the computer will display the correct answer on the screen.

By programming exercises with several examples of pronunciation, Ms. Horn said, the machine will accept accents that are slightly different than that of the original programmer.

*Education Week*  
Vol. 2, No. 13,  
Dec 8, 1982, p. 4



### COMPUTERS: TO KNOW THEM IS TO LOVE THEM

There is a place for a computer in every foreign language classroom. You have only to give it a few French accents, and voilà, away you go!

As a French teacher turned software technical writer for a computer firm, I would like to share with my former colleagues a few suggestions I have on the use of computers and computer programs in the classroom.

First of all, since few quality software programs exist on the market at the moment for the study of French, I shall make my recommendations general with the hope that they will prove useful in selecting the right software (logiciel) for the school involved. Here are a few considerations:

- What type of hardware (materiel) do you have available? Software is generally developed for specific computers or microcomputers (ordinateurs), not for all.
- How accessible will the computer be to your students? If it will be in your classroom, you will be able to assign its use more often and oversee the issuing of floppy disks (disquettes) more easily than if it is located in a lab shared by a number of other departments and limited to certain hours.
- How do you plan to use your program? As immediate reinforcement (to replace worksheets and written assignments in part?) as enrichment? for testing or evaluation? for make-up work? It is important to establish your objectives because they will aid you in evaluating potential programs.
- Look at the vocabulary involved. There will be software coming out which will enable the teacher to plug in specific vocabulary items. This is also important for you to consider. If your program is not compatible with your textbook, does it have its own workbook accompanying it? Will you have to teach for it ahead of time or does it do the teaching? Watch for a Canadian firm by the name of SOGICIEL which has recently concluded a contract with APPLE giving it exclusive world rights for the adaptation in French of all APPLE software.

● Are the individual study items the length you want? Students are going to love the computer and will delight in seeing it exchange dialogue in French, but the individual segments for them to work at must be short and rewarding. Students will enjoy using the computer if they are rewarded after mastering a few items or a short segment at a time rather than trudging through a long series of programmed items. Look for programs which offer you several ways of reinforcing the same material — exercises, games, literary segments, etc.

Last of all consider this: the computer is not a replacement for you! It does not have the personality and it certainly will never be able to bring French alive to your students as you do. It can be a useful tool to you to reinforce what you have taught and to replace in part the endless stream of papers you correct each day. Familiarize yourself with it, learn to use it. Le connaître, c'est l'adorer!



Mary Jane B. Roe  
NCR Comten, Inc.  
St. Paul, Minnesota

### Computer Exercise Available

Professor Claire Frances Novack of Ursinus College, Colleagueville, PA 19426 (Tel. 215 489-4111) has developed a computer exercise for matching French-English vocabulary words created by the teacher. Given a list of eleven French words and their scrambled English equivalents, the user is required to match both. Written in simple BASIC, this program runs on the APPLE microcomputer. She would be happy to supply a copy of the program for academic purposes if you would send a SASE to the above address.



### ENTRETIEN AVEC ...DES ECRIVAINS EN CASSETTE

Dès cet automne, les étudiants du Québec pourront adresser leurs questions à l'écrivain qu'ils préfèrent et celui-ci leur répondra sur cassette.

En effet, EDUTECH, une jeune entreprise du Québec, a conclu une entente avec une dizaine d'auteurs, choisis parmi les noms les plus prestigieux, concernant la production de ce nouvel outil pédagogique qu'est ENTRETIEN AVEC...

L'auteur répondra individuellement, chez lui, dans son cadre de travail, aux questions des étudiants préalablement enregistrées sur bande sonore. EDUTECH enregistre le tout sur bande magnétoscopique et y inclut les photos des étudiants. Le résultat est une bande vidéo dynamique, qui réunit étudiants et auteur dans une expérience pédagogique que tous prennent plaisir à réaliser.

Les écrivains participants sont: Victor Lévy Beaulieu, Roch Carrier, Marcel Dubé, Michel Garneau, Gratien Gélinas, Jean-Claude Germain, Antonine Maillet, Yves Thérjault et Michel Tremblay; d'autres s'ajouteront au cours des prochains mois.

L'utilisation de la vidéo dans l'enseignement n'est pas nouvelle. C'est cependant la première fois qu'une entreprise offre un document aussi personnalisé. Selon la présidente de la compagnie, Mylène Piché, en comprimant les dépenses, il est possible de proposer un produit unique qui correspond aux attentes et aux besoins de ses utilisateurs.

Une documentation complète est disponible pour le personnel enseignant en communiquant avec EDUTECH, C.P. 1011, Rawdon (Québec) J0K 1S0, Canada - Tél.: (514) 834-2607.



E.T.  
TÉLÉPHONEZ  
CHEZ VOUS!

### E. T. LANDS IN PARIS

"La France, ETmanique" reads *Le Soleil de Columbie* (7 January, 1983); Il est moche, mais on l'aime (*Le Provençal*); Il est né le divin E.T. (*Le Monde*); E.T. Missa Est! (*L'Unité*); Un monstre qui fait les cieux doux (*Le Canard Enchaîné*); E.T.: l'Homme de l'Année (*Liberation*); E.T. Extrême Tendresse (*Le Point*) and so on and so forth. *The Christian Science Monitor* (23 Dec., 1982) stated that E.T. landed in Paris a hero, but that . . . "a few French ask him to 'go home'." E.T. dolls were recently denied customs clearance as one customs agent took one look at the hideous face of this "doll" and refused to allow this doll into the country. It took Laurent Zilberburg, E.T.'s promoter, to pull the right strings as he sent president Mitterrand a little E.T. and wrote him a letter. Monsieur le Président intervened, and voilà, 1 million little E.T.'s are now living with little French boys and girls. Over 700,000 tickets were sold during the first two-weeks of the film in Paris, a new box record. After spending some time working on the adaption of Pac-Man to the French television sets, Atari and Mattel have arrived *en masse* and they are the rage of France. Christian Paternot of Atari boldly predicted that within five years 20% of all French homes will have a video game. Today that figure is closer to 1% and rising fast. Video recorders are also extremely popular in France. Culture Minister, Jack Lang, has denounced the "standardized, stereotyped productions that whittle away at our national cultures". Though he did not name the US in particular, there was no hiding the target — earlier he had boycotted an American film festival at Deauville.

jeb

## LE "CLUB DES 4 VENTS" CAN AID YOU WITH YOUR VISIT TO FRANCE

The French Association "CLUB DES 4 VENTS", established in 1953, is a non-profit and state granted organization dedicated to international exchange between young people.

The Association proposes 3 major ways to discover France.

### 1/ Homestays

Share a French family's life for several weeks, with or without French classes and activities. It is an excellent way to understand the country and better its knowledge of French. Homestays are provided in the Paris area, Lyon, Montpellier (by the Mediterranean Sea), Dinan (Brittany).

New possibilities are also offered to live on French farms in the South of the country and in Brittany. Dates available are Easter, June, July and August. Prices range from 2.190 F (3 weeks on a farm) to 3.660 F (4 weeks with classes and program).

### 2/ Family exchange program

French families are looking for American families with whom they could organize such exchanges. The principle is simple : an American family and a French family are matched, according to their interests ; during the same summer, each family hosts the young foreigner for 4 weeks consecutively. The reciprocity makes this program unique and often creates durable links of friendship. It also is a low cost program : 370 F of administrative fees, plus transportation.

### 3/ Tours for groups

"Club des 4 Vents" is specialized in the organization of study tours, or special interest tours for groups (sports, music, educational problems, etc. . . These tours can be organized all over France ; quotations and tailored programs are made on request, free of charge. These tours can be combined with homestays or also with programs in other countries.

All information on these three programs can be obtained from :



CLUB DES 4 VENTS  
1, rue Gozlin  
75006 PARIS, France  
Phone (1) 329 . 60 . 20  
Telex 202789  
Mr. Jean-Marc MIGNON, Director  
Mr. Jose-Luis PONTI,  
Incoming Dept.



"The world is full of willing people; some willing to work, the rest willing to let them." – Robert Frost.

## INTENSIVE LANGUAGE PROGRAM OFFERED

The Wesleyan Intensive Language Program 1983, Aug. 3 - Aug. 24, offers three weeks of intensive instruction in beginning and intermediate German and intermediate French. Classes are held every day except Sunday with three hours in the afternoon. Students and instructors take all meals together except breakfast. Features films in each language are screened throughout the three-week period. For information write to: Intensive Language Program, Wesleyan University, Middletown, CT 06457 or call: Annemarie Arnold, Director, (203) 347-9411 Ex. 2440 or Mary Lou Nelles, Secretary (203) 347-9411 Ext. 2271.

Annemarie Arnold, Director  
Intensive Language Program

### Words of Travel Wisdom

Observe with application.  
Absorb while you observe.  
Look at everything as if  
it were the first and last  
time you'll ever see it.

Whitt N. Schultz

## LANGUAGE VIA SATELLITE

Television programs transmitted by satellite from Canada, France, and Mexico are received in Mobile, Alabama (USA), by the University of Southern Alabama's parabolic antenna and fed to language laboratories and classrooms via the university's cable TV system. The programs — news, drama, and entertainment — are being used by students in history, sociology, political science, and international studies, as well as by foreign language students. Advanced language students provide dubbing and subtitles for the programs to increase their translation skills. Programs in German will also be available when West Germany launches its communication satellite.

ALSED, No. 28, 1982. p. 16.



## IN FRANCE . . . THEY VOTE!!!

The Election Research Center and the American Enterprise Institute report that in the last national election, 88% of all eligible voters in France cast their ballots on election day. West Germany led the poll with 91% voting. The USA was far behind others with only 54% voting. Britain and Japan, both small countries, tied with 73%. Canada had 71% turnout and tiny Switzerland was near the bottom with 52% voting.

ARE YOU PLANNING TO GO TO FRANCE THIS SUMMER? Then be sure to make the AATF Annual Meeting part of your travel plans!

**56th Annual Convention in Lille  
Palais des Congrès— June 27-July 1, 1983**

Morning sessions (8:30 a.m. — 1:00 p.m.) including *plenary sessions each day* by major speakers, courtesy of the French government. Afternoon excursions optional, at additional cost; registration on site. Evening cultural events to be scheduled. See below for an outline of the Convention Program as of March 1983. A more complete version will appear in the May *FRENCH REVIEW*, or may be obtained beforehand by sending a long, self-addressed stamped envelop to National Headquarters, 57 E. Armory, Champaign, IL 61820.

**Preliminary Program**

- Monday: Séance d'ouverture; Littérature et gastronomie; L'enseignement du français aux Etats-Unis; L'image de la femme dans le folklore; CREDIF; l'héritage français en Amérique; La femme écrivain au 20e siècle.
- Tuesday: Littérature et politique, L'enseignement des langues étrangères en France; Le carrefour pédagogique; L'état actuel de la religion et des études religieuses en France; La vie politique en France; Tendances du français actuel.
- Wednesday: Problèmes de la traduction; Le français des affaires; La bande dessinée: de la nostalgie à la critique sociale; Stendhal; L'enseignement du français commercial; La presse en France.
- Thursday: La littérature belge; Le français commercial; La poésie française aujourd'hui; Le cinéma dans les pays francophones; Comment s'informer sur la France d'aujourd'hui; Autour d'un poème.
- Friday: Linguistique comparée; The Teaching of French Civilization; L'ordinateur et les recherches littéraires; L'ordinateur et l'enseignement; Assemblée générale de l'AATF. Séance de clôture.

**Post-Convention Workshops in Paris  
July 4-8, 1983**

It is possible to register for a post-convention workshop in Paris without signing up through the package plan of AAA, or attending the Convention proper in Lille. You need only pay the correct workshop fee. The exact times and locations will be sent to those pre-registering as soon as they are known. Pre-enrollment is required (see below).

1. *Paris à l'écran*, July 4-5-6, mornings. Discussion and slide presentation, followed by two major films. \$45 (\$55 for non AATF members or members not attending Convention). Enrollment limited.
2. *Paris dans la chanson*, July 5-6 afternoons. Illustration of theme, plus pedagogical applications. \$30 (\$35, as above under no. 1). Enrollment limited.
3. *La nouvelle cuisine*, July 4 through 8, mornings, beginning at 10:00 a.m.; afternoon sessions will be added, if sufficient interest. At the *Institut de cuisine Vatel*; illustration of techniques, plus hands-on application. \$90 (\$110, as above under no. 1). Enrollment limited to 30.
4. *L'histoire de Paris à travers les siècles*, July 4 through 8, mornings or afternoons or both. Visits to and lectures about the better and less-well-known historical sites of Paris: Cluny, Beaubourg, Louvre, etc. (Complete itinerary upon request from Nat. Hq.). \$50 (\$60, as above under no. 1) for 5 mornings or afternoon sessions; \$100 (\$120 as above under no. 1) for all 10 sessions, all of which are different. Enrollment limited to 50, per series of 5 sessions.
5. *Théâtre français*, July 3 through 8. Attend from 3 to 5 plays of different types. Sunday matinée, plus weekday evenings. Possible post-performance discussions with actors/producers. Enrollment limited; early registration required to facilitate advance purchase of tickets. \$30, plus price of tickets (\$35, as above under no. 1).

56th ANNUAL AATF CONVENTION

Lille Convention June 27-July 1, 1983

Paris Workshops July 4-8, 1983

COMBINED PRE-REGISTRATION FORM

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

Convention pre-registration will be accepted if received in Champaign prior to June 22nd; after that date, on-site prices will apply. ALL WORKSHOP REGISTRATIONS must be received at National Headquarters prior to June 22nd, in order that the Workshop Leaders may make proper plans for materials and meeting space. (If registration is cancelled prior to June 22nd, a small portion of the fee(s) will be retained to cover administrative costs; no refunds of any kind will be made after that date, however.)

Name of member \_\_\_\_\_

Street address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School/College/Univ. Affiliation \_\_\_\_\_

Chapter Affiliation \_\_\_\_\_

**Lille Convention**

\_\_\_\_\_ Convention pre-registration at \$30 (U.S.). Accepted until June 22nd. Registration after this date and at the Convention 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.

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

\_\_\_\_\_

\_\_\_\_\_ Pre-registration of friends of AATF members (NOT French teachers) at \$35.

On-site at \$40. Name of friend \_\_\_\_\_

Address \_\_\_\_\_

**Paris Workshops**

\_\_\_\_\_ 1. *Paris à l'écran*, July 4-6. \$45 (\$55 for non AATF members/non-convention attendees)

\_\_\_\_\_ 2. *Paris dans la chanson*, July 5-6. \$30 (\$35, as above under no. 1)

\_\_\_\_\_ 3. *La nouvelle cuisine*, July 4-8. \$90 (\$110, as above under no. 1)

\_\_\_\_\_ 4. *L'histoire de Paris à travers les siècles*, July 4-8. \$50 (\$60) 5 sessions;

\_\_\_\_\_ 5. *Théâtre français*, July 3-8. \$30, plus price of tickets (\$35, as above)

In case of oversubscription to the Workshops, preference will be given to members also attending the Lille Convention. If you have already sent in your pre-registration fee(s) for the Convention proper, simply fill out the Workshop portion of this form and send it along with your check to us adding a note indicating same.

\_\_\_\_\_ AATF membership for 1983 at \$21 US member, \$20 Canadian, \$22 Foreign. Convention registrants must be AATF members or must apply simultaneously for membership.

\_\_\_\_\_ TOTAL ENCLOSED. (payable to AATF, please. Thank you)

**56th ANNUAL CONVENTION**  
*Travel and Housing Arrangements*

Members are encouraged to consider the combined packages offered by Academic Arrangements Abroad, 26 Broadway, NYC 10007, Tel: 212-344-0830, as contained in the brochure mailed to everyone in the Fall. These contain one-and two-week options. Please note that certain airfares from US gateway cities (Chicago, West Coast) have been lowered since the brochure was printed; call AAA for details. A land-only package for the week in Lille is available through AAA for those AATF members going to France significantly earlier than the beginning date for the Convention. You may use AAA for your trip to and from France/Belgium, plus the week of hotel accommodations in Lille, and then make your own arrangements the following week in Paris. Members may of course also make ALL of their own arrangements. You may obtain your own room accommodations in Lille by writing to: Madame Lalanne, Palais des Congrès et de la Musique, 18 rue du Nouveau Siècle, 59800 Lille. Tel: (20) 54.24.51. AATF can obviously take no responsibility for arrangements made by members on their own.

**De la fosse du «Diplodocus»  
a surgi un palais**

En 1983, Lille aura son Palais des Congrès qui, fait exceptionnel, se trouve situé en plein centre de la ville. Les Lillois se souviennent, bien sûr, du fameux projet «Diplodocus» qui avorta en laissant, béant, un trou immense rempli d'eau. Mais, comme à tout malheur quelque chose est bon, la ville saisit l'opportunité offerte (un vaste emplacement au cœur de la ville) pour décider d'y construire un Palais des Congrès.

**Lille, ville de congrès : confirmé en 1983**

**C**ERTAINS se posent la question de savoir si un tel palais était utile à la ville. Il faut répondre tout net : oui. En effet, ce palais n'a pas été édifié les yeux fermés. Des congrès, Lille en a déjà accueillis (et organisés) de nombreux. Preuve, ces chiffres : 8 congrès en 1976, 19 en 1982 avec, en «extra», ces 35 congrès de 1978.

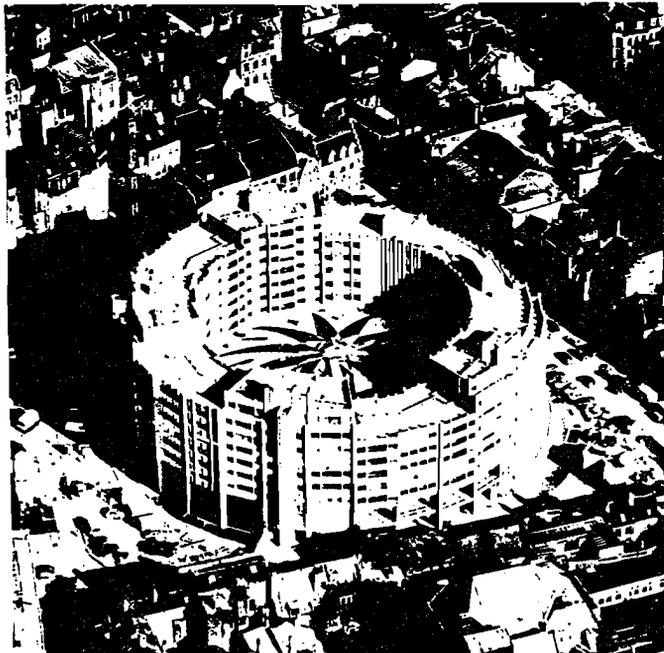
Ceci fut fait sans lieu d'accueil réellement adapté. Cette lacune sera donc comblée l'an prochain et pas de petite façon. Jugez sur pièces : le palais comportera 2056 places, 14 salles de commissions ayant chacune 70 à 120 places, une salle de 500 personnes (pouvant aussi servir de lieu d'expositions). La grande salle centrale comportera une scène de 426 m<sup>2</sup> avec, en avant-scène, une fosse d'orchestre équipée d'un plateau élévateur, un complexe d'interprétation avec 5 cabines équipées, 2 salles de préparation et 2 salles de repos. Un ensemble complété par une régie technique et une régie de cinéma, vidéo, transmission.

Le hall d'accueil, de près de 800 m<sup>2</sup>, aura, en dessous, un foyer-bar de même dimension. Le tout, en marbre, verre, aluminium, bois. Bref, du grandiose dans une architecture originale, car la configuration même du terrain a fait que ce palais a pris une forme circulaire. Enfoncé jusqu'à 6 m en dessous du niveau du sol et montant jusqu'à 9 m au dessus, il est chapeauté d'une immense coupole.

Les congressistes auront à l'endroit même du palais un parking (déjà ouvert depuis quelque temps) de 950 places sur 9 niveaux.

**Le rôle de la Chambre  
de Commerce**

Et la Chambre de Commerce dans tout cela ? On sait que partout où s'élèvent des Palais des Congrès, ville



et Chambre de Commerce y travaillent conjointement. A Lille, ce ne pouvait être le cas, car le palais est construit dans un bâtiment appartenant déjà à la commune. Néanmoins, il y eut pour la Chambre une opportunité qu'elle ne manqua pas de saisir. Propriétaire des bâtiments de la Société Industrielle qui se trouvent en face du palais, elle acheta les maisons mitoyennes qui, précisément, se trouvaient à vendre.

Propriétaire de 2 800 m<sup>2</sup> de terrain, elle pouvait apporter sa participation efficace au Palais des Congrès en pro-

posant la construction d'un hôtel qui faisait cruellement défaut.

Ainsi, fin 1984, va s'élever un Mercure trois étoiles de 110 chambres avec, en complément, restaurants, boutiques et bureaux. Dans cet ensemble, la ville a acheté 1300 m<sup>2</sup> où sera installée une cafétéria rapide pour les congressistes. Un second hôtel deux étoiles sera ouvert près de la gare. Sans doute un «Ibis» de 150 chambres.

**Ce ne sera pas  
un gouffre financier**

La cheville ouvrière du palais est M. Maurice Amiot-Chanal qui a été nommé, par M. Mauroy, chargé de mission pour la promotion de cet équipement.

M. Amiot-Chanal est tout à fait confiant quant à l'avenir du palais puisqu'il annonce déjà 54 jours de congrès pour 1983, soit un accueil total de plus de 7.000 personnes, correspondant, compte tenu de la durée des congrès, à quelque 30.790 journées-congrès. Un chiffre encourageant quand on sait qu'un congressiste dépense au minimum 120 F par jour.

Par souci de rentabilité, ce palais sera aussi celui de la musique. A cet effet, l'acoustique a été spécialement étudiée.

«*Systématiquement*, ajoute M. Amiot-Chanal, nous envisageons ainsi de valoriser le Nord sur les plans culturel, gastronomique et touristique». Il y aura d'ailleurs une liaison étroite entre le palais et l'Office du tourisme de Lille. Et chaque Lillois sera aussi satisfait d'apprendre que M. Amiot-Chanal veut gérer ce palais comme une entreprise et donc assurer l'équilibre du budget.

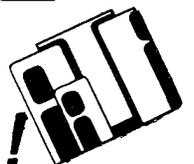
Avec la fin des travaux de restauration du Vieux-Lille, l'inauguration du métro et l'ouverture du Palais des Congrès, 1983 sera décidément un grand cru pour Lille.

**Alain Coursier**

**COÛT DES TRAVAUX**

Les travaux coûteront 70 millions, avec une participation de l'Etat (6 millions), du département (4 millions), de la région (2 millions), le reste étant financé par des emprunts, échelonnés sur plus de 5 ans, par la ville de Lille.

**Le Palais des Congrès et de la Musique de Lille :  
Deux mille places au printemps 1983 !**



**Second Seminaire de Français  
Commercial Annoncé Pour le Printemps**

Devant le succès remporté, l'an dernier, par le premier séminaire de FRANÇAIS COMMERCIAL organisé aux Etats-Unis, sous les auspices des Service Culturels Français de Chicago, un second est prévu pour juin 1983. Il sera, comme le précédent, ouvert aux professeurs d'université et de high school, ainsi qu'à un nombre réduit d'étudiants gradués et s'étalera sur une période de cinq jours. Répondant à la demande de nombreux professeurs de formation littéraire désirant enseigner des cours de Français Economique et Commercial, ces séminaires sont placés sous le signe de l'intensif et du concret. Le but poursuivi par les organisateurs et les responsables de cours est l'acquisition d'une connaissance précise de la terminologie et des pratiques commerciales courantes.

L'an dernier, soixante professeurs, venus de quatorze états différents, ont participé à ce programme d'une formule nouvelle et qui s'est révélée très efficace.

Le cours théorique était assuré par M. Pierre Morel, professeur d'anglais à l'Ecole Supérieure de Commerce de Paris, et les cours pratiques par Mmes. Denise Guback de l'Université d'Illinois, Brigitte Muller de l'Université d'Eastern Michigan, et Maud Walther de l'Université de Purdue. Le cours théorique portait sur la gestion des entreprises; les différents types de sociétés commerciales; les problèmes de faillite, liquidation, règlement judiciaire, les transactions bancaires; les valeurs boursières; les impôts et taxes; la comptabilité et le commerce extérieur. Les cours pratiques étaient consacrés aux pratiques commerciales courantes telles que correspondance, facturation, règlement, assurances, etc.

Aux cours, s'ajoutèrent conférences et exposés donnés par les représentants du Consulat Général Français de Chicago et du monde français des affaires: M. Guy Broc, Attaché Culturel Adjoint; M. Yves Cadilhon, Conseiller Commercial; M. Pierre Collombert, Attaché Culturel; Mne Marie-Tatiana Collombert, étudiante en informatique; M. Olivier Farkas, sous-directeur de la DATAR; M. Marc Lamy, Premier Vice-Président du Crédit Agricole aux Etas-Unis; Mme Françoise Pierre, avocate; M. Henri de Pracontal, Vice Président du Crédit Lyonnais; M. Didier Savignat, Attaché de Presse.

Un grand nombre de documents écrits préparés à l'intention des participants, furent distribués. D'autre part, une exposition des livres les plus récents, publiés en France, en matière économique et commerciale, clôturait le séminaire.

Le séminaire 1983 sera organisé dans le même esprit. On prévoit d'offrir un choix d'ateliers portant sur différentes catégories lexicales: informatique, agronomie, comptabilité, etc. . . Le nombre d'inscriptions étant limité et la demande déjà grande, on est prié, pour tout renseignement, d'écrire à la responsable du séminaire: Prof. Maud S. Walther, Department of Foreign Languages and Literatures, Purdue University, West Lafayette, IN 47906.

*Institut Français de Washington*

**1982 GILBERT CHINARD LITERARY PRIZE**

The Nomination Committee was composed of M. Christian Morieux, Deputy Cultural Counselor to the French Embassy in Washington, Professors George Daniel (University of North Carolina), Eugene Falk (University of North Carolina), Raymond Gay-Crosier (University of Florida), and Edouard Morot-Sir (University of North Carolina, Chairman).

Seventeen manuscripts were submitted. Considering their remarkable intellectual quality and regretting not to be able to recognize many of them, the Committee decided to add exceptionally a second prize.

The first prize of \$1000.00 is attributed to PROFESSOR ALAN E. KNIGHT of THE UNIVERSITY OF PENNSYLVANIA for a manuscript entitled:

*Aspects of Genre in Late Medieval Drama*

The second prize of \$500.00 is attributed to PROFESSOR RONNIE L. SCHARFMAN of STATE UNIVERSITY OF NEW YORK AT PURCHASE for a manuscript entitled:

*Engagement and the Language of the Subject  
in the Poetry of Aime Ceaire*

The Committee and the French Institute of Washington express their sincere and warmest congratulations to all the seventeen participants. Their works represent an impressive evidence of the vitality and excellence of French Studies in the United States in the field of history of literature and literary criticism. For the Nomination Committee, it was a rewarding and cheering experience. It is also reassuring through all these pages which signify long hours of meditation, imagination, inventivity, to feel that our profession continues to be an act of intellectual faith.

Edouard Morot-Sir  
President of the *Institute*

---

**1983 GILBERT CHINARD LITERARY PRIZE**

The 1983 award will be attributed in December 1983 or January 1984 by a committee chaired by Edouard Morot-Sir, President of the *Institut Français*. Manuscripts should be addressed to Edouard Morot-Sir, 141 Dey Hall, The University of North Carolina, Chapel Hill, 27514, before August 1, 1983.



*"Today a good diplomat is one who must speak a number of foreign languages — including doubletalk."*  
—Henry Kissinger

---

## AMERICAN COLLEGE AND UNIVERSITY GROUP VISITS FRANCE

In the late September and early October, 1982, the American Association of State Colleges and Universities sent a delegation to France at the invitation of the French Government and the French universities. Reportedly, it was the first such delegation (from an association of universities) to visit France. The delegation included 13 Presidents/Chancellors (and some spouses), a staff Vice-President, and the Deputy Director of the Council for International Exchange of Scholars.

Briefly, the purpose of these missions is to generate opportunities which are likely to have a follow-up in terms of linkages, exchanges, and other forms of international education cooperation. AASCU is interested in long-term educational and cultural relations around the world, with a view to strengthening international understanding and the quality of education.

Every person visited at least four universities, sometimes five, but each individual had a different schedule so that no one visited the same universities. My own itinerary included Paris, Nancy, Toulouse, Marseille, Paris again.

Because most of us were only barely acquainted with the far-reaching changes in French Universities since 1968, we found some problems with the development of exchanges, linkages, etc. More time will be needed to develop exchanges.

Briefly, although many of the French universities were founded in the Middle Ages, apparently the era of Napoleon was the time when they took the shape existing until 1968. In that year student dissent (and other factors) caused a reorganization of the universities.

Now, instead of one University of Paris there are several, University of Paris 1, University of Paris 2, etc. The same is true in the other old universities. A university may define itself as a university offering law and economics (a frequent combination) and would prepare lawyers and award doctorates in economics. This is a substantial change from earlier years, and quite different from U.S. patterns.

These universities have Presidents, chosen from the full professors, for one five-year term. The selection committee is composed of representatives chosen from all groups directly associated with the university. While it would be possible to select a president from outside the university, all seemed to agree it would be most unlikely.

As a part of the same reforms, access to the universities was made easier. In consequence according to the faculty, the universities are severely overcrowded.

The faculty members seem to agree some change was

necessary in the pre-1968 universities, but the speed and direction of change distressed many.

Now, the Mitterand government is talking about additional changes and there is great concern among faculty members, many of whom are still trying to adjust to the post-1968 changes.

Yet, no matter what shape the universities assume, one cannot visit them without being impressed by the superb quality of intellectual life in the French universities. They are simply excellent educational institutions, even though faculty members will insist the pre-1968 universities were much better.

John J. Kamerick, President  
University of Northern Iowa

(Dr. Kamerick is also the President of the AASCU and led this delegation to France)



## KEEPING TABS ON CLASS CIRCULATION

In order to encourage relatively uninhibited dialogue between students, an opportunity to converse without grades being at stake may be provided during the first five minutes of each class session for a period of two or three weeks. The early semesters are the best time to attack the usual hesitancy of students when attempting oral exchanges in a foreign language. French classes seem to breed this inhibition with especial regularity, due, perhaps, to the radical difference of the sound system from English.

A beginning, class, for example, may start after the first three or four weeks with a little formula requiring aller, parler, être, habiter as principal verbs, all in the present tense. On the board the teacher writes a formula similar to the following:

Bonjour, (Mlle, M., Mme).  
Comment allez-vous?  
Parlez-vous (langue)?  
Etes-vous (nationalité)?  
Où habitez-vous?  
Au revoir.

Next, the teacher demonstrates the exchange including the handshake with a student. Armed with a strip of paper, approximately 2" by 10", with his surname at the top in red or green ink and a pencil, the student enters the classroom and shakes hands with two or three classmates and runs through this icebreaker. The students must observe the polite practice of shaking hands before and after this little dialogue. Then, to keep track of their contacts, each signs the slip of the other. The object is to speak briefly with everybody in class over a period of one to three weeks, depending upon the size of the class and the number of sessions per week. Obviously, smaller classes or those which convene every day will not need as many weeks to meet everyone else. The slips are collected by the instructor at the end of a given period and may be used as a bonus item for the oral grade. Absenteeism

and negligence are discouraged somewhat by this exercise.

A hiatus of a week or two before assigning a new formula helps change the pace, and when more sophisticated items have been acquired, the students may get into the matter of the courses they are taking and their relative difficulty. By using different colors for the slips of paper, the teacher can immediately identify the level of difficulty of each formula. The elementary formula might be represented by white, the next one by blue, a third step by yellow, or whatever system seems convenient.

While students are thus involved, the teacher circulates among them, helping out with pronunciation or variants attempted by the more enterprising students. In this way, the teacher is not a judge of performance, but a resource. Many students will work up the nerve to engage the instructor directly in an exchange if there has been a helpful, smiling, relaxed presentation and demonstration of the activity. Most students seem to take particular pride in having acquired the teacher's signature on their slips of paper.

Experience in the university setting indicates that most classes through the first two or three semesters of French manage to circulate on three different formulas per semester. High school students might do much better with daily contact. Even through students in the third semester are supposedly much more advanced in oral communication over beginners, it has been my practice to give them an elementary formula to open the semester. After that, the sophistication of the formulas is greatly increased so that they deal with hypothetical situations such as: Si vous aviez reçu un million de dollars, seriez-vous revenu à l'université?

It is well to keep the exchanges short - - not over seven lines including the greeting and parting expressions. Both students must ask and answer each question. The formula itself gives them something to say, and by frequent repetition, with simple variations, they build an automatic repertory of phrases. A break of a week or two between sessions keeps the item and the activity itself from growing stale through overuse. If this opening conversation is a constant thing, students begin to make a perfunctory attempt and will even try to avoid having to talk to everyone all over again. Furthermore, if the students know that the slips will be collected by a certain date, they seem more inclined to circulate and make good use of the few minutes afforded them before class begins. A glance over the list of signatures confirms what one already judges to be the diligence and motivation of an individual student.

The results have been gratifying insofar as the confidence of my students has increased. It has been a pleasant and frequent experience to see former students come towards me in the post office or the local department store, even the city street, hand extended to shake mine and a ready: "Bonjour, Madame." A brief conversation in French inevitably ensues, and we then go our separate ways mightily pleased with the encounter for pretty much the same reasons.

Dolores Holder  
University of Texas at Arlington

## REMINDER !!

### AATF RECRUITING POSTER CONTEST ENDS AUGUST 1ST

As announced in the September 1982 BULLETIN, National Headquarters is offering a \$100 prize for the best recruiting poster submitted to the Exec. Director (57 E. Armory Ave., Champaign, IL 61820) by Aug. 1st. Basic requirements are:

1. Minimum size: 14" x 20"
2. Three colors or less.
3. Eye-catching, with minimal information

For a summary of AATF services, send for a VOILA! brochure at the above address. The winner will be announced during the Fall. We plan to use our poster nationwide, so here is your chance for everlasting fame!



#### West European Center Offers Services

The West European Center at Indiana University has compiled a catalog of European films available for one to five days' rental for the Audio-Visual Center. They have over 1,000 films that vary from subjects such as contemporary European culture, 20th century European history, the U. S. and Europe, and Europeans and the U.S. Audio-visual models are also part of the collection. These include European language tape recordings, reprints from the contemporary press, and "Culturgrams" on some twenty different European nations. For further information, contact: West European Center, Indiana University, Ballantine Hall Rm. 542, Bloomington, IN 47405.

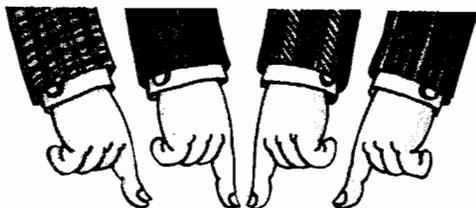
---

#### HELP SOUGHT FROM THE READERS

Does anyone know of any material, books or magazines that describe the regions (former provinces) of France? It is unbelievable that we cannot locate such material here. One of the most interesting projects that my second section of Level I is that of making Dioramas to accompany their reports on the regions.

Mrs. Adrena Clemmer  
Instructor of French and Spanish  
Petaluma Jr. H.S.  
5128 McFarlane Rd.  
Sebastopol, CA 95472

## GLEANNING HERE AND THERE



### SOFTWARE



— GEORGE EARL, 1302 South General McMullen, San Antonio, TX 78237. The French Hangman (\$29.95) uses high resolution graphics and contains 500 words and 175 phrases including many proverbs. The large print on the screen is fun and students enjoy the challenge of filling in the correct letters before being "hung" (4 errors).

— SCHOOLHOUSE SOFTWARE, 290 Brighton Road, Elk Grove, IL 60007. These diskettes sell for \$110.00 each (Elementary French - I, II, III; Intermediate French - I, II; Intermediate/Advanced French-I). The programs are well-done graphically and students like the idea of launching a rocket off the pad (La FUSEE), building a cage for a bug (La PUNAISE), etc. While these are expensive, they are some of the most colorful and challenging programs that we have pre-viewed.

— *French Software for the Apple Computer*: 50 programs entirely in French. Write for FREE catalog: Computerre, L. P. 782, St. Laurent, Quebec, Canada, H4L 4W2, (514) 744-1608.

— COMPU-TATIONS, Box 502, Troy, MI 48099. Create your own Study Quiz Files and Multiple Choice questions with diskettes that sell for \$24.95 each. French Vocabulary Drill diskette sells for \$24.95 as well. These materials allow the user to create and store many quizzes as well as the ability to revise, delete and review.

### LET US HELP

Looking for information on hardware or software? Got a project or program you'd like to share? A question that has you stumped? We can help you get noticed! Send BULLETINS to:

**Classroom Computer News**  
341 Mt. Auburn Street  
Watertown, MA 02172

— An article entitled "Foreign Language Computer Software: What? Where? How Good?" by John S. Harrison of the Baltimore (MD.) Public Schools appeared recently in the *N. E. Conference on the Teaching of Foreign Languages* (Feb. 1983). Harrison has attempted to list every available piece of software available in foreign languages for the APPLE computer. He rates each item (1=low, 5=high) and names the source, gives prices and discounts, and comments on various diskettes. Other foreign language educators are presently attempting to do the same thing. It will become more and more necessary to share sources, ideas and reactions as these endeavors blossom. To the left are a few diskettes that were sent to the *Bulletin* and we felt were worth sharing with you. Remember the comments made by Schwandt in his article in this edition . . . "Not all programs will be perfect! You as a purchaser must decide whether the value received is worth the price required." As you discover good diskettes, please share the address with the editor of the *Bulletin*. Good luck in your efforts to become proficient in building linguistic competence, communicative competence and now computer competence.

— *So You Want Your Child to Learn French* is a handbook for parents that contains more than 20 articles. These range from serious research to "franco fun". French Immersion programs in the schools are given emphasis. In its second printing, this book has sold over 9,500 copies and is a Canadian best seller. It is suggested that U. S. readers send the \$C4.50 by a bank or postal money order in Canadian funds. Send: Canadian Parents for French (CPF), P.O. Box 8470 Terminal, Ottawa, Ontario K1G 3H6. (144 pp)

— *French Phrase Book* is a book for the traveler, the adult evening course, or the student who wishes to "pick up" a little French. This is a little (4" x 5½") publication is very good for the friend who wants to have some French "in hand" when traveling to France. 184 pp. \$1.95 and available from: Larousse & Co., 572 Fifth Avenue, NYC 11036.

—the editor—

## I.I.E. INVITES YOU TO APPLY

The Foreign Language Teaching Assistant Program offers U.S. educational institutions an opportunity to engage a native German or French speaker for their language teaching programs.

Under the Foreign Language Teaching Assistant Program, German and French university students and young teachers come to schools, colleges and universities as native speakers, serving in teaching departments or in language houses on campuses throughout the United States. In return for the services of the assistants - - varying from teaching, directing a language house or corridor, working in a language laboratory, etc. - - - the host U.S. institution provides the FLTA's room and board, a waiver of tuition, and a stipend, which usually ranges from \$100 to \$300 per month.

It has been stated frequently that improved language training is of paramount importance to the United States. The Foreign Language Teaching Assistant Program is designed to help U.S. institutions complement and upgrade the capabilities of foreign language departments in universities, colleges and schools.

If your institution has interest in such candidates, please let us know at your earliest opportunity.

We would be pleased to have you as a participant in the Foreign Language Teaching Assistant Program in the next academic year.

Please address replies and inquiries about the Foreign Language Teaching Assistant Program to:

Foreign Language Teaching Assistant Program  
Office of English & Special Services  
Institute of International Education  
New York, New York 10017



## FINDING DOCTORS ABROAD

If you know persons who plan to travel abroad and have a history of medical problems, you may want to know more about the International Association of Medical Assistance to Travelers (IAMAT). Located at 736 Center St., Lewiston, NY 14092, this organization offers membership free of charge. You may offer a donation, as this is appreciated, for the booklet listing participating physicians and medical centers in 125 countries. Another booklet provides space for your doctor to fill in your complete medical history, with clear alerts for special problems. Most of the participating doctors speak English or French and have been trained in Europe or North America. Write for more information.

*Changing Times*, Feb. 1983

## RENDEZ-VOUS de MACKINAC

Le 6e Congrès National Franco-Américain se tiendra dans l'île de Mackinac Michigan, du 3 au 7 août 1983. Des chambres ont été réservées à l'Hotel Mackinac - un ancien collège transformé en centre de congrès. L'information sur le logement et le programme vous sera transmise par ce (bulletin à une date ultérieure).

Projetez, dès maintenant, d'assister au PREMIER GRAND RASSEMBLEMENT DES FRANCO-AMERICAINS DANS L'OUEST" -une rencontre qui promet déjà d'être agréable et stimulante. Vous revivrez l'histoire française de l'Amérique dans le triangle historique: SAINT-IGNACE (mission du Père Marquette, fort Buade (nom de famille du comte de Frontenac, gouverneur de la Nouvelle-France) -MICHILIMACKINAC (fort Saint-Phillippe de Michilimackinac) -ILE DE MACKINAC ou île de la Tortue.

Marie-Reine Mikesell, Coordinateur  
1155 East 56th St, Chicago, IL 60637

\*\*\*\*\*

## APARTMENT IN PARIS AVAILABLE AUGUST 1-DECEMBER 31.

Interested teachers of French on sabbatical may wish to inquire into an apartment close to Montmartre, 5th floor, \$500 rent per month (plus utilities). Send a SASE to the editor of the *Bulletin*.

\*\*\*\*\*

---

## CHAPTER NEWS

---

### Suffolk Chapter, Long Island, NY

Dans le but d'encourager l'étude de la langue et de la littérature françaises, le département de français à l'université de New York à Stony Brook avec le concours du chapitre de Suffolk de l'AATF et de l'Alliance Française de Brookhaven ont organisé un concours de poésie française qui eut lieu le jeudi 2 décembre 1982 au campus de Stony Brook.

Ce concours a réuni les élèves du secondaire et les étudiants de l'université pour des récitations de poèmes célèbres et des compositions de poèmes originaux. Vingt et une junior et senior high schools y prirent part. Une centaine de candidats accompagnés de leurs professeurs et de leurs parents assistèrent à la distribution des prix généreusement offerts par les Services Culturels près de l'Ambassade de France à New York. De plus, une plaque commémorative fut décernée à chaque école dont les élèves remportèrent un premier prix.

Jeanine M. Goldman  
Gisèle Kapuscinski  
Coordinatrices du concours de poésie

# CALENDAR OF EVENTS

*Ohio Modern Language Teachers Association.*

Dates: 14-16 April. Place: Columbus OH. Information: OMLTA, 5069 Tralee Circle NW, Canton 44720.

*National Conference on Individualized Instruction in Foreign Languages.*

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

*Northeast Conference.*

Dates: 28 April - 1 May. Place: Baltimore, MD. Information: N. E. Conference Registration, Box 623, Middlebury, VT 05753. Phone (802) 388-4017.

*Conference on Foreign Languages for Business*

Dates: 7 - 9 April. Place: Eastern Michigan Univ., Ypsilanti, MI. Theme: The Conference will include Business French, German, Spanish, and Business English as a Second Language. Information: Dr. Geoffrey M. Voght, Associate Professor of Spanish, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, MI 48197.

*Northwest Council on Foreign Languages/Conference of Oregon Foreign Language Teachers.*

Dates: 12 - 14 May. Place: Eugene, OR. Information: Ray Verzasconi, PNCFL-Executive Secretary, Dept. of Foreign Languages & Literatures, Oregon State Univ., Corvallis, OR 97331.

*Ive Colloque International Des Etudes Créoles*

Dates: 22-28 May. Place: Lafayette, LA. Information: A. David Barry, Box 43331, Univ. of S. W. Louisiana, Lafayette, LA 70504.

*French Workshop for Teachers at Summer Resort*

Dates: 13-24 June. Place: The University of Wisconsin-Whitewater. Information: Roland Durette, Department of Foreign Languages, UW-Whitewater, Whitewater, WI 53190.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH  
 DATES: 28 JUNE - 3 JULY. PLACE: LILLE, FRANCE  
 INFORMATION: FRED M. JENKINS, EXECUTIVE DIRECTOR, 57 E. ARMORY AVE., CHAMPAIGN, IL 61820.

*Asher Workshop on TPR*

Dates: 1-5 August. Grand Rapids, MI. Theme: Motivating Children and Adults to Acquire Another Language. Information: Dr. Barbara Carvill, German Dept., Calvin College, Grand Rapids MI 49506 (616) 975-6365.

*Annual Conference of the American Association of Teachers of Spanish and Portuguese*

Dates: 14-18 August. Place: Park Plaza Hotel, Boston, MA. Information: Dr. Richard B. Klein, Executive Director, AATSP, University of Mississippi, University, MS 38677.

*Conference on Modern Language Teaching and The Iowa Foreign Language Association Annual Meeting.*

Dates: 23-24 September. Place: Cedar Falls, IA. Information: Professor Karl Odwarka, Dept. of Modern Languages, Univ. of Northern Iowa, Cedar Falls, IA 50614.

*Eighth Annual Conference on Language Development.*

Dates: 7-9 October. Place: Boston, MA. Information: Language Development Conference, School of Education, Boston Univ., Boston, MA 02215.

*Annual Conference of the Wisconsin Assoc. of FL Teachers.*

Dates: 21-22 October. Place: Sheraton Inn, Madison WI. Information: Sally Cullen, WAFLT President, 61 S. Ringold, Janesville, WI 53545.

*Connecticut Social Studies/Foreign Language Conference.*

Dates: 26-29 October. Place: Hartford Civic Center, CT. Theme: Small World-Big Challenges: Putting the Pieces Together. Information: Dr. William Jassey, Board of Education, 105 Main, Norwalk, CT 06852 (202) 847-0481.

*25th Annual Meeting of the Midwest Modern Language Association*

Dates: 3-5 November. Place: The Leamington Hotel, Minneapolis, MN. Information: Executive Secretary of MMLA, 423 EPB, The University of Iowa, Iowa City, IA 52242.

*1983 Annual ACTFL Meeting*

Dates: 21-26 November. Place: Hyatt Regency, Embarcadero Center, San Francisco, CA. Theme: "Schools in the Community: Bridges to the World." Preconference Workshops: Nov., 21 - 23, Annual Meeting: Nov., 24-26. Information: ACTFL Annual Meeting, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706.



Second-class  
 postage paid  
 Urbana, Illinois

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