

# AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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## LA "SAINTE CATHERINE" A ENCORE DES ADEPTES

Le 25 novembre, jour de la Sainte Catherine, est l'occasion en France d'une célébration un peu rétro, celle des jeunes filles qui, à vingt-cinq ans révolus, ne sont pas encore mariées. La tradition veut que, coiffées de bonnets à rubans verts et jaunes elles défilent et dansent dans les rues et fleurissent les statues de Sainte-Catherine.

Dans une société où le seul avenir d'une femme n'est quand même plus la tutelle d'un mari, cette célébration a tendance à tomber en désuétude. Mais elle reste pourtant très vivace dans une profession, celle de la couture.

Avec plus ou moins de faste selon les années, les grands couturiers comme Dior ou Cardin, mais aussi les plus petites entreprises de confection, fêtent leurs (cousettes) à grand renfort de petits fours et de champagne mousseux.

Avec souvent une forte teinte de paternalisme: il y a quelques années, trois ouvrières avaient été licenciées simplement parce qu'elles avaient refusé de participer à la petite réception organisée par la femme du patron. Le parti communiste les avait soutenues en appelant les (Catherinettes) à troquer le bonnet à rubans contre le bonnet rouge révolutionnaire.

Cette coutume pour ces filles sans mari de (coiffer Sainte-Catherine) remonte au moyen-âge. Mais elle reste mystérieuse. Selon certains, le corps de Sainte-Catherine a été découvert intact au onzième siècle au sommet du Mont Sinai, la tête recouverte d'un bonnet de dentelle parsemé de fils d'or. Elle avait été martyrisée pour avoir

refusé d'épouser l'empereur Maximin. Au Moyen-âge également, on couronnait souvent de fleurs les statues des églises et le coin de Sainte-Catherine était toujours dévolu à de jeunes filles pures.

Comme Saint-Médard, Sainte-Catherine est aussi l'occasion d'innombrables dictons météorologiques, aussi contradictoires les uns que les autres : (S'il neige à Sainte-Catherine, l'hiver s'est brisé l'échine), mais (Sainte-Catherine, au manteau blanc annonce du froid pour longtemps).

*France-Amérique*, p.5., Nov. 82



## LE TURBOTRAIN T. G. V. 001

Grande vedette de la S.N.C.F., vedette qui a été à la "une" dans les journaux du monde entier, le célèbre T.G.V. est le train le plus rapide du monde d'après un record mondial de vitesse atteint le 26 février 1981: 380 km/h.

Inauguré le 22 septembre 1981 par le président François Mitterrand, le T.G.V. a été mis à la disposition du public le 27 septembre de la même année. Ses caractéristiques sont la vitesse, le confort et l'économie. Le train atteint une vitesse de croisière de 260 km/h sans la moindre secousse. Cette rapidité permet d'aller de Paris à Lyon, soit une distance de 460 km en deux heures quarante minutes à une vitesse moyenne de 160 km/h. Ce train est aussi très économique puisqu'un billet aller Paris-Lyon de 1<sup>ère</sup> classe coûte 247 Francs et un billet de 2<sup>ème</sup> classe, 167 Francs alors qu'un billet avion coûte 397 Francs.

Chaque train comprend 386 places dont 275 en 2<sup>ème</sup> classe. Mais deux rames peuvent être couplées pour doubler la capacité. En effet, beaucoup de voyageurs prennent le T.G.V. : en moyenne 13.000 passagers par jour, avec des pointes de 19.000 passagers le vendredi ou les jours de congé. Le T.G.V. (il y a 87 trains en tout) fait, quotidiennement, treize voyages aller-et-retour Paris-Lyon, trois voyages Paris-Dijon et Paris-Saint-Etienne et deux voyages Paris-Genève.

La réalisation du T.G.V. a exigé d'importants travaux. Une voie ferrée entièrement nouvelle, plus droite donc plus courte, a été construite. Elle n'emprunte que peu de viaducs et ne passe par aucun tunnel. Pourtant, par mesure d'économie, la nouvelle ligne est reliée à l'ancienne à 29 km au sud de Paris et à 8 km au nord de Lyon car le coût du kilomètre de voie ferrée, qui est de 2,5 millions de Francs en rase campagne, augmente considérablement dans la traversée des banlieues des grandes villes.

La mise en oeuvre du T.G.V. a également rendu indispensables des modifications de la gare de Lyon à Paris et, dans ce qui était autrefois le sous-sol, se trouve maintenant un nouveau hall des départs avec des dizaines de guichets. Cette abondance de guichets s'explique par l'accroissement du nombre des voyageurs qui prennent le train



ON EST PRÊT À LA GARE DE LYON

et choisissent le T.G.V. et par le fait que les réservations sont obligatoires: en effet, la S.N.C.F. ne permet pas aux passagers de voyager debout à cause de la très grande vitesse du train. Mais un système informatisé, appelé "Réséda", donne aux voyageurs la possibilité de réserver une place jusqu'à trois minutes avant le départ du train.

De la conception du T.G.V. à sa réalisation, il aura fallu quatorze ans. C'est dès 1967 que la S.N.C.F. expérimente des trains très rapides. Le Capitole qui fait Paris-Toulouse, est le premier train européen à rouler à une vitesse moyenne de 200 km/h. Elle étudie particulièrement des automotrices turbo de conception aéronautique. Un premier turbotrain est mis en service en 1970 sur la ligne Paris-Caen-Cherbourg. Mais, parmi les autorités gouvernementales, beaucoup considèrent le projet d'un turbotrain reliant Paris à Lyon trop ambitieux et onéreux. Malgré les réticences du gouvernement de Georges Pompidou et l'opposition de Valéry Giscard d'Estaing, alors ministre des Finances, la S.N.C.F. reçoit en 1971 l'autorisation de continuer l'étude de son projet. Il faudra, estiment les ingénieurs, de cinq à huit ans et plusieurs milliards de Francs pour construire les 390 kilomètres de nouvelle voie et mettre au point le nouveau train. Le premier prototype à turbines à gaz, T.G.V. 001, sort des usines Alsthom en avril 1972.

C'est la crise de l'énergie, au début de 1974, qui fait tomber les dernières hésitations car on pense que le T.G.V. sera un moyen de transport économique. Et cela s'est avéré juste puisque ce turbotrain, avec 386 passagers à bord, consomme moins d'énergie par tête qu'une voiture chargée de quatre personnes roulant à 130 km/h. Après de longues et minutieuses négociations pour résoudre, avec 5.000 propriétaires, la question des expropriations de terrains par où doit passer la nouvelle voie ferrée, les premiers travaux de construction commencent le 7 décembre 1976.

Quelques projets d'avenir sont à l'étude en ce qui concerne le train à grande vitesse: en septembre 1983 ou avant, quand la nouvelle voie ferrée sera complétée, le voyage Paris-Lyon prendra deux heures; il prend maintenant deux heures quarante minutes en T.G.V. et quatre heures quinze en train ordinaire. Et il ne faudra que quatre heures trente minutes pour faire le trajet Paris-Marseille. La S.N.C.F. envisage aussi la construction d'un T.G.V. atlantique qui mettra Nantes à deux heures de Paris (au lieu de quatre), Bordeaux à trois heures (au lieu de cinq) et Brest à quatre heures (au lieu de six). Le gouvernement français espère naturellement vendre ce train à l'étranger. La Belgique, l'Allemagne fédérale et la Grande-Bretagne ont manifesté de l'intérêt.

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Références: *L'Express*, 25 septembre 1981, pp. 44-45.  
*France*, Nov.-Dec., 1981, pp. 5-6 (French Embassy, Press & Information Service)

Quelques suggestions pour des activités scolaires :

A. *Activités culturelles*

On pourrait demander aux élèves de préparer les questions suivantes:

1. Situez sur une carte les différentes villes reliées à Paris par le T.G.V.

2. Imaginez que vous vous préparez à prendre le T.G.V. pour aller à Genève, ou à Saint-Etienne, ou Lyon, ou Brest, etc. Vous faites quelques recherches dans un guide. Quels monuments avez-vous l'intention de visiter? Quelles spécialités gastronomiques régionales avez-vous envie de goûter? Qu'est-ce que vous apprenez sur l'aspect physique et le climat de la région où vous allez vous rendre?

B. *Exercices arithmétiques oraux*

Le professeur pourrait utiliser les renseignements donnés sur le T.G.V. pour faire pratiquer oralement les nombres aux élèves.

1. Quelle est la vitesse moyenne du T.G.V.? et sa vitesse de croisière?

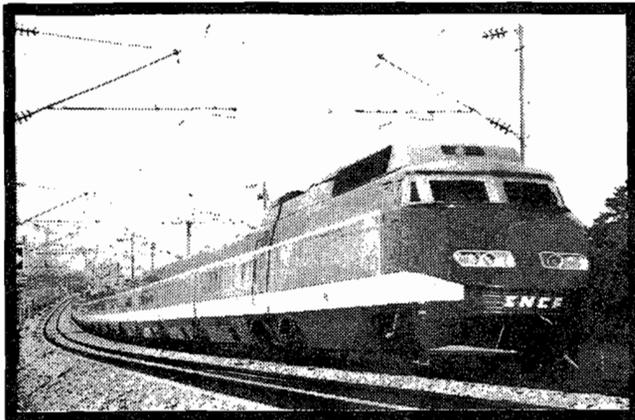
2. Combien de passagers, en moyenne, prennent le T.G.V. chaque jour? et les jours de pointe?

3. Quel est le prix d'un billet de 1<sup>ère</sup> classe? d'un billet de 2<sup>ème</sup> classe? d'un billet avion?

4. A l'aide de cet article et du *Petit Larousse illustré* dites quelles sont les distances entre Paris et les villes desservies actuellement et dans un proche avenir par le T.G.V.?

5. Convertissez en "miles" les distances parcourues le T.G.V.; en "mph", ses différentes vitesses; et en dollars, le prix des places.

Dr. Monique Y. Crochet  
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LE T.G.V. PASSE DEVANT NOS YEUX.

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Foreign Language Teaching  
and Microcomputers

Part II

(Part I appeared in the Sept. issue)

The previously described limitations prevent the computer from being the ideal tool in the teaching of communicative and aural skills. Some particular computer dimensions can be developed in the future, such as:

1. Larger amounts of computer memory (millions of bits of information) for the student to perform any nec-

essary review.

2. A display screen large enough to show, at one time, the stimulus, the student's answer, the cues and feedback, the error analysis, tables, etc., or long paragraphs.
3. Rapid response: the system should be able to perform a complex error analysis of the student's answer in less than one second. Also, characters should be plotted and erased quickly on the screen.
4. The possibility of having all necessary diacritics (accents, cedilla), italics, all alphabets (e.g., Cyrillic), chinese characters, etc., graphics and animation of all kinds (e.g., maps, line drawings).
5. Ingenuity is needed by instructional designers to "simulate games which require the use of non-trivial grammar while remaining interesting," (Marty 1981) since:

We are just now, in the public schools, beginning to see students becoming saturated with using computers. The interest or attraction is not where it once was because some students have computers at home, and may spend several hours in the evening or weekends on them. In other words, we are starting to see a leveling out in the interests of some students . . . So I think, in all of our instructions within an individual course, we need to provide varieties in terms of activities and games in order to keep the interest high in a matter of an hour or so. (Russell, personal interview, 1983)

Computerized videogames are popular and exciting due to their tremendous motivating power in a child or adult who works with them. Besides:

1. They are strongly **goal oriented**. Activity and decision making are directed toward solving a problem.
2. They are highly **interactive**. The player and the program exert about an equal amount of initiating and both have approximately equal control of events.
3. Many activities are **social**. The player interacts through the activity with other players.

Conclusions

Will computers replace teachers? The same question arose with the onset of films, television, and language laboratories. In each case the answer has been overwhelmingly negative. While the computer, as a tool for language teaching and learning, cannot do the entire educational job, the traditional instruction becomes rather more effective when supplemented by CAI, and "the purpose of computerized instruction should be to provide the student with a tool designed to help him do his (home) work more effectively so that the teacher can devote a greater proportion of the class time to something which is beyond the capability of any present or future computer: the development of creative free expression." (Marty 1981)

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Samia L. Spencer

*L'enseignement du  
français  
langue seconde  
au Québec<sup>1</sup>*

Jusqu'il y a quelques mois, mes connaissances sur le Québec étaient limitées et même fort limitées - ceci malgré quinze ans d'expérience dans l'enseignement du français. Comme tout le monde, je savais que c'était une province francophone dont le peuple est bien déterminé à ne pas se laisser absorber par la mer anglophone qui l'entoure. Quant à l'enseignement du français langue seconde, je savais qu'il existait deux universités francophones importantes: l'université de Montréal et l'université Laval où des étudiants américains suivent des cours de français en été.

Au mois de juin dernier j'ai passé un mois au Québec pendant lequel j'ai eu l'occasion de faire le tour de neuf écoles de français langue seconde. C'était une véritable ré-

vélation, tout un monde qui s'est ouvert à moi! Dorénavant, je ne pourrai plus enseigner le français comme je l'ai toujours fait, c'est-à-dire en ayant la France comme seul et unique point de repère. La visite du Québec m'a fait sentir et comprendre le véritable sens du mot "francophonie."

Le voyageur qui arrive dans "la belle Province" est immédiatement frappé par le dynamisme et la vitalité de la région, par la richesse de son histoire et de sa culture, par la bonne humeur et la joie de vivre de ses habitants. Que ce soit dans les grandes villes ou les petites, les gens sont chaleureux, accueillants, généreux, fiers de leur histoire, de leur terre, de leur identité de "nords américains francophones," de leur "différence" comme ils aiment bien le dire quelquefois.

La vie culturelle est foisonnante en été: concerts dans les grandes cathédrales, festivals en plein air, cinémas, cafés-théâtres, expositions d'art. . . on n'a que l'embarras du choix. Même les villes plus petites que Montréal et Québec ont leur propre théâtre et leurs propres productions artistiques. Au Québec, l'art - sous ses formes les plus variées et dans son acception la plus large - fait partie intégrante de la vie à tous les niveaux.

Pour le professeur de français, la visite des écoles de français langue seconde est une expérience inoubliable. On est particulièrement frappé par les installations modernes, confortables et spacieuses dont jouissent ces institutions; on est tout aussi surpris par le degré d'enthousiasme, d'énergie, de compétence des professeurs, animateurs et administrateurs qui font le succès de ces programmes.

La mission dont je faisais partie a visité les programmes suivants dans l'ordre indiqué:

- Cégep<sup>2</sup> de Bois-de-Boulogne (Montréal), responsable: M. Adrien Roy.
- Université de Montréal, responsable: M. Pierre Niedlispacher.
- Université Concordia (Montréal), responsable: Mme Diane Turgeon pour M. Normand Truchon.
- Cégep de Trois-Rivières, responsable: M. André Beaubien.
- Université du Québec à Trois-Rivières, responsable: M. Claude Tousignant.
- Université Laval (Québec), responsable: M. Jean-Guy LeBel.
- Cégep de Jonquière, responsable: M. Gérard Sénéchal.
- Université du Québec à Chicoutimi, responsable: M. Ghislain Bouchard.
- Cégep Rivière-du-Loup, responsable: M. Jacques Gingras.<sup>3</sup>

A notre arrivée à chaque école, nous avons été accueillis chaleureusement par les responsables et les conseillers pédagogiques qui nous avaient préparé un dossier complet de documentation sur les programmes et leurs objectifs. Nous avons rencontré des professeurs, visité des classes, "jasé" avec des étudiants, et discuté avec tous de l'enseignement du français. Malgré l'individualité de chaque programme, et les différences de méthode et de clientèle, il existe des aspects communs notamment les objectifs qui peuvent être résumés ainsi:

1) L'immersion totale dans la langue et la culture québécoises. La langue de l'enseignement est exclusivement le français. En fait, dans les programmes du Collège de Bois-de-Boulogne, de l'université du Québec à Chicoutimi, et du Cégep de Trois-Rivières, les étudiants sont logés dans des familles. C'est sans conteste, un des éléments les plus importants de ces programmes, un facteur fort apprécié, autant des étudiants que des professeurs. Dans les autres écoles, le logement en famille est possible, si l'étudiant le désire.

2) L'importance de l'expression orale. Il faut éliminer les "blocs" mentaux et psychologiques qui empêchent l'étudiant de s'exprimer dans la langue seconde. Pour l'encourager à le faire, on le met complètement à l'aise, on le stimule à parler de tout et surtout de sujets qui l'intéressent. Dans ce but, des notables de la ville, des journalistes, des artistes, des écrivains, des comédiens, des hommes politiques sont invités à reconstruire les étudiants et à s'entretenir avec eux. Les étudiants doivent s'informer sur leurs professions et exécuter, à leur tour, des projets qui s'y rapportent: publier un journal, écrire un conte ou une pièce de théâtre, mettre en scène un spectacle, etc. Dans la plupart des programmes l'accent est mis sur l'expression orale, l'expression écrite est traitée surtout dans les niveaux avancés.

3) La découverte de soi et le développement des talents personnels. Dans tous les programmes, les cours ont lieu le matin et sont enseignés par les professeurs; les après-midi sont consacrés aux ateliers dirigés par les animateurs: théâtre, journalisme, actualité, folklore, danse moderne, chanson, batik. . . la liste est interminable. Un des moments privilégiés de notre visite était la soirée d'adieu du programme de l'Université du Québec à Chicoutimi. Les étudiants ont présenté un spectacle remarquable qu'ils avaient préparé au cours des six semaines de leur séjour, à l'aide des professeurs et des animateurs. Les familles qui les hébergeaient avaient été invitées à assister au programme. Les formes d'expression étaient nombreuses - chansons, saynètes, danses modernes et traditionnelles et le talent extraordinaire.

Le programme porte la marque de son créateur et directeur, M. Ghislain Bouchard, lui-même passionné de théâtre et d'opérette et qui consacre une grande partie de sa vie à la mise en scène. C'est un homme qui prend un plaisir évident à ce qu'il fait et qui est très fier des liens qu'il a créés entre la ville et les habitants de Chicoutimi et l'université. Une ambiance de fête règne sur ce programme et les étudiants font des progrès fulgurants sans même s'en rendre compte. La priorité de M. Bouchard est non seulement d'apprendre le français mais aussi de permettre à tous les jeunes qui étudient dans son université de découvrir les talents qui sont en eux et de les cultiver.

4) Le développement des relations humaines et l'entente entre francophones et anglophones. Tous les responsables que nous avons rencontrés - enseignants, animateurs, administrateurs - étaient convaincus de la valeur de leur travail et s'y adonnaient totalement. Pour eux, il ne s'agit pas seulement d'enseigner tant d'heures par semaine, il s'agit avant tout de comprendre les jeunes qui viennent étudier chez eux et de se faire connaître d'eux: car la com-

munication se fait dans les deux sens et ne se règle pas par les aiguilles d'une montre. Professeurs et administrateurs sont également intéressés à l'enseignement du français aux Etats-Unis et voudraient accueillir plus d'étudiants et de professeurs américains - non par besoin puisque ces programmes sont déjà solidement établis et reçoivent un bon nombre d'étudiants canadiens et étrangers - mais pour stimuler l'entente entre Québécois et Américains.

5) Le développement et le perfectionnement des méthodes pédagogiques ayant trait à l'enseignement et à l'apprentissage du français langue seconde. Depuis quelques années le gouvernement du Canada a établi un programme de bourses qui permet, tous les ans, à de nombreux étudiants anglophones d'étudier le français au Québec. Les grandes entreprises et les agences fédérales offrent également à leurs employés l'occasion de faire des séjours d'immersion pour l'apprentissage du français. Ces programmes ont donné un essor extraordinaire à l'enseignement du français langue seconde et ont permis le développement d'une multitude de méthodes destinées à répondre aux besoins d'un public d'âge, de formation et d'orientation très variés.

Il existe tout près de chez nous des ressources inestimables que nous, professeurs de français, n'avons pas encore pleinement explorées. Il est temps de porter notre attention de l'autre côté de la frontière et de cultiver l'entente avec nos voisins afin de mieux nous connaître!<sup>4</sup>

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#### Notes

1. Le voyage au Québec a été réalisé grâce à une subvention du Ministère des Affaires Intergouvernementales, Gouvernement du Québec, et à une bourse de recherches de l'Université d'Auburne.
2. Les Cégeps (Collège d'enseignement général et professionnel) sont des institutions intermédiaires entre les niveaux secondaire et universitaire. Les étudiants qui se destinent à la vie professionnelle y suivent trois ans des cours, ceux qui se destinent à l'université y passent deux ans.
3. Pour obtenir plus de renseignements sur ces programmes on peut contacter:

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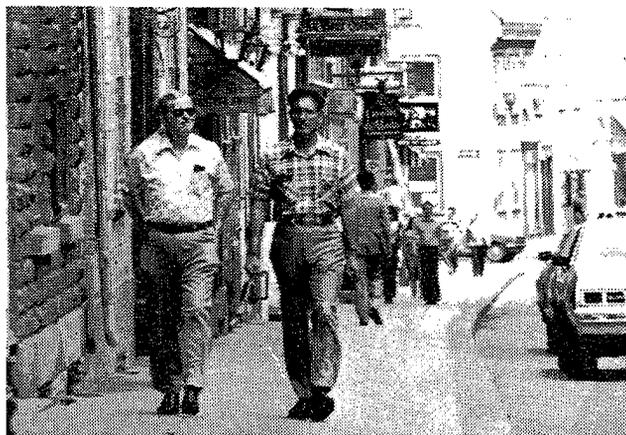
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### 1983 AATF CONVENTION IN LILLE A SUCCESS

From the time that planning began for the AATF's second Convention in France since its founding in 1927, the question most frequently asked by curious members was "Why Lille?", and, by implication, "Why not Paris again?", as in 1977. Those 450 members who went through with their plans to go to Lille in June found out why: it is not the dull, drab, industrial city that one hears about so often — on the contrary, it is friendly, clean and very rich in history. Add to this the fact that the AATF was the very first organization to use the brand-new facilities of the (*Palais des Congrès et de la Musique*), in the very center of the city, and you have the start of a successful Convention.

For an entire week, attendees were treated to a series of small-scale sessions (28 in all) on a myriad of topics: L'héritage français en Amérique, La femme écrivain au vingtième siècle, La vie politique en France, Tendances actuelles du français, L'enseignement du français commercial — just to pick a few at random. At noon every day we had plenary sessions with major speakers brought to us through the courtesy of the French Government: Stélio Frandjis and Alain Fantapié of the *Haut comité de la langue française*; Pierre Emmanuel, poet and author; Jean-Claude Casadesus, conductor of the National Orchestra of Lille. Afternoons were filled with visits to the thirty-odd exhibit stands, set up opposite the bar of the Palais; attendance at Larousse's annual reception; visits to nearby commercial firms (e.g. Les 3 Suisses) and to educational organizations (Centre régional de documentation pédagogique); meetings with our French counterparts, the teachers of English in the local schools. All in all, more activity than one could wish for and which left many of us exhausted by the end of the week!

The evenings were reserved for events more directly cultural in nature: on Tuesday, it was the *spectacle littéraire et poétique* of Eric Chartier; on Wednesday, a free concert by the National Orchestra of Lille, inside the Vauban fortress near the outskirts of the city; on Thursday,



4. Les délégations du Québec aux Etats-Unis sont toujours disposées à assister les professeurs de français et à leur fournir des renseignements utiles sur le Québec ainsi que les activités culturelles québécoises dans leur région. Vous pouvez les contacter aux adresses suivantes:

ATLANTA  
Délégation du Québec  
230 Peachtree St. NW,  
Suite 1501  
Atlanta, GA 30303  
Téléphone: (404)581-0488

DALLAS  
Délégation du Québec  
1412 Main St., Suite 900  
Dallas, TX 75202  
Téléphone: (214) 724-6095

a film première, "Le Grand Paysage d'Alexis Droeven", followed by a discussion with its Belgian producer, Jean-Jacques Andrien.

When July 1st finally arrived and 120 of us were getting ready to go to Paris by bus to attend post-Convention Workshops, no one was asking any more "Why Lille?". We could only feel sorry for those who had decided against coming because the Convention looked "too provincial" or who simply could not afford to come, despite the excellent exchange rate in effect at the time (well over 8 FF to the dollar).

Whatever your reasons for going or not going to Lille, plan now to attend the NEXT Convention in France: Paris, 1989. Whether or not a second Eiffel Tower is built to celebrate the 100th birthday of the first one, whether or not the World's Fair takes place (despite M. Chirac's present skepticism), the AATF expects to be there! It's never too early to start saving your money and we promise you that you won't be disappointed.

Fred M. Jenkins  
Executive Director, AATF

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#### CALL FOR PAPERS.

Fourth Annual Cincinnati Conference on Romance Languages and Literatures: May 10, 11, and 12, 1984, University of Cincinnati, Cincinnati, Ohio. Submit two copies of 300-word abstract to Marie Nguyen Losonsky, Conference Chair, Dept. of Romance Languages and Literatures (M.L. 377), University of Cincinnati, Cincinnati, OH 45221, by January 31, 1984. Papers are invited on topics of literary or pedagogical interest. A special session may also be held for papers concerning literary translation.

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#### STUDIES IN MEDIEVALISM

**Studies in Medievalism** provides an interdisciplinary medium of exchange for scholars studying the influence of the Middle Ages on the arts, literature, historiography, and forms of culture after 1500. This influence may be either scholarly or popular.

We are calling for papers dealing with the early years of medievalism (1500-1750) in France and other countries for the 19th International Congress on Medieval Studies at Western Michigan Univ., 3-6 May, 1984. Send proposals to the French editor of *Studies in Medievalism*: Dr. Heather Arden, Dept. of Romance Languages, Mail location 377, University of Cincinnati, Cincinnati, OH 45221, by October 15.

We are also preparing a special issue of the journal on medievalism in France from 1500 to 1750. Please submit articles, in two copies, to the French editor. Typescripts should not indicate name or academic affiliation of author; they must follow the *MLA Handbook* and be accompanied by a self-addressed envelope, postage attached.

#### NEH INSTITUTES ANNOUNCED AT PURDUE UNIVERSITY

The Department of Foreign Languages and Literatures at Purdue University has been awarded a grant from the National Endowment for the Humanities to conduct two intensive summer institutes for practicing secondary-school teachers of French, German, and Spanish. 60 teachers from Illinois, Indiana, Iowa (eastern half only), Kentucky, Michigan, Missouri, Ohio, Tennessee, and Wisconsin will be selected to participate in 1985. The dates are: June 18 – July 13, 1984, and June 17 – July 12, 1985. Course topics will be: Literature, Conversation and Composition, and Methods of Teaching Reading and Composition. Tuition will be waived and a stipend of \$400 will be awarded to each participant. Schools of participants will be asked to contribute \$100 to the project. Criteria for selection include: 1) three years of successful teaching experience, 2) desire to grow professionally, 3) potential for professional leadership, 4) demonstrated skill in FL teaching, and 5) applicants must be teaching or must have serious plans to teach upper-level classes, i.e., third-year or above. Applications are due no later than January 31, 1984. For more information and application materials, contact: Prof. Joseph A. Wipf, Purdue University, Dept. of FLs and Literatures, West Lafayette, IN 47907. Telephone: (317) 494-3875 or (317) 494-3827.

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#### AATF NATIONAL BULLETIN VOLUME 10 NUMBER 2 (NOVEMBER 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.)

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## NI RIME NI RAISON

Depuis quatre ans déjà, le professeur Untel  
Poète régional, diffus et insondable,  
Radioux et chéri comme le roi soleil,  
Nous côtoie tous les jours, nous autres pauvres diables.  
Depuis son arrivée notre université,  
 Craignant de l'offenser par quelque maladresse,  
A ses moindres désirs répond sans hésiter.  
Mais tel un soupirant dont l'ardeur lasse et blesse,  
Nos efforts semblent vains, le poète renâcle.  
On ne peut l'approcher, seuls quelques bienheureux,  
Ont été initiés aux lois de son cénacle.  
Au monde prosaïque ils ont fait leurs adieux,  
Ils servent leur guru, pieux et solennels,  
Rédigent son courrier, époussettent ses livres,  
Quand le maître s'absente, ils prient à son autel  
Pour qu'il ne sombre pas comme Le Bateau Ivre.  
Le barde de nous tous exige des égards,  
Lui qui peut s'élever au sommet du Parnasse,  
Ne daigne pas sur nous attarder ses regards.  
Il s'irrite d'un rien, il tempête et menace.  
Deux fois par an au moins il se voit offensé  
Par des situations qu'il trouve inadmissible.  
Il annonce tout haut et sur un ton pressé,  
Qu'il va démissionner aussitôt que possible.  
Rien ne le retiendra! Mais soyez bien certains  
Qu'on le regrettera! On se mordra les doigts!  
Sans lui les étudiants auront un dur destin,  
Et le département sera en désarroi!  
Tant pis! Il a fini d'essuyer les affronts!  
Il va anéantir les jaloux, les bavards.  
Il nous tourne le dos et relève le front,  
Il va sur l'heure même appeler à Harvard,  
A Yale ou à Cornell, un ancien camarade  
Qui sans hésitations bientôt lui octroiera  
Un poste où aisément il montera en grade.  
Ces cris tumultueux nous remplissent d'effroi.  
Le doyen affolé veut soulager ses maux,  
On le flatte, on l'entoure avec crainte et prudence,  
On l'écoute parler, on rit de ses bons mots,  
Celui qui l'interrompt a droit à la potence.  
Nous relisons ses vers, nous achetons ses oeuvres,  
Nous sommes enserrés, figés et engourdis,  
Par ses puissants et longs tentacules de pieuvre  
Qui lance ses jets d'encre en nos yeux éblouis.  
Avec humilité nous plaçons à ses pieds  
Tout ce que peut happer sa babine gourmande,  
Des vierges consentantes attisent son foyer;  
Il s'assoupit bientôt, repus de nos offrandes.  
Quelquefois, mais tout bas, je regrette et déplore,  
Que nous soyons pipés, fessés, tyrannisés,  
Par ce cousin lointain de l'hideux Minotaure,  
Et qu'il n'y ait au monde, hélas! plus de Thésée!

Jeanne-Andrée Nelson  
Stockton State College

### 1984 Calendars are available

The Washington State Chapter of the AATF offers their new 2' x 3' TOUS CHAMPIONS 1984 calendar for \$4.00 each (\$10 for three copies at same address or \$3 each for orders of five or more calendars to one address). National holidays of francophone regions, important dates and much more included in this popular calendar. Pre-payment is required with checks made payable to "AATF Calendars". Send orders to: Mrs. Susan Redd, AATF Calendars, WWU-FL Dep., Bellingham, WA 98225.

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### 1984-85 FRANCE-U.S. TEACHER EXCHANGE PROGRAM

Application forms for the 84-85 France-U.S. Teacher Exchange Program sponsored by the AATF, the French Ministry of Education, and the Fondation Franco-Américaine are now available from Professor Philip Lee, AATF Commission on Teacher Exchange, French Department, Macalester College, St. Paul, MN 55105.

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

Basic requirements are: U.S. citizenship, AATF membership, minimum three years teaching experience prior to beginning the 84-85 school year, full time position at public or non-denominational private High-School or College (this is required by the French Ministry of Education). All geographical areas will be considered. Deadline for submission of completed application materials is Feb. 1, 1984.

### PARIS SUBWAY SAVINGS

The "Paris Sésame" tourist ticket offers two, four, or seven days of unlimited travel on the metro system, plus city buses and regional express trains.

At \$5, \$8 and \$13, the "Sésame" ticket means substantial savings over individual rides at 70¢ each. For more information, contact the French Government Tourist Office, 610 Fifth Ave., New York, NY

**FILMS IN FRENCH FOR YOUNG PEOPLE:  
A GUIDE TO SOURCES**

Films can often be of great value in teaching French on the primary and secondary levels. Many teachers use films which treat history, culture, and civilization. There are also many fine pictures available which deal with other subjects: science, nature, sports, music, entertainment, and the arts. There are films which permit one to examine important issues or events: war, peace, justice, the Holocaust; which introduce students to great plays and novels; which enable young Americans to understand how their French-speaking peers live. There are films for all ages and all levels; they can add a new dimension to the classroom.

Listed here are some of the distributors of films in French for young people. This guide is not exhaustive; it would be impossible to give all sources and all the titles they offer. Indicated below are some of the outstanding and representative films available from each supplier. Users should request catalogues and read them carefully; programmers can assist you in choosing appropriate titles. Many films can now be rented in 16mm as well as video cassette. Discounts usually apply for classroom use and when one books a number of pictures at the same time. Most films are in French with English subtitles. Some have no subtitles; a few have accompanying texts.

1) Canadian Consulate General, 500 Boylston St., Boston, MA 02116. Tele: 617-262-3760. Distributes, free of charge, films made by the National Film Board of Canada. A well-done series about Tuku, an eskimo boy; animated shorts; films about Canadian youngsters, about science, sports, etc.

2) FACSEA (French American Cultural Serv. and Educational Aid), 972 5th Ave., New York, NY 10021. 212-570-4407. A fine library of shorts, features, documentaries, and films made for television. Numerous shorts on civilization, science, sports, and the arts; animated versions of fables by La Fontaine. The poetic films of Albert Lamorisse, including *Bim*, *Le Voyage en ballon*, *Crin Blanc*; various series — for example, a mystery with Arsène Lupin. Adaptations of literary works: *La Symphonie pastorale*, *Le Médecin malgré lui*, *Le Malade imaginaire*, and many others.

3) Films Inc. 440 Park Ave. S. New York, NY 10016. 800-223-6246. The largest distributor of feature films in French. Some excellent pictures about the Holocaust: *Black Thursday*, *Lacombe Lucien*, and *Monsieur Klein*; a fine work on the Vietnam war: *The 317th Platoon*. A screwball comedy with Louis de Funès (very popular comic actor in France): *The Mad Adventures of Rabbi Jacob*; a comedy about WW II with Fernandel (another popular comic): *The Cow and I*. The films of Albert Lamorisse, including *The Red Balloon*, classic pictures whose central characters are youngsters: Clément's *Forbidden Games*, Truffaut's *400 Blows* and *Small Change*. Some splendid adaptations of literary works: *The Beauty and the Beast*, *The Stranger*, *Le Bourgeois Gentilhomme*, *Les Femmes savantes*. A moving picture about life and religion in the Middle Ages: *Monsieur Vincent*. The delightful comedies of Jacques Tati: *My Uncle*, *Mr. Hulot's Holiday*, *Jour de fête*. A humorous version of *The War of the Buttons*, long a favorite novel and film of many children in France.

4) Images. 300 Phillips Park Rd., Mamaroneck, NY 10543. 800-431-1774. Collection includes Clouzot's thriller *Les Diaboliques* and Pagnol's *Letters from My Windmill*, an adaptation by Daudet. The comic films of Tati; shorts by Lamorisse and others. Also worthy of note: *J'accuse*, a moving anti-war picture by Abel Gance, and *Zero for Conduct*, Jean Vigo's surrealist account of life in a boarding school.

5) Kit Parker Films. 1245 10th Ave., Monterey, CA 93940. 800-538-5838. Some good versions of literary works: *la Bête humaine*, *Gervaise*, *Poil de Carotte*, *The Wanderer (Le Grand Meaulnes)*; several first-rate thrillers: *Les Diaboliques*, *Refifi*, *Panique*; a well-done comedy with Fernandel: *The Sheep Has Five Legs*; an interesting collection of shorts.

6) MGM/UA. 1350 Ave. of the Americas, New York, NY 10019. 800-223-0933. Truffaut's acclaimed *The Wild Child*, based on a true story; several comic adventure films with Jean-Paul Belmondo (presently the number-one box-office star in France): *Up to His Ears* and *That Man from Rio*.

7) New Yorker Films. 16 W. 61st., N. Y., NY 10023. 212-247-6110. Excellent works about young people growing up, their life at home /school, their relationships with parents and peers: *Peppermint Soda*, *Passe ton bac d'abord*, *Black Girl*.

8) Northeast Conference Films. Box 623, Middlebury, VT 05753. Library includes films produced by the Société Radio-Canada: animated shorts; documentaries about various regions of Canada. There are also films about life in France; text and questions accompany some titles.

9) Phoenix Films. 470 Park Ave. S, New York, NY 10016. Handles, among other titles, *Comme les six doigts de la main*, an entertaining Canadian feature about children.

10) Quebec Government House. 17 W. 50 St., N.Y., NY 10020. 212-397-0217. Free of charge, video cassettes of films which deal with nature, history, the arts in Quebec.

11) Tamarelle's French Film House. 110 Cohasset Stage Rd., Chico, CA 95926. 916-895-3424. Large selection of titles on video cassette, including some not regularly available in 16mm. One finds *L'Argent de poche*, *Topaze*, *Phèdre*, *Le Bourgeois Gentilhomme*. A new "Video Exchange Program" is being promoted; it could save your school money.

12) Trans-World Films. 322 S. Michigan Ave., Chicago IL 60604. 312-922-1530. Good adaptations of literary works *Les Mains sales*, *Les Jeux sont faits*, *La Symphonie pastorale*. The latter two are available with/without subtitles. The comedies of Pierre Etaiz (a disciple of Tati). Several series on French civilization: *Séjour en France* and *Chroniques de France*; texts and questions accompany the films. Many shorts on science, nature, and history; animated films for younger viewers.

13) University of New Hampshire. Dept. of Media Services, Durham, NH 03824. Distributes films and programs produced by the Société de Radio-Télévision du Québec. Among other titles, a series called *Mon ami Pierrot* — designed to teach French to English-speaking children. Shorts on history, sports, arts, and culture of Quebec.

Robert M. Webster  
17 Lake Place  
New Haven, CT 06511



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# GUIDE DE RESTAURANTS DE PARIS

- plus de 150 F
- de 100 à 150 F
- ▲ de 50 à 100 F
- ▼ moins de 50 F

N° D'ORDRE	ADRESSES	RUE	TELEPHONE TELEX	NOMBRE de COUVERTS	FERMETURE	HEURES de SERVICE	PRIX MOYEN à la CARTE	SPECIALITES	RENSEIGNEMENTS DIVERS	CARTE de CREDIT
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## 1<sup>er</sup> suite

● *L'histoire reste proche : La Fontaine des Innocents et son square, lieu de passage et d'animation, la Colonne Médicis aux 4 angles orientés aux 4 points cardinaux.*

62	<b>La Pizza</b> Porte Rambuteau - Niveau-3		297-59-54	112	Dimanche	11 h 30/23 h	42	Italiennes	Climatisé Cadre agréable	
63	<b>La Sorbètière du Forum</b> 1, rue Basse - Niveau-3		261-27-49		Dimanche et lundi	10 h / 20 h	12	Sorbets classiques et exotiques		
64	<b>Tartes et Galettes</b> 308, porte Berger - Niveau-3		233-79-32	35	Dimanche	10 h 30/20 h	3/10	Tartes salées et sucrées		
65	<b>Terroirs et Nature</b> 301, porte Berger - Niveau-3		233-17-92	35	Dimanche	11 h / 20 h	25/40	Assiettes terroirs Salades - Sandwichs	Cadre rustique Repas rapides	
66	<b>Tonnelle des Halles</b> 1, passage de la Réale - Niveau-2		233-55-46	35	Dimanche	9 H / 21 H		Fromages Dégustation de vins	Style guinguette	CB
67	<b>La Verger</b> 311, porte Berger - Niveau-3		297-42-73	140 G		11 h 45/22 h		Cuisine régionale	Salle climatisée Style bistro	
68	<b>La Vie Parisienne</b> 53, Grand-Balcon - Niveau-1		508-96-15			9 h / 20 h		Salades composées	Brasserie Cadre rétro	

## 2<sup>e</sup>



### La Bourse

Une galerie permet d'assister à la bruyante activité de la salle des cotations.

● Le quartier des affaires et de la presse.

● L'Opéra-Comique et de nombreux théâtres privés.

● La Bibliothèque Nationale et ses archives.

● La Place des Victoires et l'Eglise Notre-Dame des Victoires.

● Le Musée Cognacq-Jay.

● La Rue de la Paix et ses prestigieuses vitrines.

● Les passages couverts au charme rétro.

69	■ <b>A l'Abbé Constantin</b> 13, rue du 4-Septembre	B 5	297.50.93		Sam. midi Dim. 1 Sem 15-VIII	12 h / 14 h 30 15 h 30/22 h 30	170	Cuis. régionale et de création		
70	<b>Rest. Delmonico</b> 39, av. de l'Opéra	C 6	261.44.26	60 G	Dimanche	12 h / 16 h 19 h / 23 h 30	200	Grande cuisine française	Cadre rénové et moderne	AE CB DC
71	<b>Drouant</b> Place Gaillon	B 5	742-56-61	300 G		12 h / 14 h 30 19 h / 1 h	Rest. 200 Grill. 160	Cuisine de tradition Hûtres et poissons	Salons part. dîners et soup. aux chand.	AE CB DC
72	<b>Au Mouton de Panurge</b> 17, rue de Choiseul	B 5	742-78-49	60 G	1-VIII / 25-VIII	Déj. sur réserv. 20 h / 2 h 30	150/180	Cuisine rabelaisienne Agneau	Vieilles chansons Mouton vivant	AE DC EC
73	<b>Le Petit Coin de la Bourse</b> 16, rue Feydeau	B 6	508-00-08	90 G	Sam.-Dim.	11 h 15/14 h 30 Je-Ve 19 h 30/22 h	150	Cuisine variée, plats selon saison	Salon de 20 p.	AE
74	● <b>Vishnou</b> 11 bis, rue Volney	B 5	297-56-54	160 G	Dimanche	12 h / 15 h 19 h 30/23 h	115	Indiennes Plats à emporter	Décor indien	AE CB DC EC
75	▲ <b>L'Amanguier</b> 110, rue de Richelieu	C 6	296-37-79	110		12 h / 14 h 30 19 h / 23 h 30	85	Cuisine et pâtisseries bourgeoises	Style jardin d'hiver patio	AE CB DC
76	<b>Le Bouff aux Champs</b> 4, rue des Petits-Champs	B 5	260.04.60	130 G	Dimanche	11 h 45/15 h 19 h / 23 h	50/100	Viandes. Poissons. Volailles. Fruits de mer	Bistrot 1930	
77	<b>Les Noces de Jeannette</b> 14, rue Favart	B 6	296-36-89	200 G		12 h / 14 h 19 h / 22 h	60/120	Cuis. classiq. franç. Canard à l'orange	Second Empire authentique	AE CB DC
78	<b>Palais Impérial</b> 6, rue d'Antin	B 5	261-25-52	150 G	Dimanche	12 h / 14 h 30 19 h / 23 h	60	Chinoises	Salons part. Mus. Jardin intérieur	AE CB DC
79	<b>Les Pavés de Tiquetonne</b> 12, rue Tiquetonne	C 6	236.18.93	80 G	Dimanche Août	20 h / 2 h	50/100	Cuis. tradit. et nouvelle	Cadre rustique Galerie d'Art	
80	<b>Vaudeville</b> 29, rue Vivienne	B 5	233.39.31	130 G		12 h / 15 h 30 19 h / 2 h	80/100	Fruits de mer Coquillages chauds	Brasserie	CB
81	<b>Vénus de Milo</b> 1, pl. Boieldieu	B 5	296.58.34	90 G	Dimanche	11 h 30/15 h 18 h / 24 h	70	Grecques	Cadre, orchestre, danses grecques	CB
82	<b>Wienerwald</b> 21, boulevard Montmartre	B 5	297-53-62 210-517	280 G		10 h / 2 h	60	Bavaroises et autrichiennes	Musique bavaroise Terrasse	
83	▼ <b>Assiette au Bouff</b> 9, bd des Italiens	B 5	297-49-55	G		11 h 45/15 h 19 h / 1 h		Nouvelle cuisine française	Aucune réservation à l'avance	
84	<b>Mc Donald's</b> 7, boulevard Poissonnière	B 6	233-33-16	G		11 h / 2 h	15	Big Mac Milk Shake	Fast-food	
85	<b>Pizza Bruno</b> 11, boulevard Montmartre	B 5	236-06-40	180 G		11 h 30/15 h 19 h ap. spect.	30	Cuisine italienne, pizzas. Feu de bois	Face Musée Grévin	AE CB
86	<b>La Rallye-Opéra</b> 35, bd des Capucines	B 5	261-70-85 240 723 F	700		Rest. et self. 11 h / 21 h 30	35	Pâtisseries maison pur beurre	Accueil groupes importants	AE

## 3<sup>e</sup>



Le Palais Soubise  
Cour d'Honneur,  
magnifiques  
appartements et  
Musée de l'Histoire  
de France.

● Le quartier du Marais  
et ses hôtels restaurés.

● Les musées :  
Carnavalet,  
de la Chasse et de  
la Nature,  
de la Serrure...

87	● <b>L'Acadien</b> 35, boulevard du Temple	B 7	272-27-94	60	Dimanche soir sauf salons	12 h / 15 h 19 h / 22 h 30	135	Poissons et crustacés, gibiers, foie gras	Terrasse fermée Cadre rénové Air conditionné	AE CB DC EC
88	<b>Ambassade d'Auvergne</b> 22, rue du Grenier-St-Lazare	C 7	272-31-22	90	Dimanche	12 h / 14 h 19 h 30/23 h	130	Auvergnates, régionales et plats de saison	4 salles aux décors différents	AE CB DC
89	<b>La Connétable</b> 55, rue des Archives	C 7	277-41-40	50 G	Samedi midi Dimanche	12 h / 15 h 19 h / 23 h	120/150	Cuisine traditionnelle et nouvelle cuisine	Anc. hôtel particulier du Cardinal de Retz	AE CB DC
90	<b>Marais-Cage</b> 8, rue de Beauce	B 7	887.31.20	75 G	Dimanche Août	12 h / 14 h 30 19 h / 23 h	100/150	Cuis. française et sp. antillaises	Musique d'ambiance Dîner aux chandelles	
91	<b>Les Roseaux</b> 14, rue Portefoin	B 7	887.61.03	52 G	Sam. midi Dimanche	12 h / 15 h 20 h 30/23 h	130/150	Cuis. nouvelle Poissons. 23 desserts		AE
92	▲ <b>L'Anthropophage</b> 38, rue Debelleyme	C 7	272.39.24	86 G	Dimanche	12 h / 14 h 30 19 h / 22 h	50/100	Cuis. classique	Cadre campagnard	AE CB DC EC
93	<b>L'Enclos du Marais</b> 3, rue N.-D. de Nazareth	B 7	887-77-91	100 G	Dimanche Août	12 h / 16 h	80	Cuisine bourgeoise française	Salon particulier	
94	<b>Le Lazare</b> 68, rue Quincampoix	C 7	887-99-34	60	Dim.-Lundi Mai	Fermé le midi 19 h / 0 h 30		Poissons. Bouillabaisse Steak au poivre		
95	▼ <b>Malodine</b> 21, rue Beaubourg	B 7	274.74.91	450 G		Service continu 11 h / 22 h	40/50	Cuisine traditionnelle	Ambiance verdure naturelle	
96	<b>Le Rallye</b> 90, boulevard de Sébastopol	C 7	272-83-05 240 723 F	R150 S820		11 h / 21 h 30	40	Cuisine traditionnelle	Salle pour banquets Groupes importants	



## ACCUEIL

Dans les cinq bureaux d'accueil de l'Office, les hôtesses assurent pour le jour même les réservations hôtelières et facilitent le séjour des jeunes touristes. Elles donnent toutes informations touristiques sur Paris, l'Île-de-France et la province. L'Office peut assurer l'hébergement en province avec la chaîne « Accueil de France ».

## INFORMATION

L'Office publie et diffuse gracieusement les documents indispensables à la découverte de la Capitale : Plans, Guides, Guide des Hôtels, Guide des Restaurants, Calendriers des manifestations...

Son Service « Informations-Loisirs » donne tous renseignements sur l'animation. Son Service « Adhésion » est à la disposition des professionnels pour les aider dans leurs actions de promotion et propose aux Parisiens de nombreux avantages pour leurs loisirs.

## PROMOTION

L'Office aide à la mise en valeur des équipements de la Capitale et au rayonnement de son image de marque en province et à l'étranger.

Le Comité Parisien des Congrès de l'Office encourage la venue à Paris de réunions nationales et internationales.

## OBSERVATIONS IMPORTANTES

### PRÉSENTATION DU GUIDE

— Les Restaurants Parisiens sont classés par arrondissement et, dans chaque arrondissement, en 4 catégories de prix :

■ plus de 150 F par personne (prix moyen d'un repas à la carte)

● entre 100 F et 150 F par personne

▲ entre 50 F et 100 F par personne

▼ moins de 50 F par personne

Dans chacune de ces catégories, les restaurants parisiens sont classés par ordre alphabétique.

— Les Restaurants de l'Île-de-France sont classés par département et par commune. Pour une même commune, ils sont classés par ordre alphabétique.

— Les restaurants au-delà de l'Île-de-France sont classés par ordre alphabétique des départements et, dans chaque département, par ordre alphabétique des communes.

### PRIX

Les prix inscrits ont été indiqués par les Restaurateurs eux-mêmes et sont établis à la date de mise sous presse. Ils sont donnés à titre indicatif.

Le service (entre 10 et 15 %) n'est généralement pas compris, sauf lorsque les prix des menus sont suivis de la mention « s.c. » (service compris).

### ABRÉVIATIONS

G : inscrite dans la rubrique « Nombre de couverts », la lettre G indique que le Restaurant est équipé pour recevoir des Groupes.

AE CB DC EC : Cartes de crédit acceptées. Soit American Express, Carte Bleue, Diner's Club, Eurocard. S.C. : service compris.

C 1 : l'adresse des Restaurants de Paris est suivie d'un chiffre et d'une lettre qui le situent sur le plan (page 6 du guide).

Pour vos étudiants

## GUIDE GASTRONOMIQUE DE PARIS

One wonders if Hemingway had in mind the culinary delights one can savor in Paris when he metaphorized this world-capital of *haute-cuisine* as a "moveable feast". As every one knows, French cuisine comes in as great a variety as the country itself. Both its diversity and quality helped to make it a source of national pride. A cultural unit on French food has to appear on the syllabus of every beginning French class. The in-class cooking of *crêpes* or *salade niçoise* are some of the students' most welcomed activities.

The proposed activity utilizes *Le Guide de restaurants de Paris* to introduce students to French cuisine. It suggests ways in which the *Guide* can trigger discussions on the various styles of French cuisines (i.e. *haute-cuisine*, *nouvelle cuisine*, *cuisine provinciale*), the social value accorded to a good meal, the variety of dishes, the *étiquette* and *les bonnes manières de la table* which must accompany eating, and other culinary topics.

Anyone wishing to obtain copies of the *Guide de restaurants de Paris* can write directly to either of the two addresses.

LE SYNDICAT NATIONAL DES RESTAURANTEURS 4, rue de Gramont, 75002 Paris

LE SYNDICAT PATRONAL DES CAFES-LIMONADIERS-RESTAURATEURS DE PARIS, 44, rue Blanche, 75009 Paris

The following exercises use only one page from this guide and introduce your students to Parisian restaurants in three *arrondissements* only. Prior to using the *Guide*, the teacher might:

—Read to the students the instructions for using the *Guide (Observations Importantes)*.

—Familiarize the students with a map of Paris, pointing out the various *arrondissements*, some famous boulevards, avenues or monuments.

—Explain the "military" way of telling time in France (i.e. 20H30).

—Discuss the French monetary system, the value of the *franc*, and the fluctuating nature of foreign money exchange.

—Point out the differences in street addresses, telephone numbers (i.e. hyphenated twice).

—Outline some distinctive features of French cuisine.

—Style of cuisine (i.e. *haute cuisine*, *nouvelle cuisine*).

—Social function of dining out.

—"Spécialités" (i.e. seafood, Italian).

—Average cost of lunch or dinner meals.

—etc.

## SUGGESTED ACTIVITIES USING THE GUIDE

These proposed activities are just some of the classroom exercises that could be generated from this *Guide*. The teacher can provide a variety of additional exercises as needed.

### Activity 1: Budgeting expenses for meals.

You are spending 5 days in Paris and would like to savor as much of the French cuisine as possible with the \$100 earmarked for evening dinners in the third, convert the budget into French money using current exchange rate; fourth, itemize your expenses for each evening (including tips); and fifth, explain the reasons for your selections.

The exercise could be repeated for each student with amount of time and money modified (i.e. 2 days or 10 days with \$100 or 5 days with \$50 or \$300). It can be presented orally (from the students' notes) or in a written report.

### Activity 2: Recommending a restaurant.

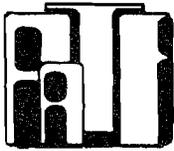
Your parents are planning to spend a night in Paris during their eight-day tour of Europe. As a student of French they have turned to you to recommend a dinner outing. Make your recommendation and provide all details such as cost, distance, style, type of food, opening and closing times and other relevant information.

This activity could also be done orally or in writing.

### Activity 3: Composition.

Subject: You have just won the grand prize from *Gourmet* magazine. The prize consists of a seven-day dining delight for one person in Paris for the purpose of visiting 5 different French restaurants and writing a "critique" on each. There are conditions however. You must submit a proposal in which you outline and discuss (using the *Guide*) your selection of five authentic French restaurants, your anticipations, and all estimated dining expenses. Write the proposal in a diary-like report.

James E. Becker/Larbi Oukada  
Malcolm Price Laboratory School  
University of Northern Iowa



1984

## AATF SUMMER SCHOLARSHIPS



Our program of summer scholarships for 1984 includes:

- a) THIRTY-FIVE scholarships funded by the French government, through the French Cultural Services, for summer study in Avignon during four weeks in July,
- b) FIFTEEN scholarships offered by the government of Québec (see below) during the summer of 1984, early July-mid August.

### AVIGNON

The *stage de perfectionnement* will offer a program of three required courses (in language and civilization) which will be complemented by lectures and excursions. Recipients will be housed in the *Grand Séminaire* and will be required to live on campus. The recipient may not be accompanied by a member of his or her family. The Avignon scholarships will cover tuition for the *stage*, most of the cost of room and board, and part of the cost of transportation. Because the French government wishes to encourage younger teachers to become familiar with France, its culture, and its civilization, only applicants up to 45 years of age (as of January 1, 1984) will be considered.

### QUEBEC

The purpose of these fifteen scholarships is to introduce the American teacher of French to the literature and culture of Québec. Recipients will take courses at either Université Laval in Quebec City, Université de Montréal, or at Université du Québec à Chicoutimi. Their tuition is covered for the full 6 week session, as well as their room and board, plus some cultural activities. Laval University will grant credits for the full 6 week session, these will be recorded on an official transcript.

### GENERAL RULES FOR ALL SCHOLARSHIPS

The summer scholarships are not a pretext for paid holidays abroad. They are offered to members of the AATF in the best interest of the profession and the recipients should expect to study very hard during their stay in Québec and in Avignon. Their primary purpose is to improve the teacher's capacity for instruction and to further his/her understanding of francophone culture. Ideally, every teacher of French should have the experience of living and studying in a franco-phone country. Therefore, priority will be given to those who:

- 1) have never been to France or Québec;
- 2) have not had EXTENSIVE previous experience in travel and/or study in French-speaking countries;
- 3) who are doing creditable work as teachers of French;
- 4) are career teachers expected to make a worthwhile contribution to the improvement of the teaching of French language and culture in this country.

### ELIGIBILITY

Applicants **MUST** be teachers of French in elementary or secondary schools, or teachers at the college/university level, up to and including the rank of assistant professor. Applicants **MUST** be currently engaged in teaching and plan to continue teaching French during 1984-85. Finally, applicants **MUST** be members of AATF in good standing, as of **January 1, 1984**. Everything being equal preference will be given to applicants who have been members for at least **two** consecutive years, i.e. since January 1, 1982.

### INELIGIBLE FOR ANY SCHOLARSHIP ARE:

1. Current Chapter Presidents;
2. Recent recipients (since and including the summer of 1979) of AATF and/or French summer study scholarships or stages.
3. Native speakers of French from any francophone country (exceptions will be made only for those who came to the U.S. as children and whose linguistic competence in French cannot be qualified as native or near-native);
4. Recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

### APPLICATION

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

The application form and the two letters of recommendation must be returned to the Chapter President not later than **January 9, 1984**. **LATE APPLICATIONS WILL NOT BE ACCEPTED**. Each chapter will submit the applications from ALL qualified candidates to its Regional Representative who will, in turn, send ALL qualified nominations to the National Chairman. Deadline of chapter to Reg. Rep.: **February 1st**; Deadline of Reg. Rep. to National Chairman: **February 24, 1984**. Every effort will be made to notify winners before **March 30, 1984**.

Further information may be obtained from Helen M. Cummings, AATF Vice President in charge of scholarships, 17 Byrne Road, Milton, MA 02187 (Tel: 617-698-7956).



1984

AATF SUMMER SCHOLARSHIPS



Please read description before completing this form,  
When completed, return to your Chapter President.

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

Maiden name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
(If pertinent to verification of AATF membership)

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

Telephone: Home \_\_\_\_\_ Office \_\_\_\_\_  
area code area code

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

Address \_\_\_\_\_

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

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

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

Continuous member of AATF for \_\_\_\_\_ years (preference given to those with 2 or more years of membership), including 1984.

Scholarship desired: France \_\_\_\_\_ Quebec \_\_\_\_\_ 1) U. Laval \_\_\_\_\_ 2) U. Quebec/Chicoutimi \_\_\_\_\_ Montreal \_\_\_\_\_

Have you ever received an AATF Summer Scholarship? Yes \_\_\_\_\_ Year \_\_\_\_\_ No \_\_\_\_\_

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

ACADEMIC BACKGROUND

Institution	Credit hours in French	Degree	Date

List all previous travel and study in Francophone countries as indicated below.

1979	
1980	
1981	
1982	
1983	





EUGENE WITTMAN

### Bonjour La Guyane . . . Salut Cayenne

If as a member of the AATF, you were lucky enough to travel to Paris in 1977, or Martinique in '79, or Quebec in '81 or possibly last year's meetings in Dakar, you know from first-hand experience how great and informative these sessions can be. The total immersion in the local culture is an elixir that cannot be duplicated in any number of slide/sound programs or simulations.

I do not wish, however, to dwell on past accomplishments. Rather, I would prefer to point you in a new direction, one that you can take advantage of now or sometime in the future. This time the destination is the little known département of French Guyana located on the northeast corner of South America. Guyana is not on the normal tourist circuit and yet despite its fear-inspiring nickname of "green hell" this exotic paradise deserves your attention.

Unlike many tropical sunspots which boast of their cultural heritage and history, French Guyana would like to forget a segment of her past. Much of the notoriety, of course, stems from its history as a penal colony where penal reform was set back hundreds of years with the likes of Devil's Island. This distinction, however, is not the only dubious claim to fame. In 1754, a French duke named de Choiseul, in a effort to populate this desolate land, managed to lure over 12,000 Frenchmen of varying backgrounds to this colony. With promises of "El Dorado", lush plantations, and quick wealth, poorly equipped métropolitains arrived on the shores of Kourou, near the present-day capital Cayenne, and were quickly ravished by disease and famine. Ironically enough, the 918 survivors found solace on the much maligned Devil's Island and Royal Island which at that point in history were called the Isles of Salvation.

Now, space technology has launched the country of Négritude poet, Léon Damse, well into the 20th century and visitors can observe a curious juxtaposition of modernity, the French Space Program, with these vestiges of antiquity, the former penal colony which claimed the lives of over 70,000 prisoners. Guyana is also trying to lay to rest exaggerated accounts of being home to every snake on God's earth, king-size mosquitos and wild indians to boot.

But for those who are still undaunted, there is regular

Air France service which makes this somewhat isolated country almost as accessible as any place else and many French tourists now include Cayenne with a visit to the other more well-known départements of Martinique and Guadeloupe. Local airlines also service these areas and it's a quick jump from Cayenne to Pointe-à-Pitre in Guadeloupe.

Everything starts in Cayenne which is home for 85% of the 55,000 Guyanais who incorporate a blend of Africain, Asiatique, European, and finally Créole. The primitive, native indian tribes are plentiful in Guyana.

Finding accomodations is easy in Cayenne and there are several classes of hotels to choose from. The Montablo is an example of one of the better ones. It has two/three stars and is extremely comfortable without being pretentious. A room for two would cost about 200 FF. and would include a helathy continental breakfast. Cheaper facilities are available for the budget conscious travelers.

The film *Papillon* based on a novel of the same name by the famous French forçat, Henri Charrière helped form images in everyones' minds of what French Guyana, Cayenne and Devil's Island were like. Sometimes these images were correct; at other times, not so correct. The media certainly painted an accurate portrait of the physical characteristics of this costal city. Much of the architecture is two-story, wooden colonial structures, usually encircled with wooden balconies. Corrugated, rusty tin roofs, built at a very sharp angle shed the rains when they invariably arrive. Open air markets abound and the diverse ethnic origins of the city's inhabitants add to its attractiveness.

During my first day in Cayenne, I explored the restaurant situation and discovered that cuisine in Guyana is perhaps as varied as could be found anyplace in the world. Exotic palates can be satiated with such unusual offerings as fricasseed crocodile, boa constrictor, turtle, deer and other specialities. The Oriental community in Guyana is large and there are many vietnamese and chinese restaurants too. and still, there is an equal number of establishments serving traditional french fare. Dining is truly an adventure in this country and the tourist shouldn't be afraid to experiment. *Hachette's Guide Bleu, Antilles, Guyane*, is indispensible to the tourist and besides telling how to get around, will also put you in touch with all these eating places where French bread and wine are *de rigueur*.



Walking tours of the city inevitably lead to the Place des Palmistes, bordered by gigantic royal palms and centered by a statue in honor of Cayenne's native son, Félix Eboué. Modern French historians will remember Eboué as a staunch ally of DeGaulle and the Free French Régime. He was later named governor-general of French Equatorial Africa where he administered for many years.

Don't leave Cayenne without visiting the fish stalls, fruit marché, Syrian cloth vendors, botanical garden, Fort Ceperou and the chinese druggist. All of these sites can be enjoyed on foot as they are all within a short distance of the hotel district.

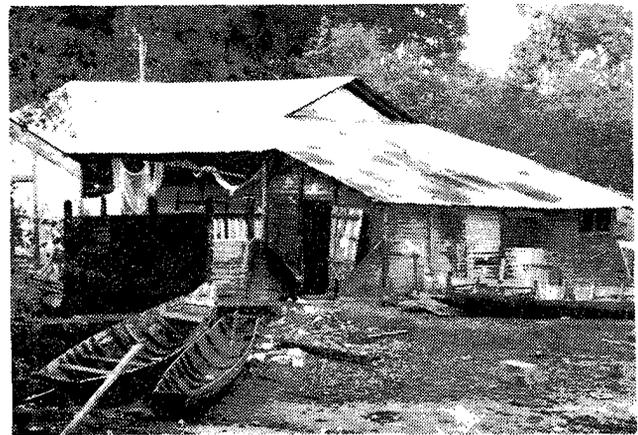
When you decide to venture into the country and travel to Kourou, it is best to rent a small car which is available for \$20 a day. I say Kourou, because it is the second largest city and is located on the only paved road which leads out of Cayenne. More travel is done in this country by pirogue than by car. Once on the road to Kourou, you will first encounter a church planted right in the middle of the road. Disregard and drive on to the Hotel Des Roches which is, part of this instant community developed as a result of the French Space Center.

Make accomodations at the hotel and check with the *syndicat d'Initiative* for excursions to the center. Three days could easily be spent in this city. Besides the space center, there are day trips down the rivers, but there is the big attraction of Devil's Island which is a short, two hour ferry ride from shore.

When you arrive at the islands, actually there are three, not just one, someone from an establishment which doubles as a bar/restarant-rustic hotel à la dormitory style, will ask you if you plan to have lunch there on the island. I recommend it. You wouldn't expect these amenities but for a very reasonable price, you are served three or four courses, cheese, wine, French bread and dessert. After a meal like this, you are ready for some exercise.

The buildings are mostly controlled by the lush vegetation, but the old prison chapel, with its pastel murals, the endeavors of a former artistic *bagnard*, is in good shape. There are still a few former residents of the penal institutions around. They are known as *les Vieux Blancs*. The island provides a setting for some very heavy thought as you ponder the plight of some of its famous residents.

As you approach Dreyfus Point, named after perhaps



the most famous of all prisoners, the journey is about to end. Food sacks are to be replenished in town for the return trip the next morning.

Kourou is somewhat of an enigma-this blend of the modern with the medieval. The decision to base the center here was influenced by its favorable location. It is only 5° above the equator which translates into little gravitational pull and successful launchings.

Kourou could also be the home base for tourists wishing to take advantage of one of the many jungle tours. These tours are arranged by professional organizations and are anywhere from one-day butterfly treks to eight-day he-man (woman) type sorties. Guides and hosts remind potential takers that these trips are for the hardy who can put up with sleeping in a hammock and help with paddling a pirogue. Since most of the country is inaccessible, except by water, the tours rely on the many rivers which criss-cross the area. River tours on the Maroni, Oyapock, Mana, and Iracouba can be arranged through the Takeri, and Somarig tour people.

Further information concerning all aspects of Guyana can be obtained by writing to the following address. French Guyana is interested in increasing tourism. Request that it be sent airmail. OFFICE DU TOURISME DE LA GUYANE, 3 PLACE SCHOELCHER, B.P. 801, 97303 CAYENNE.

Eugene Wittman  
Blue Ridge Tech. College  
Flatrock, NC

FRENCH  
 STUDENTS  
 NEVER DIE . . . .  
 THEY JUST GO  
 IN  
 SEINE

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# GLEANNING HERE AND THERE



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The July 1983 issue of *Personal Computing* (\$3.00; Hayden Publications, 50 Essex St., Rochelle, NJ 07662) features an article on foreign language learning. Various software sources are given and the article notes that . . . "When it comes to learning a foreign language a computer can't replace a good teacher, but it can make learning faster and easier."

*Enfantaisie* is a new publication in French that can help perk up your classes. It appears twice a month and costs \$16.00 per a one-year subscription. Its 25 pages have many line drawings, games, stories, poems and cartoons. For information, write: *Enfantaisie*, 2603 S.E. 32nd St., Portland, OR 97202. Checks are made payable to V. Gould. There is a free teacher-subscription with 10 orders or more.

### La Conduite Anglais-Français

An enlarged and revised edition of DRIVING IN ENGLISH-FRENCH is the latest in a series of specialized vocabulary booklets compiled by AATF member emeritus Philip Grosse as a retirement hobby. Others include *Le Tennis; le Baseball, le Bridge, le Golf*. In this booklet you will find alphabetized in English-French more than 1000 common and technical automotive words relating to driving and parts of the car. . . plus more than 150 traffic and road signs alphabetized in French-English for easy reference. To receive *La Conduite en Anglais-Français* write to Philip Grosse, 5055 North 83rd St., Scottsdale, AZ. 85253. Include \$2.75 which includes postage. Sold on money back guarantee.

From MICROCOMPUTER WORKSHOPS, 225 Westchester Ave., Port Chester, NY 11573 *French Achievement I* is available for \$49.95 for the APPLE 48k. A great means for getting ready for the CEEB French exams. Over 150 problems allow the students (9-12) to select from among four options, then the translation of all the material being tested is given. A Spanish version exists as well. The disk includes a full French character set, upper and lower case and much more. This is one of the best upper level disks that we have seen and your students should enjoy using and learning.

*Hebdo Canada* is published by the Direction centrale des affaires publiques, Ministère des Affaires extérieures, Ottawa, Canada K1A 0G2 and is free.

Two new publications from EMC Publishing 300 York Ave., St. Paul, MN 55010 are *In France* and *Passeport pour la France*. Both have a wealth of information on France and stress the everyday culture students find of interest. Highly colorful and full of photos, these two new items for the beginning level would make a nice addition to any collection. \$4.95 each.

Hatier International, 220 E. 95th St., New York, NY 10028 has a new 1982 edition of a most interesting and well-done text called *Civilisation Française Quotidienne* (Hatier). The 14 chapters deal with such familiar themes as La Famille, A la maison, l'argent et le patrimoine, and la cuisine et la gastronomie. This black and white publication has a wide variety of information on current French culture and civilization. (225 pp.)

They're free! Minibibliographies on Evaluation of Immersion Programs, Testing Communicative Competence and Teaching Composition in Second Languages. Write to: User Services, ERIC/CLL, Center for Applied Linguistics, 3520 Prospect St., N.W., Washington, DC 20007.

Opportunities to teach abroad and to attend seminars are available under the Fulbright Teacher Exchange program of the U.S. Department of Education for the 1983-1984 year. Write: Teacher Exchange Branch, International Education Programs, U.S. Department of Education, ROB-3, Room 3068, Washington, DC 20202.

If you have not yet gotten 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 / 21 cm. 64 page comicstrip 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.

*The French Game*, available from J & S Software, 140 Reid Ave., Port Washington, NY 11050 sells for \$34.50. This diskette contains 750 French words that students can review while racing automobiles. It is for the Apple II computer and there is a 30% discount on orders for more than eight programs. The teacher has access to special routines when password is given. selected keys give the French accents.

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## COMMUNICATIVE ACTIVITIES FROM POETRY

In elementary textbooks we often encounter poetry selections intended to reflect a specific grammatical element introduced in a given chapter or unit. In addition to their literary value and linguistic appropriateness, these selections can offer us an opportunity to create meaningful communicative activities tailored to both the level and interests of our students. "Déjeuner du Matin" by Jacques Prévert, frequently reproduced in French texts in chapters introducing the passé composé, can be used not only for its structural relevance but also as a means of engaging students in active language use. The following is an account of my experience in which "Déjeuner du Matin" was incorporated into an intermediate college French course in order to facilitate interaction in the target language.

I began by reading and discussing Prévert's work with the class. The first stanza of the poem describes the encounter of two people, perhaps a husband and wife (although the relationship is open to interpretation), at breakfast and the alienation and lack of communication that exist between them.

Il a mis le café  
Dans la tasse. . . .  
Il a bu le café. . . .  
Et il a reposé la tasse  
Sans me parler. . . .  
Sans me regarder. . . .

The remaining stanzas of the poem describe the actions of an indifferent husband, who leaves behind a morose partner who laments,

Et moi j'ai pris  
Ma tête dans ma main  
Et j'ai pleuré

Due to the richness of its images and the emotional depth of its narration, this poem is particularly well-suited for expansion into communicative activities. For this reason, I chose a visualization activity followed by small group work in which students attempted to write the interior dialog of the poem's two characters.

### Visualization Activity

In order to see the actions described, objects mentioned in the poem (a cup, a spoon, a cigarette, a rain coat, etc.) were given to two students who were to play the parts of the husband and wife. As one student read, the actors pantomimed the action described using the objects before them, accompanied by appropriate facial expressions and gestures. The students engaged in the dramatization found it necessary to listen actively in order to comprehend and respond physically to what they heard. I found that this activity and the immediate visual image it created permitted each student not only to acquire the lexical items contained in the poem but enhanced their appreciation of the images inherent in "Déjeuner du Matin."

### Interior Dialog Activity

Following the presentation the students were ready

to examine the psychological states of the two characters. Working in small groups, they were instructed to discuss the feelings underlying the behavior of the poem's principle characters. I asked each group to conclude its discussion by writing the inner thoughts that might have taken place in the minds of the husband and wife while having breakfast. Each group rehearsed its interior dialog and decided on a format for presenting it to the class. As it turned out, all groups chose to have the poem read aloud during their presentation, while simultaneously interspersing the interior dialog at appropriate times throughout the reading. One group wrote an interior dialog to match both the meter and tone of the poem, thus allowing the interior dialog to function as an extension of the work itself. Another group opted for a more theatrical presentation and consequently developed and portrayed five characters including a narrator, the husband and wife and their respective inner voices. The husband and wife acted out their roles as the narrator read the poem. The students representing the two inner voices positioned themselves behind the two main characters and delivered the lines of interior dialog created by their group. Their presentation was a powerful interpretation and visualization of the psychological states represented in Prévert's poem.

### Conclusion

The techniques of visualization and interior dialog permit students to touch the language of poetry in a manner far more significant than mere form-focussed reading and analysis. These two activities enable students to penetrate the emotional depths of a poem in order to discover a deeper meaning behind the words they read and speak. Recitation may be replaced with communication only if we allow ourselves to see beyond the structural elements contained in the poems we choose to use with our classes. "Déjeuner du Matin" is an invitation for foreign language teachers to investigate further the use of poetry in the classroom and its potential for revealing to students the richness of language use.

Rick Donato  
University of Delaware

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## BECKER BIDS FAREWELL AS EDITOR

I have enjoyed my experience as editor of the *National Bulletin* over the past three years. It is my hope that all AATF members will continue to give their support to the new editor (yet to be named). For the present time, send your articles and news to me here at the Price Lab School, University of Northern Iowa, Cedar Falls, IA 50613, and I will continue to process them along with the help of the four readers. We hope that you have found the past editions helpful and that you have been able to grow from the articles and improve your teaching from the information given. Please don't forget to share good information you discover in the AATF by sending it to the *Bulletin*. Mille mercis.

jeb-editor

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## NEW HAMPSHIRE CHAPTER

This year's A.A.T.F.—NH Spring Fling was held on May 13-14 at Hanover. The two-day program, "A Celebration of Unity in A.A.T.F.," was organized by Karen Ulmer Dorsch, A.A.T.F.—N.H. President Mary E. Bourgault, Secretary-Treasurer, Professors John D. Lyons and David Sices of Dartmouth College, Sandra Anderson and Neil Duprey, Hanover High School French teachers, and Suzanne Coonley and Mary Ellen Moorhead, administrative assistants of Dartmouth College.

The Friday program was a comprehensive study of the Dartmouth Method of foreign language instruction. The 35 participants observed Hanover High School classes using the method and saw a film made at Dartmouth during the development of the program. After the morning program, participants attended a session in which they acted as students in a mock class of Italian directed by John Lyons at Dartmouth College and heard Jacqueline Sices discuss how to transfer the oral drill method to effective writing.

Friday evening's program consisted of the second Annual Awards Banquet at the Distribution Des Prix for the New Hampshire students who placed in the National French Contest in the state, regional and national divisions. The banquet was held in the Tavern Room at the Hanover Inn, and the 85 guests present enjoyed a program of songs in impeccable French by a quartet from the Dartmouth Chamber Singers and recitations in French by Hanover High School students. The awards program under the direction of Leona F. Michaud, State Concours Administrator, included a drawing of two student trips to Quebec donated by INTERFACE, Inc. of Merrimack, N.H. and a scholarship to a 7-day French immersion camp donated by the Association Canado-Américaine of Manchester, NH. Julie Green, Hanover High and Christina Todaro, Londonderry High won the Quebec trips and Diane Bergeron, Presentation of Mary Academy, Hudson, NH received the scholarship. The state chapter presented awards totaling over \$900 in monetary value to 23 state winners. 684 French students in the state took the 1983 Concours making this an all-time high enrollment.

At the Saturday morning business session a chapter constitution was adopted, chapter dues were increased from \$1 to \$2.00, and the following officers were elected for the 1983-85 term: Christine Stanely, President; Roger Dube, Vice-President; Kathy Clippinger, Secretary-Treasurer. Mary E. Bourgault and Karen U. Dorsch accepted to co-chair the State Administrator for the Concours position. Following the business session, Associate Professor Lynn A. Higgins of Dartmouth offered teachers a fresh insight to the classic film, *L'Année dernière à Marienbad* in her address "Screen/Memory—Robbe-Grillet's *L'Année dernière à Marienbad*". A viewing of the film followed a luncheon at the Hanover Inn.

This was the first endeavor of A.A.T.F.—N.H. to combine spring events into a two-day program. The excellent turnout of members indicated that they highly approved of the experiment.

## EASTERN MASSACHUSETTS CHAPTER

Les deux ans qui viennent de s'écouler ont été marqués d'activités variées dans le chapitre du Massachusetts de l'Est.

En octobre, 1981, sous le patronage de notre chapitre, lors d'une réunion de la MaFLA (Massachusetts Foreign Language Association), M. Reid Lewis et sa troupe nous ont fait revivre l'expédition de La Salle en Amérique, qu'ils avaient recréée pour en fêter le 350<sup>e</sup> anniversaire. Cette représentation a été tant appréciée que la troupe a été invitée à plusieurs lycées de notre état.

En décembre le professeur Wilga Rivers de Harvard a fait un discours très applaudi sur le thème de l'enseignement des langues étrangères dans les années quatre-vingts.

Au printemps Assumption College a été le site du premier congrès régional de l'AATF, un colloque où une assistance nombreuse est venue discuter des thèmes franco-américains.

Peu après a eu lieu le congrès annuel de la MaFLA. Sous les auspices de notre association, Mme Geneviève Colein, Attachée Linguistique des Services Culturels, a parlé de "L'Utilisation de la presse dans la classe de français."

Un événement printanier qui a lieu depuis quelques années a été le Festival Dramatique, organisé par M. Joseph Scott de l'Ecole Middlesex. Tous les lycées du Massachusetts de l'Est sont invités à participer à ce festival, en représentant une scène d'une pièce française ou une saynète originale.

Au mois de mai on a célébré la Distribution des Prix devant de nombreux parents et invités venus à Emmanuel College pour applaudir les 150 gagnants.

Nous sommes très fiers de féliciter nos collègues, Charlotte Cole et Floy Miller, du travail qu'elles ont fait en tant que trésorière et membre du Conseil. Charlotte a été honorée à l'échelle nationale pour ses efforts extraordinaires.

Pour la deuxième année de suite notre chapitre a été un des groupes organisateurs de "Total Immersion Weekend" au Massachusetts Institute of Technology. En participant à ce programme des lycéens, aussi bien que des étudiants du niveau universitaire, ont l'occasion de passer trois jours dans une ambiance francophone.

La première activité de l'année scolaire 1982-83 a été un brillant discours prononcé par le professeur Stanley Hoffman de Harvard University à propos de "La France de Mitterand." Le discours a été suivi d'un vin d'honneur.

Au mois d'octobre, au congrès annuel d'automne de la MaFLA, le chapitre du Massachusetts de l'Est et la Délégation Québécoise ont organisé une réunion au cours de laquelle M. Denis Mouton a parlé du rôle que joue la chanson dans l'enseignement.

L'année s'est terminée comme toujours par la Distribution des Prix, où on a fêté 180 gagnants. Cette cérémonie s'est déroulée à Newton South High School. Au niveau V, le gagnant de la première place a reçu un voyage en France comme prix. Parmi les invités d'honneur il y a eu l'Attachée Linguistique du Consulat de France et le Conseiller Culturel de la Délégation Québécoise.

Nancy Milner Kelly  
Secrétaire du chapitre du  
Massachusetts de l'Est

# CALENDAR OF EVENTS

## *Semiotic Society of America:*

26-30 December. San Francisco, CA Information: Margot D. Lenhart; Semiotic Society of America, P.O. Box 10. Bloomington, IN 47402.

## *Linguistic Society of America:*

27-30 December. Minneapolis, MN. Information: Victoria Fromkin, LSA, Prospect St., NW, Washington, DC 20007.

## *Modern Language Association:*

27-30 December. New York, NY. Information: Convention Manager; MLA, 62 5th Ave., New York, NY 10011.

## *Computer Assisted Language Instruction Consortium:*

23-27 January. Columbia, MD. Information: Frank Otto, CALICO, P.O. Box 7310, Univ. Station, Provo, UT 84602.

## *Twelfth Annual Twentieth-Century Literature Conference:*

22-24 February. Louisville, KY. Information: Dr. Kathryn A. Wixon, Conference Chairman, Dept. of Classical & Modern Languages, Univ. of Louisville, Louisville, KY 40292.

## *Louisiana Conference on Hispanic Languages & Literatures:*

1-3 March. Baton Rouge, LA. Information: Harry L. Kirby, Jr; Dept. of Spanish & Portuguese, Louisiana State Univ., Baton Rouge, LA 70803.

## *Southern Council on Francophone Studies:*

1-3 March. Univ. of S.W. Louisiana. Information: Dr. A. David Barry, Pres., SCFS, Dept. of FLs, Univ. of S.W. Louisiana, Lafayette LA 70504.

## *Teachers of English to Speakers of Other Languages:*

6-11 March. Houston, TX. Information: TESOL; 202 DC Transit Bldg., Georgetown Univ., Washington, DC 20057.

## *New Jersey Foreign Language Teachers Assoc. Annual Spring Meeting:*

17 March. Lawrenceville, NJ. Information: Rebecca Stracener, Pres., Edison Twp. Public Schools, Edison, NJ 08117.

## *Ohio Modern Language Teachers Association Conference:*

6-7 April. Cincinnati, OH. Information: Judy Baughin, 1721 Marquette, Cincinnati, OH 45230.

## *African Literature Assoc: Literature of Africa/African Continuum:*

12-15 April. Catonsville, MD. Information: Jonathan Peters; Dept. of African & Afro-American Studies; Univ. of Maryland, Baltimore County Campus, Catonsville, MD 21228.

## *Northeast Conference on the Teaching of Foreign Languages:*

12-15 April. New York. Information: James W. Dodge, Northeast Conference, P.O. Box 623, Middlebury, VT 05753.

## *Central States Conference on the Teaching of Foreign Languages:*

26-28 April. Chicago. Information: Gerard L. Ervin, Slavic Dept., The Ohio State Univ., 232 Cunz Hall, Columbus, OH 43210.

## *4th Cincinnati Conference on Romance Languages & Literatures:*

10-12 May. Cincinnati, OH. Information: Marie Nguyen Losonsky, Conference Chair, Dept. of Romance Languages & Literatures (M.L. 377), Univ. of Cincinnati, Cincinnati, OH 45221.

## *Council on Foreign Languages; and the Pacific Northwest Council on Foreign Languages with Montana Association of Language Teachers:*

11-13 May. Missoula, MT. Information: PNCFL, Dept. of foreign Languages & Literatures, Oregon State Univ., Corvallis 97331-4603.



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