
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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REMINDER

AATF Summer Seminar
June 23-July 2, 1984

TUNISIA

Introduction au Maghreb

6^e CONGRÈS MONDIAL DE LA FIPF Québec, du 15 au 20 juillet 1984

Le Congrès mondial de la FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS aura lieu du 15 au 20 juillet à Québec. Grâce au gouvernement canadien, les adhérents de l'AATF seront les bénéficiaires d'une réduction spéciale des frais d'inscription de \$120 à \$40 canadiens.

Les congrès de la FIPF sont, avant tout, des congrès d'enseignants, de praticiens préoccupés par les besoins et les attentes des apprenants: confrontation des moyens et des méthodes, efficacité des apprentissages, conditions politiques, sociales, économiques et éducatives dans lesquelles les pratiques pédagogiques se développent.

VIVRE LE FRANÇAIS, DIALOGUE DES CULTURES ET FORMATION DE LA PERSONNE sera le thème sous lequel intervenants et participants feront part de leurs expériences, de leurs difficultés, de leurs recherches. Deux cent cinquante ateliers dont les propositions émanent de tous les pays constituent le programme impressionnant de ce 6^e congrès mondial de la FIPF.

En plus des ateliers, diverses activités, telles qu'une soirée socio-culturelle d'ouverture et une croisière sur le Saint-Laurent à bord du *Louis Jolliet*, auront lieu et permettront aux participants de rencontrer des professeurs de français venus des cinq continents, de plus de 35 pays.

Cet été la ville de Québec célébrera le 450^e anniversaire de l'arrivée de Jacques Cartier en Amérique. Pour marquer cet événement, la ville accueillera des centaines de navires et des milliers de marins. Le vieux port, la ville et ses environs offriront une ambiance unique pendant tout l'été.

Pour profiter de cette occasion et pour recevoir la formule d'inscription ainsi que des renseignements sur le programme, il faut s'adresser au:

Congrès FIPF 1984

1460, Chemin Sainte-Foy, 3^e étage
Québec, Qc G1S 2N9 Canada

ANNENBERG/CPB GRANT

Yale University, Wellesley College and WGBH-TV Boston have received a grant in excess of \$2 million from the Annenberg/CPB Project to produce a television course in French language and culture.

The course will air over stations of the PBS network and be available on videocassettes for use in colleges, universities and schools in the Fall of 1986.

Major funding for the project comes from a grant of \$150 million made to the Corporation for Public Broadcasting by Ambassador Walter Annenberg to enhance the quality and availability of higher education through telecommunications. Supplementary funding for the project has been provided by the National Endowment for the Humanities and the Ministry of External Relations of the French Government.

It is significant that an award of this magnitude has been made in support of innovation in foreign language methodology. The Yale-Wellesley-WGHB project is devoted to French language and culture, but its aim is to explore the application of video and related technologies to language-learning in ways that can be replicated in other foreign languages. In making their awards, both the NEH and Annenberg/CPB recognized the project's exemplary nature and its potential impact on language-learning nationally.

The telecourse to be produced is in two parts. The core of both parts will be a dramatic series, to be filmed in France. Episodes from this series, followed by a variety of explanations and exercises, constitute the 52 half-hour programs of an introductory course. The explanatory and exercise materials lead the students to understand the teleplay and train them in active use of its linguistic structures. The play on its own, in 13 half-hour programs, forms the centerpiece of a refresher or review course at the intermediate and higher levels.

The video programs are supplemented by a textbook and study guide, an audio program, and an instructor's/administrator's manual. The course is designed to be adaptable to emerging computer and videodisc technology that gives the user rapid access to any video or audio segment, and allows the creation of a fully-interactive learning program.

The Director of the project, Pierre J. Capretz, is Director of the Language Laboratory and Senior Lecturer in French at Yale. Barry Lydgate, Associate Director, is Associate Professor and Chairman of the French Department at Wellesley. The video series will be produced by WGBH.

A SUMMER WORKCAMP IN FRANCE

An interesting and informative way to spend a summer in France is to participate in a workcamp or *chantier*. Approximately eighty Americans between the ages of 17 and 23 go to France each summer on a program jointly sponsored by *REMPART (Union des Associations pour la Réhabilitation et l'Entretien des Monuments et du Patrimoine ARTistique)* and *US/ICOMOS (U.S. Committee/International Council on Monuments and Sites: 1600 H Street NW, Washington, D.C. 20006; 202/673-4211)*.

These participants are assigned to one of several sites across France to aid in the restoration of such historical monuments as gallo-roman arenas, romanesque churches, and medieval castles. The Americans join volunteers from France and several other countries, all of whom come to work on the sites for two to four weeks.

Chantiers are usually located in small, isolated villages or towns and living is very rustic. Participants may find themselves in tents, in sleeping bags on mattresses, on the floor of a barn or a farmhouse; occasionally there are beds. There is usually some hot water and a toilet available, although outdoor latrines are common. Males and females sleep in the same rooms and share the same washing facilities. Most participants wear sturdy, practical clothing which does not tear easily or show wear readily.

Cooking is done in common, as is housework. Sometimes the budget allows for fresh vegetables and meats, other times it is limited and meals are based on canned goods and starches. There is always plenty of bread. Usually there is only water to drink at meals; occasionally, wine will be served. Lunch is the main meal of the day. Dinner, served at seven or eight in the evening, is usually copious also as everyone is hungry after a day of hard work.

The work on the *chantier* can vary greatly, from chopping down small trees, weeding, digging trenches, hauling rocks and stone, to taking down crumbling walls, mixing mortar, and building walls. Participants learn to swing a pickaxe, manipulate a trowel, fling a shovel, wield a hammer, and handle a scythe.

Working in the heat of the sun or in the rain is physically trying. Never obliged to work beyond their capacities, volunteers are nevertheless expected to do their share. The average work day is 4 to 6 hours long, the average work week, 5 or 6 days. Sunday is usually, but not always, a day off.

Life on the *chantier* is not all work. While conditions limit privacy, they encourage social interaction. Meal time is a social event where everyone tells stories and jokes. Participants are usually free after lunch to relax, write letters or chat. After supper they play cards, talk, or take walks. Whether or not they go to bed late, they must usually get up early the next day.

On days off, if there are enough cars, the volunteers visit the region; if not, they hitchhike, go exploring on foot, or sit around and sunbathe. In most instances the day is devoted to group activity.

The rewards of the *chantier* are not financial, but substantial. At the end of two or more weeks of work definite progress is made; the castle may still be in ruins, but it has some newly consolidated walls that will stand the test of time. *Chantiers* offer a unique opportunity for participants to meet and talk with volunteers from many countries. Hard work also provides a sense of pride, and teamwork establishes a particularly strong bond between participants; building solid walls together helps build solid friendships. In just a few weeks participants improve their oral communication skills in French along with their understanding of French culture. An inexpensive and worthwhile linguistic and cultural experience, a *chantier* summer is highly recommended for mature young people with at least a basic working knowledge of French.

Janet Marantz
Columbus, Ohio

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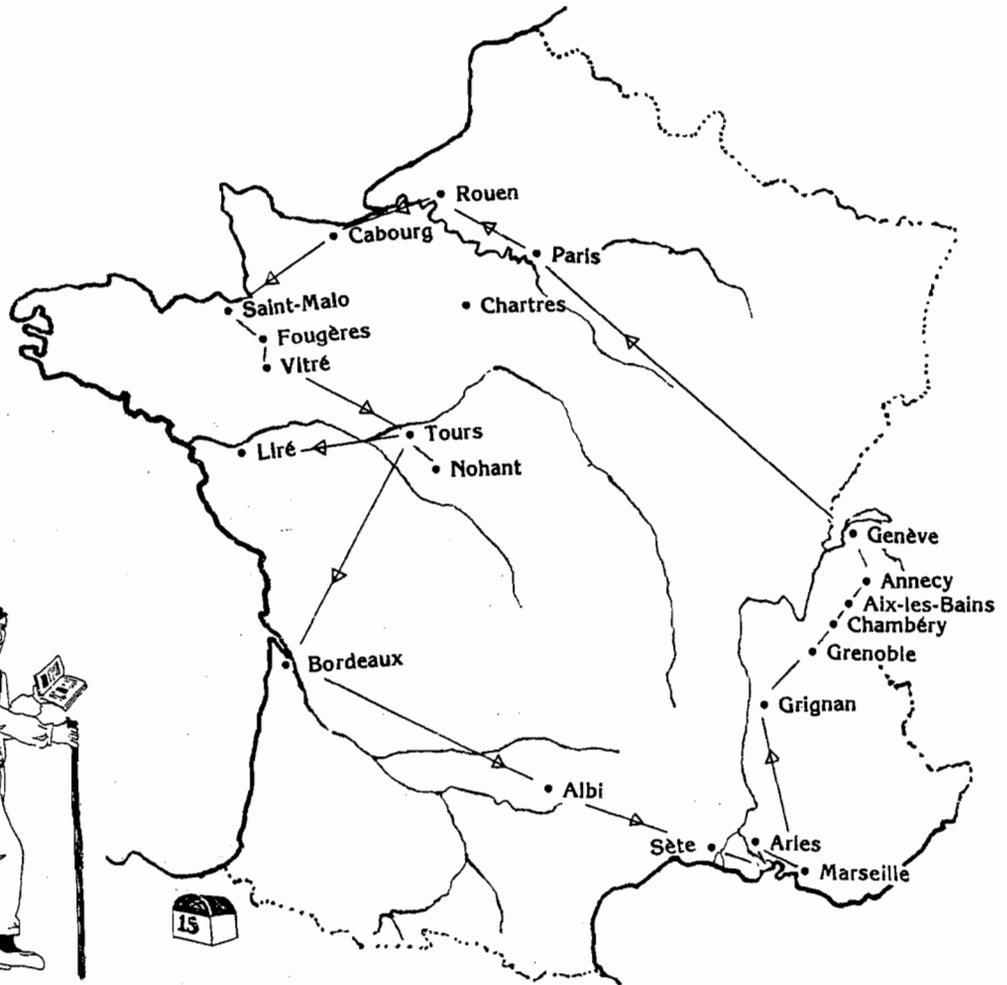
April 1984

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UN TOUR DE FRANCE LITTÉRAIRE



“France, mère des arts, des armes et des lois.”

Les voyages, dit-on, forment la jeunesse; heureux donc ceux qui, à l'époque des grandes vacances, unissent les joies du tourisme aux plaisirs de la lecture. Pour nos étudiants de français, autant que pour nous les professeurs, une randonnée dans les différentes régions de France offre une vue d'ensemble du pays et donne l'occasion de connaître les lieux associés à la vie et aux oeuvres des maîtres de la littérature française. Où sont Combourg, Villequier, Grignan, Liré? A quoi ressemblent-ils? Le “lac” de Lamartine garde-t-il le souvenir d'Elvire et du poète? Peut-on, comme Rousseau, errer dans la forêt de Montmorency ou gravir, comme Saint-Preux, les pentes alpestres dominant le lac Léman?

C'est ce qu'a découvert un été un petit groupe universitaire, “une classe en voyage,” qui, pendant trois semaines, a sillonné en voiture les routes de France: de Paris à Paris en passant par la Normandie, la Bretagne, le Val de Loire, l'Aquitaine, le Languedoc, la Provence, le Dauphiné, la Savoie, le Jura, la Bourgogne et l'Ile-de-France. Livres ouverts, se référant aux descriptions des auteurs, les voyageurs ont cherché à voir, écouter, sentir et imaginer les écrivains et leurs personnages, les lieux et milieux d'après Flaubert, Proust, Balzac, Montaigne, Daudet, et beaucoup d'autres encore.

Ainsi l'étude de la géographie, de l'histoire, et de la littérature sur place, fait-elle apparaître plus vraies les beautés multiples de la civilisation française.

Mais il est temps de quitter Paris, de se mettre en route vers la Normandie. “Bon voyage!”

Sur la route de Paris à Rouen on peut s'arrêter à Auvers-sur-Oise où Van Gogh peignit ses derniers tableaux. L'église, sa tombe, sa statue par Ossip Zadkine dans le parc du village. Déjeuner à l'hôtel où il mourut.

Si on aime les fleurs on peut aussi visiter la propriété de Monet à Giverny près de Vernon.

ROUEN (Seine-Maritime)

Ville natale de Fontenelle (1657-1757), neveu de Corneille. Maison natale et musée Pierre Corneille (1606-1684) à deux pas de la place du Marché où fut brûlée Jeanne d'Arc en 1431.

Gustave Flaubert est né à l'hôpital (petit musée) en 1821, mais il écrit la plupart de ses oeuvres à Croisset au bord de la Seine. Il ne reste qu'un petit pavillon-musée où l'on peut voir le perroquet vert de Félicité.

Le pays de *MADAME BOVARY* (1857): le village de Ry (d'où Bovary?); la maison des époux Bovary, la pharmacie Carrez? La pharmacie de M. Homais à la mercerie indiquée par la plaque? L'église, la mairie, les halles, le cimetière: “Il n'y a plus ensuite rien à voir dans Yonville,” sauf la statue de Flaubert près de la poste. “Depuis les événements...rien, en effet, n'a changé à Yonville.”

VILLEQUIER (Seine-Maritime)

Beau site au bord de la Seine où Léopoldine Hugo et son mari Charles Vacquerie se noyèrent le 4 septembre 1843. Ils reposent, ainsi que Mme Victor Hugo (Adèle), au cimetière à côté de l'église. Musée Victor Hugo dans la maison des Vacquerie. Statue du poète sur la route de Caudebec.

Victor Hugo, *LES CONTEMPLATIONS* (1856); "Pauca Meae" (Quelques vers pour ma fille):

Demain, dès l'aube . . . Je partirai . . . Je marcherai . . .
Je ne regarderai ni l'or du soir qui tombe,
Ni les voiles au loin descendant vers Harfleur.

Route de Pont-l'Évêque à Honfleur suivie par Félicité, la bonne dans *Un Coeur simple*, un des *TROIS CONTES* de Flaubert.

CABOURG (Calvados)

Le "Balbec" où Marcel venait passer ses vacances au Grand Hôtel. Se promener comme lui, sur la "Promenade Marcel Proust," entre l'hôtel et la plage et admirer les baigneuses aux seins nus. Marcel Proust, *A L'OMBRE DES JEUNES FILLES EN FLEURS*.

Passer à Caen, d'où "enfin Malherbe vint," à Bayeux voir la tapisserie de la reine Mathilde (bande dessinée historique), et à Arromanches le musée du débarquement de 1944. Continuer vers le Mont-Saint-Michel (Manche), où soufflent *LES QUATRE VENTS DE L'ESPRIT*:

Saint-Michel surgissait, seul sur les flots amers,
Chéops de l'occident, pyramide des mers.
Victor Hugo, "Près d'Avranches"

SAINT-MALO (Ille-et-Vilaine) "n'est qu'un rocher"

"Saint-Malo est la patrie de Jacques Cartier . . . qui découvrit le Canada. Les Malouins ont encore signalé à l'autre extrémité de l'Amérique les îles qui portent leur nom: Iles Malouines" (d'où *Malvinas*). C'est aussi la patrie de Julien de la Mettrie, "l'homme-machine," et surtout celle de François de Chateaubriand (1768-1848). *MÉMOIRES D'OÛTRE-TOMBE* (1849). Tombe au Grand-Bé: "mon tombeau; j'avais bien choisi . . . bé, en breton, signifie tombe." On lit gravé sur le rocher de l'île:

Un grand écrivain français
a voulu reposer ici
pour n'y entendre
que la mer et le vent
Passant
respecte sa dernière volonté

Combourg: Chateaubriand passa des vacances au château familial où "on éprouvait, en pénétrant sous ses voûtes, la même sensation qu'en entrant à la chartreuse de Grenoble." Le parc, l'étang, le musée. Au large de Saint-Malo . . . les îles de l'exil de Victor Hugo: Jersey à Marine-Terrace et Guernesey à Hauteville House (1852-1870). C'est là qu'il composa *LES CHÂTIMENTS*, *LES CONTEMPLATIONS*, *LES MISÉRABLES*.

FOUGÈRES (Ille-et-Vilaine)

"Aux confins de la Bretagne, de la Normandie et du Maine" dont la forêt était le quartier général des Chouans. Lire *QUATRE-VINGT-TREIZE* (1873) de Victor Hugo et *LES CHOUANS* (1829) d'Honoré de Balzac.

VITRÉ (Ille-et-Vilaine)

Les Rochers: château de Mme de Sévigné où elle fit de fréquents séjours depuis son mariage jusqu'à son départ pour Grignan en 1694.

TOURS (Indre-et-Loire)

Ville natale d'Honoré de Balzac (1799-1850). *LE CURÉ DE TOURS*.

Saint-Cosme: tombeau de Ronsard (1524-1585) au prieuré où il vécut vingt ans. Charmant jardin de gazon et de roses aux portes de la ville.

Liré, près d'Anceny: musée et ruines du château familial de Joachim du Bellay (1522-1560). Statue du poète du "petit Liré" à la "douceur angevine."

Vouvray: "Voilà un beau site!" où *L'ILLUSTRE GAUDISSERT* (1833), le commis-voyageur de Balzac a l'honneur d'avoir sa statue au village de sa mésaventure. Buvoys un verre du cru célèbre à sa mémoire!

Saché: château de la vallée de l'Indre où Balzac commença *LE PÈRE GORIOT* et près duquel il situe *LE LYS DANS LA VALLÉE* (1835) entre la Chevière (Clochegourde) et Valesne (Frapesle). On y voit la chambre de Balzac avec "sa" cafetière.

Chambord: Molière y créa *MONSIEUR DE POURCEAIGNAC* en 1669 et *LE BOURGEOIS GENTIL-HOMME* en 1670.

Chenonceaux: Rousseau y séjourna chez Mme Dupin et en parle ainsi dans ses *CONFESSIONS* (Livre VII): "On s'amusa beaucoup dans ce beau lieu; on y faisait très bonne chère; j'y devins gras comme un moine. On y fit beaucoup de musique . . . on y joua la comédie."

CHINON (Indre-et-Loire)

Pays de François Rabelais (1494-1553) né au hameau de la Devinière. Lerné, Seuilly, La Roche-Clermault: villages de la guerre picrocholine au chapitre 25 de *GARGANTUA* (1534). Musée à la maison natale. C'est au château de Chinon que Jeanne d'Arc reconnut le dauphin, son demi-frère, le futur Charles VII.

NOHANT (Indre)

Château de George Sand (1804-1876). Elle y habita quarante ans et reçut la visite de Balzac, Flaubert, Gautier, Renan, Dumas, Delacroix, Chopin. Musée partiellement en voie de rénovation. Tombe dans le jardin. Sur la route de La Châtre à Châteauroux commence la Vallée Noire célébrée par les romans de George Sand: *LA MARE AU DIABLE* (1848), Belair est Nohant; *LA PETITE FADETTE* (1848); *FRANÇOIS-LE-CHAMPI* (1844).

CHARTRES (Eure-et-Loir)

Joris-Karl Huysman (1848-1907): *LA CATHÉDRALE* (1898). Charles Péguy (1873-1914): "Présentation de la Beauce à Notre-Dame de Chartres."

ILLIERS-COMBRAY (Eure-et-Loir)

Marcel Proust (1871-1922): *DU COTÉ DE CHEZ SWANN*. Maison de tante Léonie: le temps arrêté, on voit ce que Marcel a vu. Parcourir la campagne environnante et *A LA RECHERCHE DU TEMPS PERDU* (1913-1927). Côté sud: Tansonville, maison de Swann?

Montjouvain; Mirougrain, maison de Vinteuil? Méréglise, Méséglise? Côté nord: Villebon, château de Guermandes? Le Loir, la Vivonne? Le parc de la ville, le pré catelan? Eglise Saint-Jacques: "Ce n'était qu'une église résumant la ville."

BORDEAUX (Gironde)

La Brède (brède signifie marécage): château natal de Charles de Segondat, baron de la Brède et de Montesquieu (1689-1755). La bibliothèque, les appartements presque comme au temps où il écrivait *L'ESPRIT DES LOIS* (1748). Goûter du bon vin blanc sec de la propriété à la ferme derrière le château.

Montaigne: château natal de Michel de Montaigne (1533-1592); sa "librairie" (vide) au 3^e étage de sa "tour" où il écrivit ses *ESSAIS* (1580-1588). Là aussi goûter du vin, blanc et rouge, du "château Michel de Montaigne, appellation Bergerac contrôlée." Ces gentilshommes campagnards savaient bien vivre: entre les vignes et les livres.

Les Landes: pays de *THÉRÈSE DESQUEYROUX* (1927) par François Mauriac; Bazas, Nizan, Langon; Saint-Symphorien devient Saint-Clair; Jouanhaut est Argelouse. Rue François Mauriac à Saint-Symphorien.

Gagner ensuite la Méditerranée par le pays des Albigeois, où sont le musée Toulouse-Lautrec et la cathédrale de briques roses, et par la cité de Carcassonne.

SÈTE (Hérault)

"Le Cimetière marin" de Paul Valéry (1871-1945). Tombe et musée où une citation nous rappelle qu'une "oeuvre d'art devrait toujours nous apprendre que nous n'avions pas vu ce que nous voyons." Georges Brassens, Sétois célèbre, est enterré dans un autre cimetière de la ville.

ARLES (Bouches-du-Rhône)

Fontvieille: moulin d'Alphonse Daudet (1840-1897); "Ce coin de roche qui m'était une patrie et dont on retrouve la trace—êtres ou endroits—dans presque tous mes livres." *LETTRES DE MON MOULIN* (1869).

MARSEILLE (Bouches-du-Rhône)

Au château d'If Alexandre Dumas enferma l'abbé Faria et le comte de Monte Cristo (1845). On peut y voir sa cellule ainsi que celles du "masque de fer" et des galériens protestants qu'une citation de Michelet commémore:

"Oh! Noble Société que celle des galères,
Il semblait que toute vertu s'y fut réfugiée;
Obscur ailleurs, là, Dieu était visible."

MARIUS (1929), *FANNY* (1931), *CÉSAR* (1937) personnages du Vieux-Port (aujourd'hui modernisé) dans les pièces de Marcel Pagnol (1895-1974).

GRIGNAN (Drôme)

Madame de Sévigné fit plusieurs visites au château de sa fille, Mme de Grignan, et y séjourna deux ans avant de mourir; elle est enterrée dans la chapelle (1696). Sa statue orne la fontaine au coeur du village. "Je trouve que le château de Grignan est parfaitement beau" (Lettre du 21 juin 1671).

GRENOBLE (Isère)

Ville natale d'Henri Beyle, dit Stendhal (1783-1842); *VIE DE HENRY BRULARD* (1835), chapitres 3 à 16. "Grenoble est pour moi comme le souvenir d'une abominable indigestion; il n'y a pas de danger, mais un effroyable dégoût." Pourtant il admet "être sensible au beau paysage formé par la vue des collines d'Eybens et d'Echirolles." Au jardin de ville voir la "treille de Stendhal" et le musée Stendhal rénové pour le bicentenaire de sa naissance. Visiter l'appartement du docteur Gagnon, son grand-père, au coin de la place Grenette. Passer par sa maison natale dans la rue Jean-Jacques Rousseau où celui-ci séjourna en 1768. Au couvent de la Grande-Chartreuse que Rousseau visita en 1768, remarquer un tableau peint par Marie Leczinska, reine de France, *Chartreux en prière*, et goûter de la fameuse liqueur des moines.

CHAMBÉRY (Savoie)

Honoré d'Urfé (1568-1625) y écrivit *L'ASTRÉE* (1610-1627). Rousseau qui l'admirait tant voulait faire un pèlerinage sur les bords du Lignon dans le Forez. Demeure de Mme de Warens qui est enterrée à Lemenc. Les Charmettes: maison de campagne de Mme de Warens où Rousseau séjourna souvent entre 1736 et 1742. On s'attend à voir Jean-Jacques apparaître au coin du bois ou se promener dans les allées du jardin avec "Maman".

AIX-LES-BAINS (Savoie)

Lac du Bourget: "Le Lac" d'Alphonse de Lamartine (1790-1869) écrit en 1817, en souvenir d'Elvire (Mme Charles). *PREMIÈRES MÉDITATIONS* (1820):

O lac! l'année à peine a fini sa carrière,
Et près des flots chéris qu'elle devait revoir,
Regarde! je viens seul m'asseoir sur cette pierre
Où tu la vis s'asseoir!

Tresserve: statue du poète dans le parc de la mairie et site sur les hauteurs dominant le lac:

C'est en ce lieu
Jadis ombragé de châtaigniers
Que Lamartine composa
Le Lac
Septembre 1817.

ANNECY (Haute-Savoie)

Première rencontre de Rousseau et de Mme de Warens, le jour des Rameaux 1728: "J'arrive enfin; je vois Mme de Warens... je la vois, je l'attends, je lui parle... Que ne puis-je entourer d'un balustre d'or cette heureuse place!" C'est fait, M. Rousseau, depuis 1928. Une plaque dans le parc à côté de l'église des Cordeliers évoque le souvenir du lieu:

Au matin de Pâques Fleuries de 1728
Jean-Jacques Rousseau
Rencontra ici Madame de Warens.

Lire le Livre II des *CONFESSIONS* en faisant une promenade sur le lac aux eaux pures à bord de la vedette *Jean-Jacques Rousseau*, boire un verre de blanc de Savoie au café "Le Jean-Jacques," et faire des achats dans les boutiques "Le Balustre d'or" et "A Mme de Warens."

GENÈVE (SUISSE)

Les Délices: Institut et Musée Voltaire. François-Marie Arouet, dit Voltaire (1694-1778) y résida et joua la comédie de 1755 à 1760 environ. Une figure articulée du philosophe, vêtue d'un de ses habits, est assise à sa table de travail; on ne peut le déranger! Dans la banlieue à Ferney-Voltaire, en France: château du "Roi Voltaire" pendant dix-huit ans jusqu'à son départ pour Paris le 4 février 1778. Propriété privée: on ne visite que le samedi après-midi en juillet et août, dit l'écriteau. M. de Voltaire n'est pas chez lui. On peut voir plusieurs statues du "Patriarche de Ferney," bienfaiteur de la ville. Maison natale de Rousseau: 40, Grand-Rue, le 28 juin 1712. Pas loin, au 14 de la rue de l'Hôtel de Ville, la maison où vécut Agrippa d'Aubigné à partir de 1620. Le "capitaine huguenot, poète et défenseur de la foi" y est mort en 1630. Statue de Rousseau dans l'île qui porte son nom.

Autour du lac Léman: retrouver à Clarens, dans les montagnes du Valais, à Meillerie, les souvenirs de la promenade de sept jours que fit Rousseau en 1754 et que l'on retrouve dans *LA NOUVELLE HÉLOÏSE* (1762).

Prendre enfin la route de Paris par le Jura, traverser la Bourgogne et rejoindre l'Île-de-France et la capitale. "Heureux qui, comme Ulysse, a fait un beau voyage."

Il ne reste plus qu'à préparer d'autres voyages littéraires: "Sur les pas de Flaubert en Orient," ou "Avec Montaigne, Montesquieu, Rousseau et Stendhal en Italie," ou encore "Retrouver Voltaire à Berlin et Diderot à Saint-Petersbourg." Et plus près de chez nous, sur les rives toujours sauvages de notre continent, relire sur place la description des chutes du Niagara par Chateaubriand ou suivre la marche fatidique de Manon dans les déserts autour "du Nouvel Orléans." Que de beaux voyages et de belles lectures en perspective.

Henry P. Meyer
George Mason University

1984 GILBERT CHINARD LITERARY PRIZE

The *Institut Français de Washington* has established an annual prize of \$1,000 for work in the history of criticism of French literature. The prize will be awarded to a North American scholar for a book in its manuscript form, written in English or in French. Manuscripts should be recent and unpublished, or accepted for publication and not yet printed.

The 1984 award will be attributed in January 1985 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, North Carolina, 27514, before October 1, 1984.

ATTENTION PERSONS OF BURGUNDIAN ANCESTRY

Michèle Shockey, French teacher at Gunn High School in Palo Alto, California, is the first American to receive the Chevaliers du Tastevin Foundation award. Ms. Shockey received a check in the sum of \$10,000 to spend in research over a two-year period. The purpose of the research is to promote Franco-American relations by identifying and "enhancing the cultural and artistic influence of Burgundy on the United States." To aid in this research, persons of Burgundian ancestry are asked to write to Ms. Shockey, 15 Adam Way, Atherton, CA 94025.

CALL FOR PAPERS

International Conference On Second/Foreign Language Acquisition By Children: Theoretical Aspects And Practical Applications

The conference will be held in Oklahoma City, March 29-30, 1985. The purpose of this conference is to provide a forum to share information about the following topics:

- current research into second/foreign language acquisition by children (up to and including pre-adolescents);
- rationales for programs for teaching a second/foreign language to children;
- successful existing programs for second/foreign language acquisition by children;
- specific suggestions on how to prepare and implement second/foreign language programs for children;
- available techniques, methods, texts, and materials for teaching a second/foreign language to children.

Five copies of abstracts should be submitted by September 15, 1984. Abstracts are limited to two 8½" x 11" pages. On the first page, include name, address, the title of the paper, and a summary of the contents of the proposed paper. The text of the abstract should be double-spaced. Name should also appear on the second page of the abstract.

Co-sponsors of the conference are: The Oklahoma Foreign Language Teachers Association, The State Department of Education for Oklahoma, East Central University of Ada, Oklahoma, and, Oklahoma Curriculum Improvement Commission.

Address all correspondence to:

Dr. Rosemarie A. Benya
East Central Oklahoma State University
Ada, Oklahoma 74820
Tel: (405) 332-8000, ext. 290

BOURRÉE DE BOURRÉES

La danse folklorique en France—"Comment? de la danse folklorique française? Qu'est-ce que c'est que ça?" direz-vous. Eh bien, que pensez-vous qu'ils faisaient, les paysans, à la fin de leurs durs labeurs, une fois finies la moisson ou les vendanges? Ils buvaient et mangeaient de bon appétit, et ils jouaient de la musique et ils dansaient—tout comme aux occasions les plus mémorables de leur vie: les naissances, les baptêmes, les mariages. En particulier, la bourrée, dont vous avez peut-être entendu parler, était certainement l'une des danses les plus traditionnelles, parmi celles que j'ai apprises cet été.

Oui, il existe en France des stages de danses traditionnelles. On s'adresse au CENAM (Centre National d'Animation Musicale), 55 rue de Varenne, 75007 Paris, pour obtenir une brochure des stages d'été de musique et de danse organisés dans toute la France (en 1983, 12 francs; inclure un *coupon international* dans toute votre correspondance).

J'ai choisi un stage de 6 jours à La Châtre¹, une jolie petite ville du Berry, pays de George Sand; et un autre de 6 jours à Campuac², un beau petit village paisible du Rouergue, sur un large plateau au-dessus de Rodez, en Aveyron. Nous dansions toute la matinée, et tout ou une partie de l'après-midi. Le soir, pendant les veillées, nous dansions encore ou nous regardions danser des groupes des villages environnants, et nous écoutions pendant des heures l'obsédante musique jouée sur de vieux instruments populaires: la cornemuse (nommée cabrette ou chabrette selon les régions); le violon; la vielle; l'accordéon diatonique (plus petit que l'accordéon que nous connaissons); et parfois la flûte à bec. Les autres danseurs des stages étaient pour la plupart des Français, souvent des enseignants, et quelques étrangers: une Hollandaise, des Allemandes de l'Ouest, un Italien. Ces stages ne sont pas chers. A La Châtre nous étions logés en dortoir: il faut apporter son duvet, et ce n'est pas "tout confort," mais on devient de bons camarades. A Campuac certains étaient en camping, d'autres logés chez l'habitant. Dans le village de Campuac, les repas étaient copieux et à des prix très modérés; dans la ville de La Châtre nous mangions très bien dans un Foyer des Travailleurs de la municipalité.

De plus, on n'est pas le/la touriste qui parle à d'autres touristes ou à des Français en vacances; on partage avec de "vrais Français" de tous les âges un intérêt et un amour en commun, celui de la danse et de la musique traditionnelles.

De nombreux festivals sont également organisés à travers le pays de France, ainsi que quelques fêtes locales avec un "bal folk." C'est ainsi que j'ai assisté pendant 4 jours et 4 nuits, aux alentours du 14 juillet, à un merveilleux "Festival des Maîtres Sonneurs" (ainsi nommé en l'honneur du roman de George Sand) dans le tout petit village de St. Chartier³, à quelques kilomètres de La Châtre. C'était la septième année de ce festival, situé dans l'enceinte du parc d'un ancien château abandonné. Des facteurs d'instruments de musique traditionnelle—de France, d'Irlande, de Hollande, d'Allemagne de l'Ouest—présentent leurs instruments faits main dans de petits kiosques montés dans le parc. Deux fois

par jour à lieu une animation de danses auxquelles tout le monde est invité à participer.⁴ On voit parmi les visiteurs des musiciens qui se mettent spontanément à jouer ensemble. Des familles entières campent en dehors de l'enceinte du parc, et le soir des groupes professionnels—roumains, flamands, italiens, français—présentent leur spectacle sur une grande scène aménagée devant le château illuminé. Après le spectacle, la fête continue sur des tréteaux dressés juste en dehors du parc, et on danse des bourrées, des rondeaux, des polkas, des valse...au son de la vieille musique.

En conclusion, je voudrais souligner l'intérêt pédagogique de ces stages. Beaucoup de classes pourraient profiter de l'apprentissage de ces danses tout comme elles profitent de l'étude de chansons françaises. J'en ai fait l'expérience depuis mon retour. Certaines danses, très simples, conviennent à des classes primaires et début-secondaires. D'autres, plus compliquées, peuvent intéresser des lycéens et des étudiants universitaires. Selon leur intérêt et leur expérience, des adultes—et en particulier les professeurs—peuvent apprendre des danses de différents niveaux. Vous verrez, c'est passionnant.

Découvrez donc la culture populaire de la France qui nourrit son peuple depuis des siècles. Allez, on danse!

Anne Mandalès Kollisch

French Institute/Alliance Française, New York

¹ Stage organisé par le Renouveau des Danses d'Expression Populaire, Mme Josette Charle, 6 Villa Perreur, 75020 Paris.

² Ecrire à Mlle H. Turlan, 43-bis rue Raynal, 12000 Rodez. C'est M. Henri Turlan qui anime ce stage, encore plus authentique que le premier.

³ Les dates du festival sont incluses dans le dépliant de l'Office du Tourisme français. Ecrire au Syndicat d'Initiative, 36400 La Châtre, pour des renseignements supplémentaires.

⁴ C'est le Renouveau des Danses d'Expression Populaire (voir note 1) qui en est chargé.

CARLETON COLLEGE

Summer 1984

Once again, as part of its INSTITUTE FOR TEACHERS OF TALENTED HIGH SCHOOL STUDENTS, June 17-22, 1984, Carleton College will offer a French workshop of interest to teachers of grades 10-12 who teach accelerated or advanced courses. The workshop will be taught by Dana Strand, Assistant Professor of French at Carleton.

The intensive one-week workshop is offered for three (3) graduate quarter credits. Tuition is \$210 and room and board for five days and nights is \$100. For further information contact: Office of Summer Academic Programs, Carleton College, Northfield, MN 55057. Telephone: (507) 663-4301. The application deadline is May 25, 1984.

Chapter News

THE GEORGIA CHAPTER

The Georgia Chapter of the AATF met on November 5, 1983, at the Georgia Center for Continuing Education in Athens, Georgia. Officers present were James Day, President; Genie McMillan, Secretary; and Grady Lacy, Treasurer. Approximately fifty members were in attendance.

President Day opened the meeting by introducing two members who had received scholarships to study in France during the summer 1983.

Myrtle Figueras, who received a scholarship for room, board, and tuition from C.R.O.U.S. (through the French Cultural Services in New Orleans) for a *stage pédagogique* at the University of Nice, spoke about her experiences. She offered to provide the addresses of the French cultural attaches in New Orleans and New York to anyone interested in applying for the scholarship. Also she had material describing a semester program for college students at the University of Nice which she would share.

Pam Ficken spoke about her four-week stay in Avignon as a recipient of the AATF summer scholarship for room, half-board, and tuition. Thirty-seven participants lived in a seminary where they attended morning classes in civilization, conversation, and translation. There was one afternoon excursion per week and participants organized several weekend excursions on their own.

The business portion of the meeting included discussion of the following topics:

1. French Total Immersion Camp for high school students.
2. National French Contest: information sheets, application, and posters were available to members at a table in the exhibits area. It was suggested that the contest be used as a means of attracting new members.
3. Avignon/Quebec Summer Scholarships for 1984.
4. The recent creation of Excellence Awards for high school students based on National French Contest scores and other criteria.
5. Report on the AATF National Convention in Lille, France: the secretary had been pleasantly surprised at the convention site — both with the lovely city of Lille and with the modern convention facility. She attended two post-convention workshops in Paris, a History of Paris Walking Tour and a Theater Workshop, both of which were enjoyable and worthwhile.
6. Convention Sites: Lee Bradley, the Regional Representative, reported 550 registrants at the convention. He stated that although the general membership voiced a preference for U.S. convention sites, conventions held abroad traditionally had better attendance. Therefore, the Executive Council of AATF is considering holding conventions abroad more frequently.

7. The treasurer reminded members that AATF membership is required of teachers whose students participate in the National French Contest and in the Total Immersion Camp.

Genie McMillan, Secretary

THE KENTUCKY CHAPTER

On January 20-21, 1984, the Kentucky Chapter of AATF and the Louisville Collegiate School co-sponsored a 1½ day workshop on *Literature as Discourse and Discourse and Interaction In The Classroom*. This workshop was presented by Claire J. Kramsch of the Foreign Language Department of M.I.T., Cambridge, Massachusetts.

The workshop was free for all public and private school teachers. Lectures and practical exercises involved the enthusiastic audience, who were enriched and inspired by a new outlook on the teaching of languages.

Evelyn Meier, Treasurer

THE ROCHESTER N.Y. CHAPTER

The meeting was called to order by President Peter Flinders on September 23, 1983. The new chapter officers were presented: Peter Flinders, President; Rev. William Marceau, Vice-President; Lucienne Entenberg, Immediate Past President and Secretary; Deborah Dodd, Treasurer; Suzanne Ryan, Contest Administrator.

A discussion of the 1983-84 AATF program followed. The year's activities included: a joint sponsoring by the Rochester AATF and the *Alliance Française de Rochester* of speaker Suzanne Oswald on November 9; a total immersion program weekend for high school students on February 4-5 at St. John Fisher College; a spring meeting in April with cultural *causerie*; and the National French Contest Awards brunch to be held in late May or early June.

The new chapter constitution, previously presented to the membership in June 1983, was discussed and unanimously adopted by members present. A copy is to be sent to the Executive Director for approval by national headquarters.

The business meeting was followed by an instructional wine-tasting, hosted in French by Ronald Nigro, Foreign Language Coordinator of the Greece-Arcadia schools.

Peter Flinders, President

NEW ENGLAND REGIONAL MEETING

The Second Regional Conference of the Northeastern AATF was held September 30-October 1, 1983 at Framingham State College, MA. It was organized and sponsored by the various New England AATF chapters and the *Services Culturels Français de Boston*.

In order to meet the needs of such a large and heterogeneous group, the meeting was divided into five sessions, with three or four concurrent presentations or workshops taking place during each session. As an example, a Saturday morning session offered the following selection:

1. La presse française: applications pédagogiques
2. Combray: présentation avec diapositives
3. Exploratory language programs: bridges to global education
4. Nos voisins acadiens: leur héritage linguistique et culturel

In addition to the usual areas of pedagogy, literature, and civilization, the meeting offered a rich selection of topical communications including the use of computers, feminist literature, film and television, commercial French and FLES programs. The 300 participants included teachers from universities, colleges, community colleges, public and private secondary schools all over New England. The quality and diversity of their presentations were outstanding.

Of particular interest and usefulness was the informal lecture by Bernard Genton, *Attaché Culturel, Services Culturels de Boston*, on *La France actuelle* in which he brought us up to date on the significant economic, political, intellectual and social conditions in France since May, 1981. This presentation provoked a long and lively question period about the important issues in today's France.

On Friday evening, after a reception offered by the Quebec Delegation in Boston and an excellent *dîner-buffet à la française*, guests were treated to a concert of French songs by the singer Eric Vincent who had just arrived in the U.S. for a three-month tour. On Saturday, after a delicious *déjeuner aux crêpes*, participants were welcomed by Dr. Justin McCarthy, President of Framingham State College. The guest speaker was then introduced: Marie Cardinal, novelist and author of the best seller, *LES MOTS POUR LE DIRE*, whose topic was *La Jeunesse française*. Extremely sympathetic towards young people in general, Mme Cardinal pointed out the difficulties encountered today by French youth in an older, more conservative society where success and professional acceptance require long years of traditional training and experience.

The directors of this highly successful meeting were: Anne Slack, Elaine Hardie, and Rebecca Valette. AATF regional representative, Yolande Petrin organized the *Premier Congrès Régional* at Assumption College in October, 1981, thereby inaugurating a series of fruitful and enriching professional experiences.

Gene J. Barberet
University of Connecticut

AATF RECRUITING POSTER COMPETITION

As announced in earlier issues of the *BULLETIN*, AATF has been conducting a national competition for a new recruiting poster. The first-place winner is Prof. Ann C. Hooper of Florida who received a check for \$100 for her design which features the 200th anniversary of hot-air ballooning in France. It is hoped that copies of this recruiting poster will be made available to interested parties in 1984. Contact National Headquarters if you are interested: 57 E. Armory Ave., Champaign, IL 61820.

F.M. Jenkins
Executive
Director

SEMINARS ON FRENCH CIVILIZATION AND ON BUSINESS FRENCH

MIDDLEBURY COLLEGE FRENCH SCHOOL SUMMER 1984

Teaching of French Civilization July 1-14

Offered by Louis PORCHER of the *Ecole Normale Supérieure de Saint-Cloud* and the *Sorbonne* and François MARIET of the *Université de Paris-Dauphine* and the *Institut d'Etudes Politiques de Paris*.

Le Français des affaires: Strategies and Goals July 15-28

Offered with the cooperation of the *Chambre de Commerce et d'Industrie de Paris*, this seminar will be led by Maurice MORÉA of the C.C.I.P., among others.

Fees: Tuition \$450 Room \$110 Board \$175

Enrollment is limited to 25 *stagiaires*, so application should be made early. To request an application, write to the French School, Middlebury College, Middlebury, VT 05753, or call (802) 388-3711 Ext. 5523.

STAGE PÉDAGOGIQUE ET DE PERFECTIONNEMENT DU FRANÇAIS DES AFFAIRES

This nationwide seminar in Commercial French has been designed for professors and teachers of French who want to acquire a solid foundation in Business French to begin a new program in their school or to incorporate this area into their civilization and culture course.

The seminar will be held at the College of Notre Dame in Belmont, CA from August 1 to August 22, 1984. This three-week intensive course will be conducted entirely in French and will yield four (4) graduate course units.

This class will be taught by Professor Michel DANILO, Professor at the University of Paris and of the Chamber of Commerce and Industry of Paris. The course will consist of 12 units on *Le Français Economique et Commercial*, each containing an exposé, exercises, and documents.

For further information, please telephone the program director:

Dr. Dominique Van Hooff
Language Department
College of Notre Dame
Belmont, CA 94002
Tel: (415) 593-1601, ext. 258 or
(415) 964-7468

WESTMINSTER LATIN INSTITUTES

As one means of coping with the current shortage of Latin teachers, Westminster College (PA) is offering to selected secondary school teachers the opportunity, through two consecutive summer institutes, to prepare themselves to teach Latin in addition to the subjects in which they are now qualified. Participants in the program, which is sponsored by the National Endowment for the Humanities, will receive tuition, books, room and board, and a stipend for other expenses. Preference will be given to persons whose Latin background is such that they can reasonably expect to qualify themselves to teach it within the two-year period, but others are encouraged to apply. Preference will also be given to teachers who are nominated by their principals or headmasters. The dates of the institutes are June 18-July 31, 1984 and June 17-July 30, 1985. Application deadline is May 1, 1984.

For more specific information, write:

Director, Latin Institute
Box 65, Westminster College
New Wilmington, PA 16172

ATTENTION! ATTENTION!

Il vient de paraître un journal mensuel (9 numéros pendant l'année scolaire) LE PROF. D'ANGLAIS destiné aux professeurs français enseignant l'anglais. Les éditeurs désirent recevoir des articles venus des Etats-Unis au sujet de l'enseignement (pédagogie et programme scolaire) et de la civilisation. Les adhérents de l'AATF sont invités à envoyer leurs contributions à:

Pascal BACRO
Boîte Postale 19
59770 Marly
France

Pour s'abonner à ce journal adresser un chèque postal international d'un montant de \$15 à:

KALÉIDOSCOPE
59770 Marly
France

M. BACRO a très généreusement offert d'enregistrer des émissions de radio (informations, publicité, etc.) telles que RTL ou EUROPE 1 sur des cassettes. Si cela vous intéresse, envoyez-lui une cassette d'une durée de 60 minutes et un coupon international pour la poste aérienne—à peu près \$5, à la première adresse ci-dessus.

NEH INSTITUTE

The Department of Foreign Languages at the University of Arkansas has been awarded a grant from the National Endowment for the Humanities to conduct summer institutes for middle school (junior high) teachers of French and Spanish during the summers of 1984 and 1985. Thirty teachers (15 French and 15 Spanish) from Arkansas, Oklahoma, Missouri, Louisiana, Alabama, Mississippi, Tennessee, and East Texas will be selected for participation in 1984, July 2 through July 20. A second group of 30 teachers will be selected in 1985.

Criteria for selection include certification in French or Spanish; desire to improve teaching skills and grow professionally; applicants must be currently teaching French or Spanish in a middle school or junior high school (grades 5-8).

Application deadline for the 1984 Institute is May 15 with notification of acceptance by June 1. Inquiries and requests for application materials should be made to:

James F. Ford, Chairman,
Department of Foreign Languages, KH 425
University of Arkansas
Fayetteville, AR 72701
Telephone: (501) 575-2951

CULTURE THROUGH NOTEBOOKS

Putting new supplies away, I would run across paraphernalia — books, pamphlets, maps, postcards — that I had collected, with the idea that I would use it some day. Finally I discovered a way to use these materials. . . cultural notebooks! With the new and valid emphasis on teaching culture as well as language, cultural notebooks allow the teacher to systematically present in-depth cultural information to students. This article explains how to make such notebooks, how to use them in the classroom, how to evaluate the student's work, and how to find sources of information and audio-visual material.

To prepare cultural notebooks, first skim the chapters of the text you use, preparing a cultural and vocabulary outline which will aid later in filing the materials in the appropriate chapter folder.

More ideas will be generated as the teacher gathers and files the information. For example, in one chapter of the text the dialogue characters talk about food. A notebook might include information on the different types of eating establishments (*le restaurant, le café, le bistro*) with special reference to *Maxim's* or *La Tour d'Argent*. Also included might be information on French table manners and more exotic foods, such as *les escargots* or *les truffes*.

Of course the teacher is not necessarily limited to the topics of the text. For example, a cultural note in the text stating that Napoleon was born on the island of Corsica provided a pretext to research and write an illustrated report on Napoleon's life and accomplishments. This report, along with an article in *National Geographic* on Corsica, became one cultural notebook. (February 1982 *National Geographic* has an excellent article on Napoleon.)

Outline completed, one starts the librarian's nightmare: ripping apart books, pamphlets, magazines, anything one has collected. As one rips it is useful to note on the item, in pencil, the chapter to which the picture or writing belongs, referring to the prepared outline.

The most tedious task comes next: filing each picture, article, or tidbit of information in the appropriate chapter folder. An aide could do this following the chapter notations.

Filing completed, one might begin with the folder for Chapter One; I decided to teach the geography of France here as it seemed sensible to give the beginning student an over-all picture of France. An AMSCO worksheet on France's geography plus a booklet published by the French government became the framework for this unit. The text's introduction, which stresses the benefits of learning a foreign language, inspired the inclusion of several newspaper articles about how American business and foreign policy are suffering, due to insufficient knowledge of foreign languages. The reading lesson in Chapter One asks the students to look for cognates; material in the notebook stresses the Americanization of the culture and the use of "franglais" among the French.

Preparing a notebook can be fun, rather like putting a jigsaw puzzle together. Beginning with 8½" x 11" colored construction paper (most paper comes in 9" x 12" size, so trimming will be necessary to fit a standard three-ring notebook), affix pictures and related printed information on the construction paper with rubber cement; the pages often resemble collages. Then have a trust-worthy audio-visual person laminate the page for durability; three-hole punch the pages and assemble them into a notebook.

Next, prepare a worksheet on the information in the notebook. Keep answers simple, using a lot of true-false, fill-in, matching (especially effective for new vocabulary words) and occasionally a brief response.

In Chapter One, Level One, most of the information will be presented in English, except in the case of obvious cognates; asterisk on the worksheet the few questions which students could answer in French. By Chapter Eight, the students may be reading articles from *National Geographic* in English, with worksheet questions and answers in French; the few asterisked questions at this level permit students to answer in English.

When do students do their worksheets, considering there is only one notebook per chapter? While the rest of the class is working on the day's lesson, two students, notebook and their own worksheets in hand, are sent to a study area out of the classroom. Pairs work best because it allows everyone the necessary two-to-eight class hours, depending on the size of the notebook, to finish their own worksheets. Students are expected to make up any class work deemed necessary by the teacher; missing one day has never permanently affected class work. In order that students not miss two consecutive class days, one pair goes one day, another the next, until the original pair's turn comes again. If the text chapters are short, cultural topics of several chapters can be combined together. If class enrollment is large, make a copy of the notebook on a copier (a good idea anyway for a safeguard) and send two pairs a day.

After completing a chapter, I start the evaluation of the cultural notebook worksheets. I grade students by reading through the worksheet and calling on individuals for oral answers. As a topic is finished, I show appropriate slides and filmstrips. Another form of evaluation is to make a crossword puzzle from worksheet answers; my students do them for extra credit.

For a place as culturally rich as Paris, one might consider altering the above format. My students read an article in *National Geographic*, April 1972, entitled "The More Paris Changes" by Howell Walker, that gives them a general background on Paris. Chapter completed, I review the worksheet, then I take about four class days to do a much longer worksheet on twenty mini-notebooks on Parisian monuments and tourist spots. As I review this worksheet orally, I show slides of each place just discussed.

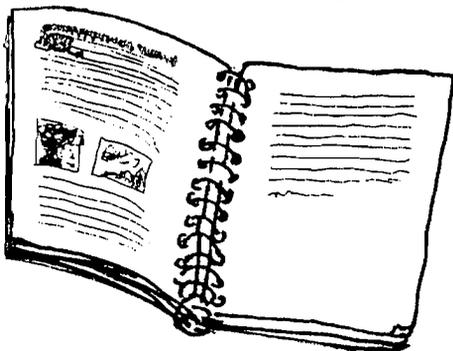
I would like to share some primary resources. I use *National Geographic* extensively but freely eliminate unnecessary verbiage; one can order back copies from the Society if need be. Another principal resource is the cultural supplement in Scott Foresman's Teacher's Editions of *Sons et Sens*, Level One and *Scènes et Séjours*, Level Two.

Secondary resources are sample texts, containing a wealth of pictures and information found in cultural notes and their accompanying workbooks; newspaper and magazine articles; books you may own; brochures and pamphlets obtained from countless sources, such as Embassies, Chambers of Commerce, and government agencies. Classroom magazines, such as *Bonjour*, *Ça Va* (Scholastic) and *La Vie* (Allen Co.) are also excellent. Do not overlook potential contributions of students, colleagues, friends, and family.

The simplest way to collect more media is to write on school letter-head to the nearest Consulate, Embassy or the *Syndicat d'Initiative* of any given city. One should explain the project and the general topics being researched, and request brochures (in duplicate so they may be cut up), maps, posters, postcards and slides; a good "sob story," not hard to invent in these days of tight budgets, may reward one with free slides and posters. One should include with the letter a copy of a list, compiled from readings, of places one hopes to illustrate. One should request addresses of area souvenir shops to which one could write to buy inexpensive slides and other materials. If agencies cannot help, they often send an address or forward the letter to an agency that can. Peruse the brochures they send for further addresses.

Preparing a cultural notebook may be a great deal of work, but it may also become an avocation. The reward comes in knowing one is giving students knowledge they will probably never obtain anywhere else. A learning tool has been created which can be used for many years; given a change of textbooks, one simply has to reassemble the notebooks and adjust the worksheets. Perhaps the most important benefit is that the teacher will have gained a tremendous fund of information about the culture and history of France that daily enriches the classroom teaching as topics arise spontaneously.

Sharon L. Hodgins
White River High School
Buckley, WA



FROM THE READERS

Dans le bulletin de septembre 1983, un poème de M. Albert Sonnenfeld a particulièrement attiré mon attention. Il s'agit de *Hymne à la Beauté* dans lequel M. Sonnenfeld livre les profondes pensées que suscitent en lui les fulgurantes douleurs de Baudelaire. La lecture de ce poème m'a inspiré la réponse ci-jointe.

Hymne à la Beauté: une réponse

Dans la bourrasque tourmentée
De l'âme noire et fragmentée
Parfois, scintillent des lueurs
De Génie, ou d'immenses horreurs...
Le titre paraissait stellaire,
Tout imprégné de Baudelaire:
Des défilés de ciels brumeux,
Des infinis majestueux,
Des pans d'îles mélodieuses
Emplis de beautés langoureuses...
Fi donc du mystère envoûtant
Au profit du bo dégoûtant!
Autour des *Fleurs du Mal*, la haie
Pousse et se sustente d'ivraie.

Bertrand G. Hourcade
American College,
Leysin, Switzerland

MULTI-DISCIPLINARY PH.D. PROGRAM

The University of Illinois announces the establishment of a multi-disciplinary Ph.D. program in Second Language Acquisition and Teacher Education (SLATE). SLATE is supported by faculty from ten different departments. Applicants for admission must have a Masters Degree in an appropriate related field (TESL, Linguistics, Foreign Language, Education, etc.). Courses from many different departments are available to each SLATE student. Dissertation research can be done in such areas as interlanguage syntax, phonology and discourse, cognitive and affective factors in learning and teaching, communication strategies, computer-assisted instruction, and curriculum and test design. The program usually requires three to four years of work beyond the Masters Degree. For more information, write to:

Professor Sandra J. Savignon
SLATE Chair
University of Illinois
707 South Mathews, Room 2090
Urbana, IL 61801

Gleaning Here and There

Below you will find a variety of information and addresses that may be useful to French teachers. They have been gleaned from many sources. Please share your own sources and addresses with other readers of the *Bulletin* by sending them to the editor in Cincinnati, Ohio.

Academic Preparation for College: What Students Need to Know and Be Able to Do. The College Board, 1983. Contains an interesting section on FL's. Available from The College Board, 888 Seventh Ave., New York, NY 10106. Phone: (212) 582-6210.

Meeting the FL Crisis in the U.S.: Guidelines for Action. Lester W. McKim, 1983. (longtime AATF member.) Available from the National Center for Bilingual Research, 4665 Lampson Ave., Los Alamitos, CA 90720. Phone: (213) 598-0481.

Textes et Documents pour la classe (TDC). A weekly pedagogically oriented periodical. Some issues would be of particular interest to teachers because of special or unusual subject matter, e.g. *La Bureautique*. For information regarding subscriptions or individual copies, CNDP, 29, rue d'Ulm, 75230 Paris, France Cedex 05.

Using Foreign Languages. E.W. Edwards, 1982. Part of the series *Exploring Careers*. This book shows the advantages of knowing one or several foreign languages. Available from Richards Rosen Press, Inc., New York, NY 10010. \$8.00.

How To Be A More Successful Language Learner. Joan Rubin and Irene Thompson. This is a non-technical guide to increasing the pleasure and profit of learning foreign languages. Available from Heinle and Heinle Publishers, Inc., 51 Sleeper St., Boston, MA 02210. \$7.95.

Testing Speaking Proficiency: The Oral Interview. Pardee Lowe, Jr. and Judith E. Liskin-Gasparro. This fact sheet contains a bibliography and is available free of charge from the User Services Office of the ERIC Clearinghouse, 3520 Prospect St. N.W., Washington, D.C. 20007.

FLAND News, newsletter of the Foreign Language Association of North Dakota, will send a list of penpals in the franco-phone African republic of Zaire. Send a self-addressed, stamped business envelope to Wynona Wilkins, Ed. *FLAND News*, c/o Modern and Classical Languages, Box 8198, Univ. Station, Grand Forks, ND 58202.

Ville de Paris, a magazine similar to those published by Chambers of Commerce of major U.S. cities, contains articles on the various *arrondissements*, cultural activities, changes, growth and development within the city. *Ville de Paris*, Hôtel de Ville, 75196 Paris, France. 50 F. per year.

Circulating exhibits are available free from the French Cultural Services, Exhibition Dept., 972 Fifth Ave., New York, NY 10021. Phone: (212) 570-4449. The borrower pays postage and must provide insurance coverage during the loan period.

Cultural information on France is available to teachers of French in monthly periodicals, *France* and *Documents from France*. Press and Information Division, The French Embassy, 972 Fifth Ave., New York, NY 10021.

Recordings of popular music and literature are available only to teachers of French from the *Services Culturels Français*, 444 N. Michigan Ave., Suite 3170, Chicago, IL 60611. They will send a catalogue upon request.

Posters from France, Belgium and Switzerland are available from The Old Poster Peddler, 2820 Villageside Dr., Santa Rosa, CA 95405. Send a postcard for a catalogue.

Catalogue of rental films and films for purchase is available from Northeast Conference Films, P.O. Box 623, Middlebury, VT 05753. Phone: (802) 388-4017.

Catalogue of 35 mm color slides of important and less frequently documented works of European art is available from Mini-Aids, Box 27395, Los Angeles, CA 90027.

Exchange Programs: Mme Janine Dupont, Secrétaire Générale of *France-Etats-Unis*, in Paris, has names of lycées in the Paris region and other areas of France where teachers of English are interested in coming to the U.S. as part of an exchange program in individual schools. The request is for the East coast in order to eliminate extra costs to the French already hurt by the dollar. Call collect to speed up the process, 9 a.m. EST (3 p.m. Paris) is a good time to call. 6, Boulevard de Grenelle, 75015 Paris, France. Phone: 577-48-92. Should you be in Paris, call to meet Mme Dupont. If there are questions, call or write Joan Fontanilla, (617) 631-4881, home or Marblehead High School, 217 Pleasant St., Marblehead, MA 01945. Phone: (617) 631-0900.

Club des 4 Vents organizes international exchanges and meetings of young people wishing to improve a foreign language and discover other ways of living: homestays, farm stays, training courses, study tours, group stays — Easter and summer holidays and during academic year. 1, rue Gozlin, 75006 Paris, France.

Seminar for ADVANCED PLACEMENT TEACHERS and Teachers of French, German, or Spanish

This seminar will be held at Stanford University from Saturday, August 18 to Friday, August 24, 1984. Syllabi and other reading will be provided by the College Board. Films and videotapes will be used. Literature will be selected from the AP Reading List. Teachers are encouraged to bring materials to share and a cassette recorder and blank cassettes.

Instructors include Professor Leonard Johnson, Chief Reader of French Language and Literature Examination, AP Program; Dr. Marie Galante, Publisher, *Le Journal Français d'Amérique*; Michèle Shockey, Reader of AP French Language Examinations; Professor Howard T. Young, former Chief Reader of Spanish Language and Literature Examinations; Anthony L. Martinez, leader of AP Workshops; Dr. Walter H. Lohnes, originator of Advanced Placement German Examination; Dr. Jurgen Froehlich, Professor of German, Pomona College; and, Professor Claus Reschke, Chief Reader of German Language Examination, AP Program.

The costs of the seminar are \$225 tuition plus \$32 for 2 Continuing Education Units from San Jose State University. Housing and meals are available on the campus. Tuition payment must be received by June 1, 1984 to reserve a place in the seminar. Refunds will be given until the first day of class. No refunds after August 18. For additional information contact:

Michèle Shockey,
Gunn High School
780 Arastradero Road
Palo Alto, CA 94306
Telephone: (415) 855-8230 (school office)
(415) 369-7059 (home)

CALVIN COLLEGE SUMMER WORKSHOP

Calvin College, Grand Rapids, Michigan is sponsoring the workshop "Motivating Children and Adults to Acquire Another Language" to be led by Dr. James J. Asher, Professor of Psychology and Statistics at San Jose State University. Professor Asher will be assisted in various activities by master teachers experienced in the listening-comprehension approach.

The dates of the workshop are July 30-August 3, at Calvin College. The cost of the program is \$215. The deadline for application is July 4, 1984. For further information, please contact:

Dr. Barbara Carvill
German Department
Calvin College
Grand Rapids, MI 49506
Tel: (616) 957-6365

It is absolutely necessary to their structure that there should be no contact with foreigners...the average citizen of Oceania never sets eyes on a citizen of either Eurasia or Eastasia, and he is forbidden the knowledge of foreign languages. If he were allowed contact with foreigners he would discover that they are creatures similar to himself and most of what he has been told about them is lies. The sealed world in which he lives would be broken, and the fear, hatred, and self-righteousness on which his morale depends might evaporate.

George Orwell, 1984



CLEARINGHOUSE FOR BUSINESS FRENCH

Several members of the Department of French, University of Illinois at Chicago, are interested in establishing a Clearinghouse concerning the teaching of business French. They have developed a questionnaire which follows, in order to learn which schools and departments are currently engaged in the teaching of French from a commercial point of view. After receiving the responses to this questionnaire, they plan to publish a *GUIDE* to existing programs as the first tangible product of the Clearinghouse.

If your school or department offers courses or programs in business French, please complete the questionnaire and return it to:

Professor David O'Connell
University of Illinois at Chicago
Department of French, P.O. Box 4348
Chicago, IL 60680

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Name of Institution: _____

Address: _____

_____ Telephone: () _____

Name of person to contact regarding program: _____

1. What courses does your school/department offer in business French?
2. Does the school offer a degree in this area? If so, what is the name of the degree?
3. Does the degree program function in cooperation with another school or department at your institution? If so, explain.
4. Does this program function solely at the bachelor level?
5. If a graduate level program in business French exists at your institution, please give details. Use an additional sheet if necessary.
6. Additional information:

Calendar of Events

MONTANA ASSOCIATION OF LANGUAGE TEACHERS and PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES: May 11-13, Missoula, MT. Information: PNCFL, Department of Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331-4603.

INTERDISCIPLINARY COLLOQUIUM ON JEAN BODIN: May 25-26, Université d'Angers, France. Information: Georges Cesbron, Haute-Perche, Saint-Melaine-Sur-Aubance, 49320 Brissac-Quincé, France.

FOURTH ANNUAL SECOND LANGUAGE ACQUISITION AND TEACHING CONFERENCE: June 22-23, Tampa, FL. Information: USF Linguistics Club, International Language Center LET 293, Univ. of South Florida, Tampa, FL 33620. Phone: (813) 974-3433.

AATF SECOND SUMMER SEMINAR: June 23-July 1, Tunisia. Information: Academic Arrangements Abroad, 26 Broadway, New York, 10004. Phone: (212) 344-0830.

TESOL SUMMER INSTITUTE: June 25-August 3, Corvallis, OR. Information: K. Drobnic, English Language Inst., Oregon State Univ., Corvallis, OR 97331.

FIFTH WORLD CONGRESS OF THE FRENCH ASSOCIATION OF COMPARATIVE EDUCATION: July 3-6, Paris. Information: AFEC Congress Committee, 11, rue Pierre-Demours, F-75017 Paris, France.

INTERNATIONAL FEDERATION OF TEACHERS OF FRENCH (FIPF): July 15-20, Québec, Canada. Information: Congrès FIPF 1984, 1460 Chemin Sainte-Foy, 3è étage, Québec, Qc G1S 2N9 Canada.

SIXTH ANNUAL CONFERENCE OF THE ASSOCIATION OF CARRIER STUDIES: July 24-26, Fort-de-France, Martinique. Information: Dr. A.L. McLeod, Conference Coordinator, Rider College, Lawrenceville, NJ 08648.

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS: August 5-10, Brussels. Information: AILA World Congress, ITO/VUB, University, Pleinlaan 2, B-1050 Brussels, Belgium.

INTERNATIONAL ARTHURIAN CONGRESS: August 12-20, Rennes, France. Information: Morris J. Lacy, Dept. of French and Italian, Univ. of Kansas, Lawrence, KA 66045.

TENTH WORLD CONGRESS OF THE INTERNATIONAL FEDERATION OF TRANSLATORS (FIT): August 17-23, Vienna, Austria. Information: FIT World Congress, Postfach 80, A-1107 Vienna, Austria.

COLLOQUIUM OF THE FRENCH ASSOCIATION OF LANGUAGE TEACHERS (APLV): August 27-September 5, Paris, France. Information: Daniel Thomières, APLV, 19, rue de la Glacière, F-75013 Paris, France.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 7-9, Lake Kiamesha, NY. Information: NYSAFLT, 1102 Ardsley Rd., Schenectady, NY 12308.

NINTH ANNUAL MEETING OF THE SEMIOTIC SOCIETY OF AMERICA: October 11-14, Bloomington, IN. Information: Semiotic Society of America, P.O. Box 10, Bloomington, IN 47402.

INDIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 26, Indianapolis. Information: M. Carr, Lawrence North High School, 7250 N. Hague Rd., Indianapolis, IN 46256.

EIGHTH ANNUAL CONFERENCE FOR FOREIGN LANGUAGE TEACHERS: October 27, Youngstown State University, Ohio. Information: Dr. Renée Linkhorn, Dept. of Foreign Languages, Youngstown State University, Youngstown, OH 44555.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH in conjunction with ACTFL and AATG: November 16-18, Chicago, IL. Information: AATF, 57 E. Armory Ave., Champaign, IL 61820. Phone: (217) 333-2842.

AATF National Bulletin (USPS 1310-9000)
American Association of Teachers of French
57 East Armory Avenue
Champaign, Illinois 61820

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