

American Association of Teachers of French

NATIONAL BULLETIN

Volume 10 No. 4 April 1985

REMINDER

Call For Presentations: 1985 Convention

In the January *National Bulletin*, President Carduner issued his initial appeal for proposals for the November 1985 Joint Meeting in New York City (AATF/AATG/AATSP/AATI/ACTFL). As this will be a gigantic undertaking, the first of its kind, it is essential that the AATF portion of the program be decided by mid-summer. Therefore, a firm date of June 1, 1985 is necessary for receiving program proposals in Ann Arbor, MI. If you have not already done so, please submit your proposal without further delay.

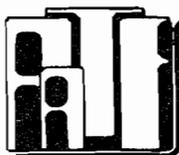
Vice President Valette welcomes your proposals for AATF Workshops at the same meeting. Workshops will take place prior to the Convention itself: Tuesday through Thursday, November 26-28. In addition, she asks that you send her topics of workshops you would be interested in attending. Please submit all proposals or suggestions for workshops to her at 16 Mt. Alvernia Rd., Chestnut Hill, MA 02167.

AATF MEMBERSHIP CARD

Available from National Headquarters

An official AATF membership card (reproduced below) is available to current members. As the cost of sending the card to every member is prohibitive, persons who wish to obtain one can send a postcard to: AATF National Headquarters, 57 E. Armory Ave., Champaign, IL 61820. The membership card may help travelers to France obtain reduced entrance fees to national monuments and museums.

Chapter treasurers can order the cards in bulk for distribution to their local members. National headquarters will send the signed cards to the Chapter and the Chapter Secretary/Treasurer would have to complete the rest of the information.



**American Association
of Teachers of French**
Année _____

M., Mme/Mlle _____
est membre de l'Association Américaine des Professeurs de Français
avec tous les privilèges et tous les droits qui s'y attachent.
Fait à Champaign, Illinois, Etats-Unis d'Amérique,

le _____ pour servir et valoir
ce que de droit.

Le Secrétaire Général

NATIONAL ROCKEFELLER FELLOWSHIPS ANNOUNCED FOR FOREIGN LANGUAGE TEACHERS IN HIGH SCHOOLS

A three year \$1.5 million fellowship program to recognize and encourage exceptional foreign language teaching in high schools has been announced by the Rockefeller Foundation. The program will be launched with an initial \$500,000 grant in 1985. The fellowships will be administered by Academic Alliances — a nationwide campaign to create local associations of foreign language teachers.

The program will name 100 Rockefeller Fellows, competitively chosen for outstanding teaching and a commitment to international education. Each will receive \$4,500 for summer study or travel to enhance his or her knowledge of the country and culture he or she teaches. These fellowships will be available for the first time in the summer of 1986.

Fellowship applications will be accepted from individuals and will be reviewed by the Academic Alliance collaborative in the individual's region. In areas where collaboratives do not exist, the national office will review the applications. The regional collaboratives will select up to four candidates and will forward their applications to the national office for final selection by the national review panel of scholars and educators. The 100 finalists are expected to pursue their workplans and to share experiences in their home community.

The program marks the first time the Rockefeller Foundation or any other major foundation has awarded fellowships for teaching at the high school level. Announced at the national meeting of the Modern Language Association, the awards are seen as an important way to encourage bright and intellectually determined people to enter or persist in language teaching as a specialty.

The final date for requesting applications for the fellowships is June 30, 1985. The applications are due at the local collaboratives (or in the national office in instances where collaboratives do not exist) by October 1, 1985. High school teachers of all foreign languages, including classical languages, are encouraged to apply. Teachers at the junior high level are not eligible under the terms of the grant. Foreign language administrators are not eligible unless they are currently teaching and unless teaching is their primary function. Membership in a collaborative is not required for application.

Finalists will be required to take the ACTFL proficiency tests. Recipients of the fellowships may take their families with them during the grant period. Alternates will be named in the event finalists will not be able to accept the grant.

Applications will be available, upon request, by the end of April. For additional information and applications, please write to:

Dr. Claire Gaudiani
Academic Alliances
University of Pennsylvania, CGS
210 Logan Hall/CN
Philadelphia, PA 19104

THE SPECIAL EDUCATION STUDENT In The Foreign Language Class

The teacher of foreign languages has felt the impact of "mainstreaming" (the integration of special students into regular classes) less than teachers of other subject areas; however, many states are indicating that these students should be provided the opportunity to learn a foreign language. One such instance is the Board of Regents of the State of New York which has instituted a foreign language requirement for all students. In response to the needs of foreign language teachers as they are faced with this change in the composition of their classes, the New York State Association of Foreign Language Teachers has published a special issue of the *Language Association Bulletin*, XXXVI.3 (January 1985). The entire issue addresses various concerns of language teachers so that they might approach this change positively. This document is important for any language teacher who is currently confronting this new challenge or who will soon have to confront it. A few copies of this special issue are still available from NYSAFLT for \$2.75 (make checks payable to NYSAFLT) at the following address: Robert J. Ludwig, Advertising/Business Manager, NYSAFLT, 1102 Ardsley Road, Schenectady, NY 12308.

FROM LIBRARY TO BIBLIOTHÈQUE: A Foreign Language Teacher's Strategy

As a language teacher with experience at a variety of secondary institutions, I have had occasion to become acquainted with a large number of high school libraries. Generally, the most static, outdated and inefficacious collections in these libraries were devoted to foreign languages and literatures. Most librarians, understandably, do not possess the necessary knowledge in order to build and maintain workable collections. It is, therefore, the responsibility of the foreign language teacher (or department) to provide the library staff with a systematic, long-range acquisitions plan. I have found that librarians are delighted to receive guidance and cooperation. With the goal of creating a useful, dynamic collection, we have followed specific priorities in order to develop and present the French collection at our institution. The same principles may be applied to the development of any foreign language collection.

The first step was to get the existing collection out into the open, close to a work place. Naturally, there was no free space available, but, because librarians will do almost anything to have students use foreign language works (indeed, it can be amusing to browse through a language section and note the due dates on the borrowers' cards), the librarian made room not only for the present collection, but also for future acquisitions. The present situation is ideal. We have shelf space in

1984 GILBERT CHINARD LITERARY PRIZE AWARDED TO AATF MEMBER

The *Institut Français de Washington* announces the 1984 Gilbert Chinard Literary Prize has been awarded to Professor Roland Simon of The University of Virginia for his manuscript entitled *ORPHÉE MÉDUSE, AUTOBIOGRAPHIES DE MICHELLEIRIS*. In addition to the honor, this prize awards \$1000 to the recipient. Professor Simon's was one of twelve manuscripts submitted.

The nomination committee was composed of Professors George Daniel (University of North Carolina), Eugene Falk (University of North Carolina), Raymond Gay-Crosier (University of Florida), Sima Godfrey (University of North Carolina), and Edouard Morot-Sir (University of North Carolina, Chair). The Committee and the *Institut Français de Washington* express their warmest congratulations to all participants. Their texts represent an impressive evidence of the vitality and excellence of French Studies in the United States in the fields of history of literature and literary criticism.

AATF NATIONAL BULLETIN

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a cozy, oft frequented corner of the library where two study tables are located. Because the emphasis of the collection is on leisure reading, many of the works will never leave the library. For this reason, location and presentation must be serious considerations.

I initiated—through the librarian's office—an active acquisitions program, based on the following priorities:

LEISURE READING

Astérix (Gosciny/Uderzo) series
Tintin (Hergé) series
Petit Nicolas (Sempé/Gosciny) series
Maigret (Simenon) series

REFERENCE WORKS

French/English Dictionary
Robert 1
Robert 2
Le bon usage (Grévisse)
Manuel des études littéraires françaises
 (Castex & Surer)
Recueil de textes littéraires français
 (Chassang & Senninger)

PERIODICALS

Paris Match
Le Journal Français d'Amérique

SHORTER WORKS (FIRST TARGET GROUP)

Aucassin et Nicolette (français moderne)
Contes (Perrault)
Paul et Virginie (B. de Saint-Pierre)
Carmen (Mérimée)
Petits poèmes en prose (Baudelaire)
Boule de suif (Maupassant)
La symphonie pastorale (Gide)
Knock (Romain)
L'étranger (Camus)
Les mains sales (Sartre)
Le petit prince (Saint-Exupéry)
Bonjour tristesse (Sagan)
Une mort très douce (S. de Beauvoir)
Rhinocéros (Ionesco)

CULTURE/HISTORY/TRAVEL/CIVILIZATION

(eg., *L'histoire de la France par l'image* par Jacques Boudet)

WORKS FOR INTERDISCIPLINARY USE

(eg., *Du contrat social*, J.-J. Rousseau, or *L'affaire Dreyfus*, É. Zola)

OTHER LITERATURE & LITERARY CRITICISM

tion. By moving the reference works upstairs to join the rest of the French collection (another concession by the librarian), we created a much more practical situation. Although the library staff is now obliged to reshelve French dictionaries which are often abandoned on the tables, the staff agrees that this new problem is indicative of a much healthier academic situation.

Many schools, because of the cost involved, have elected to subscribe to only one major French periodical. Generally speaking, libraries have opted for *L'Express* over the more expensive and less intellectual *Paris Match*. However, it is a simple fact that students are usually attracted to the large photos and brief commentary of *Paris Match*, and they are intimidated by the long, dry articles in *L'Express*. In truth, most high school libraries have chosen *L'Express* because the faculty members themselves want access to the magazine. Finally, we have—with special permission once again—removed *Paris Match* and *Le Journal Français d'Amérique* from the periodicals section, and we have installed them with the French collection.

The original, inherited collection was comprised almost entirely of "classic" works of literature. This was impressive at first glance, but could a teacher seriously expect a student to pick up *Les confessions*, *Le rouge et le noir*, *Germinal*, or *La modification* for outside reading? Certainly not at our school. And, because students oftentimes requested outside reading (for extra credit), the former library situation was particularly frustrating. We decided, therefore, to draw up a list of shorter works of French literature. As can be seen by reviewing our first target group of acquisitions, the works range from seventy-five to two hundred page paperbacks (with a very low words per page ratio), several of which are themselves comprised of shorter pieces. Thanks to our new acquisitions, I now assign outside readings to my advanced classes, in addition to offering suggestions for extra credit.

At this moment, our acquisitions program is still incomplete. We have not yet been able to build our Culture/History/Travel/Civilization section or our Works for Interdisciplinary Use, nor have we begun to strengthen our general collection of Literature and Literary Criticism. However, we have attained our primary objective. The French collection has become a *mini-bibliothèque*, a dynamic, useful section of our institution's library. And, because we have implanted a systematic acquisitions plan, it is likely that our collection will serve our students even better in the future. I urge other foreign language teachers to become actively involved in shaping the language collections of their libraries. The library can be an exciting tool for improved language proficiency and greater cultural awareness.

Richard A. Hartzell
 St. Mark's School of Texas
 Dallas

The initial expenditures, following our list of priorities, went mostly for leisure reading. We were able to acquire, of course, only a few books from each series. However, the library will continue to add to the series on an annual basis. These books are the main attraction of the collection. The adventures of *Astérix* may not provide the intellectual stimulation of, for example, *Lettres philosophiques* or *L'homme révolté*, but students devour the former, and they are both unwilling and generally unable to tackle the latter. The primary goal of having students undertake outside reading in French is accomplished mainly thanks to the collection of books for leisure reading.

Following standard library classification, our French reference works used to be located in the general reference sec-

A FRENCH CULTURE COURSE IN THE HUMANITIES CURRICULUM

Each time I have offered the course *Contemporary French Culture* since developing its concept and procedures during sabbatical work in 1980, it has attracted students whose major fields have included history, political science, international studies, computer science, Spanish, restaurant management, business, and of course French. It has been given at a public community college and at a small, private women's college.

In this course the assigned readings and class discussions are in English. Those students with a background in French subscribe to the *Journal Français d'Amérique*¹ and report regularly on current events in France. They also read in the library's current periodical holdings (*L'Express*, *Paris Match*, *Le Nouvel Observateur*) and share their findings. The non-French speaking students read news periodicals (*Time*, *Newsweek*, *The Wall Street Journal*, *The New York Times*, etc.) in English with the goal of keeping current with world events. Those who can read in French, rather than resenting an assignment which may take a little more time, seem to relish their role as reporters to the others, and the respect which this brings.²

With the goal of introducing students to the Francophone world, each is assigned (or picks) one country where French is spoken as the official language, the language of the schools, and/or the second language. This becomes that student's country during the semester course. Many textbooks offer lists of these countries.³

During the first week, the students report on initial findings, including where the country is located, basic encyclopedia-like data about it, and why French is spoken there. A map of the world is essential at this point, for many of the countries in question fall outside the familiarity of most students. They are encouraged to write to consular and cultural offices maintained by the country to promote tourism. These bureaus often provide current information difficult to obtain otherwise.⁴ Several weeks later, the students deliver five-minute reports showing the progress of their research. They have been instructed to concentrate particularly on the ways in which French culture (as they are beginning to understand it in ever more complex ways) has become a part of the culture of the country, and to seek the current status of language usage. Should their country be in the news for any reason, they are the class expert who explains the background of the event. This has been the case in recent semesters with

Chad and new Caledonia, for example. At the end of the course, they are required to complete a twelve-page research paper on their country. Each student turns in two copies of the paper, one to be corrected and returned, the other which I keep in a resource file for future classes. The idea for this activity was introduced to me by Carmen C. McClendon, professor at the University of Georgia and NEH consultant. The success of this resource center led to the inclusion of a similar activity in all my first and second year language courses.

The four texts that are required reading in the course have worked well, each in different ways. First, students read *The Horse of Pride: Life in a Breton Village* by Pierre-Jakez Helias (New Haven: Yale UP, 1978). This book describes life in a peasant family in rural Brittany, in the early part of the twentieth century. The Guicharnaud translation conveys the special relationships and sayings of the people of Helias' family. The book recounts techniques of survival of poor, farming families. Students read the autobiographical account with ease, and begin to have a sense for family values, child-raising practices, religion, and education in this area at a specific time. They begin to understand also what the separatists in Brittany and elsewhere may be seeking, and the kinds of prejudices they have encountered.

The second book read is *Lest Innocent Blood Be Shed*, by Philip Hallie (New York: Harper, 1979). Here the approach shifts to that of a philosopher studying the ethics of the villagers of Le Chambon (in south-central France), and their pastor André Trocmé, during the Nazi occupation of France. This village takes on the work of saving thousands of children from the Germans. The dangers and moral decisions inherent in their efforts are shown, as are the various groups acting separately during that complex time. Students learn about the *maquis*, the *cimade*, the resistance workers, the collaborators, and the Nazis. They begin to see how the war years in France led families to turn inward and to consider all others "les autres", not to be trusted because they might turn them in for any of the many types of illegal activities necessary for survival during those times.

The third book is the classic study, *Village in the Vaucluse* by Laurence Wylie (Cambridge: Harvard UP, 1974). This work, begun in the fifties and updated in the third edition (1974), examines specific aspects of life in Peyrane, fictional name for Roussillon in southern France. The sociologist's method of examining culture (family, education, sickness, leisure, adolescence, death, holidays, politics, etc.) brings a new topic to class discussions, and one which adds to the autobiographical and ethical approaches so far experienced.

The fourth book, *France in the 80s* by John Ardagh (New York: Penguin, 1983), brings a wealth of information, in a more anticipated history-book manner. It includes a study of the first year of the socialist government of Mitterrand, and the changes of this recent time. It is the kind of book that could constitute the sole text for the course, and could certainly become a resource for any teacher of French language, literature, or culture, wishing to understand completely the basis of current events in France. It is so complete and detailed that many students have remarked that they never would have been able to read it without their prior experiences in the first three books. These, it appears, whetted their appetite to understand more fully and deeply those trends and characteristics they had begun to appreciate. And so faced with more

¹*Journal Français d'Amérique*, \$5 per semester per student, 1051 Divisadero Street, San Francisco, CA 94115, or 120 E. 56th Street, Suite 228, New York, NY 10022.

²For further suggestions about the use of newspapers and magazines in the classroom, see "Newspapers and Magazines in the Second Language Classroom," by Helen L. Jorstad in *The Culture Revolution in Foreign Language Teaching*, ed. Robert C. Lafayette (Skokie: National Textbook Company, 1976), 91-103.

³One list might be structured as follows: Overseas Departments: Guadeloupe, French Guyana, Martinique, Saint-Martin. Overseas Territories: New Caledonia, French Polynesia, Réunion. French as Official or Second Language of Country: Algeria, Belgium, Burundi, Cameroon, Canada, Central African Republic, Chad, Congo, Gabon, Guinea, Haiti, Ivory Coast, Luxembourg, Madagascar, Mali, Mauritania, Morocco, Niger, Rwanda, Senegal, Switzerland, Togo, Tunisia, Upper Volta, Zaire.

⁴A directory of foreign government tourist offices in the USA and Canada can be obtained by sending \$2 to: Travel Insider, P.O. Box 66323, O'Hare International Airport, Chicago, IL 60666.

than 600 pages of text, they were able to plunge in and identify those facts and trends of value to them. Such subjects as the women's movement, the role of Paris in French life, the modernization of agriculture, the efforts at decentralization, the developments of the provincial cities and regions, energy, ecology, the role of the unions, and the specific changes made by Mitterrand's government, are discussed in interesting detail. This book, as a culmination of the other course study, was viewed by students as putting all in perspective, and a volume they would continue to refer to as they studied and read in other fields or in other French courses.

The class hours of this *Contemporary French Culture* course are spent, for the most part, in discussions led by the students. There have been as few as seven and as many as twenty-five class members and the technique varies only as to how many presentations per semester each student makes. It has been my observation after experimenting with a number of presentation strategies, that the students develop a special sense of responsibility to one another, and pride in their work, when it is they who are leading peers in class discussions.⁵ This is a very different dynamic from that of the lecture class. The passive reception can be stimulating and informative, but the creative state of students involved in active discussion and reporting is more so.

I usually model the type of presentation expected by being the reporter for the first chapter or so of the new book. I attempt to stress the variety of methods of presenting material, and the importance of extracting major themes and data from the mass of details present. Students develop confidence by reporting to their peer group, and experience the satisfaction of experimenting with different styles of presentation. They create questions to ask one another, and compare lists they have made of important concepts and facts.

The teacher's role is that of informed monitor. He/she can add or correct data, and bring up topics not yet discussed. The teacher also brings in information which deepens appreciation of material under consideration. Slides and films can be shown, if available.

Halfway through the course forms are distributed which request an anonymous evaluation of class work and procedures. An effort is made to include any subject which has been identified as a major interest of a student and not yet discussed. Reaction is solicited to the various segments of the course, and it has evolved to its present form in response to suggestions.

The model for this course is not presented as the best manner of offering a French culture class, but simply as one which has worked well. The studying of four very different texts, plus the work with Francophone countries of the world, and the reading of periodicals for current events, combine to give the class a clear sense of the complexity of modern France and its people, and a reference framework for understanding events in France and the Francophone world. The student

presentations yield a very personal involvement in the subject matter. Many students have commented on their heightened understanding of their own family's and country's values after beginning to see the basis of those in France.

Bette Hirsch
Cabrillo College

CALL FOR PAPERS

THE LINGUISTICS PROGRAM OF THE UNIVERSITY OF DELAWARE ANNOUNCES DELAWARE SYMPOSIUM ON LANGUAGE STUDIES VII

October 24-26, 1985

THEME: ISSUES IN L2:

**THEORY AS PRACTICE/PRACTICE AS THEORY
COORDINATORS:** James P. Lantolf and Angela Labarca
**ABSTRACTS ARE INVITED ON THE FOLLOWING
AND RELATED TOPICS:**

Discourse in the classroom; L2 methodology and universals; Applied psycholinguistics; Teaching L2 at advanced levels; Drama in the classroom; Teacher/Learner interaction; Proficiency testing; L2 competence through literature; Research on L2 variation; L2 performance vs. L2 competence; The mean and the individual in the L2 classroom.

**ABSTRACTS MUST BE SUBMITTED BY APRIL 20, 1985
TO:**

James P. Lantolf
Department of Languages and Literature
University of Delaware
Newark, DE 19716

IMPORTANT INFORMATION: In order to assure anonymity, please submit the original and SIX copies of a one-page abstract without the author's name. Include a 3x5 card listing the title of the abstract, author's name, title, affiliation (as it should appear on the program), full current and summer mailing address, and complete telephone number(s). Abstracts should be one page in length, double-spaced, and titled at the top center; please use margins of one inch at the top, bottom, and right side, and one and a half inches on the left side. Please submit your abstract camera-ready, so that it can be printed and distributed at the time of the Symposium; a later volume of proceedings will contain a selection of papers.

⁵This enhancement of self-esteem and identity has been cited by Gertrude Moskowitz in *Caring and Sharing in the Foreign Language Class* (Rowley: Newbury, 1978, 16) as an important element of a model of successful foreign language teaching.

REPORT OF THE AD HOC COMMITTEE ON THE TEACHING OF BUSINESS FRENCH (Le français des affaires)

During the 1984 Annual Convention of the AATF in Chicago a group of college and university faculty members presently engaged in teaching courses in *le français des affaires* held a day-long meeting on November 17. This meeting was organized by Professor David O'Connell of the University of Illinois at Chicago, in cooperation with the AATF, the *Services Culturels Français* and the *Chambre de Commerce et d'Industrie de Paris*. The group had as its goal to outline the objectives of faculty presently involved in teaching courses in this area of contemporary language, culture, and civilization.

Participants at the meeting were: Professor Jacques Bourgeacq of the University of Iowa, Professor Townsend Bowling of the University of Texas at San Antonio, Professor Cécile Favre-Gilly of Ramapo College, Professor Robert Kreiter of the University of the Pacific, Professor Claude Le Goff of the University of South Carolina, Professor Brigitte Muller of Eastern Michigan University, Professor Daniel Rivas of Auburn University, and Professor Maud Walther of Purdue University. In addition, M. Albin Pasco, *attaché linguistique* in New York, and M. Michel Drouère, *chargé de mission* of the *Chambre de Commerce et d'Industrie de Paris*, attended the meeting as observers.

The following statement was unanimously approved at the meeting on November 17 and at the Open Session on November 18, that had been organized to discuss the statement:

There is a substantial student demand for courses in *le français des affaires*. The various courses and programs that each of us represents are a reflection of that interest. Furthermore, the creation of courses and programs in *le français des affaires* responds to a definite need that the modern world has for enhanced communication capabilities of an international nature. The world is shrinking in size before our eyes and the ongoing communications revolution can be expected to accelerate, not slow down, in the years ahead. The material that we teach in our course is designed to prepare our students to function in this new, internationally-oriented context. A cultured French person of today could be expected to know a good deal of the material treated in our courses. If we update the term "honnête homme" to the present age of instantaneous intercontinental communications and of growing global awareness, we could expect this "honnête homme" to take his place in our rapidly changing world. In a word, the materials covered in our courses should not be considered as "vocational" or as narrowly utilitarian in nature, but rather as an integral and respectable addition, like knowledge of the computer for instance, to the modern concept of a liberal arts education. Our courses focus on the practical reality of language taught for business, economics, and professional concerns.

Normally, two semester courses in *le français des affaires* are taught in the third year of college. Although, at the present early stage of development, many institutions can only offer one semester course in the third year, it is recommended that this be increased to two as soon as possible. These courses should be accompanied, whenever possible, by courses in composition, conversation, civilization, and literature. The training offered in *le français des affaires* should not be seen as something that replaces these more traditional courses, especially literature, but as something that complements them. Ideally, the one year course in *le français des affaires* (for which there already exists a number of textbooks of varying

quality and focus), should stress vocabulary acquisition and grammar review. This third year course is truly a *cours de langue*.

A good measure of the progress made by students in a one year (or one semester) program in *le français des affaires*, is the examination for the *certificat* offered by the *Chambre de Commerce et d'Industrie de Paris (CCIP)*. We stress that our objective is not specifically to prepare students for this exam, but rather to better enable them to understand the contemporary Francophone world. However, the *CCIP* exam is a convenient and internationally recognized yardstick which can be useful, especially in smaller institutions in which the one semester course in *le français des affaires* is not a part of a broader program leading to a degree. Students have shown a great interest in taking this examination, and faculty who have participated in organizing it in conjunction with representatives from both the *Services Culturels Français* and the Francophone business community have found it to be an enriching professional experience.

Beyond the *certificat* is the *diplôme*, also offered by the *CCIP*. This examination requires, in addition to the general familiarity with French as a language of business, a more in-depth practical knowledge, including business practices and procedures, understanding of the functioning of the French economy and the relationship of France to its European trading partners and the world. As a general rule, students with two semesters of work in *le français des affaires* collateral courses can be expected to attain the *certificat*. However, students who do additional work in business French beyond this two semester basic sequence, that is, higher level and more intensive work, usually as seniors, writing reports and doing advanced work in composition and conversation, can be expected to obtain positive results in the *diplôme* examination.

As mentioned, the main objective of the one year training in *le français des affaires* is not specifically to attain the *CCIP certificat*. Rather, it is to provide training for our students that enables them to better understand a number of important linguistic and trade-related aspects of the contemporary Francophone world. On a practical level, that is, in terms of concrete skills, they should be able to: (1) express themselves clearly in written French, including the ability to write a report in French; (2) possess a reading knowledge that enables them to understand a business-related magazine article of moderate difficulty; (3) compose a simple, 3-4 paragraph business letter; and (4) demonstrate functional communicative ability in spoken French.

In conclusion, we recommend that: (1) teachers of *le français des affaires* receive wider recognition in their home departments; (2) more courses and programs be created in *le français des affaires*; (3) *le français des affaires* be more widely recognized as an integral part of a liberal arts education in a changing world; and (4) interdisciplinary contacts be encouraged by department chairpersons between faculty teaching courses in *le français des affaires* and representatives of other academic units.

Submitted by
David O'Connell
University of Illinois at
Chicago

LA TÉLÉVISION PAR SATELLITE ET LE FRANÇAIS EN AMÉRIQUE DU NORD: mariage de la technologie et de l'histoire

Ainsi, c'est fait: *Téléfrance-USA* n'est plus. Les réalités économiques ont prévalu contre les velléités sentimentales. Les initiatives de mobilisation de groupes, comme celle de Lee Bradley (cf. le *AATF National Bulletin* de septembre 1983) ont fait long feu. Dans la frénésie qui agite la société américaine en matière de télécommunications, la disparition d'une chaîne de télévision (émettant de surcroît en langue étrangère) est bien peu de choses. Seule une petite minorité en ressent les effets, minorité sans importance politique, donc digne d'être sacrifiée.

Eh bien, en dépit de la situation actuelle, le futur n'est pas aussi sombre qu'il le semblerait pour tous les amateurs de francophonie d'Amérique du Nord. *Téléfrance-USA* est morte. Vive *Anik B* et *Anik D*! Parmi la quinzaine de satellites géostationnaires en orbite au-dessus de l'Amérique du Nord, *Anik B* et *Anik D* comprennent chacun une ou plusieurs chaînes de télévision canadienne émettant en français. Le phénomène est intéressant car il ne s'agit plus ici d'un système spécifique de transmissions de programmes pour une situation spéciale ou avec la contribution d'organismes agissant à titre de mécènes. Les programmes des chaînes de télévision canadienne francophone d'*Anik B* et d'*Anik D* sont diffusés d'abord et avant tout à l'intention de la communauté de langue française vivant au Canada. Cet élément est déterminant dans la mesure où ces programmes sont ainsi assurés d'une certaine stabilité. Au vu de l'ardeur avec laquelle les Canadiens français luttent pour leur langue, on peut prévoir un long futur à ces chaînes de télévision diffusées par satellite.

La majorité du territoire nord-américain—sinon sa totalité—est arrosée par ces deux satellites, ce qui permet, techniquement, à tous les amateurs de français, de pouvoir capter les chaînes en français d'*Anik B* (chaîne 15) et d'*Anik D* (chaînes 14, 15, et 16). Le seul élément négatif de l'acquisition de la télévision par satellite en est l'aspect financier. L'achat et l'installation du matériel destiné à recevoir la télévision par satellite coûtent plus de 3000 dollars américains. Compte tenu de la baisse enregistrée depuis 1976, il est permis d'espérer que la vulgarisation toujours plus grande d'antennes paraboliques continuera à faire chuter les prix, quelque peu prohibitifs, surtout au niveau de l'initiative individuelle. Toutefois, les clubs, groupements et autres sociétés de français (sans oublier les sections de français dans les établissements scolaires et les universités) qui sont susceptibles d'amortir plus facilement l'achat de ce matériel peuvent désormais trouver dans l'acquisition d'un tel équipement une motivation sans pareille au développement de leurs activités, tout en acquérant une nouvelle jeunesse.

Si la télévision par satellite est la solution idéale pour les défavorisés géographiques loin des centres urbains et de leurs techniques par câble, il est évident qu'elle peut devenir également une source comparable de vitalité pour les défavorisés culturels, loin de leur métropole ou patrie affective. C'est une grande chance que le français, grâce à la présence d'une minorité francophone courageuse et combative au Canada, puisse être diffusé par satellite sur la masse continentale de l'Amérique du Nord. Le mariage entre les progrès de la technologie et les hasards de l'histoire permet aux Américains amoureux de la langue française de l'entendre à domicile. Espérons qu'une prise de conscience s'établira parmi eux pour bénéficier au plus tôt de cet heureux concours de circonstances.

Bertrand Hourcade
American College of Switzerland
Leysin

BEST TREASURER OF THE YEAR AWARDS

Among the many unsung heroes of the Association are the 73 chapter Treasurers who often serve as Secretaries of their local organizations as well. Not only do they work virtually year round collecting and transmitting dues to National Headquarters, but they are also normally involved with recruiting efforts, the tallying of regional and national election ballots, and the preparation of local meetings. A few of the present group have served as long as 15 years, but the average tenure is probably between 3 and 5 years. For smaller chapters, i.e., those with under 50 members, these tasks are relatively light, but for those with over 100 members, the dedication of a Treasurer to his/her duty is truly exemplary. Recognizing this situation, ten years ago the AATF began making an annual award to the "best" Treasurer of the Year. Here are the honorees to date:

1975	Carroll E. Naves, Florida
1976	C. Lee Bradley, Georgia
1977	Vera Brenton, Indiana
1978	Susan M. Redd, WA/AK/BC
1979	Bernard M. Pohoryles, Metro. NY
1980	D. Raymond Tourville, Chicago/N IL
1981	James S. Patty, Tennessee
1982	Charlotte A. Cole, E Massachusetts
1983	Arthur J. Gionet, N Texas
1984	Douglas Cardwell, N Carolina

As we enter the second decade of this honor, National has decided that henceforth two awards will be made annually, each worth \$100 to the winner: one to the best Treasurer of a chapter with under 100 members and the other to a Treasurer serving 100 members or more. In this fashion, the larger and possibly more active chapters will not have an advantage in the selection process, a situation that has been quite evident up to now. The criteria for selection are as follows, not necessarily in order of importance: (1) frequency of correspondence with National Headquarters; (2) accuracy and timeliness of dues reports; (3) demonstrated activity in recruitment of new members and retention of old members; (4) facilitation of communication between chapter officers and their members; (5) participation in AATF activities at the National level, as for instance, the annual Convention; (6) length of time in office. While National reserves the right to pick the winners, simply because it feels that it is in the best position to judge the above factors, it welcomes nominations and supporting documentation from chapter officers and other members who may be aware of activities unknown to us. Send your nominations to 57 East Armory Ave., Champaign, IL 61820.

DOCUMENT: TÉLÉ 7 JOURS

American students of French are always curious about television programming in France. As they spend many hours a week watching television, their interest for this medium in the target culture is not surprising. Their curiosity can be satisfied by providing an occasional copy of a French television program guide, brought back from travels or purchased through friends. This material is not only a mine of cultural insights which bring students into direct contact with the culture they are studying, it is also a real language document.

By providing certain standard vocabulary items (for example, *une émission; le dessin animé; le feuilleton; la série; un épisode; le documentaire; le dossier; le reportage; une enquête; les informations/les actualités/le journal de la une; un écran;* etc.) as well as other basic cultural and linguistic information, the teacher has prepared the students for the meaningful reading of a document that "real" French people consult regularly. In addition to providing a reading text and important cultural information, the document can serve as a stimulus for conversation and discussion at a variety of linguistic levels. Elementary students can discuss their likes and dislikes, the times and days of the programs; more advanced students can discuss program summaries, make comparisons with American television, or research the influence of American television in France. Creative individuals or small group projects such as developing one's own ideal programming or creating a short television show are possibilities, once the basic document has been discovered and understood.

The particular document offered here is taken from *Télé 7 Jours*, February 2-8, 1985.¹ We have selected samples from each of the channels over several days. We have not provided the entire programming for any of the days represented, but have selected segments of the day to give an idea of the extent of the viewing day and the types of programs available. The first and last pages of the centerfold are pages taken whole from the guide while the second and third pages have been reformatted to match our available space.

There are three standard broadcast channels in France: *TF 1 (Télévision Française 1)*, *A 2 (Antenne 2)*, and *FR 3 (France-Régions 3)*. These channels are government owned and run. In reading through this issue of *Télé 7 Jours*, we noted the appearance of a fourth channel, *Canal +*, a cable option available to subscribers only, except for a short period of time each evening when a decoder (*le décodeur*) is not needed. We also noticed a surprising change in the morning scheduling: *A2* now begins broadcasting at 6:45 a.m. and continues through the day with a few interruptions during the morning hours.

M. Pierre Collombert, *conseiller culturel adjoint*, in Washington, D.C. informed us that the 6:45 a.m. broadcast of *Télématin* on *Antenne 2* appeared shortly after the new year. The cable channel *Canal +* is less than a year old. Another change which will be taking place probably within this calendar year is the creation of "free" or privately owned televi-

sion channels.² According to an article in the *Washington Post*,³ it is estimated that 1,700 television transmitters have been stocked-piled in France by groups hoping to establish their own channels. An article in this same issue of *Télé 7 Jours*⁴ reports on a poll concerning the creation of these privately owned television stations in France, to be financed by advertising. It is interesting to note that 69% of the respondents are in favor of this innovation. However, depending on the particular channel, the percentage of respondents opposed to changing current channels to private ownership ranges from 65 to 68%. They apparently wish to retain the three current government-owned channels while adding commercial stations.

There are several things of interest that we would like to note for you: the existence of close-captioned television for the hearing impaired; the variety of religious programming on Sunday morning; the system of rating films for audience suitability (*cote Télé 7 Jours* and *cote office catholique*); films in the original language (*V.O.: version originale*); programming for the consumer (*INS: Institut National des Consommateurs*); the display of the day's programming.

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Jane Black Goepper
Gisèle Lorient-Raymer

² Michel Chevalet, "Votre télé de demain", *Télé 7 Jours* de 2 au 8 février 1985: 110-11, assures the French reader that the proliferation of channels will take place by no later than 1986 and discusses how this will be implemented via the installation of new transmitters. The major problem remains the location of the 80 to 85 new local stations.

³ Michel Dobbs, "Good Morning, France," *Washington Post* 21 February 1985. This article provides some interesting cultural insights into the French mentality.

⁴ "Les Français et les télévisions privées", *Télé 7 Jours* du 2 au 8 février 1985: 108-09.



¹ Special thanks are owed Éliane Teyssier and Jean Pierre Cointault of SNECMA for providing this issue of *Télé 7 Jours* to us in record time.

8.00 BONJOUR LA FRANCE

par Jean-Claude Bourret

9.00 LES JEUDIS DE L'INFORMATION

INFOVISION

LA TRAITE DES JAUNES

Reprise de l'émission diffusée le 31 janvier

10.15 CHALLENGES 85

par Bernard Gouley

Présentation d'Yves Mourousi

HOLLYWOOD-LÈS-ROUEN

Pour mieux développer la communication dans l'entreprise, une grande société d'assurances, dont le siège est situé près de Rouen, transforme ses cadres en réalisateurs vidéo et en comédiens.

10.45 CINQ JOURS EN BOURSE**11.00 MUSICALEMENT**

Présentation d'Eric Lipmann

CONCERT**Le Nouvel Orchestre philharmonique**

sous la direction de

Ferdinand Leitner

interprète

la *Symphonie n° 3 (« Rhénane »)* de Schumann**11.40 LES COULEURS DE LA MUSIQUE**

par Brigitte Massin

Réalisation de Pierre Jourdan

L'OPÉRA, MAIS OÙ ?Au moment où la construction d'un nouvel opéra à la Bastille soulève des polémiques, il convient de se demander s'il faut reconstituer des salles semblables à celles du XIX^e siècle ou créer des salles polyvalentes.**11.55 PIC ET POKE**

par Georges Leclère

Réalisation de J.-F. Gauthier

AUJOURD'HUI, ON DESSINE...

Les génériques de télévision, les publicités, les films techniques sont des manifestations spectaculaires de l'apport de l'informatique au dessin. Des concepteurs d'affiches utilisent eux aussi des micro-ordinateurs pour leurs dessins.

12.10 ACCROCHE-CŒUR

par Christiane Boisgelot

Présentation de Pauline Larrieu

Réalisation de Marie-Ange Horlaville

LES NOUVELLES MÈRES

Des conseils pratiques pour les futures mamans qui souhaitent entretenir leur corps et leur visage pendant les neuf mois d'attente. Fabienne Krigel, styliste, transforme la silhouette d'une tétéspectatrice enceinte.

Christiane Collange parle de son dernier livre : *Moi, ta mère* (Fayard).

UNE ÉMISSION DE MICHEL OLIVER

12.30 BONJOUR, BON APPÉTIT

COLLABORATION DE JÉRÔME STERN



Avec son invité, Maurice Favières, Michel Oliver fait sauter des crêpes. (Voir la recette page 122.)

Maurice Favières nous propose aujourd'hui de nous mettre à table.

13.00 LE JOURNAL DE LA UNE**13.35 LA SÉQUENCE DU SPECTATEUR**

de Claude Mionnet

L'ANGE ET LE DÉMON

de Richard Donner (1969)

avec Charles Bronson,

Susan George

PINOT, SIMPLE FLIC

de Gérard Jugnot, (1984)

avec Gérard Jugnot Fanny Bastien

GREASE II

de Patricia Birch (1982)

avec Maxwell Caulfield,

14.05 TITI ET SYLVESTRE

Dessin animé

14.20 POUR L'AMOUR DU RISQUE**QUAND LA FORTUNE SOURIT A JENNIFER**

Jonathan Robert Wagner

Jennifer Stefanie Powers

Jonathan profite d'un voyage à Londres pour assister à une réunion de travail au casino de Kensington Club. Pendant ce temps, Jennifer se distrait en regardant les joueurs...

15.15 LE MERVEILLEUX VOYAGE DE NILS HOLGERSSON

Dessin animé

LE GRAND LAC AUX OISEAUX*Sous-titrage visible pour les malentendants munis d'un décodeur***15.40 CASAQUES ET BOTTES DE CUIR**

Magazine de Jean-Claude Briffault présenté par Jean-François Robinet

Invités : Louis Acariès et Arielle Dombasle

Au sommaire : la course de la semaine, à Vincennes ; l'ambiance du Prix d'Amérique ; les courses à Deauville pendant la guerre ; polo à Saint-Moritz ; la selle évolutive.

LA COURSE DU TIERCÉ**16.15 TEMPS X**

par Igor et Grichka Bogdanoff

Collaboration de Frédéric Lepage

LA QUATRIÈME DIMENSION

Série de Rod Serling

TROISIÈME À PARTIR DU SOLEIL

Réalisation de Richard Bare

Bill Sturka Fritz Weaver

Jerry Riden Joe Maross

Ève Lori March

Convaincus que la planète sera détruite dans moins d'une semaine, Bill Sturka et Jerry Riden décident de fuir, avec leur famille, à bord d'un vaisseau spatial...

DOSSIER**« DUNE », LE FILM**Après un premier reportage sur le monde du livre de Franck Herbert *Dune*, *Temps X* propose une enquête d'Alain Carrazé sur le tournage du film de David Lynch inspiré de cet ouvrage : une superproduction de soixante-dix millions de dollars.

8.00 BONJOUR LA FRANCE

Émission de Jean Offredo
Présentation
de Jean-Claude Bourret

9.00 CONNAÎTRE L'ISLAM

par Abder Isker

9.15 A BIBLE OUVERTE

Émission du rabbin Josy Eisenberg
HISTOIRE DE MOÏSE
MOÏSE ET SES FRÈRES
Fils adoptif de la fille du pharaon, Moïse était destiné à devenir un prince égyptien. Mais, il n'a pas oublié son origine...

9.30 LA SOURCE DE VIE

LES JUIFS DU YÉMEN
Première partie
JUIFS HEUREUX DE L'ARABIE
HEUREUSE

La communauté juive du Yémen est sans doute la plus ancienne communauté de la diaspora. Elle a vécu durant plus de 2 000 ans au sein de ce que l'on appelle « l'Arabie heureuse ». En 1948, en quelques mois, elle a, dans sa quasi-totalité, émigré vers Israël.

10.00 PRÉSENCE PROTESTANTE

Émission du pasteur Jean Domon
ACTUALITÉS
L'Église évangélique de Nouvelle-Calédonie.
Les projets du pasteur **Marc Braunschweiler**, nouveau secrétaire de la Cimade.
Le conseil œcuménique des Églises.

10.30 LE JOUR DU SEIGNEUR

Émission des Pères Abeberry et Damien Avril
MAGAZINE
LIVRES EN MAIN
L'actualité du livre religieux par **Janine Feller** et **Jacques Paugam**
MÉDIAS, FOI ET CULTURE
Journée chrétienne mondiale de la communication 1985
En direct de Chalon-sur-Saône, **Bernard Goureau** nous fait rencontrer le Père **Pierre Calime**, ancien animateur national des centres diocésains d'information, ainsi que des chrétiens de la paroisse Saint-Vincent, soucieux de communication sociale.

11.00 MESSE

célébrée avec la paroisse Saint-Vincent de Chalon-sur-Saône (Saône-et-Loire)
Présentation de Bernard Goureau
Prédication du Père **Pierre Calime**

11.50 VOTRE VÉRITÉ

Jacques Paugam reçoit **Maurice Deforge**, professeur à l'École supérieure de journalisme de Lille.

11.55 SKI

Eurovision, en direct de Bormio
CHAMPIONNATS DU MONDE
DESCENTE (MESSIEURS)
Commentaires de **Daniel Pautrat** en compagnie d'**Alain Jouin**
Dans cette épreuve, on attendait une lutte très ouverte entre les purs descendeurs que sont les Suisses **Conradin Cathomen** et **Peter Mueller**, les Autrichiens **Harti Weirather**, **Helmut Hoeflehner** et **Peter Wirnsberger** ainsi que l'Américain **Bill Johnson** (s'il se décide enfin à confirmer son titre olympique). A moins, bien sûr, que **Pirmin Zurbriggen** n'ait pu disputer cette épreuve, ce qui risquerait de mettre tout le monde d'accord ! Côté Français, on espère une performance de **Philippe Vermeret**.

12.30 MIDI-PRESSE

par **Pierre-Luc Seguillon**
Alain Juppé, adjoint au maire de Paris, chargé des finances, répond aux questions de **Pierre-Luc Seguillon** et de trois autres journalistes.

13.00 LE JOURNAL DE LA UNE

13.25 STARSKY ET HUTCH

Série américaine
L'ÉPIDÉMIE
Réalisation de **Robert Kelljan**

Hutch **David Soul**
Starsky **Paul-Michael Glaser**
Huggy Bear **Antonio Fargas**
Le capitaine **Dobey** **Bernie Hamilton**
Jack Donner **Walter Mathews**
Judith Kaufmann **Janet Margolin**
Thomas Pallindar **Alex Rocco**
Diffusé en 1980

Tandis que Starsky et Hutch poursuivent un malfaiteur dans l'aéroport, le jeune agent **Jake Donner**, qui les accompagne, heurte violemment un individu. Ce dernier sera rapidement identifié comme étant surnommé « T.C. ». Bientôt, des événements étranges surviennent... T.C., qui détient un puissant fusil télescopique, a loué une chambre en-dehors de la ville. Soudain, il est paralysé par une très forte fièvre...

17.30 LES ANIMAUX DU MONDE

Émission de **Marlyse de La Grange** et **Antoine Reille**

LES HIPPOS D'HISHASHA

Réalisation de **Philippe Vaudoux**
Sur le fleuve d'Hishasha, à la frontière du Zaïre et de l'Ouganda, vivait l'une des dernières grandes concentrations d'hippopotames d'Afrique. Malheureusement, aujourd'hui, la plupart des grands animaux de l'Ouganda ont disparu. Ils ont été abattus lors de la guerre

14.20

UNE ÉMISSION DU SERVICE DES SPORTS

SPORT DIMANCHE

TENNIS

BALLE DE MATCH

PAR **HERVÉ DUTHU**

LES FRANÇAIS

REPORTAGE DE **BERNARD RONOT**

Alors que la saison débute à peine, « Balle de match » fait le point avec les joueurs français.

ANDRÈS GOMEZ

REPORTAGE D'**ALAIN TEULÈRE**

Sportif n° 1 en Colombie, **Andrés Gomez** a terminé la saison 1984 en cinquième joueur mondial. Il n'a pu participer aux Masters en raison d'une blessure.

LE TOURNOI

DE PHILADELPHIE

COMMENTAIRES D'**HERVÉ DUTHU**

Ce tournoi voyait la rentrée officielle de **Yannick Noah** en compétition. C'était un test intéressant puisqu'étaient également engagés **John McEnroe**, **Jimmy Connors**, **Mats Wilander**, **Brian Teltcher**, **Marc Dickson** et **Sandy Mayer** (Noah devait rencontrer au premier tour le vainqueur du match entre ces deux derniers).

EN DIRECT DE VINCENNES

COURSE DU TIERCÉ

COMMENTAIRES D'**ANDRÉ THÉRON** ET **JEAN-FRANÇOIS PRÉ**

RUGBY

TOURNOI DES CINO NATIONS

COMMENTAIRES DE **PATRICK THILLET**

Résumé des deux rencontres qui se sont disputées hier, à Londres et à Edimbourg : Angleterre-France, à Twickenham (diffusé en direct dans « Les Jeux du stade ») et Écosse-Irlande, à Murrayfield (diffusé en différé le soir, toujours sur A2).

civile qui a ravagé le pays en 1979. Ce reportage, réalisé il y a quelques années, est donc le témoignage d'un passé révolu. Une équipe de biologistes a étudié en détail le comportement des hippopotames. Chaque animal de la troupe a pu être identifié individuellement grâce aux traces des blessures que leur laissaient leurs combats incessants, et il fut ainsi possible de déterminer avec précision le rapport hiérarchique que ces énormes animaux entretenaient entre eux.

6.45 TÉLÉMATIN

- 6.45 Éveil en chanson
 6.55 Les rendez-vous du matin
 Bonjour de **William Leymergie**
 Informations et météo agricoles
 (avec **Michel Lis**)
 7.00 JOURNAL
 présenté par **Patrick Lecocq**
 7.10 La météo - Une chanson - Cinéma
 (**France Roche**) - Sports et loisirs
 (**Vincent Gerhards**)
 7.30 JOURNAL
 présenté par
Christian-Marie Monnot
 7.40 Une chanson
 « Vous » : informations pratiques
 7.50 Dessin animé et météo
 8.00 JOURNAL
 8.10 Une chanson - « Votre santé »
 (**Martine Allain-Régnauld**)
 « Vous » : vie quotidienne, consommation
 (**Ève Métals**)
 8.30 ESCALIÈRE B. PORTE 4
 Quatre histoires d'Alain Franck
 Dernière histoire
LE DERNIER CAÏD
 Troisième épisode
 Le juge **Jean-Pierre Bagot**
 Marc Parroy **Philippe du Jannerand**
 Hésdin **Jacques Lalande**
 Une fois de plus, Marco-le-chanceux a échappé à la police...
 8.45 Rappel des titres, mini-météo,
 chanson - programme de la journée

8.50 Arrêt des émissions

9.55 SKI

Eurovision
 en direct de Santa Catarina
CHAMPIONNATS DU MONDE
COMBINÉ FÉMININ
 Slalom spécial
 Première manche
 Commentaires de **Gérard Holtz**
 et **Jo Choupin**
 Très régulière en slalom et en descente,
Brigitte Oertli (Suisse) était la favorite de ce combiné. Pour la contrer, il y avait ses compatriotes
Maria Walliser, **Michela Figini** et
Erika Hess, l'Autrichienne **Elisabeth Kirchler**, l'Allemande **Marina Kiehl**, l'Américaine **Tamara McKinney** et les Françaises **Christelle Guignard** et **Perrine Pelen**.

11.00 Arrêt des émissions

12.00 MIDI-INFORMATIONS ET MÉTÉO

12.05 L'ACADÉMIE DES 9

Jeu de **Jean-Claude Buchez**
 avec **Sim**, **Robert Castel**, **Jean-Yves Lormeau**, **Maud Rayer**, **Marianne Chazel**, **Catherine Alric**
 Les Charlots : **Vamos a trabajar**
Jacques Fabbrì, **Linda de Suza** : Un jour on se rencontrera

12.45 A2 MIDI

13.30 LES AMOURS DES ANNÉES 50

PASSEZ MUSCADE
 Feuilleton en dix épisodes
 Réalisation d'**Agnès Delarive**
 d'après le roman de **Marcel Mithois**
 Troisième épisode
 Dur **Michel Beaune**
 Muscade **Fabienne Perineau**
 Armand **André Gillie**
 Guillaume **Samuel Labarthe**

13.45 AUJOURD'HUI LA VIE

CES STARS ÉTAIENT DES HOMMES
JEAN NOHAIN ET FERNAND RAYNAUD
 Émission préparée et présentée par **Nicole André**
 Réalisation de **Pierre Lambert**
 Dominique Nohain et **Pascal Raynaud** évoquent leurs stars de pères. Les noms de **Jean Nohain** (disparu en 1981) et **Fernand Raynaud** (disparu en 1973) sont presque indissociables. Sans Nohain, **Fernand Raynaud** n'aurait peut-être pas connu l'immense succès populaire qui fut le sien. Sans **Fernand Raynaud**, certaines soirées télévisées de **Jaboune** auraient probablement moins marqué nos souvenirs. Amis et complices, **Jean** et **Fernand** ont disparu avant que leurs fils aient pu se rencontrer. Ils feront connaissance aujourd'hui.

14.50 MAGNUM

Série américaine
LE CHEVAL MAUDIT
 Magnum **Tom Selleck**
 Higgins **John Hillerman**
 TC **Roger E. Mosley**
 Rick **Larry Manetti**
 Marion **Wendy Girard**
 Louisa Martinez **Ina Ballin**
 McReynolds **Jeff Mckay**
 Diffusé en 1982
 Le père de **Marion Hammon**, une jeune biologiste, a disparu alors qu'il naviguait dans un chenal, considéré avec terreur par les Hawaïens. **Marion** demande l'aide de **Magnum**...

15.40 APOSTROPHES

À CETTE ÉPOQUE...
 avec
MARIE CHAIX
Juliette, chemin des Cerisiers
 (Seuil)
ÉMILE COPFERMANN
 Pêcheurs d'ombres (Ramsay)
FREDÉRIQUE HÉBRARD
 La Citoyenne (Flammarion)
PATRICK MODIANO
 Quartier Perdu (Gallimard)
SIMONE SIGNORET
 Adieu Volodia (Fayard)
 Reprise du 1^{er} février

07.00 INFOS 7/9

09.00 LE GRAND PARDON

Film français de
Alexandre Arcady (1981)
 avec **Richard Berry** et **Clio Goldsmith**. Dernière diffusion.

11.15 FLICS DE CHOC

Film policier français
 de **J.-P. Desagnat** (1983)
 avec **Chantal Nobel** et **Pierre Massimi**. Et le mar 5, mer 6/2

12.40 CABOU CADIN

Mush, dessin animé. 12.50
 Fraidy Cat, dessin animé

13.00 FLASH INFOS

Éditions à :
 18.00, 20.00, 22.10, 01.15

13.05 LES AFFAIRES SONT LES AFFAIRES

Jeu présenté
 par **Sophie Garel**

13.30 RUE CARNOT

Feuilleton (35)
CHASSE-CROISE

14.00 TAP DANCIN'

Variété
 Claquettes avec **Les Hoofers**,
 le **Jazz Tap Ensemble**, **Les Copasetics**, **Third Generation Step**, **John Bubbles**, **Rhll Black**, **Honi Coles**, **Les Frères Nicholas** et **Chuck Green**

14.55 L'HOMME AU KATANA

Série américaine (5)
MARDI GRAS

15.45 JAPON : L'HERITAGE DES SAMOURAIS

Document évasion (2)
LE PALAIS DU DRAGON
 Le Japon n'ignore pas les mœurs occidentales. Il ne les adopte pas complètement non plus : il les adapte.

16.35 HILL STREET BLUES

Série (10)
L'APPAT

Le commissariat, après avoir expédié les affaires courantes telles que crocodiles dans les égouts et adoption des chats errants recueillis par le détective **Goldblume**, enquête sur l'assassinat d'une très jeune fille...

17.25 CABOU CADIN

Emission enfantine
 Les Minipouss, dessin animé (14)

18.05 SURTOUT L'APRES-MIDI

18.45 RUE CARNOT
 Feuilleton (36)
L'ANNIVERSAIRE

Tina a dix-huit ans ! La rue Carnot s'apprête à célébrer l'événement dignement. Mais tous n'ont pas le cœur à la fête...

19.15 TOUS EN SCÈNE

20.05 TOP 50

20.30 VIVRE VITE

Voir encadré.

22.15 LES K.O DE CANAL +

23.15 BASKET BALL

Commentaires de
Charles Bietry et **Eddy Les Knicks** de New York contre les **Supersonics** de Seattle

01.20 LES BIJOUX DE FAMILLE

Film érotique français
 de **J.-C. Laureux** (1975)
 avec **Françoise Brion** et **Michel Fortin**. Et le ven 8/2 à 03.30, les 9, 13, 15/2

20.30

VIVRE VITE 7

FILM FRANCO-ESPAGNOL DE **CARLOS SAURA** (1981)
 DUREE : 1h45

Pablo **J.-A. Valdelomar** Sebas **J.-M. Hernas**
 Meca **J. Arias Aranzequé** Angela **B. Socuellamos Arco**
 Maria **Maria del Mar Serraro** Le caissier **André Falcon**



Berta Socuellamos Arco et Jose A. Valdelomar

SI VOUS AVEZ MANQUÉ LE DÉBUT. Pablo et Meca roulent à toute allure dans la voiture qu'ils viennent de voler. Dans le faubourg vers lequel ils se dirigent, le bar est tenu par la belle Angela dont Pablo est très amoureux. Après une soirée au dancing, ils passent leur première nuit ensemble... Et le mar 5/2 à 10.45, jeu 7 à 00.30, les 12, 14, 15/2.

PHOTO DANIEL BOUTELLIER

19.55 LUCKY LUKE
20.00 Présentation de la soirée
 par Eddy Mitchell

20.05 LES JEUX DE 20 HEURES
 À DINAN, avec Maurice Sarfati,
 Évelyne Grandjean et Henri Guybet
 Mot de sélection : INCURVÉS

20.30 D'ACCORD, PAS D'ACCORD
 de l'INC
BÂTIMENTS :
DES PRIX EN SÉRIE

20.35

UNE SOIRÉE VIRGINIA MAYO, D'EDDY MITCHELL ET GÉRARD JOURD'HUI, PRÉSENTÉE PAR EDDY MITCHELL

LA DERNIÈRE SÉANCE

20.35 ACTUALITÉS DE 1950
20.40 BUG'S BUNNY : CHAUD ET FROID
 DESSIN ANIMÉ DE CHARLES M. JONES (1949)

22.50 PUBLICITÉS
 DES
 ANNÉES 1950

22.55 Richard Gachner
 chante, *La Dernière*
Séance, en anglais

20.50



7
 UN FILM
 AMÉRICAIN
 DE RAOUL
 WALSH
 (1951)
 DURÉE :
 1 h 55

TITRE ORIGINAL :
 « CAPTAIN HORATIO
 HORNBLLOWER »

Diffusé en 1969

Le capitaine
 Hornblower
 (Gregory Peck)
 Lady Barbara
 (Virginia Mayo)

Capitaine sans peur

Lady Barbara Wellesley..... Virginia Mayo
 Le capitaine Hornblower..... Gregory Peck
 Le lieutenant William Bush..... Robert Beatty
 Le lieutenant Gérard..... Terence Morgan

LE SUJET

De 1807 à 1809, pendant les guerres napoléoniennes. Les actions d'éclat d'un capitaine de la marine britannique.

SI VOUS AVEZ

MANQUÉ

LE DÉBUT

Napoléon I^{er}, qui dispose de cinq millions de soldats français et

espagnols (l'Espagne étant alors son alliée), se dispose à envahir l'Angleterre. Elle n'a pour se défendre que sa flotte. La frégate « Lydia » quitte Plymouth...

Cote Télé 7 Jours :

pour adultes et

adolescents

Office catholique :

pour tous

NOTE CRITIQUE

Aventures. Raoul Walsh se plaisait à dépeindre ce genre d'aventures et il y excellait. Les batailles navales du film sont parmi les plus belles jamais montrées à l'écran. L'intérêt ne faiblit jamais.

22.45

LE CHEF D'ORCHESTRE MAGICIEN
 DESSIN ANIMÉ DE TEX AVERY (1952)

23.00 SOIR 3



23.20

UN FILM AMÉRICAIN EN NOIR ET BLANC ET EN V.O.
 SOUS-TITRÉE DE RAOUL WALSH (1949) - DURÉE 1 h 30

La Fille du désert

TITRE ORIGINAL : **77** « COLORADO TERRITORY »

Colorado Carson..... Virginia Mayo
 Wes McQueen..... Joel McCrea
 Julie Ann..... Dorothy Malone
 Winslow..... Henry Hull
 Reno Blake..... John Archer
 Duke Harris..... James Mitchell

LE SUJET

1870, au Colorado. Un hors-la-loi tente un dernier « coup » avant de s'amender.

SI VOUS AVEZ

MANQUÉ

LE DÉBUT

Le hors-la-loi Wes McQueen s'évade d'une prison du Missouri et prend la direction du Colorado pour retrouver les hommes de la bande de Dave Richard. En chemin, il s'arrête dans son village natal et va se recueillir sur la tombe de sa fiancée Martha...



John Archer et Virginia Mayo

Cote Télé 7 Jours :

pour adultes et

adolescents

Office catholique :

pour adultes

NOTE CRITIQUE

Western. Le livre de W.R. Burnett ne fut pas moins de trois fois adapté à l'écran. Et, deux fois par Raoul Walsh dont « La Fille du désert », la deuxième version. Une mise en scène au cordeau, des acteurs éblouissants. Bref tout pour faire un grand film.

0.50

PRÉSENTATION DE LA PROCHAINE ÉMISSION
LE 5 MARS : *La Fureur des hommes*, d'Henry Hathaway (1958), avec Don Murray, Diane Varsi et *Le Cauchemar de Dracula*, de Terence Fisher (1958), avec Peter Cushing, Christopher Lee.

0.55 CHARLES BUKOWSKI

LE ROCK RÉTRO DANS LA CLASSE DE FRANÇAIS

Les fidèles du *National Bulletin* ont tous remarqué ici ou ailleurs des conseils sur l'emploi des chansons dans la classe de français. Nombreux aussi les collègues qui ont bramé un refrain de la "Marseillaise" ou beuglé "Mademoiselle Angèle" devant l'assistance à la fois gênée et ahurie du Français 102. N'étant pas un bon chanteur, mais désirant toutefois profiter des avantages de la chanson pour la prononciation, pour ses leçons de grammaire et pour la distraction de la classe en général, je me suis mis à écouter plus attentivement quelques-uns de mes vieux disques français, ainsi que ceux de mes amis.

Un professeur d'une université voisine m'avait prêté son "Twist", un album qui doit remonter aux années soixante. Comme on peut bien le deviner par le titre de l'album, il s'agit d'un de ces groupes de musiciens aux cheveux longs, en blue-jean et à la mine louche que bien des profs d'aujourd'hui écoutaient jadis à la résidence universitaire. Eh oui, c'était "Au Bonheur des Dames". Séduisant d'abord par l'envergure étonnante de ses styles musicaux, "Au Bonheur des Dames" est encore plus agréable à écouter pour l'humour et l'enjouement de ses paroles. Une des chansons m'a particulièrement attiré. C'était une de ces ballades de banlieue envoûtantes qui s'accroche à l'esprit comme du chewing-gum réchauffé sous ses Adidas.

Il existe une foule de chansons qui semblent avoir été composées par un professeur de français, et qui s'attachent à une structure linguistique particulière. Cette semaine-là, j'étais justement en train d'enseigner le passé composé, y compris l'emploi d'**être** et **avoir** comme auxiliaires. Or, la chanson "Oh, les filles!" commençait à présenter des possibilités. Plus je la passais et plus je m'en rendais compte. Cinq fois puis cinq fois encore j'ai écouté les paroles pour les transcrire. À chaque utilisation du passé composé dans la chanson, j'ai mis un tiret suivi de l'infinitif du verbe en question:

Je _____ (sortir) avec Hélène;
Dans un café on _____ (s'asseoir).
Quand je lui _____ (dire) que je l'aimais.
Elle m' _____ (dire) qu'elle m'aimait aussi.

Muni de photocopies de cette chanson inachevée, je suis entré le lendemain dans la salle de classe. Tout en distribuant les feuilles, j'ai expliqué aux élèves qu'il s'agissait d'un exercice sur le passé composé. J'avoue avoir employé la formule chère à plusieurs générations de professeurs de français, et qui se termine par le rappel, "Faites attention à l'accord du participe passé". Tout cela à faire pour la prochaine fois.

Au bout de quarante-huit heures, le tourne-disque branché, la classe et moi commençons à corriger l'exercice. Les élèves ne sont pas encore conscients d'avoir "composé" une chanson. Ensuite on travaille le vocabulaire: —Qu'est-ce qu'une H.L.M? —Que veut dire "un gars"? Ayant abordé la prononciation des paroles, les élèves ne tardent pas à en découvrir la rime—en l'occurrence, croisée. Encore un essai de prononciation à tour de rôle et l'on est prêt à écouter:

Je **suis sorti** avec Monique;
Au cinéma on **est allé**.
Et au moment le plus tragique,
Elle m'a **prié** de l'embrasser.
Et comme je suis un gars pratique,
Je **ne me suis pas fait prier**.
Oh, les filles, etc.¹

Quoique ses paroles manquent sans doute de profondeur, cette chanson a de tout pour animer et enseigner. L'exercice polymorphe commence par le travail écrit avant de devenir lecture, puis épreuve de prononciation et tremplin de discussion; il aboutit à un exercice de compréhension orale familier aux élèves parce qu'écrit par eux. L'air vieux jeu de la chanson ne manque pas de les choquer d'abord, mais les élèves s'en remettent vite et finissent toujours par prêter l'oreille à "leurs" paroles.

Cette petite trouvaille de l'exercice grammatico-phonético-lexico-musical s'avère également efficace et utile à d'autres étapes de l'apprentissage en langue étrangère. Qu'il s'agisse d'enseigner l'accord des adjectifs, les chiffres ou l'emploi des pronoms, l'exercice musical est une mine méconnue de trésors à la Grévisse. Déjà ravis de cette irruption dans le train-train de leur vie académique, les élèves sont d'autant plus heureux de ne pas chanter faux le jour de l'examen.

Brent A. Pitts
Meredith College

DON'T FORGET

TAHITI



Introduction
à la Polynésie Française

June 22 - June 30, 1985

¹ "SUGAREE" by Marty Robbins. Copyright 1957 by Fred Rose Music, Inc., Nashville. Used by permission of the publisher. All rights reserved.

COMPUTER PROJECT FOR TEACHING LITERATURE

The Anne Arundel County Public Schools announce completion of a project entitled, "A Model for the Teaching of Literary Works in French and Spanish Using the Microcomputer." The project was developed from 1982 to 1984 under a grant from the National Endowment for the Humanities. Literary concepts were taught in French and Spanish in upper level classes in senior high schools using the microcomputer as an instructional tool.

Components identified for inclusion in the program were: structure of the text, analysis of sensory qualities, analysis of the mood of the selection. The computer software programs have been completed to include drill on vocabulary, simulations, comprehension questions and other student activities. The principal author is Helen Hamerstrom, teacher of French at Severna Park H.S.

The complete list of materials for French is: French Vocabulary Tutorial; Poetry Tutorial; Biography—Apollinaire; Poem—Le Pont Mirabeau; Biography—Camus; Story—*L'Hôte*; Tic Tac Toe (Vocabulary Practice)—quiz program for *L'Hôte*.

For further information about the project, the implementation of the materials in the classroom and the procedures used, contact: Dr. Gladys Lipton, Anne Arundel County Public Schools, 2644 Riva Rd., Annapolis, MD 21401.

FAIRY TALES AND COMMUNICATION

Seven dwarfs chanting "Métro, boulot, dodo," Cinderella and the Prince doing an aerobic exercise routine at "La Fonction," Dorothy accompanied by her dog "Toutou" on her way to "la ville émeraude"—"original" fairy tales can stimulate student creativity and encourage communication in the target language.

The setting is Seattle Pacific University's annual language camp, a week-end immersion program held at the University's Whidbey Island campus located on Puget Sound. Language camp started in 1980, the year French was reintroduced into the curriculum. Participating students of French, German, and Russian pledge to speak only these languages during the weekend.

As part of the talent presentation of the program, the French students have developed a tradition of writing their own versions of favorite fairy tales. In 1980 because only one French course was being offered, students at camp were basically on the elementary French level, and much input was needed from the instructor to create "Le petit chaperon rouge." However, as the French program has developed to include intermediate and advanced courses, instructor contributions have become minimal: to play the role assigned, usually being "typecast" as the wicked stepmother.

The time spent creating, rather than the actual performance in front of the other campers, is when the progress in communicating in French takes place—and hilarity abounds as the students stimulate each other's ideas and the expression of these ideas in French. Even the elementary students contribute a phrase from time to time and are encouraged by their increasing capacity to understand what's going on. Profundity of plot or dialogue or even perfection of construction is not the principal objective of this interaction. Using French counts first. The instructor is available to give direction if necessary, but each group has had creative students who inspire the others.

As indicated, "Le petit chaperon rouge" was the first year's effort. The story line followed the traditional tale, but the basket carried by *le petit chaperon rouge* contained an interesting variety of objects for *la grand-mère*: *une brosse à dents, du dentifrice, des kleenex, des biscottes, and du savon*.

The following year "Blanche Neige et les sept nains" occupied center stage. This production featured such doggerel as "Hi, hé, hi, hé, nous allons travailler; nous travaillons toute la journée, hi, hé, hi, hé." The wicked fairy, when asking her mirror, "Miroir, miroir, sur le mur, qui est la plus belle? C'est moi, j'en suis sûre," was surprised to hear in response, "Mais non, mais non, ma pauvre dame, ce n'est pas toi, c'est une autre femme." And the seven dwarfs all had French names as they plodded off to work, singing, "Nous sifflons en travaillant."

"Cendrillon" was the 1982 production, and the script reflected a certain uniqueness of Seattle Pacific. Because of the University's church affiliation, social dancing is not allowed on campus. Quite unofficially, students often attend an off-campus event called the "Fonction." When Cendrillon said she wanted to go "à La Fonction pour fonctionner," she brought down the house. Undoubtedly, students at other schools will find characteristics of their institution to heighten the comedy of their production.

In 1983 the new president of Seattle Pacific was being inaugurated the same week-end the language camp took place, so he became, symbolically, "le magnifique magicien d'Oz." Doro-

CALL FOR PAPERS

Colloquium on Twentieth Century French Studies March 7-8, 1986 Baton Rouge, LA

This colloquium is the third in a series initiated at the Graduate Center of the City University of New York in 1983. The 1984 conference was held in Ann Arbor, Michigan. Anyone desiring to participate in the 1986 Colloquium should contact:

Professor John D. Erickson, Chair
Department of French & Italian
Louisiana State University
225 Prescott Hall
Baton Rouge, Louisiana 70803-5309

thy and "Toutou" did arrive at "la ville émeraude" (the official designation for Seattle) where *le magnifique magicien* granted Dorothy and her friends their wishes.

Topical allusion highlighted the 1984 version of "La belle au bois dormant." *Le prince charmant*, when entering the château, first demanded "Où est le boeuf?" before seeking out Sleeping Beauty.

Simple fun, communication and comprehension in the language being studied—language camp offers this through all its activities from sharing gourmet meals (one of the Humanities faculty serves as the "chef extraordinaire") to learning vocabulary related to the island surroundings, to song fests, to films. The use of fairy tales has provided a special focal point for student creativity in the target language. It is a technique that can be adapted to the classroom using role-playing, videotaping and other means of student interaction, and one that, with instructor direction, can stimulate language learning as well as give an opportunity for sheer enjoyment.

Marilyn S. Severson
Seattle Pacific University

CALL FOR PRESENTATIONS

1986 Northeast Conference

April 16-19, 1986

Washington, D.C.

**THEME: Listening, Reading, Writing:
Analysis and Application**

PEDAGOGICAL WORKSHOPS: Proposals should focus on the learning and teaching of Listening, Reading, and Writing in the areas of theory, classroom practices, materials, testing, curriculum development, teacher education, and research.

Please provide a typed, double-spaced summary of your proposal, stating the objectives, content, procedures, and expected outcome for participants.

LITERARY SYMPOSIA ON THE TEACHING OF LITERATURE: Brief papers appropriate for the various languages and dealing with the teaching of literature or the teaching of language through literature will be selected.

SYMPOSIA ON CONTEMPORARY CULTURE: Papers should focus on aspects of contemporary life in the foreign country and should be presented in the foreign language.

Please provide a typed, double-spaced abstract of the proposed symposium. Abstracts will be evaluated by a language specific specialist. Length of proposed symposium should be 15-20 minutes.

RETURN ALL PROPOSALS BEFORE JUNE 30, 1985 TO:

1986 Northeast Conference Chairman
P.O. Box 623
Middlebury, VT 05753

L'AATF DE LA NOUVELLE ANGLETERRE ANNONCE

SON TROISIÈME CONGRÈS RÉGIONAL

L'AATF de la Nouvelle Angleterre a le plaisir d'annoncer son troisième congrès qui aura lieu les 4 et 5 octobre 1985 au Framingham State College, MA. Comme pour les congrès précédents, le programme comprendra plusieurs ateliers susceptibles d'intéresser les professeurs de français de tous les niveaux. De nombreux stands de livres, journaux, méthodes A-V et autres permettront également aux congressistes de découvrir les toutes dernières nouveautés pédagogiques. Des conférences, concerts, réceptions et tombolas seront en outre offerts par les Services Culturels français et québécois.

Le congrès d'octobre 1983 avait attiré environ 350 professeurs de notre région. Nous espérons donc que nous serons aussi—sinon plus—nombreux à ce troisième congrès.

4 et 5 octobre 1985: retenez bien ces dates! Nous comptons sur vous tous pour donner à cette grande rencontre franco-phone le plus grand éclat.

Pour tous renseignements, s'adresser à Mme Bess M. Harrington, 15 Foster Street, Palmer, MA 01069.

Le Comité Directeur,
Anne Slack, Elaine Hardie,
Rebecca Valette

INSTITUT FRANÇAIS DE WASHINGTON ANNOUNCES THE GILBERT CHINARD SCHOLARSHIPS

The *Institut Français de Washington* announces two awards of \$750 for maintenance (not travel) during research in France for a period of at least two months.

CANDIDACY: Final stage of PhD dissertation, or PhD held no longer than **six years** before application deadline of **January 1, 1986**.

FIELDS: French history and literature.

APPLICATION: No application form. Applicants write two pages maximum describing research project and planned trip (location, length of stay, etc.), and giving curriculum vitae. A letter of recommendation from dissertation director is required for PhD candidates.

REPORT: Upon return of the awardee a brief report will be sent to the *Institut*.

Applications must be sent before January 1, 1986 to Edouard Morot-Sir, *Institut Français de Washington*, Department of Romance Languages, The University of North Carolina at Chapel Hill, Dey Hall 014A, Chapel Hill, NC 27514.

GLEANNING HERE AND THERE

PRINTED MATERIALS

Ponchie, J.P. *French Periodical Index* (Repertoriex), 1984. Approximately \$30. A valuable reference source for teachers of French. Thirty-five well known educational, social, scientific, and popular publications are indexed by subject matter. The articles are listed under subject headings in alphabetical order. This annual volume can be obtained from: Ponchie & Co., West Virginia University, Dept. of FL, Morgantown, WV 26506.

Former Secretary of Education Terrel H. Bell spoke at the 18th Annual Convention of Teachers of English to Speakers of Other Languages (TESOL) at Houston on March 7, 1984. A portion of his speech was related to foreign languages in which he summarized recent reports of the Department of Education and strongly supported the study of both English as a second language and foreign languages. Single copies of his speech are available free of charge from TESOL, 201 DC Transit Bldg., Georgetown University, Washington, D.C. 20057. Enclose a stamped (1 oz. first class U.S. postage), self-addressed business envelope. Additional sets of 10 copies each are available for \$1.

Teachers needing to defend the teaching of foreign languages and foreign cultures should obtain copies of the booklet *Critical Need in International Education: Recommendations For Action*, December 1983, to share with administrators and school boards. The booklet is a report to the Secretary of Education by the National Advisory Board on International Education Programs. The booklet is available through the U.S. Government Printing Office, N. Capitol and H Streets, Washington, D.C. 20402. When ordering, give title and publication number, 1984-421-054-4221. There may be a small fee.

In preparation for the 1986 AATF Convention in Québec City, teachers might consider this reference tool for Québec culture, *Guide culturel du Québec*, by Lise Gauvin and Laurent Mailhot, et al., Boréal Express 1982. This is a well-organized and indispensable reference for anyone interested in any or all aspects of the culture of the province of Québec. There are sections on all imaginable topics. Two especially helpful sections are "Sources de renseignements" and "Repères chronologiques" which present a quick view of the history of the region. In addition to the topical arrangement of the book which makes it particularly easy to use, there is an alphabetical index of proper names. This paper-bound volume is available from: Export-Livres, Mr. Thomas Déri, P.O. Box 305, St. Lambert, Qué. J4P 3P8 Canada. Telephone: (514) 671-3888.

There is an interesting new magazine, *Travel and Learning Abroad*, published by Douglas Grube. It provides helpful hints on effective and efficient travel as well as learning opportunities, meetings, and other items of interest from around the globe. For subscription information: Travel and Learning Abroad, Attn. Mr. Douglas Grube, Editor, P.O. Box 1122, Brattleboro, VT 05301. Telephone: (802) 257-5253.

The Minnesota Chapter of AATF has compiled a *French Resources Directory*. The volume was prepared by Helene N. Peters and Mary Lou Wolsey. It provides information on cultural professional organizations, sources of classroom materials, French resources in colleges and universities within the state, Franco-American business connections, international services and organizations, places to find French films, food, etc. The book is an excellent model for other state French or foreign language associations to apply to their own areas. To obtain a copy, write to Judith Johannesson, MN-AATF Treasurer, 1167 Glendon, St. Paul, MN 55119. Enclose check for \$2.50, made out to AATF, Minnesota Chapter.

Teachers of foreign languages, career counsellors at secondary and college levels and students of foreign languages will all find the book *Foreign Languages And Your Career* quite practical and comprehensive. This book by Edward Bourgoïn, now in its third edition, offers extensive and specific information about government and international agencies which require knowledge of foreign language as well as other areas such as business, education, library science, law, the physical and social sciences, the media, and the travel industry where knowledge of foreign language is important. The book costs \$7.95 for single copies. Special prices are available for bulk orders. To order or for information: Columbia Language Services, P.O. Box 28365, Washington, D.C. 20038.

COMPUTER AIDED INSTRUCTION

For a complete list of available software for the Apple computer, send a self-addressed, stamped envelope and \$1 to Jim Becker, Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls, IA 50613. Over 105 different programs for Spanish, French, German, Italian, Russian, and Latin are provided along with the price and source. An open invitation is also given to language teachers to come to Cedar Falls to spend a full day reviewing these materials at leisure. Call in advance to make arrangements. See computers being used in language classes each Friday for 55 minutes as well as other daily applications for remedial students and advanced practice. Telephone: (319) 273-2367 (8-9 a.m. or 2-3 p.m., CST).

Spellit, *Verbit*, and *Adjectit* are new computer programs for French, available on one disk for the Apple computer. These programs have been developed by Jim Becker using *French for Mastery* as a base for developing drills that quiz students on the spelling of high-frequency vocabulary words (50), French verbs (50), and adjectives (50). The program personalizes, using the student's name, gives a percentage of correct responses, a grade (90% = A; 80% = B; 70% = C; 60% = D), and prints a list of misspelled words on the screen. The program permits the user to select from among the three different programs through an easy-to-use auto menu. These

programs are for French only and are designed to be used on the Apple IIe. Available from XXIst Century Software, 3020 Abraham Drive, Cedar Falls, IA 50613. The three programs (one disk) sell for \$20. Checks should include postage.

A new educational software program, *Subject-Verb Agreement*, is now available for Apple II+ /IIe/IIc computers with 48K and one Apple II disk drive. The program costs \$49.95. A 30-day evaluation period is given following a school purchase order. Complimentary back-up disks are included with each order. For further information, contact Microcomputer Workshops Courseware, 225 Westchester Ave., Port Chester, NY 10573. Telephone: (914) 937-5440.

AUDIO-VISUAL

Professor Laurence Wylie of Harvard University has produced a black and white filmed dictionary of gestures that can be understood independently of words. This 28 minute film is available in either a French or English version. \$45 rental fee; \$375 purchase. Available from: Media Film Library, 35 Brookline St., Cambridge, MA 02139.

FACSEA has available the French television series *Apostrophes*. The following programs are available: *Des fabriques de cancrs*, *Raymond Aron*, *Claude Lévi-Strauss*, *Amoureux de l'amour*, *Pouvoir de l'image*, *Cinéma: les grands metteurs en scène*, *À la recherche du bonheur*, *Bonne humeur*, and *Plutôt optimistes ou plutôt pessimistes?* They also have *Radio-France* audio cassettes which are especially useful in advanced language classes. A complete catalogue of these cassettes is available for \$2. For information on both these items, write: FACSEA, 972 Fifth Ave., New York, NY 10021. Telephone: (212) 570-4400/4440/4407.

In the January 1984 *National Bulletin* in this column, reference is made to two volumes of songs for young children, *Chantimage*. Now two cassettes containing the piano accompaniments for all the songs are available from: Mado de l'Isle, 21, Montée de l'Erblière, RR1, Lac Beauport, QC G0A 2C0.

Professor Bernard Petit has produced a most valuable videotape of *Laurence Wylie in Peyrane-1983*, which will be of interest to anyone who has read *Village en Vaucluse*. Professor Wylie revisits Roussillon noting the social changes which have taken place there since his first stay in 1950. The most fascinating part of the tape is the series of interviews with residents, their reactions to Wylie, and their comments on life in this small town. Especially useful in civilization classes, the tape has potential use in advanced language classes as well. A *Study Guide* completes the tape, providing the text of the

tape, some general questions to be used to stimulate thoughts and discussion on the tape, and explanatory notes as needed. The tape is available in 1/2 inch VHS, 1/2 inch Beta II, and 3/4 inch U-Matic. The price of the first two types is \$90 and the U-Matic is \$100. For orders or further information: Dr. Bernard Petit, Dept. of Foreign Languages, SUNY College at Brockport, Brockport, NY 14420. Checks should be payable to: Brockport FSA-271-8020.

MISCELLANEOUS

Teachers making arrangements for travel abroad requiring foreign postage for return replies or reservations can obtain the necessary postage stamps from France and other countries from: The Morning Mail Foreign Postage Service (Mr. William Teller), P.O. Box 138, Village Station, New York, NY 10014. Telephone: (212) 989-5030. The airmail rate from France to the US for a single page letter is \$2. Orders should be accompanied by personal check or postal money order.

The International Council for Cultural Exchange (ICCE) is a non-profit organization founded in 1982 with the purpose of fostering international cultural exchange. It has developed learning-vacation programs in Italy, Great Britain, and in France. For more information write: ICCE, 1749 Rockville Pike, Suite 306-21, Rockville, MD 20852.

If you need the address of a university somewhere in the world, the Malcolm Price Lab School has a complete list of universities throughout the world along with the names and addresses of the rectors or presidents. Write to James Becker, Malcolm Price Lab School, University of Northern Iowa, Cedar Falls, IA 50613.

A film that all teachers should see is the 1984 release *Teachers* produced by Arthur Hiller, with Nick Nolte, Judd Hirsch, Richard Mulligan, and others. Although a comedy, this film about a high school sued by a graduate who cannot read probes the public school system and points out a possible solution in Nick Nolte's ideal and idealistic teacher. A substitute history teacher, played by Richard Mulligan, uses Rassias' methods to interest his students.

FRENCH ON THE RUN: UNE CHASSE AU TRÉSOR

The *chasse au trésor* has been a highly successful component of the annual Spring total immersion week-end for high school students at Ball State University. It involves both high-schoolers and college French students in an outdoor adventure conducted entirely in French, and that could be adapted to almost any locale. The *lycéens*, divided into teams, follow rather intricate directions to each of four stops or pavillons. At each, they must perform specified tasks in French in order to receive written directions for getting to the next pavillon. These directions refer to campus landmarks that have been given French names: *la Sorbonne*, *le Sacré-Coeur*, *les Alpes*, among others.¹

In this *chasse*, a picnic shelter contains a hungry chef who will yield the directions only after the group provides an acceptable menu for a French dinner; a gazebo houses *une femme méchante* who must be made to smile; a deaf pigeon lurks behind a monument waiting for each team member to whisper a list of ten parts of the body; and a *bête* must be coaxed down from a tree by a group rendition of a French song. These personages and their demands could, of course, be changed to suit other students' levels and varied from year to year.

Several teams work simultaneously using itineraries that try to ensure their arrival at each pavillon at different times. College students enjoy playing the chef, *la femme méchante*, and other roles where they can use their skills to demand high quality responses. Since the high school students are unfamiliar with the campus, other college students serve as guides who follow each team providing minimal cues ("Vous n'avez pas bien lu les directions!") so the team does not get lost.

At the last pavillon, each team is given a poem along with directions for the route back to the residence. Along the way, students must practice reciting the poem together and be ready to discuss it briefly after reciting it to the director. The students cover about two miles in their race and all teams finish in an hour and a half.

At evaluation time, many students wrote that *la chasse au trésor* was a highlight of the total immersion week-end because they were able to move about outdoors and use their imagination. The use of this activity is not limited to an immersion week-end. Teachers might use *la chasse* as an exciting end-of-the-year event in which advanced classes plan routes for lower-level students: for example, a French III class could invent a *chasse* for French II or French I. Teachers can modify the length and complexity of the *chasse* so that it can be completed during a single class period or two. A French club could devise a *chasse* as an after-school activity. The fact that this *chasse au trésor* can involve students of various skill levels in an active outdoor pursuit entirely in French makes it an ideal activity for foreign language programs.

James R. Hightower
Ball State University

¹The following materials should be prepared in advance: (1) sets of directions to each pavillon arranged in various orders, the quantity depending on the number of teams participating; (2) for the guides, one per team, an outline of their duties and maps of the entire route; (3) a sheet coordinating the order of arrival of each group at each pavillon; (4) an instruction sheet with the poem for the final phase, one per team.

SAMPLE INSTRUCTION SHEET

Groupe un: troisième pavillon

Instructions:

1. Alors! La femme méchante est jolie quand elle sourit, n'est-ce pas? Maintenant vous allez chercher le pavillon suivant. Reprenez la même entrée par laquelle vous êtes arrivés. Au bout de l'avenue vous verrez la rue principale. Tournez à droite. (Remarquez que l'hôpital de Paris est sur votre gauche.)
2. Continuez tout droit. Vous verrez bientôt un stop. N'y tournez pas. Au deuxième stop, vous allez tourner à gauche. Sur votre gauche vous verrez des dortoirs qui font partie de la Sorbonne. Continuez.
3. Quand vous arriverez au stop, traversez la rue qui est devant vous. Vous êtes maintenant sur un trottoir. Arrêtez-vous.
4. Est-ce que vous voyez un monument devant vous? C'est la statue d'une femme ailée qui vous regarde. C'est là votre pavillon. Derrière cette femme, il y a un gros pigeon qui vous attend. Approchez-vous de lui. Ce pigeon n'est pas bien élevé, et en plus, il a faim. Il adore manger les étudiants. N'ayez pas peur. Vous pouvez éviter cette tragédie si vous voulez. Voici ce que vous devez faire: chacun de vous nommera au moins 10 parties de son corps; chaque étudiant va souffler les parties du corps à l'oreille du pigeon. Pourquoi? Parce que le pigeon est un peu sourd. Quand tout le monde aura complété cette tâche, le pigeon vous donnera les renseignements pour aller au pavillon suivant. Alors, dépêchez-vous!

1985 GILBERT CHINARD LITERARY PRIZE

The *Institut Français de Washington* has established an annual prize of \$1000 for work in the history or 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 1985 award will be attributed in February 1986 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, NC 27514, before October 1, 1985.

Calendar of Events

FOURTH ANNUAL CONFERENCE ON LANGUAGES FOR BUSINESS AND THE PROFESSIONS: May 2-4, 1985, Dearborn, MI. Information: Dr. Geoffrey M. Voght, Dept. of Foreign Languages and Bilingual Studies, Eastern Michigan Univ., Ypsilanti, MI 48197. Phone: (323) 487-0178 or 0130.

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES: May 10-12, 1985, Univ. of Wyoming, Laramie, WY. Information: Ray Verzasconi, Dept. of Foreign Languages and Literatures, Oregon State Univ., Corvallis, OR 97331-4603. Phone: (503) 754-2478.

ELEVENTH MEETING OF THE FRENCH COLONIAL HISTORICAL SOCIETY: May 9-11, 1985, Québec. Information: Serge Courville, CELAT, Faculté des lettres, Univ. Laval, Québec, P. Qué. G1K 7P4.

FIFTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 15-17, 1985, Cincinnati, OH. Information: Kathryn Lorenz, Dept. of Romance Languages and Literatures, Univ. of Cincinnati, Cincinnati, OH 45221-0377.

FOURTH ANNUAL INVITATIONAL CONFERENCE ON BILINGUALISM: June 7, 1985, Yeshiva University, NY. Information: Joshua A. Fishman, Ferkauf Graduate School of Psychology, Yeshiva University, 1165 Morris Park Ave., Bronx, NY 10461. Phone: (212) 430-2370 or 4201.

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION THREE-DAY IMMERSION WORKSHOPS FOR FL TEACHERS: June 24-28, 1985, Wellesley College. Information: Joy Renjilian-Burgy, Wellesley College, Wellesley, MA 02181.

1985 INTERNATIONAL CONFERENCE ON COMPUTERS AND THE HUMANITIES: June 26-28, 1985, Brigham Young Univ. Information: Randall L. Jones, Humanities Research Center, 3060 JKHB, Brigham Young Univ. Provo, UT 84602.

COLLOQUIUM ON LANGUAGES AND THE INTERNATIONALIZING OF BUSINESS STUDIES: July 5-6, 1985, Lyon, France. Information: Robert Crane, Groupe École Supérieure de Commerce de Lyon, 23, Av. Guy de Collongue, 69130 Ecully, France.

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE (TEFL) AND TEACHERS OF ENGLISH AS A SECOND LANGUAGE (TESOL): July 14-18, 1985, Jerusalem, Israel. Information: Conference of TEFL-TESOL, Secretariat, 12 Shlomzion Hamalkah St., Jerusalem 94146, Israel.

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE LANGUES VIVANTES: July 22-26, 1985, Helsinki. Information: FIPLV, Seestrasse 247, CH 8038, Zurich, Switzerland.

CONFERENCE ON THE THEORY OF PARODY: July 27-August 3, 1985, Centre Culturel International de Cerisy-la-Salle, France. Information: Clive Thomson, Dept. of French Studies, Queen's Univ., Kingston, Ont. Canada K7L 3N6.

WORLD CONFERENCE ON COMPUTERS IN EDUCATION: July 29-August 2, 1985, Norfolk, VA. Information: G. Engel, Dept. of Computer Science, Christopher Newport College, Newport News, VA 23606.

CANADIAN STUDIES CONFERENCE: September 19-21, 1985, Philadelphia, PA. Information: ACSUS, One Dupont Circle, Suite 620, Washington, D.C. 20036. Phone: (202) 887-6375.

ASSOCIATION FOR FRENCH LANGUAGE STUDIES, ANNUAL MEETING: September 27-29, 1985, Oxford, England. Information: Catherine Slater, Lady Margaret Hall, Oxford, England OX2 6QA.

NOUVELLES LECTURES DE GERMINAL: October 4-5, 1985, Queen's Univ. Information: John A. Walker, Zola Research Program, 14038K Robarts Library, Univ. of Toronto, Toronto, Ont., Canada M5S 1A1.

TROISIÈME CONGRÈS RÉGIONAL DE L'AATF DE LA NOUVELLE ANGLETERRE: October 4-5, 1985, Framingham State College, MA. Information: Bess M. Harrington, 15 Foster Street, Palmer, MA 01069.

WEST VIRGINIA UNIVERSITY'S TENTH ANNUAL COLLOQUIUM ON MODERN LITERATURE: October 10-12, West Virginia University. Information: Armand E. Singer, Dept. of F.L., Chitwood Hall, West Virginia University, Morgantown, WV 26506.

SOUTHERN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (SCOLT): October 10-12, 1985, Atlanta, GA. Information: Frank W. Medley, Jr., Dept. of Foreign Langs., Univ. of South Carolina, Columbia 29208. Phone: (803) 777-4881.

SIXTEENTH-CENTURY STUDIES CONFERENCE: October 24-26, 1985, Columbus, OH. Information: R.B. Waddington, Dept. of English, Univ. of California, Davis, CA 95616.

SEMIOTIC SOCIETY OF AMERICA: October 24-27, Reading, PA. Information: Semiotic Society of America, P.O. Box 10, Bloomington, IN 47402.

NINTH ANNUAL YOUNGSTOWN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES: October 25, 1985, Youngstown State Univ. Information: Conf. on Teaching of Foreign Languages and Literatures, Dept. of FLL, Youngstown State Univ., Youngstown, OH 44555. Phone: (216) 742-3463.

SYMPOSIUM ON INTERNATIONAL CULTURAL PERSPECTIVES IN LITERATURE AND LANGUAGE, November 8-9, 1985, Fairfax, VA. Information: José Angel Bufill, Dept. of FLL, George Mason Univ., Fairfax, VA 22030.

FIFTH SYMPOSIUM ON COMPARATIVE LITERATURE AND INTERNATIONAL STUDIES: November 22-24, 1985, Monterey Institute, CA. Information: Elizabeth W. Trahan, Monterey Institute of International Studies, P.O. Box 1978, Monterey, CA 93940.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, AATG, AATI, AATSP AND ACTFL: November 28-30, 1985, New York. Information: AATF, 57 E. Armory Ave., Champaign, IL 61820. Phone: (217) 333-2842.

COLLOQUE SUR VENDÉE CHOUANNERIE, LITTÉRATURE, Y COMPRIS LITTÉRATURE POPULAIRE: December 13-14, 1985, Université d'Angers, France. Information: Georges Cesbron, Haute-Perche, Saint-Melaine-sur-Aubance, 49320 Brissac-Quincé, France.

MODERN LANGUAGE ASSOCIATION: December 27-30, Chicago. Information: MLA, 62 Fifth Ave., New York, NY 10011.

A NOTE FROM THE EDITOR

It is hoped that you have found the *National Bulletin* both interesting and informative. In order to continue to provide you the kinds of articles and information you need and want, we are asking that you send us your articles, your ideas, and your suggestions. We need materials or ideas for the special "centerfold" section and articles of interest to a specific group or level of teachers of French (FLES/middle school or junior high/senior high/college and university) or which cut across these various levels. We are looking for articles on pedagogy, activities which have worked, on topics relating to culture and civilization, or any other area which relates in some way to the teaching of French and Francophone studies. Please send your submissions and ideas to: Jane Black Goepper, Editor, AATF *National Bulletin*, 431 Collins Avenue, Cincinnati, Ohio 45202.

Best wishes for a refreshing and productive summer. May it produce materials you will share with other members of AATF through the *National Bulletin*.

JBG

MEMBERS' NOTES

Professor Norman-Henry Paul of Queen's College (NY) has been named *Chevalier* in *l'Ordre des Arts et des Lettres* by the French Minister of Culture, M. Jack Lang.

Professor Roland Simon of The University of Virginia has been awarded the 1984 Gilbert Chinard Literary Prize for his manuscript *Orphée Médusé, Autobiographies de Michel Leiris*. (See article p. 2)

Professor Rebecca Valette will serve on the Steering Committee which will oversee the National Rockefeller Fellowship Program. (See article p. 1)

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