

American Association of Teachers of French

# NATIONAL BULLETIN

Volume 11 No. 3 January 1986

## UNE LETTRE DU NOUVEAU PRÉSIDENT

Début juillet, les adhérents de l'AATF se retrouveront pour la deuxième fois au Québec. Nous y avons tenu en 1980, à Québec, l'un de nos congrès les plus mémorables et les plus réussis; les séances de travail et les distractions y furent également séduisantes. Hâtons-nous de reconnaître que c'est grâce au soutien et aux efforts surhumains de nos amis, tant au gouvernement québécois qu'aux écoles et universités. Ce sont encore des facteurs qui permettent de s'attendre à une nouvelle rencontre spectaculaire à Montréal (du 7 au 11 juillet à l'hôtel Reine Elizabeth).

Afin de vous encourager à y venir nombreux accompagnés de votre famille, sont en chantier plusieurs sortes d'activités. Pour ceux qui pourront incorporer le congrès dans leurs projets de vacances, des renseignements touristiques seront mis à votre disposition, suggérant diverses façons de prolonger votre séjour au Québec soit avant, soit après nos cinq journées de réunions. J'aurais dû dire nos cinq matinées, car les séances se termineront à 1h afin de laisser aux congressistes la liberté de profiter d'options touristiques et, plus généralement, de la ville de Montréal. Pour les enfants, nous espérons vous proposer des classes d'immersion, des excursions, voire des colonies de vacances en français ou en anglais.

L'accent sur le Québec comprendra à la fois une rencontre avec les oeuvres et les auteurs québécois et le matériel pédagogique en usage, en particulier par les enseignants du français langue seconde. De nombreux éditeurs québécois y seront représentés et vous proposeront leurs livres, cassettes, films, logiciels. Comme en 1980, le numéro du mois de mai de la *French Review* sera consacré spécialement au Québec.

Cela sans oublier, bien entendu, les sujets qui nous retiennent chaque année: nouvelles approches, trucs, Advanced Placement, théorie, littérature, linguistique... bref, toute la gamme. On vous y convie, sûrs que vous repartirez enthousiastes.

\* \* \* \* \*

Je me permets de passer à un tout autre sujet qui promet de devenir bientôt pressant: je veux dire la formation, à tous les niveaux mais surtout pour le primaire et le secondaire, de nouveaux enseignants de langues étrangères aux États-Unis. Après tant d'années maigres, nous sommes peu habitués à pousser nos élèves même les meilleurs à nous suivre dans notre métier. Pourtant la demande est là, et elle augmente tous les jours.

Ce retour massif des langues étrangères est assez inattendu, c'est le moins qu'on puisse dire, et ceci présente des risques réels, surtout si ces postes sont assumés faute de mieux par des profs peu qualifiés empruntés à d'autres disciplines et des entraîneurs de foot recyclés. Il manque déjà peut-être 3500 à 4000 profs de langues chez nous; dans certaines régions la disette se fait déjà vivement sentir. Plusieurs législatures ont voté l'enseignement obligatoire à commencer dans deux, trois, quatre ans. Dans l'état où j'habite, et ce n'est pas le seul, l'enseignement "K-12" des langues, c'est-à-dire depuis le jardin

d'enfants jusqu'à la terminale, est prévu. On est loin de pouvoir trouver le personnel.

Que faire? C'est aux gouvernements, évidemment, de soutenir leurs bonnes intentions avec les crédits nécessaires. Dans nos universités grandes et petites, il faut vite repenser ou réhabiliter nos programmes de préparation et de certification, surtout aux niveaux B.A. et M.A.T. Il faut créer des instituts d'été capables de proposer des formules de formation continue et de recyclage strictement professionnelles. Mais surtout il faut commencer plus tôt à les intéresser, ces élèves que nous ne pensions plus à envoyer au professorat; il faut leur faire comprendre qu'ils peuvent effectivement, aujourd'hui, si cela les attire, gagner leur vie *mirabile dictu* en enseignant le français. C'est à nous, non seulement parce que nous enseignons nous-mêmes mais parce que nous voyons tous les jours ces futurs professeurs, de répandre cet évangile, et de les encourager.

C'est une autre raison pour accorder à la pédagogie une place privilégiée dans nos réunions annuelles. Vous trouverez à Montréal non seulement une "immersion" personnelle—car nous présenterons le plus possible de nos sections en français, sans parler de l'environnement francophone—mais un dispositif extensif d'enseignement, visant en particulier le FLES (Foreign Languages in the Elementary Schools) et le secondaire.

Philip Stewart  
President, AATF

## AATF NATIONAL ELECTION RESULTS, 1985

Following are the winners of the elections just recently completed. All offices will be filled by the individuals named for the period 1986-88. Our congratulations and wishes for a successful term go to:

President Philip Stewart, Duke University  
Vice President Patricia Cummins, Northern Arizona University  
Regional Representative I (Greater New York)  
Joan L. Feindler, Wheatley School, re-elected  
Regional Representative V (South Atlantic)  
Douglas Cardwell, Salem College, NC

The election process for Regional Representative III (New York State) has yet to be completed, due to special late balloting. An announcement will be forthcoming in the next issue of the *National Bulletin*.

Fred M. Jenkins  
Executive Director

## A SUCCESS STORY IN NEW YORK CITY

By any measure, the recently completed AATF/AATG/AATI/AATSP/ACTFL Joint Convention in New York City was a resounding success: over 2,000 attendees (of whom about 500 to 600 were AATF members), hundreds of sessions (44 sponsored by AATF), 45 workshops (10 under AATF auspices), several plenary sessions, a number of official receptions... and on and on. This was the first-ever such meeting of these five major organizations and may stand as an all-time high.

Among the most popular of the AATF workshops held on Tuesday through Thursday were those directed by former President Anne Slack on "Techniques d'expression orale," David O'Connell on "Le français des affaires," and Joel Goldfield on "Le micro-ordinateur et le professeur." Following closely behind were other timely and intriguing half-day topics such as Jean-Max Guieu's "Images françaises de l'Amérique," Tom Carr's "The Teaching of French Culture," and Bob Lafayette's and Albert Valdman's "Haiti and the Teaching of French." Finally, Claire Saint-Léon repeated by popular demand her successful workshop on "Performing French Plays for a Learning Experience," expanded to a full day since the Chicago Convention (1984).

The numerous regular meetings, all held on the Friday and Saturday following Thanksgiving, ran the gamut from rather highly specialized literary sessions on, for instance, the centenary celebration of Maurois' birth to more general pedagogical offerings, such as the use of Québec cultural material in the classroom. Notable literary offerings were the special AP sessions on Baudelaire, Voltaire's *Candide*, Racine's *Phèdre*, Sartre, and La Fontaine. Pedagogical sessions focussed on FLES/FLEX, student interaction in class, the use of community resources to promote the study of French, how to organize a French Club, and other practical topics. A series of specially-organized sessions featured the works of French women writers and how to interpret them. By far the most popular session of all, however, was the roundtable discussion of Alain Robbe-Grillet's *Le miroir qui revient*, with the participation of the author himself; the audience overflowed into the hall.

The usual business meetings completed AATF offerings: get-togethers organized for Chapter Officers, Sponsors of the *Société honoraire de français*, Regional Representatives, and the membership at large (General Assembly). The most notable decision reached in the latter, with the concurrence of the majority of Chapter delegates present, was the raising of AATF national dues, beginning in 1987, from the present \$21 to \$27 (much more on this later, in both the *National Bulletin* and the *French Review*).

Capping off this intensive week of activities was the AATF plenary session on Saturday afternoon with, as invited speaker, M. Raymond Le Ruyet of the *Ministère des affaires étrangères* in Paris who spoke of the ongoing efforts by the French Government to promote the study of French in the U.S. and elsewhere despite cuts in the budget available to carry on this vital worldwide activity.

Last but not least, I must not overlook the sumptuous reception offered to all AATF members through the generosity of the French Cultural Services. Among the numerous guests, we noted MM. Patrick Talbot and Albin Pasco, representing the FCS in New York.

Summarizing, this very large meeting, held in the brand-new Marriott Marquis Hotel on Times Square (with bargain-basement room rates—for New York), left an indelible mark on all those fortunate enough to be able to attend. Such an event may well be repeated therefore in the future... a fur-

ther sign of the unity of purpose existing among our Associations in their desire to promote the study of foreign languages in the U.S. In the meantime, all AATF members are cordially invited to come to the 59th Annual Meeting in Montréal this summer (July 7-11). Watch for announcements of this fast-approaching event in upcoming AATF publications.

Fred M. Jenkins  
Executive Director

## ÉCHANGES CULTURELS ET LINGUISTIQUES FRANCO-AMÉRICAINS

ÉCLIFA, Échanges Culturels et Linguistiques Franco-Américains, organise des échanges avec les États-Unis. Cette association, située en Bourgogne, cherche à prendre contact avec des professeurs de français exerçant en Californie pour des échanges de lycéens se situant pendant les vacances scolaires.

Si des professeurs de français en Californie s'intéressent à ces échanges, ils sont priés de s'adresser à M. Jean-Pierre BRESILLON, 59, avenue de Stalingrad, 71230 Saint-Vallier, France ou de lui téléphoner au (85) 57.09.20.

### AATF NATIONAL BULLETIN

Volume 11 Number 3

January 1986

*Editor:* Jane Black Goepper, Holmes High School, Covington, Kentucky

*Editorial Assistant:* Gisèle Lorient-Raymer, University of Cincinnati

*Reading Committee:* Mathé Allain, University of Southwestern Louisiana; Art N. Burnah, Provo High School, Provo, Utah; Phyllis Dragonas, Melrose Public Schools, Massachusetts; Judith Muyskens, University of Cincinnati; Susan Redd, Mount Vernon High School, Mount Vernon, Washington.

The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 431 Collins Avenue, Cincinnati, Ohio 45202. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Second class postage entered at the Urbana, IL Post Office and other offices. Office of Publication: 57 East Armory Avenue, Champaign, IL 61820.

*Postmaster:* Send address changes to AATF at the same address.

## QUELQUES MISES EN GARDE AVANT UN SÉJOUR D'ÉTUDES EN FRANCE

*Les remarques qui suivent ne prétendent pas à l'originalité. Je sais que les particularités de l'enseignement supérieur français ne sont nullement ignorées de nos collègues américains. Elles le sont peut-être encore de beaucoup de leurs étudiants pour qui la répétition de quelques mises en garde ne sera pas inopportune.*

Les étudiants étrangers que nous accueillons en France doivent, en arrivant chez nous, surmonter certaine difficulté qu'ils ressentent à des degrés divers selon leur langue et leur culture d'origine. Quelle que soit leur nationalité, les uns franchissent avec le sourire ces premiers obstacles, d'autres risquent de se décourager, quelques-uns se déclareraient volontiers prêts à rendre service aux Universités françaises en leur indiquant sur quels points elles auraient avantage à se réformer. Quoiqu'il en soit, il serait souhaitable qu'au cours des mois qui précèdent un séjour d'étude en France, ces jeunes gens soient mieux avertis peut-être de ce qui les attend dans ces Universités. Il est vrai que depuis quelques années celles-ci se sont diversifiées en même temps qu'elles se multipliaient. Dans la mesure où elles sont restées plus ou moins étroitement fidèles aux traditions de la pédagogie française, le dépaysement, pour qui vient de l'autre côté de l'Atlantique (mais aussi le profit), sera plus ou moins grand. Compte tenu de ces nuances, voici, d'une façon générale, ce que remarquera, souvent sans excès d'enthousiasme, le jeune étudiant américain, plus précisément, celui de langue et littérature françaises.

D'abord, il se sentira très seul et perdu dans la foule de ses camarades. Ses contacts avec les professeurs seront beaucoup plus rares et beaucoup plus rapides qu'aux États-Unis. Aucun d'eux ne l'appellera par son nom, encore moins par son prénom. Au bout de quelques semaines, il se sera peut-être fait connaître des assistants chargés des classes de *travaux pratiques*. Malgré tout, même à ce niveau, la relation entre celui qui enseigne et celui qui est enseigné s'établira généralement à distance, à l'exclusion de toute familiarité. Si l'étudiant entreprend un *Mémoire* ou une *Thèse*, le directeur de ses recherches, aussi obligeant et consciencieux qu'il soit, ne sera pas constamment occupé à en surveiller les progrès. Beaucoup de nos meilleures thèses de *doctorat-ès-lettres*, qui demandaient, jusqu'à une date récente, sept ou huit années d'effort, parfois davantage, ont été rédigées par des candidats qui voyaient leur maître une ou deux fois par an.

Cette conception de l'enseignement supérieur part du principe qu'une connaissance ne se transmet pas comme se vend un produit manufacturé, mais qu'elle s'acquiert au prix d'un effort personnel. C'est un enseignement de culture, dans la mesure où il est fondé sur l'appel à l'initiative intellectuelle. Un enseignement qui ne réclame pas de l'étudiant la passivité d'un *acheteur*, mais le perfectionnement par la pratique d'un *sportif*. Il séduira donc l'esprit sportif, il déconcertera l'esprit acheteur.

Mais d'autre part, et complémentaiement, cette pratique s'exercera à l'intérieur de certaines contraintes. Elle ne sera féconde qu'à condition que soient respectées quelques règles du jeu aussi strictes que celles auxquelles se soumet le sportif. L'étudiant étranger qui souhaite s'inscrire dans une des

Universités françaises doit donc savoir que les plus solides d'entre elles n'ont pas abandonné quelques usages d'une antiquité vénérable: celui du *cours* ou de la *conférence* par exemple<sup>1</sup>. Là, sans confort excessif, parmi une centaine, quelquefois plusieurs centaines d'auditeurs muets - ou supposés tels-, il écouterait pendant une heure ou deux, l'exposé d'un professeur. Quel que soit son désir d'enrichir cet exposé par des questions, des objections ou des additifs, il devra s'abstenir de toute intervention. La passivité contre quoi je le mettais en garde à l'instant, il faudra qu'il en affecte l'apparence, réservant pour des notes hâtives l'exercice de son esprit critique.

Mais ce n'est pas tout. Si notre étudiant, impatient de s'exprimer, prend part aux *travaux dirigés* d'une trentaine de participants, il lui faudra, là aussi, se soumettre à la règle du jeu, pratiquer à l'oral l'explication française, à l'écrit la dissertation: une *explication* à la fois historique, philologique littéraire, strictement soumise au texte, à l'élucidation de ses difficultés, à l'interprétation de ses intentions; une *dissertation* méthodiquement construite dans l'ensemble et dans le détail, rigoureusement enfermée dans la réponse à une question posée. L'expérience prouve que ces deux exercices, le second surtout, sont de moins en moins compris et mêmes acceptés par les étudiants étrangers, voire par les français. Parce qu'il exigent précision, rigueur logique et ne s'adressent que par surcroît au talent et à la fantaisie, ils plaisent moins. Et, encore une fois, certaines Universités françaises auraient tendance à les juger moins nécessaires. Elles ont tort. Ils sont fondamentaux.

On me reprochera peut-être de me livrer, avec ce tableau rébarbatif et médiéval, à un exercice de contre-propagande. À vrai dire, je crois que plus l'expérience d'un séjour à l'étranger est dépayante, plus elle est salutaire. Mais cela est surtout vrai pour les plus entreprenants de nos jeunes visiteurs. Je n'aurais garde de négliger ceux dont les habitudes d'esprit demandent plus de ménagements. Dans chaque Université des structures d'accueil sont prévues pour eux. Je me permets de mentionner l'une d'elles, les *Cours de civilisation française de la Sorbonne*<sup>2</sup>, que j'ai l'honneur de diriger. Nous nous efforçons d'y respecter les traditions que je viens d'évoquer brièvement. Mais, en même temps, nous avons soin de les adapter aux différents niveaux de connaissance où se situent nos étudiants. Nous veillons, en particulier, à les encadrer, à remédier par les soins de professeurs expérimentés au malaise de l'isolement. Nous croyons aux vertus de la nouveauté et de la contrainte, mais nous n'en avons pas la superstition. Nous savons qu'elles peuvent devenir insupportables. Je dois dire qu'en général nos étudiants supportent bien la dose que nous leur en administrons.

Jacques Robichez  
Professeur émérite à la Sorbonne

<sup>1</sup> Le *cours* demeure la structure essentielle de l'enseignement, même si s'est instaurée et développée concurremment, depuis quelques années, la pratique anglo-saxonne du *séminaire*.

<sup>2</sup> 47, rue des Écoles 75005 Paris.

## WILL THEY SAY THE SECRET WORD? YOU BET YOUR LIFE!

Near the beginning of each episode of his popular television program, Groucho Marx would exhort his eager contestants to "say the secret word; it's a common word, something you find around the house." Groucho, like all good television hosts, was interested in getting his guests to talk as much as possible; the more his guests talked the more likely they would momentarily lose self-control and let slip an embarrassingly personal or simply foolish comment sure to evoke laughs. Whenever a contestant happened on the secret word, a duck descended amidst blaring music and great applause, and the lucky winner received a prize. Groucho Marx had a simple strategy to keep people talking: he offered them the possibility of a reward.

In many ways, foreign language teachers have much in common with the host of *You Bet Your Life*. Like a game-show host, a foreign language teacher must motivate people to talk and at the same time keep the audience attentive and interested. Groucho Marx's gambit proves equally useful in the foreign language class.

For several years, Groucho's secret word strategy has encouraged one teacher's junior high and high school French students to talk in class. The strategy is easy to implement and very successful in encouraging both extended oral responses and student attention.

Probably thanks to cable television, many students are familiar with Groucho Marx or his television show, *You Bet Your Life*. A number of students, when asked about the show, volunteered descriptions in French and were anxious to expand on each other's remarks. The unusual nature of the topic and the casual introduction helped make this a successful target language discussion in its own right. Few students remembered why there was a duck, but they offered a variety of interesting possibilities. The teacher explained that Groucho Marx always had a secret word and the duck would come down with great fanfare whenever a contestant uttered the word. The teacher then explained that beginning that day the same game would be played in class; that there would be a secret word and whoever said the word in the course of normal conversation would receive a prize. The classroom's popular cat poster replaced the duck as the guardian of the "word."

The procedure was simple. Each week the teacher chose a vocabulary word and wrote it on a card to be kept behind the cat poster. The word required careful selection to assure that it was not included in the regular exercises or structured questions in the chapter. It would have made the game pointless to ask, *Aimez-vous l'argent?* when *l'argent* was the secret word. Nouns are generally easier to identify than other types of words while the teacher is simultaneously screening the other aspects of student utterances. The word also has to be relatively simple to permit its use in several classes at the same time. With the exception of the secret word game, the class proceeded as usual. If a student said the word during any class activity, he or she won the game. If no one said the word during the week, the same word was continued the following week.

The question of the prize remained. Some teachers do not feel comfortable about giving candy or spending a lot of money buying several prizes every week; for that reason a "creative" prize is sometimes needed. In one instance a classroom headache became the coveted prize. An old torn easy chair left by an unknown tenant had been an ongoing source of difficulty because every student wanted to sit in it, and it had been dif-

ficult to work out an equitable method of rotating its use. The custodian refused to remove the chair without the unknown owner's permission. This source of irritation and consumer of space became an excellent prize for saying the secret word. From then on, if a student said the secret word during a week, he or she got to sit in the easy chair the entire next week. After the game had been in force for some time, the weekly winner was allowed to help listen for the next week's secret word.

The students were very enthusiastic about the game; they talked about it before class and often tried to second-guess the choice of words. Students in non-participating classes asked why they couldn't have a secret word. One day, a poster of Groucho Marx appeared mysteriously in the classroom.

The effect of the game was most pronounced on the free conversation period that began every class. Students seemed eager to talk longer and more people offered comments. However, at first the conversations seemed somewhat strained. Students would volunteer to talk just to have a chance to guess the word and often made comments that did not follow the previous conversation. Some students went so far as to offer comments like *hier soir, j'ai lu beaucoup de mots en français*, and then gave a list of French words. Such attempts were declared illegal; the word had to be guessed in the context of a conversation and word lists were prohibited. After the rule change and a period of adjustment to the game, the conversation period returned to a more relaxed state while at the same time maintaining the benefit of more and longer comments. Freely offered comments in French became more common during the entire class regardless of the specific activity. Most important, students paid close attention at all times to catalogue words that had already been used.

Many students formed hypotheses about the secret word of the week and then jockeyed for a chance to test these hypotheses by talking in class. Once they were called on, they were faced with the difficult task of fitting their imagined word logically into the conversation. They often had to make extended subject-changing comments before they could use their chosen word. Sometimes students joined forces and plotted together to steer the conversation to a supposed secret word; one student would change the subject, and the other would chime in with a comment containing the suspected word.

One day a particularly striking and devious plot to win the game occurred. While one student accosted the teacher in the hall, students in the classroom looked at the card behind the poster. Alerted to the ruse by the sound of some quiet scuffling from inside the room, the teacher decided to play along. When the teacher had answered the student's questions and finally entered the room, the class seemed normal, but the cat poster was slightly askew. As soon as class started, however, it was evident from the snickers and private glances that "something was up." One student raised his hand immediately and began to tell about what had happened after the previous night's basketball game. He described how none of the students wanted to leave after the game. Another student quickly raised his hand and said that everyone decided to stay in the gym. When asked what the students did in the gym, the room became quiet and everyone looked at one girl. She raised her hand and stated triumphantly, *Ils ont dansé*. No one seemed surprised when the bell rang to acknowledge the secret word, *danser*. They were even prepared with a story in French as

to how they guessed the word so easily. (Someone had dreamt it the night before.) Even when students "cheat," they must create long and complicated target language utterances to win the game.

The simple format of this game makes it easily adaptable to most instructional levels and language-teaching situations. For example, the degree of difficulty of the word can be varied to challenge an advanced class or the secret word could be limited to the week's vocabulary list to encourage daily preparation (as long as the teacher is careful not to give a student the word in an exercise question). Theme words make an interesting variation. The teacher could announce in advance that the week's word would have to do with winter and ask students to review relevant words they had already studied.

Although this teacher used the secret word strategy at all times in class, some teachers might want to limit the amount of class time spent on the activity. The game can sometimes change the nature of target language discussion by causing some students to try to use a specific word. It can also be difficult for teachers to listen for the secret word while at the same time attending to the numerous other student and instructional demands arising during any class session. In such cases, it would be useful to limit the secret word game to a specific time period. Students could be told, for example, that they have a chance to guess the secret word every Tuesday at the beginning of class. Teachers could select a time period which has proven particularly difficult for target language discussions, Monday after a long weekend, or dull middle-of-the-week Wednesday when everyone has used up his or her store of comments.

Two slight problems can arise in the course of using the game. As noted above, sometimes a student says the secret word without the teacher realizing it. The best strategy, in those few instances, is to admit that the word had been said during that class and that you, unfortunately, had not noticed it at the time. If the students protest, it might be best to change the word and start all over. Students enjoy the game so much that they seem not to mind these occasional lapses.

The second pitfall concerns sharing of the secret word between classes. On a few occasions, a student in a class that had already guessed the word told it to students in another class. As is the case with test questions, it is almost impossible to eliminate this type of collaboration entirely. However, after telling the students that the game would end if this practice continued, they stopped almost completely. It should be remembered that even if students know the secret word, they still face the complex linguistic task of working it naturally into the conversation.

Finally, the question of an appropriate prize arises. Most teachers will not be lucky enough to have an abandoned armchair in their classrooms, but other options are numerous. For instance the winner could be allowed to choose the next word or, as discussed here, help the teacher listen for the secret word. This possibility has the added benefit of relieving the teacher of total monitoring responsibilities. Privileges of any kind, such as a coveted classroom job or excusal from a homework assignment, are ideal. Many foreign language teachers commonly give extra grade points or small trinkets to game winners. Any reward structure currently in effect in a classroom will serve equally well for the secret word game.

As teachers focus increasingly on developing communicative competence in the foreign language classroom, the need for strategies to motivate students to speak becomes more acute. The best intentions and theory cannot by themselves

lead to target language proficiency; students' participation in oral interactions is essential. Often, however, students are reticent to talk or have trouble thinking of something to say. The secret word game encourages students to talk in the foreign language classroom by rewarding communication attempts and focusing attention away from themselves to the game.

Today's foreign language teacher can learn much from Groucho, that all-time master of television hosts, about motivating people to talk. Students are just as receptive as game show contestants to rewards and creative competition. Foreign language teachers do not have to ask if students will say the secret word. You bet your life they will!

Elaine K. Horwitz

University of Texas, Austin

---

## EDITOR ATTENDS O'CONNELL SEMINAR

*Editor's Note:*

*For the past three summers the National Endowment for the Humanities has offered summer seminars for secondary teachers. They are making available again seminars for secondary teachers in the summer of 1986. In the article that follows, a typical seminar is described in order to give secondary teachers an idea of what to expect from these programs.*

JBG

Last summer your editor had the privilege of attending an NEH Summer Seminar located in Chicago, at the University of Illinois Circle Campus. The seminar, "Céline, Bernanos, and Camus: Evil in the Modern World," was conducted by Professor David O'Connell.<sup>1</sup> The readings and discussions focused on Céline's *The Journey to the End of Night*, Bernanos' *The Diary of a Country Priest*, and Camus' *The Plague*.

The participants brought a variety of disciplines, backgrounds, and ages to the seminar which added greatly to the discussions. In addition to sharing ideas on the chosen topic, these teachers shared ideas and concerns about classroom matters as well.

Although reading and writing short papers weekly kept participants' minds whirling, all was not work. Most of the participants stayed at a pleasant hotel on Michigan Avenue, a short distance from the famed Art Institute, the Field Museum, the Shedd Aquarium, and the main entrance to Grant Park. The "Magnificent Mile" section of the avenue was not far away with its glamorous and expensive shops. These attractions were sites of frequent visits by the participants. Exploring ethnic neighborhoods, discovering new and interesting restaurants, attending baseball games, plays, films, and concerts together, visiting the architectural monuments of the city, and becoming thoroughly imbued with the architecture of Frank Lloyd Wright, absorbed much of their free time.

All agree that the experience was most worthwhile. The seminar provided intellectual stimulation, an exciting change of scene, and best of all, the beginnings of a number of new friendships.

JBG

<sup>1</sup>Professor O'Connell is again offering this seminar in the summer of 1986. See the article on page 13 of this issue for further information on this and other NEH seminars for secondary teachers.

## THE NATIONAL ENDOWMENT FOR THE HUMANITIES

In 1965 the United States Congress enacted the National Foundation on the Arts and the Humanities Act, establishing the National Endowment for the Humanities for the purpose of promoting "progress and scholarship in the humanities and the arts." The NEH is an independent grant-making agency of the federal government that supports scholarship, research, education and public programs in the *humanities*. The agency consists of five divisions—Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs. Two other parts of the agency are the Office of Challenge Grants and the Office of Preservation.

The 1965 Act defines *humanities* as the study of these subjects: "language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism, and theory of the arts; those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to the relevance of the humanities to the current conditions of national life." This statutory definition of the humanities sets the limits of subject matter appropriate to requests for Endowment assistance. The Endowment does not fund projects outside these boundaries nor does it fund research or study to acquire an academic degree;<sup>1</sup> nor projects that advocate or promote a particular political, ideological, religious, or partisan point of view; nor original works of art, nor training nor performance in the arts.

The Endowment accepts applications from individuals and from nonprofit institutions and organizations. To be eligible for Endowment assistance, individuals must be either U.S. citizens or foreign nationals who have been legal residents of the United States for at least three years prior to the date of the application. The staff members of the various divisions guide applications through a process of peer review to select the projects that will be recommended for funding.

Again, the NEH has selected a group of seminars for both college teachers and secondary school teachers to be held in the summer of 1986. Those seminars of interest to teachers of French are listed separately under the appropriate heading. In addition to these Summer Seminars offered through the division of Fellowships and Seminars, other summer offerings sponsored by the division of Education Programs exist. The *National Bulletin* reports these offerings whenever it receives notice of their existence.

For more detailed information on the National Endowment for the Humanities, consult the booklet *Overview of Endowment Programs, 1985-86* and *Humanities*, a magazine which presents articles by nationally known scholars and writers as well as a calendar of application deadlines. This magazine appears six times a year and is available for \$14. Both the booklet and the magazine are available from the Public Affairs Office, Room 409, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Telephone: (202) 786-0438. For faster service, NEH advises enclosing a self-addressed mailing label when requesting information.

## 1986 NEH SUMMER SEMINARS FOR COLLEGE TEACHERS

The National Endowment for the Humanities is pleased to announce that fifty-six seminars for college teachers will be offered during the summer of 1986. Each year, the Summer Seminars for College Teachers program provides teachers at undergraduate and two-year colleges a unique opportunity for advanced study or research in their own fields or in fields related to their interests. In 1986, places will be offered to 672 participants at twenty-eight different institutions across the United States plus two in Italy.

Each of the twelve participants in a seminar will receive a stipend of \$3000 to help cover travel to and from the seminar location, books, and research and living expenses. For eight weeks during the summer, participants will work together in an area of mutual interest under the direction of a distinguished scholar. Seminar members will have access to the collections of a major library, will discuss a body of common readings with their colleagues in the seminar, and, outside the seminar, will pursue individual research or study projects of their own choosing and design. Seminar topics are broad enough to encompass a wide range of interests while being central to the major ideas, texts, critical concerns, and approaches of the humanities.

Copies of the brochure describing the content of each seminar are available from the Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, Washington, D.C. 20506. Detailed information about the subject matter and requirements of individual seminars and about the availability of housing, and application instructions and forms, are available directly from the seminar directors at the addresses indicated in the following list. **The application deadline is March 1, 1986.**

### ARTS

#### Verdi and the Playwrights, June 23-August 15

Harold S. Powers  
Department of Music  
Princeton University  
Princeton, New Jersey 08544

The seminar will be devoted to a consideration of why and how a number of spoken plays that were highly significant in their own right in Western European dramatic literature were selected and transformed into *melodrammi* by one of the great dramatic geniuses of all time, Giuseppe Verdi. Operas of Verdi based on plays in French, Spanish, German, and English will be examined both in the light of their original sources and through close analysis of the textual and musical results. The formal work of the seminar will be a survey of the following plays and their transformations: Hugo's *Hernani* and *Le roi s'amuse*; Gutiérrez' *El trovador* and *Simon Bocanegra*; Schiller's *Kabale und Liebe* and *Don Carlos*; Shakespeare's *Macbeth* and *Othello*. Specific topics for study and discussion will include relations between poetic and musical rhythms and forms, and relations between action and *mise en scène* and musical devices.

### FOREIGN AND COMPARATIVE LITERATURE

#### Reflection on Language and the Nature of Man,

June 23-August 15

Hans Aarsleff  
Department of English  
Princeton University  
Princeton, New Jersey 08544

The central problem of this seminar will be the considera-

<sup>1</sup> With the exception of the Faculty Graduate Study Program for Historically Black Colleges and Universities.

tion of a debate that ranged from the mid-seventeenth century to the end of the nineteenth century: is language a divine gift or is it a human invention? Because language is the defining characteristic of man, the choice of answer is intimately bound up with speculation and decision about the nature of man, society, early civilization, and the foundations of culture. The goal will be to develop knowledge and understanding of the ways in which this problem of language and the nature of man has been conceived and argued in the changing climates of thought during these centuries. In examining primary texts written by thinkers in a number of cultures and a great range of fields — political science, literary theory, anthropology, linguistics — seminar participants will explore the extent and impact of this debate. Authors who will be read include Locke, Condillac, Depérando, Wordsworth, Chambers, Müller, Darwin, and Saussure. Although no reading knowledge of a foreign language is required, those able to do so will read original French or German texts.

### **French Classical Literature: A Textual Approach,**

June 23-August 15

Jules Brody

Department of Romance Languages and Literatures  
Harvard University  
Cambridge, Massachusetts 02138

The group of French writers referred to as the *grands classiques* exhibit at least these two traits in common: each has provoked deep and lasting reflection on observed disparities between the professed values of people and their effective behavior, and each has a place in French literary history as the prime exponent either of a distinctive **form** of discourse or of a distinctive **way** of writing. The seminar will focus on the precise implications of this set of facts, with particular concern for the connivance between form and content in French classical literature. The writers studied will include Descartes, Corneille, Pascal, La Rochefoucauld, La Fontaine, Molière, Sévigné, Racine, and Perrault. A prime concern will be to identify and analyze the formal devices and rhetorical strategies that enable these writers to control our readings of their texts and condition our reception of their message. Particular attention will be paid to the ways in which imagery, syntax, tone, and structure may be turned into privileged instruments of social criticism and moral commentary. The seminar will be conducted in English, but participants must be able to read the language easily.

### **The Prison Symbol in Modern Society and Literature,**

June 23- August 15

Victor H. Brombert

Department of Comparative Literature  
Princeton University  
Princeton, New Jersey 08544

This seminar will undertake a comparative literary and socio-cultural study of representative works illustrating the centrality of the prison symbol and metaphor in nineteenth- and twentieth-century literature. Taking as points of departure Foucault's *Discipline and Punish* and Brombert's *The Romantic Prison*, the group will examine images of the human condition, tensions between oppression and inner freedom, and modern man's sense of the tragic; authors to be read include Hugo, Stendhal, Dickens, Dostoevsky, Kafka, Frisch, Camus, Solzhenitsyn, and Cheever. While viewing these texts in a broad cultural and historical perspective that explores the interaction between literature, historiography, and popular myth, the primary approach will be that of close textual analysis that focuses on the elaboration of specific themes and

on the complex interplay between forms, themes, and visions of society. Issues that will be considered are, among others, the tensions between individual and collective values; the themes of alienation, freedom, identity, revolt, and individualism; and the central issue of private and collective salvation. Reading knowledge of some of the relevant foreign languages will be useful but is not required.

### **Comparative Poetics, June 23-August 15**

Earl Miner

Department of Comparative Literature  
Princeton University  
Princeton, New Jersey 08544

This seminar will deal with traditional and contemporary theories of lyric, narrative, and drama in various languages. Working from the premise that the greatest authors are the greatest critics, the seminar will use literary works as the basis of both literary theory and comparison. Generic emphasis will provide a focus, and linguistic range of breadth of evidence, to test comparatively ideas about the nature of literature and its practice. Seminar participants will scrutinize the conceptualization and definition of the genres, starting with a consideration of the elements necessary for a given literary work to exist, then turning to the potential marginalities implicit in the genres. Literary examples will be drawn from classical and modern languages and from eastern and western writers, including Horace, Plautus, Woolf, Eliot, Basho, Molière, Dryden, Kleist; theoretical resources will range similarly and may include works of Plato, Aristotle, Croce, Brecht, Saussure, and Derrida. The director requires that participants have command of one language other than English, preferably one of the classical, oriental, or modern European languages that will be represented in the seminar's readings.

### **Modern Critical Theory and French Narrative,**

June 23-August 15

François Rigolot

Department of Romance Languages and Literatures  
Princeton University  
Princeton, New Jersey 08544

The aim of this seminar will be to explore the possibility and desirability of applying recent theoretical models to the study of French narrative. Participants will read a variety of modern critical works in the fields of structural linguistics (Saussure, Jakobson), narratology (Barthes, Genette, Todorov), sociocriticism (Goldmann, Jameson), psychocriticism (Lacan), esthetics of reception (Jauss, Iser, Stierle), semantics (Greimas), semiotics (Peirce) and deconstruction (De Man, Derrida). Attention will also be given to the feminist point of view and approach to literature. In order to obtain a more thorough understanding of both the critical techniques and the texts themselves, participants will apply different theoretical approaches to the same literary works, a selection of short narratives from the Middle Ages to modern times. The primary works to be treated include Rabelais' *Pantagruel*, Maupassant's *La Maison Tellier*, and Perrault's *Contes*. A command of both written and spoken French is required.

### **Woman and Representation in Nineteenth-Century**

**Fiction, June 23-August 15**

Naomi A. Schor

French Studies, Box E

Brown University

Providence, Rhode Island 02912

Drawing on recent developments in feminine literary criticism and theory, the seminar will study the relationship of

(continued on p. 12)

## MNEMONIC DEVICES

### Pegs on which to Hang Your Students' Memory

Students learning a second language have an enormous task ahead of them; this is due, in part, to the fact that textbooks contain seemingly endless lists of new words to learn, and grammar rule after grammar rule to comprehend and apply. Studies conducted in the psychology of learning and memory have shown that students have two choices when learning this new material: 1) they can learn it by rote—that is, they repeat the material until it is familiar; or 2) they can relate the material to a more meaningful structure in their memory (Hintzman). Rote learning is difficult, because the learning is done without any reference to a larger structure into which the new material fits. Also, it is possible for students to be able to repeat what they have “learned” by rote without understanding what they are saying. It stands to reason, then, that the more structure, logic, or meaning that students can see in the material they are studying, the easier that material will be for them to learn and remember.

One of the problems some students have as they learn vocabulary and certain grammar points is that they often perceive each word as a discrete item to learn. For example, how are they to remember all of the verbs that take *être* in the *passé composé*? Or how do they remember the order of object pronouns, or which verbs are conjugated like *dormir* as opposed to those like *finir*?

It is possible to help students remember words and concepts in their target language via certain memory devices. Taylor has called the latter “mnemonic pegs”; the student in effect “hangs” the material to be learned on the structure of the mnemonic peg. In using mnemonic devices, people take advantage of existing mental abilities to organize unfamiliar material in more meaningful ways.

People frequently use mnemonic devices to remember all kinds of things. For example, consider how one might remember a license plate number: a possibility would be to make the letters fit a name or familiar saying, and then to find a pattern in the numbers. Then, one need only remember this name and number pattern to recall the license number. What people do in these situations is create a structure and a meaning where they can see none inherent in the material they want to remember.

Seeing no inherent structure in material to be learned is another common problem among foreign language learners. Teachers have learned and practiced vocabulary and grammar for so long that they may come to feel that the structure in them is obvious. But this may not be true for students. It is up to teachers to help students understand that they can look for structure in the language they are studying or, if they can't find a structure, that they can INVENT one to help them.

In other words, there are two types of structure that can be used as memory devices: 1) existing structure in the target language that students may not have noticed, and 2) structure that is created specifically for the purpose of remembering a word or a concept. Both types of structure are worth exploring.

### ACTUAL LANGUAGE STRUCTURE

The first place that students should look for help in learning and remembering new words and concepts is in the existing structure of the language they are studying. While not all bits of language can be easily categorized, there are still many types of structure that students can use.

Prefixes and suffixes are very common examples of existing structure. Most students know about prefixes and suffixes

in English, but there is no reason to think that they will notice or even expect to find them in the second language. As a result, they miss out on a very easy way to guess the meaning of new words. It is possible, of course, to learn words by rote. However, seeing a word as a combination of a prefix or suffix and a root word may make the “light go on” to the meaning of the word. Students may then begin to understand that the language they're learning is neither random nor devoid of logic.

Here are some examples of prefixes and suffixes that can help students:

#### PREFIXES

<b>é</b>	= removal:	épointer, écrémer
	augmentation:	échauffer
<b>en/m</b>	= in:	enterrer, empocher
<b>entre</b>	= between:	entrelacer, entrecroiser
	half:	entrouvrir, entrevoir
<b>para</b>	= beside:	parallèle, paramètre
	opposite:	paradoxe
	protect	
	against:	parachute, parapluie
<b>sou(s)</b>	= under-	
	position:	soucoupe, sous-titre
	subordination:	sous-chef
	insufficiency:	sous-estimer

#### SUFFIXES

<b>-able</b>	= possibility:	buvable, mangeable
<b>-age</b>	= collection:	feuillage, nettoyage
<b>-ier</b>	= occupation:	épicier, pâtissier
	container:	saladier, gaufrier
	fruit tree:	poirier, cerisier
<b>-oir</b>	= location where	
	action occurs:	parloir, dortoir
	object with	
	particular purpose:	mouchoir, arrosoir
<b>-eux</b>	= abundance:	peureux, malheureux

Another technique that students can use is to recognize word families. This takes into account more than prefixes and suffixes and includes nouns derived from verbs—e.g. *permettre/permission; produire/production*. Rivers says that, in teaching word families “Often students are not given guidelines for multiplying the vocabulary they already know through recognition of related forms. They have never been taught to recognize the many nouns formed from the masculine or feminine forms of the past participles of verbs” (226). She gives the following examples: *recevoir—le reçu; arriver—l'arrivée; sortir—la sortie; faire—le fait*.

These examples show how nouns derived from various verbs are formed:

*verbs ending in... have nouns ending in...*

-uire	-uction	réduire, produire
-quer	-cation	indiquer, éduquer
-dire	-diction	prédire, contredire
-mettre	-mission	transmettre, omettre
-(s)crire	-scription	décrire, prescrire
-primer	-pression	comprimer, exprimer

Students can also be shown what certain letter combinations in French predictably correspond to in English:

ch- =	c-:	chat, chandelle, charbon
é- =	s-:	écarlate, éponge, étrangler
^ =	s:	honnête, mât, fête
-ir =	-ish:	finir, démolir, accomplir
-mettre =	-mit:	admettre, omettre, transmettre
-scrire =	-scribe:	transcrire, proscrire, décrire

Rivers also suggests that we teach vocabulary in context: "We tend to recall words through meaningful associational bonds, and words tend to appear in texts in collocations, that is, in relation to centers of interest or semantic areas (**pain** is likely to appear in a text in which **boulangier** appears; **pneu**, **panne**, and **voiture** are very likely to occur together). It is for this reason that learning vocabulary in context is much more valuable than learning isolated words" (229).

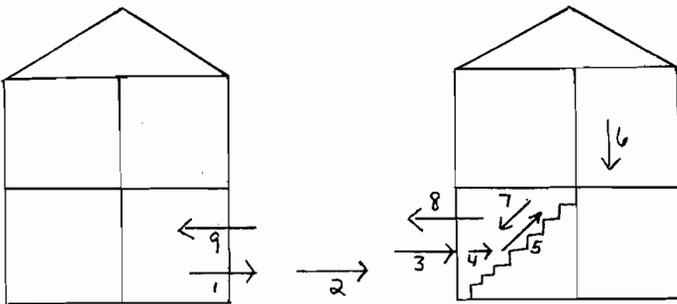
Students can also be taught to look for cognates. It is interesting to see how many students don't recognize even identical cognates. If a cognate is pointed out to them they may say, "Oh, I thought that word looked like (x), but I didn't think the two could be the same." Students need to be taught to trust their instincts in such cases, and to use them in their search for the meaning of words.

Obviously, there are exceptions for each of the patterns and structures mentioned above. This need not be a problem for students, however; the purpose of teaching such structure is to give students a system in which to work, so that they can search logically for the meaning of words and concepts.

### MNEMONIC PEGS

When students can't find or understand the structure in their target language, they have another option to help them remember words and concepts: they can use invented mnemonic pegs. Here are some examples:

How do students remember which verbs take *être* in the *passé composé*? Allen and Valette have two suggestions. First, the chart below of two houses:



The numbers and arrows on the chart illustrate the following actions:

1. *Je suis sorti(e) de chez moi.*
2. *Je suis allé(e) chez ma grand-mère.*
3. *Je suis arrivé(e) chez elle.*
4. *Je suis entré(e) dans la maison.*
5. *Je suis monté(e) au premier étage.*
6. *Je suis resté(e) une heure dans la chambre de ma grand-mère.*
7. *Je suis descendu(e).*
8. *Je suis parti(e).*
9. *Je suis rentré(e) chez moi.*

Second, students can learn *La petite histoire tragique de Jacques: Jacques est né, Jacques est tombé, Jacques est mort* (Allen and Valette 99).

And then, of course, students need to remember the verbs that can also take *avoir* when they are used with a direct object: *sortir*, *passer*, *monter*, and *descendre*. This sentence may help give students a context in which to remember the changed meanings of these verbs: I **TOOK** my dog **OUT**, and then we **SPENT** the day **GOING UP** and **DOWN** the streets.

Another tip for learning the verbs that take *être* that many students enjoy is the acronym **DR. MRS. VANDER-TRAMPP**, where each letter represents one of the seventeen "*être* verbs":

D	e	v	e	n	i	r	M	o	n	t	e	r	V	e	n	i	r				
R	e	v	e	n	i	r	R	e	s	t	e	r	A	l	l	e	r				
							S	o	r	t	i	r	N	a	i	t	r	e			
													D	e	s	c	e	n	d	r	e
													E	n	t	r	e	r			
													R	e	n	t	r	e	r		
													T	o	m	b	e	r			
													R	e	t	o	u	r	n	e	r
													A	r	r	i	v	e	r		
													M	o	u	r	i	r			
													P	a	s	s	e	r			
													P	a	r	t	i	r			

This is an example of "chunking," where small, individual pieces of information are grouped into larger chunks that may be more meaningful and, thus, easier to remember. Chunking is useful in that short-term memory is limited by the number of chunks it can hold at any one time but, interestingly, not by the absolute amount of information in each chunk.

Here are two other examples of chunking. Besnard and Coursodon cite the acronym **THE WORD**, which can be used to remember the types of ideas that require the subjunctive. It is important to note that "hoping" is used here in the sense of "wishing."

T	h	i	n	k	i	n	g	W	a	n	t	i	n	g
H	o	p	i	n	g	O	r	d	e	r				
E	m	o	t	i	o	n	R	e	q	u	e	s	t	
							D	o	u	b	t			

**BAGS** is useful for remembering pronominal adjectives:

B	e	a	u	t	y	(beau, joli)	
A	g	e	(jeune, vieux, nouveau)				
G	o	o	d	n	e	s	(bon, mauvais, vrai)
S	i	z	e	(petit, grand, gros, long)			

It is difficult for students to remember when to use the subjunctive. It may help them to think of a bride and the emotions she feels: *je suis contente que...*, *je suis triste que...*, *j'ai peur que...*, *je ne pense pas que...*, etc.

Reynolds and Flass discuss using keywords for learning vocabulary. They give the example of how one might go about remembering *pato*, the Spanish word for "duck." The first step is to think of an English word that sounds like the word in question—in this case, "pot." This is the keyword. Next, they suggest creating a visual image in which the target-language word interacts with the keyword; one possibility would be to imagine a duck with a pot on its head. Here are examples of other possible keywords:

- ceinture*—imagine Santa Claus wearing a huge belt
- billet*—imagine a bee holding a ticket
- île*—imagine an eel on a desert island
- drapeau*—imagine a flag dropping to floor

An important aspect of the keyword device is the visual imagery used, because visually-coded material is harder to forget or confuse than material coded any other way (Hintzman).

Allen and Valette also suggest using visual imagery to help students remember various aspects of the target language. Color-coding, for example, can help students remember the gender of the nouns they learn; masculine, feminine and neuter articles can always be written in a particular color, and pictures of nouns can be backed with construction paper in the color that represents the gender of the noun.

Sometimes visual imagery can be used in learning new vocabulary words. A technique familiar to many teachers is the "shoe verb":

je préfère	nous préférons
tu préfères	vous préférez
il préfère	ils préfèrent

The parts of the verb conjugation contained within the "shoe" follow a similar pattern, be it in the stem, accent, pronunciation, etc.

One common problem that students learning a new language have is keeping seemingly similar bits of information straight in their minds. Here are some examples of mnemonic pegs that can help overcome this problem:

1. How do students distinguish *jouer à* and *jouer de*? At a recent conference a teacher shared this student-created mnemonic device: if the "d" in *jouer de* is colored in, it resembles a musical note, and so may help students remember that *jouer de* means to play a musical instrument.
2. What words do the pronouns *y* and *en* replace? Coincidentally, *y*, a one-letter word, replaces *à*, also a one-letter word; similarly, *de* and *en* are both two-letter words (Comeau).
3. **Chaussure, chaussette**: which is "shoe," and which is "sock"? If students remember that shoes are worn ON the socks, and that **chaussure** contains the word **sur**, they should be able to tell these words apart.

C h a u s S U R e

4. **Meilleur, mieux**: both mean "better", but which is the adjective and which is the adverb? Students may be able to remember that **mieux** is the comparative form of **bien** when they notice that **bien** and **mieux** both have the letter combination **ie**.

bien  
mieux

5. **Partir, sortir**: which means "to go out," and which means "to go away"? Students can remember that **partir**, which means "to go Away," has an "a" in it, and that **sortir** contains an "o," and means "to go Out."

	partir	sortir
	w	u
to go	a	t
	y	

6. Which verbs are conjugated like **dormir**? Students may be able to remember that those verbs have one of the following letter combinations:

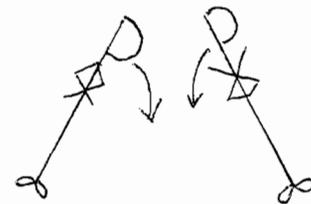
\_\_\_r\_\_ir: dormir, partir, sortir, servir (s'endormir, etc.)  
\_\_\_ntir: mentir, sentir (consentir, etc.)

7. What is the order of object pronouns? Most textbooks use the following charts to explain pronoun order; for many students, however, they are nothing more than lists to memorize.

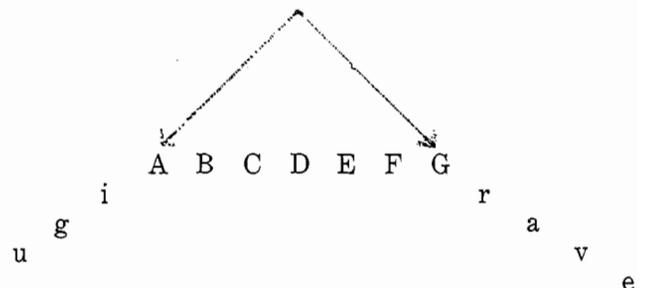
me					
	le				
te		lui			
se	la		y	en	VERB
nous		leur			
	les				
vous					
			moi		
			toi		
		le	lui		
VERB -	la -	nous -	y -	en	
	les	vous			
					leur

It may help students to look at these charts in a new way: First, the pronouns beginning with "l" appear in alphabetical order (*Je les lui donne; Donnez-la-leur*). Second, *y* and *en* are always the last pronouns written (*Je leur en donne; Donne-lui-en*). Also, the "donkey rule" applies when *y* and *en* appear together (*Il y en a deux*)—donkeys make the sound "y-en, y-en". Third, when neither *y* nor *en* appear in a sentence, *me, te, se, nous, and vous* appear at the end opposite the verb (*Il me les donne; Donnez-la-nous*).

8. How can students distinguish the **accent aigu** and the **accent grave**? They may be able to remember the difference if they are shown the following sketches of two unfortunate people, while this sentence is said: "ACUTE indigestion leads to the GRAVE."

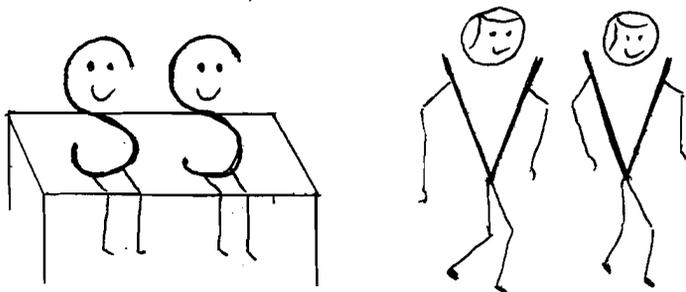


Or they might understand this small chart developed by Angela Phillips, a teacher at Upper Arlington High School, Columbus, Ohio:



in which the arrow pointing from the center of the chart to the **A** is the direction of the *accent aigu*, and the arrow pointing to the **G** shows the direction of the *accent grave*.

9. Students often have trouble remembering the meanings of cardinal and ordinal numbers. It may help them to think that ORDinal numbers can be used when giving ORDers: "The FIRST thing you must do is... the SECOND is..."
10. *Its sont en classe* and *Its vont en classe* can be hard for beginning students to tell apart. The following drawings can help reinforce the difference between *sont* and *vont* (Allen and Valette).



This article presents only a few ways whereby students can facilitate some types of learning and/or retention through actual language structures or mnemonic devices. Students need to know that they can find structure in their second language, whether it be real or invented. Sometimes, merely knowing that there is structure can help students better understand what they're doing.

Students can also be encouraged to make up their own mnemonic pegs, if they find them helpful, and to share them with their teachers and with other students. Student-made pegs may be the best, because they arise from students' actual needs. Students can even be advised to jot down their pegs in the margins of their tests as they work. Remember, mnemonic pegs will do nothing to help the student who doesn't already understand the material that the pegs represent. In other words, pegs don't give away anything.

As teachers use mnemonic devices with their students, they will see that the same device that makes material perfectly clear for some students will baffle other students. This shows that using mnemonic pegs is a very idiosyncratic learning technique and is not suitable for all students, nor is it always suitable for any given student. For this reason, it's important that it not be mandatory for students to learn and use mnemonic devices.

While mnemonic pegs can be very useful, they must never be used to take the place of grammar presentations. Students must always be shown HOW and WHY certain grammar principles are used. Mnemonic pegs in and of themselves do nothing more than offer students a possible way of remembering new material. Also, students need to understand that there is no necessary connection between mnemonic pegs and the material they represent; for example, it isn't because of their similar letter patterns that *bien* and *mieux* are related. Instead, mnemonic pegs merely capitalize on fortunate coincidences that we happen to notice.

Since mnemonic devices are used solely to make it easier to remember material, it should go without saying that the device can't be more complicated to remember than the material itself. The simpler the mnemonic device, the better.

Once students are introduced to mnemonic pegs, there is the possibility that they will spend too much time trying to

invent or contrive patterns for everything they learn; mnemonic pegs obviously are not practical for every bit of new material. As a result, students might benefit from the following suggestions: First, don't try to make up a mnemonic peg for everything you learn, because you will not always need one; second, mnemonic pegs may be most useful for remembering lists of words; third, work on mnemonic pegs only for the material that you have trouble learning or remembering—it may save you time in the long run to look for a pattern that will help you, rather than puzzling over the material each time you come across it.

Melissa M. Gruzs  
Columbus, Ohio  
Elaine McKee  
SUNY, Buffalo

## REFERENCES

- Allen, Edward D., and Rebecca M. Valette. *Modern Language Classroom Techniques*. New York: Harcourt, Brace, Jovanovich, 1975.
- Besnard, Micheline, and Jean-Pierre Coursodon. *Écritures*. New York: MacMillan, 1972.
- Brod, Evelyn F. "Concrete Poetry: A Linguistic Technique for the Foreign Language Classroom." *Foreign Language Annals*, 16 (1983).
- Comeau, Raymond F., Francine L. Bustin, and Norman Lamoureux. *Ensemble: Grammaire*. New York: Holt, Rinehart and Winston, 1982.
- Hintzman, Douglas L. *The Psychology of Learning and Memory*. San Francisco: W. H. Freeman and Co., 1978.
- OMLTA Conference, Cincinnati, OH, April 7, 1984.
- Reynolds, Allan G., and Paul W. Flass. *Cognitive Psychology*. Cambridge, MA: Winthrop Publishers, 1977.
- Rivers, Wilga M. *A Practical Guide to the Teaching of French*. New York: Oxford University Press, 1975.
- Taylor, David A. *Mind*. New York: Simon and Shuster, 1982.

## CALL FOR PAPERS

ELEVENTH ANNUAL EUROPEAN STUDIES CONFERENCE, October 2-4, 1986, Omaha, Nebraska. The Eleventh Annual European Studies Conference, sponsored by the University of Nebraska at Omaha, is an interdisciplinary meeting with sessions devoted to the scholarly exchange of information, research methodologies, and pedagogical approaches. Abstracts of papers and a curriculum vitae should be submitted by **no later than March 15, 1986** to Bernard Kolasa, Political Science, or Patricia Kolasa, Teacher Education, Conference Coordinators, or Louise Morgan, Conference Secretary, College of Continuing Studies, PKCC, University of Nebraska at Omaha, Omaha, Nebraska 68182-0373. Telephone: (402) 554-3617, 3484, or 2391.

(continued)

woman and representation in six key nineteenth-century novels that are centered on a female protagonist, written by both men and women, and drawn from three national literatures. Attention will also be paid to the status and function of woman in painting. The seminar's conception is based on the idea that the representation of women in literature and art shapes not only the lives and self-representations of the female reader but also the vision of women characteristic of society as a whole. It therefore becomes important to examine these representations in order to understand how they act to inscribe stereotypes and fantasies that significantly distort reality. Works to be read are de Staël's *Corinne*, Sand's *Indiana*, Brontë's *Villette*, Flaubert's *Madame Bovary*, Zola's *Nana*, and James' *The Portrait of a Lady*. Participants will also consider the paintings of, among others, Delacroix, Manet, Courbet, Morisot, Rossetti, and especially Ingres. A reading knowledge of French would be welcomed but is not required.

## PHILOSOPHY

### Descartes and His Contemporaries, June 23-August 15

Marjorie Grene

Department of Philosophy

Cornell University

Ithaca, New York 14853

By considering Descartes' overall project for conceptual reform as the key to the reading of his major work and by looking at Descartes' relation to some of his contemporaries and successors, this seminar is intended to broaden and refresh participants' perspectives of teaching the history of philosophy. Participants will examine the Cartesian text most commonly taught, the *Meditations*, and will turn to other evidences for the Cartesian method, especially in the *Rules* and the *Principles*. Some of the major critiques and commentaries will also be examined, including Guérault's *Descartes selon l'ordre des raisons*, Gassendi's *Disquisitio Metaphysica*, Arnauld's *Port Royal Logic*, and Malebranche's *Search*. Among the topics that participants will explore and discuss are a comparison of Cartesian and Aristotelian method; Cartesian metaphysics and Cartesian physics; Descartes and the scholastics, Descartes and his fellow mechanists; Descartes and Port Royal. Although a reading knowledge of French is not required, it would be useful.

## RELIGION

### The Journey in Medieval Christian Mysticism,

June 16-August 8

Ewert H. Cousins

Theology Department

Fordham University

Bronx, New York 10458

## NEH SUMMER SEMINARS FOR SECONDARY TEACHERS

The National Endowment for the Humanities is pleased to announce the continuation of its Summer Seminars for Secondary School Teachers for the summer of 1986. The program began in the summer of 1983, when it supported 15 seminars for 225 secondary school teachers. Because of the wide interest and enthusiasm generated in the first year of the program, and with the aid of major funding from the Andrew W. Mellon Foundation, 51 seminars were offered to 765 participants in the summer of 1984. With continued support from the Mellon Foundation, the 1985 program was expanded to 59 seminars for 885 participants at 48 different institutions across the United States. There are 50 seminar offerings for 1986 for 750 participants.

Summer Seminars for Secondary School Teachers are offered by the National Endowment for the Humanities in order to provide teachers of grades 7 through 12 a unique opportunity for advanced study. The fifteen individuals selected to participate in each seminar will work under the direction of a distinguished teacher and active scholar in an area of mutual interest. They will study seminal works in the humanities, exploring them in a systematic and thorough way. Through reading, writing, reflection, and through frequent discussions—formal and informal—seminar participants will increase their knowledge and enhance their ability to impart an understanding of the humanities to their students.

These seminars are especially designed for this program and are not intended to duplicate courses normally offered by graduate departments. Although graduate credit will not be given, upon completion of the seminar each participant will receive a certificate and a statement from the director specifying the equivalency of the seminar to graduate course credit. Although each seminar will have a common emphasis on the close study of seminal works, there will be a wide choice of subjects and areas covered, from ancient civilization to modern. The topics are designed not only to appeal to teachers whose specific field is covered by a seminar, but to be of general interest as well and thus appeal to teachers in many fields. Although problems in conveying to secondary students an understanding of the material studied in the seminar may naturally be discussed from time to time, the planning of curricula and other pedagogical concerns are not central to the purpose of the program.

The seminars will be four, five, or six weeks in length. Teachers selected to participate in the program will receive a stipend of \$1700, \$2025, or \$2350 depending on the length of their seminar. The stipend is intended to cover travel expenses to and from the seminar location, books and other research expenses, and living expenses for the tenure of the seminar.

To be eligible for the program, an individual must be a full-time or regular part-time teacher at a public, private, or parochial school, grades 7 through 12. In exceptional cases, other school personnel, K-12, will be considered.

The following seminars may be of interest to secondary-level teachers of French. Teachers should write directly to the seminar directors for application forms and more detailed information. **The application deadline is March 1, 1986.**

## CLASSICAL, MEDIEVAL, AND RENAISSANCE STUDIES

### Arthurian Literature of the Middle Ages,

July 7-August 1 (4 weeks)

Michael J. Curley

c/o The Honors Program

The University of Puget Sound  
Tacoma, Washington 98416

By focusing on four of the earliest and most original texts concerned with the figure of Arthur and his court: Geoffrey of Monmouth's *History of the Kings of Britain*, *Chrétien de Troyes' Yvain, The Knight of the Lion*, the anonymous Middle-English Poem *Sir Gawain and the Green Knight*, and the Welsh *Mabinogi*, this seminar will study the complex roots of this material and its continuing psychological appeal to contemporary man. Particular consideration will be given to the ways the Arthurian legend was elaborated by poets and historians of the late Middle Ages and then quickly became the vehicle for a close examination of medieval political aspirations, social, moral and religious standards, and a penetrating search for the secular foundations of history. Participants will also trace the legend of Arthur as it continues to provide contemporary poets, novelists, playwrights, and film directors with the material of their art.

### COMPARATIVE LITERATURE, MODERN LITERATURE, AND THE ARTS

#### Fictions of the City: Balzac, Dickens, Dostoevsky,

June 30-August 8 (6 weeks)

Edward J. Ahearn

Department of Comparative Literature, Box E  
Brown University  
Providence, Rhode Island 02912

This seminar will examine Balzac's *Old Goriot*, Dickens' *Bleak House*, and Dostoevsky's *Notes From Underground*, works that complement one another in illustrating the encounter with the modern city. Against a background of selected secondary readings on the city and literature, participants will discuss major themes (initiation, corruption, economic struggle, family, and love) and literary features (narrative strategies, ambivalent endings, illusions and illuminations, reader involvement). Participants will take a close look at the interplay between literary creation and the problems of history and society.

#### Céline, Bernanos, and Camus: The Novel of Commitment,

June 30-August 8 (6 weeks)

David O'Connell

Department of French, Box 4348  
University of Illinois at Chicago  
Chicago, Illinois 60680

This seminar will examine three major twentieth-century French novels to show how literary works reflect universal moral concerns and commitments. Louis-Ferdinand Céline's *Journey to the End of Night*, Georges Bernanos' *Diary of a Country Priest*, and Albert Camus' *The Plague*. The major concerns to be addressed are those found in the novels: war, disease, systematic injustices that sometimes seem to be built into free societies, exploitation of humans by their fellow human beings, and poverty, including the spiritual and intellectual as well as the material kind. Essential to the discussion will be how each author represents a different view of the world: atheist, Christian, and agnostic. All readings will be in English.

### HISTORY AND POLITICAL THOUGHT

#### The Texts of Toleration: Locke, Montesquieu, Voltaire, Mill, June 30-August 8 (6 weeks)

Alan C. Kors  
Summer Sessions Office, 210 Logan Hall/CN  
University of Pennsylvania  
Philadelphia, Pennsylvania 19104

This seminar will study four texts critical to the development in Western thought of the theme of religious toleration: John Locke's *A Letter Concerning Toleration* (1689); Montesquieu's *Persian Letters* (1721); Voltaire's *Treatise on Tolerance* (1763); and J. S. Mill's *On Liberty* (1859). Participants will seek to understand each text in its own historical context; to clarify, by comparative study, the issues—some past, some persistent—bound up in the development of the idea of toleration; and to consider together the implications of the texts of toleration for contemporary society. Participants may wish to supplement their reading of the major texts with excerpts of other works by the four authors.

#### Camus, Koestler, Orwell, and Silone: The Quest for a Democratic Humanism in Twentieth-Century Europe, June 30-August 8 (6 weeks)

David R. Costello

History Department

Canisius College, Buffalo, New York 14208

This seminar will examine texts by four twentieth-century activists: Albert Camus' *The Rebel*; Arthur Koestler's *Darkness at Noon* and *The Yogi and the Commissar*; George Orwell's *The Road to Wigan Pier* and *Homage to Catalonia*; and Ignazio Silone's *Fontamara* and *Bread and Wine*. Each writer rejected the cultural and political despair brought about by the wars, revolutions, and economic dislocations of the first half of the century. Although recognizing the bankruptcy of traditional justifications for democratic humanism, these writers attempted to find new ways of defending the concept of personal freedom. Participants will study these works as important windows into the cultural and political history of Europe in the 1930s, 40s and 50s.

### PHILOSOPHY AND RELIGION

#### Alexis de Tocqueville, *Democracy in America*, Religion in a Democratic Society, June 30-August 8 (6 weeks)

Walter H. Capps

Department of Religious Studies  
University of California  
Santa Barbara, California 93106

This seminar will study Alexis de Tocqueville's *Democracy in America* in order to focus on the role of religion within western culture and particularly within a democratic society. Analysis of the classic text will direct attention to the religious components of culture, encouraging the discussion of religion within the broader framework of cultural forces rather than along the narrower lines of parochial, dogmatic, or institutional concerns. Participants will examine several topics raised by Tocqueville's description of nineteenth-century America that are still important for the functioning of a democratic society, including the roles of Catholicism and Protestantism, the conception and worship of deity, and the effects of war and racism.

## CHAPTER NEWS

### CONNECTICUT

The Connecticut Chapter held its Fall meeting September 19 at the Albertus Magnus College Conference Center. Dr. Lucy Stone McNeece of the University of Connecticut presented a workshop on "Films in the Classroom." Cheryl Lewis, an American who had studied in France and her French "sister," Valerie Brillaud, led a question and answer period on "Today's Youth in France." At a very brief business meeting, Therese Harnois announced that Connecticut AATF will be sponsoring the French Contest this year.

Maureen Mugavin  
Secretary

### NEW HAMPSHIRE

The new officers for the New Hampshire Chapter are: Roger Paul Dubé, President; Mary Bourgault, Vice-President; Laura Davis, Secretary; Micheline Broadhead, Treasurer; Michelle Cotnoir and Christine Stanley, Directors of the *Grand Concours 86*.

The following members of AATF-NH participated in the program at the Third Regional AATF Congress held at Framingham, Massachusetts, October 4-5, 1985: Professor Joel Goldfield of Plymouth State College and Sandy Anderson of Hanover High School gave a session on "Computers in the teaching/learning of French." They presented a similar workshop at the 58th annual AATF Convention, November 26-30, 1985 in New York City.

Also, at the Third Regional AATF Congress, Michelle Cotnoir of Hopkington H.S. and Denis Brochu of Phillips-Exeter Academy presented a session "Les ressources communautaires franco-américaines et leur utilisation dans la classe de français."

Karen Dorsch, AATF Regional Representative II, has recently been honored by the State of New Hampshire as Teacher of the Year-New Hampshire. It is the first time in a very long time that a foreign language teacher has received this honor in New Hampshire. Congratulations!

Roger Paul Dubé  
President

### WISCONSIN

The Wisconsin Chapter sponsored two sectional meetings in conjunction with the Fall Conference of the Wisconsin Association of Foreign Language Teachers on November 1-2, 1985 in Madison, Wisconsin. For one sectional, Dr. Anthony Ciccone of the University of Wisconsin-Milwaukee presented "Les comédies de Molière," and Dr. Yvonne Ozzello of the University of Wisconsin-Madison presented "Les femmes en France aujourd'hui." At the second sectional, topics concerning the Chapter contests were presented by the state coordinators for these contests. Mr. William Peche and Ms. Florence Gennerman (both of Arrowhead High School in Hartland) led a discussion on the *Concours Oral*. Mr. Lowell Hoeft of Seymour High School participated in a panel discussion on the *Grand Concours* along with Ms. Elinor Assardo of Stevens Point High School and Ms. Susan Keeney of Janesville Public Schools.

Judith M. Michaels  
President

## SUMMER SEMINAR IN FRENCH FOR TEACHERS FROM GEORGIA AND FLORIDA

The Department of Romance Languages of the University of Georgia has received a grant from the U.S. Department of Education Critical Foreign Languages Program to sponsor a seminar for high school teachers of French from Georgia and Florida during the summer 1986. Project director is Dr. Joel Walz, Associate Professor of French.

Participants will be selected from applications received by April 15, 1986. Eligible applicants are current teachers of French in public and private high schools in Florida and Georgia who will also have contracts for the 1986-87 academic year. Each participant will receive a stipend of \$800 to cover the cost of transportation, food, lodging, and materials.

The seminar will run from July 21 to August 15, 1986. Mornings will be devoted to lectures and discussions of the structure of French, learning theory, and foreign language pedagogy. In the afternoons, participants will work in a language laboratory, practice composition, and divide into small groups for conversation led by native speakers of French. Additional activities include French films, computer-assisted instruction, and banquets with guest speakers. No activities are scheduled for Wednesdays to allow participants to prepare for morning sessions. Weekends will be free. French will be used throughout the four-week seminar.

To request additional information and be placed on the mailing list, contact:

Dr. Joel Walz  
Summer Seminar Director  
Department of Romance Languages  
109 Moore College  
University of Georgia  
Athens, GA 30602  
(404) 542-8552

### CALL FOR PAPERS

LA FERTILISATION TERMINOLOGIQUE: Problèmes linguistiques posés aux langues romanes par les mots construits étrangers. Colloque international organisé par les Universités de Paris XIII et de Paris III avec la collaboration du CIREEL. Paris, 24-25 octobre 1986, Centre Universitaire Dauphine, École supérieure d'interprètes et de traducteurs (É.S.I.T.). For additional information and to submit papers contact, as soon as possible, M. Pierre LERAT, Département de Linguistique, U.E.R. des Lettres et Sciences Humaines, Université Paris-Nord, Av. J.-B. Clément, F-93430 Villetaneuse.

WEST VIRGINIA UNIVERSITY'S ELEVENTH ANNUAL COLLOQUIUM ON MODERN LITERATURE AND FILM: THE NOVEL, 1800-1950, September 25-27, 1986, Morgantown, West Virginia. One page abstracts are due **no later than March 15, 1986**. Direct all inquiries to: Armand E. Singer, Colloquium director, Foreign Language Department, Chitwood Hall, West Virginia University, Morgantown, West Virginia 26506. Telephone: (304) 293-5121.

# Calendar of Events

---

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING and the ARIZONA FOREIGN LANGUAGE ASSOCIATION JOINT MEETING:** February 13-16, 1986, Phoenix. Information: Marie-France Hilgar, Dept. of Foreign Languages, Univ. of Nevada, Las Vegas 89154. Telephone: (702) 739-3545.

**WESTERN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES:** February 15-17, 1986, Univ. of Southern California. Information: G.G. Rousseau, Dept. of English, Univ. of California, Los Angeles 90024.

**TWENTIETH-CENTURY LITERATURE CONFERENCE: LITERATURE AND THE OTHER ARTS:** February 26-28, 1986, Univ. of Louisville. Information: Elizabeth B. Clay, Dept. of Classical and Modern Languages, Univ. of Louisville, KY 40292.

**FIRST NORTH AMERICAN TRANSLATORS CONGRESS:** February 26-28, 1986, Mexico City. Information: American Translators Association, 109 Croton Avenue, Ossining, NY 10562. Telephone: (914) 941-1500.

**FOREIGN LANGUAGE WEEK: MARCH 2-8, 1986.**

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES:** March 3-8, Anaheim. Information: TESOL, 201 DC Transit Bldg., Georgetown Univ., Washington, D.C. 20057. Telephone: (202) 625-4569.

**COLORADO CONFERENCE OF FOREIGN LANGUAGE TEACHERS:** March 6-8, 1986, Colorado Springs. Information: Ron Walker, 2312 Valley Forge Court, Ft. Collins, CO 80521.

**SIXTEENTH ANNUAL LINGUISTIC SYMPOSIUM ON ROMANCE LANGUAGES:** March 6-8, 1986, Univ. of Texas at Austin. Information: J.-P. Montreuil/David Birdsong, LSRL XVI, Dept. of French and Italian, Univ. of Texas, Austin, TX 78712. Telephone: (512) 471-5531.

**COLLOQUIUM ON TWENTIETH-CENTURY FRENCH STUDIES:** March 7-8, 1986, Baton Rouge. Information: John D. Erickson, Dept. of French and Italian, Louisiana State Univ., 225 Prescott Hall, Baton Rouge, LA 70803-5309.

**PHILOLOGICAL ASSOCIATION OF THE CAROLINAS:** March 13-15, 1986, College of Charleston. Information: Jorge Marban, Dept. of Languages, College of Charleston, Charleston, SC 29424; or Joel Myerson, Dept. of English, Univ. of South Carolina, Columbia, SC 29218.

**AMERICAN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES:** March 27-30, 1986, Williamsburg. Information: Richard Peterson, St. Olaf College, Northfield, MN 55057.

**ASSOCIATION FOR FRENCH LANGUAGE STUDIES** in cooperation with **SCOTTISH UNIVERSITIES FRENCH LANGUAGE RESEARCH ASSOCIATION:** April 3-5, 1986, London. Information: Richard Towell, Dept. of Modern Languages, Univ. of Salford, The Crescent, Salford M5 4WT United Kingdom.

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES:** April 3-5, 1986, Milwaukee. Information: Gerard L. Ervin, Slavic Dept., The Ohio State Univ., 232 Cunz Hall, Columbus 43210. Telephone: (614) 422-4398/6733.

**IRONY AND SATIRE IN FRENCH LITERATURE:** April 3-5, 1986, Univ. of South Carolina, Columbia. Information: Freeman G. Henry, Dept. of Foreign Languages, Univ. of South Carolina, Columbia, SC 29208.

**NORTHEAST MODERN LANGUAGE ASSOCIATION:** April 3-5, 1986, New Brunswick. Information: Ida H. Washington, Foreign Literature and Languages, Southeastern Massachusetts Univ., North Dartmouth, MA 02747.

**OHIO MODERN LANGUAGE TEACHERS ASSOCIATION:** April 10-12, 1986, Cleveland. Information: Robert Novotny, 6317 Austin Dr., Ashtabula, OH 44004.

**FIFTH ANNUAL CONFERENCE ON LANGUAGES FOR BUSINESS AND THE PROFESSIONS:** April 10-12, 1986, Ann Arbor. Information: Dr. Geoffrey M. Voght, Dept. of Foreign Languages and Bilingual Studies, Eastern Michigan Univ., Ypsilanti, MI 48197. Telephone: (313) 487-0178/0130.

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES:** April 16-18, 1986, Washington, D.C. Information: James Dodge, Northeast Conference, P.O. Box 623, Middlebury, VT 05753.

**AFRICAN LITERATURE ASSOCIATION CONFERENCE:** April 16-19, 1986, Michigan State University, East Lansing, MI. Information: Kenneth Harrow, Dept. of Humanities, S. Kedzie Hall, Michigan State University, East Lansing, MI 48824-1032.

**KANSAS FOREIGN LANGUAGE ASSOCIATION:** April 18-19, 1986, Manhattan, KS. Information: Murle Mordy, Ottawa Univ., Ottawa, KS 66067.

**KENTUCKY FOREIGN LANGUAGE CONFERENCE:** April 24-25, 1986, Lexington. Information: Boris Sorokin, Dept. of Slavic and Oriental Languages, 1105 Patterson Office Tower, Univ. of Kentucky, Lexington, KY 40506-0027.

**SIXTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES:** May 14-16, 1986, Cincinnati. Information: Boris G. Salazar, Dept. of Romance Languages and Literatures, M.L. 377, Univ. of Cincinnati, Cincinnati, OH 45221-0377.

**DEUXIÈME CONGRÈS DE L'ASSOCIATION CANADIENNE DES PROFESSEURS DE FORMATION DE MAÎTRES:** May 15-17, 1986, Vancouver, B.C. Information: André Obadia or Marie Desrosiers, Simon Fraser University, College of Education, Burnaby, B.C., Canada, V5A 1S6. Telephone: (604) 291-3166 or 3149.

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH:** July 7-11, 1986, Montréal. Information: AATF, 57 E. Armory Ave., Champaign, IL 61820. Telephone: (217) 333-2842.

**ASSOCIATION FOR FRENCH LANGUAGE STUDIES:** September 19-21, 1986, Univ. of Newcastle-upon-Tyne. Information: G.E. Hare, Dept. of French Studies, Univ. of Newcastle-upon-Tyne, NE1 7RU United Kingdom. Telephone: 0632 328511.

**ELEVENTH ANNUAL COLLOQUIUM ON MODERN LITERATURE AND FILM: THE NOVEL, 1800-1950:** September 25-27, 1986, Morgantown, WVA. Information: Armand E. Singer, Foreign Language Dept., Chitwood Hall, West Virginia University, Morgantown, WVA 26506. Telephone: (304) 293-5121.

## Calendar of Events *(continued)*

ELEVENTH ANNUAL EUROPEAN STUDIES CONFERENCE: October 2-4, 1986, Omaha, NE. Information: Louise Morgan, Conference Secretary, College of Continuing Studies, PKCC, Univ. of Nebraska at Omaha, Omaha, NE 68182-0373. Telephone (402) 554-2391.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 17-19, 1986, Lake Kiamesha. Information: Robert J. Ludwig, 1102 Ardsley Rd., Schenectady, NY 12308.

LA FERTILISATION TERMINOLOGIQUE, COLLOQUE INTERNATIONAL: October 24-25, 1986, Paris É.S.I.T. Information: Pierre Lerat, Dépt de Linguistique, Univ. Paris-Nord, Av. J.B. Clément, F-93430 Villetaneuse, France.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 21-23, 1986, Dallas. Information, ACTFL, 579 Broadway, Hastings-On-Hudson, NY 10706. Telephone: (914) 478-2011.

INTERNATIONAL CONFERENCE ON SECOND/FOR-  
EIGN LANGUAGE ACQUISITION BY CHILDREN (with  
ACTFL): November 19-20, 1986, Dallas. Information: Rosemarie  
A. Benya, East Central Univ., Ada, OK 74820. Telephone: (405)  
332-8000, ext. 290.

## 1985 MINA P. SHAUGHNESSY AND KENNETH W. MILDENBERGER PRIZES

The Committee on Teaching and Related Professional Activities of the Modern Language Association invites nominations for the sixth annual Mina P. Shaughnessy and Kenneth W. Mildenerger Prizes. The committee solicits submissions for the Mina P. Shaughnessy Prize for an outstanding research publication in the field of teaching English language and literature and for the Kenneth W. Mildenerger Prize for an outstanding research publication in the field of teaching foreign languages and literatures. Each prize will be awarded for a work (book or article) published in 1985. Authors of works nominated need not be members of the Association. In selecting recipients for the prizes, the selection committee will look for evidence of fresh and effective approaches to teaching and for works that are likely to be widely useful. Each award, which consists of a check of \$500, a certificate, and a year's membership in the MLA, will be announced and presented at the Association's Annual Convention in December of 1986.

To enter works into competition, send six copies of each work and a letter of nomination indicating the titles submitted, the authors, and the dates of publication to either the Mina P. Shaughnessy Prize or Kenneth W. Mildenerger Prize, Modern Language Association, P.O. Box 788, Cooper Station, New York, NY 10276. Nominations will be accepted until 1 May 1986. For further information, please contact Theresa Kirby, Research Programs, Modern Language Association.

---

**AATF National Bulletin (ISSN 0883-6795)**  
American Association of Teachers of French  
57 East Armory Avenue  
Champaign, Illinois 61820

Second Class Postage Paid Champaign, IL 61820
--