



American Association of Teachers of French

NATIONAL BULLETIN

Volume 12 No. 1 September 1986

FROM THE PRESIDENT...

MOBILISATION PÉDAGOGIQUE... otherwise known as *Opération MoPed*

Important news for French teachers: discussions that began in April at the Centre International d'Études Pédagogiques in Sèvres and continued recently during the AATF annual meeting in Montreal have led to important initiatives for improving the support structures for the teaching of French in the United States. In this issue of the *National Bulletin* you will find information on some of the evolving projects jointly sponsored by the Services Culturels du Ministère des Affaires Étrangères and the AATF.

(1) The Services Culturels will provide **pedagogical aids** that can be obtained through the AATF national headquarters for very low or no cost. This information will be regularly announced through the *National Bulletin*. These materials will greatly expand and update the pedagogical aids offerings of the Association.

(2) Soon chapter officers will receive information from their Regional Representatives concerning the program entitled **Français 2001**. This program will seek to pair the nine AATF regions with French (and Quebec) regions for collaborative projects ranging from student correspondence to community exchanges. The classes involved may participate in a collective contest leading to visits abroad by members of the winning classes in both countries.

(3) A **brochure** addressed to students and parents stressing the value of learning French for today's world: we hope to see this joint Franco-Québécois project realized and widely distributed in the coming months.

(4) A **valise pédagogique** is being developed that can be circulated in numerous copies in every region of the United States. It will emphasize the technological and commercial aspects of French as well as its cultural actuality throughout the Francophone world.

(5) It is hoped that a professional short **film** can be developed, suitable for widespread TV airing, promoting the learning of French.

(6) French specialists on the teaching of French as a foreign language will be visiting the United States in the **bus pédagogique** to meet with teachers; they will hold workshops wherever possible at regional meetings of the AATF and other meetings of foreign language teachers. There is much original work being done in France that is of interest to teachers in the United States, but publications cannot communicate all its gist, and such direct contact with those involved in the research and development will be an invaluable contribution to our own work.

(7) In conjunction with these initiatives, the AATF will be launching a major effort to contact French teachers in every

state and better inform them about the activities of the Association. We will be seeking the help of chapter officers and other concerned members to identify non-members who are perhaps unaware of the Association and its services in support of the French teacher.

Opération MoPed is under the supervision of a committee headed by AATF Vice President Patricia Cummins (Northern Arizona University). *Opération MoPed* is a most encouraging development fostered by numerous participants, and one which we hope to see expand further. We invite not only your active participation but your suggestions for how it can be made more effective as the program matures.

Philip Stewart
Duke University

In this issue...

Readers will note the following new or renewed features that are to be regular items in the *National Bulletin*:

- **LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE** is a new feature that will appear in each issue. The *attachés linguistiques*, Messrs Jean-Michel Cabanis, Gabriel Otman, and Albin Pasco, will keep us informed of news, services, and materials from the French Cultural Services. (See p. 3 in this issue for this new item.)

- **MEMBERS' NOTES** appears in an expanded format. Readers are asked to contribute significant news items concerning AATF members. Contributions should include an address and telephone number where the person can be reached for additional information and a glossy black and white 2 x 2 photo whenever possible.

- **CLASSROOM ACTIVITIES THAT WORK** is a column to which readers are asked to contribute brief descriptions of activities they have found successful in the classroom.

Readers will also note that **CALLS FOR PAPERS** have been eliminated, except those related directly to AATF and FIPF meetings. The reason for this change in policy is a lack of space and the cost of providing this free publicity for organizations other than AATF.

In addition, readers will find a number of related articles throughout this issue resulting from the colloquium held at Sèvres, France, April 7-13, 1986. See pages 5, 6, and 7 for these articles.

CLOIS Quarterly Summary, April 1986

- Collaborated closely with Senate staff members on the reauthorization of Title VI of the Higher Education Act. Through a series of eleven individual meetings, successfully suggested amendments, strategies and positions to strengthen provisions for teacher training in summer institutes, proficiency research, funds for less-commonly-taught languages, and provisions for language resource centers.
- Worked with House and Senate staff to include language education provisions in trade legislation initiatives. Monitored, analyzed and disseminated information about the impact of the Gramm-Rudman deficit reductions and the Administration's budget proposals.
- Mailed to the entire CLOIS network (approximately 600 organizational, media and individual contacts) a legislative alert on the Budget, Gramm-Rudman and the Higher Education Act. Three additional alerts were sent to CLOIS members.
- Co-sponsored with the Congressional International Education Study Group and the Liaison Group a session on Capitol Hill for members and staff dealing with the effect of proposed budget reductions, immediate Gramm-Rudman sequestrations and future Gramm-Rudman cuts on international education, foreign languages and exchanges.
- Completed, on March 31, an updating of the JNCL inventory of state initiatives in foreign languages and international education. This material was sent to officials in every state for changes and additions and is now ready for publication and distribution.
- Met with staff and offered JNCL's assistance in calling Congressional attention to the CCSSO "Recommendations on International Education." Discussed mechanisms for gaining broad public and policy consideration of these recommendations.
- Prepared materials for and summarized the deliberations of the JNCL/CLOIS Policy Committee for consideration at the annual meeting.
- Continued regular meetings with other Washington-based organizations who either are or should be interested in languages and international studies. The Director made presentations to a session at the Georgetown Roundtable and the Nebraska Foreign Language Association.
- Implemented new budgetary procedures intended to eliminate the JNCL/CLOIS deficit and cash flow difficulties. Reorganized and hired new staff.
- Researched, compiled and distributed a packet of materials sent to every Member of Congress prior to National Foreign Language Week. The packet was accompanied by a "Dear Colleague" letter signed by ten Democratic and Republican Senators and Representatives stressing the national importance of foreign languages.

CALL FOR PAPERS AATF ANNUAL MEETING 1987

President Philip Stewart is accepting proposals for presentations, papers, and workshops for the next AATF Annual Meeting, to be held July 1-5, 1987 in San Francisco. Send your proposals to him at the following address; Program Chair, AATF Convention, Department of Romance Languages, Duke University, Durham, NC 27706; telephone (919) 694-3707.

HOW DO YOUR CONGRESSMEN VOTE ON FOREIGN LANGUAGE ISSUES?

Lobbyists and special interest groups always keep track of the way their representatives vote on the things that matter most to them. We should do the same on educational issues, and the Committee on Languages and Other International Studies (CLOIS, allied with the Joint National Committee on Languages) now makes it possible to do so. Thanks to a compilation of selected votes on issues concerning languages and international study, supporters and opponents of language education can be more readily identified. CLOIS is of course a non-partisan organization, but parents and teachers as well as any civic group can and should expect politicians of any party to address educational issues and answer for their voting record.

This congressional voting tabulation may be obtained from CLOIS, 4th floor, 20 F Street, N.W., Washington, D.C. 20001 or from AATF National Headquarters, 57 East Armory Avenue, Champaign, IL 61820. Write also to encourage the numerous congressmen who scored 100%!

AATF NATIONAL BULLETIN

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LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

This column is a new and regular feature of the *National Bulletin*. It will contain announcements of interest and important information for teachers of French at all levels.

RENSEIGNEMENTS, INFORMATIONS, QUESTIONS

Pour obtenir des informations sur le système éducatif français, l'accès aux universités, les stages linguistiques et pédagogiques en France, les bourses d'été de recyclage, vous pouvez vous adresser au Service Culturel Français de votre circonscription.

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Virginia

DES CHANSONS FRANÇAISES

Lors du colloque franco-américain de Sèvres en avril 1986, puis lors de la convention de l'AATF à Montréal, les Services Culturels Français ont proposé, en accord avec le Comité Exécutif de l'AATF, de faciliter la diffusion régulière auprès des membres de l'association **de documents authentiques** écrits, sonores ou visuels sur la langue et la culture françaises contemporaines.

Pour inaugurer cette formule, les services culturels ont remis gratuitement à l'AATF un lot de 1000 cassettes de chansons françaises actuelles comprenant 14 titres (Julien Clerc, Yves Simon, Renaud, Catherine Lara, ...). **Pour obtenir une**

cassette, écrire directement à l'AATF, 57 E. Armory Avenue, Champaign, IL 61820, tél. (217) 333-2842 et joindre un chèque d'un montant de 1 dollar pour frais d'expédition, à l'ordre de l'AATF.

Attention, seules, les 1000 premières demandes seront satisfaites.

FRANÇAIS 2001: UN CONCOURS INTERNATIONAL

Les Services Culturels Français organisent en 1987 un concours international afin de promouvoir la langue française auprès des jeunes de pays d'Europe et d'Amérique du Nord. Dans chaque pays participant, l'organisation du concours est assumée par les associations de professeurs de français en liaison avec les services culturels.

Ce concours vise à promouvoir l'image du français dans la perspective de faire connaître la diversité culturelle et le dynamisme économique des 22 régions de France, dont les pouvoirs sont maintenant étendus.

Lors du congrès de l'AATF à Montréal, le Comité Exécutif de l'association a donné son accord de principe et son soutien pour la mise en œuvre d'un tel concours, selon les modalités générales suivantes.

• Jumeler 9 régions de France et les 9 régions de l'AATF

Greater New York (I): Joan L. Feindler, The Wheatley School, Old Westbury, NY

New England (II): Karen U. Dorsch, Winnisquam H.S., Tilton, NH

New York State (III): Peter Flinders, The Harley School, Rochester, NY

Middle Atlantic (IV): Josette J. Smith, The Baldwin School, Bryn Mawr, PA

South Atlantic (V): Douglas Cardwell, Salem College, Winston-Salem, NC

East Central (VI): J. Sanford Dugan, Eastern Michigan University, Ypsilanti, MI

West Central (VII): Dianne B. Hopen, Humboldt Sr. H.S., St. Paul, MN

Southwest (VIII): Maurice Elton, Southern Methodist University, Dallas, TX

Pacific (IX): L. Michèle Shockey, Gunn H.S., Palo Alto, CA

Chacune de ces régions de l'AATF sera appariée avec une région de France (par exemple la Bretagne, la Normandie, l'Auvergne, etc.). Le représentant régional recevra ainsi l'appui logistique et le parrainage des partenaires de région: conseil régional, entreprises, chambres de commerce, associations culturelles et éducatives, syndicats d'initiative, radios, télévisions, journaux locaux, écoles, ... Le choix de la région sera laissé à l'appréciation de l'AATF et des régions françaises.

• Première phase du concours

Un concours sur le thème de la connaissance des régions de France. La participation au concours s'effectuera sur le mode collectif (groupe de dix concurrents). On pourra distinguer deux classes d'âge: les 12 à 14 ans (7th to 9th grade) et les 15 à 17 ans (10th to 12th grade).

Les concurrents devront réaliser:

(1) soit une étude ou enquête (comprenant des documents

écrits, sonores ou vidéo), sous la forme d'un voyage imaginaire présentant la région de France choisie à un public de leur âge;

(2) soit écrire un court roman, éventuellement illustré, du genre "une histoire dont vous êtes les héros, et où l'action se passerait dans la région de France choisie".

Des jurys seront constitués au niveau de chaque région de l'AATF pour sélectionner les œuvres des participants. Une sélection nationale sera opérée et l'équipe retenue gagnera un voyage en France, parrainé par la région élue. Une rencontre internationale rassemblera pour une franco-fête, l'ensemble des groupes récompensés.

• **Deuxième phase du concours:**
"Français sans frontières"

Dans l'esprit des grandes mobilisations internationales réalisées à travers la chanson ou le sport pour l'aide aux pays en détresse, cette seconde phase proposera aux jeunes apprenants de français langue étrangère une compétition humanitaire: il sera demandé aux concurrents de "monter", en collaboration avec leurs partenaires des régions, un projet concret d'aide au co-développement pour un pays francophone en difficulté.

Pour la seconde phase, les groupes lauréats se verront offrir les moyens d'aller sur place participer à la mise en oeuvre de leur projet d'aide.

Des enjeux mobilisateurs

Ce concours fera donc appel à l'imagination et à la générosité des jeunes, à leur sensibilité, et à leur initiative, en leur proposant de découvrir et d'exprimer une image dynamique de la francophonie et du français d'aujourd'hui.

Il peut ainsi contribuer à développer une motivation à l'apprentissage du français nourrie d'autres représentations que celles des seules "épreuves" scolaires. Mais il contribuera aussi à donner du français l'image d'une langue porteuse des expériences, des besoins et des espoirs de la vie aujourd'hui.

Les modalités précises de ce projet et le règlement définitif du concours seront fixés début octobre 1986, par les représentants régionaux de l'AATF en liaison avec les Services Culturels Français.

Si vous souhaitez que votre école participe à l'opération Français 2001, ou si vous voulez en savoir plus à ce sujet, vous êtes invités à prendre contact avec le représentant de votre région ou avec les attachés linguistiques des Services Culturels Français.

- pour l'ouest des États-Unis: San Francisco
Jean-Michel CABANIS (415) 397-4330
- pour le centre des États-Unis: Chicago
Gabriel OTMAN (312) 664-3525
- pour l'est des États-Unis: New York
Albin PASCO (212) 570-4400

Albin Pasco
Attaché linguistique

MARKETING YOUR FOREIGN LANGUAGE PROGRAM

Several years ago, isolationist attitudes and other factors resulted in declining enrollments in foreign language classes in most high schools throughout the United States. In recent years there has been a renaissance of foreign languages in the curriculum, especially as there is renewed emphasis on academic excellence. With this emphasis, however, came increased requirements and less time for electives. Unfortunately, foreign language courses are still classified as electives in most states. The result is that foreign language teachers need to continue a marketing approach in order to maintain enrollments.

To combat these problems, teachers in the Foreign Language Department at Lakeview High School in Battle Creek, Michigan developed several measures for marketing the department. These activities include a Foreign Language Week, a show for the student body, active participation in an 8th grade Open House for parents and incoming freshmen, and opportunities to travel to countries where the languages taught are spoken.

Foreign Language Week is scheduled a week or two prior to registration for the next year's classes. For variety, some aspects are changed each year but generally include posters in the halls, brief announcements in the languages during regular morning announcements, locker signs, bulletin boards and displays. Before Foreign Language Week, each student makes a poster as a homework assignment or test grade. The best posters are put on special display and judged for prizes. The remaining posters are hung throughout the halls and in the cafeteria. Some students design locker signs for extra credit. The better designs are copied on dittos and the copies are given to all language students to color and place on their lockers. The announcements are brief and simple. A student from each language group is chosen for good pronunciation and diction to read the announcements. Bulletin boards are decorated. Displays relating to the cultures of the languages (châteaux, bullfights, Roman ruins, etc.) are set up throughout the school. Meals are coordinated with the cafeteria for an international flavor during the week.

To add variety to Foreign Language Week, international days and banquets are sometimes held. International days have included T-shirt Day, Button Day, Hat Day, Dress-up Day, etc. International banquets have been held after school or during a half-day in-service.

Stage shows are presented before the student body as an all school assembly. As there are three different languages taught at Lakeview, each language plans approximately 15 minutes of entertainment. Presentations have included short plays, songs, TV commercials, dances, and poetry readings in the different languages. (The cancan performed by male French students is especially popular.)

Inviting parents and supplying information to newspapers about Foreign Language Week and the show increase the department's visibility. Newspaper articles sometimes include photographs of student participants.

An Open House for 8th grade students and their parents provides another opportunity to market the department. This meeting is scheduled just before the eighth graders register for their freshman classes. Often, letters have been sent home before the Open House stressing the importance of studying foreign languages. At the Open House, the head of each department presents a two or three minute talk. At the end of a talk given by the head of the Foreign Language Department

NEW AATF COMMISSION ESTABLISHED: Commission on *Mobilisation Pédagogique*

At the 1986 AATF convention in Montreal, a new commission was formed to help improve the teaching of French in the United States. It has since come to be called the Commission on *Mobilisation Pédagogique*, or, as it may be called by some, the MoPed Commission. The group was created as a direct result of a colloquium held in Sèvres, France in April 1986. At that colloquium the French Ministry of Foreign Affairs brought together French and American educators, publishers and producers of pedagogical materials, and representatives of different French ministries who work with American teachers of French. The purpose was to find out how the needs of teachers could best be met by suppliers of goods and services and also to consider questions concerning the image of France in the United States.

During the Montreal convention, the French Ministry of Foreign Affairs announced the members of the French committee that will work with the AATF Commission just formed. Representatives of different ministries, French educational institutions, publishers, industry, and others were included. Raymond Le Ruyet, Sous-Directeur de la politique linguistique at the Ministry of Foreign Affairs heads the French committee.

President Philip Stewart announced the composition of the American commission during the Montreal meeting. Vice-President Patricia W. Cummins will preside over the new AATF commission whose members will include Josette Smith (AATF Regional Representative), Dianne Hopen (AATF Regional Representative), Jean Carduner (University of Michigan), Isabelle Kaplan (ACTFL Headquarters), Edward Knox (Middlebury College), Marie Galanti (*Journal Français d'Amérique*), and Paul Griffith (Illinois Office of Education).

Work of the Commission

The primary goal of the Commission reflects its title: to take steps to improve the instruction of French in the United States. To achieve that goal, the French and American commissions will work together in cooperation with the French Cultural Services. The groups will maintain close contact with representatives from the Quebec government who will participate in much of the work of the groups, and with other French-speaking countries as deemed appropriate.

(1) **Materials.** Participants in the Sèvres colloquium were introduced to textbooks, software packages, and audio-visual materials for every level. Producers of these materials asked members of the AATF Executive Council for information on the needs of American teachers of French. Not being able to answer for all teachers of French, the Council agreed to include a questionnaire in a fall issue of the *National Bulletin* — that questionnaire appears separately in this issue. A subcommittee dealing with materials is planned, and that subcommittee will pass along information obtained through the questionnaires to those who supply pedagogical materials on both sides of the Atlantic.

(2) **Exchanges, scholarships, and internships.** Another important aspect of the Sèvres colloquium that the Commission will pursue is that of all kinds of contacts and exchanges between students and teachers. The French Cultural Services present in this issue of the *National Bulletin* the project *Français 2001* that may bring many young French students into American families and eventually American students into French families. AATF's Commission can also work to publicize available opportunities for exchanges and consider ways

to support or create new opportunities. At least one subcommittee will work on this area.

(3) **Dissemination of information.** While at Sèvres, American participants learned of many resources that they could use to varying degrees. Bibliographic information, data bases, organizations willing to work with American colleagues, and a variety of other useful information were provided. Realizing that some sources of information are more useful than others, we are planning a subcommittee to help sift through what is available and find an appropriate way to disseminate it to AATF members and other colleagues. During the Montreal meeting, discussion also focused on resource centers within the AATF and outside the organization.

Concrete Projects Planned

As a result of the groundwork laid for the French and American commissions, several concrete projects are planned.

(1) **Free or low-cost items to be offered by the French Cultural Services through AATF.** In each issue of the *National Bulletin*, the French Cultural Services will announce the availability of free or low-cost items through AATF National Headquarters. These may include posters, cassettes, slides, and other items of use to teachers.

(2) **Brochures.** The French Cultural Services will assist the AATF in furnishing brochures on the study of French within the coming year.

(3) **FACSEA.** Low-cost films available through this Cultural Services arm will be publicized more widely.

(4) **Bus pédagogique et valise pédagogique.** Promotional items on France (records, tapes, slides, software, books, etc.) will travel to teachers of French around the country in a bus (a real bus with French materials) or in a suitcase provided by an AATF regional representative. The materials are produced in France for teachers of French.

(5) **Bulletin from the Centre International d'Études Pédagogiques (C.I.E.P.) in Sèvres.** The C.I.E.P., which hosted the April colloquium, is willing to publish a bulletin announcing meetings and other items of interest so that teachers of French will know what is occurring in France.

(6) **A questionnaire on materials.** The questionnaire for AATF members found in this issue of the *National Bulletin* will be used by both the American and French commissions to provide information to suppliers of pedagogical materials.

(7) **Français 2001.** Regional representatives and AATF leadership are already working with the Ministry of Foreign Affairs to make this exchange program a reality. Small numbers will participate in the late 1980s.

Participation of AATF Members

If you are interested in working on any of the three subcommittees described under the heading "Work of the Commission," please write to Commission Chairman Patricia W. Cummins, Department of Modern Languages, Box 6004, Northern Arizona University, Flagstaff, AZ 86011.

LE "FRENCH BUS"

Il roule pour vous. De ville en ville. D'école en école. Il s'arrête à la porte de votre établissement. Des enseignants français en descendent. Ils accrochent à la boutonnière de leurs hôtes le badge-symbole de ce qui les a fait venir : les échanges entre la France et les États-Unis qu'organise la MICEFA - la Mission Interuniversitaire de Coordination des Échanges Franco-Américains (1). Ils déchargent leurs coffres remplis de documents authentiques.

Pendant les deux ou trois premiers jours, ils animent des ateliers. Pendant les deux semaines suivantes, ils interviennent dans les classes. L'objectif, c'est que les Américains professeurs de français prennent le relais, qu'ils exploitent eux-mêmes les matériaux originaux, qu'ils communiquent leurs expériences pédagogiques à leurs collègues, qu'ils constituent des réseaux de ressources, bref qu'ils essaient... et -pourquoi pas?- qu'ils créent, dans leur district, dans leur État, leur propre bus pédagogique...

Premières expériences

Les deux premiers passages du Bus (2) ont eu lieu à New York (mars 1986) et Boston (avril 1986). À New York, trois écoles publiques ont été choisies par le *Board of Education* : l'une à Manhattan, les autres à Queens et à Brooklyn. À Boston une dizaine d'écoles ont été ciblées en coopération avec l'AATF : elles sont pour moitié privées, pour moitié publiques; les unes assurent un enseignement classique, les autres un enseignement technique. À chaque passage du Bus, une cinquantaine d'enseignants de français sont impliqués et plus de deux mille élèves.

Dans les classes, la langue utilisée est presque exclusivement le français. Les supports pédagogiques sont des émissions de télé, des clips vidéo, des publicités, des transparents, des bandes dessinées. Les élèves sont incités à communiquer avec l'équipe, mais aussi entre eux. Presque tous les groupes d'élèves apprennent une chanson. Deux tonnes de matériaux sont distribués à l'occasion de ces voyages initiaux.

Dans les ateliers pédagogiques, l'approche est pratique plutôt que théorique. Parmi les thèmes abordés : l'utilisation de la presse, de la publicité et de la vidéo; l'approche communicative; la langue par la civilisation et la civilisation par la langue; l'analyse de la société française selon les styles de vie, etc...

Le prochain Bus ira à Saint-Paul-Minneapolis du 9 au 25 octobre 1986. À cette occasion, les animateurs français participeront à la *State Language Conference* de l'État du Minnesota. Ils en profiteront également pour présenter le Bus à la *State Language Conference* de Californie le 18 octobre. Le carnet de commande du Bus se remplit : sept autres passages sont prévus pour l'année universitaire 1986-1987.

L'art d'accommoder les documents authentiques

"Dites, madame, quelle langue les écoliers français parlent-ils, le soir, lorsqu'ils rentrent à la maison ?". Cette question d'un petit new yorkais à une animatrice du Bus en dit long sur la nécessité de projeter une image de la France qui évoque moins les archives, les archaïsmes, les musées, et plus la vie, le mouvement, l'avenir.

Dans le Bus, tout est centré sur les documents authentiques qui permettent de motiver les élèves tout en redressant l'image qu'ils ont de la France. L'équipe française pratique, avec vous, l'art d'accommoder les documents authentiques. Comment les exploiter ? C'est le thème d'ateliers réservés aux professeurs de français à l'arrivée du Bus. Comment les faire vivre ? C'est le rôle des interventions menées par les

animateurs français dans les classes. Comment les identifier ? C'est l'information qu'apporte l'équipe française sur les sources de documentations (journaux, livres, banques de données). Comment les faire circuler ? C'est le principe même du Bus qui va de lieu en lieu. Comment les fabriquer ? C'est ce qu'on apprend, plus particulièrement, dans les stages de recyclage en France.

Tels sont les objectifs du Bus qui circule aux États-Unis. Tels sont aussi les objectifs des stages de formation de formateurs que la MICEFA organise en France, chaque année, en juillet. Le Bus et les stages (3) sont les deux volets d'une même volonté pédagogique. La différence est dans le dosage. Dans le Bus, l'aspect "exploitation" et "circulation" des documents domine. Dans les quatre semaines du stage en France, l'accent est plutôt mis sur "l'identification" et la "fabrication" des matériaux à partir d'une expérience vécue à Paris et dans des familles en province, et à l'occasion de contacts interactifs avec des acteurs culturels, politiques, économiques et sociaux.

Valise pédagogique et valise promotionnelle

Dans les deux cas, l'essentiel est la formation pratique. Et c'est l'effet démultiplicateur qui est recherché. À cet égard, le projet du Minnesota qui vise, à la suite du passage de notre Bus, à créer un Bus géré par les écoles de l'État est exemplaire. Exemplaire aussi la façon dont les fonds levés sont utilisés, en partie, pour financer des enseignants auxiliaires, ce qui permettra aux enseignants en poste de participer, pendant deux ou trois jours, aux ateliers du Bus.

La flexibilité caractérise notre approche. Plusieurs modules sont possibles à partir des deux produits actuellement disponibles que sont le Bus et les stages. La MICEFA étudie, avec des partenaires américains, la possibilité de créer d'autres modules, par exemple, un Bus pour enseignants qui serait centré sur la formation des maîtres aux États-Unis mêmes.

En plus de ses propres documents, le Bus transporte la valise pédagogique et la valise promotionnelle préparées par le ministère des affaires étrangères. La première, comme son nom le suggère, propose plutôt des documents pédagogiques. La seconde plutôt des échantillons représentatifs dans trois domaines : les biens culturels; les biens de civilisation; les nouveaux vecteurs.

Les nouveaux vecteurs évoquent l'état des sciences et des techniques en France. Les biens de civilisation présentent les divers aspects de l'agro-alimentaire, les ressources de la géographie, de la cuisine et de la mode. Les biens culturels incluent la chanson, le cinéma, la vidéo, le théâtre, la publicité, la bande dessinée, etc.

Mais, dans chaque cas, il ne s'agit pas de "discours" écrits, audio ou visuels, mais d'une pratique : la science, c'est ici un modèle réduit de la fusée Ariane que l'écolier assemble et colle à l'aide d'un mode d'emploi rédigé en français. La géographie, c'est un ensemble de cartes et de plans illustrés de régions, de villes et de quartiers français. La mode, c'est la création des grands couturiers, mais aussi et surtout, le "look" des adolescents dans la rue.

Faire rêver, fantasmer, désirer une France d'autant plus réelle qu'elle est imaginée - c'est à cela que servent les annonces de films, les clips des chanteurs, les bandes dessinées, les émissions de radio, les images, les sons, les formes, les couleurs que contiennent les valises et les coffres.



SÈVRES, FRANCE — APRIL 1986 LUNCHEON WORKING SESSION:

Clockwise around the table: Dianne HOPEN, Josette SMITH, Joan FEINDLER, Michele SHOCKEY, Raymond Le RUYET, Philip STEWART. (Photo credit: Maurice ELTON)

SPRING COLLOQUIUM AT SÈVRES

Elsewhere in this issue of the *National Bulletin* there are references to a colloquium held April 7-13, 1986 at the Centre International d'Études Pédagogiques (CIEP) in Sèvres, France. The purpose of this article is to describe, briefly, the purpose and content of this exciting and important meeting which, it is hoped, will have a far-reaching impact on the teaching of French in the United States.

The full title of the conference is "Colloque franco-américain sur l'enseignement et la promotion de la langue française." This colloquium was organized by the Ministère des Affaires Étrangères with the active participation of the Ministère de L'Éducation Nationale. The printed program describes the colloquium as "la rencontre des principaux animateurs de l'enseignement et de la promotion de la langue française aux États-Unis avec leurs homologues français associés à des entrepreneurs culturels et économiques." Among the 55 attendees from the United States were members of the Executive Council of the AATF (Patricia Cummins, Karen Dorsch, Sanford Dugan, Maurice Elton, Joan Feindler, Dianne Hopen, Michèle Shockey, Josette Smith, and Philip Stewart), teachers, specialists in pedagogy, a number of state foreign language coordinators, representatives of various educational institutions and organizations such as the Alliance Française, publishers and developers of educational materials. Many of these persons, although attending in other capacities, are also members of the AATF. Over 100 French participants included representatives of the two ministries as well as participants from institutions involved in teacher training and resource centers, teachers of French as a second language, the educational and the public press, radio, television, cinema, and the computer industry.

The stated purpose of the meeting was to expand the knowledge of French participants concerning the teaching of French in the United States, to stimulate the teaching of French as well as Franco-American exchanges, and to promote cultural and technological products representative of modern France. Four basic themes provided the structure for the conference: (1) teaching of French as a foreign language: tools, strategies, and teacher training; (2) cultural materials; (3) new educational technologies; (4) Franco-American exchanges and the image of contemporary France. Topics related to these themes were

initially presented in morning workshops and discussion usually carried over through lunch. All participants attended a Round Table each afternoon to share ideas that had been developed and discussed in the morning workshops.¹ Debate and interchange of ideas was lively, providing opportunity to become acquainted with the participants from both sides of the Atlantic.

The *Bus pédagogique* and the *Valise pédagogique*, introduced in April, have already been traveling around the country bringing materials to local school districts and demonstrating to teachers innovative uses of these materials. Those of you who attended the meeting in Montreal may have viewed the special videotape of the highlights of the Sèvres Colloquium. The discussions continued at Montreal in open sessions and in special sessions of the AATF Executive Council devoted to sorting out proposals and to constituting an operating commission to continue the work begun at Sèvres. The week at Sèvres was exciting and overwhelming in intensity. Its spirit is still alive, as evidenced by the related articles appearing in this issue of the *National Bulletin* and by the activities that have already been planned by the Services culturels and AATF.

JBG

¹The list of workshops, organized by theme, follows:

- I. Outils, stratégie de formation à l'enseignement du français
 - A. Enseignement du français au niveau primaire
 - B. Enseignement du français au niveau secondaire
 - C. Enseignement du français au niveau supérieur
 - D. Le français dans les Affaires
- II. Biens culturels
 - A. La presse, le livre comme matériel de cours
 - B. La radio, le disque comme matériel de cours
 - C. Le cinéma, la télévision, le film publicitaire comme matériel de cours
- III. Les nouvelles technologies éducatives
 - A. Présentation générale des matériels en démonstration
 - B. Démonstration de matériel par leur réalisateur, concepteur, auteur ou éditeur
- IV. Les échanges franco-américains/l'image de la France
 - A. Les échanges universitaires
 - B. Les échanges scolaires, les jumelages de collectivités locales
 - C. L'image de la France contemporaine

MONTREAL CONVENTION SUCCESSFUL

Seven hundred fifty members and their guests attended the 59th Annual Meeting of AATF in Montreal from July 7 through July 11. Virtually all the previously announced sessions, workshops, and extra cultural events were held as planned. These programs received a largely favorable response from those present. The four Workshops (sources for authentic cultural materials, TPR, the use of song, and Quebec pedagogical methods and materials) were oversubscribed and a number of interested members had to be turned away, unfortunately, at the last minute. An abundance of regular sessions, spread over the five days of meetings, ranged from literary criticism to the application of computers to FLES; there was something for every attendee at almost every time slot. Particular emphasis was placed on sessions concerning FLES and FL pedagogy as practiced in Quebec. A number of these sessions were directly organized by local professional groups, specifically the Association québécoise des professeurs de français (AQPF), the Association québécoise des écoles françaises (AQEF), the Association québécoise des enseignants de français langue seconde (AQEFLS), and the Fédération internationale des professeurs de français (FIPF). The three evening functions, again well attended, consisted of readings of poetry by Quebec authors, a song recital by professional singers Pascal Normand and Sylvain Lelièvre, and a repeat of the previously successful (1980) cruise on the Saint Lawrence.

Afternoons were left open, deliberately, so that our *congressistes* would have sufficient time to explore the interesting bilingual city that is Montreal. The ideal downtown location of the Convention hotel, the Queen Elizabeth, with its easy access to the well-known underground shopping areas and subway, facilitated these daily outings.

Highlights of the meeting included the plenary session address by Mr. Claude Ryan, Quebec Minister of Education, who emphasized the authenticity and availability of Quebec source materials for the teaching of French at all levels in the U.S.; the fifty exhibit booths (an all-time AATF record) where members could see the latest in pedagogical materials, including books, films, videos, and computer software; the ever-present press room (an unusual addition to our Convention) where local radio and TV reporters held interviews with attendees and members of the AATF Executive Council; the summer immersion camp near Montreal where a small number of children of members spent the week improving their French while their parents attended sessions.

Much of the success of this second annual meeting held in Quebec must go to the Quebec Ministry of International Relations and the director of its U.S. section, Mr. Pierre Jolin, who helped the AATF obtain numerous speakers and make the many useful contacts necessary to the preparation of such a complex undertaking. We are particularly grateful to Mr. Marcel Gaudreau of the same Ministry who served as primary AATF contact during the months preceding the opening of the meeting and who had already fulfilled a similar function in Quebec City in 1980 during our first meeting in Quebec.

We must not fail to mention the efforts of retiring Editor in Chief of the *FRENCH REVIEW*, Professor Stirling Haig, who put together for the occasion another interesting and valuable issue devoted exclusively to Quebec culture (May 1986), following up his similar venture of six years ago (May 1980). Additional copies of both issues are still available for purchase from AATF National Headquarters.

Finally, it is important to note that the meeting will not be a one-time isolated affair that Conventions sometimes seem to be to both insiders and outsiders. In particular, we cite the ongoing deliberations of our two most active AATF Commissions, Pedagogical Materials headed by Vice President Patricia Cummins and Professional Standards headed by Professor Joseph Murphy. Both commissions will have important reports to make to AATF members at our next Annual Meeting in San Francisco, July 1-5, 1987. The Commission on Pedagogical Materials is in fact evolving into a most practical entity whose new acronym is MOPED and about which you can read more in this issue of the *NATIONAL BULLETIN*.

The San Francisco Convention is already in the planning stages and those of you who decide to attend will again find a warm welcome from another major cosmopolitan city, and a full schedule of workshops, sessions, and cultural opportunities not to be missed. Please reserve the dates mentioned above and join us at the Hôtel Méridien for an outstanding meeting.

Fred M. Jenkins
Executive Director

Mark your calendars now for the 60th Annual Meeting of AATF July 1-5, 1987 San Francisco

This will be the first time that AATF will meet on the West Coast since its founding in 1927. There will be special convention hotel rates at the Hôtel Méridien and reduced airfares through United Airlines. In addition to the regular sessions, workshops, and cultural events there will be drawings for free travel to San Francisco, Paris, and Tahiti. Watch for more details in forthcoming issues of the *NATIONAL BULLETIN*.

NOUVELLE REVUE PÉDAGOGIQUE

FRENCH AMERICAN INSTITUTE FOR INTERNATIONAL STUDIES, association sans but lucratif, publie à partir du mois de septembre 1986 à l'intention des professeurs américains de français une revue pédagogique mensuelle: *PAGES D'ÉCRITURES*. Cette revue, écrite en France par les meilleurs spécialistes du français langue étrangère, comporte une série de fiches pédagogiques pour chaque niveau d'enseignement, et divers articles sur l'actualité littéraire, artistique, théâtrale et culturelle.

L'originalité de *PAGES D'ÉCRITURES*, est que cette publication s'accompagne d'un ensemble de services à travers lesquels le professeur américain de français trouvera l'aide qu'il attend. Il y a en particulier un service de correspondance personnalisée avec l'équipe de rédacteurs dans le cadre duquel le professeur américain pourra exposer tous ses problèmes quels qu'ils soient, d'une simple difficulté rencontrée en classe à l'organisation d'un séjour en France.

Pour tout renseignement concernant *PAGES D'ÉCRITURES* et FRENCH AMERICAN INSTITUTE FOR INTERNATIONAL STUDIES, contactez: FRENCH AMERICAN INSTITUTE FOR INTERNATIONAL STUDIES, 5151 San Felipe, Suite 1500, Houston, TX 77056. Tél.: (713) 439-6502.

ROCKEFELLER FOUNDATION AWARDS 95 FELLOWSHIPS FOR SUMMER 1986

The Rockefeller Foundation awarded 95 scholarships to high school foreign language teachers for summer 1986. Of that number, 36 teachers of French received the much coveted scholarships to work on a wide variety of projects. Anyone interested in applying for summer 1987 has until **October 31, 1986** to do so. Interested teachers may obtain further information and official applications from most Academic Alliance collaboratives or from the central Fellowships office: The Rockefeller Foundation Fellowships for Foreign Language Teachers in the High Schools, Academic Alliances, 210 Logan Hall, University of Pennsylvania, Philadelphia, PA 19104-6384. Tel. (215) 898-2745.

The following is a list of the award-winning teachers of French and a brief description of their projects:

Paul C. Acheson, New Milford, CT: High School French Curriculum Design for the Future: develop computer lessons in French and visit Lyon to document the city and the school with which his high school has a forthcoming exchange program.

Dennis N. Asselin, Cheyney, PA: In Search of the Quebecois Identity: independent study and coursework at Laval University in Quebec City resulting in study units on French Canada.

Daniel C. Battisti, Springfield, MA: In Pursuit of Quebec: New England teacher has many students with French-Canadian background but little knowledge of their roots. Study in Montreal resulting in development of units on the history, literature, fine arts, language, geography, and society of Quebec province.

Anna B. Boller, Atlanta, GA: New Audio-Visual Approaches to Teaching French: attend program in Rouen on newest methods for teaching French, and a program in Paris on incorporating audio-visual techniques in the classroom.

Doris S. Brody, Philadelphia, PA: French Technology and Business: pursue formal coursework in French business in Paris and visit French companies that use new technology in order to show students another side of France.

Arthur N. Burnah, Woodland Hills, UT: French Teaching Methods: take courses in civilization, methodology, and literature at the University of Dijon, then meet with teachers in Parisian high schools to compare teaching methods.

Joan V. Campbell, Blacksburg, VA: The Gothic Cathedral in France: photograph and research Gothic cathedrals in Picardy, Touraine, and Normandy to offer to all levels of her French classes.

Suzanne M. Cappozzo, Chicago, IL: Up Close and Personal with Native French Speakers: to videotape interviews in France, Belgium, and Switzerland to teach her students regional accents, and diversity.

Colleen J. Combs, Colchester, IL: Summer of French Immersion: study French language and civilization at the Sorbonne; research historical sites in France, Switzerland, and Belgium to enhance the French curriculum at her school, where she is the only foreign language teacher.

Beverly L. Concannon, Oakland, CA: Strategies for Satellite Television: to complete "electronic classroom" project by gathering technological information and making contacts in France.

Sylvia S. Countess, Oak Ridge, TN: Today's French Culture: visit the eight regions of France studied in her classroom to videotape and record interviews with various inhabitants.

Elaine H. Danford, Lexington, VA: Folklore and Culture of Senegal: study African francophone literature in Avignon; travel in Senegal collecting material for use in the classroom.

Maureen D. Delgado, Cypress, TX: Returning to the Sources: last studied in France in 1960; literary pilgrimage to photograph the settings of works of French literature studied in her classroom.

Blynn D. Field, Charlotte, NC: The Regional Dances of France: pursue formal study at the University of Dijon; document regional folkdances and festivals for use in classroom.

David S. Greenberg, Schenectady, NY: Educational Television in the Teaching of Foreign Languages: study educational technology at Laval University in Quebec in order to use television as a teaching tool in the foreign language curriculum.

Kathryn Hamilton, Ulysses, PA: Foreign Languages in a Rural High School: teacher of French and German, only foreign language teacher in a rural agricultural community; interview French families that have hosted students and attend a Goethe Institute course in German.

Betty S. Hickox, Savannah, GA: Research Projects in France: attend courses in Angers; informal research on teaching methods; prepare mini-studies on topics unique to the Anjou region.

Paul Keene, Durham, NC: Study and travel in Senegal: research Senegalese literature and culture while living in area of Dakar in order to be able to introduce his students and colleagues to the French West African world.

Christopher Kendris, Albany, NY: Closer Ties Between the USA and France: pursue course in current teaching methodologies at the Alliance Française in Paris; gather new textbooks and documents in France to bring a broader experience to his students.

Kathleen D. Klemme, Fort Wayne, IN: The Quest for Cultural Authenticity: last visited France in 1971; to research 2 provinces of France, returning with videotaped interviews for use in advanced French classes, comparing French and American cultures.

Nancy C. Kroonenberg, Hong Kong: Fighting Isolationism: teaches in an American school abroad; participate in summer institute for French teachers in Paris and Sèvres; spend time living in 2 French villages to improve her oral proficiency.

Eliane D. Kurbegov, No. Miami Beach, FL: Cultural and Economic Individuality of Provence: in-depth study of Provence as a distinctive region of France. (Provence is matched with the state of Florida in a cultural exchange program.)

Nancy A. Lawrence, Albuquerque, NM: Roman Heritage in France: teacher of French and Latin; study and document Roman structures and artifacts in France through library research in Paris and work in the countryside.

Joyce P. Lentz, Las Cruces, NM: Sights and Sounds of France 1986: only previous trip to France in 1966; produce 6 detailed units on videotape for teaching cultural and professional life in contemporary France.

Genevieve S. Maloney, Bethesda, MD: Business French in the High School Curriculum: study French business and economics in Paris; produce curriculum materials on international organizations and businesses.

continued on p. 10

Ann K. Martinmaki, Gary, IN: *Séjour au Sénégal*: return to Senegal for in-depth study of the people, language, and culture; make videotapes in Dakar and smaller villages.

Richard W. McConnell, Huntsville, AL: An Attitudinal Survey of the French: series of tape-recorded interviews in 6 regions of France. Although he has led 3 student tours of Europe recently, has not studied in France since 1967.

Brenda G. Mounier, Lafayette, LA: Retracing the Acadian Exodus: trace migration of Acadians from France to maritime Canada to Louisiana and determine whether elements of their culture exist in those areas today.

Sally K. Nelson, Concord, MA: Four Faces of France: videotape interviews with four French women from different backgrounds and in different parts of France.

Lorraine A. Paszkeicz, Cupertino, CA: Real-Life Situations in France: live with a French family in a small provincial town, videotaping activities in everyday life for use in role-playing with advanced students.

Patricia R. Perry, Madison, CT: Discovering the Present through Rebuilding the Past: participate with French students in the restoration of historic monuments in four regions of France.

Sr. Maura William Regan, Springfield, PA: Live Encounters of the French Kind: has never been to France; to study linguistics in Paris; take slides and videotapes in Paris and northern France.

Olga G. Robinson, Newton Highlands, MA: The Global Francophone Community: develop a course for upper level French students acquainting them with the social, racial, economic, and political issues in the Francophone world, studying how the language has promoted similar approaches in cultural styles within persistent diversity. Travel includes Belgium, France, Tunisia, Quebec, and Senegal.

Geraldine C. Sklarz, New Canaan, CT: *Depuis la Belle Époque*: an overview of the arts, literature and culture of the *Belle Époque* (1880-1910) in the province of Normandy and in Paris, leading to a comparison of those two regions today.

Janet M. Smith, Opelika, AL: Current Pedagogical Methods in French: teacher of French and Latin; study teaching methods in Paris; research Roman influence in France for both French and Latin classes.

Gary M. Thelen, West Des Moines, IA: French-Speaking Cultures of the Maghreb: independent study and travel in Morocco, Algeria, and Tunisia, living with families, in order to introduce these areas to his French students and colleagues.

Albert Valdman, Professor of French and Italian and Linguistics at Indiana University has been elevated by the Board of Trustees of that university to the distinguished rank and title of Rudy Professor of French and Italian as of July 1, 1986. The two Rudy Professorships are awarded in memory of James H. Rudy, who graduated from the university in 1932 with a BA degree in English. His bequest to Indiana University in 1956 is used to attract and retain outstanding faculty members.

Born in Paris, Professor Valdman served as Senior Linguistics Scientist in the Foreign Service Institute of the U.S. Department of State before becoming an Assistant Professor of Romance Languages at the Pennsylvania State University. He began his teaching career at Indiana University, Bloomington, in 1960 and has served as chairman of the Department of Linguistics. A long-time member of AATF, he serves as Linguistics Editor of the *FRENCH REVIEW*. Professor Valdman holds the BA degree from the University of Pennsylvania and the MA and PhD degrees from Cornell University. As an undergraduate student, he was elected to Phi Beta Kappa.

Cheryl A. Demharter has been recently appointed Director of Foreign Language Programs for the Modern Language Association (MLA) and Director of the Association of Departments of Foreign Languages (ADFL). Dr. Demharter became Assistant Director of Foreign Language Programs in February 1986 and was promoted to her new position in July 1986, replacing Richard Brod who has assumed other responsibilities at MLA.

Dr. Demharter received her PhD in French with a specialization in francophone linguistics from Tulane University. Before assuming her current position she was an Assistant Professor of French at the University of Texas, Austin. She has been a member of AATF since 1979. Dr. Demharter contributed an article "Les diphtongues du français canadien de la Maurice," (May 1980) to the *FRENCH REVIEW*, as well as a number of book reviews on francophone linguistics and Quebec studies. She presented a paper at the annual meeting of AATF in New York in 1982. In addition to linguistics, Dr. Demharter is interested in Quebec culture and literature and has developed undergraduate and graduate courses in this area.

Among Dr. Demharter's duties at MLA is the promotion of foreign language programs. She will continue the five-year data-base survey of issues affecting foreign language departments nationwide including information on salaries, class size, types of courses, special programs, and other data. She will direct the ADFL, working with its Executive Committee and with member departments on issues important to our profession.

Dr. Demharter is responsible for the publication of the *ADFL Bulletin*. She has indicated that the September 1986 issue which treats exclusively the topic of foreign language proficiency will be of particular interest to secondary as well as college departments of foreign languages. Anyone interested in obtaining copies should contact her at MLA concerning the price and availability of this issue.

RENAME THE NATIONAL BULLETIN

Members of AATF are invited to participate in a contest to rename the *NATIONAL BULLETIN*. Send your suggestions for a new title by no later than December 30, 1986 to Jane Black Goepper, Editor, 431 Collins Avenue, Cincinnati, Ohio 45202.

The author of the prize-winning title will be recognized at the time the new title goes into use. In addition, the winner will receive a one-year paid membership in AATF.

Un exemple de partenariat

L'idée du Bus est née, au cours de l'été 1984, à l'occasion de rencontres avec des professeurs américains enseignant le français aux États-Unis. De simple mode d'intervention dans les classes, le Bus est devenu, à l'occasion du passage à New York et à Boston, un réservoir de documents authentiques, et, à la suite des discussions avec les participants américains du colloque *Transat 86* de Sèvres en avril dernier, un projet pédagogique global, mené en coopération étroite avec les américains, les associations de professeurs de langues vivantes et les *boards* des villes ou des États. Le Bus a déjà beaucoup évolué dans sa courte existence. Il évoluera encore beaucoup, à votre contact. Par définition, il est mobile. Et enclin aux métamorphoses: en 1986, c'était un break Peugeot. L'an prochain -qui sait?- il se transformera peut-être en bus de la RATP!

Le Bus est conçu dans un esprit de partenariat. C'est la même approche partenariale qui lui permet de devenir une réalité. Les coûts sont partagés entre partenaires français et américains, entre secteur public et secteur privé. Dans le protocole d'accord proposé, les salaires, les transports transatlantiques, une large partie des matériaux sont pris en charge par les Français. Le logement, la nourriture et le per diem des animateurs du Bus sont assurés par les Américains. Par ailleurs, des coopérations sont prévues avec des universités afin de donner des "crédits" pour les stages de formation. Des coopérations aussi avec les alliances françaises et les chambres de commerce franco-américaines locales. Notre Bus est le vôtre. Il est et sera ce que nous en ferons ensemble. Il circule, il importe maintenant de préciser l'itinéraire, et de partager la route.

Pierre Dommergues
Secrétaire général

(1) La MICEFA, Mission interuniversitaire de coordination des échanges franco-américains, regroupe les principales universités de la région Ile de France. C'est un organisme à but non lucratif, soutenu par les pouvoirs publics et des industriels français. Sa mission est de développer les échanges culturels, technologiques et industriels entre la France et les États-Unis.

(2) Le passage du Bus a été coordonné à New York par Laura Saul, Board of Education (202) 596 69 76; à Boston par Mary Schippa, Bibliothèque française (617) 266 43 51. Il est préparé dans le Minnesota par Suzanne Jebé, (612) 296 14 41 et les enseignants du département de français des écoles de Rosemount (MN), (612) 423 93 04.

(3) Des fiches techniques sur le Bus pédagogique et sur les stages de formation organisés à Paris ainsi que le protocole d'accord sur le passage du Bus sont adressés sur demande à la MICEFA, Alliance française, 101 boulevard Raspail, 75270 Paris Cedex 06.

REMINDER FULBRIGHT TEACHER EXCHANGE PROGRAM

The deadline for receipt of completed applications for the 1987-88 Fulbright Teacher Exchange Program is October 15, 1986. The Teacher Exchange Program involves a one-on-one exchange for teachers at the elementary, secondary, and post-secondary levels with suitable teachers overseas. The 1987-88 overseas exchange programs will include Canada, France, Belgium/Luxembourg, and Switzerland among others. The number of exchanges available and the eligibility requirements vary by country.

For further information, write:

Fulbright Teacher Exchange Program E/ASX
United States Information Agency
301 Fourth Street, S.W.
Washington, D.C. 20547
Tel. (202) 485-2555

CLASSROOM ACTIVITIES THAT WORK

Share your ideas with your colleagues! Readers are invited to contribute brief descriptions of practical ideas and activities that they have found successful in their language classes. These contributions should be typed, double-spaced. Please send them to: Editor, AATF *National Bulletin*, 431 Collins Avenue, Cincinnati, OH 45202. Please indicate specifically at the top of the paper "Classroom Activities That Work" and include your name and your school affiliation.

URGENT ACTION APPEAL: REFUGEE SCHOLAR AND TEACHER SEEKS POSITION

The former head of the French department at the University of Lubumbashi in Zaire, Dr. Mambo-Mbili P. NTAMUNOZA, is seeking work and asylum in the United States or Canada. Amnesty International declared him a "prisoner of conscience" when authorities in Zaire arrested him on June 11, 1985 on the suspicion of his having helped to arrange a strike for better conditions of employment by university academic staff which began at the University on May 13, 1985, two weeks after a similar strike began at the University of Kinshasa. Strikes are not illegal in Zaire, but Zaire's State Minister for Information stated that "le droit de grève... ne signifie pas le droit au désordre."

Due to an international outcry, Dr. Ntamunozza was released from prison but lost his job and was put under surveillance by Zaire's secret police. He and his family, who had been denied passports, then fled to Zambia to a refugee camp near Zambia's capital Lusaka. The camp is under the auspices of the United Nations High Command for Refugees (UNHCR). Dr. Ntamunozza has three daughters under 6 years of age. The family is unable to find a place to live in Africa. The United Nations will issue them passports as soon as Dr. Ntamunozza can prove that he has been accepted either into a long-range (one year) research project, or as a visiting professor at a college or university, or if he is hired by such an institution. Both the U.S. and Canada have treaties with the U.N. which permit such refugees to enter these countries provided they find work.

French is spoken in Zaire, and Dr. Ntamunozza can be classified as a "native speaker" of French. He is most interested and best prepared to teach in the following areas: French linguistics; development of student proficiency in listening, speaking, reading, writing French, and cultural awareness; introduction to French literature; 20th century French literature; French phonetics; French lexicology and semantics; and general courses on French literature.

For interested colleagues in Canada, it might be added that Dr. Ntamunozza can offer an unusual specialty, namely French-African literature. This might help as far as Canadian immigration regulations are concerned. Anybody offering him a position will not simply gain an experienced teacher and scholar but will have the satisfaction of knowing that he or she literally saved a man's and his family's life.

His address is: Dr. Mambo-Mbili P. NTAMUNOZA, c/o UNHCR, P.O. Box 32542, Lusaka, Zambia.

His curriculum vitae and a list of his publications can be obtained from: Dr. Sabine D. Jordan, 1904 West 24 Street, Loveland, CO 80537. Tel.: (303) 667-2921.

CALENDRIER

Ce calendrier 1986-1987 et ce calendrier scolaire sont tirés du *Mémo-Snes-Agenda 1986/87* publié par le Syndicat National de l'Enseignement Secondaire (SNES). Ce sont donc des documents authentiques destinés aux professeurs du niveau secondaire en France.

Le calendrier 1986-1987 peut être copié et distribué aux élèves pour servir de référence pendant l'année. Le professeur pourra l'utiliser pour enseigner les mois, les jours, même les saisons. De plus, il pourra l'utiliser pour enseigner les jours de fêtes et faire comparer les jours de fêtes français et américains. Ce document servira aussi de point de départ pour l'enseignement de certaines dates ou faits historiques, tels que les Armistices. Il permettra aussi aux élèves de trouver un nom français qui correspond, s'ils le veulent, à leur date de naissance. Il servira aussi de base à une discussion sur le rôle de la religion dans la vie quotidienne en France pour des classes un peu plus avancées. Enfin, on notera l'indication de la croissance et la décroissance de la lune qui suit certains jours - par exemple les 4, 11 et 18 septembre.

Le calendrier scolaire peut être aussi copié. Pour les classes de débutants, ce document servira à apprendre à lire les dates. Dans des classes plus avancées, il servira à faire la comparaison entre le système d'éducation français et les systèmes américains, ainsi qu'entre les vacances scolaires en France et en Amérique selon les circonscriptions où habitent les élèves. Ce calendrier scolaire pourra servir aussi à une leçon de géographie où les élèves chercheront à trouver sur une carte de France les villes indiquées et sur une mappe-monde les départements d'outre-mer mentionnés.

J.B.G.

SEPTEMBRE 1986

☉ 5 h 08 à 18 h 32

1	L	S. Gilles
2	M	S ^e Ingrid
3	M	S. Grégoire
4	J	S ^e Rosalie ●
5	V	S ^e Raïssa
6	S	S. Bertrand
7	D	S ^e Reine
8	L	Nativité N.D.
9	M	S. Alain
10	M	S ^e Inès
11	J	S. Adelphe ☽
12	V	S. Apollinaire
13	S	S. Aimé
14	D	La S ^e Croix
15	L	S. Roland
16	M	S ^e Edith
17	M	S. Renaud
18	J	S ^e Nadège ☉
19	V	S ^e Emilie
20	S	S. Davy
21	D	S. Matthieu
22	L	S. Maurice
23	M	AUTOMNE
24	M	S ^e Thècle
25	J	S. Hermann
26	V	SS.Côme,Damé
27	S	S. Vinc. de Paul
28	D	S. Venceslas
29	L	S. Michel
30	M	S. Jérôme

OCTOBRE 1986

☉ 5 h 51 à 17 h 29

1	M	S ^e Th. de l'E.J.
2	J	S. Léger
3	V	S. Gérard ●
4	S	S. Fr. d'Assise
5	D	S ^e Fleur
6	L	S. Bruno
7	M	S. Serge
8	M	S ^e Pélagie
9	J	S. Denis
10	V	S. Ghislain ☽
11	S	S. Firmin
12	D	S. Wilfried
13	L	S. Géraud
14	M	S. Juste
15	M	S ^e Th. d'Avila
16	J	S ^e Edwige
17	V	S. Baudouin ☉
18	S	S. Luc
19	D	S. René
20	L	S ^e Adeline
21	M	S ^e Céline
22	M	S ^e Elodie
23	J	S. Jean de C.
24	V	S. Florentin
25	S	S. Crépin ☉
26	D	S. Dimitri
27	L	S ^e Emeline
28	M	SS. Sim., Jude
29	M	S. Narcisse
30	J	S. Bienvenue
31	V	S. Quentin

NOVEMBRE 1986

☉ 6 h 38 à 16 h 30

1	S	TOUSSAINT
2	D	Défunts ●
3	L	S. Hubert
4	M	S. Charles
5	M	S ^e Sylvie
6	J	S ^e Bertille
7	V	S ^e Carine
8	S	S. Geoffroy ☽
9	D	S. Théodore
10	L	S. Léon
11	M	ARMISTICE 1918
12	M	S. Christian
13	J	S. Brice
14	V	S. Sidoine
15	S	S. Albert
16	D	S ^e Marguerite ☉
17	L	S ^e Elisabeth
18	M	S ^e Aude
19	M	S. Tanguy
20	J	S. Edmond
21	V	Prés. de Marie
22	S	S ^e Cécile
23	D	S. Clément
24	L	S ^e Flora ☉
25	M	S ^e Catherine L.
26	M	S ^e Delphine
27	J	S. Séverin
28	V	S. Jacq. dela M.
29	S	S. Saturnin
30	D	Avant

DÉCEMBRE 1986

☉ 7 h 24 à 15 h 55

1	L	S ^e Florence ●
2	M	S ^e Viviane
3	M	S. Xavier
4	J	S ^e Barbara
5	V	S. Gérard
6	S	S. Nicolas
7	D	S. Ambroise
8	L	Imm. Concept. ☽
9	M	S. P. Fourier
10	M	S. Romaric
11	J	S. Daniel
12	V	S ^e Jeanne F.C.
13	S	S ^e Lucie
14	D	S ^e Odile
15	L	S ^e Ninon
16	M	S ^e Alice ☉
17	M	S. Gaël
18	J	S. Gatien
19	V	S. Urbain
20	S	S. Abraham
21	D	S. Pierre C.
22	L	HIVER
23	M	S. Armand
24	M	S ^e Adèle ☉
25	J	NOËL
26	V	S. Etienne
27	S	S. Jean
28	D	SS. Innocents
29	L	S. David
30	M	S. Roger
31	M	S. Sylvestre ●

JANVIER 1987

☉ 7 h 46 à 16 h 02

1	J	JOUR de l'AN
2	V	S. Basile
3	S	S ^e Geneviève
4	D	Epiphanie
5	L	S. Edouard
6	M	S. Melaine ☽
7	M	S. Raymond
8	J	S. Lucien
9	V	S ^e Alix
10	S	S. Guillaume
11	D	S. Paulin
12	L	S ^e Tatiana
13	M	S ^e Yvette
14	M	S ^e Nina
15	J	S. Remi ☉
16	V	S. Marcel
17	S	S ^e Roseline
18	D	S ^e Prisca
19	L	S. Marius
20	M	S. Sébastien
21	M	S ^e Agnès
22	J	S. Vincent ☉
23	V	S. Barnard
24	S	S. Fr. de Sales
25	D	Conv. S. Paul
26	L	S ^e Paule
27	M	S ^e Angèle
28	M	S. Th. d'Aquin
29	J	S. Gildas ●
30	V	S ^e Martine
31	S	S ^e Marcelle

FÉVRIER 1987

☉ 7 h 23 à 16 h 46

1	D	S ^e Ella
2	L	Présentation
3	M	S. Blaise
4	M	S ^e Véronique
5	J	S ^e Agathe ☽
6	V	S. Gaston
7	S	S ^e Eugénie
8	D	S ^e Jacqueline
9	L	S ^e Apolline
10	M	S. Arnaud
11	M	N.-D. Lourdes
12	J	S. Félix
13	V	S ^e Béatrice ☉
14	S	S. Valentin
15	D	S. Claude
16	L	S ^e Julienne
17	M	S. Alexis
18	M	S ^e Bernadette
19	J	S. Gabin
20	V	S ^e Aimée
21	S	S. P. Damien ☉
22	D	S ^e Isabelle
23	L	S. Lazare
24	M	S. Modeste
25	M	S. Roméo
26	J	S. Nestor
27	V	S ^e Honorine
28	S	S. Romain ●

Epacte 0 / Lettre dominic. D
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Indiction romaine 10

1986-1987

MARS 1987 ☉ 6 h 35 à 17 h 32		AVRIL 1987 ☉ 5 h 31 à 18 h 19		MAI 1987 ☉ 4 h 33 à 19 h 04	
1 D S. Aubin	1 M S. Hugues	1 V FÊTE DU TRAV.	1 M S. S. Phil., Jacq.	1 L S. Sylvain	1 L S. Estelle
2 L S. Charlesle B.	2 J S. Sandrine	2 S S. Boris	2 S S. Phil., Jacq.	2 M S. Achille	2 M S. Achille
3 M Mardi-Bras	3 V S. Richard	3 D SS. Phil., Jacq.	3 D SS. Phil., Jacq.	3 M S. Rolande ☉	3 M S. Rolande ☉
4 M Coedres	4 S S. Isidore	4 L S. Sylvain	4 L S. Sylvain	4 J S. Matthias	4 J S. Matthias
5 J S. Olive	5 D S. Irène	5 M S. Judith	5 M S. Judith	5 V S. Denise	5 V S. Denise
6 V S. Colette	6 L S. Marcellin ☉	6 M S. Prudence ☉	6 M S. Prudence ☉	6 S S. Honoré	6 S S. Honoré
7 S S. Félicité ☉	7 M S. J.-B. de la S.	7 J S. Gisèle	7 J S. Gisèle	7 D S. Pascal	7 D S. Pascal
8 D Carême	8 M S. Julie	8 V ARMISTICE 1945	8 V ARMISTICE 1945	8 L S. Eric	8 L S. Eric
9 L S. Françoise	9 J S. Gautier	9 S S. Pacôme	9 S S. Pacôme	9 M S. Yves	9 M S. Yves
10 M S. Vivien	10 V S. Fulbert	10 D Fête J.-d'Arc	10 D Fête J.-d'Arc	10 M S. Bernardin €	10 M S. Bernardin €
11 M S. Rosine	11 S S. Stanislas	11 L S. Estelle	11 L S. Estelle	11 J S. Constantin	11 J S. Constantin
12 J S. Justine	12 D Rameaux	12 M S. Achille	12 M S. Achille	12 V S. Emile	12 V S. Emile
13 V S. Rodrigue	13 L S. Ida	13 M S. Rolande ☉	13 M S. Rolande ☉	13 S S. Didier	13 S S. Didier
14 S S. Mathilde	14 M S. Maxime ☉	14 J S. Matthias	14 J S. Matthias	14 D S. Donatien	14 D S. Donatien
15 D S. Louise ☉	15 M S. Paternel	15 V S. Denise	15 V S. Denise	15 L S. Sophie	15 L S. Sophie
16 L S. Bénédicte	16 J S. Benoît-J.	16 S S. Honoré	16 S S. Honoré	16 M S. Bérenger	16 M S. Bérenger
17 M S. Patrice	17 V S. Anicet	17 D S. Pascal	17 D S. Pascal	17 M S. Augustin ●	17 M S. Augustin ●
18 M S. Cyrille	18 S S. Parfait	18 L S. Eric	18 L S. Eric	18 J ASCENSION	18 J ASCENSION
19 J S. Joseph	19 D PAQUES	19 M S. Yves	19 M S. Yves	19 V S. Aymard	19 V S. Aymard
20 V S. Herbert	20 L S. Odette €	20 M S. Bernardin €	20 M S. Bernardin €	20 S S. Ferdinand	20 S S. Ferdinand
21 S PRINTEMPS	21 M S. Anselme	21 J S. Constantin	21 J S. Constantin	21 D Fête des Mères	21 D Fête des Mères
22 D S. Léa €	22 M S. Alexandre	22 V S. Emile	22 V S. Emile		
23 L S. Victorien	23 J S. Georges	23 S S. Didier	23 S S. Didier		
24 M S. Cath. de Su.	24 V S. Fidèle	24 D S. Donatien	24 D S. Donatien		
25 M Annonciation	25 S S. Marc	25 L S. Sophie	25 L S. Sophie		
26 J S. Larissa	26 D Jour du Souv.	26 M S. Bérenger	26 M S. Bérenger		
27 V S. Habib	27 L S. Zita	27 M S. Augustin ●	27 M S. Augustin ●		
28 S S. Gontran	28 M S. Valérie ●	28 J ASCENSION	28 J ASCENSION		
29 D S. Gwladys ●	29 M S. Catherine	29 V S. Aymard	29 V S. Aymard		
30 L S. Amédée	30 J S. Robert	30 S S. Ferdinand	30 S S. Ferdinand		
31 M S. Benjamin		31 D Fête des Mères	31 D Fête des Mères		

JUIN 1987 ☉ 3 h 54 à 19 h 43		JUILLET 1987 ☉ 3 h 53 à 19 h 56		AOÛT 1987 ☉ 4 h 25 à 19 h 28	
1 L S. Justin	1 M S. Thierry	1 M S. Thierry	1 M S. Thierry	1 S S. Alphonse	1 S S. Alphonse
2 M S. Blandine	2 J S. Martinien	2 J S. Martinien	2 J S. Martinien	2 D S. Julien-Ey. ☉	2 D S. Julien-Ey. ☉
3 M S. Kévin	3 V S. Thomas	3 V S. Thomas	3 V S. Thomas	3 L S. Lydie	3 L S. Lydie
4 J S. Clotilde ☉	4 S S. Florent ☉	4 S S. Florent ☉	4 S S. Florent ☉	4 M S. J.M. Vianney	4 M S. J.M. Vianney
5 V S. Igor	5 D S. Antoine	5 D S. Antoine	5 D S. Antoine	5 M S. Abel	5 M S. Abel
6 S S. Norbert	6 L S. Mariette	6 L S. Mariette	6 L S. Mariette	6 J Transfiguration	6 J Transfiguration
7 D PENTECÔTE	7 M S. Raoul	7 M S. Raoul	7 M S. Raoul	7 V S. Gaétan	7 V S. Gaétan
8 L S. Médard	8 M S. Thibaut	8 M S. Thibaut	8 M S. Thibaut	8 S S. Dominique	8 S S. Dominique
9 M S. Diane	9 J S. Amandine	9 J S. Amandine	9 J S. Amandine	9 D S. Amour ☉	9 D S. Amour ☉
10 M S. Landry	10 V S. Ulrich	10 V S. Ulrich	10 V S. Ulrich	10 L S. Laurent	10 L S. Laurent
11 J S. Barnabé ☉	11 S S. Benoît ☉	11 S S. Benoît ☉	11 S S. Benoît ☉	11 M S. Claire	11 M S. Claire
12 V S. Guy	12 D S. Olivier	12 D S. Olivier	12 D S. Olivier	12 M S. Clarisse	12 M S. Clarisse
13 S S. Antoine de P.	13 L SS. Henri, Joël	13 L SS. Henri, Joël	13 L SS. Henri, Joël	13 J S. Hippolyte	13 J S. Hippolyte
14 D S. Elisée	14 M F. NATIONALE	14 M F. NATIONALE	14 M F. NATIONALE	14 V S. Evrard	14 V S. Evrard
15 L S. Germaine	15 M S. Donald	15 M S. Donald	15 M S. Donald	15 S ASSOMPTION	15 S ASSOMPTION
16 M S. J.F. Régis	16 J N.D. Mt-Carmel	16 J N.D. Mt-Carmel	16 J N.D. Mt-Carmel	16 D S. Armel €	16 D S. Armel €
17 M S. Hervé	17 V S. Charlotte €	17 V S. Charlotte €	17 V S. Charlotte €	17 L S. Hyacinthe	17 L S. Hyacinthe
18 J S. Léonce €	18 S S. Frédéric	18 S S. Frédéric	18 S S. Frédéric	18 M S. Héliène	18 M S. Héliène
19 V S. Romuald	19 D S. Arsène	19 D S. Arsène	19 D S. Arsène	19 M S. Jean Eudes	19 M S. Jean Eudes
20 S S. Sivière	20 L S. Marina	20 L S. Marina	20 L S. Marina	20 J S. Bernard	20 J S. Bernard
21 D F. Dieu / ÉTÉ	21 M S. Victor	21 M S. Victor	21 M S. Victor	21 V S. Christophe	21 V S. Christophe
22 L S. Alban	22 M S. Marie-Mad.	22 M S. Marie-Mad.	22 M S. Marie-Mad.	22 S S. Fabrice	22 S S. Fabrice
23 M S. Audrey	23 J S. Brigitte	23 J S. Brigitte	23 J S. Brigitte	23 D S. Rose de L.	23 D S. Rose de L.
24 M S. Jean-Bapt.	24 V S. Christine	24 V S. Christine	24 V S. Christine	24 L S. Barthél. ●	24 L S. Barthél. ●
25 J S. Prosper	25 S S. Jacques ●	25 S S. Jacques ●	25 S S. Jacques ●	25 M S. Louis	25 M S. Louis
26 V S. Anthelme ●	26 D SS. Anne, Joa.	26 D SS. Anne, Joa.	26 D SS. Anne, Joa.	26 M S. Natacha	26 M S. Natacha
27 S S. Fernand	27 L S. Nathalie	27 L S. Nathalie	27 L S. Nathalie	27 J S. Monique	27 J S. Monique
28 D S. Irénée	28 M S. Samson	28 M S. Samson	28 M S. Samson	28 V S. Augustin	28 V S. Augustin
29 L SS. Pierre, Paul	29 M S. Marthe	29 M S. Marthe	29 M S. Marthe	29 S S. Sabine	29 S S. Sabine
30 M S. Martial	30 J S. Juliette	30 J S. Juliette	30 J S. Juliette	30 D S. Fiacre	30 D S. Fiacre
	31 V S. Ignace de L.	31 V S. Ignace de L.	31 V S. Ignace de L.	31 L S. Aristide	31 L S. Aristide

CALENDRIER SCOLAIRE POUR 1986-1987

		ZONE I	ZONE II
ÉTÉ 1986	Prérentrée	mardi 2/9/86	mardi 2/9/86
	Rentrée	mercredi 3/9/86	mercredi 3/9/86
TOUSSAINT	Sortie	Samedi 25/10/86 après la classe	Samedi 25/10/86 après la classe
	Rentrée	Jeudi 6/11/86 au matin	Jeudi 6/11/86 au matin
NOËL	Sortie	Samedi 20/12/86 après la classe	Samedi 20/12/86 après la classe
	Rentrée	Lundi 5/1/87 au matin (1)	Lundi 5/1/87 au matin
HIVER	Sortie	Samedi 14/2/87 après la classe	Samedi 21/2/87 après la classe
	Rentrée	Lundi 2/3/87 au matin	Lundi 9/3/87 au matin
PRINTEMPS	Sortie	Samedi 11/4/87 après la classe	Samedi 18/4/87 après la classe
	Rentrée	Lundi 27/4/87 au matin	Lundi 4/5/87 au matin
ÉTÉ 1987	Sortie	Mardi 30/6/87 au soir	Mardi 30/6/87 au soir

(1) Sauf pour les académies de Paris, Versailles et Créteil qui rentrent le mardi 6 janvier au matin et ont classe le mercredi 7 janvier.

La ZONE I comprend les académies de: Paris, Créteil, Versailles, Bordeaux, Caen, Clermont-Ferrand, Grenoble, Montpellier, Nancy-Metz, Nantes, Nice, Rennes.

La ZONE II comprend les académies d'Aix-Marseille, Amiens, Besançon, Dijon, Lille, Limoges, Lyon, Orléans-Tours, Poitiers, Reims, Rouen, Strasbourg, Toulouse.

N.B. Pour les académies de la Corse, de la Réunion et des Antilles-Guyane, c'est le recteur, par dérogation du droit commun, qui arrête le calendrier scolaire.

VIDEO CASSETTES IN FRENCH: A Guide to Sources

As the availability and the use of video cassettes increase, teachers of French have access to a wide selection of material: feature films, shorts, documentaries, television programs, and even entire courses on video. This guide provides an indication of the range of material available, and it lists many of the suppliers who have cassettes for sale and for rental.¹

Users and potential users of video cassettes may find it difficult to keep abreast of the latest developments in this field. To learn about tapes produced here in the United States, one has only to write or call the distributors. As networks are developed, they are likely to be advertised in the pages of *The French Review*, *The Modern Language Journal*, *Le journal français d'Amérique*, and other publications. As for video cassettes coming directly from France, there are several periodicals and books that one may consult. Tapes for use in the classroom are frequently advertised and reviewed in *Le français dans le monde*, published eight times a year by Hachette. In order to follow current commercial tapes (especially theatrical films on cassette), readers may consult one of the numerous popular magazines devoted to video. Perhaps the most informative of these for Americans is the monthly *Télé-Ciné-Vidéo* (Service Abonnements, 31, cours des Juillottes, 94700 Maisons-Alfort). Each issue contains news about products and equipment as well as a complete list of all films which have been released on cassette. Of great value is the special annual number entitled "L'officiel de la cassette," listing all feature films on cassette that are currently available for sale in France. Brief credits and a plot summary accompany each title. Major distributors advertise in the pages of *Télé-Ciné-Vidéo*; some of these suppliers would probably be able to ship tapes to the United States.

Another useful work is the *Guide AKAI—vidéo cassettes* (Paris: Edition no. 1). This selective guide is published annually. The current edition describes more than 1500 titles. There are credits, a plot summary, and a brief critical evaluation for each work. The critical comments are generally sensible and reliable. A similar guide has come out in Canada entitled *Le guide vidéo* (Gestion Ciné Club Vidéo, 15, Grande-Allée est, Québec G1R 2H5). It is edited by Bruno Bégin and contains all the titles in French available in Quebec. One finds many American films dubbed in French as well as movies by Canadian directors not listed in the *Guide AKAI*.²

Teachers who wish to use video cassettes produced in France are reminded that these cannot be played on standard American equipment. There are basically three types of signals used to broadcast color television: PAL, SECAM, and NTSC. France uses SECAM, while the United States has adopted NTSC. The two systems are not compatible. To resolve this technical problem, multi-standard equipment has been developed and is now for sale. These sets and players will allow one to play cassettes in the PAL, SECAM, and NTSC formats. A reliable supplier of multi-standard equipment is Cartridge King (825 West End Avenue, New York, NY 10025; tel. 212-749-0961). Tamarelle's, one of the distributors of tapes indicated in this guide, can also furnish multi-standard players.

The field of video is rapidly growing and constantly changing. New works and products appear at a regular pace; distributors enter—and leave—the market without much notice. Every effort has been made to include many important sources of video cassettes in French. Should the readers have

information about cassettes or suppliers not given here, please write to Robert Webster, Department of Modern Languages, Fairfield University, Fairfield, CT 06430. This new information will be incorporated in future articles.

Distributors are listed in alphabetical order. Readers will want to obtain the supplier's descriptive literature and read it carefully before ordering any tapes. It is useful to inquire about the company's policy on previews and on returns. Discounts are sometimes possible on large orders or for payment in advance. Readers may wish to compare the price of renting versus purchasing a cassette. It often makes sense to purchase (or lease) a frequently-used tape. No prices are given here as they are subject to change.

Antenne 2. *Une semaine en France*, 5, Avenue Villars, 75007 Paris. Tel. 705-5626.

Antenne 2, one of the national television networks in France, distributes *Une semaine en France*. Cassettes in the "USF" series are available on a subscription basis, and contain a wide variety of programs from all three national networks: news, sports, films, interviews, entertainment shows, and much more. Here is an excellent source of authentic material—unedited and unsubtitled. A word of caution: these cassettes must be played on multi-standard equipment; they cannot be run on standard American players.

Bellair Communications 83 Limited. 246 Seaton Street, Ste. 205, Toronto, Ontario M5A 2T4. Tel. 416-927-1121.

Handles *Entertainments in French*, a video designed especially for beginning students. They describe their videos as follows: "Carefully tailored linguistic structures and vocabulary are incorporated into the dramatic text, and the program is accompanied by a teacher's manual." Sales only; no rentals.

Bernard Petit Video. Prof. Bernard Petit, Department of Foreign Languages, SUNY at Brockport, Brockport, NY 14420. Tel. 716-395-5272 or 2269.

Professor Petit has produced several very interesting tapes: *Laurence Wylie in Peyrane*, in which the Harvard anthropologist revisits the area of France he wrote about in the 1950's; *France from Within*, Tape I which includes revealing vignettes and views of contemporary life in France (an open-air market, a café waiter at work, a game of boules, and interviews). The accompanying study guide includes a transcript and notes. *France from Within*, Tape II will soon be available. It features more colorful scenes of daily life in France (a family at breakfast, a bakery, a bank, among others). Heinle & Heinle (20 Park Plaza, Boston, MA 02116; tel. 617-451-1940) now distributes the *France from Within* series; for the Wylie tape, write directly to Professor Petit.

Blackhawk Films. One Old Eagle Brewery, Box 3990, Davenport, IA 52808. Tel. 319-323-9736.

Blackhawk, one of the country's largest sellers of 16 mm films, also has a good selection of video cassettes, including many titles in French. Works range from classic films by Renoir and Carné to important pictures by new young directors.

CBS/Fox Video. 23705 Industrial Park Drive, Farmington Hills, MI 48024. Tel. 800-824-8889.

CBS/Fox Video has launched *Contact French*, a series of ten lessons featuring Professor John Rassias of Dartmouth. In his own unique style, Rassias recreates scenes and characters from French history and from daily life. He plays Diderot, Napoleon, a great chef, a clochard, and other fascinating figures. A study guide and material for use in the classroom accompany each cassette. Sales only; no rentals.

FACSEA. 972 Fifth Avenue, New York, NY 10021. Tel. 212-570-4400.

FACSEA (French American Cultural Services and Educational Aid) has the largest collection of 16 mm French films in the United States. Many of their titles are available in video cassette and are ideal for use in classes of all levels and interests. You may write for the current FACSEA catalogues. Most tapes are for rental only; a few titles may be purchased.

Films for the Humanities. P.O. Box 2053, Princeton, NJ 08543. Tel. 800-257-5126 (in NJ, 609-452-1128).

Offers works that will be of interest to teachers of literature: adaptations of plays by Molière (*Tartuffe*, *Le misanthrope*, *Le médecin malgré lui*, *Le malade imaginaire*) and novels by Flaubert (*Madame Bovary*) and Balzac (*Le curé de Tours*, *Pierrette*). Other titles include *Daily Life at the Court of Versailles*, *The Paris of Balzac*, *C'est du Picasso*. Tapes may be rented or purchased.

Films Inc. 1213 Wilmette Avenue, Wilmette, IL 60091. Tel. 800-323-4222.

Films Inc., one of the largest suppliers of French films in 16 mm, distributes foreign language tapes produced by the BBC. Of interest to teachers are two series: *A vous la France*, a fifteen-part program for use in beginning French; *La marée et ses secrets*, an adventure story in five episodes. Both series were shot in France, and come with a study guide and classroom material. Also available in cassette is Cocteau's *La belle et la bête*, without subtitles. A transcript, notes, and exercises come with the tape. Other feature films should appear soon in the same format, according to a Films Inc. representative. Sales only; no rentals.

Hachette. Département Étranger, 79, Blvd St-Germain, 75288 Paris Cedex 06. Tel. 329-1224.

This important French publisher distributes 97 *Publicités télévisées*, commercials that have appeared on French television. Complete study materials come with the cassette. Hachette also offers *C'est à l'Éden que je songeais*, a film on the life of Rimbaud; and *Images de l'histoire*, a series on modern history (the French colonial empire is the subject of several works). Hachette has just presented a new series for beginners called *Avec plaisir*. The series consists of four video cassettes containing a *feuilleton* in thirteen episodes as well as teaching segments on grammar, etc. There is an accompanying student book and exercise book. Sales only; no rentals.

Heinle & Heinle Publishers, Inc. 20 Park Plaza, Boston, MA 02116. Tel. 617-451-1940.

Handles the *France from Within* series produced by Professor Bernard Petit (see listing under his name for description). A tape designed to accompany introductory texts *Vous y êtes* and *Allons-y!* will be out soon. Sales only; no rentals.

Home Film Festival. 305 Linden Street, Scranton, PA 18503. Tel. 800-258-3456 (in PA, 800-633-3456).

This supplier specializes in serious American pictures, foreign films, and documentaries. Their collection includes *Grand Illusion*, *Diva*, *the Sorrow and the Pity*, and other works in French. Rentals only; no purchases.

Interama. Suite 19 E, 301 West 53 Street, New York, NY 10019. Tel. 212-977-4830.

Has a number of titles that are ideal for use in the classroom. Of great value are two long documentaries. *Simone de Beauvoir* by Malka Ribowska and Josée Dayan, and *Sartre par lui-même* by Alexandre Astruc and Michel Contat. These superb films feature revealing interviews in which two great writers come alive on the screen. *L'Espoir* by André Malraux, the author's fine film of his own novel, is an excellent choice for a film and literature class. Other works include films by Rohmer (*My Night at Maude's*), Bresson (*The Diary of a Country Priest*), and Renoir (*Nana*, *Toni*, and others). At the time of this writing, all films are available for rental in 16mm but not every title may be available in video. Call or write for information.

International Film Bureau. 332 South Michigan Avenue, Chicago, IL 60604-4382. Tel. 312-427-4545.

Their collection includes many short films that could be used at all levels of instruction. Of special note are the *Chroniques de France* series, an ideal choice for culture and civilization classes, and three new tapes that focus on food and wine. There are study guides and materials for some of the films. Both rentals and sales are possible.

International Historic Films. P.O. Box 29035, Chicago, IL 60629. Tel. 312-436-8051.

IHF has an important library of films that treat military history and propaganda. Especially valuable are pictures about World War II and Nazi propaganda films (including the infamous *Jew Süss*). While one does not find many titles in French, teachers of film history and culture and civilization will find many rare and unusual works here. Cassettes are for purchase only; no rentals.

Middlebury College Language Schools. Middlebury College, Middlebury, VT 05753. Tel. 802-388-3711, ext. 5685.

Middlebury, in cooperation with the University of Paris-Dauphine, has developed *La télé des Français*, "a series of three video cassettes with teaching guides that use French television programs to teach language and culture." Each tape is two hours long and contains carefully selected segments from popular and representative programs. Sales only; no rentals.

Multimedia International Audiovisual Distribution Inc. 5225 Berri Street, Montreal, Quebec H2J 2S4. Tel. 514-273-4251.

Their library features several interesting series produced in Canada: *Profession: écrivain*—portraits of well-known French-Canadian writers, including Anne Hébert, Gabrielle Roy, Michel Tremblay, among others; *Livre ouvert*—adaptations of outstanding children's books. Sales only; no rentals.

National Audiovisual Center. National Archives and Records Administration PF, 8700 Edgeworth Drive, Capitol Heights, MD 20743-3701. Tel. 301-763-1896.

Their catalogue lists foreign language courses on tape that are produced by the federal government and that are used to train diplomatic and military personnel. Included are several cassettes in French that should prove valuable in the classroom. Write or call for information.

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Northeast Conference. P.O. Box 623, Middlebury, VT 05753. Tel. 802-388-4017.

Has for sale a number of feature films in French: classic works by Carné, Renoir, Clair, and Tati; important new films such as *Danton*, *Le retour de Martin Guerre*, *Rue cases-nègres*, and others. No cassettes available for rental.

Polyglot Productions. P.O. Box 668, Cambridge, MA 02238-0668. Tel. 617-491-3541.

Offers for sale and for rental over 400 video titles in French: old and new favorites, documentaries, works for children. Of special interest is the extensive collection of films from Quebec: *Les bons débarras*, *Les ordres*, *J.A. Martin photographe*, and many others. (Polyglot can supply *Le guide vidéo*, the guide to Canadian pictures described in the introduction.) Through a special agreement with Janus Films, Polyglot now has very high quality tapes of three classics: *Les bas-fonds*, *Le corbeau*, and *Le journal d'un curé de campagne*. One also finds *La mort monumentale*, a documentary on World War I monuments, and other unusual films.

Project for International Communication Studies. 405 Jefferson Building, University of Iowa, Iowa City, IA 52242. Tel. 319-353-8554.

This recently-formed group distributes news programs and other series that come directly from French television. Material should be ideal for use in culture and civilization classes. Cassettes are available on a subscription basis. Write or call Professor James Pusack, Director of the Project, for information.

Tamarelle's French Film House. 110 Cohasset Stage Road, Chico, CA 95926. Tel. 916-895-3429.

Tamarelle's has put together a very impressive collection of feature films on video: many of their titles are not available elsewhere, and many come without subtitles. Cassettes may be rented or purchased. The "Video Exchange Program" can save you money, and discounts are possible for payment in advance. Tamarelle's can also supply multi-standard equipment.

University of California. Extension Media Center, 2223 Fulton Street, Berkeley, CA 94720. Tel. 415-642-0460.

Offers a unique series of nine tapes that presents and reinforces various aspects of French grammar: *Passé composé et imparfait*, *Les verbes pronominaux*, *Les pronoms personnels*, etc. Appropriate for use at beginning and intermediate levels. Available for purchase and rental.

University of Maryland-Baltimore County Campus. Instructional Media Resources, Catonsville, MD 21228. Tel. 301-455-3208.

UMBC and Antenne 2 have launched a monthly series called *Vidéo-France Magazine*. Tapes are one hour in length and deal with a variety of current topics: sports, education, the family, terrorism, election results, etc. Programs may be purchased on individual cassettes, or, as a subscriber, one may receive each program directly from a satellite transmission. For more information, write or call Victor Aulestia of the Instructional Media Resources.

Vedette Visuals. 4520 58th Street, Tacoma, WA 98466. Tel. 206-564-4060.

John Cousins is the founder of Vedette Visuals, and he has assembled a good collection of films on cassette. Included are many titles from Quebec and works without subtitles. Cousins has made cassettes of advertisements taken from French-Canadian television. They should be useful in intermediate classes.

Vermont Films. 114 West Olive Avenue, Monrovia, CA 91016. Tel. 818-357-2207.

Handles a series called *Zoom sur la France* that presents seven ten-minute episodes of "dramatized scenes of young people travelling and meeting in France." A guide with a script, notes, and exercises is included. Sales only; no rentals.

Video France. 1569 Westwood Boulevard, Suite A, Los Angeles, CA 90024. Tel. 213-473-4648.

Bernard Décaillet runs this independent house that distributes an interesting collection of old and new films on video. Some titles are familiar; others may be new to American users. Of special note are recent movies that have been successful at the French box office. Some films come without subtitles. Both rentals and sales are possible, and special membership rental plans are available.

Visions International. 71 Sholle Drive, Hudson, OH 44236-26. Tel. 216-656-2440.

A small but growing library of unusual films on cassette: animated works featuring Astérix, Lucky Luc, and Tintin; films and series made for television, including a comedy called *Papa Poule*, adaptations of literary works. Scripts are available for a number of tapes, thus making them ideal for use in the classroom. A catalogue of 600 titles should be available soon. Cassettes are for sale and for rental.

Wible Language Institute Inc. 24 South 8th Street, P.O. Box 870, Allentown, PA 18105. No telephone listed.

This well-known supplier of foreign-language learning materials has a small selection of films on video cassette, specifically treating French history, geography, and culture. Sales only; no rentals.

World Video. P.O. Box 30469, Knoxville, TN 37930-0469. No telephone listed.

Has for sale a good collection of films on cassette: shorts, documentaries, features (classic titles and recent hits). Of value to teachers are the many adaptations of literary works: *Phèdre*, *Topaze*, *Nana*, and others. One also finds tapes that feature French singers, notably Brassens and Piaf. Some works are available without subtitles.

Robert M. Webster
Fairfield University

¹This article serves as a companion to pieces already published in the *National Bulletin*. "Films in French for Young People," 9.2 (Nov. 1983): 9; "A Survey of Recent Films in French for Use in the Classroom," 10.3 (Jan. 1985): 3-4.

²Another valuable reference for anyone interested in film and video is *Cinéma pleine page: l'édition cinématographique de langue française* (Paris: Editions Lherminier, 1985). It lists all books in French which deal with the cinema. Books are classified in eight categories; indexes and cross references allow one to locate a particular title. There is complete information on publishers, on special collections, on works published outside France, and on film journals and magazines.

CHAPTER NEWS

Alaskan Section, Washington/British Columbia/Alaska Chapter

TPR (Total Physical Response) is alive and well in Alaska! As a result of TPR workshops given by speakers coming to Alaska, and Alaskan teachers participation in national conferences, TPR is catching on like wildfire in the state. Alaskan teachers are networking regularly with the objective of expanding TPR applications and the enthusiasm is feeding the flames! Additional training in TPR will be available this fall during the fall language conference in Anchorage, October 24-26. Anne Arruda and Tam Agosti-Gisler of Mears Junior High School in Anchorage have additional information on this exciting meeting.

Tam Agosti-Gisler
Anne Arruda

Chicago/Northern Illinois Chapter

The Chicago/Northern Illinois Chapter sponsored a pedagogical workshop at its 1985 Fall meeting. The workshop, conducted by Constance K. Knop of the University of Wisconsin at Madison, featured a variety of teaching techniques and strategies to stimulate oral communication. Ms. Knop demonstrated a number of activities requiring students to work in pairs.

Janine Pefley, chapter Treasurer, initiated a pastiche of a serial in the chapter bulletin, *Francofevilles*. In the two installments, written in the style of well-known authors, readers were challenged to guess the identity of the imitated writers. Sixty drawings were submitted by area French students in a contest to design a cover for the publication. The winning drawing, designed by a student of Patrick Stephan at Evanston Township High School, appeared on the cover of the winter issue. The artist was awarded a French musical cassette of his choice.

At the February 1986 meeting, Anne Hofmann, French Cultural Attaché to the Midwest, presented the chapter's 1985 Prix du Chapitre to Roland Dubosq, French teacher at Evanston Township High School, and to Rita Wenzlow, French teacher at Springman Junior High School, Glenview, IL. In addition to a plaque, the recipients were awarded \$100 each. The Prix du Chapitre is awarded annually to French teachers at elementary, secondary, and university levels in recognition of classroom teaching, curriculum development, community involvement, professional commitment or service, and publication.

Janine Spencer and Isabelle Kaplan, Northwestern University, presented a chapter workshop in February 1986 on the topic of using film and video to enhance listening comprehension skills in the foreign language classroom. They demonstrated their techniques using scenes from the film *La boum* and from French television commercials.

Margot M. Steinhart
Secretary

Colorado-Wyoming Chapter

Three members of the Colorado-Wyoming Chapter who had participated in the AATF seminar to Tahiti shared their experiences at the April 1986 chapter meeting. Lore Wiggins spoke on "Aperçu de l'histoire, de l'enseignement et de la littérature"; Joe Harris presented "Tahiti, Moorea, et Bora-Bora en images"; and Blandine Rickert presented a program on Gauguin.

Georgia Becker
President

Connecticut Chapter

The Spring meeting of the Connecticut chapter, held in May 1986, was a great success. Over one hundred teachers of French from various schools in the state attended workshops on "Teaching Literature in High School and College" presented by Gene Barberet of the University of Connecticut and Denise Katz of Hopkins Grammar School, on "La chanson québécoise" presented by Elaine Lewandowski of St. Paul Catholic High School, on "Conversational Teaching Techniques" given by Constance Ecklund of Southern Connecticut State University, and on "Introducing Video Material" by Pierre Capretz of Yale University.

Elected to office for 1986-87 were: President, Therese Harnois; Vice-President, Valerie Andrews; Treasurer, Maureen Mugavin; Secretary, Ann Lorusso. During the business meeting, Chairperson Helen Young reported that 2,069 students participated in the *Grand Concours* in Connecticut. Prizes were awarded to the top ten percent of the participants. The chapter recognized Gene Barberet, Yolande Petrin, and Denise Katz for their outstanding contributions to the reorganization and revitalization of the Connecticut AATF.

Following lunch, Marie Galanti, Editor of *Le journal français d'Amérique*, delighted her audience with anecdotes of life behind the scenes of a newspaper, particularly a French-language newspaper in an English-speaking country.

Ann T. Lorusso
Secretary

Kansas Chapter

The Kansas Chapter announces that it is organizing a second total immersion weekend as a result of the resounding success of its first workshop last October in Lawrence. The workshop will be held at Wichita State University, October 18-19. The activities will be similar to those last year: round-table discussion(s) with native French speakers, lunch on Saturday at the University Club, dinner in a French restaurant Saturday evening, preceded by a cocktail hour in the home of a member, a French breakfast on Sunday, and one presentation Sunday morning. Although the exact price of the weekend has not yet been determined, it is hoped to keep it under \$50 as last year. Additional information is available from the chapter secretary-treasurer.

Murle Mordy
Secretary-Treasurer

New Hampshire Chapter

The 1986 Spring meeting of the New Hampshire chapter took place in May at St. Anselm College in Manchester at the invitation of John D'Espinoza, chairman of the Department of Modern Languages and Literatures. The major theme was "TACTICS" presented by Joseph Scott, Jr. of the Middlesex School in Massachusetts. Both the morning and afternoon sessions were mainly devoted to this topic with the participation of students of Roland Simard of the Manchester Memorial High School. Later in the day Laura Davis and Micheline Broadhead gave an informative talk on organizing student exchanges. In the evening the Annual Awards Banquet was held for the winners of the *Grand Concours* in the state. State Administrator Michelle Cotnoir distributed the prizes which included *bourses* to summer camps in Québec.

Roger Paul Dubé
President

Wisconsin Chapter

The Wisconsin Chapter announces that over 1400 students took part in the 1986 *Grand Concours* representing an increase of 200 students over the 1985 contest. In addition, the Wisconsin Oral Contest is increasing in numbers with more than 200 students competing in May at the Stevens Point Area High School. Sharon Stephenson, Wausau Public Schools, received one of the 30 national AATF Scholarships to Avignon for summer 1986.

The chapter's Distinguished French Educator Awards honor those members who exhibit outstanding qualities of dedication, leadership, creativity, talent, and professionalism. The recipients for 1985-86 are:

Maureen Kind, Van Hise Middle School, Madison. Ms. Kind has been teaching French for 18 years and has been a member of AATF for 15 years. She has been very active in involving her students in French Club, field trips, immersion day camps, and contests.

Lowell Hoeft, Seymour High School, Seymour. Mr. Hoeft has been teaching French for 18 years and has been a member of AATF for 11 years. In addition to his involvement in student activities and taking students to France, he has served on the University of Wisconsin-Madison Placement Test Committee as a test writer since 1984. In 1980 he was honored by ACTFL for an Award-Winning Foreign Language Program.

Sally Magnan, University of Wisconsin-Madison. Ms. Magnan, Assistant Professor of French, has done much professional work in language proficiency. Most recently, she served as a consultant to the Wisconsin Task Force on Curriculum Development in Foreign Languages and contributed a chapter to the new state *Curriculum Guide in Foreign Languages*.

Chapter officers for the period 1985-87 are: President, Judith M. Michaels; Executive Vice-President, Donna Clementi; Secretary-Treasurer, Karen Woodward; State Coordinators for the *Concours Oral*, Bill Peche and Flo Gennerman; State Coordinator for the *Grand Concours*, Lowell Hoeft.

Judith M. Michaels
President

Le français pour demain Theme of the VIIth World Congress of the FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS (FIPF)

"*Le français pour demain*" will be the theme of the VIIth world congress of the FIPF to be held in Thessalonika, Greece from July 10 through 16, 1988. Anyone wishing to present a paper at this meeting should send his proposal before April 15, 1987 to: Comité du VII^e Congrès-FIPF, 1, avenue Léon Journault, 92310 Sèvres, France. Proposals should not exceed three pages maximum length. The committee will notify authors of its decision during June 1987.

The program topics are as follows:

Séquence 1: **Enseigner/apprendre le français comme une langue de développement économique, scientifique, technologique, culturel.**

série 1-1: **le français dans le dialogue Nord-Sud:** coordonnateur: Mme Denakir de OLIVEIRA CAMPOS (Brésil)

série 1-2: **le français langue des spécialités contribuant au développement:** coordonnateur: M. Younis EL AMIN (Soudan)

série 1-3: **le français est-il en recul dans le monde?** coordonnateur: M. Joop VAN SCHAIK (Pays-Bas)

Séquence 2: **Enseigner/apprendre le français par des approches didactiques interculturelles.**

série 2-1: **didactique comparée des langues nationales et du français langue seconde ou étrangère:** coordonnateur: M. Karl MOOTOOSAMY (Ile Maurice)

série 2-2: **l'apport des produits de l'imaginaire dans le développement d'une vision pluraliste du monde chez les enseignants et chez les enseignés:** coordonnateur: M. Roland DELRONCHE (Belgique)

série 2-3: **les méthodes élaborées localement:** coordonnateur: Mme Lidia GALVAN DE MEUCCI (Argentine)

Séquence 3: **Vers l'autonomisation**

série 3-1: **que faire pour que les associations d'enseignants de français participent au choix et à l'élaboration des objectifs, des programmes, des instructions, des méthodes et des manuels qui les concernent?** coordonnateur: M. André WEISS (France)

série 3-2: **que faire pour que les enseignants de français soient formés à l'autonomie dans leur pratique professionnelle et pour que la pédagogie du français se fonde sur l'autonomie des apprenants?** coordonnateur: Mme Rose Marie DURAN (Mexique)

Séquence 4: **Comment former adéquatement les maîtres qui enseigneront le français demain?**

série 4-1: **formation générale/formation professionnelle:** coordonnateur: Mme Staneala BECKLEY (Sierra Leone)

série 4-2: **comment développer, chez les enseignants de français, la capacité d'adaptation:** coordonnateur: Mme Irma BIOJOUT DE AZAR (Argentine)

Séquence 5: **L'enseignement du français dans sa diversité**

série 5-1: **les problèmes spécifiques que pose l'enseignement du français dans les classes de plus de 50 élèves:** coordonnateur: L'Association des professeurs de français en Afrique (APFA-AFTA)

série 5-2: **l'utilisation des technologies nouvelles dans l'enseignement du français:** coordonnateur: Mme Tuula KRISTIANSEN (Danemark)

CALENDAR OF EVENTS

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.

THIRD ANNUAL CONFERENCE ON LANGUAGE LEARNING, "BILINGUALISM: OUR FUTURE" (ADVOCATES FOR LANGUAGE LEARNING): October 5-8, 1986, Milwaukee, WI. Information: Susan Buss, 1119 North 37th St., Milwaukee, WI 53208. Telephone: (414) 327-5780 (w) or 933-0785 (h).

FOREIGN LANGUAGE ASSOCIATION OF NORTH DAKOTA: October 15-16, 1986, Minot, ND. Information: Anne Olafson, 406 1/2 Fourth Ave., S.E., Jamestown, ND 58401.

MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: October 16-17, 1986. Information: Delores T. Buth, Blaine Senior High School, 12555 University Ave., N.E. Blaine, MN 55434.

FLORIDA FOREIGN LANGUAGE ASSOCIATION (in conjunction with SOUTHERN CONFERENCE ON LANGUAGE TEACHING): October 16-18, 1986, Orlando. Information: Christa Kirby, Pinellas County Schools, Largo Canal Center, 205 4th St., S.W., Largo, FL 33540.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (in conjunction with FLORIDA FOREIGN LANGUAGE ASSOCIATION): October 16-18, 1986, Orlando. Information: Rosemary Cheatham, Dept. of Foreign Languages, Univ. of Arkansas, 33rd and University, Little Rock, AK 72204.

ROCKY MOUNTAIN MODERN LANGUAGE ASSOCIATION: October 16-18, 1986, Denver, CO. Information: Charles G. Davis, Dept. of English, Boise State Univ., Boise, ID 83725.

AMERICAN TRANSLATORS ASSOCIATION ANNUAL CONFERENCE: October 16-19, 1986, Cleveland, OH. Information: ATA, 109 Croton Ave., Ossining, NY 10562. Telephone: (914) 941-1500.

ÉMILE ZOLA AND THE ARTS: THE CENTENNIAL OF THE PUBLICATION OF *L'OEUVRE*: October 16-19, 1986, Georgetown Univ. Information: Jean-Max Guieu, Dept. of French, Georgetown Univ., Washington, D.C. 20057.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 17-19, 1986, Lake Kiamasha. Information: Ms. Brenda Benzin, 824 Delaware Rd., Kenmore, NY 14223.

ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 23-25, 1986, Chicago. Information: Joe L. Beard, Alton High School, 2200 College Ave., Alton, IL 62002.

NINETEENTH-CENTURY FRENCH STUDIES COLLOQUIUM: October 23-25, 1986, Lincoln, NE. Information: Marshall C. Olds, Dept. of Modern Languages and Literatures, 1111 Oldfather Hall, Univ. of Nebraska, Lincoln 68588-0315.

SIXTEENTH-CENTURY STUDIES CONFERENCE: October 23-25, 1986, St. Louis, MO. Information: Helen Nader, Dept. of History, Indiana Univ., Bloomington, IN 47405.

LA FERTILISATION TERMINOLOGIQUE, COLLOQUE INTERNATIONAL: October 24-25, 1986, Paris E.S.I.T. Information: Pierre Lerat, Dépt. de Linguistique,

Univ. Paris-Nord, Av. J.B. Clément, F-93430 Villetaneuse, France.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 24-25, 1986, Madison, WI. Information: Helena Anderson Curtain, WAFLT Pres., Milwaukee Public Schools, P.O. Drawer 10 K, Milwaukee, WI 53201.

CONFERENCE FOR FOREIGN LANGUAGE TEACHERS: October 24-26, 1986, Youngstown, OH. Information: Dept. of Foreign Languages, Youngstown State Univ., Youngstown 44555.

INDIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 30-31, 1986, Indianapolis, IN. Information: Ruth Nelson, John Marshall High School, 10101 E. 38th St., Indianapolis, IN 46236.

SOUTH CENTRAL MODERN LANGUAGE ASSOCIATION: October 30-November 1, 1986, New Orleans, LA. Information: Paul A. Parrish, Dept. of English, Texas A & M Univ., College Station, TX 77843.

MIDWEST MODERN LANGUAGE ASSOCIATION: November 6-8, 1986, Chicago, IL. Information: Maria Duarte, Dept. of Foreign Languages, Univ. of Iowa, Iowa City, IA 52242.

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION: November 7-8, 1986, Newton, MA. Information: Fran Lanouette, 11-A Warren Ave., Woburn, MA 01801.

FALL CONFERENCE, COLORADO CONGRESS OF FOREIGN LANGUAGE: November 8, 1986, Golden, CO. Information: Ron Walker, 2312 Valley Forge Court, Fort Collins, CO 80526.

SOUTH ATLANTIC MODERN LANGUAGE ASSOCIATION: November 13-15, 1986, Atlanta, GA. Information: SAMLA, 120 Dey Hall 014A, Box 4, Univ. of North Carolina, Chapel Hill 27514. Telephone: (919) 962-7165.

INTERNATIONAL CONFERENCE ON SECOND/FOREIGN 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.

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.

MID-HUDSON MLA ANNUAL MEETING: December 1-2, 1986, Poughkeepsie, NY. Information: Robert J. Frail, Dept. of Humanities and Communications, Polytechnic Univ., 333 Jay St., Brooklyn, NY 11201.

COLLOQUIUM ON HERVÉ BAZIN, December 12-13, 1986, Univ. d'Angers, France. Information: Georges Cesbron, Centre de Recherches en Littérature et Linguistique de l'Anjou et des Bocages, UER des Lettres et Sciences Humaines, 2, rue Lakanal, 49045 Angers Cedex, France.

MODERN LANGUAGE ASSOCIATION, December 27-30, 1986, New York, NY. Information: MLA, 10 Astor Place, New York, NY 10003.

FIFTEENTH ANNUAL TWENTIETH-CENTURY LITERATURE CONFERENCE: February 25-27, 1987, Univ. of Louisville, KY. Information: Sharon O. Vance, Dept.

of Classical & Modern Languages, Univ. of Louisville, Louisville, KY 40292. Telephone: (502) 588-6683.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING: February 26-March 1, 1987, San Antonio, TX. Information: SWCOLT, CU Box 6004, Northern Arizona Univ., Flagstaff, AZ 86011.

SPRING CONFERENCE, COLORADO CONGRESS OF FOREIGN LANGUAGE: March 5-7, 1987, Fort Collins, CO. Information: Ron Walker, 2312 Valley Forge Court, Fort Collins, CO. 80526.

GEORGETOWN ROUNDTABLE ON LANGUAGES AND LINGUISTICS: March 11-14, 1987, Georgetown Univ. Information: Peter H. Lowenberg, School of Languages and Linguistics, Georgetown Univ., Washington, D.C. 20057.

PHILOLOGICAL ASSOCIATION OF THE CAROLINAS: March 12-14, 1987, Greensboro, NC. Information: Candelas Newton, Dept. of Romance Languages, Wake Forest Univ., 7566 Reynalda Station, Winston-Salem, NC 27109.

LINGUISTIC SYMPOSIUM ON ROMANCE LANGUAGES XVII: March 27-29, 1987, Rutgers Univ. Information: Janet De Cesaris or Carl Kirschner, Dept. of Spanish and Portuguese, Rutgers Univ., New Brunswick, NJ 08903.

THEATER AND SOCIETY IN FRENCH LITERATURE: April 2-4, 1987, Univ. of South Carolina. Information: A. Maynor Hardee, Dept. of Foreign Languages, Univ. of South Carolina, Columbia, SC 29208. Telephone: (803) 777-4881.

CONFERENCE ON SECOND LANGUAGE ACQUISITION: April 3-4, 1987, Urbana, IL. Information: Bill Van Patten, SLA-FLL, Dept. of Spanish, Italian, and Portuguese, 4080 Foreign Language Building, 707 S. Mathews, Urbana 61801.

SYMPOSIUM IN FOREIGN LANGUAGE EDUCATION IN RECOGNITION OF EDWARD ALLEN: April 8, 1987, The Ohio State University, Columbus, OH. Information: Gilbert A. Jarvis, Dept. of Educational Theory and Practice, The Ohio State Univ., 1945 North High St., Columbus, OH 43210-1172. Telephone: (614) 292-2185.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (in conjunction with OHIO FOREIGN LANGUAGE ASSOCIATION), April 9-12, 1987, Columbus, OH. Information: Gerard L. Ervin, Slavic Dept., The Ohio State Univ., 232 Cunz Hall, 1841 Millikin Rd., Columbus, OH 43210. Telephone: (614) 422-6733 or 4398.

OHIO FOREIGN LANGUAGE ASSOCIATION (in conjunction with CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES), April 9-12, 1987, Columbus, OH. Information: Robert Novotny, 6317 Austin Dr., Ashtabula, OH 44004. Telephone: (216) 997-7156.

UNIVERSITY OF WISCONSIN-MILWAUKEE ANNUAL LINGUISTICS SYMPOSIUM: April 10-11, Milwaukee, WI. Information: Linguistics Symposium, Dept. of Linguistics, Univ. of Wisconsin-Milwaukee, Milwaukee, WI 53201.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: April 28-May 3, 1987, Hollywood, FL. Information: TESOL, 201 D.C. Transit Bldg., Georgetown Univ., Washington, D.C. 20057.

FRENCH COLONIAL HISTORICAL SOCIETY: May 7-10, 1987, Indiana Univ.-South Bend, South Bend, IN. Information: William I. Shorrock, Dept. of History, Cleveland State Univ., Cleveland, OH 44115.

PACIFIC NORTHWEST CONFERENCE ON FOREIGN LANGUAGES (in conjunction with WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS), May 8-9, 1987, Seattle, WA. Information: Ray Verzasconi, Dept. of Foreign Languages and Literatures, Oregon State Univ., Corvallis, OR 97331-2289. Telephone: (503) 754-2289.

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: May 8-9, 1987, Seattle, WA.

SEVENTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 13-15, 1987, Univ. of Cincinnati, OH. Information: Gisèle Lorient-Raymer, Dept. of Romance Languages, Univ. of Cincinnati, Cincinnati, OH 45221-0377.

BLAISE CENDRARS AND/IN ENGLAND: June 28-30, 1987, Univ. of Lancaster, England. Information: Susan Taylor Horrex, Dept. of French Studies, Lonsdale College, Univ. of Lancaster, Bailrigg, Lancaster LA1 4YN England.

EIGHTH WORLD CONGRESS OF THE INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS: August 16-21, 1987, Sydney. Information: Dr. J. Nivette, Vrije Universiteit, Pleinlann 2, B-1050 Brussels, Belgium.

AATF ANNOUNCES TWO SPECIALLY ARRANGED OVERSEAS SEMINARS FOR 1986/87

RING IN THE NEW YEAR IN GAI PARIS — our first winter colloquium, December 26, 1986-January 3, 1987. Our exciting program focuses on "le théâtre français". Highlights include special seminars with **ALFRED SIMON**, noted theatre critic and adjunct lecturer for Sweet Briar and Middlebury overseas program; three specially selected **THEATRE PERFORMANCES**; seven nights accommodations at the five star **HOTEL LUTETIA**, on Blvd. Raspail in the Quartier Latin. Program cost of \$1,395 includes round trip airfare from New York, continental breakfast daily, welcome reception, farewell dinner, round trip airport/hotel group transfers, taxes, service and portage. An optional four night extension to NICE will also be offered.

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To request detailed program information,
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QUESTIONNAIRE ON PEDAGOGICAL MATERIALS

As a result of the April 1986 Sèvres colloquium on the teaching of French in the United States, the following questionnaire was devised. Its purpose is to help publishers, businesses, and government agencies know better what your needs are in pedagogical materials. In any instance where there is not sufficient space for your response, please use a separate sheet of paper.

1. For a text to be adopted by your school or school system, which of the following are important for textbook publishers to include in elementary and intermediate texts? **Elementary** is defined as the first two semesters of college or the first two years of junior high or high school. **Intermediate** is defined as the third and fourth semesters of college and the third and fourth years of high school. The level I teach is: junior high _____, high school _____, post-secondary _____.

A. Elementary textbook:

	Important	Not Important	No Opinion
a. Complimentary desk copies	_____	_____	_____
b. English-French glossaries	_____	_____	_____
c. Teachers' manual	_____	_____	_____
d. Proficiency goals defined by ACTFL and ETS	_____	_____	_____
e. Explanations free of jargon	_____	_____	_____
f. Texts taken from publications designed for French speakers	_____	_____	_____
g. A good cassette tape series designed for the book	_____	_____	_____
h. A software package accompanying the text	_____	_____	_____
i. Other audio-visual materials accompanying the text (e.g. video cassettes)	_____	_____	_____
j. Songs in the text	_____	_____	_____
k. Literary excerpts	_____	_____	_____
l. Historical references	_____	_____	_____
m. Art and music references	_____	_____	_____
n. Geography of France	_____	_____	_____
o. Geography of Canada (Quebec)	_____	_____	_____
p. Geography of other French-speaking countries	_____	_____	_____
q. Integration of grammar and culture	_____	_____	_____
r. Exercises that reinforce grammar and other content	_____	_____	_____
Other: _____	_____	_____	_____

B. Intermediate textbook:

	Important	Not Important	No Opinion
a. Complimentary desk copies	_____	_____	_____
b. English-French glossaries	_____	_____	_____
c. Teachers' manual	_____	_____	_____
d. Proficiency goals defined by ACTFL and ETS	_____	_____	_____
e. Explanations free of jargon	_____	_____	_____
f. Texts taken from publications designed for French speakers	_____	_____	_____
g. A good cassette tape series designed for the book	_____	_____	_____
h. A software package accompanying the text	_____	_____	_____
i. Other audio-visual materials accompanying the text (e.g. video cassettes)	_____	_____	_____
j. Songs in the text	_____	_____	_____
k. Literary excerpts	_____	_____	_____
l. Historical references	_____	_____	_____
m. Art and music references	_____	_____	_____
n. Geography of France	_____	_____	_____

- o. Geography of Canada (Quebec) _____
 - p. Geography of other French-speaking countries _____
 - q. Integration of grammar and culture _____
 - r. Exercises that reinforce grammar and other content _____
 - s. Intermediate material introducing French in professional or business life _____
- Other: _____

2. If you teach in a FLES program, please indicate the state of the following materials. More than one column may be checked.

	Existing	Lacking	Needs Improvement
a. Textbooks designed for the elementary school	_____	_____	_____
b. Audio-visual materials	_____	_____	_____
c. Software packages	_____	_____	_____
d. Teaching games	_____	_____	_____
e. Non-textbook written materials	_____	_____	_____
f. Pedagogical periodical designed specifically for teachers of FLES	_____	_____	_____
g. Describe the type of materials needed: _____			
h. Other (specify): _____			

3. If you teach in a FLES program, which of the materials you identified as lacking or needing improvement in number 2 would your school purchase if they were available? Give the appropriate small letters only. _____

4. If you teach in a secondary school, which of the following would your school be likely to purchase if it were available?

	Likely	Unlikely	Don't Know
a. Slides on regions of France	_____	_____	_____
b. Slides on Quebec	_____	_____	_____
c. Slides on other Francophone countries	_____	_____	_____
d. Slides on architecture and art history in France	_____	_____	_____
e. Other slides (specify): _____			
f. Filmstrips (specify): _____			
g. Low-price or free films on French history and geography	_____	_____	_____
h. Classic French films (by Renoir and others) for a small fee	_____	_____	_____
i. Films that were shown in French theaters in the 1980's. Specify if there would be a cost limit.	_____	_____	_____
j. Software for:			
(1) Textbooks	_____	_____	_____
(2) Culture capsules	_____	_____	_____
(3) Literature	_____	_____	_____
(4) Other (specify): _____			
k. Cassette tapes on various topics (social, economic, cultural, phonetics, ads, etc.)	_____	_____	_____
l. Video cassettes on various subjects (business, social, economic, cultural, phonetics, ads, etc.)	_____	_____	_____

continued from p. 4

ment, several students currently enrolled in foreign languages demonstrate with signs, balloons, and posters as an extra enticement to enroll in these classes. Following the formal presentations, the audience is free to meet with teachers individually in their classrooms. These contacts provide interesting conversations among the parents, students, and foreign language teachers.

The department receives additional publicity through the travel opportunities for French students. Students visit Montreal and Quebec City where they meet the French-Canadian students with whom they have corresponded during the year. The week-long tour is part of the fourth year French curriculum and the final paper written on Quebec represents an important part of the students' grades. The Quebec trip is a

strong motivator for incoming freshmen to sign up immediately in order to participate as seniors.

These activities have helped Lakeview's Foreign Language Department keep enrollments high in spite of declining student numbers and decreased time for electives. Teachers facing any of these problems should try marketing their departments. The results could be wonderful.

Laurie LeClear
Lakeview High School

Questionnaire continued

- m. A pedagogical periodical designed specifically for FLES instructors for use in methods courses _____
- n. A regular printed magazine in French _____
- o. Authentic printed documents encountered in French daily life (SNCF, PTT, banks, etc.) _____
- p. Other materials on French for business (specify): _____

5. If you teach in a college or university, which of the items listed in question 4 would your school be likely to purchase? Give the appropriate small letters only. _____

6. Do you have any needs that were not covered by this questionnaire? Please add them on a separate sheet.

7. The French Cultural Services is compiling some packages of teaching materials called *valises pédagogiques* which would be loaned or given to high schools. It is also drafting an information guide for teachers of French (addresses, exchange programs, visits of schools, etc.) Your answers to the above will be communicated to them with your name if you would like them to contact you.

Yes _____ No _____

8. Have you either heard of, or worked with, FACSEA (a non-profit educational organization chartered by the state of New York) which is located in the French Cultural Services offices?

Yes _____ No _____

If not, would you like to receive information about FACSEA, which supplies educational aids for teachers of French?

Yes _____ No _____

Optional

Name: _____

Home Address: _____
(include zip code)

Telephone: (_____) _____

School Address: _____
(include zip code)

Your Title: _____

Please return by **December 15, 1986** to: Fred Jenkins, AATF Executive Director, 57 East Armory Avenue, Champaign, IL 61820.

COMMENTARY ON SÈVRES

In order that readers may have a closer look at some of the workshops at Sèvres, we are reproducing the following commentary on two sessions that one participant found "most valuable."

JBG

A highly informative exchange of ideas took place during the session entitled "Enseignement du français au niveau secondaire," led by two teachers from the CIEP, Marie-Thérèse Bréant and Annie Monnerie. The discussion centered on how a teacher could use students' own needs for communication to create their own dialogues. The students might be asked to imagine a situation, such as a foreign student arriving in their country and using the telephone to contact a host family who had not met the visitor at the airport. The importance of the correct communication of details of time, location, numbers, transportation facilities, etc. would be stressed. After the students have created a dialogue in their native language, the teacher could either provide the equivalent in the target language or could elicit phrases from the students, depending on the level of competence of the class. In this way, students would be assured of learning what they want to learn—their own creation—and their motivation would be increased.

A second part of this workshop consisted of a videotape of interviews of American young people from junior high to seniors in high school at the American School in Paris and other international schools in the Paris region. The interviews have been filmed realistically. They are on-the-spot comments and questions, interrupted by contradictions and laughter from the participants, all of whom give their honest opinions

of what the French (especially the youth) are like, how they are different, and what they have in common with Americans. This invaluable look at how others see a culture that they are experiencing every day and that they have learned to appreciate is ideal to present in an American classroom of students of French.

The second session that I found most valuable was a French class at the Collège de Sèvres. This class, the equivalent of our ESL classes, was an inspiration. The teacher, Denise Benaquin, used lively, pertinent questions to motivate her international students. On the blackboard, two lists were drawn of qualities and opinions voiced by the students on the topics "Pour toi, qu'est-ce qui est bien dans ton école?" followed by "Et, qu'est-ce qui n'est pas bien?" Every student had a say in the listing and the most positive attribute was "les professeurs expliquent bien," whereas the two negative aspects were "les récréations sont trop courtes" and "les salles de classe ne sont pas belles." After the students had more or less agreed, Madame Benaquin distributed the same subject discussed in an article about a public opinion poll conducted by *L'Express*, "Des kids heureux mais réalistes." The article showed some similarities and differences compared with the Collège de Sèvres. It is worth consulting this poll in the 24-30 May 1985 edition of this magazine to give American students a look into what their contemporaries think in France. A poll could then be conducted by the American students to see if the same results obtain, providing a source of cross-cultural comparison.

Michèle Shockey
AATF Region IX Representative

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