



FROM THE PRESIDENT. . .

Last fall a small percentage of California voters, rejecting the advice of all their most prominent elected officials, made English the state's official language. The practical effects of this action are still unclear, but at least in California one was aware of the minority context in which the issue became contentious. In contrast, just this summer North Carolina, a state with no significant history or presence of ethnic minorities, became the thirteenth state to declare English its official language. What on earth is going on?

It is probable that the legislators in North Carolina did not think they were solving a problem. They purported to place the state language alongside the state bird and state flower, a fairly innocuous act. However, it shows that the idea of English as the official language has acquired a degree of momentum that is disquieting.

On page 7 of this issue you will find the text of a resolution on the official-English movement that was passed by the executive council of the AATF on June 29 and approved at the general assembly in San Francisco on July 5, 1987. It has been carefully worded, but some clarification may be useful.

Most important, this statement does not suggest that immigrants to the United States should do anything other than learn English as quickly as possible, nor does it condone the use of bilingual education programs to disguise a failure to teach English to them and their children. No one doubts that English is the key to economic and cultural integration in this country, although it is too often forgotten that we have been tolerant on numerous occasions in our history when use of a foreign language was well established in particular regions.

A few foreign-born AATF members, conscious of how important it had been to them to learn English, opposed the resolution in San Francisco. This is understandable, but they failed perhaps to appreciate what good examples they themselves are of the simple fact that immigrants must and will learn English whether or not it has "official" status.

Laws establishing an official language might be, in essence, inoffensive. This is the reason why intelligent people may find them plausible. The problem is that they rarely stop there. In some states the implementing provisions sound as if they could bar foreign language instruction from the public classroom. More fundamentally worrisome is that they serve as a vehicle for an insidious ideological message that conflates patriotism with xenophobia. They encourage a raw American pride that implies that we are or should be a self-sufficient country with one tongue and one superior set of values — the '80s version of the "love it or

leave it" vilification of political protesters in the '60s.

An informative article in the April 1987 issue of the *Harvard Law Review* concludes that "the movement makes language the rallying point for simmering intolerance, frustration, fear, and distrust. . . Courts should find that the presence of established federal programs and the equal protection clause of the fourteenth amendment prohibit state action limiting the rights of language minorities. If they do so, these declarations will have no practical impact; they will simply stand as hollow symbols of our generation's xenophobia."¹

We are teachers of a foreign language because we personally have been enriched by our immersion in other cultures; we are, with not a little zeal, missionaries in a human cause of international understanding that alone can preserve a nuclear world. There are no secure islands any more. That is why the AATF is adding its voice to similar resolutions already approved by the Modern Language Association, Teachers of English to Speakers of Other Languages (TESOL), the National Council of Teachers of English, and the Linguistic Society of America. Citizens of the United States are still much more in need of exposure to the rest of the world than of protection from outsiders.

The resolution as such has no power of action. It can only become meaningful insofar as its last paragraph is fulfilled — that is, as AATF officers, members, and allies make use of it. Send it to those who will listen and tell them in plain English what is at stake.

Philip Stewart
Duke University

1. "Official English": Federal Limits on Efforts to Curtail Bilingual Services in the States" (100. 6: 1345-62).

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MEMBERS' NOTES

The Confederation of Oregon Foreign Language Teachers (COLFT) has announced the addition of **Alice Hiser** to the Oregon Foreign Language Roll of Honor. Ms. Hiser of Grant High School, Portland, was named Outstanding Teacher of Foreign Language at the K-12 Level. Ms. Hiser is a dedicated, enthusiastic, and creative classroom teacher. She sets high standards for herself and demands the highest calibre of performance from her students. She has unflinching energy for promoting foreign language and multicultural activities at Grant High School and throughout the community. Formal recognition will be given to Ms. Hiser at the annual fall conference of COFLT on October 9-10, 1987.

Albert Valdman, Rudy Professor of French and Italian and Linguistics at Indiana University, was presented the *Palme académique* by M. Gabriel Otman, Attaché Culturel Adjoint of the French Cultural Services in Chicago. M. Otman stressed the innovative nature of Professor Valdman's contribution to the study of French language and culture by his pioneering work in the description of French outside of France and his research on Creole French languages. Former president of the Indiana Chapter of AATF and member of the editorial board of *The French Review* since 1964, Professor Valdman has authored numerous works on French linguistics and French teaching materials. He is the senior author of the Scott, Foresman High School French Program and the college text *En route: une introduction au français et au monde francophone*.

FOCUS ON FLES

FEDERAL GRANT AWARDED FOR ELEMENTARY IMMERSION EDUCATION

Montgomery County Public Schools has received an eighteen-month federal grant to support its efforts in the area of elementary immersion education. Mimi Met, Coordinator of Foreign Languages, will be working with Eileen Lorenz, Immersion Resource Teacher, to coordinate the grant.

The focus of the grant is twofold — immersion teacher training for new and experienced immersion teachers and development of classroom materials to coordinate with the established district curriculum in each of the immersion languages. Specific goals of the project include:

- definition of the roles and competencies of an immersion teacher
- development of a training program for experienced immersion teachers
- development of a training handbook for new immersion teachers
- development of videotapes for training of new immersion teachers
- development of classroom materials in the immersion languages, based on the Montgomery County Public Schools curriculum

continued in col. 2

continued from col. 1

The three existing elementary immersion programs in Montgomery County are: a total French immersion program, located at Oak View Elementary School, grades K-6; a total Spanish immersion program, located at Rock Creek Forest Elementary School, grades K-5; and a partial-Spanish immersion program, grades K-6, presently located at Oak View Elementary School, but scheduled for relocation at Rolling Terrace Elementary School in September 1987. The content areas of instruction for the partial-Spanish immersion are science and social studies.

For additional information about this project, please write to:

Mimi Met or Eileen Lorenz
Department of Academic Skills
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

AATF NATIONAL BULLETIN

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Postmaster: Send address changes to AATF, 57 East Armory Avenue, Champaign, IL 61820.

MOPED PROGRESS REPORT

AATF's MoPed Commission on pedagogy held an open meeting at the San Francisco convention. The following items were presented or discussed at that session.

I. News of the French parallel group working with the AATF

In June 1987, Commission chairman Pat Cummins met with a dozen representatives of various French organizations who are assisting AATF in its work. Almost all were either planning or had realized plans to assist American teachers of French. It is hoped that by the time the Commission makes its final report some or all of the items planned will have become a reality.

Video

Now available. (1) Video cassettes and other pedagogical materials are found in the *valise pédagogique*, available through the AATF regional representatives (addresses available in the front of the most recent issue of *The French Review*). (2) FACSEA has low cost films and will produce more. For more information, contact the French Cultural Services, 40 West 57th Street, Suite 2100, New York, NY 10019. (Please note that this is a new address until at least January 1, 1988 due to the remodeling of the French Embassy building.) (3) Slightly more expensive are films available through the Project for International Communication Studies. More films are planned in collaboration with several government and private groups in France. Contact: Dr. Richard Altman, PICS, 405 Jefferson, University of Iowa, Iowa City, IA.

Planned only. (1) Inexpensive videos through the French Ministry of Foreign Affairs. (2) Projects done through collaboration between French government agencies and the Agency for Instructional Technology in Bloomfield, IN. Video is merely one of several pedagogical materials being prepared with this agency. Your suggestions on what you most want are welcome and important to this project. Send suggestions to Patricia W. Cummins, Department of Modern Languages, Box 6004, Northern Arizona University, Flagstaff, AZ 86011.

Minitel Projects

The Minitel is a computer screen hooked up to French telephones. It replaces the book format telephone directory at the option of the telephone customer. It also has paying services ranging from plane reservations and shopping to educational data bases to direct communication with other Minitel users via the console screen.

Planned only. (1) A pilot project is scheduled for the United States to begin this school year in schools of the Washington, D.C. area. A variety of educational uses were considered at a workshop in St. Nazaire during the summer 1987. (2) Plans are underway to add the Center for Applied Linguistics and other American databases to the Minitel. (3) Educational software to accompany exchange programs between France and other countries is being developed. A portion of the program should allow schools participating in the exchanges to communicate with each other.

Summer Seminars in France for Teachers of French

(1) Every year the Centre de Recherche et d'Étude pour la Diffusion du Français (CREDIF) lists all summer programs from the preceding summer. Although there is little hope of getting such a list for the following summer, the people responsible for the compilation feel there is substantial carryover from one year to another. The list includes

addresses where teachers can obtain brief descriptions of the programs. For information, write to the French Cultural Services for your region (see page 5 of this issue of the *National Bulletin* for the appropriate address) and request the list of *States et Enseignements F.L.E. 1987* prepared by CREDIF.

(2) Five groups represented at the meeting in June hosted their own summer or academic year programs. (a) The Centre International d'Études Pédagogiques (CIEP) at Sèvres focuses on both teaching techniques and research. It is an excellent resource location (see related article "Le journal des journaux" on page 5 in this issue as well as the article on "Échos" in the January 1987 issue). The address of the CIEP is: 1, avenue Léon Journault, 92311 Sèvres. (b) MICEFA is in charge of the *bus pédagogique* and the *valise pédagogique*. It has summer seminars and exchange programs in the Paris area. Its address is 101, boulevard Raspail, 75270 Paris Cedex 06. (c) The Centre Audio-Visuel de Langues Modernes (CAVILAM) has not only summer programs for teachers of French but also courses of study leading to special degrees in the teaching of French as a foreign language. They are working closely with primary schools in North Carolina and with North Carolina State University. Their address is CAVILAM, Contrôle pédagogique, Université de Clermont, 14, rue du Maréchal Foch, B.P. 164, 03206 Vichy. (d) The French-American Institute for International Studies (FAIIS) has a three-week summer program for educators and their families on the French Riviera. They also publish *Pages d'Écriture*, focusing on pedagogical suggestions for school teachers, and they plan to add a journal for college teachers. Write to them at: FAIIS, 5151 San Felipe, Suite 1500, Houston, TX 77056. (e) The Council on International Educational Exchange has a variety of programs, especially for students. It is located at Centre Franco-Américain Odéon, 1, place de l'Odéon, 75006 Paris.

II. Québec information being added

Information on pedagogical materials, on exchanges, scholarships, and grants, and on resources for teachers and researchers has been compiled in draft form by the Chicago office of the Quebec Government House. The booklet will be available in final form during late 1987 or early 1988. Information on where to write for it will appear in a forthcoming issue of the AATF *National Bulletin* (see new rubric on page 9 of this issue).

At the AATF convention, M. André Peloquin of the Quebec Ministry of International Relations announced the three individuals who will be working with the AATF MoPed Commission's subcommittees. Alida Picolo of the Ministry of Education will assist the Materials Subcommittee, Pierre LaVigne of the Ministry of International Relations will work with the Exchanges, Scholarships and Grants subcommittee, and Guy Dumas will provide assistance to the Resource Information Subcommittee.

III. Progress of the subcommittees

Tentative plans for the scheduling of subcommittee events for the coming year were discussed. Suggestions were gathered from the audience on members' expectations. Each of the three subcommittees presented reports on intended outcomes and on subcommittees' composition. More on their work will be reported in a future issue.

1987 CONVENTION HELD IN SAN FRANCISCO

For the first time in over twenty years, the AATF held its annual Convention on the west coast, July 1-5. The modern and luxurious Meridien Hotel in downtown San Francisco was the site of some 74 individual sessions, covering a range of topics of interest to members representing all teaching levels, from FLES to graduate school. Completing these opportunities to renew and deepen our knowledge of Francophone culture were four special workshops covering Advanced Placement French, The Use of the Press and Advertising in the Classroom, Making Audio Comprehension Tapes for the Classroom, and Teaching Business French.

Using once again the successful formula of the Montreal Convention in July 1986, we left afternoons and evenings free so that the 550 attendees could avail themselves of additional related activities, namely two showings of the new film *Jean de Fleurette*, a *vin d'honneur* offered by the *Journal Français d'Amérique*, a July 4th excursion boat on San Francisco Bay, a gastronomic evening at The Stars Restaurant, bus tours of the city and of Marin County. For those willing to sacrifice an entire day of meetings the AATF offered a wine tour to the Napa Valley.

Yet the central purpose of the Convention remained the imparting of new knowledge and the renewal of old. A number of sessions on literature, organized by Ronald Tobin, Editor of *The French Review*, covered the 16th through the 20th centuries; developments in teaching methods were represented by several sessions on FLES, the use of computers, and the history of dialogues as pedagogical tools; the impact of culture on the teaching process was evident in the sessions treating the *Bus pédagogique*, French cinema, the Americanization of France, and Cajun music; finally, sessions on linguistics, organized by AATF Vice-President Ann Tukey Harrison, were once again available on,

for instance, such topics as semiotics, grammar, and applied teaching norms. And, there were many more. . . The ongoing efforts of AATF Commissions to help its members in their daily teaching tasks were apparent to those who attended the open meetings of the FLES/FLEX/Immersion commission chaired by Gladys Lipton, the Professional Standards Commission Chaired by Joseph Murphy, and the MOPED Commission (*Mobilisation pédagogique*) chaired by Vice-President Patricia Cummins.

The close cooperation of both the French Cultural Services and the Quebec Delegation was evident throughout the entire Convention. Of note were the informative and



Left to right: Michel Robitaille, conseiller, affaires culturelles, direction Etats-Unis, gouvernement de Québec; Andre Péloquin, directeur adjoint, direction Etats-Unis, ministère des Relations Internationales, gouvernement de Québec; Philip Stewart, président de l'AATF; Michèle Shockey, représentante de la Région IX de l'AATF. Photo credit: © 1987 Matthew R. Rourke.

encouraging address at the Opening Session by M. Marc Perrin de Brichambault, Chief Cultural Counselor of the French Government in the United States, and the "Quebec Day" (Friday), plus the continuous display of photos of Quebec in the registration area, these last two both organized by Michel Robitaille of the Quebec office in Los Angeles. Finally we cannot fail to mention the combined efforts of members of the Northern California Chapter who

put together most of the program and staffed the registration and the hospitality desks throughout the duration of the Convention.

We are already looking forward to our **61st Annual Meeting**, to take place in the **Park Plaza Hotel** in downtown **Boston** from the **15th through the 20th of July, 1988**. The usual gamut of regular morning to early afternoon sessions will be distributed over a four-day period (15th through 18th), while the last two days will be reserved for Workshops. Readers will find a call for presentations/papers/workshops elsewhere in this issue of the *National Bulletin*. Whether or not you make a presentation, please do plan to join us in Boston for another major AATF function combining both work and pleasure.

WIN FREE AIR FARE TO PARIS

At the recent Convention in San Francisco, AATF held a drawing for a free air fare to Paris to attend the 1989 Convention. The drawing was open to all active members of AATF as of July 1, 1987. The winner of this first drawing is a new member of AATF, Holly M. Craven from Midland, Michigan. Congratulations, Holly!

You too can win a ticket to Paris for 1989. Another drawing will take place during the Convention in Boston in July 1988. It is not necessary to attend the Convention to win. In order to be eligible for this drawing you must have renewed your membership in AATF by no later than July 1, 1988.

LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

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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LE JOURNAL DES JOURNAUX

Revue d'actualité et d'enseignement avec le « document authentique » (« Unes », articles, billets, reportages, photos, dessins de presse, publicité...), *Le journal des journaux* a pour objectif d'être un outil de travail pour les enseignants et les étudiants en français langue étrangère: méthodes pédagogiques, pratiques documentaires, échanges...

Le journal des journaux est le mensuel du Département Presse du Centre International d'Études Pédagogiques de Sèvres. Ce département est chargé de recherches méthodologiques sur l'utilisation du journal - élément spécifique de la production écrite - pour une initiation aux différents registres de la langue française (langue littéraire, langue parlée familière, lexicologie et grammaire spécifiques du langage des articles...), pour une approche nouvelle de la société française contemporaine (« revue de presse » sur la réalité quotidienne des Français...), pour une recherche sur l'information (étude comparative presse écrite/presse audiovisuelle, mise en page de l'actualité, rubriques dans le style journalistique, journal scolaire...).

L'application pédagogique de ces recherches méthodologiques permet de réaliser avec le Département Presse du C.I.E.P. des cours de langue (accès aux différents registres de langue), des cours de civilisation (revue de presse, travaux pratiques...), des cours sur la réalisation d'un journal à l'école (circuit de l'information, mise en page des faits d'actualité...) dans le cadre d'ateliers de presse pour formation initiale (grilles de lecture, exercices, tests de compréhension écrite, travaux pratiques pour l'initiation à la lecture du journal...) ou formation continue (approche des contenus linguistique et civilisationnel des documents de presse).

Le journal des journaux - 118 numéros parus (1) - permet de compléter les actions de formation et de rester en contact avec les enseignants étrangers dans trois domaines:

- extraits d'interventions dans les stages de français langue étrangère
- reproduction d'appareils pédagogiques utilisés lors de ces interventions
- sélection d'articles de presse pour informer sur l'actualité et/ou utiliser en classe de langue et de civilisation françaises.

continued on pg. 6

La revue comprend en effet sept rubriques. La rubrique *Revue de presse*, véritable « journal des journaux », permet à ses lecteurs d'avoir connaissance de l'actualité en France (2). Les rubriques *Actualité de la presse*, *Revue*, *Notes de lecture* sont des rubriques d'informations et de réflexions sur les phénomènes de presse, les revues et les livres susceptibles d'intéresser les professeurs enseignant la civilisation. Les rubriques *Le point sur*, *Jeux* et *Appareils pédagogiques* constituent des rubriques pour la méthodologie de l'enseignement du français langue étrangère avec des extraits de cours de langue et/ou de civilisation (3).

La diffusion de cette publication à travers le monde (4) permet des échanges continus avec de nombreux lycées et collèges, des universités, des bureaux d'action linguistique... Des contacts ont été établis et développés avec d'autres revues destinées à promouvoir la langue française à l'étranger.

Richard Nahmias
C.I.E.P., Sèvres

1. Abonnement pour 10 numéros (année scolaire de septembre à juin), contribution demandée 100 FF pour frais de reproduction et d'expédition. Mode de règlement; virement postal (Agent Comptable Secondaire du CIEP, n° 9130/69 X Paris); chèque bancaire (Agent Comptable Secondaire du CIEP); mandat international; coupon réponse international; espèces. À adresser au Département Presse du CIEP, 1, avenue Léon Journault, 92311 Sèvres Cedex, France.

2. Tous les articles de presse signalés dans cette rubrique peuvent être demandés au Département Presse: une revue de presse est alors communiquée sous forme de photocopies (participation aux frais: 1FF la page photocopiée).

3. Exemples: « Le langage des articles de presse », « L'actualité pour faire un journal en classe de français langue étrangère », « Le fait divers », « L'article sportif », « La cohabitation selon les caricaturistes »...

4. Envoi gratuit d'un exemplaire du *Journal des journaux* sur demande à Monsieur Richard Nahmias, voir l'adresse à la note (1), avec mention du *National Bulletin*.

CHAPTER NEWS

Chapter officers are reminded to send their news to the Editor, AATF *National Bulletin*, 431 Collins Avenue, Cincinnati, OH 45202. Deadlines are as follows: for November, September 10; for January, November 10; for April, February 10; for September, July 10. Submissions should concentrate on program and activity descriptions with sufficient detail so that other chapters wishing to promote similar programs would be able to obtain additional information.

CONNECTICUT

The Spring meeting of the AATF Connecticut Chapter took place on March 30, 1987 at the Sheraton Inn in Waterbury. During the morning sessions, two Rockefeller Foundation Fellowship recipients for the summer of 1986, Patricia Perry and Geraldine Sklarz, both of whom are Connecticut AATF members, gave simultaneous presentations on their respective summer study experiences. Gisèle Kapuscinski of State University of New York at Stony Brook delighted the participants with various suggestions to encourage communication in the foreign language classroom. Georges May, professor of French at Yale University, addressed the topic, *Y a-t-il une bonne et une mauvaise littérature?* During the afternoon session, Polyglot Productions (Cambridge, MA) representative Eileen McHugh presented the film *Les compères* and commented on its use in the classroom.

The following members were elected to office for 1987-1988. President, Therese Harnois; Vice-President, Valerie Andrews; Treasurer, Ann Lorusso; Secretary, Alberta Trench.

GREATER ST. LOUIS

The Greater St. Louis Chapter held a special award ceremony for winners in the *Grand concours* on May 3, 1987, at Fontbonne College under the honorary presidency of the Quebec Government represented by M. Duquette, Senior Commercial and Industrial Officer.

WISCONSIN

The Wisconsin Chapter announces that Dianne M. Seyler of LaCrosse Central High School and Dr. Roland Durette of the University of Wisconsin-Whitewater have been awarded the 1986-1987 French Educator Awards. Ms. Seyler's award was given in recognition of her involvement in the promotion of foreign languages in her school and community; Dr. Durette's award recognizes his work in teacher preparation and education, especially the summer institute for teachers in southwestern France.

In addition to the above awards, the chapter announces its certificates of recognition for the following teachers: Sharon S. Stephenson, Wausau East High School for the establishment of a foreign language teachers collaborative; Carolyn J. Schulz, Waukesha South High School for her students' participation in the *Concours oral français*, especially in the *Théâtre de chambre* category; Frank J. Fiorina, University of Wisconsin Center-Rock County for his direction of the Madison area *Concours oral français*; Lila L. Huberty, University of Wisconsin Center-Fox Valley as a humanist dedicated to her students; Maurice Gras, University of Wisconsin-Madison for his dedication to the *Maison française* on the Madison campus.

**CALL FOR PRESENTATIONS/
PAPERS/WORKSHOPS
61ST ANNUAL MEETING OF THE AATF
PARK PLAZA HOTEL
DOWNTOWN BOSTON**

Regular Sessions, July 15-18, 1988

Workshops, July 19-20, 1988

Topics on all francophone subjects invited

**DEADLINE FOR SUBMISSION:
JANUARY 30, 1988**

Send to: Professor Philip Stewart
President, AATF
Department of Romance Languages
Duke University
Durham, NC 27706

RESOLUTION ON ENGLISH AS AN OFFICIAL LANGUAGE
PASSED BY THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH
at its 60th annual meeting, 1-5 July 1987

WHEREAS several states within the United States have enacted, and other states are considering, legislative acts which could be used to discourage or deny the rights of linguistic minorities to preserve and foster their cultural heritage; and

WHEREAS such measures are based on misconceptions about the role of a common language in establishing political unity, and are inconsistent with American traditions of linguistic tolerance; and

WHEREAS this movement tends to make language the focus for expression of latent fear, distrust and intolerance; and

WHEREAS the languages and cultures of many peoples have contributed and continue to contribute to the richness and variety of English expression; and

WHEREAS it is to the economic and cultural advantage of the nation as a whole that its citizens be proficient in more than one language;

BE IT THEREFORE RESOLVED that the American Association of Teachers of French strongly opposes all proposals to declare English the official language of the United States or of any part thereof, encourages the learning of foreign languages by native English speakers, and endorses programs which enable speakers with other linguistic backgrounds to maintain proficiency in those languages while acquiring proficiency in English; and

BE IT FURTHER RESOLVED that members and officers of the AATF make known this resolution to its affiliates and chapters, to members of Congress, and state officers, legislators, and boards of education.

Note: Please make copies of this page to share it with your state representatives and senators as well as with anyone else in a position of influence.

GUIDELINES FOR SUBMISSIONS TO THE NATIONAL BULLETIN

The *National Bulletin* appears four times a year in September, November, January, and April. Its major focus is the presentation of information relating to the American Association of Teachers of French, news of the state of the profession of teaching French — exciting programs and experiments in teaching methods which have succeeded, the morale of teachers — and news of what is going on in France.

Regular features in the NB include:

- news from the French Cultural Services and the Quebec Delegations
- reports from JNCL/CLOIS
- AATF scholarship applications
- NEH summer seminar listings
- Gleanings from all sources, including readers, concerning new materials available (books, slides, tapes, videos, films, computer programs, travel information, etc.)
- Calendar of Events listing meetings of interest to the profession
- Members' Notes telling of special honors, awards, and recognition given to AATF members
- Chapter news describing the activities of the AATF chapters around the country
- Classroom activities that have worked for AATF members
- "centerfold" of practical application in the French class

In addition to the regular features, there are articles on a variety of topics from association communiqués and news, civilization, culture, current events in France, computers, fellowships, grammar, vocabulary, and anything else related to the teaching of French.

All these materials, whether used in the regular features or elsewhere, come from the members of AATF. Please note that contributions are accepted from members only. Rarely, an item of special merit that the editor has discovered will be included by invitation because of its value to the members. Items in English and in French are accepted.

FORMAT, LENGTH, STYLE, AND OTHER REQUIREMENTS

All contributions should be typewritten, double-spaced throughout including endnotes, bibliography, quotations, charts, etc. Use 2" left margin and 1½" margins on all other sides. Articles should average 5-6 pages although an occasional outstanding longer article will be accepted (10-12 pages). Shorter articles are always welcome.

All articles should follow the *MLA Style Manual* (1985). Articles in French may follow standard French style. Please note that the NB uses diacritical marks on capital letters in accordance with the manual *Basic Rules for Typesetting in French* by Alain Baudot and Thérèse Lior (1984).

The author's name should not appear anywhere on the manuscript itself. Instead, authors should use a coversheet that indicates the title of the article, a one- or two-word short title that will also appear on every page of the submission, name of author, home and work addresses and telephone numbers, including zip and area codes.

Each page of the manuscript should bear at the top right the one or two key words of the short title, followed by the page number.

Charts, graphs, drawings, etc. should be avoided unless absolutely necessary to the text as they are difficult and expensive to reproduce. If they are used, they should be prepared as separate sheets from the main text of the manuscript and should be camera-ready. Their placement within the text should be indicated.

Authors need submit only the original manuscript. Copies will be made for the committee of readers as appropriate.

The original of articles not accepted for publication will be returned only if sufficient loose postage accompanies the submission.

Authors usually receive notification by postcard that their submission has been received. Articles are then copied and sent to the committee of readers for their comments and opinions. This process can take up to several months. Once the opinions have been received, copies of comments are sent to the authors along with indication of acceptance, need for revision, or rejection. Manuscripts received during vacation periods are processed more slowly. As all readers are volunteers and have major professional obligations, the process is somewhat slow. In addition the editor has no secretarial help. Please keep these constraints in mind.

Authors receive an additional copy of the NB in which their piece appears.

You are encouraged to send articles on activities that have worked in your classroom, culture capsules you have prepared, authentic documents and a description of activities developed around them, items for the calendar of events, news concerning members, chapter news, articles relating to current topics and events in the Francophone world, teaching techniques related to improving student and even teacher proficiency in all the skill areas . . . to sum up, anything you think will be of interest to your colleagues. We need especially FLES contributions, but are always looking for good materials for secondary and college levels as well.

Send all materials to the Editor, AATF *National Bulletin*, 431 Collins Avenue, Cincinnati, OH 45202, U.S.A.

AATF MEMBERSHIP CARD Available from National Headquarters

An official AATF membership card is available to current members. As the cost of sending the card to every member is prohibitive, members who wish to obtain one can send a postcard to: AATF National Headquarters, 57 E. Armory Avenue, Champaign, IL 61820.

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

LES NOUVELLES DES DÉLÉGATIONS DU QUÉBEC

Nous commençons, dans ce numéro du *National Bulletin* de l'AATF, une rubrique où vous trouverez des informations au sujet des activités des délégations du Québec aux États-Unis, des activités au Québec qui pourraient vous intéresser, et, des programmes et matériaux portant sur l'enseignement du français et l'enseignement du Québec en classe de français.

Pour cette première rubrique, nous avons pensé vous donner les coordonnées de chacune des délégations et du bureau du Québec aux États-Unis, ainsi que les noms des responsables du dossier académique dans ces états.

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Columbia, Kentucky,
Maryland, New Jersey,
New York,
Pennsylvania,
Virginia, West
Virginia

NOUVELLES, ACTIVITÉS, PROGRAMMES, MATÉRIAUX D'ENSEIGNEMENT

RENCONTRE INTERNATIONALE JACK KEROUAC: Vieux Québec, 1-4 octobre 1987. Conférenciers du Québec et du Canada, des États-Unis et de l'Europe ont confirmé leur participation; tables rondes sur l'écriture, l'éthique, l'influence et l'identité, événements culturels; films, vidéos, expositions de photographies, soirée de poésie, jazz, théâtre, durant toute la rencontre. Pour de plus amples renseignements, veuillez prendre contact avec le Secrétariat permanent des peuples francophones, 129, Côte de la Montagne, Québec, Québec. Téléphone: (418) 692-5177.

Tournée de représentants de l'ASSOCIATION QUÉBÉCOISE D'ÉCOLES DE FRANÇAIS cet automne aux États-Unis. Si vous désirez recevoir la visite d'un de ces représentants, prenez contact avec la Délégation du Québec de votre territoire.

EXEMPTION DE SUPPLEMENT DE FRAIS DE SCOLARITÉ POUR ÉTUDIANTS ÉTRANGERS. Les étudiants étrangers inscrits aux programmes de français, de civilisation québécoise, et/ou de littérature québécoise à temps complet dans les universités du Québec sont sujet aux mêmes frais de scolarité que les étudiants québécois, environ 300\$ canadien par semestre, une économie considérable sur le tarif normalement perçu.

"FRANC PARLER", BROCHURE À CARACTÈRE PÉDAGOGIQUE, ET VIDÉO-CLIP DISPONIBLES EN DÉLÉGATIONS EN SEPTEMBRE 1987. Tel qu'annoncé lors du congrès de San Francisco, les professeurs pourront obtenir gratuitement une plaquette pédagogique intitulée "Franc parler" en en faisant la demande auprès de la délégation du Québec de leur territoire. Un vidéo-clip présentant des jeunes francophones des 5 continents sera disponible au même endroit au coût approximatif de 20 \$US.

MOPED, COMMISSION DE MOBILISATION PÉDAGOGIQUE. Le Québec a désigné des correspondants aux trois sous-commissions de MOPED répondant ainsi à l'invitation de Mme Patricia Cummings, Présidente de la Commission. Il s'agit de Mme Alida Piccolo, et de M. Guy Dumas, tous les deux du ministère de l'Éducation du Québec, et de M. Pierre Lavigne, du ministère des Relations internationales du Québec.

DÉLÉGATION DU QUÉBEC À BOSTON

CONGRÈS RÉGIONAL DE L'AATF, 2-3 octobre, Boston. 3 ateliers sur le Québec: les programmes d'immersion au Québec; l'immersion au secondaire: problématique et solutions; l'enseignement du français au moyen de la chanson folklorique.

TOURNÉE DE LOUIS CARON, AUTEUR, dans les collèges et universités de la Nouvelle Angleterre. Thème: Le défi québécois: le Québec s'ouvre au monde. Comment en sommes-nous venus là après la période d'intense nationalisme qui a marqué les années 1960-1980?

Pour de plus amples informations sur ces activités, veuillez contacter la direction des affaires publiques de la Délégation du Québec à Boston.

continued on page 10

DÉLÉGATION DU QUÉBEC À CHICAGO

EXPOSITION "QUÉBEC: JOYAU DU PATRIMOINE MONDIAL" at MIDDFEST, MIDDLETOWN, OH, 25 septembre-20 octobre 1987. L'exposition comprend 40 photos de la ville de Québec et de quelques autres villes et parcs nationaux reconnus par l'UNESCO comme faisant partie du patrimoine mondial. Des visites de groupe sont possibles. Veuillez prendre contact avec MIDDFEST par téléphone: (513) 425-7707.

DÉLÉGATION DU QUÉBEC À LOS ANGELES

"QUÉBEC ON STAGE". Cette exposition, qui présente un survol des arts de la scène au Québec, est en montre au Musée du Hollywood Bowl, à Hollywood, CA. Des affiches, pochettes de disques, costumes et vidéocassettes offrent aux visiteurs un contenu des plus variés décrivant les artistes québécois dans le domaine de la musique, du théâtre, de l'opéra, de la danse et du "show business". Pour plus de renseignements sur les heures d'ouverture du Musée, veuillez téléphoner au (213) 850-2058. Mme Susan Injejikian au Musée peut organiser des visites de groupe.

Le "CIRQUE DU SOLEIL" et la troupe de danse "LA LA HUMAN STEPS" participent au prestigieux "LOS ANGELES FESTIVAL" 3-27 septembre à Los Angeles.

Émission de radio hebdomadaire en français à Los Angeles, "LES QUATRE SAISONS". Les professeurs et étudiants de la région de Los Angeles sont invités à syntonner, chaque samedi, de 11h30 à 12h30, l'émission "Les Quatre Saisons" sur les ondes de KTYM 1460AM. L'émission présente des chansons de divers pays francophones, de même que des bulletins d'information locale, des entrevues avec des personnalités francophones, et des reportages préparés par Radio France Internationale et Radio Canada Internationale. L'émission est une réalisation de l'Association Québec-Californie, en collaboration avec la Délégation du Québec à Los Angeles. Pour de plus amples renseignements, veuillez communiquer avec Johanne Carrier à la Délégation.

AND THE WINNER IS . . .

In September 1986 we announced a contest to rename the *National Bulletin*. As a result we received 48 possible names from which to select a winning title. We wish to thank those members who took the time to be creative and to send us their suggestions.

After reviewing the entries, including one from an individual who indicated "I am satisfied now with *National Bulletin*," the executive council determined that we should retain the current name. Because of this decision, the winner of the contest is **William N. Felt** of Greensboro, NC whom we have quoted above. Professor Felt is retired from the University of North Carolina in Greensboro where he taught for 25 years. Congratulations to Professor Felt.

CONTINUING DIALOG ON WORD PROCESSING IN FRENCH

Several readers have responded to Mark S. Weinberg's article on "Word Processing in French: a postscript" (*NB* 12.4:19-20, April 1987). Space does not permit inclusion of all the responses in this issue, but as space permits, they will appear in future issues. It should be noted that the Weinberg article served as a "postscript" to the article on the results of a survey on word processors that George T. Diller of the University of Florida prepared for the April 1986 *NB* (11.4:5-6).

Mary Antonia Cor of Lanham, MD submits the following:

For those who work in a department which has available an IBM, IBM clone, MacIntosh etc, the best choice for a home computer is a machine compatible with the department's so that a new system need not be learned and work begun at home can be continued at the office and vice versa. Even at current prices, however, such a machine with monitor and printer can cost around \$1500, which is a considerable expense, especially as software for such systems can also be costly. There is a less expensive alternative. It is possible to acquire a Commodore 64 system (computer, disk drive, monitor, and printer) for around \$900. Software is available for word processing, even word processing in a foreign language. The program *Paperback Writer* (now called *Pocket Writer*) has been adequate for all my professional needs. I have a Blue Chip 120 printer with foreign accents so that I can get, by pressing «CTRL» and a number key, the following characters: é, è, ê, à, â, ù, ô, î, û, ç. With this software and my printer I can also get italics, superscripts, and subscripts.

There is, I concede, a drawback to the system. The program takes up so much memory that it is only possible to type about two pages of manuscript at a time before saving on a disk. By linking files, though, the entire work can be printed in one continuous process so the annoyance is minimal.

George T. Diller of Gainesville, FL writes:

The Epson FX-85 printer prints the full IBM international character set, once the dip switches are set to "IBM alternate" mode as described in the Epson manual. This setting gives you the choice of the normal 10 pitch fixed width courier type face plus **big**, **bold**, ^{superscript} and _{subscript}.

As was *Wordstar* only two years ago, so *Wordperfect* has become presently the industry standard. *Nota Bene* is also highly and justly rated for multilingual word-processing. There exist, in addition to these two programs presented by Mark Weinberg, a great number of less highly marketed (and thus less expensive) word processor programs. I would recommend in particular that the prospective purchaser compare the *Final Word* by Marc of the Unicorn with other programs. It handles foreign character sets more flexibly than any program I know.

FRANCE-TV MAGAZINE

1987-1988 SCHEDULE

Antenne 2-Paris and the University of Maryland-Baltimore County present for the third year *France-TV Magazine* via satellite. This French language television magazine, produced in Antenne 2 studios in Paris, allows you to keep abreast of all events, news, and issues in France, and gives you the French perspective in the international arena. This program is underwritten by Antenne 2, Médiante Films, the French Ministry of External Relations, and the University of Maryland-Baltimore County (UMBC).

This one-hour news magazine feature is scheduled to start on Wednesday, September 9, 1987 at 1:00 p.m. Eastern Time (noon Central Time, 11:00 a.m. Mountain Time, 10:00 a.m. Pacific Time). Subsequent telecasts will be on the first Wednesday of each month, at the times indicated. Actual starting time may be delayed by 5 minutes due to a necessary dish alignment procedure.

Schedule:

September 9	February 3
October 7	March 2
November 4	April 6
December 2	May 4
January 6	

Reception is from Westar 4-99 degrees, Transponder 10D, Channel 19 (4080 MHZ); Westar 4 is located between Anik D1 and Telstar 301. Teachers should contact their school's Media Services for reception and off-air recording of this program. If the local school or campus is not equipped with a receiving dish, it is suggested that teachers contact their local Public Television station or any private owner of a dish to make special arrangements to record this program on a VCR.

UMBC can authorize public television stations and cable companies to transmit or re-transmit *France-TV* at no charge to them. Teachers should inform them about this program and ask them to contact UMBC. The result will be easy access to the telecast for all the schools in the area. In addition, as the number of viewers and users increases so will the quality of the magazine.

Although *France-TV* can be received by anyone who has access to a satellite dish, it is aimed primarily at all French language instruction and French studies programs in high schools, colleges, and universities. Each telecast will bring the *dossier* on the major news of the past month, followed by *informations générales*, consisting of 2-to-5 minute segments on major events, followed by a few short reports selected from the fare of exhibits, movies, plays, popular songs, sports events, etc. that have been in the news. *France-TV* is an extraordinary opportunity to enliven daily activities in French classes, to enhance the French language program, and to enrich international studies.

Users' Rights and Privileges

UMBC has acted to retain the recordings beyond the standard 45 day period. Antenne 2 and Médiante films have agreed to an exceptionally liberal approach to copyrights. Under the new policy, users are now permitted to record, make copies, and retain programs for a full year following the last telecast of each academic year. For example, all programs recorded from September 1987 to May 1988 can be retained and used freely until May 31, 1989. However,

after May 31, 1989, the use of programs from September 1987 to May 1988 would be an infringement of copyright laws.

For additional information concerning *France-TV*, please write to the following address or call the following individuals:

General Information

FRANCE-TV MAGAZINE
AC IV, Rm. 214
UMBC
Baltimore, MD 21228-5398
(301) 455-2963

Contents/Copyrights

Claud DuVerlie
Project Director
(301) 455-2130

Technical Information

Victor Aulestia
Assoc. Project Director
(301) 455-2963

FILM FORUM

The *National Bulletin* is seeking comments on the use of French film for pedagogical purposes. We intend this column to serve as an exchange of ideas on and reactions to films that are in theatrical distribution and available through video rentals.

The column is not meant to provide critical film reviews like the ones found in *The French Review*. Instead, the information provided in submissions should address the question of the film's potential as a teaching tool.

Submissions should adhere to the following guidelines:

1. Give the French and English titles of the film.
2. Give a synopsis of the plot.
3. Tell for what age or language level the film is appropriate.
4. Describe your local community (the area of the country in which you teach) and its reactions to the film.
5. Discuss the pedagogical value of the film (linguistic, cultural).

The *National Bulletin* also invites reactions to the articles which appear in the forum on film. If teachers have had different experiences or can suggest additional pedagogical uses for a film described in the column, please send them to us. We could begin with the more frequently used films. A survey of video rentals shows that the following are the most rented titles: *Argent de poche*, *Diva*, *La belle et la bête*, *Rue cases-nègres*, and *La Boum*. However, submissions need not be restricted to these titles.

Please send articles to:

Henry A. Garrity
Department of Modern Languages and Literatures
St. Lawrence University
Canton, NY 13617

In order to meet deadlines for the November issue, please send your submissions by September 30 at the latest. Later submissions will be held for subsequent issues.

Hôtel: an activity for proficiency practice

In recent years there have been a number of conferences and special publications devoted to the concept of proficiency-based instruction. Simply put, this rubric does not imply a methodology but rather an orientation which is at once eclectic and pragmatic. In fact, the term should be self-explanatory. The proficiency-oriented classroom trains students to use the language as a communication tool outside the classroom. It recognizes that a variety of pedagogical techniques may be appropriate in order to develop measurable levels of functional proficiency in students of a second language.

Perhaps the only methodological imperative may be that teachers of second language instruction should strike a delicate balance between two priorities. On the one hand, there should be an emphasis on correctness and systematic error correction must be present as students learn second language structures for the first time. On the other hand, there should be ample opportunities built into the curriculum for creative and relevant language use in a range of culturally authentic contexts.

The activity described in this article involves the second priority. The activity requires interactive communication on the part of the students. It has been classroom-tested many times over and is best used after students have learned the specified grammatical features and vocabulary items, completed controlled structural exercises and practiced pronunciation drills. It has been designed to increase students' personal commitment to generating language in meaningful contexts. From the outset students are aware of the language functions they must carry out for successful completion of the activity as well as the vocabulary and grammatical features that the specific cultural context demands. In allowing students to assume the responsibility for initiating communication, teachers are encouraging them to be creative, to improvise spontaneously, to respond more honestly to situations and to develop communication strategies which are independent of the textbook. Teachers make the conscious decision to defer feedback and to refrain from error correction until the exercise is completed.

The following activity was developed during the teaching of an intensive fundamentals course in French language and culture at a small undergraduate liberal arts institution. The activity was designed to dovetail with a chapter introducing functional hotel vocabulary in the excellent beginning text *Allons-y* by Jeannette Bragger and Donald Rice. It can, however, be quite easily adapted to other texts or other cultural contexts such as a clothing store, post office, etc.

In this activity students must find a hotel room in Paris and to do so they are called upon to practice giving and receiving information, to describe simply and to ask and answer brief questions — important functional abilities for second language learners to practice from the earliest stages of their training. In order to carry out these functions, students must have learned some regular present tense verbs, some high frequency irregular verbs (*aller*, *avoir*, etc.) in addition to the infinitive construction. Similarly, they should have learned the basic travel vocabulary concerning hotels and the cultural protocol required in securing accommodations in France.

Figure A: sample page (854) from "Paris" section of the red *Guide Michelin*, 1987.

PARIS p. 32

☰	Morny sans rest, 4 r. Liège (9 ^e) ☎ 42 85 47 82, Téléx 660822 - ☰ ☰wc ☰ ☰ ☰ E ☰ SC: ☰ 43 ch ☰ 414/614.
☰	Capucines sans rest, 8 r. Godot de Mauroy (9 ^e) ☎ 47 42 06 37 - ☰ ☰wc ☰wc ☰ SC: ☰ 19 - 46 ch 190/310.
☰	London Palace sans rest, 32 bd Italiens (9 ^e) ☎ 48 24 54 64, Téléx 642360 - ☰ ☰wc ☰wc ☰ ☰ E ☰ ☰ SC: ☰ 25 - 46 ch 280/420.
☰	Gare du Nord sans rest, 33 r. St-Quentin (10 ^e) ☎ 48 78 02 92, Téléx 642415 - ☰ ☰ ☰wc ☰wc ☰ ☰ E ☰ ☰ SC: ☰ 24 - 49 ch 200/380.
☰	Hélios sans rest, 75 r. Victoire (9 ^e) ☎ 48 74 28 64, Téléx 641255 - ☰ ☰ ☰wc ☰wc ☰ ☰ E ☰ SC: ☰ 26 - 50 ch 302/357.
☰	Beccaret ☰ sans rest, 19 r. Messageries ☎ 47 70 96 92, Téléx 648895 - ☰ ☰ ☰wc ☰wc ☰ ☰ E ☰ ☰ SC: ☰ 25 - 30 ch 260/360.
☰	Résidence Mauroy sans rest, 11 bis r. Godot-de-Mauroy (9 ^e) ☎ 47 42 50 78 - ☰ ☰ ☰wc ☰wc ☰ ☰ E ☰ ☰ fermé août - SC: ☰ 30 - 26 ch 230/420.
☰	Florence sans rest, 26 r. Mathurins (9 ^e) ☎ 47 42 63 47 - ☰ ☰wc ☰wc ☰ ☰ ☰ SC: ☰ 28 - 20 ch 280/450.
☰	Royal Médoc sans rest, 14 r. Geoffroy Marie (9 ^e) ☎ 47 70 37 33, Téléx 660053 - ☰ ☰ ☰wc ☰wc ☰ ☰ E ☰ ☰ SC: ☰ 41 ch ☰ /460.
☰	Montréal sans rest, 23 r. Godot-de-Mauroy (9 ^e) ☎ 42 65 99 54 - ☰ ☰ ☰wc ☰wc ☰ ☰ E ☰ fermé août - SC: ☰ 27 - 14 ch 230/380, 5 appart 550
☰	Gd H. Hausmann sans rest, 6 r. Helder (9 ^e) ☎ 48 24 76 10, Téléx 650018 - ☰ ☰ ☰wc ☰wc ☰ ☰ E ☰ SC: ☰ 24 - 69 ch 300/402.
☰	Français sans rest, 13 r. 8-Mai 1945 (10 ^e) ☎ 46 07 42 02, Téléx 230431 - ☰ ☰wc ☰wc ☰ ☰ E ☰ SC: ☰ 19 - 71 ch 250/280.
☰	Pax sans rest, 47 r. Trévise (9 ^e) ☎ 47 75 52 81, Téléx 650197 - ☰ ☰wc ☰wc ☰ ☰ ☰ SC: ☰ 15 - 52 ch 270/350
☰	Peysia sans rest, 10 r. Conservatoire (9 ^e) ☎ 47 70 50 83 - ☰ ☰wc ☰wc ☰ ☰ ☰ SC: ☰ 15 - 60 ch 270/350
☰	Gd H. Lafayette Buffault sans rest, 6 r. Buffault (9 ^e) ☎ 47 70 70 96, Te- 642180 - ☰ ☰wc ☰wc ☰ SC: ☰ 20 - 47 ch 175/295.
☰	Campaville Montmartre sans rest, 21 bd Clichy (9 ^e) ☎ 48 74 01 12, Téléx 6435 - ☰ ☰wc ☰wc ☰ ☰ SC: ☰ 23 - 78 ch 227/305.
☰	Campaville Montholon sans rest, 11 r. P.-Sémerd (9 ^e) ☎ 48 78 28 94, Te- 643861 - ☰ ☰wc ☰wc ☰ ☰ SC: ☰ 23 - 47 ch 255/305.
☰	Riboutté-Lafayette sans rest, 5 r. Riboutté (9 ^e) ☎ 47 70 62 36 - ☰ ☰wc ☰wc ☰ SC: ☰ 18 - 24 ch 232/284
☰	Victor Massé sans rest, 32 bis r. Victor-Massé (9 ^e) ☎ 48 74 37 53 - ☰ ☰wc ☰wc ☰ ☰ E ☰ SC: ☰ 19 - 40 ch 138/240.
☰	Résidence Magenta sans rest, 35 r. Y.-Toudic (10 ^e) ☎ 46 07 63 13 - ☰ ☰wc ☰wc ☰ SC: ☰ 16.50 - 29 ch 218/234.
☰	Blanche H. sans rest, 69 r. Blanche (9 ^e) ☎ 48 74 16 94 - ☰ ☰wc ☰wc ☰ ☰ SC: ☰ 16.50 - 53 ch 75/220.
☰	Fénelon sans rest, 23 r. Buffault (9 ^e) ☎ 48 76 32 18 - ☰ ☰wc ☰wc ☰ ☰ E ☰ ☰ SC: ☰ 18 - 36 ch 135/270.
☰	Laffon sans rest, 25 r. Buffault (9 ^e) ☎ 48 78 49 91 - ☰ ☰wc ☰wc ☰ ☰ E ☰ ☰ fermé 27 juil. au 24 août - SC: ☰ 18 - 46 ch 100/262

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Figure B: sample hotel descriptions.

HOTEL FÉNELON

23, rue Buffault

75009 Paris

tél 48.78.32.18

36 chambres équipées de téléphone, 5 étages avec ascenseur : de 135 F. à 270 F. Petit déjeuner: suppl. 18 F.; la plupart des chambres ont bains ou douche et w.c. privés; les animaux ne sont pas admis.

HOTEL FÉNELON

23, rue Buffault

75009 Paris

tél 48.78.49.91

46 chambres équipées de téléphone, 5 étages avec ascenseur : de 100 F. à 262 F. Petit déjeuner suppl. 18 F.; la plupart des chambres ont bains ou douche et w.c. privés; fermé du 27 juillet au 24 août. VISA.

Figure A': from red *Guide Michelin*, 1987, interpretation of symbols.

L'INSTALLATION

Les hôtels des catégories possèdent tout le confort et assurent en général le change, les symboles de détail n'apparaissent donc pas dans le texte de ces hôtels.

Dans les autres catégories, nous indiquons les éléments de confort existants mais certaines chambres peuvent ne pas en être pourvues.

- 30 ch Nombre de chambres
 - Ascenseur - Air conditionné
 - Télévision dans la chambre
 - Salle de bains et wc privés, Salle de bains privée sans wc
 - Douche et wc privés, Douche privée sans wc
 - Téléphone dans la chambre relié par standard
 - Téléphone dans la chambre, direct avec l'extérieur (cadran)
 - Chambres accessibles aux handicapés physiques
 - Repas servis au jardin ou en terrasse
 - Piscine : de plein air ou couverte
 - Plage aménagée - Jardin de repos
 - Tennis à l'hôtel
 - Salles de conférences : capacité des salles
 - Garage gratuit (une nuit) aux porteurs du Guide de l'année
 - Garage payant
 - Parc à voitures réservé à la clientèle
 - Accès interdit aux chiens :
 - dans tout l'établissement
 - au restaurant seulement
 - dans les chambres seulement
 - Période d'ouverture, communiquée par l'hôtelier
 - Ouverture probable en saison mais dates non précisées
- Les établissements ouverts toute l'année sont ceux pour lesquels aucune mention n'est indiquée.

Figure C: sample cards for "hotel clerks."

Hôtel Fénelon

Date:

Nombre total de chambres: 36

Nombre de chambres disponibles: 4

a) chambres pour une personne: 0

b) chambres pour 2 personnes: 4

— ch. 8: 2^e étage avec salle de bains et wc privés 270 F.

— ch. 15: 3^e étage avec douche et wc privés 240 F.

— ch. 20: 3^e étage avec douche et wc privés 240 F.

— ch. 35: 5^e étage sans salle de bains 190 F.

Hôtel Laffon

Date:

Nombre total de chambres: 46

Nombre de chambres disponibles: 5

a) chambres pour une personne: 2

— ch. 9: 1^{er} étage avec salle de bains et wc privés 90 F.

— ch. 25: 3^e étage avec douche et wc privés 95 F.

b) chambres pour deux personnes: 4

— ch. 30: 4^e étage avec douche et wc privés 250 F.

— ch. 43: 5^e étage avec douche et wc privés 230 F.

— ch. 4: 1^{er} étage sans salle de bains 180 F.

Using actual hotel descriptions from the red *Guide Michelin* (figure A), the teacher chooses two reasonably priced hotels and puts the names of the hotels as well as their important features on large pieces of oak tag (see figure B). In this example, the descriptions of two Parisian hotels, Fénelon and Laffon (854, 1987), have been selected. A student desk or table placed close to one wall serves as the "reception area" of each hotel. The oak tag descriptions are placed on the wall behind each desk. The "hotel reception areas" are positioned in different areas of the classroom and in places where there is sufficient room for students to circulate.

The night before the activity, the teacher assigns a review of the appropriate structures and vocabulary. In class on the appointed day, two mature, confident students are selected to play the role of the desk clerks, one for each hotel. Each clerk receives a prepared sheet (figure C) that indicates the exact number and type of available rooms at each hotel. Each clerk stands behind the desk representing her or his hotel and starts to become familiar with the ledger.

While the clerks become acquainted with their hotel sheets, the rest of the class is divided into pairs and is given five to ten minutes to invent a personal scenario explaining the reason for the trip to France (honeymoon couple on a shoestring budget, two students touring Europe after graduation, etc.). Students may use their textbooks to find special vocabulary or check necessary structures in this preparation phase but once the activity actually begins, no one may use texts or written notes. Of course, students are reminded that only communication in French will enable them to find a hotel room. Moreover, they are reminded that it is the week of the Paris air show, that accommodations are very hard to find, and they may have to be resourceful given the demand. (Teachers may purposely decide to have fewer rooms available on the hotel sheets than there are students in the class in order to see how creative they can be in solving the problem of finding a room.)

When the teacher gives the signal to begin, student pairs rush to one or the other of the hotels and request a room appropriate to their needs and pocketbooks. The clerks check their sheets and advise students of the availability of specific rooms. If the hotel is full or a desired type of room is unavailable, they are urged to try the other hotel. The activity should take no longer than 20 minutes including the preparation time. It can be extended by having the teacher ask student pairs why they are in Paris, what kind of room they got, etc.

Teaching for proficiency means providing regular opportunities in class for interactive communication activities. If done routinely, activities of this kind send an important message to students. For the duration of the activity the teacher acknowledges the supremacy of the act of communication. Moreover, the teacher accepts that, as fledgling learners of a difficult skill, the students will make mistakes. Experience has shown that the importance of mastering the grammar, of increasing the scope of vocabulary, and of gaining insights into cultural differences, is heightened and reinforced for students who have regular opportunities to speak the language.

Susan J. Terrio
ACTFL consultant in
oral proficiency
testing

CLASSROOM ACTIVITIES THAT WORK

PERSONNAGES

In my French classes, grades K-8, I have my students choose typical French *prénoms* at random. Then they draw French *noms de famille*, written on slips of paper, from a container. The *noms de famille* represent famous Francophone personalities or *personnages*. Each week one student is the "personality of the week." If I need someone to run an errand or to have a special responsibility, it is that student. In this way everyone has a turn throughout the year and no one feels that there are "favorites."

Each week I introduce the celebrity of the week in an innovative way. For example, when I introduced Bartholdi, I entered the classroom dressed as the Statue of Liberty. Then, I told the story of "my creation." When I introduce Monet, I enter dressed in an artist's smock, holding a palette, and I give a brief discussion of impressionism. When I discuss DeGaulle, I enter wearing a soldier's uniform, singing "La Marseillaise," and I tell of "my life." To introduce Jean-Claude Killy, I ski into class and discuss "my career" as an Olympic skier.

After I have had students for one year, I require them to do their own presentations. These presentations require no more than five minutes of class time but in this brief period, students learn about French culture and remember it much better than if I had lectured or given written assignments.

In addition, each student is assigned a region of France or a Francophone country. When that student is "personality of the week" s/he must go to the map and locate the region or country and indicate one thing for which the area is known. Then, the student must pin a picture representing this area on the map. By the end of the year the students are very familiar with many regions of France and with many Francophone countries.

Martha Holland Dobson
Iredell County Schools, NC

AATF RECRUITING POSTER AVAILABLE

The blue, white, and red "Join now!" poster showing a hot-air balloon trailing the French flag (see the NB 10.1:15, Sept. 1984 for photo) is again available from AATF National Headquarters, free of charge. It is hoped that this poster, designed by Ann Hooper of Florida A. & M. University, will be used to announce AATF activities on the local level and that it will be displayed prominently at other language-related activities in order to invite inquiries about membership in AATF.

FRENCH IN ACTION: THE CAPRETZ METHOD

Le 22 décembre 1983 s'est produit un événement sans précédent, susceptible de changer du tout au tout, et pour le mieux, la vie des professeurs et des étudiants de langues. Ce jour-là en effet, le conseil d'administration de l'Annenberg/CPB Project, qui avait déjà financé des séries télévisées aussi prestigieuses que *The Brain* et *The Mechanical Universe*, votait d'accorder, pour la première fois, une importante subvention de \$ 2 400 000 à un projet d'enseignement de langue. Et cette langue était le français.

Recherche d'une méthode efficace

Tout au cours des vingt dernières années, une méthode "référentielle" avait été élaborée à Yale et un matériel pédagogique fondé sur cette méthode, remanié d'année en année, avait été testé dans plusieurs autres institutions comme Wellesley College; Colby; University of Pennsylvania; Brandeis University; Trinity University à San Antonio, Texas; Philips Academy à Andover; Hotchkiss School; et quelques autres.

Cette méthode nous avait permis d'obtenir à Yale des résultats de très loin supérieurs à ceux que nous obtenions auparavant avec des méthodes et des textes conventionnels, surtout sur le plan de la compréhension auditive et de l'expression orale. La plupart de nos étudiants qui allaient passer l'été en France après deux semestres de français, revenaient ravis de l'expérience et déclaraient n'avoir eu aucune difficulté majeure à communiquer avec les autochtones.

L'approche référentielle, qui permettait d'obtenir ces résultats, repose sur la constatation très simple que le langage, avant d'être fossilisé sur une page imprimée, est quelque chose de vivant, qui émane de personnes vivantes placées dans des situations concrètes précises, et qu'il faut apporter aux étudiants ces situations vivantes si on veut que le langage qui leur correspond ait un sens.

On pourrait penser que la solution idéale serait d'envoyer les étudiants vivre pendant le temps nécessaire dans un pays francophone. Cependant cette solution, qui est pratiquement irréalisable, n'est pas, non plus, la plus efficace. Parce que leur expérience est laissée au hasard des rencontres de la vie quotidienne et n'est nullement structurée pour obtenir le meilleur rendement pédagogique possible. Aujourd'hui nous avons, grâce à la vidéo, les moyens techniques de résoudre le problème, puisque la vidéo permet de mettre les étudiants en présence de situations concrètes mais aussi d'organiser celles-ci selon une stratégie pédagogique efficace.

Nous avons donc, en 1983, une méthodologie et un cours prototype éprouvés, et la technologie nécessaire existait. Il ne restait plus qu'à obtenir sur vidéo quelques cinq ou six mille situations authentiques correspondant au corpus linguistique à enseigner et à les organiser selon des principes pédagogiques testés dans le cours prototype. Pour cela il fallait quelques années de travail intensif et surtout \$ 3 000 000. Ceux-ci ont pu être miraculeusement réunis grâce aux subventions accordées par le National Endowment for the Humanities, la Andrew W. Mellon Foundation, la Florence J. Gould Foundation, le Jesse B. Cox Charitable Trust, le ministère des Affaires Étrangères français, le ministère de la Culture et de la Communication et le haut Commissariat à la langue française qui sont venus compléter celle de l'Annenberg/CPB Project. Et le travail, qui a demandé la collaboration de plus de deux cent personnes

des deux côtés de l'Atlantique, a été terminé en juillet 1987 pour être mis à la disposition des enseignants et des stations du réseau PBS en septembre sous le titre de *French in Action*.

Description générale de French in Action

French in Action est un instrument pédagogique destiné à l'enseignement de la langue et de la culture françaises aux débutants. Il correspond à deux années d'études au niveau universitaire, ou trois au niveau secondaire, pouvant être concentrées en une année dans le cadre d'un cours intensif.

Étant donné que le développement de cet instrument pédagogique a demandé un investissement énorme en argent, en ressources humaines et en temps, on a tenu à ce qu'il soit extrêmement flexible pour qu'il puisse bénéficier au plus grand nombre possible d'étudiants.

Les différentes parties de *French in Action* constituent un système multimédia complet pouvant servir d'outil de travail de base dans un cours conventionnel ou dans un cours télévisé pour des étudiants qui n'ont pas la possibilité d'assister à une classe régulière sur le campus. Mais chacune de ces parties peut aussi être utilisée indépendamment, au choix des professeurs, qui peuvent la mettre au service de leur propre enseignement comme ils l'entendent.

Composition de French in Action

Le support vidéo

La caractéristique essentielle de *French in Action* est son approche référentielle qui présente aux étudiants les mots avec leur référence culturelle authentique. La vidéo est le meilleur moyen d'évoquer ces situations, et donc une des composantes les plus importantes de *French in Action*.

Le support vidéo comprend 52 programmes d'une demi-heure chacun. Chacun de ces programmes est divisé en deux parties: la première partie est un épisode, d'une durée de 5 à 10 minutes, d'une dramatique, dont la durée totale est d'environ 7 heures; la deuxième partie est une section pédagogique.

La dramatique

C'est une histoire suivie, composée de 51 petits épisodes, qui est une sorte de parodie des séries télévisées françaises et des "soap operas" américains. Elle comporte un grand nombre de personnages et de situations diverses. C'est une histoire en train de se faire, d'être inventée par le professeur avec le concours des étudiants pour s'amuser en apprenant le français.

Ceci permet une distanciation indispensable et la possibilité de déconstruire cette histoire à tout moment (en particulier à la fin de chaque leçon) et de la reconstruire sous une forme différente. Cette réinvention de l'histoire offre une technique particulièrement utile pour accéder à un certain degré d'expression personnelle. Les étudiants sont, en effet, invités à choisir parmi toutes les expressions et constructions avec lesquelles ils ont eu l'occasion de se familiariser; toutes celles qu'ils pourront recombinaison entre elles afin de produire une nouvelle version de l'histoire, soit partiellement, soit totalement différente de celle qui leur a été proposée. La plus grande liberté d'expression leur est ainsi laissée puisqu'ils peuvent introduire dans cette réinvention autant d'éléments personnels qu'ils le désirent, ou, au contraire, se réfugier pudiquement derrière le masque d'une fiction qui ne les engage en rien.

La dramatique a été tournée en France, avec une équipe technique française, des acteurs français et un certain nombre de personnes qui jouent leur propre rôle dans la vie. Le dialogue de la dramatique constitue le corpus linguistique que les étudiants vont essayer de comprendre et d'assimiler, au moins en partie.

La section pédagogique

La section pédagogique qui, dans chaque programme, fait suite à l'épisode de la dramatique, est destinée à aider les étudiants à comprendre le dialogue de la dramatique. Étant donné que ce dialogue est, dès le tout début, du français authentique, entièrement naturel, non filtré, simplifié ou dénaturé en quelque manière que ce soit, l'objectif visé est d'arriver à une compréhension globale qui sera progressivement précisée par la suite.

L'approche référentielle, sur laquelle *French in Action* est fondé, a pour but d'associer les mots, dans l'esprit de l'étudiant, aux concepts qu'ils représentent dans la culture française. La section pédagogique évite donc systématiquement le recours à la traduction et ses dangers et fait comprendre le sens des mots nouveaux importants du dialogue en les replaçant dans une série de situations dans laquelle ces mots sont employés. Ces situations sont représentées par une très grande variété de documents authentiques: courts extraits d'émissions de télévision ou de films français ou francophones, spots publicitaires, interviews de personnes dans la rue, scènes de la vie des personnages de la dramatique, dessins humoristiques de Sempé, Jean Effel, Bellus, Dubout, Serre et autres dessinateurs français, etc.

Les avantages de cette approche sont nombreux. Elle exerce les étudiants à découvrir par eux-mêmes le sens des mots et les structures de la langue. Elle évite les embûches de la traduction. Elle apporte aux étudiants de 5 000 à 6 000 aperçus de la réalité culturelle française. Elle captive et retient leur intérêt par la variété des illustrations et le rythme entraînant de leur succession.

Le support imprimé

Le support imprimé comporte:

1. un livre de texte, en un volume, commun aux deux niveaux, et qui contient la version écrite de la dramatique et des illustrations graphiques et textuelles destinées à éclairer le sens et l'usage des mots nouveaux importants; des questions sur le texte; des notes et documents supplémentaires; un lexique français-anglais.
2. un cahier d'exercices, en deux volumes (un pour chaque niveau) qui contient des présentations des points de grammaire et du matériel notionnel-fonctionnel; une variété d'exercices dont la plupart sont prévus pour être utilisés en conjonction avec le programme audio sur cassettes (voir plus loin). Ces exercices correspondent aux quatre grandes divisions de chaque leçon: assimilation du texte, préparation à la communication, libération de l'expression, exercices de contrôle.
3. Un guide de l'étudiant, en deux volumes. Alors que l'ensemble du cours (à l'exception de la leçon 1 et des quelques instructions pour les exercices des leçons 1 à 4) est entièrement en français, le guide de l'étudiant est rédigé en anglais. Indispensable pour les étudiants qui travaillent seuls, il est facultatif pour les autres, au choix du professeur.
4. Un guide du professeur.
5. Une série de tests (un test pour chaque leçon).

Le support audio

Il comporte environ 45 minutes d'enregistrement sur cassette pour chaque leçon. Il contient une grande variété d'exercices correspondant à ceux qui figurent dans le cahier d'exercices et dont certains permettent aux étudiants de jouer un rôle dans une des scènes de la dramatique en se substituant à l'un des personnages.

Short Cut to French

Short Cut to French est une série de quatre vidéo-cassettes qui contient la dramatique sur laquelle *French in Action* est fondée, sans les sections pédagogiques. Ces cassettes, conçues pour servir de base à un cours de révision, peuvent être utilisées seules ou avec les supports imprimés ou audio de *French in Action*.

Pour que le travail énorme investi dans la réalisation de *French in Action* et de *Short Cut to French* puisse porter tous ses fruits, il faut espérer que ces programmes toucheront le plus grand nombre possible de personnes qui s'intéressent au français. A cette fin, *French in Action* est mis gratuitement à la disposition de toutes les stations du réseau PBS. Chacun de nous peut aider à sa diffusion, en téléphonant ou en écrivant au "program manager" de la station PBS la plus proche pour lui demander de diffuser le programme.

Les émissions peuvent être enregistrées sur magnéto-scope librement pour usage personnel, ou, pour être utilisées en classe, contre paiement d'un droit minime.

Les programmes sont aussi disponibles sur vidéo-cassettes à prix coûtant. Si vous désirez des renseignements supplémentaires, vous pouvez téléphoner gratuitement à 800-LEARNER, ou à (202) 955-5251, ou écrire à The Annenberg/CPB Project, 1111 16th St. N.W., Washington, D.C. 20036 ou, en ce qui concerne plus spécialement les supports imprimés et audios, à la Yale University Press, 92A Yale Station, New Haven, CT 06520.

Pierre J. Capretz
Yale University

TREASURERS OF YEAR ANNOUNCED AT CONVENTION

Each year at the annual convention, the Best Treasurer of the Year awards are announced. There are two awards, each worth \$100 to the winner: one for the best Treasurer of a chapter with under 100 members and the other for a Treasurer serving 100 members or more. In addition to the monetary award, each receives an engraved plaque.

This year's winners are: Micheline LeGall, who has actively recruited new members for the Northern California chapter for six years, for large chapters; and for small chapters, Sophie Gasser, who has been Treasurer of the Louisiana Chapter since 1971.

The criteria for selection are as follows, not necessarily in order of importance: (1) frequency of correspondence with National Headquarters; (2) accuracy and timeliness of dues reports; (3) demonstrated activity in recruitment of new members and retention of old members; (4) facilitation of communication between chapter officers and their members; (5) participation in AATF activities at the National level; (6) length of time in office.

TEACHING EXCHANGES: Questions you should ask before you leave.

More and more teachers are interested in exchanging positions for a quarter, a semester, or a full year. The thought is very attractive. There is much to gain professionally and personally. Professionally, a different environment, different teaching methods, and different ways of thinking stimulate creativity. Personally, the discovery of new people and new places, even of new languages, contributes to one's growth. If other members of the family come along, they too may benefit from such an experience. But exchanges are not without serious risks, for jobs and living conditions are seldom similar. Too many unpleasant surprises can mar or even ruin your whole stay. It is therefore essential to ask the right questions before you leave.

Not only do teachers exchange jobs, they also trade houses and cars — even animals when necessary. This is the most convenient approach, but also the most risky. Since job trading is the main purpose of the exchange, trading houses and cars need not necessarily be considered at all, and the pros and cons have to be carefully weighed.

Let us first consider the jobs. Working conditions may vary tremendously between countries. A high school teacher may have a 45-hour-a-week teaching load in Argentina, 25 to 35 in the United States, 18 to 21 in France. The difference is quite significant. The same differences are found at the university level; university professors never teach more than five hours a week in France, while they may teach as much as 12 to 15 hours a week in the States. As exchange teachers receive their salaries from their home institutions, it is important to ensure that the exchange is not too unequal. It is also important to convey the details of one's weekly schedule and to explain all extra-curricular activities, committee work, clubs, the size of the school and department, the number of class preparations, vacation schedules, etc.

I traded my teaching position at an American university with that of a French teacher from an IUT (Institut Universitaire de Technologie). Because we both had a 12-hour-a-week teaching load, we thought our exchange was fairly equal. However, we soon discovered that preparation and correction time in the United States was probably twice as heavy as in France. Furthermore, since the French do not emphasize the necessity for helping students, there are no required office hours and very few extra-curricular activities. Initially, the teacher from France found that she was working so much that she had little time left to enjoy other aspects of American life. A more complete description of my daily routine would have better prepared her psychologically and professionally.

The next question is: Should you trade houses? Doing so will avoid the inconvenience of looking for lodging upon your arrival. In some areas where short-term lodging is very expensive, trading houses may be the only solution. For example, if you live on the California coast, where the cost of housing is extremely high, a teacher coming from Spain may not be able to afford a rental on his or her Spanish salary.

Whatever your reasons, if you choose to trade houses, do not be careless in your inquiries. The success of the

exchange probably depends as much on where you will live as on the job you will do, and the most important thing about a house or an apartment is not its appearance or even its size, but its location. When I was told about a large, handsome house a thirty-minute drive from the IUT, I imagined a suburban village where it would be easy to meet friendly people. However, when I arrived, I was confronted with a less charming reality: no village, no friendly people, no public transportation. The house was located in the woods, ten kilometers away from the nearest grocery store, and the nearest neighbors were never home.

As bad as it was for me, it was worse for my teenage daughters, who could not adjust to this isolation. No matter what I did to improve the situation — renting a small room downtown, turning into a taxi driver, organizing weekend excursions — the girls were miserable. I finally decided to leave that house and to rent a place in town. This proved well worth the extra expense. Our social life became much richer and we were able to make quite a few friends during our final months in France.

Another too often overlooked aspect is the question of the utilities. Don't think, as I did, that it is too petty to ask. If you don't ask, you may run into some very unpleasant surprises. I discovered that a poorly insulated country house is almost impossible to heat. Even though we huddled around the fire and turned up the electric heat, we were always cold. Yet when the utilities bill arrived, it was a shocking \$2000 for the trimester. Obviously, in my case, a house exchange should never have been considered. Two or three questions regarding the location of the house and utilities would have saved me a lot of time and frustration.

Once you have made the housing decision, you need to ask: Should I exchange cars? A vehicle exchange may raise more problems than it solves. You know whether your car is in good running condition, how well it has been cared for, how comfortable it is. You may find yourself, as did a British professor I know, stuck with an old car which breaks down every other week. In addition, your insurance company may be unwilling to insure you under the same conditions as before. I was upset when my insurance representatives told me that as soon as my contract came up for renewal, they would switch me to a much more expensive policy because they had no way of checking on the other teacher's driving record. As it turned out, their argument was justified when, just one month into our exchange, my car was totalled by the French teacher. Of course, specific questions could not have prevented this misfortune, but I should have asked myself "how important is this car to me, and how much would I care if it were to vanish tomorrow?" In any case, if you opt to exchange cars, do inquire about make, mileage, and condition, including tires. Agree upon the mileage you will add during your stay and on the responsibilities of each party regarding the replacement of important parts.

Having resolved the material conditions of the exchange, you will have to consider an aspect crucial to the adjustment of your children: their school. You will probably have

continued on pg. 18

to choose from several possibilities, and the school with the best teaching reputation may not be the best choice. Schools vary, not only in academic quality, but also in the quality of their social life. In the United States, school-organized social activities may not be important if your children have a number of friends and plan their own outings, but school-sponsored activities can become very important in a foreign environment. We are so accustomed to placing the quality of teaching first that we overlook this essential point.

I decided to put my teenage daughters in a lycée close to the place I worked because it was academically good and I could conveniently drop them off on my way to work. In the long run this proved to be a mistake. Because a large number of the students lived out of town, school social activities were virtually non-existent; parents would drop their children off in the morning and pick them up right after classes, and life at school stopped until the next morning. Such an environment stifled the possibility of becoming acquainted with others. In November I switched the girls to a downtown lycée that had many clubs and hosted numerous after-school activities, including weekend dances. Such an environment made it easy for friendships to blossom, and friendship is really what children must have to mitigate the cultural shock inherent in an exchange.

Finally, accurate visa information is crucial. The teacher coming to the States must understand that it will be extremely difficult, if not impossible, for his or her spouse to obtain a work permit. Likewise, the American family going abroad may find working possibilities for spouses severely limited.

To conclude, I would advise anyone contemplating an exchange to make liberal use of the telephone in the planning stages. Mail is slow, and written questions may be ignored or simply drowned in a mass of details. By using the phone, you will get immediate, spontaneous answers to everything you ask; this will allow you to make decisions quickly.

Before you call, make a list of the questions you need to ask. This list should include some or all of the following:

1. Job: number of hours per week
number of working days per week
number of class preparations
office hours
extra-curricular activities
committee work
vacation schedule
2. House: specific location
type of neighborhood
nearest shopping
quality of the house
utilities
public transportation from the house
3. Car: year, make, mileage, tires
insurance
number of repairs in last two years
maximum mileage you will add
4. School: location
quality of teaching
quantity and quality of social activities
comparison to other schools

5. Mate: job plans
6. Dates: agree upon specific dates of arrival and departure

Such a questionnaire does not guarantee that everything will go smoothly. However, it will help you get a clear idea of what lies ahead. There will be many surprises, not all of them good, but part of the excitement of a year abroad is bumping into unusual or difficult situations . . . as long as there are not too many of them.

Odile Clause
California Polytechnic
State University

FULBRIGHT OPPORTUNITIES ABROAD

Opportunities are available for elementary and secondary school teachers and administrators, and college faculty to attend seminars or teach in schools abroad under the Mutual Educational and Cultural (Fulbright) Exchange Act of 1961. Eligibility requirements include: (1) U.S. citizenship; (2) a bachelor's degree; (3) three years of full-time teaching experience for teaching positions; two years full-time teaching experience for seminar positions; (4) current full-time employment in appropriate subject areas and at appropriate teaching level; and (5) fluency in foreign languages for teaching positions in most non-English speaking countries.

The Teacher Exchange Program involves a one-on-one exchange for teachers at the elementary, secondary, and postsecondary levels with suitable teachers overseas, usually for one academic year. Programs operate between the United States and Belgium/Luxembourg, Canada, France, and Switzerland among others. Teachers selected for exchange continue to receive a salary from their home institutions. A grant to teach abroad may include round-trip transportation for the participants. Teachers going to Canada and Switzerland pay their own travel expenses.

Summer seminars are expected to be held for senior high school (grades 9-12) and/or college teachers of Italian language (Italy), Latin, Greek, or the Classics (Italy), and World or European history, culture, or civilization, or art history (the Netherlands). Grantees may be provided with transportation, room, board, and/or tuition, depending on the terms of the seminar program.

Applications are now available and may be requested from:

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

Applications for summer 1988 or academic year 1988-1989 must be submitted by **October 15, 1987** in order to be considered.

ROCKEFELLER FOUNDATION AWARDS FOR SUMMER 1987

As the United States undertakes a major effort to internationalize education, foreign language teachers in the nation's schools are being acknowledged as critical contributors to this development. In recognition of this work, The Rockefeller Foundation has awarded fellowships of \$4,500 to 100 outstanding foreign language teachers in American junior and senior high schools. The award was to be used for eight weeks of intensive study in the summer 1987.

The fellowship program, now entering its third year, is administered by the Academic Alliances office at the University of Pennsylvania. Project Director Claire Gaudiani notes: "School teachers of foreign languages are the most precious natural resources the nation has in its effort to internationalize education. These generous fellowships ensure that each year at least 100 teachers will receive recognition for their leadership and the opportunity to expand their knowledge of the languages and cultures they teach."

Fellows in the program during the summer 1987 studied a total of nine languages on four continents to strengthen their skills in foreign language teaching. These languages are: Spanish, French, German, Latin, Japanese, Chinese, Russian, Greek, and Italian. Of the 100 fellows, 35 were in French. The states with the most Fellows were Ohio (8), New York (8), Pennsylvania (7), and Wisconsin (7). The majority of the Fellows teach in public schools. The Fellows pursued study or research according to plans they devised themselves. They intend to share the benefits of their study with students, colleagues, and their community during this new academic year. AATF chapter presidents may wish to contact fellows in their area to present a program to the membership.

Teachers interested in applying for next summer's fellowships may obtain further information on this program and official applications from most Academic Alliance collaboratives or from the central Fellowships office for summer 1988 fellowships. The address of the office is: 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. The asterisk (*) indicates an AATF member:

***Carol Altman**, Graland Country Day School, Denver, CO (303/399-0390). French via the Cinema: research French cinema in Paris and consult with experts to produce teaching materials featuring eight classic films.

***Deborah Ames**, Central Gwinnett H.S., Stone Mountain, GA (404/963-8041). French Cuisine from Market to Table: study in Grenoble and develop a workshop on French cuisine.

***Robert Ballinger**, Worthington H.S., Worthington, OH (614/431-6565). French Heritage Alive: study language in Paris and produce culturally authentic videotapes.

***James Becker**, Northern University H.S., Cedar Falls, IA (319/273-2367). The Economy of La Petite Crau: study the agricultural industry in Arles to create study packets for all levels of French.

Connie Bowman, Hillsboro H.S., Hillsboro, OH (513/393-3485). Is There Life Beyond Paris? study in Angers and produce slides and a videotape of life in rural France.

***Barbara K. Chandler**, Bell H.S., Arlington, TX (817/282-2551). Incorporating the Performing Arts into the High School French Curriculum: study at the Université de Bourgogne in Dijon to add performing arts to her French classes and plan a French festival.

***Donna Clementi**, Appleton H.S. West, Appleton, WI (414/735-6215). Appleton-Annecey Connection: study and produce slides and audio tapes in Annecey, a community similar to Appleton and produce new curricular materials.

***Frances Coleman**, Ackerman H.S., Ackerman, MS (601/285-3296). Intensive study of Language and Culture: study language, pedagogy and instructional use of computers in France and Germany (teaches French and German).

***Mary de Lopez**, La Cueva H.S., Albuquerque, NM (505/823-2327). Voyage en France: independent study throughout France to produce teaching materials through which advanced students will take an imaginary trip to France.

***Billie O. Edmonds**, Spartanburg H.S., Spartanburg, SC (803/582-7545). Literature and Culture: videotaping of nine literary sites in France relevant to AP language and literature courses.

Heather Faddoul, Rogers H.S., Fayetteville, AR (501/636-2202). Profile of Two French Communities: study in Angers and creation of a photographic record of Angers and a small village on the Mediterranean to bring modern France to her students.

***David Flaccus**, Ithaca H.S., NY (607/274-2189). Videotaped Interviews and Conversation Activities: produced videos in five regions of France on topics in the new state syllabus for advanced French classes.

Christine Frampton, Center Grove H.S., Indianapolis, IN (317/881-0581). A Study of French Culture: videotaped responses in different regions of France to questionnaires developed by her students.

***Hannah Gershon**, Eleanor Roosevelt H.S., Bowie, MD (301/345-7500). The Historical Setting of Selected French Authors: study in Angers and independent research on nine French authors for AP classes.

***Dulce M. Goldenberg**, Miami Sr. H.S., Miami, FL (305/649-9800). Integration of Authentic Documents into Classroom: study in Paris and record interviews in several provinces to bring real life French into her classroom.

Jeffry Holmes, LaGrange Sr. H.S., Sulphur, LA (318/477-4571). Regional Language Variations of French: study in Belgium and tape interviews in French-speaking European countries and Canada to identify differences in the language.

***Anne Jensen**, Westmont H.S., Palo Alto, CA (408/378-1500). Development of Oral Proficiency Situations in French: study in Angers and create units as part of ACTFL proficiency situations.

Mary Kimmell, Keokuk Sr. H.S., Argyle, IA (319/524-2542). Summer Institute for French Teachers: study in Angers and Brittany and develop units on French agriculture.

***Diane Lopez**, Braintree H.S., Hanover, MA (617/848-4000). The French Family Today: produce videotapes while living with families in two different areas of France.

***Judith Lyons**, Atherton H.S., Louisville, KY (502/454-8202). The Musical History of French Canada: study in Quebec and prepare units on French Canadian history with emphasis on music.

***Paul Maher**, West Seneca East Sr. H.S., Buffalo, NY (716/674-2020). The Winds of Change: return to France after 12 years absence to study language and pedagogy at Dijon and produce videotapes for a communicatively-based curriculum.

***Stephanie Z. Maupin**, Oakville Sr. H.S., St. Louis, MO (314/892-8800). Culture and Literature of Francophone Africa: study in Senegal and Ivory Coast then do research in Paris to present French African literature to her students.

Diana Moen, Rosemount H.S., St. Paul, MN (612/423-4441). The Cultures of French and American Business: develop unit comparing French and American business practices through study in Lyon and visits with French subsidiaries of Minnesota-based corporations.

Denise Nichols, Cornwall Central H.S., Cornwall-on-Hudson, NY (914/534-8908). The Youth of the 1980s in Europe: videotape interviews with French-speaking teenagers in France and northern Italy to develop a new teaching tool.

***Ann O'Leary**, Bethel Park H.S., Pittsburgh, Pa (412/833-5000). French Cultural and Linguistic Update: participate in a training program in Paris and study business French in Nice.

Linda Reffner, Alverno H.S., San Gabriel, CA (818/355-3463). Non-Verbal Communication in France: interview and photograph teenagers in several areas of France to incorporate body language into the teaching of French.

***Toby Rivkin**, Roland Park Country School, Baltimore, MD (301/323-5500). What's New in French Stage and Song?: study new forms of theater and music in Paris and Montreal to develop a culture/civilization course for advanced French students.

***Lydia I. Ruiz-Coulter**, Ottumwa H.S., Ottumwa, IA (515/683-4444). French Canadian Culture Units: study in Quebec and videotape interviews with residents.

Patricia Schramm, Licking Valley H.S., Heath, OH (614/763-3721). A Culture-Capsule Newsletter: conduct research in French-speaking Europe to produce an ongoing newsletter for American teachers of French.

***Judith Schulte**, Rosati-Kain H.S., St. Louis, MO (314/533-3966). Researching the Arts in Paris Museums: visit selected museums to expand a course on French civilization and culture.

Adrina Shamamian, Teaneck H.S., West Orange, NJ (201/833-5447). The French Language in Evolution: Audio and videotapes of interviews with individuals in different areas of France to develop a curriculum showing the variety in the language.

***Anna M. Sheats**, Foxcroft School, Middleburg, VA (703/687-5555). Oral Proficiency and Textbook Design in France and Germany: study current trends in teaching methodology in schools in France and Germany.

Patricia D. Warner, North Medford H.S., Medford, OR (503/776-8726). Development of a French III Program: visit France to gather materials for a culturally authentic textbook.

Stephen A. Wildfeuer, Mercersburg Academy, Mercersburg, PA (717/328-2151). Videographic Study of Families in Brittany: make videotapes of three Breton families to add a cultural component to his curriculum.

***Jeanne L. Windsor**, St. Paul's School, Concord, NH (603/225-3341). The Living Language of the French Press: research in Paris of the language as found in newspapers and magazines to create a realistic unit for her class.

CALENDRIER 1987-1988

Ce calendrier 1987-1988 et ce calendrier scolaire sont tirés de l'Agenda Snés publié par le Syndicat national des enseignants de second degré (SNES). Ce sont donc des documents authentiques destinés aux professeurs en France. Pour des suggestions au sujet de l'utilisation de ces documents en classe de français voir le *National Bulletin* du mois de septembre 1986 (12.1:12-13). Si nous publions ce document ce mois de septembre 1987, c'est parce que beaucoup de professeurs américains ont exprimé le désir de l'obtenir pour cette nouvelle année scolaire.

CALENDRIER SCOLAIRE POUR 1987-1988

		ZONE I	ZONE II	ZONE III
ÉTÉ 1987	Prérentrée	Lundi 7/9/87	Lundi 7/9/87	Lundi 7/9/87
	Rentrée	Mardi 8/9/87	Mardi 8/9/87	Mardi 8/9/87
TOUSSAINT	Sortie	Samedi 31/10/87 après la classe	Samedi 31/10/87 après la classe	Samedi 31/10/87 après la classe
	Rentrée	Lundi 9/11/87 au matin	Lundi 9/11/87 au matin	Lundi 9/11/87 au matin
NOËL	Sortie	Samedi 19/12/87 après la classe	Samedi 19/12/87 après la classe	Samedi 19/12/87 après la classe
	Rentrée	Lundi 4/1/88 au matin	Lundi 4/1/88 au matin	Lundi 4/1/88 au matin
HIVER	Sortie	Jeudi 4/2/88 après la classe	Jeudi 11/2/88 après la classe	Jeudi 18/2/88 après la classe
	Rentrée	Lundi 15/2/88 au matin	Lundi 22/2/88 au matin	Lundi 29/2/88 au matin
PRINTEMPS	Sortie	Samedi 26/3/88 après la classe	Vendredi 1/4/88 après la classe	Vendredi 1/4/88 après la classe
	Rentrée	Lundi 11/4/88 au matin	Lundi 18/4/88 au matin	Lundi 18/4/88 au matin
ÉTÉ 1988	Sortie	Jeudi 30/6/88 après la classe	Jeudi 30/6/88 après la classe	Jeudi 30/6/88 après la classe

La ZONE I comprend les académies de: Paris, Créteil, Versailles.

La ZONE II comprend les académies de: Bordeaux, Caen, Clermont-Ferrand, Grenoble, Lille, Montpellier, Nancy-Metz, Nantes, Nice, Rennes.

La ZONE III comprend les académies d'Aix-Marseille, Amiens, Besançon, Dijon, 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.

SEPTEMBRE 1987 ☉ 5 h 08 à 18 h 33	OCTOBRE 1987 ☉ 5 h 51 à 17 h 30	NOVEMBRE 1987 ☉ 6 h 38 à 16 h 30
1 M S. Gilles ☐	1 J S ^e Th. del'E.J.	1 D TOUSSAINT
2 M S ^e Ingrid	2 V S. Léger	2 L Défunts
3 J S. Grégoire	3 S S. Gérard	3 M S. Hubert
4 V S ^e Rosalie	4 D S. Fr. d'Assise	4 M S. Charles
5 S S ^e Raissa	5 L S ^e Fleur	5 J S ^e Sylvie ☐
6 D S. Bertrand	6 M S. Bruno	6 V S ^e Bertille
7 L S ^e Reine ☐	7 M S. Serge ☐	7 S S ^e Carine
8 M Nativité N.D.	8 J S ^e Pélagie	8 D S. Geoffroy
9 M S. Alain	9 V S. Denis	9 L S. Théodore
10 J S ^e Inès	10 S S. Ghislain	10 M S. Léon
11 V S. Adelphe	11 D S. Firmin	11 M ARMISTICE 1918
12 S S. Apollinaire	12 L S. Wilfried	12 J S. Christian
13 D S. Aimé	13 M S. Géraud	13 V S. Bricc ☐
14 L La S^e Croix ☐	14 M S. Juste ☐	14 S S. Sidoine
15 M S. Roland	15 J S ^e Th. d'Avila	15 D S. Albert
16 M S ^e Edith	16 V S ^e Edwige	16 L S ^e Marguerite
17 J S. Renaud	17 S S. Baudouin	17 M S ^e Elisabeth
18 V S ^e Nadège	18 D S. Luc	18 M S ^e Aude
19 S S ^e Emilie	19 L S. René	19 J S. Tanguy
20 D S. Davy	20 M S ^e Adeline	20 V S. Edmond
21 L S. Matthieu	21 M S ^e Céline	21 S Prés. Marie ☐
22 M S. Maurice	22 J S ^e Elodie ●	22 D S ^e Cécile
23 M AUTOMNE ●	23 V S. Jean de C.	23 L S. Clément
24 J S ^e Théclie	24 S S. Florentin	24 M S ^e Flora
25 V S. Hermann	25 D S. Crépin	25 M S ^e Catherine L.
26 S SS.Côme,Dam.	26 L S. Dimitri	26 J S ^e Delphine
27 D S. Vinc. de Paul	27 M S ^e Emeline	27 V S. Séverin
28 L S. Venceslas	28 M SS. Sim., Jude	28 S S. Jacq. d.I. M. ☐
29 M S. Michel	29 J S. Narcisse ☐	29 D Avent
30 M S. Jérôme ☐	30 V S. Bienvenue	30 L S. André
	31 S S. Quentin	

Fonderie CASLON - Paris

MARS 1988 ☉ 6 h 34 à 17 h 33	AVRIL 1988 ☉ 5 h 30 à 18 h 20	MAI 1988 ☉ 4 h 32 à 19 h 05
1 M S. Aubin	1 V S. Hugues	1 D FÊTE du TRAV. ☐
2 M S. CharlesleB.	2 S S ^e Sandrine ☐	2 L S. Boris
3 J S. Guénoilé ☐	3 D PAQUES	3 M SS. Phil., Jacq.
4 V S. Casimir	4 L S. Isidore	4 M S. Sylvain
5 S S. Olive	5 M S ^e Irène	5 J S ^e Judith
6 D S ^e Colette	6 M S. Marcellin	6 V S ^e Prudence
7 L S ^e Félicité	7 J S. J.-B. de la S.	7 S S ^e Gisèle
8 M S. Jean de D.	8 V S ^e Julie	8 D VIC. 45/F. J.-d'Arc
9 M S ^e Françoise	9 S S. Gautier ☐	9 L S. Pacôme ☐
10 J S. Vivien	10 D S. Fulbert	10 M S ^e Solange
11 V S ^e Rosine ☐	11 L S. Stanislas	11 M S ^e Estelle
12 S S ^e Justine	12 M S. Jules	12 J ASCENSION
13 D S. Rodrigue	13 M S ^e Ida	13 V S ^e Rolande
14 L S ^e Mathilde	14 J S. Maxime	14 S S. Matthias
15 M S ^e Louise de M.	15 V S. Paterne	15 D S ^e Denise ●
16 M S ^e Bénédicte	16 S S. Benoît-J. ●	16 L S. Honoré
17 J S. Patrice	17 D S. Anicet	17 M S. Pascal
18 V S. Cyrille ●	18 L S. Parfait	18 M S. Eric
19 S S. Joseph	19 M S ^e Emma	19 J S. Yves
20 D PRINTEMPS	20 M S ^e Odette	20 V S. Bernardin
21 L S ^e Clémence	21 J S. Anselme	21 S S. Constantin
22 M S ^e Léa	22 V S. Alexandre	22 D PENTECÔTE
23 M S. Victorien	23 S S. Georges ☐	23 L S. Didier ☐
24 J S ^e Cath. de Su.	24 D Jour du Souvenir	24 M S. Donatien
25 V Annonciation ☐	25 L S. Marc	25 M S ^e Sophie
26 S S ^e Larissa	26 M S ^e Alida	26 J S. Bérenger
27 D Rameaux	27 M S ^e Zita	27 V S. Augustin
28 L S. Gontran	28 J S ^e Valérie	28 S S. Germain
29 M S ^e Gwladys	29 V S ^e Catherine S.	29 D Fête des Mères
30 M S. Amédée	30 S S. Robert	30 L S. Ferdinand
31 J S. Benjamin		31 M Visitation ☐

Fonderie CASLON - Paris

DÉCEMBRE 1987 ☉ 7 h 23 à 15 h 55	JANVIER 1988 ☉ 7 h 46 à 16 h 02	FÉVRIER 1988 ☉ 7 h 23 à 16 h 45
1 M S ^e Florence	1 V JOUR de l'AN	1 L S ^e Ella
2 M S ^e Viviane	2 S S. Basile	2 M Présentation ☐
3 J S. Xavier	3 D Epiphanie	3 M S. Blaise
4 V S ^e Barbara	4 L S. Odilon ☐	4 J S ^e Véronique
5 S S. Gérard ☐	5 M S. Edouard	5 V S ^e Agathe
6 D S. Nicolas	6 M S. Mélaïne	6 S S. Gaston
7 L S. Ambroise	7 J S. Raymond	7 D S ^e Eugénie
8 M Imm. Concept.	8 V S. Lucien	8 L S ^e Jacqueline
9 M S. P. Fourier	9 S S ^e Alix	9 M S ^e Apolline
10 J S. Romaric	10 D S. Guillaume	10 M S. Arnaud ☐
11 V S. Daniel	11 L S. Paulin	11 J. N.-D. Lourdes
12 S S ^e Jeanne F.C.	12 M S ^e Tatiana ☐	12 V S. Félix
13 D S ^e Lucie ☐	13 M S ^e Yvette	13 S S ^e Béatrice
14 L S ^e Odile	14 J S ^e Nina	14 D S. Valentin
15 M S ^e Ninon	15 V S. Remi	15 L S. Claude
16 M S ^e Alice	16 S S. Marcel	16 M Mardi-Gras
17 J S. Gaël	17 D S ^e Roseline	17 M Cendres ●
18 V S. Gatien	18 L S ^e Prisca	18 J S ^e Bernadette
19 S S. Urbain	19 M S. Marius ●	19 V S. Gabin
20 D S. Abraham ●	20 M S. Sébastien	20 S S ^e Aimée
21 L S. Pierre C.	21 J S ^e Agnès	21 D Carême
22 M HIVER	22 V S. Vincent	22 L S ^e Isabelle
23 M S. Armand	23 S S. Barnard	23 M S. Lazare
24 J S ^e Adèle	24 D S. Fr. de Sales	24 M S. Modeste ☐
25 V NOËL	25 L Conv. S.Paul ☐	25 J S. Roméo
26 S S. Etienne	26 M S ^e Paule	26 V S. Nestor
27 D S. Jean ☐	27 M S ^e Angele	27 S S ^e Honorine
28 L SS. Innocents	28 J S. Th. d'Aquin	28 D S. Romain
29 M S. David	29 V S. Gildas	29 L S. Auguste
30 M S. Roger	30 S S ^e Martine	
31 J S. Sylvestre	31 D S ^e Marcelle	

Epâcle 11/Lettre dominic. CB
Cycle solaire 9/Nbre d'or 13
Indiction romaine 11

JUIN 1988 ☉ 3 h 53 à 19 h 44	JUILLET 1988 ☉ 3 h 53 à 19 h 56	AOUT 1988 ☉ 4 h 26 à 19 h 27
1 M S. Justin	1 V S. Thierry	1 L S. Alphonse
2 J S ^e Blandine	2 S S. Martinien	2 M S. Julien-Ey.
3 V S. Kévin	3 D S. Thomas	3 M S ^e Lydie
4 S S ^e Clotilde	4 L S. Florent	4 J S. J.M.Vian. ☐
5 D Fête-Oie	5 M S. Antoine	5 V S. Abel
6 L S. Norbert	6 M S ^e Mariette ☐	6 S Transfiguration
7 M S. Gilbert ☐	7 J S. Raoul	7 D S. Gaétan
8 M S. Médard	8 V S. Thibaut	8 L S. Dominique
9 J S ^e Diane	9 S S ^e Amandine	9 M S. Amour
10 V S. Landry	10 D S. Ulrich	10 M S. Laurent
11 S S. Barnabé	11 L S. Benoît	11 J S ^e Claire
12 D S. Guy	12 M S. Olivier	12 V S ^e Clarisse ●
13 L S. Antoine de P.	13 M SS.Henri,Joël ●	13 S S. Hippolyte
14 M S. Elisée ●	14 J FÊTE NATIONALE	14 D S. Evrard
15 M S ^e Germaine	15 V S. Donald	15 L ASSOMPTION
16 J S. J.F. Régis	16 S N.D.Mt-Carmel	16 M S. Armel
17 V S. Hervé	17 D S ^e Charlotte	17 M S. Hyacinthe
18 S S. Léonce	18 L S. Frédéric	18 J S ^e Hélène
19 D S. Romuald	19 M S. Arsène	19 V S. Jean Eudes
20 L S. Silvère	20 M S ^e Marina	20 S S. Bernard ☐
21 M ÉTÉ	21 J S. Victor	21 D S. Christophe
22 M S. Alban ☐	22 V S ^e Marie-M. ☐	22 L S. Fabrice
23 J S ^e Audrey	23 S S ^e Brigitte	23 M S ^e Rose de L.
24 V S. Jean-Bapt.	24 D S ^e Christine	24 M S. Barthélemy
25 S S. Prosper	25 L S. Jacques	25 J S. Louis
26 D S. Anhelme	26 M SS. Anne, Joa.	26 V S ^e Natacha
27 L S. Fernand	27 M S ^e Nathalie	27 S S ^e Monique ☐
28 M S. Irénée	28 J S. Samson	28 D S. Augustin
29 M SS.Pierre,Paul ☐	29 V S ^e Marthe ☐	29 L S ^e Sabine
30 J S. Martial	30 S S ^e Juliette	30 M S. Fiacre
	31 D S. Ignace de L.	31 M S. Aristide

CALENDAR OF EVENTS

RENAISSANCE INTERDISCIPLINARY CONFERENCE: *RETHINKING THE ROMANCE OF THE ROSE*: October 1-3, 1987, Newberry Library, Chicago, IL. Information: Center for Renaissance Studies, The Newberry Library, 60 West Walton Street, Chicago, IL 60610. Telephone: (312) 943-9090.

QUATRIÈME CONGRÈS RÉGIONAL DE LA NOUVELLE-ANGLETERRE DE L'AATF: October 2-3, 1987, Rivier College, Nashua, NH. Information: Ellen Munley, Dept. of Foreign Languages, Rivier College, Nashua, NH 03060. Telephone: (603) 888-1311, ext. 238.

ILLINOIS STATE BOARD OF EDUCATION FALL CONFERENCE ON LANGUAGE AND INTERNATIONAL STUDIES: October 2-3, 1987, Springfield, IL. Information: Language and International Studies, Program Planning and Development, Illinois State Board of Education, Springfield, IL 62777. Telephone: (217) 782-2826.

MEDIAEVAL ASSOCIATION OF THE MIDWEST: October 3, 1987, Cleveland State Univ. Information: Earl Anderson, Dept. of English, Cleveland State Univ., Cleveland, OH 44115. Telephone: (216) 687-4758.

NATIONAL VIDEODISC SYMPOSIUM FOR EDUCATION: *DISCOVERIES AND DECISIONS*: October 5-8, 1987, Lincoln, NE. Information: Ward Sybouts, Univ. of Nebraska-Lincoln, 1800 North 33rd Street, Lincoln, NE 68583. Telephone: (402) 472-3611.

DEUXIÈME COLLOQUE DE L'ASSOCIATION POUR LA RECHERCHE INTERCULTURELLE (ARIC): October 7-9, 1987, Fribourg, Switzerland. Information: ARIC, Institut de Psychologie, Université de Fribourg, Route des Fougères, Ch-1700 Fribourg, Suisse.

FOREIGN LANGUAGE ASSOCIATION OF MISSOURI ANNUAL MEETING: October 9-10, 1987, Central Missouri State Univ., Warrensburg, MO. Information: Dena Bachman, Secretary FLAM, 1804 Lion Road, St. Joseph, MO 64506.

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS CONFERENCE in conjunction with the CONFEDERATION OF OREGON FOREIGN LANGUAGE TEACHERS: October 9-10, 1987, Portland, OR. Information: Juan Gomez, Dept. of Foreign Languages, Linfield College, McMinnville, OR 97128. Telephone: (503) 472-4121.

CONFEDERATION OF OREGON FOREIGN LANGUAGE TEACHERS CONFERENCE in conjunction with the WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 9-10, 1987, Portland, OR. Information: Juan Gomez, Dept. of Foreign Languages, Linfield College, McMinnville, OR 97128. Telephone: (503) 472-4121.

STENDHAL PALIMPSESTE: October 9-11, 1987, Queen's Univ., Kingston, ON. Information: Jean-Jacques Hamm, Dept. of French Studies, Queen's Univ., Kingston, ON K7L 3N6 Canada.

FULBRIGHT TEACHER EXCHANGE PROGRAM, 1988-89: Application deadline, October 15, 1987. Information: Fulbright Teacher Exchange Program E/ASX, U.S. Information Agency, 301 Fourth St., S.W., Washington, D.C. 20547. Telephone: (202) 485-2555.

MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGE ANNUAL FALL CONFERENCE: October 15-16, 1987, Thunderbird Motel, Bloomington, MN. Information: Bruce Caldwell, Southwest High School, 3414 West 47th St., Minneapolis, MN 55410.

FULBRIGHT ALUMNI ASSOCIATION: October 15-18, 1987, Georgetown Univ. Information: Nancee L. Simonson, 2108 Huidekoper Pl., NW, Washington, D.C. 20007.

THE MEDIAEVAL CITY AND ITS IMAGE: October 16, 1987, New York, NY. Information: Frederick Goldin, Program in Comparative Lit., Graduate Center, City Univ. of New York, 33 W. 42nd Street, New York, NY 10036.

SEVENTIETH ANNUAL MEETING OF THE NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: *COLLABORATING FOR SUCCESS*: October 16-18, 1987, Kiamasha Lake, NY. Information: Nancy McMahon, Cazenovia High School, Cazenovia, NY 13035.

FOURTH ANNUAL NATIONAL CONFERENCE OF ADVOCATES FOR LANGUAGE LEARNING: *LEARNING OTHER LANGUAGES, A NATIONAL PRIORITY*: October 16-19, 1987, Ramada Renaissance Hotel, Washington, D.C. Information: Jane Reeves, 611 McNeill Road, Silver Springs, MD 20910. Telephone: (301) 589-7609.

NINETEENTH-CENTURY FRENCH STUDIES ANNUAL COLLOQUIUM: October 22-24, 1987, Evanston, IL. Information: Michal Ginsburg, Program in Comparative Lit. and Theory, Northwestern Univ., Evanston, IL 60201. Telephone: (312) 491-5672.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 23-24, 1987, Sheraton Inn, Madison. Information: Jody Thrush, 3550 Anderson St., Madison, WI 53704. Telephone: (608) 246-6573.

TWELFTH ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT: October 23-25, 1987, Boston Univ. Information: Conference on Language Development, Boston Univ., 605 Commonwealth Ave., Boston, MA 02215. Telephone: (617) 353-3085.

ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 29-31, 1987, Peoria. Information: Dennis Gilliam, Glenbrook North High School, 2300 Shermer Rd., Northbrook, IL 60062.

YOUNGSTOWN CONFERENCE FOR FOREIGN LANGUAGE TEACHERS: October 30-31, 1987, Youngstown State Univ., OH. Information: Renée Linkhorn, Dept. of Foreign Languages, Youngstown State Univ., Youngstown, OH 44555.

1988 ROCKEFELLER FOUNDATIONS SCHOLARSHIPS DEADLINE: October 31, 1987. Information: Rockefeller Foundation Scholarships, Academic Alliances, Univ. of Pennsylvania, 3808 Walnut Street, Philadelphia, PA 19104-6136. Telephone: (215) 898-2745.

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION: November 6-7, 1987, Newton Marriott, Newton, MA. Information: Charles Finn, Conference Chair, 12 Pioneer Rd., Hingham, MA 02043.

SEVENTH BIENNIAL SYMPOSIUM ON INTERNATIONAL CULTURAL PERSPECTIVES IN LITERATURE AND LANGUAGE: November 6-7, 1987, George Mason Univ. Information: Jeffrey T. Chamberlain, Dept. of Foreign Languages and Literatures, George Mason Univ., Fairfax, VA 22030.

COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS FALL CONFERENCE: November 7, 1987, Brown Palace Hotel, Denver, CO. Information: Ronald W. Walker, 2312 Valley Forge Court, Fort Collins, CO 80526. Telephone: (303) 491-6141.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) in conjunction with SCOLT: November 20-25, 1987, Westin Peachtree Plaza, Atlanta, GA. Information: ACTFL, 579 Broadway, Hastings-on-Hudson, P.O. Box 408, NY 10706. Telephone: (914) 478-2011.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT) in conjunction with ACTFL: November 18-19, 1987, Atlanta. Information: James Gates, Spelman College, Atlanta, GA 30314.

MODERN LANGUAGE ASSOCIATION: December 27-30, 1987, San Francisco, CA. Information: MLA, 10 Astor Place, New York, NY 10003.

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DES LANGUES VIVANTES: January 3-8, 1988, Canberra, Australia. Information: Congress Organizers, G.P.O., Box 989, Canberra, A.C.T., 2601.

SOUTHEAST CONFERENCE ON FOREIGN LANGUAGES AND LITERATURES: February 25-27, 1988. Information and abstracts: Ruth M. Mésavage, Chair, SCFLS-SMCLL, Rollins College, Box 2616, Winter Park, FL 32789.

PHILOLOGICAL ASSOCIATION OF THE CAROLINAS: March 3-5, 1988, Winthrop College, Rock Hill, SC. Information: Jack Weaver, Dept. of English, Winthrop College, Rock Hill, SC 29733.

OHIO FOREIGN LANGUAGE ASSOCIATION: March 10-12, Cincinnati. Information: Marjorie Artzer, 425 Altaview Ct., Cincinnati, OH 45231.

THIRD INTERNATIONAL CONFERENCE ON SECOND/FOREIGN LANGUAGE ACQUISITION BY CHILDREN: THEORETICAL ASPECTS & PRACTICAL APPLICATIONS: March 18-19, 1988, Chicago, IL. Information and abstracts: Rosemarie A. Benya, East Central Univ., Ada, OK 74820-6899. Telephone: (405) 332-8000.

ANNUAL CONFERENCE OF THE POPULAR CULTURE AND AMERICAN CULTURE ASSOCIATIONS: March 23-26, 1988, New Orleans, LA. Information and Abstracts: Helen L. Ryan, Area Chair, Modern Language Dept., Olin Hall 304, Univ. of Akron, Akron, Ohio 44325.

FIFTH ANNUAL WICHITA STATE UNIVERSITY CONFERENCE ON FOREIGN LITERATURES: *CONTINENTAL, LATIN AMERICAN, AND FRANCOPHONE WOMEN WRITERS*: April 7-9, 1988. Information: Ginette Adamson, Dept. of Modern and Classical Languages and Literatures, Box 11, The Wichita State Univ., Wichita, KS 67208-1595. Telephone: (316) 689-3180.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 7-10, 1988, New York City. Information: Northeast Conference, P.O. Box 623, Middlebury, VT 05753.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with the COLORADO CONGRESS OF LANGUAGE TEACHERS and the SOUTHWEST CONFERENCE ON LANGUAGE TEACHING: April 13-16, 1988, Denver. Information: Gerard L. Ervin, Slavic Dept., 232 Cunz Hall, The Ohio State Univ., Columbus, OH 43210.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING in conjunction with the COLORADO CONGRESS OF LANGUAGE TEACHERS and CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 13-16, 1987, Denver. Information: Alan Meredith, Brigham Young Univ., 4038 JKHB, Provo, UT 84602. Telephone: (801) 378-2282.

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES in conjunction with the CONFEDERATION OF OREGON FOREIGN LANGUAGE TEACHERS: May 6-7, 1988, Eugene, OR. Information: Dianne W. Hart, Foreign Languages and Literatures, Oregon State Univ., Corvallis, OR 97331. Telephone: (503) 754-2289.

COLLOQUE LOIRE/LITTÉRATURE: May 27-28, 1988, 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. Telephone: 41.48.44.66.

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS, VII^e CONGRÈS MONDIAL: July 10-16, 1988, Thessalonika, Greece. Information: FIPF, 1, avenue Léon Journauld, 92310 Sèvres, France.

AATF NATIONAL CONVENTION: July 15-20, 1988, Boston, MA. Information: Fred M. Jenkins, 57 E. Armory Ave., Champaign, IL 61820. Telephone: (217) 333-2842.

AATF BUREAU DE CORRESPONDANCE SCOLAIRE

The AATF offers a wide variety of services to its members and not least among these is the Bureau de Correspondance Scolaire. The purpose of this office is, as the name implies, to establish written and, in some cases, taped correspondence between American students of French and their counterparts in France. Over the years of this office's existence many thousands of correspondences have been established to the satisfaction of those involved; in many cases such correspondence has even facilitated personal contact when the students have had the opportunity to visit each other's country. Most of our available names are, naturally, from France; we do plan to provide increasing opportunities for correspondence with francophone Canada as well. Teachers interested in this option should indicate they desire Canadian correspondents when requesting information.

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Inscrivez-vous directement auprès du président de votre chapitre AATF, avec copies au représentant régional de l'AATF et au représentant des Services culturels français de votre région. Votre projet sera jugé pour:

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2. Son originalité et sa créativité.
3. Sa valeur linguistique. Le projet doit être écrit, pour la plupart, en français.

Pour une liste de sources de documentation concernant votre région française, écrivez au président de votre chapitre AATF. Il faut que le professeur de l'équipe soit membre de l'AATF. Ce concours n'aura lieu qu'une fois, c'est-à-dire, au cours de l'année scolaire 1987-1988.

LE CONCOURS FRANÇAIS 2001

Nom du professeur _____
École _____
Tél: école (____) _____ domicile (____) _____
Adresse: école _____
domicile _____

Équipe:

Nom du 1^{er} élève _____ Né(e) le _____
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Nom du 2^e élève _____ Né(e) le _____
Niveau scolaire _____ Niveau de français _____
Nom du 3^e élève _____ Né(e) le _____
Niveau scolaire _____ Niveau de français _____

Titre et description brève de votre projet:

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