

BOSTON CONVENTION HIGHLIGHTS

July 15-20, 1988

Boston Park Plaza Hotel

The Association's 61st Annual Meeting is scheduled to take place at the beautiful, recently restored Boston Park Plaza hotel in downtown Boston, across from the Commons, on July 15-20, 1988. Inspired by the series of successful AATF Regional Meetings held in New England since the early 80's—the most recent of which took place in New Hampshire in October under the auspices of that state's Chapter—the national organization decided several years ago to hold this year's major event here in recognition of its many active members living in our northeastern Region.

Under the overall direction of President Philip Stewart of Duke University, the program will once again contain a wide variety of 30, 60, 90 and 120 minute sessions over a four-day period (July 15-18), followed by an ambitious series of 10 post-Convention (extra fee) Workshops during the final two days (July 19-20). A large exhibit area, open from Saturday through Monday, will give attendees an opportunity to inspect the latest in teaching materials of all kinds.

In addition, members will be able to enjoy a series of social events, some free, others available at extra cost. The former include two receptions, the first on Friday evening, July 15th, sponsored by the *Journal français d'Amérique*, and the second on Sunday evening, July 17th, under the patronage of the Quebec Government Delegation in Boston. The latter will be preceded by a special showing of a film by Quebec author/filmmaker Marie-Claire Blais, who will be attending the meeting and who will comment on her film afterwards. As of this writing (early March), plans are being laid to show other films on Saturday evening, July 16th.

Two attractive and different activities requiring an extra charge will be a *soirée gastronomique* at the Méridien Hotel (\$75, *tout compris*), Friday evening, July 15th, after the reception referred to above, and the French Library of Boston's annual Bastille Day street dance (\$15), on the evening of July 14th, just before the Convention begins. Both of these will require advance registration.

This year's plenary session (Sunday morning, July 17) will feature an address by Emmanuel Leroy Ladurie, French historian/sociologist and recently appointed Director of the Bibliothèque Nationale in Paris: "La Monarchie française du XVI^e au XVIII^e siècle: un système ouvert?"

Regular sessions already confirmed fall generally into the following categories:

Professional Development—for example, Grants for High School Teachers; Academic Alliances in Mass.; Project Connect: une année de collaboration entre les Écoles de

Boston et l'Université de Boston.

Pedagogy—Immersion Schools; Model Summer Immersion Camps; Developing Listening Skills through TPR; Using Video to Prepare for Oral Proficiency; Making the Natural Approach Work Better; and others.

Teaching of Literature—Teaching A.P. Works; La Poésie en salle de classe; Littérature: approches culturelles et personnelles; and more.

Civilisation et politique—Le Conseil de l'Europe et les cours de civilisation; Les mille et un plaisirs de la Bastille; La France des minorités; Différences de la presse française et de la presse américaine; plus others.

Linguistique—Tendances nouvelles en linguistique appliquée; Les Championnats de France d'orthographe; and several more.

Littérature—La nouvelle contemporaine au Québec; Romancières du XVIII^e siècle; L'artiste et la société: le cas du poète à l'aube de l'industrialisation; among others.

Film—Le cinéma français contemporain.

Post-convention Workshops will offer another wide variety of subject matter, as follows:

TUESDAY, JULY 19:—French in Action, the Annenberg Project (the beginning course; the use of video in pre-existing courses); two half days.

—The Evaluation of Competence in Reading and Writing, and Implications for Teaching, full day.

—Les écritures féminines, half day.

—Teaching with Songs (half day)

WEDNESDAY, JULY 20:—FL Immersion Programs at the Elementary Level, half day.

—Cultural Literacy and Interactive Language Instruction, half day.

—Pioneering a New Structure for a Truly Proficiency-Based Curriculum, half day.

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AATF NATIONAL BULLETIN

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5th ANNUAL FRENCH CANADIAN INSTITUTE FOR LANGUAGE AND CULTURE

The Center for the Study of Canada at SUNY Plattsburgh is pleased to announce that the fifth annual French-Canadian Institute for Language and Culture will be held from July 5-16, 1988 in Plattsburgh, Montreal, and Quebec City.

The purpose of the Institute is to provide high school teachers of French with up-to-date information on various aspects of the language and culture of French Canada. Among the topics to be addressed will be linguistic differences and current methodologies of teaching French. Pertinent information on the history, geography, economy, politics, literature, art, etc., of this vital area of North America will also be provided.

For further information, please contact Dr. Jeanne Kissner, Center for the Study of Canada, 133 Court Street, State University of New York, Plattsburgh, New York. (518) 564-2086.

MEMBERS' NOTES

LANGUAGE TEACHER BECOMES COLLEGE PRESIDENT

Dr. Claire Gaudiani, Project Director for Rockefeller Fellowships and Academic Alliances, and Acting Associate Director of Lauder Institute and Senior Fellow, Romance Languages, University of Pennsylvania, will assume the position of President of Connecticut College in June 1988. Dr. Gaudiani has been a member of AATF since 1979. It is a significant step for a teacher of foreign languages to become a college president. Dr. Gaudiani assures us that she "will remain active in the field of foreign languages, literatures, and cultures."

For those concerned about the Rockefeller Fellowships for Foreign Language Teachers in the secondary schools, the program will move with Dr. Gaudiani. As of June 15, 1988 the project's new address and telephone will be: Rockefeller Fellowships, Connecticut College, P.O. Box 2001, New London, CT 06320. Telephone: (203) 477-7800. Teachers are urged to obtain applications for the summer 1989 Fellowships through their local collaborators or from the Fellowship office. Those who have unsuccessfully applied in the past are encouraged to apply again.

FRENCH REVIEW EDITOR TOBIN HONORED BY FRENCH GOVERNMENT

Ronald W. Tobin, Professor of French at the University of California, Santa Barbara, and Editor in Chief of the *French Review*, was awarded the medal of Officer in the Academic Palms by M. Alexandre Tobstoy, French cultural attaché in Los Angeles, at a recent reception given in Tobin's honor by UCSB Chancellor Barbara S. Uehling at her campus residence.

Tobstoy, who represented the French Ministry of Education for the occasion, cited Tobin's accomplishments as a scholar of French 17th century theater and his lectures at home and abroad, most recently those at Oxford and Cambridge universities. Tobin's work as editor of the *French Review*, one of the most important journals of French studies, also was mentioned.

In 1973 the UCSB French professor was made a Knight in the Academic Palms, created by Napoleon Bonaparte in 1808 to honor academic excellence. Tobin also was awarded knighthood in the National Order of Merit by the French government in 1984.

1988 GILBERT CHINARD LITERARY PRIZE

The Institut Français de Washington has established an annual prize of \$1,000.00 for work in the history or criticism of French literature. The prize will be awarded to a North American scholar for a book in its manuscript form, written in English or in French. Manuscripts should be recent and unpublished, or accepted for publication and not yet distributed.

The 1988 award will be attributed in February 1989 by a committee chaired by Edouard Morot-Sir, President of the Institut Français. Manuscripts should be addressed to Edouard Morot-Sir, 141 Dey Hall, The University of North Carolina, Chapel Hill, NC 27514, before October 1, 1988.

LES NOUVELLES DES DÉLÉGATIONS DU QUÉBEC

LA CUVÉE LITTÉRAIRE AU QUÉBEC EN 1988

Plusieurs écrivains québécois qui ont derrière eux une œuvre importante seront publiés en 1988. Plus de 240 titres sont prévus chez une vingtaine d'éditeurs québécois durant les premiers mois de 1988.

On annonce des romans d'Anne Hébert (qui publie chez Seuil à Paris), de Noël Audet (une saga gaspésienne chez Québec Amérique), Gaétan Brulotte (chez Léméac) ainsi qu'un recueil de nouvelles de Jean-Yves Soucy (aux Herbes Rouges), un recueil de poésie de Roland Giguère (à l'Hexagone), les œuvres poétiques complètes de Michel Garneau (chez Guérin Littérature), un essai de Gilles Marcotte (à l'Hexagone) et un roman pour la jeunesse de Ginette Anfousse (à la Courte échelle).

Dans les premiers mois de l'année, c'est l'essai qui prend la tête de la production, avec 80 titres. En même temps on publie environ 55 romans, 30 collections de poésie, une vingtaine de pièces de théâtre et une dizaine de livres pour la jeunesse. Les éditeurs les plus productifs sont Fides (28 titres), l'Hexagone (24 titres), VLB Éditeur (23 titres), Boréal (16 titres) et la nouvelle maison, Guérin Littérature.

LE ROMAN

Le nouveau roman d'Anne Hébert publié à Paris et intitulé *Le premier jardin* paraîtra en avril. Il s'agit de l'histoire d'une vieille dame qui retourne dans la ville de son enfance au bord d'un fleuve. Québec/Amérique annonce, au lieu du nouveau roman d'Yves Beauchemin reporté à l'automne, une saga gaspésienne de Noël Audet qui s'intitule *L'ombre de l'épervier*. Michèle Mailhot, qui vient de faire paraître un roman chez Boréal (*Béatrice vue d'en bas*) verra réapparaître deux de ses œuvres en format poche chez VLB: *Le portique* et *Le fou de la reine*.

L'ESSAI

Du côté des essais, on verra *La vissée critique*, un ouvrage d'André Brochu chez Boréal, et à l'Hexagone, *Littératures et circonstance* de Gilles Marcotte. Chez Fides on lance deux anthologies du conte fantastique au XIX^e siècle (par Aurélien Boivin) et au XX^e siècle (par Maurice Edmond), aux Éditions Saint-Martin, on annonce, entre autres, *La révolution congelée, L'aventure contemporaine des Inuits dans l'Arctique québécois*. Simone Monet-Chartrand publie chez Remue-Ménage la suite de son autobiographie et, chez Guérin, un livre sur la paix.

LA POÉSIE

En poésie, l'Hexagone annonce *Temps et lieux* de Roland Giguère ainsi que les rétrospectives de Pierre Morency (*Quand nous serons*) et Michel Guay (*Calculs*). Aux Herbes Rouges, on annonce un nouveau livre de François Charron: *Le monde comme un obstacle*. Chez Hurbutise HMH, Robert Lahaise présente les œuvres de son père, Guy Delahaye.

LES CLASSIQUES EN POCHE

Pendant les premiers mois de l'année, dans différentes collections de poche on verra apparaître quelques classiques de la littérature québécoise. Chez Léméac, *Le cœur de la baleine bleue* de Gaétan Brulotte. Chez Type, *Journal*

dévoué de Fernand Ouellette, récipiendaire du prix Athanase-David ainsi que *Les Mongols* de Jean Basile et *Le voyageur distrait* de Gilles Archambault. Chez Stanké, la collection 10/10 accueillera *La folle d'Elvis* d'André Major, *Au pied de la pente douce* et *Pierre le magnifique* de Roger Lemelin et *Don Quichotte de la Démanche* de Victor-Lévy Beaulieu.

AUTRES PARUTIONS UTILES AUX PROFESSEURS DE FRANÇAIS

1. LE JOURNAL QUOTIDIEN, INSTRUMENT D'APPRENTISSAGE

Le journal, ce «manuel du quotidien», contient une multitude de lettres, de mots, de phrases, de concepts, de chiffres, de symboles, d'illustrations, de photos, grâce auxquels vous pouvez facilement mettre en branle de nombreuses activités d'apprentissage intéressantes et stimulantes.

L'Association des quotidiens du Québec a publié un *Guide du maître pour l'utilisation du journal en classe*. À travers ces pages, le journal est d'abord objet d'étude puis outil d'enseignement du français. Son format, cahier à anneaux avec feuilles mobiles, permet d'y insérer éventuellement les nouvelles publications et le bulletin *Journal en classe* qui paraît trois fois par an.

Le guide s'adresse aux enseignants du primaire et du secondaire. Il est divisé en quatre sections:

- initiation à la facture et à la lecture du journal quotidien,
- activités d'apprentissage du français,
- particularités des journaux quotidiens,
- annexes (stratégies pédagogiques à long terme, ressources supplémentaires).

Si vous désirez recevoir un ou des exemplaires du *Guide du maître pour l'utilisation du journal en classe*, veuillez communiquer avec Les Quotidiens du Québec Inc., 7, rue Saint-Jacques, Montréal (Québec) H2Y 1K9 Canada. Prix à l'unité: 13,95 \$ CAN; cinq exemplaires ou plus: 12,95 \$ CAN (remise sur quantité). Frais postaux: 2,00 \$.

2. À L'ÉCOUTE DE LA LITTÉRATURE: CONTES, POÉSIE ET NOUVELLES DU QUÉBEC

La connaissance d'un pays passe souvent par la découverte de ses artistes qui constituent d'excellents ambassadeurs et des témoins privilégiés de l'histoire. À *l'écoute de la littérature* est une nouvelle collection littéraire sur cassettes, née du désir de promouvoir la littérature québécoise dans le monde francophone. Elle réunit plusieurs auteurs et différents genres littéraires.

Gyslaine Paradis et Jean Faubert, comédiens québécois bien connus, interprètent plusieurs textes de 17 poètes et prosateurs, sur une trame sonore réalisée par Jean Musy. Leur interprétation ajoute de nouvelles dimensions aux textes de Félix Leclerc, Emile Nelligan, Anne Hébert, Gilles Vigneault... et fait découvrir la plume mordante et humoristique de Roch Carrier, la poésie troublante de Marie Uguay ou l'intense émotion contenue dans le *Speak white* de Michèle Lalonde.

La collection comprend deux cassettes sonores (ou un
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microsillon double, au choix) ainsi qu'un livret d'accompagnement présentant les auteurs et leurs oeuvres. Renseignements et commandes: MONDIA, 1977 Boulevard Industriel, Laval (Québec) H7S 1P6 Canada. Tél. (514) 667-9221, ou (514) 334-5759.

3. ANNE HÉBERT EN TRADUCTION

Pour ceux et celles qui enseignent la littérature du Québec en traduction, une nouvelle publication devrait les intéresser. Il s'agit de *Anne Hébert: Selected Poems*, traduit par A. Poulin, Jr., et publié par BOA Editions Ltd., 92 Park Avenue, Brockport, NY 14420. Le livre est disponible auprès de Writers & Books, Inc., 740 University Avenue, Rochester, NY 14607, ainsi que de Bookspeople, Bookslinger, Inland Book Co., et Small Press Distribution.

LES PRIX DU QUÉBEC 1987

Six personnalités québécoises ont reçu un des Prix du Québec 1987 pour leur contribution remarquable à la culture ou à la science. Les lauréats de 1987 sont:

- Rock Demers, prix Albert-Tessier, cinéma;
- Pierre Deslongchamps, prix Marie-Victorin, sciences;
- Louis-Edmond Hamelin, prix Léon-Gérin, sciences humaines;
- Fernand Ouellette, prix Athanase-David, littérature;
- Jean-Louis Roux, prix Denise-Pelletier, arts d'interprétation;
- Françoise Sullivan, prix Paul-Émile-Borduas, arts visuels.

Le prix du cinéma a été remis à Rock Demers. Tour à tour distributeur, programmateur puis producteur de films pour les jeunes, il a été l'instigateur ou le complice de multiples initiatives qui ont concouru au développement de l'art et de l'industrie cinématographique. À la tête de Farou Films, Rock Demers a fait découvrir au public plus de deux cents courts et longs métrages provenant d'une vingtaine de pays, en plus de nombreux films, d'auteur. Depuis 1980, il se consacre à la production des fameux «Contes pour tous» qui remportent la faveur du public et de la critique dans le monde entier.

Pierre Deslongchamps a reçu le prix décerné dans le secteur des sciences pour ses succès dans le domaine de la synthèse organique, où il s'est distingué sur la scène internationale par l'élaboration d'une approche qui permet de résoudre les mystères de la structure moléculaire.

Le prix des sciences humaines a été décerné à Louis-Edmond Hamelin. Témoin privilégié de l'évolution du Québec contemporain, il s'est intéressé à la fois à la géographie, aux sciences économiques, à l'histoire et à la terminologie. Professeur de géographie à l'Université Laval jusqu'en 1978, recteur de l'Université du Québec à Trois-Rivières de 1978 à 1983, Louis-Edmond Hamelin est avant tout l'homme du Nord. Il est l'auteur de *Nordicité canadienne*, son œuvre maîtresse et le créateur du Centre d'études nordiques de l'Université Laval.

Poète, biographe, essayiste et romancier, Fernand Ouellette a donné à l'écriture, depuis trente ans, une œuvre imposante de réflexion, d'érudition et de pure poésie. Parmi ses œuvres, on compte *Ces anges de sang*, *Le soleil sous la mort*, *Poésie, poèmes 1953-1971*, *Journal dénoué*, *En la nuit*, *La mer*, *Écrire en notre temps* et le poème *Les heures*, paru en 1987. Réalisateur à Radio-Canada depuis 1960, Fernand Ouellette a également cofondé la revue *Liberté* en 1958 et la Rencontre québécoise internationale des écrivains en 1972.

Le prix des arts d'interprétation a été remis à Jean-Louis Roux qui a incarné plus de cent cinquante personnages à la scène et qui a exercé presque tous les métiers du théâtre: comédien, auteur, traducteur de pièces, metteur en scène et directeur de théâtre. Cofondateur du Théâtre d'essai de Montréal (1950) et du Théâtre du Nouveau Monde (1951), il a également été directeur général de l'École nationale de théâtre du Canada de 1981 à 1987.

Quant au prix des arts visuels, il a été remis à Françoise Sullivan, créatrice qui a exploré plusieurs facettes de l'expression artistique: peinture, sculpture, danse, chorégraphie. Retrouver l'essence de l'être dont la vie a été coupée de ses impulsions premières, voilà la tâche à laquelle se voue cette artiste. Elle a participé en 1948 à la signature du *Refus global* avec un texte intitulé *La danse et l'espoir*. Puis, elle s'est tour à tour consacrée à la danse, à la sculpture et à la peinture, exposant jusqu'en Europe ses œuvres aux thématiques variées qui reflètent sa démarche artistique. Depuis 1977, elle enseigne au département des arts visuels de l'Université Concordia à Montréal et réalise plusieurs performances et chorégraphies.

ACTIVITÉS AU QUÉBEC

12-16 avril. Le Conseil international d'études francophones (CIEF) tiendra son prochain congrès, à l'hôtel Delta de Montréal, en avril prochain. Plus de quarante sessions et ateliers (en français et en anglais), concernant le monde francophone, seront présentés dans toutes les disciplines. Il y aura plusieurs invités d'honneur dont l'auteur québécois, Anne Hébert. Pour plus d'information, contacter Maurice Cagnon, CIEF, Department of French, Montclair State College, Upper Montclair, NJ 07043. Tél. 201-893-4283.

ACTIVITÉS DES DÉLÉGATIONS

DÉLÉGATION DU QUÉBEC À ATLANTA

14-21 mai: «Faculty development seminar» au Québec. Stage multidisciplinaire en études québécoises mis sur pied par le Florida Collegiate Consortium for International Intercultural Education et le Florida Canada Institute en collaboration avec le Gouvernement du Québec à l'intention de professeurs des collèges et universités.

20 juin-1^{er} juillet: French summer institute sur le Québec et le Canada français pour les enseignants du secondaire de Pinellas County en Floride.

DÉLÉGATION DU QUÉBEC À BOSTON

Avril (jusqu'à la mi-avril). Exposition conjointe d'artistes du Conseil des Arts, textiles du Québec et des Boston Seven à la galerie d'art de la Federal Reserve Bank de Boston. Quatorze œuvres québécoises originales, de créateurs de réputation internationale, seront exposées: elles constituent des exploitations inédites de procédés aussi divers que la tapisserie haute-lisse, les médias mixtes, les transferts sur tissu et le papier fait main. Pour plus d'information, contacter Ms. Sandy Weisman, 2 Cross Street, Sherborn, MA 01770. Tél. (617) 653-6816.

Avril et mai. Le Théâtre «L'Illusion», théâtre de marionnettes pour enfants (5 à 12 ans), se produira en avril et en mai dans différents théâtres et musées de quelques états du Nord-Est américain. Pour de plus amples renseignements, veuillez contacter Johanne Germain, Théâtre L'Illusion, C.P. 580, Dépôt N Montréal, Québec, H2X 3M6. Tél. (514) 843-4183.

Juin. À partir du 2 juin, une quarantaine d'œuvres (collages, aquarelles et gravures récentes) de l'artiste qué-

FRENCH PRESIDENTIAL ELECTIONS

I. A BRIEF LOOK AT THE FRENCH PRESIDENCY—1848 TO THE PRESENT

FROM THE FIRST TO THE FOURTH REPUBLIC

The role of the French president has undergone many changes to become what it is today under the Fifth Republic. In order to understand the significance of the changes made since 1958 when the present Republic was founded, it is necessary to appreciate certain basic facts about the previous systems.

After the French Revolution (1789), successive governments initially attempted various forms of collective rule although power was eventually conferred upon a single person. The Constitution of the First Republic (1792-1804) was above all a negation of the fallen monarchical system.

The title "president" was not actually used until the Second Republic (1848-1852). The executive was given very limited power: he could appoint and dismiss his ministers, but their number and powers were set by Parliament.

The Third Republic (1875-1940) severely limited the role of the president. Although he could still name his ministers, he could no longer remove them from office. The seven-year presidential mandate dates from this time. The Third Republic was terminated in July 1940 following the establishment of the Vichy government that did not include a president.

After the end of World War II (1945), various proposals were put forth for founding a new republic and defining the role of its president. General de Gaulle favored a presidential system modeled after, although not a replica of, the strong executive role played by the President of the United States. He presented his views in a famous speech at Bayeux on June 16, 1946 in which he described a strong executive who would be a "man of the nation," that is, above the constraints of party obligations.

The constitution of the Fourth Republic, ratified on October 27, 1946, was to present another solution however. The presidency was to remain a weak institution. The president was empowered to sign and ratify treaties, but not negotiate them, nor could he propose legislation. The fact that the presidential powers were set forth only in Article VI, after articles concerning Parliament, the Economic Council, Diplomatic Treaties and Sovereignty, underscored the consensus regarding the minor importance of his role.

If the presidency gained any stature at all during the Third and Fourth Republics, it was probably due to the instability of the governments themselves. Domestic and political turmoil, including two world wars and the conflict in Indochina caused a pattern of shortlived governments usually lasting less than 12 months. In spite of his limited power, however, the president was regarded as the defender of the Republic and as a stabilizing figure in times of national crises.

For over 100 years French politics thus reflected a general distrust of a strong presidency. Yet by the late fifties, certain circumstances, particularly the situation in Algeria, served to highlight the shortcomings of a weak executive. On September 28, 1958 a constitutional referendum was ratified by 85.14% of the electorate, ushering in the Fifth Republic and with it a new definition of the role of the president.

THE FIFTH REPUBLIC

The new document covered all the points which were

most important to General de Gaulle. The president was given a new, stronger role with a diverse range of powers. Key articles of the new Constitution emphasized the president's powers of initiative and control.

Under Article 8, the president is empowered to appoint the prime minister, and upon the prime minister's suggestion, the other ministers of the cabinet. Under Article 9 he presides over the Council of Ministers. Since he chairs the weekly cabinet meeting, the president is able to follow the formulation of governmental policy and may interpose his own opinions.

Article 10 gives the president responsibility for signing all laws into legislation. If he is not satisfied with a law, he may ask Parliament for a reconsideration. Article 11 gives him the right to put to a public vote or referendum any bill dealing with the organization of public powers or the signing of a treaty that might affect the functioning of political institutions.

Article 12 enables the president to dissolve the National Assembly in order to hold elections to produce a new parliament. Before taking such action, the president must consult with the prime minister and the presidents of the National Assembly and Senate. The constitution also specifies that there may be no further dissolution within a year of these elections.

In Article 16, the president is given special powers in the event of a threat to national security to take "the measures required by the circumstances" to lead and protect the country. This article, symbolic of the authority that General de Gaulle was to exercise during his presidency, has not been invoked since his administration, nor perhaps have the political and social circumstances warranted it.

A PRESIDENTIAL SYSTEM

The French "hybrid" system is difficult to characterize. These powers of the president suggest a presidential system, yet the Constitution shows that power is shared between the president and the government; this is where the system is unique. Adding to the difficulty of definition is the fact that with each new administration the interpretation of the role of president varies according to the style of the incumbent.

Another problem lies in the terminology used in the French Constitution, confusing for those who are not familiar with the system. There is a "president", yet ruling with him is also a "government" whose role is to formulate national policy as described in Article 20 of the Constitution. The government is led by the "prime minister" and is made up of ministers and secretaries of state. Therefore, only the prime minister may be referred to as the leader of the government. The president is elected by direct universal suffrage. The prime minister and his government are designated by the president and their appointment does not require a National Assembly vote of approval.

THE PRESIDENCIES AND THE ROLE OF PRESIDENT

As the Fifth Republic evolved, so did the incumbent's view of his presidential office, which has been held in turn by four different men.

Under General de Gaulle the tradition was established that the president would be considered the highest political authority with, however, the formal restriction stipulated in the Constitution that the president may not terminate the function of the prime minister who must tender his resignation in order to vacate the post. Little other distinction was made between the president and the prime minister as the two office-holders were always of the same political persuasion and enjoyed the same parliamentary majorities.

General de Gaulle also made use of the referendum more than any other president, in keeping with his statement that "the people are the supreme court of France". The referendum served as a vote of confidence in the president, and provided people a chance to express their views between regularly scheduled elections. However, when direct election of the president was introduced in 1962 — by a referendum — the institutions of the Fifth Republic were somewhat modified. The electorate was endowing the president with a political mandate. The idea of a president above the political fray was abandoned. The president would necessarily have to become more involved in politics and public life as his election depended upon the popularity of his political program with the electorate.

In June 1969 Georges Pompidou was elected president following the resignation of General de Gaulle. (De Gaulle had staked his career on the success of a referendum concerning the powers of the Senate and the creation of a new administrative unit, the region. When it failed, he felt he no longer had the confidence of the people). During this presidency, the relations between the branches of the administration remained unaltered.

His successor, Valéry Giscard d'Estaing, was elected on May 19, 1974. He was the founder of the Independent Republican Party (known today as the Republican Party and a member of the UDF* coalition) and therefore not a Gaullist follower. For the first time under the Fifth Republic there was no Gaullist unity among the president, government and parliament.

Elections for the fourth president of the Fifth Republic were held on May 10, 1981, and a Socialist, François Mitterrand, was voted into executive office. Harmony returned to the French political system with the president, government and parliament all from the same majority.

However, the real test to the strength of France's governing institutions came in March 1986 with the results of the legislative elections. The outcome led to a period known in French as "cohabitation," in which the president remained in office while the former opposition became the majority and took control of the legislature. President Mitterrand was obligated to select a member of the new majority to act as his prime minister. He chose Jacques Chirac, leader of its major component, the RPR.**

Both the president and the prime minister have continued to exercise their power individually as described in the Constitution, although national defense and foreign policy issues have necessitated a degree of cooperation between the two men. The political institutions have thus far functioned successfully under "cohabitation." The next presidential elections are expected to take place as scheduled in the spring of 1988.

* Union for French Democracy

** Rally for the Republic

II. HOW IS THE PRESIDENT OF FRANCE ELECTED?

DATE OF THE ELECTION

According to the French Constitution under Article VII, the date of the election of the new president must fall 20 days at the least, and 35 days at the most, before the expiration of the term of the incumbent.

The voting day must fall on a Sunday. The exact date of the election is set by a government decree. Beginning with the date of publication of this decree, the candidate officially has the right to present himself for election. Thus, the decree is published in the *Journal Officiel* sufficiently in advance of the voting day so as to permit the candidate time to register his candidacy.

WHO CAN BE A CANDIDATE?

Any French citizen 23 years of age or older, in full possession of his or her civil rights, is eligible to run for President of the Republic. While an individual without any party affiliation may be a candidate, candidates connected with a political party are more likely to be successful.

In order to reduce or regulate the number of dubious candidates, two principle laws were established: the law of sponsorship and that of deposits.

Sponsorship: A provision of the electoral reform of November 6, 1962 requires that candidates be sponsored by holders of public office in order to guarantee the serious intent of their campaign. Possible sponsors are *députés*, senators, Economic and Social Council members, general councillors or mayors. On May 26, 1976, the National Assembly adopted a bill that required each candidate to provide proof of the backing of 500 sponsors. Although prerequisite qualifications of the potential sponsors remained unchanged, it was now required that the body of sponsors of each candidate represent at least 10 metropolitan or overseas departments, overseas territories or overseas territorial communities.

In 1981, the process consisted of giving each officeholder a sponsorship form drawn up by the Constitutional Council. Officeholders had one full month in which to determine their choice of candidate. Completed forms were then returned to the Constitutional Council.

Deposits: Each candidate is required to pay an election deposit of 10,000 francs at least 17 days before the initial ballot. If the candidate receives at least 5% of the valid vote, the deposit is reimbursed.

The Constitutional Council oversees the registration of the candidates which begins at the time of the publication of the decree setting the date of the elections. The period of registration ends the 19th day before the first round of voting begins. The definitive list of candidates is published at least 15 days before the first round of voting.

THE PRESIDENTIAL CAMPAIGN

The official campaign begins on the day of the publication of the list of candidates (that is, at least 15 days before the first day of voting), and ends on the Friday before the elections.

During the campaign period, commercials promoting the candidacies in either the print media or on commercial billboards are prohibited.

However, advertising facilities and financial aid are provided by the state, and candidates have access to official billboards displayed in front of public buildings. They may affix two posters upon them, one to announce their plat-

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

ACTIVITIES FOR PRACTICING VOCABULARY FOR ROOMS IN A HOUSE

The energy and imagination of your learners can be exploited in language classes in a series of short activities involving students to the full. The aim of this article is to demonstrate the range of activities possible on a single topic.

Since the attention of young students wanders easily, each activity lasts just a few minutes and practices familiar material in a different way. The strategy is to present students several opportunities to work with the target vocabulary and structures. The teacher encourages the students to use the target language to communicate, to question and to answer, however basic the information. In some cases students work together and in others, interaction is between the teacher and the students. These activities are not competitive games which can arouse negative emotions in young students, but rather playful games, in which students experience the satisfaction of speaking French in a structured setting. The activities described here have been developed and tested in the classroom in the United States and in Great Britain.

For the following examples, students need the specific vocabulary associated with rooms in a house or an apartment, i.e. *le salon, la cuisine, la salle à manger, la salle de bains, la chambre*, and phrases such as *dans le salon, je suis dans le salon*, and *où es-tu?*

Répétez si c'est correct

The teacher shows large flashcards of pictures of rooms to the class and makes statements such as, *C'est la chambre* or *Voici la cuisine*. The class repeats the statement only if it corresponds to the picture on the flashcard. It is important to note that a student who repeats at the wrong time could feel embarrassed if the classroom atmosphere is not supportive.

Télépathie

The teacher chooses one of the picture flashcards of a room without showing it to the class. By a process of elimination, students guess which is the hidden card by asking, *Est-ce que c'est la chambre?* or *C'est la chambre?* The student who correctly identifies the room selects the next card. This student stands at the front of the class from where he or she accepts or rejects guesses from classmates with *oui* or *non*. Since this activity must proceed at a fast pace, the teacher continues to call the name of the next student to guess.

Picture Dictation

Each student receives a hand-out of a simple house plan with labeled rooms, (see sample hand-out). Students draw people, furniture, and maybe pets in the rooms in accordance with statements from the teacher. For example: *Grand-mère est dans la cuisine où elle prépare le dîner. Mimi, le chat, dort dans la salle à manger. Véronique est dans la chambre. Elle est au lit parce qu'elle est malade.* Once the drawing is completed, students answer questions of the form *Qui est dans le salon?*, *Qu'est-ce qu'il y a dans le salon?* This idea can be extended to a reading exercise where students complete a drawing from a written description.

Communication Gap Exercise

Once students are able to produce the necessary lan-

guage, they can build on the **Picture Dictation** activity in a communication gap exercise. Students work in pairs. Student A has a drawing of a house with family members and pets in the rooms and student B has a plan of the same house with empty rooms. Without showing the master drawing, student A explains to student B where to place the people and animals in the empty house. When student B has completed the drawing, it is compared to the original.

On se cache

Asking someone where they are is only realistic if the two people involved cannot see each other and the exchange is likely to be shouted rather than spoken. For **On se cache**, this situation can be created in the classroom in one of two ways: either the instructor leaves the classroom and calls to students from outside through the half-open door or, students sit facing the back wall rather than the teacher. In English, the teacher explains that the students are hiding in a house. Each student must decide in which room he or she is hiding and be ready to say where in French. The instructor calls individual children, e.g. *Henri, où es-tu?* who shouts in return, *dans le salon*, or *je suis dans le salon*. Children appreciate the opportunity to shout to the teacher, especially if the teacher pretends not to hear their initial response or if it is misunderstood. A sample dialog might run as follows:

- Teacher — Henri, où es-tu?
Henri — Dans le salon.
Teacher — Qu'est-ce que tu as dit?
 Dans la salle de bains?
Henri — Non, madame, dans le salon.
Teacher — Ah, dans le salon.
 Sophie, où es-tu?
Sophie — Dans la cuisine.
Teacher — Dans la cuisine?
Sophie — Oui, madame.

Où es-tu?

If young learners begin to fidget, a quick remedy is to introduce an activity allowing physical movement, as in the next two examples. **Où es-tu?** is an enjoyable, if rather noisy game, similar to **On se cache**. The students sit on the floor in groups of five or six, in outward facing circles, with their backs touching and therefore, unable to see each other. Again, each child imagines himself or herself to be hiding in a room. Each player must find out where the other members of the group are hiding by calling the members by name and asking *Où es-tu?* Students shout in reply, *dans* (+ room). All students work simultaneously. As a listening exercise, this game simulates realistic situations where there are other sounds competing with a message.¹

¹A variation on this activity is to "hide" an object—whatever vocabulary needs practice—in one of the rooms. Sometimes this seems more "real" to the students. A student is sent outside; the object is "hidden" in a room by writing the name of the room on a piece of paper which no one sees except the person who "hid" the object. As no one else knows where the object is, more excitement is created. When the student guesses the hiding place, he or she then gets to "hide" an object and another student is given the opportunity to guess its location. Ed.

bécoise Janine Leroux-Guillaume seront exposées à la French Library de Boston. Pour plus de détails, contactez Madame Paula Aaronson, Program Director, French Library, 53 Marlborough Street, Boston, MA 02116. Tél. (617) 266-4351.

13-17 juillet: Plymouth State College organise son deuxième «Séminaire sur le Canada et le Québec» le 14 juillet prochain, suivi d'une visite de 3 jours à Québec. Pour de plus amples renseignements, veuillez contacter M. Georges Maloof, Canadian Studies Center, Plymouth State College, Plymouth, NH 03264. Tél. (603) 536-5000.

Juillet. Le gouvernement du Québec est heureux de s'associer à l'AATF, pour présenter, dans le cadre du congrès national, une exposition de 128 documents des collections précieuses de la Bibliothèque Nationale du Québec. L'exposition, intitulée: «Regard sur les collections de la BNQ», aura lieu à Boston et offre, en sept périodes, une «histoire du Québec» très spéciale.

Marie-Claire Blais dont le premier roman, *La belle bête*, est devenu un classique dans les maisons d'enseignement au Québec, viendra au congrès national de l'AATF afin d'assister à un atelier littéraire et faire la présentation d'un film inspiré d'un de ses romans récents, *Le sourd dans la ville*. Les membres de l'association auront l'occasion de rencontrer l'auteur qui répondra aux questions après la projection du film. *Le sourd dans la ville* de Marie-Claire Blais est disponible aux Éditions internationales A. Stanké (ISBN 2-7604-0555-7).

Août. L'exposition de photographies «Québec, Joyau du Patrimoine Mondial» sera présentée à la Boston Public Library en août.

DÉLÉGATION DU QUÉBEC À CHICAGO

Changement d'adresse de la délégation. Depuis le 27 février 1988, la Délégation du Québec à Chicago est logée au 122 South Michigan Avenue, Suite 1910, Chicago, Illinois 60603. Tél. 312-427-0227.

6 avril: Séminaire sur le Québec offert aux professeurs de français de la région de Wichita par la Délégation du Québec, en collaboration avec le Département de langues modernes de l'Université de Wichita, Wichita, Kansas.

24-25-26 juin: l'orchestre symphonique de Montréal sera à l'affiche de l'ouverture du festival d'été à Ravinia, Highland Park, Illinois.

DÉLÉGATION DU QUÉBEC À LAFAYETTE

LANCEMENT DE LIVRES. Deuxième lancement d'un recueil de nouvelles de l'auteur québécois Ernest Pallascio Morin et d'un recueil de poésie de l'auteur louisianais Jean Arceneaux dans le cadre du salon du livre de Québec (14-20 avril) et du Festival international francophone de Louisiane.

Ce deuxième lancement fait partie du programme de co-édition entre Louise Courteau, éditrice de Montréal, et les Éditions de la Nouvelle Acadie de l'Université du sud-ouest de la Louisiane.

14-17 avril: La deuxième édition du FESTIVAL INTERNATIONAL DE LOUISIANE aura lieu du 14 au 17 avril prochain. Inspiré du Festival d'été international de Québec, cet événement à caractère international et francophone s'inscrit dans l'effort du maintien de la culture francophone en Louisiane. Plus de 200 artistes présenteront des spectacles de musique traditionnelle, populaire, classique, blues, cajun, zydeco et gospel. De plus, d'autres volets tels que la cuisine, le cinéma, le théâtre, la danse, les arts visuels et de la rue compléteront le programme.

Cette année, Marjo, interprète québécoise très populaire, sera l'une des têtes d'affiche du festival.

L'UTILISATION D'UNE «CHECKLIST» POUR UNE RELECTURE EFFICACE DES TRAVAUX ÉCRITS

Le document qui suit—et qui se distribue exactement sous la forme trouvée ici—aide les étudiants à relire plus efficacement leurs travaux écrits. Le professeur et les étudiants le lisent ensemble, illustrant certains points ou les discutant de façon plus détaillée. On peut suggérer aux étudiants, s'ils se voient dans l'impossibilité de répondre à une des questions qu'ils se posent pendant la relecture d'un devoir, de la poser au professeur dans une note, ce qui leur permet de mieux prendre conscience de leurs difficultés.

LA «CHECKLIST»

A. Pourquoi?

Parce que très souvent, lorsqu'un professeur vous rend un travail, vous vous frappez la tête d'un geste déçu ou découragé; parfois même vous vous insultez: encore une fois, vous avez fait des fautes «idiotes» (appelons-les des fautes évitables) portant sur des points qu'en fait vous connaissez depuis toujours ou presque. La «checklist» qui suit ne prétend pas vous apprendre quoi que ce soit de nouveau; cependant elle vous aidera à relire vos devoirs de façon plus efficace.

B. Comment l'utiliser:

Pour éviter donc, les fautes évitables, vous relisez vos devoirs une fois pour chacune des catégories mentionnées ci-dessous en vous posant les questions suggérées.

I. LES VERBES

a. La forme existe-t-elle (une forme qui n'existe pas s'appelle un barbarisme...)

b. Indicatif ou subjonctif?

c. Quel temps? N'oubliez pas la concordance des temps. Le temps grammatical («tense») ne correspond pas toujours au temps («time») du récit.

Ex: «Je vis à San Francisco depuis dix ans»: le français utilise un «present tense» alors que l'anglais utilise un «present perfect tense» pour indiquer que l'action se déroule au présent et au passé («present and past time»).

d. Quelle personne? (le sujet n'est pas toujours évident) singulier ou pluriel?

e. «Être»; ou «avoir» aux formes composées? (attention à «devenir» et «rester»!)

II. PRONOMS PERSONNELS ET PRÉPOSITIONS

a. Le verbe est-il transitif ou intransitif? Ou est-il suivi d'une préposition?

Attention: il existe beaucoup de différences entre le français et l'anglais dans la construction de verbes aussi courants que «listen» («I listen to Paul»/«J'écoute Paul»), «obey» («He obeys his wife»/«Il obéit à sa femme») etc.. (Ajoutez des verbes à cette liste au fur et à mesure que vous les rencontrez).

SUMMER 1989 ROCKEFELLER FOUNDATION FELLOWSHIPS AVAILABLE TO TEACHERS OF FOREIGN LANGUAGES

The Rockefeller Foundation has recently announced the continuation of its highly successful Fellowship Program for School Teachers of Foreign Languages. Now in its fourth year, the project awards \$4,500 each to 100 teachers for eight weeks of summer study in the United States or abroad. The Rockefeller Foundation has now committed a total of \$2.1 million to this effort to broaden faculty members' cultural and linguistic contact with the language they teach. Applications for 1989 are now available.

Teachers are encouraged to begin preparation for applications in the spring or summer to avoid conflicts with the beginning of the school year. All foreign language teachers in the schools who meet the eligibility requirements will be considered whether or not they belong to Academic Alliance groups. The deadline for submission of completed applications for summer 1989 Fellowships is October 31, 1988.

The Rockefeller Foundation Fellowships for Teachers of Foreign Languages are intended for all different kinds of foreign language teachers. Those who have seldom or never studied abroad may apply to increase their language proficiency and knowledge of the foreign culture. Teachers who have already been exposed to a foreign culture may apply to develop new areas of expertise in the language and culture they teach and to create state of the art materials.

This body of knowledge and skills will play a vital role in the way these teachers will practice their profession and undertake future career paths. From Wenhham, MA, a 1986 Fellow wrote: "Of particular importance was the change in the attitude of the administrators. They have come to realize the importance of coordinating the language department and are considering the idea of beginning languages in the lower grades."

During the past two summers, 184 of the 195 Fellows travelled to various countries all over the world, such as, Ecuador, Peru, Argentina, Columbia, Paraguay, Uruguay, Honduras, and Mexico in Latin America; Senegal and Ivory Coast in Africa; others yet went to Japan, China, and Europe. Eleven remained in the United States to study in a language immersion setting. The awards were used to study literature, linguistic diversity, and the latest classroom technology. Seventy-four Fellows studied French, followed by Spanish (69), German (19), Latin (11), Japanese (7), Chinese (6), Italian (4), Russian (3), and Greek (2). The states with the most Fellows were Pennsylvania (15), New York (15), Massachusetts (14), and California (14). One hundred fifty-six of the Fellows teach in public schools and 37 teach in private schools.

The objective of the program is to recognize and encourage exceptional foreign language teaching in the United States. The Rockefeller Foundation Fellowships for Teachers of Foreign Languages have captured the imagination of both teachers and administrators in schools and colleges. As illustrated by a Latin teacher in Fairfax, VA: "Winning a Rockefeller Fellowship in 1986 made a tremendous impact on my teaching career. This meant that I was able to write a textbook on Roman life in the first century A.D. which will be published by the American Classical League."

Project Director Claire Gaudiani notes: "This year the

Fellowship program includes three new initiatives. We will do a study of change in the Fellows' oral language proficiency using the ACTFL oral interview before and after the summer study. We will undertake and guide publication of the excellent materials teachers have developed during their summer study by working closely with teachers and several publishing houses. Finally, we plan to develop additional funding sources by offering co-sponsorship of Fellowships to states and language organizations so we can increase the number of Fellowships available each year."

The Fellowship program is administered by Academic Alliances based at the University of Pennsylvania. This nationwide project includes 130 collaborative groups of foreign language teachers and literature faculty members from 230 colleges and 1100 schools. These collaboratives in conjunction with a national review panel are responsible for nominating selected fellows. Usually, applicants should have completed at least five years of full-time paid teaching before the Fellowship summer begins, with at least 3/5 of their schedule in a foreign language in grades 7 to 12. Special circumstances are considered where local conditions make these requirements impractical.

Teachers can request applications from their nearest Academic Alliance collaborative or from the central fellowship office at this address:

Rockefeller Foundation Fellowships for Foreign
Language Teachers in the High School
Academic Alliances
University of Pennsylvania
3808 Walnut Street
Philadelphia, PA 19104-6136
Telephone: (215) 898-2745

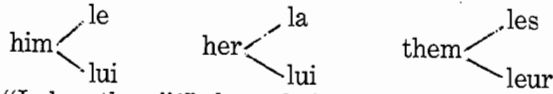
After June 15 the address will be:
Rockefeller Foundation Fellowships
Connecticut College
P.O. Box 2001
New London, CT 06320
Telephone: (203) 477-7800

TWENTIETH-CENTURY LITERATURE CONFERENCE

The Seventeenth Annual Twentieth-Century Literature Conference will be held at the University of Louisville, February 23-25, 1989. OPEN TOPIC. Critical papers on any topic pertaining to literature of the twentieth-century will be considered. This conference requires both paper and abstract by deadline date. Paper should not exceed 10 typed, double-spaced pages (suitable for a 20-minute reading). Omit submitter's name from all pages except cover sheet. Creative submissions also welcomed.

DEADLINE FOR ALL SUBMISSIONS: 15 October, 1988. For further information, contact: Harriette Seiler, Conference Chair, Department of Classical and Modern Languages, Humanities Building, University of Louisville, Louisville, KY 40292.

b. Attention aussi:



Ex: "I obey them"/Je leur obéis; "I listen to them"/Je les écoute.

III. ARTICLES-GENRES-ADJECTIFS-

- a. Genre du nom? Vérifiez soigneusement.
- b. Quel article? (défini?, indéfini?, partitif?, pas d'article?)
Attention aux formes contractées:
à + le > au; de + le > du; à + les > aux; de + les > des
- c. Place et accord de l'adjectif.

IV. PRONOMS RELATIFS

En particulier, QUI ou QUE? Ne jamais omettre le pronom relatif

Ex: "The man she loves" = l'homme *qu'*elle aime

Françoise Sorgen
University of California,
Berkeley

GILBERT CHINARD SCHOLARSHIPS FOR FALL 1989

Two \$750.00 awards for maintenance (not travel) during research in France for a period of at least two months.

CANDIDACY: Final stage Ph.D. Dissertation, or Ph.D. held no longer than six years before application deadline of January 1, 1989.

FIELDS: French history and literature.

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

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

Applications will be sent before **January 1, 1989** to Edouard Morot-Sir, President, Institut Français de Washington, Department of Romance Languages, University of North Carolina at Chapel Hill, 3170 Dey Hall, Chapel Hill, North Carolina 27599.

SUMMER OPPORTUNITIES 1988

STAGES PAGES D'ÉCRITURES: two summer seminars will be held in Nice, France, sponsored by the French American Institute for International Studies, publisher of *Pages d'écritures*. Level I focuses on the teaching of the French language and will be held from June 27 through July 8. Level II focuses on the teaching of French literature, particularly those texts included in the AP program. This program will be held from July 25 through August 1. For additional information write to: FAIIS, 5151 San Felipe, Suite 1500, Houston, TX 77056. Telephone: (713) 439-6502.

JNCL-NCLIS QUARTERLY REPORT JANUARY 1988

- Continued to monitor, assist in the development of report language, and inform members of the progress of the Omnibus Trade and Education bills.
- Worked with appropriate congressional staff to monitor the development of regulations for Title VI of the Higher Education Act and to track appropriations.
- Worked to support the passage of the English Proficiency Act and to include Adult literacy and workplace literacy in education and trade bills. Assisted members in following and developing materials about this legislation.
- Continued to serve on steering committees to assist in the definition, setting of goals, selection of staff, and the creation of materials for the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) and the English Plus Information Clearing-house (EPIC).
- Polled all the Democratic and Republican Presidential candidates regarding their positions, statements, and press releases on issues relating to education, foreign languages, international studies, exchanges, and "English Only."
- Researched and wrote the fourth update of state activities in foreign languages and international education focusing specifically on exchange programs.
- Researched and wrote a summary of recent education reports of relevance to languages and international studies. Prepared a complete annotated bibliography on English as the official language movement.
- Continued to provide information to the national media, as well as publications such as the *Chronicle of Higher Education* and *Education Week*, on language enrollments, international competitiveness, legislation, and other relevant issues.
- Attended and made presentations to nineteen conferences, conventions, and board meetings, including a presidential forum in New Hampshire, eight JNCL-NCLIS member meetings, and three state association conferences.
- Administered the provisions of the new bylaws, new financial assessments, and the recruitment of a new member, Academic Alliances in Foreign Languages and Literatures (AAFLL).

UNIVERSITY OF UTAH SUMMER WORKSHOP IN FRANCE, June 20-July 24. This five-week intensive workshop includes French stylistics, contemporary civilization and culture, and the staging of a Molière play by the participants. The workshop is designed for secondary-level teachers. Participants will earn 12 hours of graduate credit. Program is limited to 15 people. For more information on the seminar "Paris Vous Invite" write to: The International Center, 159 University Union, University of Utah, Salt Lake City, UT 84112. Telephone: (801) 581-5849.

UNIVERSITY OF WISCONSIN-WHITEWATER SUMMER INSTITUTE IN QUEBEC, August 1 to 16. The program will provide intensive language training and knowledge of contemporary life in Quebec province. Three undergraduate or graduate credits are available for this program as well as an audit option. For more information write to: Roland Durette, Dept. of Foreign Languages, UW-Whitewater, Whitewater, WI 53190.

CLASSROOM ACTIVITIES THAT WORK

“VOILÀ”

This is an enlightening project that involves students and gives them a thorough verb review while creating a game they will later enjoy. The game entitled “Voilà!” is modeled after ever popular BINGO and it requires very few materials; the cost is minimal. It can be adapted for different class levels. “Voilà!” is designed to increase listening comprehension and verb tense recognition.

The teacher begins by making game cards approximately 8" x 7" of posterboard, one is needed for each member of the class. Each card is then labeled, horizontally across the top with five categories of verb groups and vertically down the side with five verb tenses.

Each game card needs to be slightly different from any other. An easy way to achieve this is to list approximately ten verbs under each verb group and start the first card with the first five verbs under each group. The next card begins with the second verb listed, the third card begins with the third verb listed and so on.

Cards may be adapted to different levels of players by changing the verb tenses. For example: the card for a first year student might include the present tense, the immediate future with *aller*, the imperative, the recent past with *venir de* and the *passé composé*. Items such as negation or interrogative expressions are easily utilized at this level too. There are many possible variations of the game card, and the sample game card shown above is only one model for an advanced level player; the teacher could include the subjunctive or the conditional as well.

The next step involves the students. The teacher divides the list of verbs for each group and distributes these to the students. The students then take index cards and conjugate their verbs on to these cards using all personal subject pronouns. Each verb must be conjugated five times on five different index cards according to the different tenses

listed vertically on the game card (teacher has listed these categories on the board for reference). When this step is completed there will be a stack of calling cards (index cards), and “Voilà!” is ready to be played. (If the teacher has an exceptionally small class it may be necessary to eliminate index cards matching one or two game cards to ensure a winner in an appropriate length of time.)

After collecting the index cards the teacher distributes the game cards to the students along with beans or any other inexpensive item that can be used as a marker. The game is played just like BINGO; the teacher picks a card from the index card stack and reads aloud one conjugated verb form with its personal subject pronoun. This card is placed aside and another is drawn and read. The students listen and mark their cards if they have the correct verb correlating to the tense form read aloud. Naturally, after a student has marked all the verbs in a previously designated row, he shouts “Voilà!” and must read back his card to verify his answers.

Developing the ability to understand the spoken foreign language is a skill that must be taught. “Voilà!” provides students with a purposeful and amusing listening activity as well as a review of verb forms suitable for students from junior high school through college. With the recent surge in board game popularity, “Voilà!” should be a very successful and enjoyable method of teaching listening comprehension as a separate skill and not solely as an adjunct of speaking.

Rhonda Bachus McCoy
Drury College
Springfield, Missouri

Sample Game Card:

	le 1 ^{er} groupe les verbes <i>-er</i>	le 2 ^e groupe les verbes <i>-ir</i>	le 3 ^e groupe les verbes <i>-re</i>	les verbes pronominaux	les verbes irréguliers
présent	marcher	finir	attendre	se réveiller	être
passé composé	aimer	choisir	entendre	se lever	avoir
imparfait	adorer	réfléchir	perdre	se brosser	aller
futur	admirer	réussir	rendre	se laver	faire
plus-que-parfait	chanter	grossir	répondre	se raser	prendre

form, and the other to post schedules of electoral meetings and radio and T.V. appearances. The posters, which are paid for by the state, may not be printed in the blue, white and red colors of the Republic.

Candidates are permitted to send one brochure describing their programs to registered voters throughout France at the state's expense.

After the election, the state reimburses 250,000 francs of the campaign cost for each candidate who has received at least 5% of the total vote.

In addition, a new law has been proposed to limit campaign spending to a maximum of 120 million francs. This sum would be augmented to a maximum of 140 million francs for those two candidates whose names appear on the second ballot. Candidates receiving more than 5% of the vote in the first round of voting would be subsequently reimbursed for 25% of the permitted expendable sum. Those who receive less than 5% would be reimbursed for 20% of their expenses.

THE MEDIA

As a general rule, political advertising on radio or television is not permitted in France. According to the electoral law, however, candidates are granted a maximum of two cost-free hours of radio and television time for publicity, during the period of the campaign. This allotted air time may still be shortened in order to accomodate all the candidates if there is a large number of them, as has been the case in previous elections.

Regulations also provide for media coverage of the presidential campaign in news programs. Stations and networks are required to give equal coverage to every candidate's declarations.

Since the media have become increasingly influential in electoral campaigns, a National Commission, the French equivalent of the Federal Election Commission, has been established to enforce laws concerning the appropriate use of media during campaigning. The Commission checks the regularity of publicity operations which benefit from public funds. The Commission also determines the final amount of radio and television time allotted to each campaign. It establishes the schedule and sequence of broadcasts and sees to it that broadcast airing times will allow candidates to reach comparatively similar audiences.

Further, it is forbidden by law to publish or otherwise communicate any public opinion poll regarding the election in the week preceding it. Exit polling, popular with American journalists, is also prohibited.

WHO HAS THE RIGHT TO VOTE?

French citizens of at least 18 years of age who have officially registered have the right to vote.

THE VOTING DAY

All French elections take place on a Sunday. Normally, the polls are open between 8:00 a.m. and 6:00 p.m., although hours may differ according to the locality. If, in this round of voting, no candidate has achieved an absolute majority, a second round of voting is called. At this time, only the two candidates who have received the highest percentage of the vote on the first ballot go on to compete against each other. The second round is held two weeks after the first.

According to the Constitution, the Constitutional council oversees the proper functioning of the elections. It also handles any complaints which might arise, and announces the results once the votes have been counted.

Once the electoral process has been completed, the president so elected will remain in office for seven years.

III. LIST OF THE FRENCH PRESIDENTS

Second Republic:

1848-1851 Louis-Napoléon Bonaparte

Third Republic:

1871-1873 Adolphe Thiers

1873-1879 Mac-Mahon (compte de)

1879-1887 Jules Grévy

1887-1894 Sadi Carnot

1894-1895 Jean-Paul Casimir-Perier

1895-1899 Félix Faure

1899-1906 Émile Loubet

1906-1913 Armand Fallières

1913-1920 Raymond Poincaré

1920 Paul Deschanel

1920-1924 Alexandre Millerand

1924-1931 Gaston Doumergue

1931-1932 Paul Doumer

1932-1940 Albert Lebrun

Fourth Republic:

1947-1954 Vincent Auriol

1954-1959 René Coty

Fifth Republic

1959-1969 Charles de Gaulle

1969-1974 Georges Pompidou

1974-1981 Valéry Giscard d'Estaing

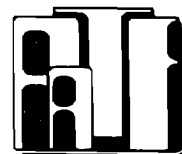
1981 to present François Mitterrand

"Presidential Elections," *Documents from France*, vols. 3-4, 1988. French Embassy Press and Information Service

AATF MEMBERSHIP CARD Available from National Headquarters

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

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



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

M., Mme/Mlle _____
est membre de l'Association Américaine des Professeurs de Français
avec tous les privilèges et tous les droits qui s'y attachent.
Fait à Champaign, Illinois, États-Unis d'Amérique,
le _____ pour servir et valoir
ce que de droit.

FILM FORUM

IDEAS FOR TEACHING TRUFFAUT'S *L'ARGENT DE POCHE*

BEFORE VIEWING THE FILM

While teaching our French 3 classes from the text *Ensemble: Littérature*, the section of the book dealing with film caught our attention. The text presents the scene "Patrick pousse son pion" from François Truffaut's film *L'Argent de poche*.

We had both seen the film previously and became very enthused about showing it to our third year students, as a way of making the text that they were going to study become "real" for them. We felt that the film was well-known and easily accessible.

There is not great demand for foreign films from the general public in Pittsburgh, yet there are small groups for whom these foreign films represent an important part of cultural life. Some of our students' parents come from these groups. We teach in a college preparatory private school with students of diverse ability and socio-economic background.

Since the film's topic of growing up or rites of passage was universal, we knew that it would cut across socio-economic levels, and thereby reach all of our students. We also sensed that in seeing this film the many cultural messages that our students had studied in previous classes would "come to life".

It was more or less by accident that all of our classes finally ended by seeing *L'argent de poche*. After we prepared the material that would accompany the film for our level 3 classes, we were unexpectedly asked to attend a meeting. As we were going to have substitutes for several days we decided to show the film to everyone. We felt that by viewing the movie and completing the accompanying questionnaire our students could engage in an enriching cultural activity. The film would be seen by levels 2, 3, 4 and 5.

First we prepared our classes for the movie according to their level. We orally summarized a biography of Truffaut, and then spoke of other films that Truffaut had directed and that the students had seen, either on television or in movie theaters.

At this time we passed out the following questionnaire. The students were to take notes while viewing the film, which would take three class periods. They also had two extra days to complete the assignment, especially for question IB and Part II.

Although we were very familiar with the content of the movie, we previewed the film before preparing the following questions. (Please note that level 2 answered question IB in English, and that we had all levels view the last classroom scene twice.)

QUESTIONNAIRE

L'argent de poche—un film de François Truffaut

I. Les Personnages

A. Racontez l'histoire de chacun des personnages suivants :

1. Les frères de Luca
2. Laurent
3. Bruno
4. Sylvie
5. Richard
6. Julien le Clou

7. Martine
8. Patrick
9. Gregory
10. M. Richet

N'oubliez pas :

— Patrick avait plus de responsabilités que les autres garçons. Pourquoi ?

— Le film commence et termine avec Martine. Que fait-elle au commencement et à la fin du film ?

B. M. et Mme Richet (l'instituteur et sa femme) semblent être les porte-paroles de Truffaut. Pourquoi ? Le discours de M. Richet à sa classe à la fin du film présente beaucoup d'idées personnelles. Faites un résumé de son discours.

II. Culture

A. Que remarquez-vous de différent au point de vue culturel entre la vie en France et la vie aux États-Unis ? Faites une liste de ce que vous avez vu au point de vue culture.

B. Quel est le nom de la ville où se passe le film ? Faites une recherche sur cette région et écrivez un paragraphe à ce sujet. Apportez des photos si vous pouvez.

AFTER VIEWING THE FILM

When we returned from our conference, we corrected the assignment before meeting with our students. Some of our findings were of interest.

— Some of our French 2 students showed the same understanding of the material presented as students in French 4.

— The students were aware of the major cultural points that we as teachers had perceived to be significant. The students did a fine job of interpreting the schoolmaster's final speech, which contained many allusions to Truffaut's feelings about adults and children.

— Students who had had difficulty in answering the questions from the text before seeing the film had now integrated this information completely.

We returned to class and discussed each question orally. We tried to make the students' list of cultural aspects of the movie as complete as possible. Following are some of the cultural points mentioned. If you are showing the film yourself, rather than using it for independent work, you could stop the movie as these items appear on the screen, thereby giving the students a cue that a cultural message is present. You might also want to give this list to students before they see the film. In addition, you could show the film to French 1 classes, and discuss these cultural points with them in English if necessary.

POINTS D'INTÉRÊT CULTUREL DANS L'ORDRE DE PROJECTION

1. Salle de classe

— Le professeur porte un long tablier gris.

— Les cartables, les pupitres.

— Les HLM (explain what this means.)

— Utilisation du nom de famille quand le professeur appelle les élèves.

— Les élèves se lèvent lorsque le professeur entre dans la classe.

Role playing

This activity always seems to appeal to children and the following conversation practices the skills of reading and speaking. The dialog is introduced on the overhead projector or on the chalkboard.

- Pierre — Monique, où es-tu?
- Monique — Dans le salon.
- Pierre — Dans la salle à manger?
- Monique — Non, Pierre, dans le salon.
- Pierre — Où es-tu? Dans la salle de bains?
- Monique — Non, Pierre! Dans le salon.
- Pierre — Dans la chambre?
- Monique — Ah, c'est impossible! Impossible!
JE SUIS DANS LE SALON!

The students work in pairs to learn the conversation by heart. The students learn either the role of Henri or Monique by continuously reading the dialog aloud with their partner. Each pair works at their own pace. Every 20 or 30 seconds, the teacher erases a word from the conversation, until students are working from a skeleton of the original dialog as shown below.

- Pierre — _____ où es-__?
- Monique — _____ le _____
- Pierre — _____ la _____ à manger?
- Monique — _____ Pierre, _____ salon.

- Pierre — __ es-tu? _____ salle de _____?
- Monique — Non, _____! Dans le _____
- Pierre — _____ la _____?
- Monique — Ah, c'est _____! _____!
_____ DANS LE SALON!

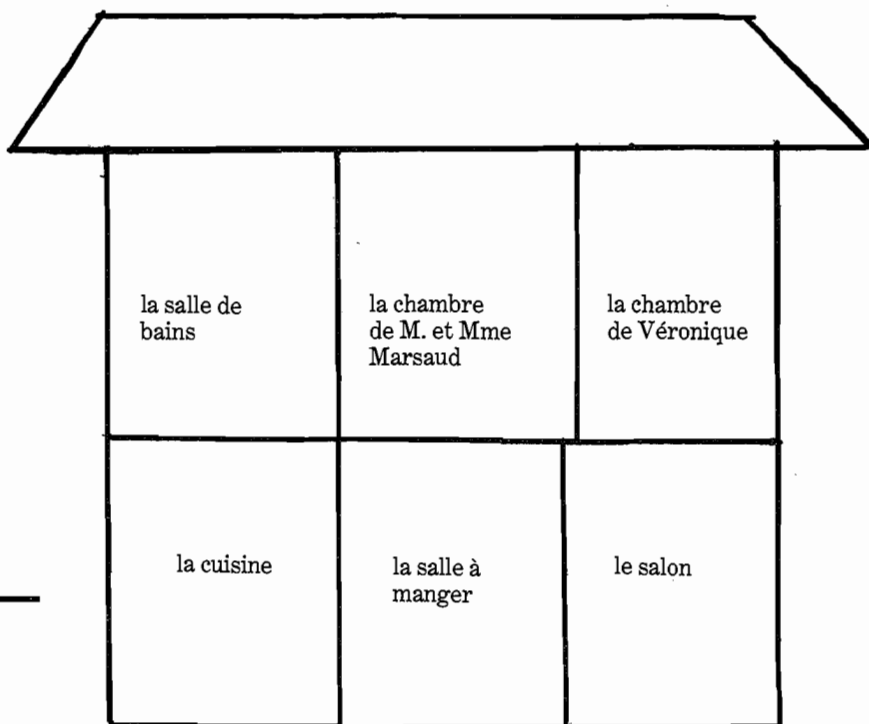
This is a challenging and effective way to memorize. Once the students learn their parts, they are encouraged to personalize the dialog by changing rooms, names or exclamations. After preparing and rehearsing the conversation as a skit, some groups perform for the rest of the class. Since Pierre and Monique cannot see each other, actors invent a way to show this in their skits.

Where foreign languages are taught in the elementary school, the time allocated is often modest. Reinforcement of material covered in a previous lesson may not occur until three or four days later, in the next lesson. Students master the material when class work affords ample practice of the target language through activities such as those outlined above. Furthermore, from my experience, these games motivate students in learning French, since they perceive language classes to be enjoyable.

Suzanne Lord
California Polytechnic
State University

Sample Hand-out for Picture Dictation

Students receive simple house plan.
(Children understand a vertical cross-section of a house better than a horizontal cross-section.)



**LINGUISTIC SYMPOSIUM ON
ROMANCE LANGUAGES XIX**

The Department of Romance Languages of the Ohio State University announces the Linguistic Symposium on Romance Languages XIX to be held April 21-23, 1989 in Columbus, Ohio. Abstracts should be sent to the conference coordinators by November 1, 1988. For additional information contact:

Christiane Laeuffer and Terrell Morgan,
Coordinators, LSRL XIX
Dept. of Romance Languages
The Ohio State University
1841 Millikin Road
Columbus, OH 43210-1229
Telephone: (614) 292-5842

**“NEW” ADDRESS FOR FRENCH
CULTURAL SERVICE - NEW YORK**

After many months in temporary headquarters on West 57th Street, French Cultural Service has returned to its renovated headquarters on Fifth Avenue.
FRENCH CULTURAL SERVICE - NEW YORK
972 Fifth Avenue
New York, NY 10021
(212) 439-1400

FOREIGN LANGUAGE CENTER ESTABLISHED AT OHIO STATE

For the past several years, the Foreign Language Committee of the College of Humanities at The Ohio State University worked toward establishing a model for what, in July 1987, became a reality—the Foreign Language Center.

This committee, comprised of representatives from the six language departments at Ohio State (Classics, East Asian Languages and Literatures, German, Judaic and Near Eastern Languages and Literatures, Romance Languages and Literatures, Slavic Languages and Literatures), along with representatives from the Department of Black Studies and the American Language Program, saw the need for a coordinating entity to help effect common goals. What ensued was an innovative concept which could serve as a resource not only for Ohio State, but for other post-secondary institutions as well.

The Center, currently has a full-time Director and Assistant Director, in addition to support staff and joint appointments shared with other units. The basic functions of the Foreign Language Center are five-fold:

1. **RESEARCH.** the Center promotes interdisciplinary cooperation in teaching and research among language departments in the College of Humanities and, together with the language teacher training programs in the College of Education, is a focal point for research and evaluation in language instruction. In addition to College of Humanities faculty and visiting scholars, Ph.D. candidates from foreign language education programs can find in the Center a convenient entity through which to coordinate empirical research on language teaching and acquisition. During the summer of 1988, for example, a visiting researcher from Miami University will be working at the Foreign Language Center on developing adaptive foreign language instruction for learning-disabled students. Preparation of grant proposals, colloquia, conferences and postdoctoral fellow appointments is a natural outgrowth of these kinds of research activities. The first of an annual research conference on Adult Language Learning and Acquisition (ALLA) is to be held in October, 1988.

2. **INSTRUCTION.** The Center advises and coordinates activities and the use of University assets to ensure the most effective delivery of instruction possible. This kind of coordination includes the establishment of dedicated space for language instruction and the application of advances in technology to the teaching of foreign languages. The Center is home to several Xerox Star terminals, invaluable to those whose word-processing options, because of the writing systems involved (e.g. Chinese, Japanese, Arabic), would otherwise be limited. Coordination among departments of GTA training, as well as consultation on the development of specialized courses, are included in the Center's responsibilities. Plans for special two-week workshops for teachers of French, Spanish, and German are in process and the Center has been asked to serve as an "incubator" for a Bahasa Indonesia language program in preparation for a projected graduate Indonesian studies program. It is also in the context of program development and instruction that the Center has currently been functioning as the interim official contact for a proposed OSU-Bayero University (Kano, Nigeria) "institutional link."

3. **TESTING.** The Center works with the appropriate units to ensure that language entrance examinations are given in a timely and efficient manner, as well as to assist with the rewriting, updating and other modification of existing examinations. Personnel from the Center will collect and analyze the results of the entrance examinations to provide information about the effectiveness of the tests and the accuracy of the placements they determine. Statistical results on placement examinations will be returned to the secondary schools from which students come, so that this information can be used for program development, as needed. Beginning in the summer of 1988, both the French and Spanish placement tests will be computerized and, for the first time all incoming students will take a language placement test as part of their orientation program. In other areas, the Center cooperates with language departments to institute proficiency testing on a program-wide basis, and coordinates program evaluations at the request of departments or outside institutes.

4. **OUTREACH.** Since another function of the Foreign Language Center is to coordinate and facilitate outreach to language programs in the school systems in the state, the Center is in the process of establishing a newsletter for foreign language teachers in Ohio. It organizes and sponsors workshops and colloquia, coordinates publicity of foreign language events (e.g. language days, language contests), and maintains close ties with language departments at other colleges and universities, governmental language teaching units, and professional associations. The Foreign Language Center has been of assistance in implementing an Arabic language program in area secondary schools and a Swahili language course in one of the middle schools. Currently, the Foreign Language Center is working with the administration of OSU Residence and Dining Halls to create language-specific living-learning environments for interested students.

5. **PUBLICATION AND DISTRIBUTION.** The Center aids faculty in the development, printing, and distribution of texts and other materials, especially in uncommonly-taught languages where commercial publishers are not likely to be interested in low-volume sales. And where research and development, undertaken under the auspices of the Center result in publishable reports, monographs, or audiovisual software, the Center will seek to assist in their publication and distribution, in addition to seeking outside contracts for these kinds of materials.

Taking as its principal focus the improvement of instruction and instructional delivery systems in the foreign language programs, the Center is likely to become a natural forum for the discussion of policies relating to foreign languages. Should colleagues at other institutions wish to explore the application of this model to their situations, or to make use of any of the resources stated above, they are encouraged to contact either Gerard L. Ervin, Director, or Jo Ann M. Recker, Assistant Director at:

OSU Foreign Language Center
155 Cunz Hall
1841 Millikin Road
Columbus, OH 43210-1229
(614) 292-4361

- French Media as a Resource for Teaching French Language, Culture and Civilization, half day.
- Building A Proficiency-Oriented Curriculum, half day.
- Advanced Placement, half day.

A feature of the annual Business Session (Assembly of Delegates) will be our second drawing for a free round-trip to the AATF Convention in Paris, July 1989; the drawing will be limited to current AATF members as of June 15, 1988. And, if enough members purchase reduced-fare air tickets to Boston on AMERICAN AIRLINES—our official carrier—there will be an additional drawing for a free ticket, or tickets, on American, to be used after the Boston Convention; this drawing is limited to those members having come to Boston on American, of course. Call 800-433-1790, ask for Starfile #S-82234.

Finally, our Convention Desk, staffed with personnel from National Headquarters and with volunteers from the Eastern Massachusetts Chapter, will be offering hospitality and handing out literature on Boston and environs. We also expect to have local tours available for sign-up either in advance of the Convention or at the Convention itself.

All in all, a full schedule for members wishing to refresh their knowledge of, or gain new insights into, the teaching of French. Plus a chance to spend some leisure time with old friends, meet new colleagues, and contribute to a all-Francophone atmosphere.

Those members not wishing to stay on for a workshop may wish to take advantage of a specially-arranged six-day post-Convention trip (July 19-24) to the Francophone island of St. Martin in the Caribbean. The trip is under the sponsorship of Academic Arrangements Abroad and costs \$950; call AAA at (212) 514-8921 (NYS), or 800-221-1944 (outside NYS).

ALL CURRENT MEMBERS WILL RECEIVE A MORE DETAILED, UPDATED SCHEDULE OF SESSIONS, WORKSHOPS, AND EXTRA CULTURAL/SOCIAL EVENTS, PLUS REGISTRATION MATERIALS, VIA FIRST-CLASS MAIL DURING THE MONTH OF APRIL. Deadlines: pre-registration (\$40), July 1; hotel reservations (\$75, Convention rate), June 14.

In a hurry? Need additional information/forms? Call AATF National Headquarters: (217) 333-2842. Or write to us at 57 E. Armory Ave., Champaign, IL 61820.

Do plan on joining us this summer in Boston!!

F.M. Jenkins
Executive Director

A NEW LOOK AT IRREGULAR VERBS IN THE FUTURE TENSE

A traditional approach to teaching the French future tense involves adding *-ai*, *-as*, *-a*, *-ons*, *-ez*, and *-ont* to the infinitive, and if the infinitive ends in *-re*, one removes the *e* before adding the future endings. P. Carlo Rossi in his article "French Future Tense by Sound" offers an excellent alternative to the phonology of some verbs in the future. Rossi employs the singular forms of the present indicative tense as a key to the spoken system (1973).

A very frustrating problem for students of French is the irregular verb and its inexplicable roots in the future tense. Students unable to see the pattern within the verb system begin to construct creatively their own regularizations. Instructors conclude that students do not memorize the list of irregular stems. Obviously, there is a need to construct a

more comprehensible system for elementary and intermediate students that reflects a sense of order within verbs. In this short study we propose a system that takes into account a few recurring patterns in some irregular verbs in the future. This model provides a few simple devices to reconstruct the stem in a more pedagogically sound manner. Our model is divided into five systems: (1) verbs ending in a vowel + *rir*; (2) verbs ending in vowel + *voir*; (3) verbs ending in vowel + *loir*; (4) *avoir* and *savoir*; and (5) *venir* and *tenir*.

Verbs ending in a vowel + *rir* are the simplest to reconstruct. *Acquérir*, *conquérir*, *courir*, and *mourir* require the student to remove the *i*. The roots *acquerr-*, *conquerr-*, *courr-*, and *mourr-* results.

Verbs that end in a vowel + *voir*, such as *devoir*, *mouvoir*, *percevoir*, *pleuvoir*, and *recevoir* require the student to remove the *oi*. The roots become *devr-*, *mouvr-*, *percevr-*, *pleuvr-*, and *recevr-*. *Pouvoir* is the exception: *pouvoir* > *pourr-*.

Verbs ending in vowel + *loir* require a consonant alteration (*l* > *u*), a *d* infix and remove the *oi*. Verbs such as *falloir* and *valoir* become *fau-* and *vau-*. Many students may recognize the *fau-* and *vau-* as singular present indicative stems. *Vouloir* already has a *u*, therefore *voudr-*.

The verbs, *avoir* and *savoir*, require a consonant alteration (*v* > *u*) and remove the *oi*: *avoir* > *aur-*, *savoir* > *saur-*.

Venir and *tenir* require (*e* > *ie*) in the stem, an infix *d*, and remove the *i* from the infinitive ending: *venir* > *viendr-*, *tenir* > *tiendr-*. Again students may recognize the change of the *e* to *ie* in singular present indicative forms.

Verbs such as *aller*, *envoyer*, *être*, *faire*, and *voir* are, unfortunately, irregular in the future tense. However, the model we propose greatly reduces the complexity of the French irregular verb in the future tense and by extension the conditional tense through some regularizations.

Carl L. Garrott
Chowan College

References

Rossi, P. Carlo. "French Future Tense by Sound." *French Review* 47 (1973): 76-80.

GROUP SOLICITING METHODS COURSE SYLLABI

As part of a two-year project to expand foreign language teaching to the lower grades, the National Council of Foreign Language and International Studies is developing guidelines for training curricula to prepare teachers for elementary school foreign language programs. Prior to discussion of such curricula at regional and national conventions, the National Council is soliciting course syllabi for methods courses intended to prepare teachers for elementary and middle/junior high schools. Syllabi sought are for both courses devoted exclusively to language teaching for this age group and for general methods courses that include attention to elementary school language programs.

Readers are encouraged to send copies of syllabi to the project director, Dr. Kurt E. Müller NCFLIS c/o The American Forum, 45 John Street, Suite 1200, New York, NY 10038.

Le journal en classe: Guide du maître pour l'utilisation du journal dans l'enseignement. Les Quotidiens du Québec, Inc. Édition révisée, déc. 1983. In the form of a loose-leaf notebook, this guide is divided into several sections. The first section discusses the format of a newspaper in general analyzing the various parts or sections, with pedagogical suggestions and activities, depending upon the age of the students—it is subdivided into sections for younger or older students. The next section presents specific activities for teaching/learning French, again by age levels. The next rather lengthy section discusses the "daily" and presents concrete information on the gathering of news from information or press agencies and demonstrates how that news is used to produce an article. Diagrams that show the structure of a short or a long article could serve as the bases for student writing in French. This section contains a large quantity of sample articles from the French-Canadian press, as well as sample pages with appropriate terminology for its parts used and defined. In addition, there is a description, with flow-charts, of how a newspaper is produced. Other sections suggest long-term pedagogical strategies; present a history of the diffusion of information from the beginning of the Christian era to the present; lists French-Canadian papers and French papers, among others throughout the world, with addresses. There is also an extensive bibliography of English and French language publications concerning the making of newspapers and their pedagogical uses. This useful document can be obtained from: Les Quotidiens du Québec, Inc., 7 rue Saint-Jacques, Montréal (Qué.) Canada H2Y 1K9. Telephone: (514) 285-7294. The cost, including postage, is approximately \$15 US.

Ici Radio-Canada, le français de l'heure! is a series of eight video-cassettes and user's guides developed as an aid for teaching French as a second language at the secondary level. I. *En cerf-volant le Québec* is an impressionistic view of the province of Québec with commentary by well-known singers, authors, and composers of the region. II. *Accidents nucléaires* is a documentary on how a single human error can lead to a serious nuclear accident. III. *Les cinémas de Frédéric Back* presents three of the director's animated films through which one can explore Québec culture, history, language, and values. IV. *Expo 86: Aujourd'hui j'ai vu mon rêve* is a retrospective of the 1986 Expo in Vancouver. V. *Le téléjournal* presents a collection of historic events as reported on *Le Téléjournal*. VI. *Radio-Canada, ça se voit!* is a collection of promotional announcements demonstrating the diversity of programming on Radio-Canada. VII. *Prévert, rose ou bleu?* is an invitation to view the world of the adult through the sensitive and critical eyes of the child. VIII. *Le fin mot de la chose* is a series of short segments presenting French words and expressions in a comic manner. The teaching guide that accompanies each video contains a transcription, discussion questions, vocabulary and grammatical structures, suggestions for the teacher, and follow-up activities. Each video (available in VHS or Beta) and guide costs \$250; in 3/4", \$275. The complete series is \$1200. There is a special savings of \$250 available to schools that purchase the complete package by May 1, 1988. Samples of the guides, additional information and purchases may be obtained by contacting: Dominique Charette, CBC Enterprises, Box 6000, Station A, Montréal (Qué.) Canada H3C 3A8. Telephone: (514) 285-3543.

French Road Signs, compiled by retired language teacher Philip Grosse, lists more than 300 road signs, mostly expressed in words only (no pictures), giving information and safety messages useful to visitors driving in French-speaking areas. This is the latest of his specialized technical vocabularies. It is available for \$1.50 (postage included) from: Philip Grosse, 5055 N. 83 St., Scottsdale, AZ 85253.

Myriam Met. "Parent Involvement in Foreign Language Learning," *ERIC/CLL News Bulletin*, II.1 (Sept. 1987) 2-3; 7-8. This is an important article for teachers concerning research into the effects of parent involvement in the learning process. "The benefits of parental involvement accrue regardless of the parents' level of education or socioeconomic or marital status. The positive results of involving parents in their children's education have as much significance for foreign language instruction in the schools as for the general curriculum." The article provides a number of suggestions for involving parents and a useful bibliography. Request copies of the article from: ERIC Clearinghouse on Languages and Linguistics, 1118 22nd St. N.W., Washington, D.C. 20037.

The French Connection provides a variety of opportunities for anyone who would like to learn French in France while pursuing other activities such as skiing, touring, enjoying gastronomic delights, or living in a château. For information, write to: The French Connection, 263 Clubhouse Dr., Suite 116, Palatine, IL 60067. Telephone: (312) 358-7743.

Living in France is a new booklet published by the Experiment in International Living, Brattleboro, VT 05301. The booklet provides insights on various topics important to daily living in France. It can be an invaluable source for the classroom.

Michelin Maps and Guides are often hard to find in local bookstores. For a list of maps and guides, as well as for the materials, write to: Michelin Guides and Maps, P.O. Box 3305, Spartanburg, SC 29304-3305. Telephone: (803) 599-0850.

It Pays to Go Abroad describes the work-in-France program sponsored by the Council on International Educational Exchange. Under this program, U.S. college students may work legally in France for a period of three months, starting any time of the year. CIEE does not directly place students in jobs but through its cooperating organization in Paris, students can find an appropriate temporary job in France. There is a language requirement of at least two years college-level French or its equivalent for participants. To obtain the booklet and additional information, write to: CIEE, 205 East 42nd St., New York, NY 10017. Telephone: (212) 661-1414.

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Giant-Size Language Teaching Posters are available from Germaine Publications, 58 Marco Lane, Centerville, OH 45459. Telephone: (513) 434-2346. A postcard shows a 40 x 50 inch restaurant scene that can serve as a backdrop for classroom dialogues and role-playing.

Teachers Taking Groups Abroad can obtain a student group pass to museums and national monuments by reproducing exactly the following text (typewritten) on school letterhead and sending it to the appropriate office of the French Cultural Service (see January 1988 *National Bulletin* for addresses).

le _____ 1988 [date]
Un groupe de _____ [number] élèves de
l'état de _____ effectuant un voyage en
France sous la conduite de _____ [number]
professeurs sollicite l'autorisation de visiter gratuite-
ment les monuments appartenant à l'État, du
_____ au _____, [dates] 1988.

Cachet et signature du Directeur de
l'Établissement Scolaire [list school name]

Avis Favorable

L'Afrique en Français is a videocassette about Cameroun, Mali and Sénégal, each introduced by a French-speaking native. Using interviews and dialogues, the cassette presents aspects of daily life such as language, education, religion, politics, food, leisure time, and community life. The language skill level is intermediate to advanced. The cassette is available in any format (VHS, Beta, 3/4") and rents for \$20 or sells for \$39.95. Available from Univ. of Illinois Film Center, 1325 South Oak St., Champaign, IL 61820.

France Magazine is a beautiful, large format, quarterly publication in English about France. It is available free of charge upon written request by teachers only (no student requests) from: *France Magazine*, 4101 Reservoir Rd., N.W., Washington, D.C. 20007.

The World Says Welcome when you speak a foreign language. This videocassette shows students the value of learning another language. The 25-minute cassette program includes a 10 page module on international careers, bibliography, overhead transparencies, and a classroom instruction module. Available for \$69 from: Monterey Institute of International Studies, 425 Van Buren Street, P.O. Box 1978, Monterey, CA 93940.

A Class Act focuses on language teachers and teaching as a career, with the intent of recruiting good foreign language teachers for the future. This 15-minute cassette is available for \$29 from: Northeast Conference Media, P.O. Box 623, Middlebury, VT 05753. Telephone: (802) 388-4017.

Bonjour Tout le Monde is another Northeast Conference video, 35 minutes in length that demonstrates techniques for teaching foreign languages to the average or below-average student. See previous entry for address.

French Educational Games. At the San Francisco AATF Conference we had the opportunity to view a wide variety of French language educational games. The following publishers displayed materials designed especially for second language learning for younger children:

ÉDITIONS ÉTUDES VIVANTES, 6700, chemin Côte-de-Liesse, Saint-Laurent (Québec), CANADA, H4T 1E3
Maggy Thurston, (416) 889-2786; Lilianna Grieco, (514) 341-6690. Kindergarden teacher's resource book; songs on cassettes, thematic dictionary (also available in Big Book format); wide selection of Big Books, accompanying cassettes & teacher's guide; French immersion language arts programs, K-6; math programs K-4; library books and more . . . *Cataradi, Dicto, Les ateliers créatifs, Train-train de chansons, Défi mathématique, Immersion.* A free catalog is available upon request.

ÉDITIONS FM, 1113, avenue Desnoyers, Laval (Québec), CANADA, H7C 1Y6
Pierrette Dion (514) 324-0712

Cubes à lire. a kit of 18 blocks with pictograms placed upon each block to stimulate the acquisition of basic vocabulary; colors support the learning of French language structures. *La Lexithèque:* a colorful self-correcting material presenting illustrations and matching words for teaching of vocabulary, alphabetical order, word signification, idiomatic expressions and spelling. *Sprint:* a boardgame to help practice the French verb forms and to reinforce the vocabulary on olympic sports.

CENTRE ÉDUCATIF ET CULTURES INC., 8101 Metropolitan Blvd., Montreal (Québec), CANADA, H1J 1J9, (514) 351-6010

DIMOITOU is a child-centered, basic method for teaching French from Kindergarden to grade 3. The material is attractive and flexible: full-color books, original song cassettes, puppet and clown, masks, playing cards, flashcards, Big Books, activity and evaluation sheets, teacher's guides with model lesson plans, step-by-step guidance and comments. **DIMOITOU** seems easy to teach: the content is divided into ten "centres" per level (3), each with its theme and various activities for one month's work, within 20, 30 or 40-minute-a-day schedule.

Bonjour is a series of six videocassettes, two audiocassettes, a teacher's guide, and a packet of drawings for duplication prepared for teaching French to children (K-3). The program consists of 30 lessons with six review lessons centering on family relationships, numbers, colors, shapes, animals, art, music, and customs. The series is meant to supplement the basic curriculum. Each lesson is 10-15 minutes long. The series costs \$495. For more information, for a demo tape, or to order the series contact: Dr. Doris Stephens, Center for Extended Learning, Univ. of Tennessee, 420 Communications & Univ. Extension Bldg., Knoxville, TN 37996-0300. Telephone: (615) 974-5134.

Reminder: Please send your contributions for film forum to Henry A. Garrity, Dept. of Modern Languages, St. Lawrence University, Canton, NY 13617. Telephone: (315) 379-5154.

CALENDAR OF EVENTS

IMAGES OF AMERICA IN REVOLUTIONARY FRANCE: April 30-May 2, 1989, Washington, D.C. Information: Michèle R. Morris, French Dept., Georgetown Univ., Washington, DC 20057.

KENTUCKY FOREIGN LANGUAGE CONFERENCE: April 21-23, Univ. of Kentucky. Information: J. R. Jones, Dept. of Spanish and Italian, 1115 Patterson Office Tower, Univ. of Kentucky, Lexington, KY 40506-0027.

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.

CLAUDE SIMON CONFERENCE: May 6-8, 1988, Univ. of Toronto. Information: Cécile Cloutier, Dept. of French, 7 King's College Circle, Univ. of Toronto, Toronto, ON M59 1A1, Canada.

EIGHTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 11-13, 1988, Univ. of Cincinnati, OH. Information: Sadek Anis, Dept. of Romance Languages and Literatures, Univ. of Cincinnati, Cincinnati, OH 45221-0377. Tel. (513) 475-6726.

LITERATURES OF FRENCH EXPRESSION: *CREATION, RESEARCH, AND CRITICAL THEORIES*: May 11-14, 1988, Stong College, York Univ. Information: Hedi Bouraoui, 4700 Keele St., Stong College, York Univ., North York, ON M3J 1P3, Canada.

AMERICAN FORUM ON EDUCATION AND INTERNATIONAL COMPETENCE: May 13-16, 1988, St. Louis. Information: Global Perspectives in Education, Inc., 45 John St., Suite 1200, New York, NY 10038. Telephone: (212) 732-8606.

CONGRÈS DE L'ASSOCIATION INTERNATIONALE DE PÉDAGOGIE UNIVERSITAIRE: May 23-26, 1988, Montreal. Information: Denis Blondin, Congrès AIPU, Service Pédagogique, Univ. de Montréal, C.P. 6128, Succursale A, Montréal (Qué.) Canada H3C 3I7.

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.

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES SEMINAR EAST: June 2-4, 1988, Brandeis Univ. Information: ADFL, 10 Astor Pl., New York, NY 10003-6981. Telephone: (212) 614-6320.

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES SEMINAR WEST: June 16-18, 1988, Boulder. Information: ADFL, 10 Astor Pl., New York, NY 10003-6981. Telephone: (212) 614-6320.

INTERNATIONAL COLLOQUIUM ON GEORGES DUHAMMEL: June 22-24, 1988, Scranton. Information: Richard J. Bourcier, Dept. of Foreign Languages and Literatures, Univ. of Scranton, PA 18519.

SAN SEBASTIAN CONFERENCE ON BASQUE, FRENCH, AND HISPANIC LITERATURES: June 22-25, 1988, San Sebastian, Spain. Information: Félix Menchacatorre, Departamento de Lengua y Literatura, Universidad del País Vasco, Apartado 644, 48080 Bilbao, Spain.

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.

INTERNATIONAL COMPARATIVE LITERATURE ASSOCIATION: *SPACE AND BOUNDARIES*: August 22-27, 1988, Munich. Information: Roger Bauer, Abt. für Vergleichende Literaturwissenschaft, Institut für Deutsche Philologie, Schillingstrasse 3, D-8000 München 40, Federal Republic of Germany.

KENTUCKY FOREIGN LANGUAGE ASSOCIATION: September 24, 1988, Louisville. Information: Élise André, Berea College, Berea, KY 40404.

INTERNATIONAL COLLOQUIUM ON THE CONTEMPORARY LITERATURE OF FRANCE: September 29-30, 1988, Dalhousie Univ., Halifax, Nova Scotia. Information: Michael Bishop, Dept. of French, Dalhousie Univ., Halifax, Nova Scotia, Canada B3H 3J5. Telephone: (902) 424-2430.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING: October 1988, Charleston, SC. Information: L. J. Walker, TJC International Language Center, 909 S. Boston, Tulsa, OK 74119. Telephone: (918) 587-6561, ext. 261.

EUROPEAN STUDIES CONFERENCE: October 6-8, 1988, Omaha. Information: Bernard Kolasa, Dept. of Political Science, Univ. of Nebraska, Omaha, NE 68182-036. Telephone: (402) 554-3617/8300.

FOREIGN LANGUAGE ASSOCIATION OF MISSOURI: October 7-8, 1988, Kansas City. Information: Paul A. Garcia, School District of Kansas City, Rm. 1108, 1211 McGee St., Kansas City, MO 64106. Telephone: (816) 221-7565, ext. 308.

AMERICAN TRANSLATORS ASSOCIATION: October 12-16, 1988, Seattle. Information: Deanna Hammond, 3560 S. George Mason Dr., Alexandria, VA 22302. Telephone: (202) 278-5777.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING: October 13-15, 1988, Charleston Marriott, Charleston, S.C.

ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 20-22, 1988, Chicago. Information: Nila Grogan, IFLTA, 33 E. Congress Pkwy., Ste. 505, Chicago, IL 60605. Telephone (312) 786-1652.

NORTHEAST AMERICAN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES: October 20-23, 1988, Allentown, PA. Information: Charlotte M. Craig, Dept. of Foreign Languages, 14 DeFrancesco, Kutztown Univ., Kutztown, PA 19530.

RESEARCH PERSPECTIVES IN ADULT LANGUAGE LEARNING AND ACQUISITION: October 21-22, 1988, Ohio State Univ. Information: RP-ALLA c/o Foreign Language Center, The Ohio State Univ., 155 Cunz Hall, Columbus, OH 43210.

CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES: October 21-22, 1988, Youngstown, OH. Information: Renée Linkhorn, Dept. of Foreign Languages and Literatures, Youngstown State Univ., Youngstown 44555. Telephone (216) 742-3641.

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION: October 27-29, 1988, Sturbridge Sheraton. Information: Shirley Lowe, Conference Chair, 8 Laurel Dr., Hudson, MA 01749 or Marian St. Onge, Registration, Dept. of Romance Languages, Boston College. Telephone (617) 552-3827.

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 28-29, 1988, Raleigh. Information: Anne Fountain, 2620 Mayview Rd., Raleigh, NC 27607. Telephone (919) 834-4056.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS ANNUAL FALL CONFERENCE: November 4-5, 1988, Paper Valley Conference Center, Appleton, WI. Information: Jody Thrush. Telephone (608) 246-6573.

SOCIÉTÉ INTERNATIONALE D'ÉTUDES YOURCENARIENNES: Marguerite et l'art; l'art de Marguerite Yourcenar: November 17-18, 1988, Tours, France. Information: Rémy Poignault, 7, rue Couchot, 72200 La Flèche, France or C.F. or E.R. Farrell, University of Minnesota-Morris, Morris, MN 56267. This colloquium was postponed from the spring of 1988.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 18-20, 1988, Monterey. Information: ACTFL, PO Box 408, Hastings-On-Hudson, NY 10706. Telephone: (914) 478-2011. Note: Post-conference workshops, 21-23 November.

MODERN LANGUAGE ASSOCIATION: December 27-30, 1988, New Orleans. Information: MLA, 10 Astor Pl., New York, NY 10003-6981. Telephone: (212) 475-9500.

2. Récréation (insultes entre garçons)
 - Tu m'as jamais vu tête de morue.
 - Tu me reverras tête de rat.
 - T'es pas beau, tête de veau.
 - etc. . .
3. Récitation
 - Tirade d'Arpagon de *L'avare*.
4. Julien le nouveau .
5. Différences dans la hiérarchie sociale
 - le directeur en costume
 - le professeur en tablier
 - importance du code vestimentaire.
6. Points généraux
 - programme de Colombo à la télé
 - mémorisation dans le système scolaire
 - les courses, le panier à provision
 - les repas, tenue à table (pain beurré dans le bol), menu (le pot-au-feu), vin servi aux enfants
 - les réclames et les nouvelles (remarquez la date, le contenu)
 - les gens se serrent la main quand ils se rencontrent
 - etc. . .

IN THE FUTURE

We plan to use this approach with other films, i.e., *Un dimanche à la campagne*, *Jeux interdits*, *Trois hommes et un couffin*. We will follow the same format as the one used above.

- A. Preview film.
- B. Discuss director and actors involved.
- C. Find some written information (in the form of a newspaper or magazine article or a text) on an aspect of the theme of the movie and discuss it with the class.

- D. Distribute a list of vocabulary, "argot", cultural points.
- E. Distribute a questionnaire containing the following:
 1. Names of main characters in the film, with questions about their relationships and their significance.
 2. Questions dealing with major point of interest (for example, a monologue of one of the characters.)
 3. Research questions relating to culture such as the geography, art, history, art and literature (such as the scene from *L'avare* in *L'argent de poche*).
- F. View certain scenes from the film twice, using the fast forward on the video machine.
- G. Discuss questions in class, using brainstorming when appropriate.
- H. When the content of the film is covered in detail, a small unit could be added to the curriculum regarding an aspect of French culture pertinent to the film, such as art, music, cuisine, etc.

In conclusion, we found this activity to be a very rewarding one. Students learned a great deal about the French language and culture, as well as about themselves, in an almost natural setting. This occurred while they were having fun. We feel that our time with *L'argent de poche* was well spent.

Joyce Bielak
Annie Guentner
The Winchester-Thurston School
Pittsburgh, PA

¹ Comeau, Raymond F., Francine L. Bustin, and Normand J. Lamoureux. *Ensemble: Littérature*. New York: Holt, 1982. 186-90.

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