

## FROM THE PRESIDENT . . .

Plans are developing quickly for our July meeting in Paris, although as of this writing some of the details are still tentative. Suffice it to say that both the special events and our bicentennial program will be exceptional. Sponsorships already include the Ville de Paris and the Chambre de Commerce, and a grand opening session at the Sorbonne is likely. Speakers will include André Fontaine, director of *Le Monde*.

Corresponding to our theme, "Le monde du français, 1789-1989," there will be sections such as "On mit un bonnet rouge au vieux dictionnaire: l'influence de la Révolution sur la langue française"; "Des droits de l'homme et de la démocratie occidentale: telle qu'illustrée dans la littérature des francophonies"; "Une expérience d'analyse de textes révolutionnaires dans un cours de FLE"; "Français et langues nationales de la francophonie"; "Problems of Francophone poetry"; "La récréation de la Louisiane"; sections on the history of the teaching of French; and panels on the work of writers and artists including Paule Constant and Algerian novelist Leila Sebbar. Several pedagogical sections will be led by European teachers of French in sister professional organizations. Further program proposals from AATF members should be sent immediately to the national office.

This is of course an authentically historical opportunity to enjoy Paris at its festive best. But hotel space will be scarce in July '89, so it is important to sign up early for the air-land package for which a separate mailing is on its way. Do note that you may register independently for the convention, either beforehand or at the convention site, if you choose to arrange your own travel and lodging.

Before it is too late, let me tell you about CAFLLIS (Coalition for the Advancement of Foreign Languages and International Studies,) which the AATF has just joined. I say this only because it is CAFLLIS's destiny to go out of existence as soon as it has fulfilled its mission, which is to bring the member organizations to a collective position (or at least determine whether one is desirable) on forms of government support for programs in areas of their mutual concerns. In other words, should some overarching institution be proposed for centralizing exchange, fellowship, teaching, training and testing programs? Or are the bits and pieces strewn throughout the federal budget just fine where they are? How do these questions affect language issues as distinct from other international studies emphases?

Possible models might include a federal agency, either new or already existing, or a private institution with a federal charter (such as the Corporation for Public Broadcasting). But it is also arguable that such an entity would be more vulnerable to massive budget cuts than the presently dispersed sources, or that it could serve as a monolithic arm for the imposition of a "national agenda" in foreign language-international studies. In short, the question remains open, and debatable. I am happy to report that the AAT's have a strong ally in the Modern Language Associa-

tion, which has in recent years been representing the FL community well and defending it vigorously in numerous forums.

Among the former Education secretary's final acts were perhaps his most constructive, namely the James Madison school curriculum models, in which FL instruction is given a dignified place. It is a relief for once not to see the nation's teachers browbeaten for the supposed decline of American education. The sustained effort of the Department of Education to turn the American public against its educational institutions has been dismal and dismaying; let us hope it will not be continued.

But even in focusing on the curriculum, Bennett and his ideological fellows are sponsoring the passive position that, as MLA president Barbara Herrnstein Smith put it recently in a conference at Duke, "the nation's educational, social, and economic problems can be solved by school reforms that risk nothing, require no funding, entail no social or political changes, create no uncomfortable feelings for anyone except teachers and school administrators, and do not touch the structure of a single American institution, including its systems of education."

Meanwhile, the NEH echoes familiar antihumanistic refrains in "Humanities in America," which could be ignored as merely pedestrian if they weren't so tendentious and potentially influential. The author-chairman, as if motivated by an irrational fear that she may somehow disappoint William Bennett, repeats his constant warning that Ancient and Eternal Values are daily being undermined — by us, the humanities teachers: "Viewing humanities texts as though they were primarily political documents is the most noticeable trend in academic study of the humanities today. Truth and beauty and excellence are regarded as irrelevant; questions of intellectual and aesthetic quality, dismissed."

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# CALLS FOR PAPERS

## CINCINNATI CONFERENCE CALL FOR PAPERS

You are invited to submit an abstract of a paper, particularly on the IMAGINARY, the FANTASTIC and the DREAM, in the literature of France and Francophone countries, Spain and Latin American countries, Portugal and Italy. We also welcome papers on the teaching and translation of Romance Languages and Literatures. Please submit 3 copies of a 300 word abstract together with one 3 by 5 card indicating your name, academic affiliation, address and telephone number, title of paper. Deadline for abstracts: January 15, 1989. Send submissions or inquiries to Danielle Raquidel, Conference Chair, Dept. of Romance Languages and Literatures, University of Cincinnati, Cincinnati, Ohio, 45221-0377.

## FRENCH REVOLUTION

An international, interdisciplinary symposium commemorating the bicentennial of the French Revolution will be held at the University of Texas at Austin, April 26-28, 1989. Featured areas of discussion: The French Revolution and the Arts; The French Revolution and the New World; Political and Literary Cultures; Revolutionary Popular Culture. Speakers include scholars from the United States, France, and Great Britain. For informa-

tion contact Dr. Jean-Pierre Cauvin, Dept. of French & Italian, University of Texas, Austin, Texas 78712-1197.

## NEWBURY LIBRARY

The Newberry Library Center for Renaissance Studies announces the 1989 Renaissance Conference, "The Intellectual World of Seventeenth-Century France: Descartes in Context," to be held April 14-16, 1989 at the Newberry Library. Co-sponsored by the Center for Renaissance Studies, the University of Chicago, and the University of Illinois at Chicago, the conference is being organized by Daniel Garber, University of Chicago, and Edwin Curley, University of Illinois at Chicago.

The conference will consider the background of late Renaissance Humanism, Scholasticism, and skepticism in which the thought of Descartes developed and changed. Speakers will address the issue of the historical context, particularly in early seventeenth-century France, of Descartes' philosophy, metaphysics, mathematics and natural philosophy.

For further information, please contact the Center for Renaissance Studies, The Newberry Library, 60 West Walton Street, Chicago, Illinois 60610.

*See additional information on pages 10 and 17.*

## AATF NATIONAL BULLETIN

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November 1988**

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*Reading Committee:* Mathé Allain, University of Southwestern Louisiana; Art N. Burnah, Provo High School, Utah; Therese C. Clarke, Williamsville Central School District, NY; Gisèle Lorient-Raymer, University of Cincinnati, Ohio; Elizabeth Miller, Phillips Brooks School, Menlo Park, CA; Pierre Sotteau, Miami University, Oxford, Ohio.

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		Jane Black Goepper, Exec. Director

# 1989 PARIS CONVENTION — SOME PRACTICAL INFORMATION

For those members seriously contemplating attending the Paris Convention, July 10-14, 1989, in the Palais des Congrès, now is the time to think of those practical details that we all tend to leave to the last minute, namely:

1. Your **PASSPORT**. You can now get one valid for 10 years . . . but apply well ahead of time. The process can begin at your local Post Office where you can obtain the necessary forms and other pertinent information.

2. Your **VISA**. Both short and long-term types exist. Forms are normally available from travel agencies that deal with international travel but can also be obtained directly from the French Consulate that serves your area: see list below. Once again, do not wait until the last minute. You will obviously need to have your passport before applying.

3. Investigate **INCOME TAX** repercussions. It is impossible here to summarize these for you, especially since all of your situations differ. Suffice it to say that in the vast majority of cases, your travel, meals and lodging expenses in Paris while at the Convention will still be deductible as a business expense under the new tax code, provided you are teaching French in a recognized institution and can document these expenses in a way that is satisfactory to the IRS. For an extended discussion, you can purchase the "Tax Guide for College Teachers" from the Academic Information Service, Inc., P.O. Box 1718, College Park, MD 20740. The guide has information valid for teachers at all levels of instruction.

4. **REGISTER** early . . . and save \$5 and any last-minute hassle. Use the form below. The normal pre-registration fee **after Jan. 1, 1989**, will be \$50; at the Convention itself, \$60, or equivalent in French francs. Other categories will also increase by \$5 after this date.

## FRENCH CONSULATES

1. 3 Commonwealth Ave., Boston, MA 02116; 617-1680/81. For Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.
2. Suite 3140, 444 N. Michigan Ave., Chicago, IL 60611; 312-5539/60/61/85. For Illinois, Indiana, Iowa, Kansas, Kentucky, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin.
3. Suite 1550, 100 Renaissance Center, Detroit, MI 48243; 313-568-0990/91. For Michigan, Ohio, West Virginia.
4. Suite 867, American General Tower, 2727 Allen Parkway, Houston, TX 77019; 713-528-2128. For Oklahoma, Texas.
5. 3rd Floor, Wilshire Tower, 8350 Wilshire Blvd., Beverly Hills, CA 90211; 213-653-3120. For southern California; Arizona, Colorado, southern Nevada, New Mexico.
6. 934 Fifth Ave., New York, NY 10021; 212-606-3688. For Connecticut, New Jersey, New York, Pennsylvania.
7. 3305 St. Charles Ave., New Orleans, LA 70115; 504-897-6381/82/84. For Alabama, Arkansas, Georgia, Louisiana, Mississippi, Tennessee.
8. Suite 720, Mercantil Plaza Bldg., Ponce de Leon Ave., Stop 27 1/2, Hato Rey, PR 00918; 809-753-1700/01. For Puerto Rico and other Caribbean islands.
9. 540 Bush St., San Francisco, CA 94108; 415-397-4330. For Alaska, northern California, northern Nevada, Hawaii, Idaho, Montana, Oregon, Utah, Wyoming, Washington.
10. 4101 Reservoir Rd., Washington, DC 20007-2178; 202-944-6000/6200. For Delaware, District of Columbia, Maryland, North Carolina, South Carolina, Virginia.
11. 33rd Floor, 1 Biscayne Tower, 2 Biscayne Blvd., Miami, FL 33131; 305-372-9798/99. For Florida.

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## EARLY PRE-REGISTRATION FORM PARIS CONVENTION 10-14 JULY 1989 PALAIS DES CONGRÈS

Valid until 1/1/89 only! Return directly to:  
AATF Convention Registration  
57 E. Armory Ave., Champaign, IL 61820  
(217-333-2842)

\_\_\_\_\_ \$45 (U.S.), AATF Regular members.  
\_\_\_\_\_ \$25 (U.S.). AATF Student members.  
\_\_\_\_\_ \$55 (U.S.). Friend/guest of AATF member; must not be a teacher of French. Please list name(s) \_\_\_\_\_

\_\_\_\_\_ \$15 (U.S.). Family member of AATF member, over age 17. Please list name(s): \_\_\_\_\_

If you are not yet a member and wish to join, here are the 1989 membership rates: regular, \$27; Canadian & Foreign, \$30; student, \$13; family (U.S.), \$40. Further details (local Chapter affiliations and Chapter dues) available from National Headquarters at the above address.

\_\_\_\_\_ Total enclosed. Make check payable to AATF. (Sorry, we are unable to make credit card charges). Additional information on Convention activities and pre- and post-Convention excursions (extra fees) sponsored by Academic Arrangements Abroad and the Paris Chamber of Commerce is being sent to all current members in a special mailing this Fall.

## CONCOURS SUR LE BICENTENAIRE DE LA RÉVOLUTION FRANÇAISE<sup>1</sup>

Dans le cadre de la célébration du bicentenaire de la Révolution française, le ministère des Affaires étrangères s'associe à l'organisation d'un concours intitulé : « 1789, aujourd'hui — regard des jeunes du monde entier sur la Révolution française ».

Le concours est destiné aux élèves apprenant le français. Il peut être le point d'ancrage du développement d'un certain nombre d'activités tournant autour du thème de la Révolution française associant aussi des professeurs de disciplines différentes.

Le ministère des Affaires étrangères s'est engagé à assurer la diffusion du règlement du concours par l'intermédiaire des attachés linguistiques assurant la mise en œuvre de l'opération sur place. Le règlement du concours suit.

### RÈGLEMENT DU CONCOURS

#### Article 1

Radio France internationale, la Bibliothèque publique d'Information du Centre national d'Arts et de Culture Georges Pompidou, le journal *Le monde*, et la revue *Le français dans le monde*, organisent avec le concours du ministère des Affaires étrangères et du ministère de la Coopération, sous le patronage de la Mission pour la Commémoration du Bicentenaire de la Révolution française et de la Déclaration des Droits de l'homme et du citoyen, un concours intéressant toutes les classes de français à l'étranger et intitulé : « 1789, Aujourd'hui : Regards des jeunes du monde sur la Révolution française ».

#### Article 2

Le but de ce concours est de demander à ces classes d'illustrer par tous les moyens : textes, poèmes, chansons, dessins, affiches, photos, objets, enregistrements sonores ou visuels, enquêtes, reportages, etc. : soit l'idée qu'elles se font de la Révolution française; soit la manière dont il leur semble que les principes alors dégagés ou leur évolution influencent encore la vie moderne.

#### Article 3

Le concours est prévu en deux étapes : concours organisés à l'échelon national et à l'initiative de professeurs de français avec, si nécessaire, l'appui des services culturels des Ambassades de France et des Missions de Coopération et d'Action culturelle. Les modalités de ces concours sont laissées à l'initiative des organisateurs. Elles doivent permettre à ceux-ci de choisir les classes qui, ayant soumis les meilleurs travaux seront admises à participer à la finale internationale; finale internationale organisée à Paris au cours de laquelle seront examinés les travaux envoyés par chaque pays et sera proclamé le nom des classes lauréates du concours.

Il est précisé : que les travaux devront être remis à l'Ambassade de France qui se chargera de leur acheminement; que chaque envoi devra comporter les indications suivantes:

- nom et adresse de l'établissement scolaire,
- identification de la classe,
- nom et adresse du professeur responsable,
- nom, âge et sexe des élèves constituant la classe.

#### Article 4

Le jury chargé d'examiner les travaux et de désigner les classes lauréates sera composé d'un représentant de chacun des organismes cités à l'Article 1 du présent règlement.

Les élèves de ces classes seront invités, tous frais payés, à assister aux principales cérémonies organisées à Paris à l'occasion du Bicentenaire de la Révolution pendant le mois de juillet 1989.

#### Article 5

Tout ou partie des travaux présentés à la finale internationale pourront faire l'objet, entre autres, de publications et de reproductions dans la presse en priorité dans *Le monde* et ses publications, ainsi que dans *Le français dans le monde* et dans ses suppléments; d'émissions radiophoniques, en priorité à Radio France Internationale, et d'émissions télévisuelles notamment à l'initiative des organismes cités à l'Article 1; d'une exposition organisée sous l'égide de la Bibliothèque publique d'Information dans les locaux du Centre national Georges Pompidou, tout ou partie de cette exposition devant être ultérieurement présentée à l'étranger.

#### Article 6

Afin d'apporter un appui aux professeurs désireux de faire participer leurs classes au concours, il leur sera envoyé : un « tiré à part » de la *Sélection internationale du Monde* complétant l'information des élèves sur la Révolution française et l'évolution de ses idées. Ce document leur parviendra par l'intermédiaire des services culturels des Ambassades de France et des Missions de Coopération et d'Action culturelle; des posters sur la Révolution ainsi que des informations complémentaires. Ces documents leur parviendront dans le cadre des livraisons habituelles de la revue *Le français dans le monde* et de ses suppléments.

#### Article 7

Il est précisé que : seules les classes, sous la coordination des professeurs de français, peuvent concourir. Il est conseillé, pour illustrer le sujet choisi par la classe, d'utiliser le maximum de supports écrits, sonores, graphiques : la qualité artistique ainsi que la diversité d'expressions seront des critères déterminants de choix lors de la phase finale du concours.

#### Article 8

Le calendrier prévu pour l'opération est le suivant :

- Jusqu'au 30 septembre 1988 : information des Associations de professeurs; envoi de documents d'information.
- Octobre 88/Janvier 89 : déroulement du concours dans les États; émissions sur R.F.I.
- janvier/février 1989 : finales nationales<sup>2</sup>.
- mars/avril 1989 : finale internationale à Paris.
- mars/juillet 1989 : articles dans *Le monde* et/ou ses publications, dans *Le français dans le monde* et/ou ses suppléments. Emissions sur R.F.I.
- 28 juin/4 septembre 89 : exposition à la Bibliothèque publique d'Information du Centre Georges Pompidou.
- À partir d'octobre 1989 : présentation de l'exposition à l'étranger.

Il est à noter que : les travaux sélectionnés à l'échelon national devront être remis à l'Ambassade de France au plus tard le 15 février 1989 sous peine de nullité. Les classes ayant obtenu les prix prévus seront prévenues dès résultat des délibérations par télex ou télégramme et devront confirmer leur acceptation de venir en France par retour. La durée prévue pour le séjour en France est de dix jours. Cette durée pourra être légèrement modifiée en fonction du calendrier des manifestations du Bicentenaire.

## Article 9

La participation au concours implique l'acceptation pleine et entière de son règlement. Aucune réclamation ne sera acceptée par les organisateurs.

## FORMATS DE PRÉSENTATION RECOMMANDÉS

### Textes ou bandes dessinées

9 pages maximum 21 cm x 29,7, cm soit pour un texte : 1 500 signes environ par page.

### Enregistrements sonores

Bande magnétique monopiste 19 cm/s ou K7. Envoyer de préférence l'original (et non la copie). Attention à la qualité technique de l'enregistrement. Durée maxima : 12 minutes.

### Vidéo ou cinéma

Master sur BVU (de préférence) ou original VHS. Film 16 mm ou Super 8. Attention à la qualité technique. Durée maxima : 12 minutes.

### Dessins

Format maximum: 60 x 80 cm.

### Photos

Tirage papier (noir ou couleur) 50 x 60 cm maximum. Diapositives : originales.

### Œuvres graphiques (peintures, etc.)

Tous supports légers autorisés (papier, étoffe, etc.). Format maximum : 80 x 120 cm. Pas d'encadrement (si celui-ci ne fait pas partie intégrante de l'œuvre).

### Sculptures/objets

Longueur et hauteur maxima : 60 cm. Poids maximum : 10 kg.

1. Please note: this document which we reproduce here was received the end of September 1988 by the NATIONAL BULLETIN.
2. Contact French Cultural Services for further information concerning the submission of entries. See September issue NB page 3 for addresses and phone numbers.

## DATABASE OF FL EDUCATION RESEARCHERS ESTABLISHED

Researchers in foreign language education have established a database to enable them to locate and communicate with other researchers of like interests. Initially the database includes researchers at fourteen institutions in ten states. Because the database is stored electronically on an international online network (CompuServe) it is constantly being updated and is accessible at any time.

Self-additions are welcome, and may be submitted three ways: via BITNET (to: TS6926@OHSTVMA), via CompuServe (to: 76703, 2063), or via mail (to: Gerard Ervin, 944 Farnham Road, Columbus, OH 43220). Please provide the following information: Last name; first name; institution; address; city; state; zip code; country; telephone; BITNET address (if any); CompuServe PIN (if any); and up to 25 key words describing your research interests. There is no charge for being listed.

The database may be consulted and/or downloaded (either as a database or as a text file) from CompuServe's Foreign Language Education Forum (FLEFO). For more information, send a self-addressed, stamped envelope (business-size) to: Gerard Ervin, 944 Farnham Road, Columbus, OH 43220.

## RÉPONSE À « UNE QUESTION DE CULTURE? »

L'intervention de M. Gionet dans le numéro de septembre du *National Bulletin* à propos de la traduction ou plutôt de l'impossibilité de traduire l'expression "I am so excited" m'a laissée rêveuse. En effet si "l'erreur commune de nos étudiants" est de traduire littéralement cette expression par "Je suis si excité!" une erreur non moins commune serait de vouloir traduire l'expression "I am so excited", d'une part sans tenir compte de son contexte, et d'autre part sans tenir compte des structures et des habitudes particulières de la langue française (ce que Vinay et Darbelnet n'hésitent pas à appeler le "génie de la langue").

L'expression "I am so excited" ne vient jamais seule mais dépend bien toujours d'un contexte spécifique. Car enfin supposons que vous rencontriez une personne dans un couloir qui vous dise "Hello, I am so excited" et qui poursuive son chemin sans plus d'ambages. À moins que la scène ne se produise dans le couloir d'un hôpital psychiatrique, cela paraîtra pour le moins bizarre. Or, que faut-il pour que cette expression prenne du sens? Tout simplement un contexte. Par exemple, dans une conversation avec des connaissances ou des amis, comme dans "I am so excited. I got an A in French!", ou "I am so excited! My dad is finally coming to visit me.", or "I am so excited! Mrs. X is coming to speak on campus", ou même pendant un match de foot "I am so excited! They are winning!" Donc, il incombe au traducteur de tenir compte de ces différents contextes. Car l'expression "I am so excited", qui recouvre plusieurs valeurs sémantiques en anglais, va nécessiter plusieurs traductions.

S'il faut comprendre comment l'expression fonctionne dans la langue de départ avant d'envisager la traduction en langue d'arrivée, il faut aussi trouver quelles espèces ou quelles formes vont exprimer ces valeurs sémantiques, étant bien entendu que les structures de la langue d'arrivée peuvent rarement être calquées sur celles de la langue de départ. Ici la structure "sujet première personne + verbe + intensif + adjectif d'émotion" est bien plus rare en français qu'en anglais. Il va donc falloir ou diminuer la force du "so" ou même ne pas le traduire (opération de modulation). D'autre part, il faudra tenir compte du fait que le français préfère exprimer une émotion moins par son expression chez l'individu que par sa cause dans l'événement (opération de transposition).

Nos exemples "I am so excited! I got an A . . ." pourront se rendre par "C'est formidable! J'ai eu 16 en français", ou "I am so excited! My dad is coming . . ." par "Je suis vraiment contente; Mon père va enfin me rendre visite", ou "I am so excited! Mrs. X is coming to speak on campus" par "Il va se passer quelque chose de très intéressant. Mme X vient faire une conférence à l'université" ou encore pendant le match de football "Oh, regardez! Les bleus sont en train de gagner!". Les contenus sémantiques de l'expression américaine "I am so excited!" sont donc bien traduisibles, mais l'opération de traduction nécessite une analyse de la langue de départ (presque une "explication de texte") pour précisément traduire en langue d'arrivée.

En ce sens, la culture américaine et la culture française ne sont pas si "différentes": Les fans de football français sont tout aussi "excités" que les amateurs américains, mais leurs émotions s'expriment sous des formes différentes qu'il appartient au traducteur de trouver.

Françoise Massardier-Kenney  
Kent State University

## AATF REGION VIII NEWS

Region VIII covers a geographical area of some 799 thousand square miles which gives an AATF population density of 1 member per 100,000 sq. miles. Members are grouped around eleven major chapters of which North Texas is considered the flagship because of its size and activities, plus its central location in the Dallas-Forth Worth area.

Two major factors, geography and demography, preclude many chapters from meeting more frequently or from expecting a large turn-out despite the many excellent programs that chapter officers plan. The alternative to driving several hundreds of miles to a meeting is to form one's own chapter. The El Paso chapter came into being in 1984, thanks to the efforts of Dr. Joan Manley of UTELP. But the most recent addition to the roster is Hautes Plaines which has the distinction of being the only chapter with a French name. The Association appreciates the efforts of Judy Rainger of Atkins JHS in Lubbock for her initiative in getting a chapter started in the West Texas area. There are plans to organize a chapter in the general Rio Grande area. If this is successful, members in Texas, which we all know is larger than France, will have some local AATF representation within fairly easy driving distance.

Many chapters follow the traditional program format of a business meeting followed by either a pedagogical or scholarly presentation hosted at a local institution. A luncheon is "de rigueur" at either a "French" restaurant or at school where a dietitian has been briefed on French culinary delights.

A few chapters hold meetings in conjunction with state or regional gatherings, resulting in several benefits: released time, travel funding, career-ladder credit, plus the opportunity to meet many more colleagues and to examine the latest publications being exhibited.

To encourage participation, North Texas Chapter awards a \$400 travel grant via a drawing each year. To be eligible to win, one must attend the Spring meeting and be a member in good standing. The grant is funded by local additional dues levied on each member plus any revenue from other activities or investments. Other incentives have included paying mileage or the luncheon for the member who has travelled the greatest distance to the meeting.

Just recently, a scholarship to be awarded each year to a college-bound French major was set up in memory of H. Wynn Rickey, an AATF life member and a staunch chapter supporter right up to his death a few years ago in his late eighties.

A major and ambitious annual project of the North Texas Chapter is the Fête Française, a day-long series of competitive events ranging from the French language to the performing arts for some several hundred junior high and high school students of French from the general North Texas area. The chapter is indebted to professors Arthur Gionet and Donald Vidrine of the University of North Texas, and Professor Cynthia Manley of Austin College for their original initiative and their continuing direction of what has become a highly popular activity, including a highly-charged awards ceremony. The whole event involves nearly every member of the chapter plus many members of the French community in Dallas. It is truly a remarkable and memorable event. Chapters wishing to sponsor something along these lines may contact Cynthia Manley at Austin College, Sherman, Texas 75090.

The New Mexico Chapter continues to be involved with several local and state activities to make French and the culture of France better known. It will be celebrating the fifteenth anniversary of the French Glorieta Weekend next April. Glorieta attracts some 250 students plus teachers from across the state for an immersion weekend of French study and recreation. Plans are also underway to celebrate in some notable way during the Fall of 1989 the bicentennial of the French Revolution.

Early this year, the Oklahoma Chapter ventured into new

and unchartered territory by sponsoring Oklahoma's first immersion weekend in French. The positive experience far outweighed any unforeseen problems and plans call for this type of weekend to be an annual project. Congratulations to chapter President Don Buthod, ably assisted by other officers, namely, Morris Becknell, Patti Dalton, Karen Dodge, with help also from Cindy Leonard and Nicole Walker.

The Summer Scholarships continue to attract many members of Region VIII which usually has a large applicant pool. Some 27 regional members have experienced the Avignon program these past five years and have returned to share enthusiastically their experiences with students and colleagues. During the same period twelve won scholarships for Canada.

From my particular vantage point, Region VIII appears to be a relatively healthy and active part of our Association with a current roster of dedicated and hard-working chapter officers. As I consider these past five years, I do especially wish to thank and acknowledge in particular David Long of Houston, Mary de Lopez of New Mexico, Art Burnah of Utah, and Beverly Shivers of Central Texas. These and many others have not only served well but have also been shining examples of professionalism and leadership.

These few lines cannot do justice to what I believe to be a great and dynamic group of French teachers in the region. It has been my privilege to meet many of my Region VIII constituents this year, thanks to chapter, state, and regional meetings I have attended, the most recent being the Texas FLA meeting in Austin at the end of October. It is these first hand experiences that lead me to conclude that Region VIII, despite the vast distances that prevent closer contact between chapters, has a lot going for it. And all this certainly makes the representative's role a fairly easy one.

Maurice Elton  
Region VIII Representative

### NEW CHAPTER ENTERS SECOND YEAR

Congratulations to the new Hautes Plaines Chapter in West Texas as it begins its second year of existence and activities. A very special word of thanks is due Judy Rainger for her initial efforts and perseverance in the founding of the chapter.



**HAUTES PLAINES CHAPTER OFFICERS (1987-1989)**

(From l. to r.) Nancy Koger (V.I.P.); Wendell McClendon (Pres.); Tina M. Issac (Sec./Treas.); and Judy Rainger (NFC Admin.).  
(Photo Credit: Maurice Elton).

# NEH SUMMER SEMINARS FOR COLLEGE TEACHERS COMPETITIONS FOR 1989 AND 1990

Since its inception sixteen years ago, the Summer Seminars for College Teachers program has provided opportunities for more than 13,500 college faculty members and unaffiliated humanities scholars to study in a collegial atmosphere under the direction of distinguished scholars in their own or a related discipline. NEH seminars are held at major research centers where participants can pursue their own research and writing projects.

In the summer of 1989 sixty-four seminars will be offered.

Applications are invited from prospective **participants** — twelve are selected to attend each seminar. Participants in the 8-week seminars receive a stipend of \$3,500; those in 6-week seminars receive \$2,750. The stipend is intended to help cover travel to and from the seminar site, books, and research and living expenses.

Plans are under way for the competition that will result in the selection of 1990 Summer Seminar **directors**. The Endowment encourages applications from scholars with distinguished teaching and publishing records. Proposed topics, which must bear intensive peer scrutiny, should focus on enduring issues or current scholarship in the humanities. Scholars wishing to discuss their seminar ideas with staff should submit a draft well in advance of the application deadline.

Applications from prospective participants (for 1989) and prospective directors (for 1990) must be filed by **March 1, 1989**. Request for further information should be addressed to:

Summer Seminars for College Teachers, Room 316  
Division of Fellowships and Seminars  
National Endowment for the Humanities  
1100 Pennsylvania Avenue  
Washington, D.C. 20506

## SEMINARS OF POTENTIAL INTEREST

Bernard E. Brown  
Department of Political  
Science  
CUNY, Graduate School  
New York, NY 10036

**Modern French Politics**  
(seminar location: Paris,  
France)

Georges May  
Department of French  
Yale University  
New Haven, CT 06520

**The Imaginary Voyage in  
Eighteenth-Century  
French Fiction**  
June 19-August 11

Fictional narratives of imaginary voyages can be found as far back as classical antiquity, notably in the *Odyssey* and Lucian's *True History*. Retrospectively, however, the eighteenth century seems to have been the heyday of this kind of writing and France the cultural context which fostered its richest developments. The purpose of this seminar is to examine empirically some of the literary texts supporting this assertion and to explore the causes, significance, and consequences of the literary vogue of the imaginary voyage in eighteenth-century France. The seminar will address possible connections of these works with the French Enlightenment, with the rich and varied travel literature in French during the late seventeenth and eighteenth centuries, and with the contemporary advance of science, especially its vulgarization. The texts will also be

considered with other works falling under the generally accepted rubrics of utopian narrative or science fiction in an attempt to determine whether the imaginary voyage can be defined with sufficient specificity to deserve the status of genre. Literary texts by Montesquieu, Voltaire, Diderot, and others, lesser-known works by Marivaux, Prevost, Retif de la Bretonne, and several interesting but quite forgotten texts of the period will all be examined. Designed primarily for teachers and scholars of French, the seminar will also be of interest to others who deal extensively with French social, cultural, and literary history. A thorough knowledge of French will be assumed.

Stephen Murray  
Department of Art History  
and Archaeology  
Columbia University  
New York, NY 10027

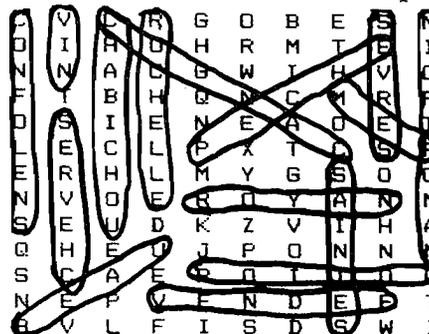
**Gothic in the  
Ile-de-France**  
(seminar location: Paris,  
France)

Eugene A. Vance  
Department of Modern  
Languages  
Emory University  
Atlanta, GA 30322

**The Poetics of Sign and  
Discourse in Medieval  
Literature**  
June 12 — August 11

During the Middle Ages, a concern with the functions and limits of language remained central to all spheres of intellectual life. Medieval literature displays a consciousness of the ethics of speech and of language as the primal social contract. Using a historical approach to medieval theories of sign and discourse, this seminar will explore the poetics of selected literary masterworks (French, Italian, and English) from the twelfth to the fourteenth centuries. The seminar will also seek bridges between medieval and modern critical thought about sign and language. Issues to be considered throughout the seminar include the impact of literacy in the twelfth century, the social and economic foundations of courtly discourse, the relationship between social class and verbal style, the impact of the new humanism of the Cathedral schools and of logic on the vernacular letters of the late twelfth century, the ethical dimensions of style, and the relationship between poetic style and "character." The *Chanson de Roland*, Chretien's *Yvain, ou le chevalier au lion*, *Aucassin et Nicolette*, Dante's *Vita nuova*, and Chaucer's *Book of the Duchess*, are some of the works which will form the basis for discussion. This seminar is intended for literature teachers and scholars interested in medieval texts or in theories of discourse as a basis for historical criticism. A reading knowledge of modern French is required.

### Answers to *CHERCHEZ LES MOTS* p. 12-13



## NEH SUMMER SEMINARS FOR SCHOOL TEACHERS

The National Endowment for the Humanities is pleased to announce the continuation of its Summer Seminars for School Teachers program for the summer of 1989. Summer Seminars for School Teachers bring together groups of fifteen selectively chosen teachers for intensive collegial study of major texts in the humanities for periods of four to six weeks at appropriate academic sites throughout the United States and, occasionally, abroad. Seminar directors are competitively chosen from among the nation's scholars-teachers at academic institutions of every size. Since the program's founding in 1983, when it supported fifteen seminars for 225 secondary school teachers, more than 4,000 teachers have participated in 279 seminars. In the summer of 1989, sixty seminars will be offered in all the disciplines of the humanities.

Summer Seminars for School Teachers provide teachers a unique opportunity for advanced study. The fifteen individuals selected to participate in each seminar will work under the direction of an accomplished teacher and active scholar in an area of mutual interest. Participants will study seminal works in the humanities, exploring them in a systematic and thorough way. Through reading, writing, reflection, and frequent discussion — formal and informal — seminar participants will increase their knowledge and enhance their ability to impart an understanding of the humanities to their students.

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

In the summer of 1988, seminars will be offered at forty-eight institutions in twenty-seven states and in four locations abroad. Teachers selected to participate in the program will receive a stipend of \$2,000, \$2,375, or \$2,750, depending on the length of the seminar. The stipend is intended to cover travel expenses to and from the seminar, books and other research expenses, and living expenses for the tenure of the seminar.

While seminars are designed primarily for full-time or regular part-time teachers at public, private, or parochial schools, grades 7 through 12, other school personnel, K-12, are also eligible to apply.

Interested applicants may obtain guidelines from the National Endowment for the Humanities, Division of Fellowships and Seminars, Room 316-SSST-A, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. **Application deadline is March 1, 1989.**

For a more detailed description of the structure, special requirements, site, and housing of seminars, applicants *must* write to the seminar directors at the addresses listed below. **Applicants may apply only to one seminar.** However, applicants may write to more than one seminar director for information. Applicants who apply to more than one seminar will not be eligible for a place in any seminar. The

director and a selection committee will decide who will attend the seminar. Therefore, the complete application should be mailed directly to the seminar director and should be postmarked no later than March 1, 1989. **Applicants are strongly advised to write to the seminar director for information prior to submitting an application.**

### SEMINARS OF POTENTIAL INTEREST

- |  |   |
|--|---|
| Edward J. Ahearn<br>Department of<br>Comparative Literature<br>Brown University<br>Providence, RI 02912                                  | <b>Fictions of the City:<br/>Balzac, Dickens,<br/>Dostoevsky</b><br>June 26-August 4, 1989<br>(6 weeks)   |
| Robert G. Calkins<br>Department of History<br>of Art<br>35 Goldwin Smith<br>Cornell University<br>Ithaca, NY 14853                       | <b>The Gothic Cathedral as a<br/>Mirror of Medieval Culture</b><br>June 26-August 4, 1989<br>(6 weeks)<br>(Seminar Location:<br>Paris, France)                |
| Walter H. Capps<br>Department of Religious<br>Studies<br>University of California<br>Santa Barbara, CA 93106                             | <b>Alexis de Tocqueville's<br/>Democracy in America:<br/>Religion in a Democratic<br/>Society</b><br>June 26-August 4, 1989<br>(6 weeks)                      |
| David B. Costello<br>Department of History<br>Canisius College<br>Buffalo, NY 14208  | <b>Camus, Koestler, Orwell<br/>and Silone: The Quest for a<br/>Democratic Humanism in<br/>Twentieth-Century Europe</b><br>June 26-August 4, 1989<br>(6 weeks) |
| Kathleen B. Jones<br>Women's Studies<br>Department<br>San Diego State University<br>San Diego, CA 92182                                  | <b>Authority, Democracy and<br/>the Citizenship of Women:<br/>Hobbes, Locke, Rousseau<br/>and Wollstonecraft</b><br>June 26-August 4, 1989<br>(6 weeks)       |
| Lewis Kamm<br>Department of Foreign<br>Literature and Languages<br>Southeastern<br>Massachusetts University<br>North Dartmouth, MA 02747 | <b>Balzac and Zola: Esthetics<br/>and Ethics</b><br>June 26-August 4, 1989<br>(6 weeks)   |
| Walter G. Langlois<br>Department of Modern<br>Languages<br>Box 3603<br>University of Wyoming<br>Laramie, WY 82071                        | <b>Ethical Dimensions of the<br/>Modern French Novel:<br/>Gide, Malraux, Sartre,<br/>Camus</b><br>June 26-July 28, 1989<br>(5 weeks)                          |
| Thomas V. Morris<br>Department of Philosophy<br>University of Notre Dame<br>Notre Dame, IN 46556   | <b>Pascal's <i>Pensées</i>: Faith,<br/>Reason, and the Meaning<br/>of Life</b><br>July 10-August 4, 1989<br>(4 weeks)   |
| Toby Silverman Zinman<br>Humanities Faculty<br>University of the Arts<br>Broad and Pine Streets<br>Philadelphia, PA 19102                | <b>The Plays of Samuel<br/>Beckett</b><br>July 10-August 11, 1989<br>(5 weeks)  |

## JNCL—NCLIS: WHAT HAVE YOU DONE FOR US LATELY?

A candidate for president of the United States gives part of his acceptance speech in a foreign language; Congress passes legislation to reduce our nation's trade deficit that contains major provisions for foreign languages and interdisciplinary international business centers; the Secretary of Education designs the ideal high school making foreign languages an integral part of the curriculum; thirty-one states reinstitute foreign language requirements; sixteen require world history or world geography.

These activities are only a small part of increased public visibility and improved policies dealing with foreign languages, exchanges and international studies in recent years. Why the renewed interest? One of the primary reasons is the decision of the professional associations to enter the realm of national policy making and public advocacy. To do this, the language community created the Joint National Committee for Languages (JNCL) to address and create national policies. It very quickly became obvious that discussing public policy (even in a unified, cooperative fashion) wasn't enough, so an expanded group of associations formed what is now the National Council for Languages and International Studies (NCLIS) to engage in public advocacy: to deal with the media, other associations, congress, the executive branch, governors and state legislatures.

Presently, these two organizations have an overlapping membership of thirty-six national associations concerned with all levels of language study, exchanges, and international education. JNCL-NCLIS have established a track record that is impressive by any standards. Their accomplishments are even more notable in light of a national deficit that has made spending for new education programs difficult at best, and produced proposals to eliminate all federal assistance to foreign language and international studies at worst. They have been made more difficult by a national mood for protectionism and neo-isolationism produced by the trade deficit, immigration reform and the English Only movement.

What are these accomplishments? First, the language and exchange associations, in particular, and associations with international dimensions, in general, are talking to one another about goals and strategies. JNCL members have approved three statements on national policies and activities. Recently, JNCL has been active in coalition-building to expand interest and cooperative ventures dealing with languages and international understanding beyond our associations.

Secondly, NCLIS has helped create thirty-two new federal programs since 1981. We have supported certain programs, such as Language-Competent Embassies, the Congress-Bundestag Exchange program, the Soviet-East European Studies program, the U.S. Peace Institute, the Japanese Technical Literature program and the English Literacy Grants Program, because they address a specific, identifiable national need. Others, such as the inclusion of critical foreign languages in the Education for Economic Security Act, the seven new provisions for language study in the Higher Education Act the three new international programs in the Omnibus Trade Bill, or the teacher awards and model language programs in the Elementary-Secondary Education Amendments, would not exist but for our involvement. NCLIS has been able to amend an immigration bill and transition bill, as well as create technical amendments to save existing critical language programs,

and continue major research efforts. We have helped draft legislation such as the Foreign Language Assistance for National Security and the International Education for a Competitive America bills.

With NCLIS' advocacy, funding for foreign language studies and international exchanges, while still inadequate, has doubled since 1980. Funding for compensatory education, bilingual education and magnet schools have experienced healthy increases. While Congress has been hesitant to fund new legislation, a majority of the programs in our field have received appropriations. Also, significant funds have been appropriated for foreign language training in the areas of defense and intelligence.

For the last four years, and again this year, JNCL has conducted an ongoing survey of foreign language offerings and enrollments, international studies and exchanges at the state level. The first and the most comprehensive studies of this type, the JNCL state activities updates have been used by the policy associations of the national governors, southern governors, the state school boards, the chief state school officers and others. JNCL has also tracked reports on educational reform since *A Nation at Risk*, providing input to the researchers and summaries to our members. Finally, we have been instrumental in getting public and media attention with reports on language education and national needs appearing everywhere from CBS and NBC, to page one of the *New York Times* and *Washington Post*, to *Better Homes and Gardens*, *Stars and Stripes*, and the 700 Club.

The successes have been inspiring and at the moment we are riding the crest. However, funding remains inadequate, the language (including bilingual and ESL) teacher shortage is severe, and support for pre-and in-service education is limited. Articulation remains a problem, elementary school programs are only just starting, literacy is a national dilemma, and cooperation across disciplines and sectors, particularly with business, needs to be strengthened.

What can you do to help? There is no question that JNCL-NCLIS has been effective because of support from the field. Get involved in your professional associations; attend national, regional and state conferences; write a letter to the editor; visit your legislator; clip the *Better Homes and Gardens* article for your principal or Dean; and invite business leaders and policy makers to campus to see your programs.

Contributions to the Joint National Committee for Languages are tax deductible (NCLIS is not) and can be sent to JNCL, 20 F St., N.W., Washington, D.C. 20001.

David Edwards  
Executive Director  
JNCL—NCLIS

## JNCL—NCLIS QUARTERLY WASHINGTON UPDATE JULY 1988

The passage of major legislation dealing with language education and international economic competitiveness kept the JNCL-NCLIS office exceptionally busy during the second quarter of 1988. With the signing of the Stafford-Hawkins Elementary and Secondary School Improvement Amendments on April 28, several new language programs were authorized, including: the Foreign Language Assist-

ance Act, \$20 million; Presidential Awards for Excellence in the Teaching of Foreign Languages, \$1 million; the Star Schools Program, \$100 million; English Literacy Grants, \$25 million (increasing to \$35 million by 1993); and the Workplace Literacy Program, \$30 million. Following passage of this legislation, it was noted that several current education programs, including the foreign languages provisions of the Education for Economic Security Act, were threatened with immediate elimination. JNCL-NCLIS worked with Congress to ensure that these programs will continue through the 88-89 academic year.

NCLIS also worked with Congressional staff to include many of the Stafford-Hawkins provisions in the Omnibus Trade Bill. In addition to the programs named above, the trade bill establishes international business centers and summer institutes for foreign language teacher training. However, the President vetoed the legislation, and the attempted override was unsuccessful. The most controversial provisions of the bill (i.e. plant closing notification) has been removed, and the revised bill, with the education programs intact, has passed both the House and Senate and is awaiting the President's signature.

Influencing the appropriations process is a high priority for NCLIS. Current efforts are concentrated on maintaining funding for existing programs, expanding funding opportunities for exchanges and teacher preparation, and finding support for the new programs created by the Stafford-Hawkins bill. JNCL-NCLIS and its members undertook one of its largest and most successful letter-writing campaigns to date, with hundreds of language teachers writing their Senators and Representatives urging support of full funding for language education. Members of the House and Senate leadership testified and wrote letters in support of language and international studies programs. Both Houses have passed appropriations bills and are now in conference.

JNCL is compiling its fifth update on state activities in foreign languages and international studies. The new survey will focus on the foreign language teacher and should be available by the end of November. JNCL continues to work with a number of new coalitions concerned with foreign languages, literacy, international education, English proficiency, and international economic competitiveness. The numbers of organizations interested in these issues and the extent of their involvement indicates the increased awareness of the importance of language and international studies in all sectors.

For further information, please write or call: JNCL-NCLIS, 20 F Street, NW Washington, DC 20001 (202) 783-2211.

## NCLIS QUARTERLY SUMMARY JULY 1988

- Advocated passage of the Elementary/Secondary School Improvement Amendments of 1988 (PL 100-297), including provisions for model elementary and secondary language programs, presidential awards for teaching excellence in foreign languages, the English Proficiency Act and workplace literacy programs.
- Advocated passage of an initial Omnibus Trade bill, including model programs, teaching awards, summer language institutes and international business centers.

After the presidential veto, worked for the passage of a revised trade bill including these same education provisions.

- Undertook an extensive campaign to increase appropriations for existing federal language programs and the new programs created by the School Improvement Amendments and the Omnibus Trade bill. Members of the House and Senate leadership testified and wrote in support of such appropriations and a major membership letter-writing effort was undertaken.
- Assisted in the development of technical amendments to ensure the continuance of foreign language programs currently in existence under the revised Title II of the Education for Economic Security Act.
- Continued to gather material, assist in the publication of a newsletter and co-direct the English Plus Information Clearinghouse (EPIC). Assisted in planning and participated in a press conference and hearings on the English Language Amendment and the English Proficiency Act.
- Involved in the continuing evolution of the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS). Engaged in a series of meetings with staff and/or officers of other coalitions in this area such as AEGIS, COSSA, the Liaison Group, Worldwide 2000 and CCSSO to assess the current state of languages and international studies.
- Spoke at the Northeast Conference, Central States Conference, Project Links, and NAFSA. Staffed and facilitated the annual JNCL-NCLIS meeting.
- Provided information and materials for consideration by the Democratic and Republican Parties' platform committees.
- Continued to insert materials in the FLEFO electronic bulletin board and to experiment with the use of electronic legislative alerts and communications.
- Developing, in conjunction with CAFLIS and the Liaison Group, a Resource Directory identifying sources of information about languages, exchanges, and international studies for use by Congressional staff.
- Designed and distributed a survey to the states focusing on language teacher preparation and requirements as the basis for the fifth update of state activities in languages and international studies.

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## CALLS FOR PAPERS

### WICHITA CONFERENCE

The Sixth Annual Wichita State University Conference on Foreign Literatures is scheduled for April 13-15, 1989. The topic of the conference will be "Continental, Latin American, and Francophone Women Writers." For those interested in presenting a paper, the deadline for a one page abstract is November 16, 1988. Complete paper (8-10 pages) must be sent by January 16, 1989 postmark. Papers may be written in English, French, German, or Spanish. For French, Francophone and German literature send to Ginette Adamson; for Spanish and other languages send to Eunice Myers, Department of Modern and Classical Languages and Literatures, Box 11, The Wichita State University, Wichita, Kansas 67208. Phone: (316) 689-3180.

## FRANÇAIS 2001 — LES RÉSULTATS

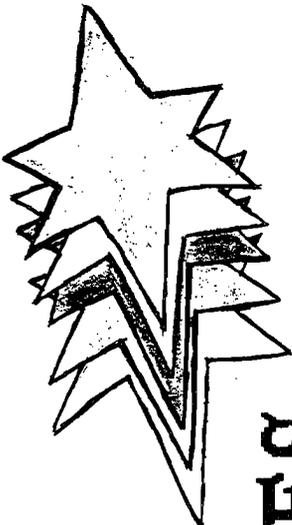
La liste des équipes gagnantes du concours 2001 suit. Pour vous faire une idée de l'œuvre des lauréats, nous avons remplacé notre rubrique habituelle **DOCUMENT** par la première page du journal qui a remporté le prix dans la Région IV. Vous y trouverez des lectures et des jeux pour vos élèves.

Region/ TYPE OF PROJECT	Winning Team	Age/Sex
I Île de France	Ms. Angela Cozzi, teacher Great Neck South High School Garden City, NY	
REPORTAGE MULTI-MÉDIA (texte, cassette, affiches)	Limor Bonofiel Amanda Merwin Sherli Shadi	17/F 18/F 18/F
II Bretagne	Mary E. Bourgault, teacher Gilford Middle High School Gilford, NH	
JEU	Heather Gonnam Karen Boley Allison Langis	17/F 18/F 17/F
III Île de France	Mrs. Donyce McCluskey, teacher West Canada Valley Central School Newport, NY	
ROMAN COURT	Alison Bell Mary Elise Loiacono Amy Snyder Stephanie Stock	18/F 17/F 18/F 17/F
IV Poitou-Charentes	Mrs. Jan Stewart, teacher Greensburg Central Catholic HS Greensburg, PA	
JOURNAL	Diane Miller Jill Roman Jackie Geets	17/F 17/F 17/F
V Midi-Pyrénées	Grace G. Hobbs, teacher Selma High School Selma, AL	
REPORTAGE RADIO — PHONIQUE avec carte et photos	Walter Carr Jennifer Roth Dawne Shand	18/M 17/F 17/F
V Martinique- Guadeloupe	Cécile Garboushian, teacher Episcopal School of Acadiana, LA	
VIDÉO	Ansley Baker Jeanne Broussard Jennifer Smith	16/F 16/F 16/F

Region/ TYPE OF PROJECT	Winning Team	Age/Sex
V Corse	Nicole Buller, teacher Westminster Christian Academy Opelousas, LA	
ROMAN	Lisa Burnett Jay Breaux Kara Hopkins	15/F 15/M 15/F
V Provence-Côte d'Azur	Teresita Bertot, teacher Twin Lakes High School West Palm Beach, FL	
JOURNAL D'UN VOYAGE	Dawn Mackland Rouby Lamy Raymond Enger	17/F 18/M 18/M
VI Picardie	Mrs. Constance Fearon, teacher Walsh Jesuit High School Stow, OH	
BANDE DESSINÉE	Marc D'Auteuil Scott Came Nick Martin	17/M 17/M 17/M
VII Bourgogne	Donna Severance, teacher Sumner Academy of Arts & Sciences Kansas City, KS	
LIVRE D'ENFANT	Erika Blackburn Lisa Nellor Jason Volk	17/F 18/F 18/M
VII Franche-Comté	Ann Wolff, teacher White Bear Lake High School, North Campus White Bear Lake, MN	
JEU	Siobhan Doherty Kate Jenkins Michelle Johnson	15/F 14/F 15/F
VIII Rhône-Alpes	Dr. Marianne Rickabaugh, teacher Southside High School San Antonio, TX	
BANDES DESSINÉES	Steven Sippel Claire Portman Debra Ann Silva	16/M 15/F 16/F
IX Aquitaine	Alice C. Hiser, teacher Grant High School Portland, OR	
JOURNAL	Joshua Kreinberg Jeri Reid Janel Vielandier	17/M 18/F 18/F
IX Pays de Loire	Patricia McLean, teacher Interlake High School Bellevue, WA	
JOURNAL D'UN VOYAGE	Sarah Bremner Melissa Schneider Monica Vuong	15/F 16/F 16/F

JEUDI 31  
MARS 1988  
GRATUIT

# L'ETOILE DE POITOU-CHARENTES



L'EDITION SPECIALE POUR LA CELEBRATION DE L'HISTOIRE  
DE POITOU-CHARENTES

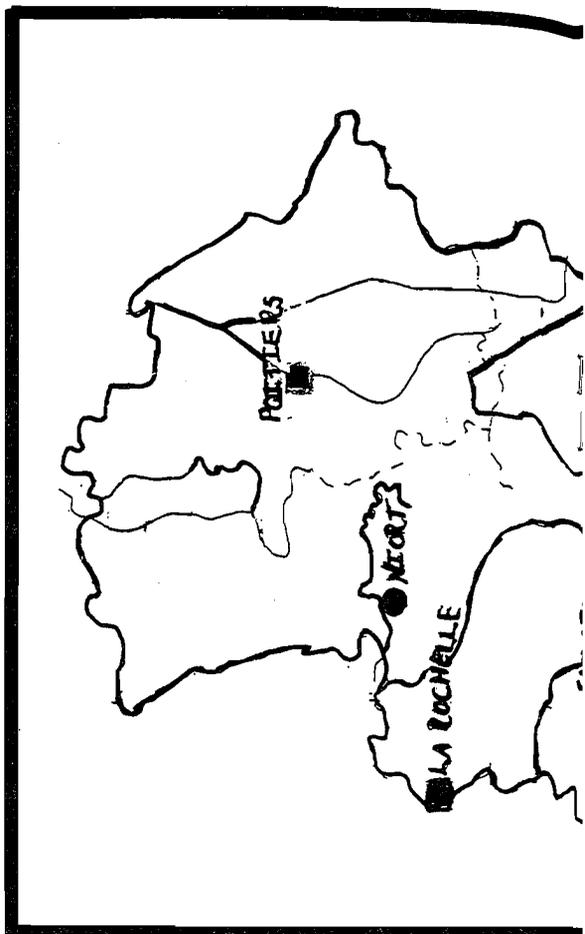
LE FUTUROSCOPE VILLES ET VILLAGES

Le Parc du Futuroscope a été ouvert en juin 1987 à Poitiers, France. Ce parc est un saut dans le futur comme le nom de Futuroscope révèle. Conçu à l'initiative du Conseil Général de la Vienne et de son Président, Monsieur René Monory, le Futuroscope a un secteur d'amusement qui comprend un cinéma (le Kinémax) et les cinq pavillons scientifiques. Il y a un secteur de formation composé du premier Institut International de l'Innovation et de la Prospective et d'un lycée pilote entièrement câblé qui a accueilli des élèves dès la rentrée de Septembre 1987.

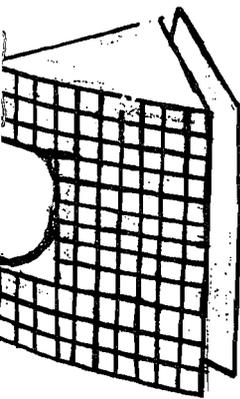
### COMMENTAIRES DU REDACTEUR:

Un journaliste américain a visité le Poitou-Charentes. Voici quelques-unes de ses impressions de notre région.

Comme je suis descendu du train tremblant, j'ai senti une légère sensation de calme et beaucoup de plaisir dans l'air -- une sorte d'émotion que les mots ne pourraient pas complètement décrire. C'était un lieu qui pousse la paix jusqu'aux limites mais qui brille aussi avec la vie. Voici mon impression initiale du Poitou-Charentes. Chaque ville et village est un



tranquillité et de la vitalité. Le Poitou-Charentes est une région que je n'oublierai jamais, et un lieu qui se trouvera toujours dans mon cœur.



POITIERS

Dans la ville de Poitiers j'ai vu mon premier défilé - ment de la région du Poitou-Charentes. Poitiers est très populaire pour les arts et la ville est pleine d'histoire. Chaque époque formidable est représentée puisque Poitiers est la capitale de la région. Les chrétiens se sont amassés ici au troisième siècle et ont fondé le premier baptistère en France. Du douzième au quatorzième siècle, Poitiers était deux fois gouverné par les Anglais et a été retourné à la France pendant la Guerre de Cent Ans. L'Université de Poitiers a été construite en 1432 et a créé de la ville un centre d'intellect. Les églises dans la ville sont magnifiques. Notre Dame la Grande, par exemple, est une église dont le nom s'explique à cause de l'art splendide qui se trouve à l'intérieur. La charpente de l'église est typique du Poitou. Le Palais de Justice est le vieux palais des comtes de Poitou. Le Commissionnaire de Blossac a dessiné les "Allées" dont on a une belle vue sur la rivière Clain. La ville de Poitiers est magnifique et possède la chaleur et l'entichement du Poitou-Charentes.

ANGOULEME

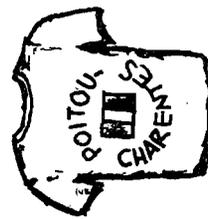
Angoulême se trouve sur une colline entre la Charente l'aquienne à 135 km au nord de Bordeaux. C'est une ville que l'auteur célèbre Henri de Balzac a souvent visité depuis 1831. Au centre de la ville se trouve la Place de l'Hôtel de Ville où l'Hôtel de Ville a

QUAND VOUS ABOINNIEREZ À

L'ÉTOILE DE POITOU-

CHARENTES. VOUS RECEVREZ

UN T-SHIRT GRATUIT!



SEE PAGE 7 FOR ANSWERS

BEAU NIORT SAINTES  
 CHABICHOU PECHE SEVRES  
 CHEVRES POITOU VENDEE  
 COGNAC ROCHELLE VIN  
 CONFOLENS ROMAN ROYAN  
 MER

C V C R G O B E S N  
 O I H O R M T E S I  
 N A C G W I H V O R  
 F T B H Q N C M R T  
 D S I E N E A D E S R  
 L E R H L M Y G S O D  
 N V O E R O Y A N M  
 S E U D K Z V I H A  
 Q C A E U J P O N N U  
 N E P V E N D E E T  
 B V L F I S D S W I

CHERCHEZ LES MOTS



été construit de 1806 à 1858. C'était l'endroit de l'ancien palais des ducs d'Angoulême et où Marquerite de Navarre, la soeur de Francois Ier, est née. La tour de Valois du quinzisième siècle et la tour de Lusignan du treizième siècle sont tout ce qui reste du vieux château. Un autre endroit d'intérêt est la Cathédrale St. Pierre qu'on a commencé à construire en 1128. Les deux tours de la cathédrale entourent la facade où se trouvent 45 statues exquises. Cette église est une représentation excellente de l'architecture romane-byzantine. La ville s'appelle "un ville balcon" parce qu'Angoulême s'était construit sur un belvédère. Les ramparts renferment une des plus grandes forteresses de la France. Les environs d'Angoulême sont formidables et représentent la paix qui entoure la ville.

LA ROCHELLE

Fondée au dixième siècle sur une forme plate et rocheuse au milieu des marais, La Rochelle, village de pêcheurs, est devenue un port important au douzième siècle. Le vieux port était très fascinateur. Depuis le treizième siècle le port de La Rochelle s'occupe cet emplacement. C'est vrai que dès son origine la ville était fortifiée. Les tours datent des quatorzième et quinzisième siècles et ont

survéçu la destruction des remparts après le siège de 1628. Elles se trouvent à chaque côté de l'entrée. La tour St-Nicolas qui est la plus haute et la Tour de la Chaîne, un peu plus loin, se relient par une muraille. La tour de la Laterne était à la fois une phare et une poste d'observation. L'Hôtel de Ville se trouve au centre-ville et constitue une des monuments principaux de La Rochelle. Un des charmes de La Rochelle est (sans contest) ses rues d'arcades. J'aime bien que les maisons anciennes qui sont très belles.

COGNAC

Cognac est à 112 km au sud-est de La Rochelle, à 37 km d'Angoulême et est le centre du procès de l'eau de vie. Je m'y suis arrêté pour visiter une des entreprises des châteaux des metteurs en bouteille du cognac. Les toits et les murs étaient couverts d'un fungus qui croît dans l'obscurité. Le parfum du cognac se trouve partout dans l'air. Martel, Hennessy et Otard ont souhaité la bienvenue à ma visite. J'ai reçu un goût gratuit du cognac à la fin du tour. Le bonheur des gens et le procès intéressant de faire le cognac font cette ville unique et amusante. Cette ville est aussi célèbre parce que François Ier y est né.

# FILM FORUM

Henry Garrity • Contributing Editor • St. Lawrence University

## TEACHING *LA RUE CASES - NÈGRES* IN CONTEXT

For teachers who prefer a contextual approach to teaching their third, fourth or fifth year classes, the search for films rich in cultural and social content, relating to a particular theme and appealing to adolescents can often be frustrating. The value of *La Rue Cases - Nègres* rests with the universality and richness of its various themes, many of which prove to be particularly pertinent in today's world and multi-ethnic classrooms. Treated in either conversation or literature classes, these themes are sufficiently broad to permit a comfortable integration of the film into a variety of curricula. This possibility for integration obviously gives fuller meaning to the film viewing experience and helps eliminate the notion that films in the foreign language classroom serve only as time fillers. Moreover, this thematic approach affords the student the opportunity to develop a greater linguistic repertoire, and the resulting expertise assuredly increases student confidence.

The following assignment was developed several years ago for a level III grammar/conversation class in a college preparatory high school. That year I was using the *Journal Français d'Amérique* as a text and used the film as a concluding activity to a unit on *S.O.S. Racisme*. Last year, as I was using Valette & Valette's *C'est comme ça*<sup>1</sup>, I tried to link some of the various themes of the text to those of the film. I decided to use the film as a conclusion to a unit entitled "Une société en mouvement", which includes among other topics, a discussion of family. I have found this focus to be quite flexible in that it allows for a discussion of family relationships, a child's relationship to a grandparent or other older relative, family values and customs, or religion and superstition.

For a more political focus, the film also provides the obvious connection with the themes of *négritude* and *francophonie*. Moreover, depending on the level of the students, the film can stimulate a lively discussion of such relevant topics as economic exploitation, racism, poverty, the value of work and education, and the meaning of freedom. Many conversation texts and readers include selections related to these themes: the *Journal Français d'Amérique*, should this be used in class, often contains articles which relate to racism, the homeless, and the problem of immigration in France.

### PROCEDURES

The following lesson includes a prewriting activity in the form of questions employed to generate discussion and provide ample input to prepare students for a writing assignment. I usually give a brief introduction about the plot and go over the information on a handout about Martinique before showing the film. The handout includes vocabulary, questions, and a list of characters. However, I do not assign homework on the film for the first two days of viewing because many of the questions tend to focus on a more holistic view of the film rather than on facts specific to a particular scene. (I usually assign grammar exercises these two nights.)

After the class has viewed the entire film, which takes just about three 50 minute periods, we go over the vocabulary and characters. That evening, the students choose two questions to write on and the next class session is devoted to discussing each question chosen. This homework assign-

ment of 10-15 sentences counts as a mini-composition and is assigned a letter grade. The following evening the students choose another two questions and we discuss those. (Some students opt to double the number of sentences and write on only one topic, but this limits the scope of their preparedness for the discussion.) While there may be an overlap of questions chosen on both nights, there is never a lack of ideas for a discussion of this film.

Students are encouraged to take notes during the discussion; new and key words are written on the board. This helps prepare them for the writing assignment and speeds up the pace of the discussion since students have easy access to frequently used words. If the discussion should lag, another possibility could be to use passages from the book and ask students to observe differences between the text and the film<sup>2</sup>. For example, last year I xeroxed a description of the main character's superstitions, and this led to a discussion of superstition in American culture.

After discussing the film, the students are both thematically and linguistically warmed up for the in-class writing activity. I give them the choice of topics the night before and require that they prepare an outline. The topics reflect a variety of themes and levels of abstraction. I usually give the students a choice of two topics, one of which asks the students to make their own personal experience meaningful to the reader rather than focusing on the main character's experience in the film. While I will not describe the writing strategies and procedures here, suffice it to say that although the whole viewing, prewriting, and writing activities are time-consuming, the results are usually rewarding for both teacher and students.

### DISCUSSION HANDOUT:

*LA RUE CASES-NÈGRES*: un roman de Joseph Zobel, 1974

*LA RUE CASES-NÈGRES*: un film d'Euzhan Palcy, 1984

La Martinique fut découverte par Colomb et colonisée par les Français à partir de 1635. Elle devint un département d'outre-mer en 1946. Elle reste un D.O.M. aujourd'hui.

#### Personnages:

José Hassam

Amantine (M'man Tine)

Monsieur Medouze

Monsieur Stephen Roc (le premier instituteur)

Carmen

Léopold

Madame Léonce (la voisine de José)

Madame Flora (la caissière)

Les enfants du village

#### Pour parler d'un film:

Dans ce film, il s'agit de (d') . . . . (s'agir de)

Ce film a lieu . . . . (avoir lieu)

un personnage

le décor

la scène . . . . (ma scène favorite était . . . .)

l'intrigue

le thème

le rôle . . . . (jouer le rôle de . . . .)

au début de . . . . (au début du film, . . . .)

au milieu de . . . . . (au milieu du film, . . . . .)  
à la fin de . . . . . (à la fin du film, . . . . .)  
un aspect = un élément . . . . . (un aspect du film que j'ai  
aimé était . . . . .)  
frappant = un élément frappant du film est/était . . . . .)

**Vocabulaire pour parler de ce film:**

La Martinique pendant les années 30	
Les Martiniquais(es)	la misère
Les petites Antilles	la lutte
Les Antillais(es)	le "béké"
Fort-de-France	le taudis
Rivière-Salée	la fierté/l'orgueil
La Rue Cases-Nègres	la population indigène
"cric, crac, misticrac"	les rapports
le créole	l'instruction
la canne à sucre	l'éducation
les champs de canne à sucre	la mode de vie
l'esclavage	faire le linge
la colonisation	repasser
le racisme	

**Questions pour la discussion:\***

1. *La Rue Cases-Nègres* est un film plein de contrastes. Décrivez deux ou trois de ces contrastes en fournissant quelques détails précis du film. D'après vous, quel est l'effet créé par ces contrastes?
2. Faites le portrait de M'man Tine et expliquez son importance dans l'histoire. Voyez-vous des ressemblances entre son rapport avec José et votre rapport avec un(e) grand-parent(e)? Lesquelles?
3. Le premier instituteur de José, M. Stephen Roc, a prononcé la phrase: "L'instruction est la porte qui ouvre la deuxième porte de notre liberté". Selon vous, que voulait-il dire par cette phrase?
4. Donnez 3 ou 4 thèmes du film. En quoi consiste l'universalité ou l'intérêt de ces thèmes?
5. Nous observons le rôle des superstitions dans la vie des gens de la Rue Cases-Nègres. Mentionnez quelques-unes de ces superstitions et donnez des exemples de superstitions dans votre famille ou culture. Selon vous, pourquoi est-ce que les superstitions existent?
6. Quels sont les rapports entre José et (a) Carmen, et (b) les autres enfants du village?
7. Expliquez le rapport qui existe entre Monsieur Medouze et José. Comment est-ce que son rôle dans la vie du jeune homme est différent de celui de M'man Tine?
8. Décrivez une scène du film que vous avez beaucoup aimée. Expliquez pourquoi vous l'avez appréciée.

\*I usually give students a choice of no more than six questions. These questions reflect a variety of themes.

**Writing topics:**

1. Il est bien évident que la vie de José Hassam a changé, grâce à sa grand-mère, une personne qu'il a adorée et admirée. Faites le portrait d'une personne beaucoup plus âgée que vous, que vous admirez beaucoup, et qui a joué (ou qui joue) un rôle important dans votre vie. Tout en faisant le portrait de cette personne, vous devez montrer comment cette personne vous a influencé(e).
2. Il est clair que la vie de José sera bien différente de celle de sa grand-mère. Montrez comment la vie de votre père ou mère est (a été) différente de la vie de

leur père ou mère. Essayez d'incorporer quelques détails du film dans votre composition.

3. Imaginez que vous écrivez pour un journal français. Écrivez une critique du film. Votre composition doit comprendre:
  - a. un petit résumé du film (intrigue, personnages importants, époque, lieux, . . . .)
  - b. une explication de quelques thèmes
  - c. une description d'éléments intéressants, réalistes, peu réalistes, frappants, etc.
  - d. votre opinion
4. En fournissant quelques détails précis, décrivez deux thèmes du film et expliquez pourquoi vous pensez que ces thèmes sont intéressants ou importants.
5. *La Rue Cases-Nègres* est un film riche en contrastes. Parlez de 2 de ces contrastes et montrez l'effet qu'ils ont sur José Hassam et sur le spectateur.
6. La vie de José Hassam a été beaucoup affectée par sa grand-mère, M'man Tine et par son père spirituel, Monsieur Medouze. Expliquez les différentes influences de ces deux personnes sur la vie du jeune homme.
7. Décrivez 2 ou 3 aspects du film (thèmes, cinématographie, personnages) que vous avez trouvés intéressants.

Judith Terzi  
California State University,  
Los Angeles; and  
Polytechnic School, Pasadena

1. Vallette, Jean-Paul and Rebecca Valette. *C'est comme ça : Manuel de lecture et de communication*. 2nd ed. Boston : D.C. Heath, 1987: 125-165.
2. Zobel, Joseph. *La Rue Cases - Nègres*. Paris: Présence Africaine, 1974: 58-59.

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

**FROM THE PRESIDENT**

*Continued from page 1*

For heaven's sake. I have yet to meet, or even hear or read, anyone who argued that truth and beauty and excellence are dead or uninteresting. Hearsay, misquotations and unsupportable generalities of this kind make up most of this nearly hysterical argument. For brevity's sake, let me just transcribe in response the eloquent and dignified refutation of the National Humanities Alliance: "Attending to the social and political dimensions of humanities texts does not imply a denigration of their aesthetic or intellectual value, for such texts reward close reading from many perspectives. The enlargement of the canon to include oral histories, women philosophers, and African novelists has helped scholars and students alike to discover new truths, new beauties, and new excellence."

And finally, a personal word, this being my final column as president of the AATF. If I have learned anything useful in this office, it is precisely how many gifted and dedicated teaches contribute to this organization. I salute you, the membership, and thank you and the association's other fine officers for the pleasure I have had in working with you these three years.

Philip Stewart  
Duke University

## BACK TO SCHOOL — FOR TEACHERS

Taking a few courses to brush up on skills — is there any more prevalent and persistent intention expressed by all of us, year after year? For so many reasons, ranging from simple curiosity to a recognition of the national proficiency movement, those of us who work in the classroom constantly think about becoming students again. Laudable as this impulse may be, it is important to find the right course or program when we decide to commit our time, energy and money to advanced study. The opportunities are many, as are the pitfalls.

Whatever type of study one may be considering, there are six general questions to keep in mind while evaluating possibilities:

1. What results do I expect from this undertaking? Or, what kind of growth am I seeking? improved classroom skills? a chance to think seriously about abstract questions derived from the works of great authors? a step up in the workplace, through a raise in rank or pay? a chance to meet people with similar interests, some new faces and new minds? It helps to make a list of one's personal *desiderata*. Unless one knows what s/he is looking for, s/he runs the risk of disappointment.

2. What are the components, steps or requirements of the program I am considering? Are there pre-requisites in the form of national tests (the Graduate Record Examination) or classes? residency? a certain sequence of courses to be taken at specific times?

3. How much time will this program take?

4. How much money will the program cost? Is financial aid available, either from the institution offering the program or from my local School District, or from some professional association to which I belong?

5. Do I have the physical energy and independence necessary for this project right now?

6. What will I do if this endeavor fails? Before putting one's ego on the line, privately and publicly, one needs to have a back-up plan, for self-protection.

Of these six questions, the first is in many ways the most difficult, because often we don't know what we want until we notice that we aren't getting it. Questions two through six help one cope with the practicalities of the continuing education venture.

### FORMAL PROGRAMS

**Ph.D. Degree:** This appeals to the mountain climber in us: the Mt. Everest Complex tells us that we want such a degree "because it is there." Our colleagues in university teaching all have this union card, and why shouldn't we acquire it as well?

Normally a six to eight year commitment, this is the most costly, the longest, and the most rigorous and onerous form of post-graduate study. Two additional crucial questions should be asked before beginning this route: 1. Do I need this degree? 2. Do I have the stamina for this project? Certainly to teach at the community college or university level, a Ph.D. is a requirement for advancement or permanent employment. For the secondary school teacher intending to make a career within the secondary system, a second or third M.A. or an advanced degree in Education, with a minor area in foreign language pedagogy, may be more useful, especially if an administrative career looks like a possibility at some future date.

If the Ph.D. suits one's professional and personal goals, it

is important to investigate the graduation rate of the university one is considering, the dissertation topics of recent candidates, and to give serious consideration to leaving one's current job for a year or more in order to study full time.

**M.A. Degree:** Much shorter than a Ph.D. program, this may be more appropriate for a returning student. A second or even third M.A. should be among the alternatives one evaluates.

It should be possible to complete an M.A. in three or four years, while working full time. A serious program may include a Reading List (100 titles, more or less), required course work, and an exam (written and/or oral) at the end. A thesis (75-100 pages) may also be part of the program. There may be additional classes needed to bring undergraduate preparation up to date; normally this work would not count toward a degree.

When evaluating a M.A. program, it is useful to investigate recent course offerings, not catalogue listings; what courses could one have taken, and would one have benefited from them? One should be careful not to be too narrow in focus; many returning teachers use relevance to a career in the classroom as the first and last measure of the value of all academic work. It is important to leave room for experimentation and ventures into uncharted waters. Exploring involves risk, but it can provide the greatest potential growth.

**Training for ACTFL Proficiency:** Although this certification is not the formal equivalent of an advanced degree, attaining a Basic Competence and/or Superior Competence rating in the Oral Proficiency Interview of the American Council on the Teaching of Foreign Languages is more directly related to classroom teaching performance than any degree currently available, with the possible exception of the M.A.T. (Master of Arts in Teaching). Information about this interview process is available from the ACTFL central office at the following address: ACTFL, P.O. Box 408, Hastings-on-Hudson, New York 10706.

It is also possible to become a fully certified ACTFL examiner, responsible as a member of a team of interviewers for administering the Oral Proficiency Interviews within a region. This new credential will become increasingly valuable in the future.

**Summer Study Abroad.** Taking courses abroad can be a part of a M.A. degree program or may be a one-time experience. There are many study locations from which to choose, in Canada as well as in France. Sessions can last all summer or for as little as three weeks. Some are designed for teachers, others include applicants from a broader set of backgrounds.

*The French Review* and the *National Bulletin* regularly include advertisements and information about summer study; in addition the AATF sponsors programs in Avignon and in several Canadian sites. If one begins the search early enough, one should be able to contact a few "graduates" of the program before applying officially. It is good to ask about the type of living quarters (NOT were they comfortable, but did they foster the use of French), the kinds of activities (NOT were they fun, but what was learned through them), the type of classroom work (NOT was there

homework, but what was learned through the classes). Study abroad ought to be demanding and ought to develop new skills and interests. Another consideration is the staff involved in the program: are they all Americans, all non-Americans, or a mix? Often an American presence will facilitate the issuing of grades or certificates that are useful in accreditation at home or in transfer of credit to a degree program.

Sometimes family members can accompany the student, but this may be a mixed blessing. Enrolling children in a French camp can be a positive alternative, but a back-up plan, in case of illness or incompatibility, is essential. There is the additional disadvantage that the family's presence can reduce the French immersion experience.

**Summer Study in America.** Many universities offer regular summer-term courses or institutes for teachers on campus or at some other attractive site. Participants will usually practice language skills and acquire a portfolio of teaching materials some of which will be directly useful in the academic year ahead. The topics of the institute or courses, the faculty teaching in them, their dates and location will all be important factors in this choice, along with their potential value for one's credentials.

Even though one may not initially plan to pursue an M.A. or Ph.D. degree, it is always wise to know whether the summer work would be applicable to a degree program at some future date.

**Immersion Weekend or In-Service Workshop.** Departments of Education, school districts, and universities are all likely sponsors for this kind of training. Brevity, intensity, and separation from everyday routine make these alternatives attractive and rewarding. Their pace, physical rigor, and unrelieved pressure may make them too strenuous to contemplate, and their effects may not last long. Foreign language skills, like other physical conditioning, demand sustained effort, and a weekend plunge may be frustrating unless it is preceded and followed by supplementary workouts.

### INFORMAL STUDY ENVIRONMENTS

Although participation in a formal program may be the most disciplined way to go back to school, many experiences can continue our professional education, if we decide to make good use of them.

**Independent Travel:** All travel is broadening, but to get beyond a second major in Chocolate Eclair takes careful planning and work, even for the most experienced traveler. Reading newspapers in French, speaking with waiters, policemen, guides, and pension or hotel employees, watching TV, and conversing with strangers here and there are certainly interesting and pleasant, but to maximize learning benefits of a trip demands special preparation. Can I stay in one location long enough to hire a tutor for a daily lesson? Can I take a list of specific objectives I wish to pursue, such as: gathering materials on a provincial city; learning how to open a checking and savings account in a bank; visiting local industries. Vacationing is easy; a learning trip is more rigorous. Will I work if there is no certificate, final grade, or degree at the end of the project?

**Travel with Students:** Unless the group includes enough support staff to relieve the teacher of all supervisory duties for fairly prolonged periods of time, this travel will demand more than it will give. The teacher will learn about

his/her students, and will help them learn, but his/her own personal educational and enrichment opportunities will be limited.

**Conventions and Professional Meetings:** National meetings, such as the annual AATF Convention, and regional and state conferences can be stimulating times. Formal presentations and the materials exhibits usually suggest new methods or better ways to present familiar lessons. Even more important can be the chance to talk shop with foreign language teachers. A casual conversation can lead to an inter-school visit or exchange, and a day spent in another school is surely the most valuable educational opportunity of all.

**Home Study:** Tennis lessons, music lessons, aerobic workouts are all part of the adult leisure world, and so, a weekly French "class" with a tutor may also be feasible. One should expect to pay \$20.00 per session, and it would be wise to ask the tutor to correct some form of written work each session. Free conversation is never a good primary activity; the meetings should have a focus and should demand preparation to be successful.

If no tutor is available, one might consider renting a French film from a video outlet, once a month. Viewing the film at least three times, once or twice alone to facilitate concentration on the images and on the language, and then once more for the pleasure of the whole, is a beneficial activity.

Going back to school need not be an unattainable fantasy, and its rewards, both tangible and intangible, make all the work worthwhile.

Ann Tukey Harrison  
Michigan State University

## CALLS FOR PAPERS

### YOUNGSTOWN

The 13th Annual Conference on the Teaching of Foreign Languages and Literatures will be held on October 27-28, 1989 at Youngstown State University. The Committee is soliciting proposals for either workshops (2 1/2 hours), or other presentations (50 minutes or 30 minutes), on topics related to the teaching of foreign languages. The deadline for proposals is March 10, 1989. Send proposals or inquiries to: Foreign Language Conference, Department of Foreign Languages, Youngstown State University, Youngstown, Ohio 44555.

### THE FRENCH REVOLUTION OF 1789 AND ITS IMPACT

The issues and forces of The French Revolution of 1789 became major reference points for the interpretation of events through the next two centuries. Programs, vocabularies, and styles of revolutionary and counter-revolutionary politics, literature, and art trace back to the upheaval which began in 1789 in France and continued all over the world. These issues will be explored at a bicentennial conference, "The French Revolution of 1789 and Its Impact," October 5-7, 1989.

The Hofstra University Conference Committee welcomes proposals for papers from the humanities and social sciences which explore this legacy of THE FRENCH REVOLUTION OF 1789 AND ITS IMPACT. Completed papers (in duplicate and not to exceed 20 minutes presentation time) should be sent to: Gail Schwab, Department of French, Hofstra University, Hempstead, NY 11550.

## **A BASIC COURSE FRENCH FOR ELEMENTARY GRADES**

A pilot animated video and accompanying teacher's manual and student workbooks have been developed by Louisiana State University in cooperation with Louisiana Public Broadcasting for what will become a 30-part animated video series to teach French in the elementary grades. This pilot project is funded by a grant from the U.S. Department of Education, Secretary's Discretionary Fund for Critical Languages, and is based on a concept developed by Kathryn M. Edwards, a Louisiana native who is currently teaching French in Bay St. Louis, Mississippi.

The program is unique because it is structured to be used in the classroom by non-French-speaking teachers as well as by French-speaking teachers, thus enabling school systems to offer French in areas where no teacher is available. It has the potential of reaching all elementary school age students in Louisiana and eventually the nation via public television.

The pilot, which is devoted to the French alphabet, was tested in grades 4-6 in a selected number of Louisiana schools (public, private, urban, rural, and gifted) during May 1988, after the participating teachers attended a workshop which explained the methodology and prepared them to use the video and accompanying print materials in the classroom.

Other unique features of the series include use of native French-speaking children's voices; a format in which one set of visuals can be used for three levels, i.e., three years of study; and use of animation, which though costly is very effective and dateless and allows the viewer to use imagination and creativity in the transference of concepts. The series will also include on-location film segments highlighting cultural and holiday events held in French-speaking countries.

This series, which will eventually be adapted to Spanish and English as a Second Language, offers a unique, interesting and cost-effective way of providing language instruction in the elementary schools. Other topics to be covered in the 30-part series include, among others, greetings, family, colors, weather and seasons, body parts, clothes, animals, food and sports.

For more information, please contact: Dr. Kay Martin, Project Director, Department of French and Italian, L.S.U., Baton Rouge, LA 70803, (504) 388-6627; Ken Fowler, Producer, Louisiana Public Broadcasting, 7860 Anselmo Lane, Baton Rouge, LA 70810, (504) 767-5660

## **ANNOUNCING THE NATIONAL FLES SEMINAR FOR JULY, 1989**

A newly funded seminar for FLES and middle school teachers has been funded by the U.S. Department of Education to the University of Maryland/Baltimore County (U.M.B.C.) The National FLES Seminar, directed by Dr. Gladys Lipton and Dr. Alan Rosenthal of U.M.B.C.'s Modern Language Department, will train a total of fifty (50) French and Spanish teachers in upgrading language skills and contemporary culture and pedagogical skills essential for this level of foreign language instruction. The seminar's participants will have access to the technological

equipment of U.M.B.C. as well as an extensive FLES resource materials center.

The content of the seminar will focus on all types of FLES programs, including standard FLES, FLEX and IMMERSION. The dates of the 16-day residential seminar will be: July 5-22, 1989.

Interested teachers and supervisors should write for applications (after December 1, 1988) to:

Dr. Gladys Lipton,  
Coordinator of Foreign Language Workshops  
University of Maryland/Baltimore County  
Department of Modern Languages/Linguistics  
Baltimore, MD 21228

**The deadline for completed application materials is  
March 31, 1989.**

## **SUMMER SEMINARS IN FRENCH LANGUAGE AND CIVILIZATION**

French language and civilization seminars are being offered through the Paris Chamber of Commerce in June and July 1989. Seminars offered include:

1. Aspects socio-économiques de la France contemporaine (June 26-July 13)
2. Le Point sur l'actualité politique, économique et sociale (June 19-23)
3. Gérer le culturel (June 20-July 12)
4. Francophonie: réalité culturelle et perspectives économiques (July 3-7)
5. Enseigner le français des affaires (June 19-July 7)

These seminars will interest all teachers of French language and civilization. Only the fifth seminar specifically addresses the usage of French for business purposes; the first four focus on a broad knowledge of French language and culture.

As part of its promotion of French civilization, the Paris Chamber of Commerce offers international business language exams at testing centers in teachers' home countries. Successful students receive one of three certificates or a diploma, all of which help when preparing resumes.

For a complete brochure on summer seminars or for information on international exams, write to: Chambre de Commerce et d'Industrie de Paris; Direction de l'Enseignement; Services des Examens pour Étrangers; 42, rue du Louvre; 75001 PARIS. A limited number of scholarships will be available for this program through the French Cultural Services; 972 Fifth Avenue; New York, NY 10021.

AATF members can combine the convention with the workshops listed above or with one of the post-convention excursions beginning July 15. A choice of three will be offered through the Paris Chamber of Commerce:

- Au Pays de Georges Sand et de Giraudoux (Touraine)
- Francophonie franco-suisse (Franche-Comté, neighboring Geneva, & surroundings)
- À la Recherche des Franciliens: l'Île-de-France méconnue (Île-de-France outside of Paris)

Information on these excursions and on the convention will be mailed to AATF members in 1988-89. For advance notice on dates or specific details, contact either the Chambre de Commerce et d'Industrie (address above) or AATF Headquarters: 57 E. Armory Ave., Champaign, IL 61820.

## SO YOU WANT TO HAVE A FLES PROGRAM!

Announcing a new publication, the 1988 National FLES Commission AATF Report entitled: *So You Want To Have A FLES Program!*. Edited by Dr. Gladys Lipton, Chair of the Commission, and dealing with the important issues of beginning a FLES program (whether it is sequential FLES, FLEX or Immersion), the Report presents the views of FLES practitioners who are members of the 1988 Commission. Some of the issues discussed in the Report are:

- Objectives
- Skills Development
- Materials
- Immersion
- Supervision
- Program Planning
- Teachers
- Evaluation
- Cautions
- Accountability

Also included in this 93-page Report is the latest FLES Commission's Standards/Competencies for effective elementary school foreign language teachers.

The Report is available for \$7.50 from A.A.T.F., 57 E. Armory Ave., Champaign, Illinois 61820. For information about the work of the National FLES Commission, contact Dr. Gladys Lipton, UMBC-MLL, Catonsville, MD 21228; telephone (301) 455-2109.

## PBS TO DISTRIBUTE FRANCE-TV MAGAZINE FOR 1988-89 SCHOOL YEAR

The Public Broadcasting Service (PBS) recently acquired exclusive rights to distribute France-TV Magazine television series via the new PBS Adult Learning Satellite Service (ALSS).

France-TV Magazine is a French news and information series featuring cultural, political and current events from French television. The 60-minute programs, transmitted monthly via satellite from September to May, are compiled by the news department of the Antenne 2 network in Paris from its 30-day archives of actual news broadcasts from French television.

France-TV Magazine was created by Claud DuVerlie of University of Maryland, Baltimore County (UMBC), and is produced by Antenne 2 (the French equivalent of the Public Broadcasting Service), Mediane Films and UMBC. Since the program began three years ago, more than 500 colleges, universities and other institutions across the country have used France-TV Magazine to enhance language studies curriculum and even to structure entire courses.

Funding for the series was originally provided by a special grant from the Department of Education (DOE). Although the DOE grant runs out at the end of this year, the series has proven so popular that France-TV Magazine producers have decided to continue to produce and distribute the series through a special arrangement with the PBS Adult Learning Satellite Service.

France-TV Magazine keeps foreign language students and instructors abreast of current events, news and issues in France and the Francophone world, and offers a French perspective in the international arena. In addition to being a source of news and cultural information, it also helps improve listening and comprehension skills, and better attune speaking and accent.

The programs are supported by on-line computer-based teaching materials which faculty can access on France-TV Magazine's Remote Bulletin Board System (RBBS). (An RBBS is an electronic means of exchanging information between a computer and remote terminals of PC via computer modem).

The materials include background information, partial transcriptions, and a wide array of pedagogical activities, from comprehension to practice exercises, to themes and topics for conversation and composition, and cultural role-plays and simulations. A diskette service is also available for instructors without access to a computer modem.

The PBS Adult Learning Service was the first nationwide effort to provide coordination and focus for adult learning through television. For the growing number of colleges and universities with satellite dishes, PBS recently launched the Adult Learning Satellite Service (ALSS). The ALSS provides a wide range of video-based educational resources, complete courses and access to live learning events of student, faculty and college administrators at the more than 850 colleges with satellite receive equipment.

For a modest fee of \$250 paid to the PBS Adult Learning Service, colleges, universities and others can access, record and even rebroadcast nine new France-TV Magazine programs (on an ITFS, non-commercial cable or non-commercial broadcast channel) for the 1988-89 year. Colleges that participate in the PBS Adult Learning Satellite Service pay only \$125 to receive the transmissions. Revenues from the license fees will be returned to France-TV Magazine producers to finance production of next year's programs.

Nine new programs for the 1988-89 academic year will be transmitted to licensed institutions the first Wednesday of each month from September to May. Institutions interested in accessing France-TV Magazine should contact Sheila Cadigan (703) 739-5405; Elizabeth Pease (301) 455-2963; or Claud DuVerlie (703) 455-2130 for further information. Please note that tapes of previous transmissions are also available for duplication.

## MEMBERS NOTES

The AATF suffers a major loss in the death of **Pierre Trescases**, Assistant Professor at the University of Western Ontario, in a traffic accident May 10, 1988, near Perpignan, France.

Eight research grants since 1978 had enabled him to publish thirteen articles, *Le Franais vingt ans apres* (Guerin, 1982), and two text-to-speech computer programs, one for the Catholic School Board of Montreal and one for Artic Technologies, Troy, MI. He was completing, with Clarence LeBlanc and Claudine Courtel, the *Syllabus culture* of the *Commission nationale d'tude des programmes de franais langue seconde au Canada*, begun under the chairmanship of the late H.H. Stern.

## AATF SUMMER SCHOLARSHIPS

The AATF program of Summer Scholarships for 1989 will include:

(a) **Thirty-five** scholarships (tentative) funded by the French Government through the French Cultural Services, and by AATF, for summer study in Avignon during four weeks in July;

(b) **Fifteen** scholarships (tentative) offered by the Government of Quebec for study at the Université Laval in Quebec City during the summer of 1989 for a period of four weeks in July.

### AVIGNON

The *stage de perfectionnement* will offer a program of three required courses (in language and civilization) which will be complemented by lectures and excursions. Recipients will be housed in the *Grand Séminaire* and will be required to live on campus. The recipient **may not** be accompanied by a member of his or her family. The Avignon scholarships will cover tuition for the *stage*, most of the cost of room and board, and part of the cost of transportation. Because the French government wishes to encourage younger teachers to become familiar with France, its culture, and its civilization, only applicants up to 50 years of age (as of January 1, 1989) will be considered. Exceptions to this rule may be made only for unusual circumstances.

### QUEBEC

The purpose of these fifteen scholarships is to introduce the American teacher of French to the literature and culture of Quebec. Recipients will take three courses at the *Université Laval* in Quebec City (in language, québécoise civilization, and the pedagogy of French as a second language). Their tuition is covered for the full session, as well as their room and board with families in Quebec City, plus some cultural activities. The program at Laval is for four weeks in July.

### GENERAL RULES FOR ALL SCHOLARSHIPS

The summer scholarships are not a pretext for paid holidays abroad. They are offered to members of AATF in the best interest of the profession and the recipients should expect to study very hard during their stay in Quebec or in Avignon. The primary purpose of the scholarships is to improve the teacher's capacity for instruction and to further her/his understanding of Francophone culture. Ideally, every teacher of French should have the experience of living and studying in a Francophone country. Therefore, priority will be given to those who: (1) have never been to France or Quebec; (2) have not had extensive previous experience in travel and/or study in French-speaking countries; (3) who are doing creditable work as teachers of French; (4) are career teachers expected to make a worthwhile contribution to the improvement of the teaching of French language and culture in this country.

### ELIGIBILITY

Applicants must be teachers of French in elementary or secondary schools or at the college/university level, up to and including the rank of assistant professor. Applicants must be currently engaged in teaching and plan to continue teaching French during 1989-90 and beyond. Finally, appli-

cants must be members of AATF in good standing, as of **January 1, 1989**. Everything being equal, preference will be given to applicants who have been members for at least **two** consecutive years, i.e. since January 1, 1987. Candidates for France and Quebec must be American citizens and not older than 50 years of age by December 31, 1989.

### INELIGIBLE FOR ANY SCHOLARSHIP ARE:

1. Current Chapter Presidents;
2. Recipients of AATF and/or French summer study scholarships or *stages*;
3. Native speakers of French from any Francophone country (exceptions will be made only for those who came to the U.S.A. as children and whose linguistic competence in French cannot be qualified as native or near-native;)
4. Recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

### APPLICATION

Teachers interested in applying for any of these scholarships should obtain the necessary form from their AATF Chapter President, their Regional Representative, from National Headquarters, or use the form in the *National Bulletin*. The completed form must be accompanied by **two** letters of recommendation: one from the school principal (or, in the case of college teachers, from the department chairman); and the other from someone who knows the candidate and her/his work well. Since these letters of recommendation are taken into very careful consideration during the selection process, they should contain a serious evaluation of the applicant's professional qualities.

The application form and the two letters of recommendation must be returned to the Chapter President not later than **January 7, 1989**. **Late applications will not be accepted**. Each chapter will submit the applications from **all** qualified candidates to its Regional Representative who will, in turn, send **all** qualified nominations to the National Chairman.

### DEADLINES

January 7, 1989	Deadline for applications to Presidents
February 4, 1989	Deadline of chapter to Regional representative
February 25, 1989	Deadline of Regional representative to National Chairman
April 18, 1989	Date by which winners are to be notified

Further information may be obtained from Josette J. Smith, AATF Vice President in charge of Summer Scholarships:

The Baldwin School  
Bryn Mawr, PA 19010  
(215) 525-2700, ext. 249

or  
125 Hamlet Drive  
King of Prussia, PA 19406  
(215) 265-3963 between 6:00-9:00 p.m. EST

1989

# AATF SUMMER SCHOLARSHIPS

Please read description before completing this form. When completed, return to your Chapter President, but not later than **January 7, 1989**.

Note: Only U.S. citizens (by birth or naturalization) can be considered. The age limit is 50 by January 1, 1989.

Name \_\_\_\_\_ US Citizen: \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_  
last first middle

Maiden name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
(If pertinent to verification of AATF membership)

Address \_\_\_\_\_  
number and street city state zip code

Telephone: Home (\_\_\_\_\_) \_\_\_\_\_ Office (\_\_\_\_\_) \_\_\_\_\_  
area code area code

School/College/University \_\_\_\_\_

Address \_\_\_\_\_

Level of French taught: Elem. \_\_\_\_\_ Sec. \_\_\_\_\_ Coll./Univ. \_\_\_\_\_ Rank \_\_\_\_\_

No. of French classes \_\_\_\_\_ No. of French students \_\_\_\_\_ Other subjects taught: \_\_\_\_\_

AATF Chapter \_\_\_\_\_ President \_\_\_\_\_

Continuous member of AATF for \_\_\_\_\_ years (preference given to those with two or more years of membership), including 1988.

Please make only **one** choice of desired scholarship: France \_\_\_\_\_ Quebec \_\_\_\_\_

Have you ever received an AATF Summer scholarship? Yes \_\_\_\_\_ Year \_\_\_\_\_ No \_\_\_\_\_

Have you ever received a scholarship from the French government? Yes \_\_\_\_\_ No \_\_\_\_\_

(If yes, year \_\_\_\_\_ and place \_\_\_\_\_).

## ACADEMIC BACKGROUND

Institution	Credit hours in French	Degree	Date

List all previous travel and study in Francophone countries:

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(complete other side)



## CALENDAR OF EVENTS

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

TWENTIETH-CENTURY LITERATURE CONFERENCE: February 23-25, 1989, Louisville. Information: Harriette Seiler, Dept. of Classical and Modern Languages, Bingham Humanities 332, Univ. of Louisville, KY 40292.

SECOND LANGUAGE RESEARCH FORUM: February 23-26, 1989, Los Angeles. Information: SLRF '89, UCLA TESL/Applied Linguistics Program, 3309 Rolfe Hall, Los Angeles, CA 90024-1531.

SOUTHEAST CONFERENCE ON LANGUAGE TEACHING in conjunction with the UTAH FOREIGN LANGUAGE ASSOCIATION: March 2-4, 1989, Salt Lake City. Information: Jerry W. Larson, Brigham Young Univ., 3045-A JKHB, Provo, UT 84602.

PARADIGMS OF LANGUAGE AND CULTURE: GERMAN REVERBERATIONS OF THE FRENCH REVOLUTION: March 3-4, 1989, Univ. of Toronto. Information: Eitel Timm, German Dept., 97 St. George St., Univ. of Toronto, ON M5S 1A1, Canada.

CONFEDERATION OF OREGON FOREIGN LANGUAGE TEACHERS: March 4, 1989, Salem. Information: Josefina Botta, Sprague High School, 2373 Kuebler Blvd., Salem, OR 97306.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 6-10, 1989, San Antonio. Information: TESOL, 1118 22nd St., NW, Ste. 205, Washington, DC 20037. Telephone: (202) 872-1271.

OHIO FOREIGN LANGUAGE ASSOCIATION: March 16-18, 1989, Dayton. Information: Marjorie Artzer, 425 Altaview Ct., Cincinnati, OH 45231.

CALICO '89: March 19-23, 1989, U.S. Air Force Academy. Information: Sheila Vasquez, CALICO, 3078 JKHB, Brigham Young Univ., Provo, UT 84602.

SIXTH INTERNATIONAL COLLOQUIUM IN TWENTIETH-CENTURY FRENCH STUDIES: REVOLUTIONS 1889-1989: March 30-April 1, 1989, Columbia Univ. Information: Antoine Compagnon, 517 Philosophy Hall, Columbia Univ., New York, NY 10027.

SEVENTEENTH ANNUAL FRENCH LITERATURE CONFERENCE: March 30-April 1, 1989, Univ. of South Carolina. Information: James T. Day, Dept. of Foreign Languages, Univ. of South Carolina, Columbia, SC 29208.

EASTERN MICHIGAN UNIVERSITY CONFERENCE ON LANGUAGES AND COMMUNICATION FOR WORLD BUSINESS: March 30-April 1, Ypsilanti. Information: EMU Conference on Languages for World Business, 307 Goodison Hall, The World College, EMU, Ypsilanti, MI 48198. Telephone: (313) 487-2414.

INTERNATIONAL ASSOCIATION OF TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE: March 31-April 3, 1989, Warwick. Information: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankertown, Whitstable, Kent CT5 2DJ, Great Britain.

WORLD HUMOR AND IRONY MEMBERSHIP: April 1-5, 1989, Brigham Young Univ., Hawaii. Information: Margaret Baker, Communication and Language Arts, Brigham Young Univ., Laie, HI 96762-1294.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 6-9, 1989, New York. Information: Northeast Conference, P.O. Box 623, Middlebury, VT 05753. Telephone: (802) 388-4017.

WORLD WAR II AND THE EXILES: A LITERARY RESPONSE: April 6-9, 1989, Univ. of Nebraska, Lincoln. Information: Helmut F. Pfanner, Dept. of Modern Languages and Literatures, Univ. of Nebraska, Lincoln, NE 68583-0315.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 12-14, 1989, Nashville. Information: Jody Thrush, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704. Telephone: (608) 246-6573.

TENNESSEE FOREIGN LANGUAGE TEACHING ASSOCIATION in conjunction with CENTRAL STATES: April 12-14, 1989, Nashville. Information: Sylvia Countess, Oak Ridge High School, Providence Rd., Oak Ridge, TN 37831.

SIXTH ANNUAL WICHITA STATE UNIVERSITY CONFERENCE ON FOREIGN LITERATURES: April 13-15, 1989, Wichita. Information: Ginette Adamson, Dept. of Modern & Classical Langs. & Lits., Box 11, The Wichita State Univ., Wichita, KS 67208. Telephone: (316) 689-3180.

AMERICAN ASSOCIATION OF UNIVERSITY SUPERVISORS AND COORDINATORS OF FOREIGN LANGUAGE PROGRAMS in conjunction with CENTRAL STATES: April 13-15, 1989, Nashville. Information: Sally Sieloff Magnan, Dept. of French & Italian, 618 Van Hise, Univ. of Wisconsin, Madison, WI 53706.

NEWBURY LIBRARY RENAISSANCE CONFERENCE: April 14-16, 1989, Chicago. Information: Center for Renaissance Studies, The Newbury Library, 60 W. Walton St., Chicago, IL 60610.

LINGUISTIC SYMPOSIUM ON ROMANCE LANGUAGES XIX: April 21-23, 1989, Columbus, OH. Information: Christiane Laeuffer, Dept. of Romance Languages, The Ohio State Univ., 1841 Millikin Rd., Columbus, OH 43210-1229.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS SPRING CONFERENCE: April 22, 1989, UW-Stevens Point. Information: Irene Kraemer, Telephone: (414) 551-8500.

UNIVERSITY OF TEXAS-AUSTIN SYMPOSIUM ON THE FRENCH REVOLUTION: April 26-28, 1989, Austin. Information: Jean-Pierre Cauvin, Dept. of French & Italian, Univ. of Texas, Austin, TX 78712-1197.

INTERNATIONAL SYMPOSIUM ON LANGUAGE LEARNING: April 26-29, 1989, Paris. Information: AEGL, 101, boulevard Raspail, F-75006, Paris, France.

MONTANA ASSOCIATION OF LANGUAGE TEACHERS in conjunction with PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES: May 11-13, 1989, Missoula. Information: Patricia Wyss, Dept. of Modern Langs. & Lits., Montana State Univ., Bozeman, MT 59717.

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES in conjunction with MONTANA ASSOCIATION OF LANGUAGE TEACHERS: May 11-13, 1989, Missoula, MT. Information: Ray Verzasconi, PNCFL, Dept. of Foreign Langs. & Lits., Oregon State Univ., Corvallis, OR 97331. Telephone: (503) 754-2289.

NINTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 17-19, 1989, Cincinnati. Information: Danielle Raquidel, Dept. of Romance Langs. & Lits., Univ. of Cincinnati, Cincinnati, OH 45221-0377. Telephone: (513) 475-6726.

INTERNATIONAL ASSOCIATION FOR LEARNING LABORATORIES: June 7-8, 1989, MIT, Boston. Information: Ruth Trometer, MIT Language Laboratory, Building 14N-220, 77 Massachusetts Ave., Cambridge, MA 02139.

## THE SOCIÉTÉ HONORAIRE DE FRANÇAIS TURNS FORTY!

While 1989 will mark the 200th anniversary of the French Revolution, it will also be the 40th birthday for the *Société Honoraire de Français*. A minor accomplishment to arrive at middle age, one might say, but then behind those forty years are almost half a million students who, during their high school years, were inducted into this national honor society devoted to recognizing academic excellence and a demonstrated interest in the Francophone world.

Some of the certificates sent to initiates have found their way to the bottom of a storage box, others have been framed, and occasionally I receive a request for a duplicate because the original has disappeared or been damaged. A certificate may not be much, it is true, but it helps students to remember. They remember trying to master French, and learning a little more about their own language at the same time. They remember trying to understand why the French, the French-Canadians, the Swiss, and all the others had such strange ways of doing things . . . only to discover years later that they themselves were doing things like the French, the French-Canadians, the Swiss, and all the others. They remember the rewards of intellectual endeavors and the first time a foreigner understood their French. And they all still know how to order from a menu in a fancy restaurant and know what they are eating.

The *Société Honoraire de Français* is a long, continuous chain of students who love French, work hard, and will continue all their lives to be more open-minded and more interested in the French-speaking world. What an accomplishment for their teachers!

Every organization reflects the vitality of the chapter

sponsor. Today the *Société Honoraire de Français* has more than 1,300 chapters throughout the United States and a few abroad. The sponsors are all dedicated teachers who, over the past seventeen years, have been willing to share their successes with others through the annual reports, printed in *L'Élan*, the organization's newsletter. Here, too, students can see their poetry, compositions and art work published for our Creative Writing Contest. Finally, we print in *L'Élan* the reports of members who have won summer-study/travel scholarships to Quebec or France. The newsletter helps us share and to be proud of our French students.

Any secondary school can establish a chapter of the *Société Honoraire de Français*; the one-time fee is \$5.00. Each year the sponsor may initiate students who are enrolled in at least the second semester of Level II French, who have an A- cumulative average in French and a B- cumulative average in everything else, and who demonstrate an interest in Francophone cultures; the one-time fee is still \$1.50 per student. Pins and charms with the organization's name and emblem can be ordered, and teachers may purchase stickers to put on the high school diploma.

Forty years already! And yet I have one wish: that in the year 2000 the *Société Honoraire de Français* be 2000 chapters strong. The certificates are waiting to be lettered!

Dr. Stephen Foster  
Executive Secretary, SHF  
Dept. of Foreign Lang. and Lit.  
Old Dominion University  
Norfolk, VA 23529-0085

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