

FROM THE PRESIDENT . . .

PARIS HIGHLIGHTS

This overview of convention "highlights" is being written in the snows of February, when the details of the Paris convention have not all emerged. Enough is already in bud, however, to assure the membership that this will be one of our most ambitious conventions ever, and certainly one of our richest, thanks in large part to the strong international participation that will distinguish the 1989 meeting.

Before and after the convention, members are reminded of the summer seminars in French language and civilization and excursions offered by the Chambre de Commerce et d'Industrie de Paris, as well as the pre- and post-convention tours organized by Academic Arrangements Abroad. And for French teachers who might not wish to attend the convention at all, there are the free *stages pédagogiques* at Aix-en-Provence (January NB, p. 5). The convention has already received the official *patronage* of Thierry de Beaucé, secrétaire d'état chargé de relations culturelles internationales, the Ville de Paris, the Mairie de Paris, and the Chambre de Commerce et d'Industrie de Paris. The latter organization and the Services Culturels have generously contributed subsidies, time, and effort toward the success of our convention. We may already express our thanks to them, and shall of course reiterate those thanks at the convention. Other *patronages* are forthcoming, and we may expect to have a number of notables and personages in attendance at our *Séance inaugurale* on Monday morning, July 10. One of our leading convention speakers will be André Fontaine, editor of *Le Monde*.

Now to our convention theme, "Le Monde du français, 1789-1989." As the title implies, there will be a strong francophone slant to our proceedings. As for mechanics, all sessions will take place on the 5<sup>e</sup> étage of the Palais des Congrès (at the Porte Maillot), beginning on July 10 and continuing through July 14. The sessions are scheduled for the morning so that *congressistes* will have afternoons free to attend the myriad activities and manifestations that have been planned for the grand culminating week of the *Bicentenaire*. (More on this below.) With over 60 sessions and *ateliers* already programmed (and more proposals coming in every day), we will have 5 or more 90-minute concurrent sessions running from 8:00 am to 9:30 am, then 9:45 to 11:15, and 11:30 to 1 pm. Choices will be difficult. Members will want to visit the large exhibits area on the meeting floor of the Palais, where in addition to the usual displays they will find a special show entitled *200 ans de langue française*.

All *ateliers* will be held during regular convention hours, and may be attended on a walk-in basis. Some of the most promising ones at this point are

Giuliana Bertoni del Guercio (Rome), *Une Expérience d'analyse de textes révolutionnaires (1789-93)*

Betty Clough (Austin), *Le Phénomène télématique: le Minitel*

Margareta Brandelius (Stockholm), *C'est en parlant qu'on apprend à parler*

Jeannine Feneuille (Sèvres), *La "Pédagogisation" de la Révolution française*

Wilga Rivers (Cambridge, Mass.), *Interactive Language Learning: Heritage and Continuity in Cooperative Learning*  
Mary Ellen Young (Chicago), *Les Fables de la Fontaine dans le curriculum de FLES*

Among the *tables rondes*:

Ginette Adamson (Wichita), *L'Oeuvre de Pierre Emmanuel*  
Pierre Colombat (Baltimore), *Littérature et révolte depuis 1945*

André Maman (Princeton), *La Francophonie*

Howard Nostrand (Seattle), *Les Banques des données*  
Samia Spencer (Auburn), *L'Enseignement de la culture et de la civilisation au-delà du premier cycle*

Robert Chaudenson (Paris), *Français et langues nationales de la francophonie: communication et identité*  
Richard Vernier (Detroit), *La Poésie francophone*

French women writers:

Isabelle de Courtivon (Cambridge, Mass.), organizer of a session on *Femmes et voyages*

Ellen Silber (Tarrytown), *A Symposium on French Women Writers*

Claudine Fisher (Portland, Oreg.), *L'Oeuvre de Parule Constant*, and Anne Lippert (Ada, Ohio), *L'Oeuvre de Leila Sebbar* (with the writers in attendance)

Cinema:

Robert Fisher (Toronto), a Showing of Frederic Back's prize-winning film *L'Homme qui plantait des arbres* and a session on his work, with the filmmaker in attendance

John Michalczyk (Boston), organizer of a session on *La Nouvelle Vague*

Henry Garrity (Canton, N.Y.), organizer of "Cross-currents in French and American Cinema"

Commercial French:

Maurice Elton (Dallas), *Le Français des affaires*

Literature:

Papers on African Francophone literature, Québécois literature, Antilles literature, Occitan literature, French literature of the 18th-, 19th, and 20th-centuries. Albert Sonnenfeld (Los Angeles), organizer of a session on *Food and Literature*.

*Continued on page 2*

Inside this issue . . .

- Post-Convention Seminar, p. 4
- Women in the French Revolution, p. 5
- La Révolution au féminin, p. 7
- Announcements of Fulbright and Rockefeller Grants 1990, p. 6
- Louis XVI, Roi Malgré Lui, p. 10
- Gleanings p.13
- Teaching Culture Via Contes p. 15

## From The President

Continued from page 1

### Language and Linguistics:

Albert Valdman (Bloomington) has organized a star-studded session entitled "On mit un bonnet rouge au vieux dictionnaire: l'influence de la Révolution sur la langue française" with papers by Bernard Quemada of *Le Trésor de la langue française*, Henriette Walter of the Univ. de Haute Bretagne, and Alain Rey of the *Dictionnaires Robert*. Bette Hirsch (Palo Alto) has a distinguished panel of Australians (including Ross Steele, Ian Laurie, and Anne Martin) to discuss *Initiatives linguistiques australiennes*. There will also be sessions on "Les Verbes à l'heure communicative," "Problèmes des anglophones," "L'Expression écrite," and more.

Sister organizations will be responsible for the development of a dozen sessions dealing with problems of second language acquisition, Francophone literature, civilization, etc.: the Société Internationale pour l'Histoire du Français Langue Étrangère ou Seconde (Daniel Coste, Geneva); the Association Française des Enseignants de Français (Raymond Le Loch, Paris); the Centre International d'Études Pédagogiques (Jeannine Feneuille, Sèvres).

### Civilization:

One irresistible session includes papers on Daninos's Major Thompson revisited, the presentation of the Revolution in French youth magazines, and the cultural issues involved in the debate over Bernard Pivot's wildly successful "Championnats de France d'Orthographe." Two other sessions deal with the history of the French in the U.S. during the 18th and 19th centuries. American painters in Paris, the politics of monuments.

Paris will be full of historical exhibits relating to the Revolution. At the Hôtel de Soubise are "Salles de la Révolution française" with an exhibit of documents. At the Carnavalet, the Musée de l'Histoire de Paris features more "Salles de la Révolution française" (until July 1). At the Invalides, "Prospérité des idées de 89"; at the Orangerie, "La Céramique révolutionnaire"; at the Archives Nationales, "Histoire des États Généraux"; at the Bibliothèque Nationale, "Exposition sur les fonds révolutionnaires de la BN"; at the Petit Palais, "Quand Paris dansait avec Marianne"; on the Place de l'Hôtel de Ville, showings of films on the Revolution (Fri. & Sat.); at the Palais de Chaillot (Cinémathèque française), "Rétrospective de films sur la Révolution."

At the Palais des Congrès, a spectacle entitled "La Liberté ou la mort" ("D'après Danton et Robespierre—une grande fresque révolutionnaire de Robert Hossein, texte d'Alain Decaux") plays for 2 and 1/2 hours without intermission. On the best-seller charts is the aforementioned's *Alain Decaux raconte la Révolution aux enfants*. *Figaro Magazine* is publishing a "Journal de 1789" that can be sampled here in the *Journal Français d'Amérique*. At the Grand Palais, "La Danse en Révolution" (Maurice Béjart); Théâtre du Bataclan, "Festival de théâtre révolutionnaire" par la compagnie Davielle.

In the provinces, two manifestations of note to AATF members: Blérancourt (Aisne), Musée de l'Amitié Franco-Américaine, "Les Américains et la Révolution française"; and Rouen, "Voiles de la liberté" ("les plus grands voiliers du monde se réunissent et descendent la Seine jusqu'au Havre"; from the 9th to the 16th). As for Franco-American manifestations in Paris, here is an excerpt from Jacques Chirac's press conference of Dec. 14, 1988:

Il existe trop de liens entre l'Indépendance américaine et la Révolution française pour ne pas célébrer avec éclat à

l'occasion du Bicentenaire l'amitié qui unit les peuples américain et français. C'est l'objet de la journée du 8 juillet, qui comportera trois temps principaux:

— le matin, l'inauguration du jardin de la Place des États-Unis, où sont érigées les statues de Washington et de La Fayette et qui aura été réaménagé dans un style américain;

— l'après-midi, la grande parade américaine du Bicentenaire, organisée par Journey Associates et Kuoni, qui verra défiler, de l'Hôtel de Ville à Chaillot, 51 fanfares des 51 états américains;

— le soir enfin, un concert sera donné sur la Seine devant l'Hôtel de Ville par l'Orchestre des Eaux Américaines, orchestre de plus de 120 instruments à vent célèbre aux États-Unis et qui sera conduit par son chef, M. Robert Boudreau.

Musical events are somewhat clouded by the controversies surrounding the Opéra de la Bastille, but this seems not to have affected plans for Jean-Michel Jarre's "Grand Concert-Spectacle" on the 14th (some say the 15th). On the 14th, the traditional military parade will descend the Champs-Élysées, and in the evening the Ville de Paris will put on a "Grand Feu d'artifice." Fireworks, festivities, and balls in Paris and throughout France will mark the event.

Please join us in Paris from the 10th through the 14th, and save by registering now: Pre-registration is \$50, on-site registration \$60.

Stirling Haig  
University of North Carolina  
at Chapel Hill

## AATF NATIONAL BULLETIN

Volume 14 Number 4  
April 1989

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

*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.

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

All items published in the *National Bulletin* are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication are indicated on the copies.

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

# JNCL-NCLIS WASHINGTON REPORT SPRING 1989

The Centennial Congress, which adjourned in late October, legislated some important provisions that will affect foreign languages, international studies and English as a second language. The 101st Congress, which convened in January, will face the difficult task of paying for these programs. President Reagan's final budget, sent to Capitol Hill on January 10, ignored the new programs and once again requested major reductions in federal assistance to education. President Bush shortly may submit a revised budget indicating how he intends to reconcile being the "Education President" with the necessity of being the "Economic President."

The last Congress created, as part of the Hawkins-Stafford Elementary and Secondary Education amendments, three significant pieces of new legislation: the Foreign Language Assistance Act, authorizing \$20 million for model elementary and secondary foreign language programs; Presidential Awards for Outstanding Foreign Language Teachers, authorizing \$1 million for two awards from each state; and the English Literacy Grants Programs authorizing \$26 million to teach adults the English language. Congress appropriated only \$5 million for the literacy programs. The others received no funding.

As part of the Omnibus Trade Act, the 100th Congress also created International Business Programs authorized at \$5 million to develop postsecondary international business centers to jointly educate students in business, area studies and foreign languages. They appropriated \$742,000 for this program. Additionally, Title VI of the Higher Education Act, Foreign Languages and Area Studies, authorized at \$55 million and previously funded at about \$32 million was reduced by about two million dollars. This title contains new provisions for foreign language centers, foreign language summer institutes, material acquisition, study abroad internships, and research that cannot be realized under current funding levels.

Even in the current deficit climate, JNCL-NCLIS intends to request that the 101st Congress fund all of these programs at their full authorization levels: \$20 million for model programs; \$1 million for teacher awards; \$5 million for international business programs; \$26 million for the literacy programs and \$55 million for Title VI. We are urging all of our members to write their Representative and Senators accordingly.

On the administrative front, the new Secretary of Education, Lauro F. Cavazos, in a speech to the Republican Governors indicated that he affords considerable importance to foreign languages and international education. On the negative side administratively, the Department of Education, in a forthcoming notice of proposed rule-making, may attempt to restrict the critical elementary and secondary foreign language programs in the Foreign Language Assistance Act to Arabic, Chinese, Japanese, and Russian.

Finally, two important coalitions have continued to make progress. The Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) now has 140 member associations attempting to find ways to promote foreign languages, international education and exchanges, publicly and politically. The English Plus Information Clearinghouse (EPIC) despite recent passage of English as the official language amendments in three

states, continues to publish a newsletter, provide information, and seek ways to promote literacy and English language programs as an alternative to the restrictive "English Only" approach of these amendments.

## NCLIS QUARTERLY SUMMARY JANUARY 1989

- Monitored and consulted with congressional staff regarding international programs in the reauthorization of the Taft Institute and Library Services bills. Responded to inquiries about the Critical Languages and Area Studies Consortium. Began preliminary discussions about possible language provisions in the reauthorization of Vocational Education. Developed strategies for dealing with appropriations in the 101st Congress.
- Discussed with Title II staff continuing provisions for funding through 1989 and new regulations/implementation of the Foreign Language Assistance Act. Briefed Title VI directors on new legislation and the recent changes in the foreign language provisions of this legislation.
- Developed a paper for the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) discussing current federal programs and alternative approaches to a national foundation. Detailed the pros and cons of such a foundation for inclusion in a National Education Association paper for CAFLIS.
- Planned and staffed a meeting of the English Plus Information Clearinghouse (EPIC) membership and a series of Steering Committee meetings. Edited two issues of *EPIC Events*.
- Completed the fifth state report on foreign language activities and initiatives focusing on teacher shortages, certification, and education. Developed a number of charts and maps to identify states with shortages and future problems.
- Presentations to the Massachusetts Foreign Language Association, the Illinois Conference of Foreign Language Teachers, the American Council of Teachers of Foreign Languages, the American Association of Teachers of German, the National Council of State Supervisors of Foreign Languages, and Montgomery County Foreign Language Teachers.
- Worked with the National Governors' Association's International Education Taskforce to assist in the production of a report to be issued in February. Appearing on C-Span, briefed the National Conference of State Legislature's Education Taskforce on language needs, state activities, future problems and state English Language amendments.
- Consulted with advisory groups to the presidential candidates concerning issues of international education, languages and literacy. Provided input to policy groups developing proposals for a new Administration in areas such as adult literacy and education for economic security.

## POST-CONVENTION SEMINAR SPONSORED BY THE CCIP

The Chambre de Commerce et d'Industrie de Paris is sponsoring a post-convention excursion/seminar to Berry, Touraine, Poitou and Paris from July 16-22, 1989.

Participants will enjoy four days at the crossroads of three areas, a trip to the heart of France. Prehistory, literature, and ecology make the region of Brenne, with its 1000 pools, a beautiful area. It was here that George Sand found her romantic inspiration. Passing by Chambord and Cheverny as far as Nohant and George Sand's house, participants will be welcomed by French people of the region and by local writers. There will be literary and musical evenings.

Lodging will be at Azay-le-Ferron with a choice of staying in an old post-house, in a 17th-century castle, or with a family. Program cost is \$895 per person (single supplement is \$175).

For more information contact M. Jacques Cartier, CCIP, 42, rue du Louvre, 75001 Paris.

## NEW PUBLICATION: ISSUES IN LANGUAGE PROGRAM DIRECTION

The American Association of University Supervisors and Coordinators of Foreign Language Programs (AAUSC) is proud to announce an agreement with Heinle and Heinle Publishers to publish an annual review on issues in directing university language programs. Appearing each November beginning in 1990, the Review will focus on a different theme each year. All contributions will be refereed by an editorial board, consisting of both AAUSC members and non-members, and other scholars in the field. Volumes will be distributed to all AAUSC members on a complementary basis and sold to libraries and individuals.

Topics and editors for the first three volumes are: 1990: *Problems Confronting Foreign Language Programs in the 1990s* Editor: Sally Sieloff Magnan, University of Wisconsin-Madison

1991: *Assessing Foreign Language Proficiency of Undergraduates* Editor: Richard Teschner, University of Texas at El Paso

1992: *Issues in TA Supervision* Editor: Joel Walz, University of Georgia

To submit articles for consideration, or for further information, contact:

Charles James, Managing Editor  
Department of German  
818 Van Hise  
University of Wisconsin  
Madison, WI 53706  
(608) 262-9747

Deadline for submission of articles for the November 1990 volume: April 1, 1990.

### A REMINDER

Send your materials for **CLASSROOM ACTIVITIES THAT WORK** to: The Editor, AATF *National Bulletin*, 431 Collins Avenue, Cincinnati, OH 45202.

## MATERIALS AVAILABLE ON THE FRENCH REVOLUTION COMMEMORATION 1789-1989

In preparation for the commemoration in 1989 of the French Revolution and the Declaration of the Rights of Man, the French government has created a special Bicentennial Mission which will work in close contact with many French-speaking countries and friendly nations. Senator Charles McCurdy Mathias, Jr. presides over the American Committee for the French Revolution, which is planning and organizing many commemorative events in order that this very important occasion receive due attention in the United States.

To bring together our two countries in a large scale educational effort, the Cultural Services of the French Embassy has prepared a number of varied and diversified documents and events to help teachers integrate this commemoration into their teaching and curriculum in 1989. These include traveling exhibits; audio and visual materials such as video cassettes, films, and synchronized slide shows; brochures about historical sites, monuments and personalities of the Revolution; and anthologies of texts and kits of reproductions of objects, paintings, prints, documents, games, calendars, and songs of and about the French revolution. These will be made available to teachers of French and to those of all other disciplines interested in using them in their schools. For further information as well as suggestions and ideas on developing cultural events for your schools, please contact the French Cultural Services of your region. (See September 1988 *NB* page 3 for addresses.)

## SPECIAL EVENTS TO MARK THE BICENTENNIAL OF THE FRENCH REVOLUTION

The Fondation pour la Démocratie, a Paris-based think tank specializing in the promotion of democratic institutions, has organized several events for the Bicentennial of the French Revolution in 1989, and American Independence. These should be of great interest to those who want to deepen their knowledge of the history of French and American democracies.

• *June 1-4: Franco-American Colloquium* will examine the differences of political conceptions between France and the United States, an opportunity for 100 Americans to meet with 100 Frenchmen two hundred years after the American Independence and French Revolution.

• *June 5-12: Historical and Political Tour in France* will trace the steps of Lafayette, Rochambeau, Montesquieu and Tocqueville. The participants will meet with the descendants of these men and be received in the castles of their ancestors. These residences are not normally open to the public.

• *July 1-16: French Democracy from its Origin until Today.* An exceptional course of history taught on the spot, leading from Paris to the eastern regions of France. The program overlaps both the American Independence Day and the Bicentennial of Bastille Days in Paris.

For further details write to Fondation pour la Démocratie, 106 rue de l'Université, 75007 PARIS, telephone: (1) 47.53.04.04, or call in the United States Natalie BANDEIAN-ZOLL, telephone: (203) 389-8676, 47 Northrop Road, Woodbridge, CT 06525.

## WOMEN IN THE FRENCH REVOLUTION

During the bicentennial celebration of the French Revolution with its many attendant activities, French teachers may wish to include some discussion of the role of women in the Revolution in their classes. This brief introduction and bibliography has been compiled so that instructors—and students—may research the topic.

Woman's place in the stratified society of eighteenth-century France was defined at birth through her family's situation. Then, for most, it was defined through marriage when she assumed her husband's rank or place in society. Thus women had less opportunity to participate in the social mobility that was slowly, almost imperceptibly, taking place. When the institution of slavery became a concern in the 1760s, the inevitable comparisons between women and slaves were made. Further, according to Diderot, women were treated as "eternal minors" and "imbecile children." In virtually all matters the husband and father exercised both actual and legal power over the person and property of his wife and children.

On the threshold of the French Revolution then, the legal and political status of French women was determined by both Roman law and local customs, the latter reinforced by strictures of the Catholic church that were particularly hard on women. As Marceline in Beaumarchais's *Le Mariage de Figaro* points out, men should be punished, not their victims. As women we are: "traitées en mineures pour nos biens, punies en majeures pour nos fautes." The *philosophes* advocated more opportunities for women: Condorcet was the most outspoken "champion des dames." In addition to theorists, women of *le peuple* were gradually making specific, concrete demands.

*Cahiers de doléances* detail women's demands in late 18th century France, and, indirectly, offer insights into their situation. *Cahiers de doléances* were drawn up as working papers for the various committees of the Estates General called for May 5, 1789 (the first session since 1614). While admittedly a small number of the total, women from the Third Estate did draw up *Cahiers*. Political equality and the right to divorce were sought, but the focus was on more general and more pressing problems such as poverty, prostitution (which women linked to economic conditions) and lack of education. There were repeated calls for more employment opportunities along with complaints that men were usurping their traditional occupations, requests for more midwives in rural areas, etc. The projected programs for women's education set forth by Talleyrand, Condorcet, and Lakanal endeavored to address these concerns. As Laclot warned women in *De l'éducation des femmes* (1783): "On ne sort pas de l'esclavage que par une grande révolution."

But women's participation in the Revolution entailed much more than petitions. During this period, as throughout French history, the women of the people participated courageously in the struggle. They demonstrated in street gatherings. Thousands converged on the Hôtel de Ville in Paris demanding bread. They then went to Versailles, to bring back the king. Michelet saw women as the vanguard of the Revolution itself. Willingly they suffered privations and contributed what little material goods they possessed to the Constituent Assembly to further the cause of the Revolution. While waiting for their recognition as *citoyennes*, they organized clubs such as le Club des Femmes Amies de la Vérité and le Club de la Citoyenne-Révolutionnaire and circulated feminist pamphlets. Their aims were to free women from the "chains" of marriage,

provide them with the same education that men received, and admit them to the same employments.

As Paul Hoffmann's extremely well documented thesis points out, (based on the writings of doctors, physiologists and jurists as well as major writers), it would be a simplification to reduce the feminine condition in the century of "progress" to an opposition between progressive and anti-feminist currents. More complex and nuanced theories and factors were present. Some tended toward utopianism while others posited "femininity" as a value and freedom for women to claim. The careers and writings of women such as Mme de Staël and Mme Roland provide personal insights into the problems of the time as do those of the militants like Théroigne de Méricourt, Pauline Léon, Claire Lacombe and Olympe de Gouges, author of the *Déclaration des droits de la femme et de la citoyenne* (1791). The First Article of her *Déclaration* proclaims: "La Femme naît libre et demeure égale à l'homme en droits." The Postscript exhorts: "Femme, réveille-toi. . . Quels sont les avantages que vous avez recueillis dans la révolution? Un mépris plus marqué, un dédain plus signalé." As a positive step to better woman's situation, de Gouges concludes with a model marriage contract.

It would take other revolutions and almost two centuries of struggle before French women were to attain the rights first publicly discussed and formulated during the French Revolution. Nevertheless, it is important to know about women's contribution to that event whose influence spread well beyond the borders of France. No longer was it a question of a few outstanding figures. Women and their rights first became a matter of public concern during the Revolution.

### BIBLIOGRAPHY

- Abensour, Léon. *La femme et le féminisme avant la Révolution*. Paris: E. Leroux, 1923.
- Blanc, Olivier. *Olympe de Gouges*. Paris: Syros, 1981.
- Bouvier, Jeanne. *Les Femmes pendant la Révolution*. Paris: Figuière, 1931.
- Brenton, C. Crane. *French Revolution Legislation on Illegitimacy, 1789-1804*. Cambridge: Harvard, 1936.
- Cahiers de doléances des femmes en 1789 et autres textes*. Paris: Des Femmes, 1981.
- Cerati, Marie. *Le Club des citoyennes républicaines révolutionnaires*. Paris: Éditions Sociales, 1966.
- de Charrière, Isabelle. *Une aristocrate révolutionnaire: Écrits, 1788-1794*. Isabelle Vissière, ed. Paris: Des Femmes, 1988.
- de Chastenay, Victorine L. *Mémoires de 1771 à 1815*. Paris: Plon, 1986.
- Duhet, Paule-Marie. *Les femmes et la Révolution, 1789-1794*. Paris: Julliard, 1971.
- Gelbart, Nina Rattner. *Feminism and Opposition Journalism in Old Regime France: « Le Journal des Dames »*. Berkeley: University of California Press, 1987.
- de Goncourt, Edmond, and Jules de Goncourt. *La femme au XVIII<sup>e</sup> siècle: la société, l'amour et le mariage*. (1862) Paris: Flammarion, 1982.
- Gouges, Olympe de. *Oeuvres*. Paris: Mercure de France, 1986. (Presented by Benoîte Groult).
- Hoffmann, Paul. *La femme dans la pensée des lumières*. Strasbourg: Université de Strasbourg, 1977.

*Continued on page 6*

## Women In The French Revolution

Continued from page 5

Lee, Vera. *Reign of Woman in 18th Century France*. New York: Schocken, 1975.

Levy, Darline Gay, et al, eds. *Women in Revolutionary Paris, 1789-95: Selected Documents*. Urbana: University of Illinois, 1979.

*Procès des femmes au temps des philosophes ou la violence masculine au XVIII<sup>e</sup> siècle*. Isabelle Viscièrè, ed. Paris: Des Femmes, 1985.

Roland de la Platière and Marie-Jeanne Philipon. *Mémoires de Madame Roland*. Paris: Mercure de France, 1986.

de Staël, Germaine. *Considérations sur la Révolution française*. Paris, Tallandier, 1987.

(The following works contain useful articles and bibliographies)

Fritz, Paul S. and Richard Morton, eds. *Woman in the 18th Century and Other Essays*. Toronto: Hakkert, 1976.

Jauds, Eva, ed. *Women and Society in 18th Century France: Essays in Honor of John Stephenson Spink*. London: Athlone, 1979.

Johnson, Douglas, ed. *French Society and the Revolution*. Cambridge/New York: Cambridge University Press, 1976.

Spencer, Samia, ed. *French Women in the Age of Enlightenment*. Bloomington: University of Indiana Press, 1984.

Traer, James. *Marriage and the Family in Eighteenth-Century France*. Ithaca and London: Cornell University Press, 1980.

Weitz, Margaret Collins. *Femmes: Recent Writings on French Women*. Boston: G. K. Hall, 1985.

Margaret Collins Weitz  
Suffolk University

## FULBRIGHT TEACHER EXCHANGE PROGRAM 1990-91

The United States Information Agency has announced details of the 1990-91 Fulbright Exchange Program.

The Teacher Exchange Program involves a one-on-one exchange for teachers at the elementary, secondary and postsecondary levels with suitable teachers overseas. The 1990-91 overseas exchange programs will likely involve Argentina, Belgium/Luxembourg, Brazil, Canada, Chile, Colombia, Cyprus, Denmark, Federal Republic of Germany, France, Hungary, Iceland, Italy, Mexico, The Netherlands, Norway, Philippines, Senegal, South Africa, Switzerland, and the United Kingdom. The number of exchanges available and the eligibility requirements vary by country. All programs are announced on a tentative basis and are subject to the availability of funds.

The program also provides opportunities for teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1990, seminars will be held in Italy and The Netherlands.

Applications will be available in the summer. The deadline for receipt of completed applications is **October 15, 1989**. For further information, write: Fulbright Teacher Exchange Program, E/ASX, United States Information Agency, 301 Fourth St., S.W., Washington, DC. 20547. Telephone: (202) 485-2555.

## SUMMER 1990 ROCKEFELLER FOUNDATION FELLOWSHIPS AVAILABLE TO TEACHERS OF FOREIGN LANGUAGES

The Rockefeller Foundation has recently approved another grant providing a fifth year of support to its highly successful Fellowship Program for High School Teachers of Foreign Languages, based at Connecticut College in New London, CT. The project awards \$4,500.00 each to 104 teachers for eight weeks of summer study in the United States or abroad. The Rockefeller Foundation has already committed a total of \$2.7 million to this effort to broaden faculty members' cultural and linguistic contact with the language they teach.

Teachers are encouraged to begin preparation for applications in the spring or summer to avoid conflicts with the beginning of the school year. All foreign language teachers in private or public schools who meet the eligibility requirements will be considered. The deadline for submission of completed applications for summer 1990 Fellowships is **October 31, 1989**.

Teachers can request applications from their nearest Academic Alliance collaborative or from the central fellowship office at this address: Rockefeller Foundation Fellowships for Foreign Language Teachers in the High Schools, Academic Alliances, Connecticut College, P.O. Box 2001, New London, CT 06320. Telephone: (203) 447-7800.

## POST SCRIPTUM: TEACHING CULTURE

I wish to propose a *post scriptum* to Timothy Scanlan's very useful list of sources for teaching culture in the January 1989 *National Bulletin*. As it happens, the items I propose are all relatively inexpensive, with an excellent *qualité-prix*.

Perhaps the best buy of all are the *Dossiers et documents du Monde*, published several times a year and which are in effect anthologies of articles that have appeared in that journal on various topics concerning contemporary France and the world today. Readers should be aware that much of what concerns France (including many advertisements) is omitted from the international editions of *Le Point* and *L'Express*, as of course is the case with the *Monde's sélection hebdomadaire*.

The British counterpart to *French Politics and Society* is *Modern & Contemporary France* (subscriptions: Dr. Sheila Perry, ASMCF, Department of Modern Languages, Lipman Building-Sanford Road, Newcastle-upon-Tyne, NE 1 8ST, England) — it is a bit less technical and more informative, with a periodical index and lengthy bibliographies of recent books. Finally, there is *Échos*, published four times a year "pour comprendre la France actuelle" — CIEP, 1 av. Léon Journault, 92311 Sèvres CEDEX, France.

Also note: The 1988 edition of Ardagh is called *France Today*.

Edward C. Knox  
Middlebury College

# LA RÉVOLUTION AU FÉMININ :

## TRICOTEUSES, POISSARDES ET AMAZONES

« Sans les femmes, pas de Révolution! » disait Mirabeau. En 1789, la France compte 12 millions de citoyennes, en majorité des paysannes. En ville, servantes, ouvrières, employées, reçoivent, pour un travail égal, un salaire deux fois moins élevé que celui des hommes. Ce n'est pas la seule injustice dont elles souffrent, loin s'en faut!

Aussi sont-elles concernées au premier chef à l'heure où l'on réinvente le statut de chacun... et de chacune. Une représentante de la sans-culotterie féminine, l'a proclamé : « elles ont bien le droit de monter à la tribune puisqu'elles ont celui de monter à l'échafaud ».

Pendant toute la Révolution, les femmes se battent pour la reconnaissance de leurs droits. Elles sont de tous les événements, de toutes les fêtes. Elles entrent en scène dès la prise de la Bastille. En petit nombre, il est vrai, mais elles y sont. Une parisienne de 18 ans y fait le coup de feu auprès de son amant; l'ouvrière Marie Charpentier, devenue infirme à la suite d'une blessure, figure parmi les « vainqueurs de la Bastille » auxquels on accorde une pension.

La grande journée des femmes, en 89, a lieu le 6 octobre lorsqu'elles vont chercher Louis XVI à Versailles. La famine menace et dans leur détresse, les parisiennes font appel à la bonté du roi. Lui les comprendra. Il fera cesser leur misère et elles arracheront à la mauvaise influence de la Cour, « le boulanger, la boulangère et le petit mitron ».

Les voilà parties, 8.000 environ, traînant des canons sur lesquels plusieurs se tiennent à califourchon. Elles arrivent à Versailles, crottées par la pluie, fourbues, n'ayant rien mangé depuis de longues heures. Vont-elles affronter les soldats du régiment de Flandre qui garde le château? Oui, mais à leur manière. Avec leur charme. Elles entourent la troupe, la prient de « ne pas faire du mal au peuple », séduisent les soldats qui fraternisent. Et le roi cède. Les femmes le ramènent à Paris, avec sa famille. « Les hommes ont pris la Bastille et les femmes ont pris la royauté », écrira l'historien romantique.

Les « tricoteuses » apparaissent après la déclaration de guerre d'avril 1792. Ce sont les femmes du peuple qui cousent, ravudent, rapiècent, font de la charpie pour les combattants. Et surtout elles tricotent. Elles tricotent partout. Dans les tribunes de la convention en apostrophant les députés. Aux séances du tribunal révolutionnaire où leurs clameurs : « À mort! À mort », recouvrent la voix de l'accusateur public. L'abbé Morellet dans ses *Mémoires*<sup>1</sup> les décrit, excitées, vociférant, « la plupart avec des yeux ardents, un maintien soldatesque, figures dignes du pinceau d'Hobarth ».

Elles tricotent même au pied de l'échafaud, ces citoyennes dont les aiguilles, à l'occasion, sont redoutables. Au premier rang du public, certaines trempent leur mouchoir dans le sang des suppliciés. L'une d'elle, Aspasia Carlemigelli, s'acharne sur le cadavre du député Féraud massacré en avril 1795. Ces viragos enragées contribuent à la réputation de harpies assoiffées de sang faite aux tricoteuses, alors que la plupart sont simplement des femmes engagées, soucieuses de voir triompher la Révolution.

À Paris, les adversaires des tricoteuses ce sont les poissardes, ces « dames de la Halle » qui ne risquent pas, elles, de souffrir de la pénurie. Souvent royalistes, en tout cas peu républicaines, elles négligent de porter la cocarde, ce que

n'apprécient guère les tricoteuses. En octobre 1793, ces dernières veulent les y contraindre. L'empoignade tourne à leur désavantage. Les poissardes « tombèrent sur elles et, de leurs robustes mains, leur appliquèrent, au grand amusement des hommes, une indécente correction », raconte Michelet<sup>2</sup>.

Et puis il y a les amazones qui, en uniforme, courent à l'ennemi. On les voit défiler en bon ordre, drapeau en tête, l'épée nue au côté, « avec cette vivacité gracieuse qui n'est qu'aux filles de France », écrit Michelet. Elles ne sont que quelques dizaines. Non que manquent les volontaires. Au contraire. Mais les Conventionnels ne voient pas d'un bon œil ces épouses, ces sœurs, ces mères désertant leur foyer pour aller faire la guerre. Aussi freinent-ils le mouvement.

Mais enfin il y en a. Elles sont canonniers, grenadières, voltigeuses, certaines sous-lieutenants et même lieutenants. Quelques-unes se rendent célèbres par leur bravoure : telle Marie Paule Parent et Liberté Rose Barreau. La plus jeune, Anne Quatresols, a 16 ans; la plus âgée, Madeleine Petitjean, 49 ans.

Les femmes guerrières sont écartées de l'armée par un décret d'avril 93. Certains les jugent responsables des premiers revers des troupes révolutionnaires. Un rapport de Carnot a effrayé la Convention : « Un fléau détruit nos armées : c'est le troupeau de femmes à leur suite. La dissolution des mœurs y est à son comble : elles énervent les troupes et détruisent, par les maladies qu'elles y apportent, dix fois plus de monde que le fer des ennemis. » Le général antiféministe a mis dans le même sac les femmes-soldats et les prostituées, les aventurières qui s'agglutinent aux troupes pour en tirer quelque parti. Résultat : les combattantes sont expulsées de l'armée avec les autres. On leur alloue « cinq sous par lieue pour regagner leur domicile ».

Ce tableau des femmes de la Révolution serait incomplet sans l'évocation des égéries, des épouses sublimes, des « figures de proue ».

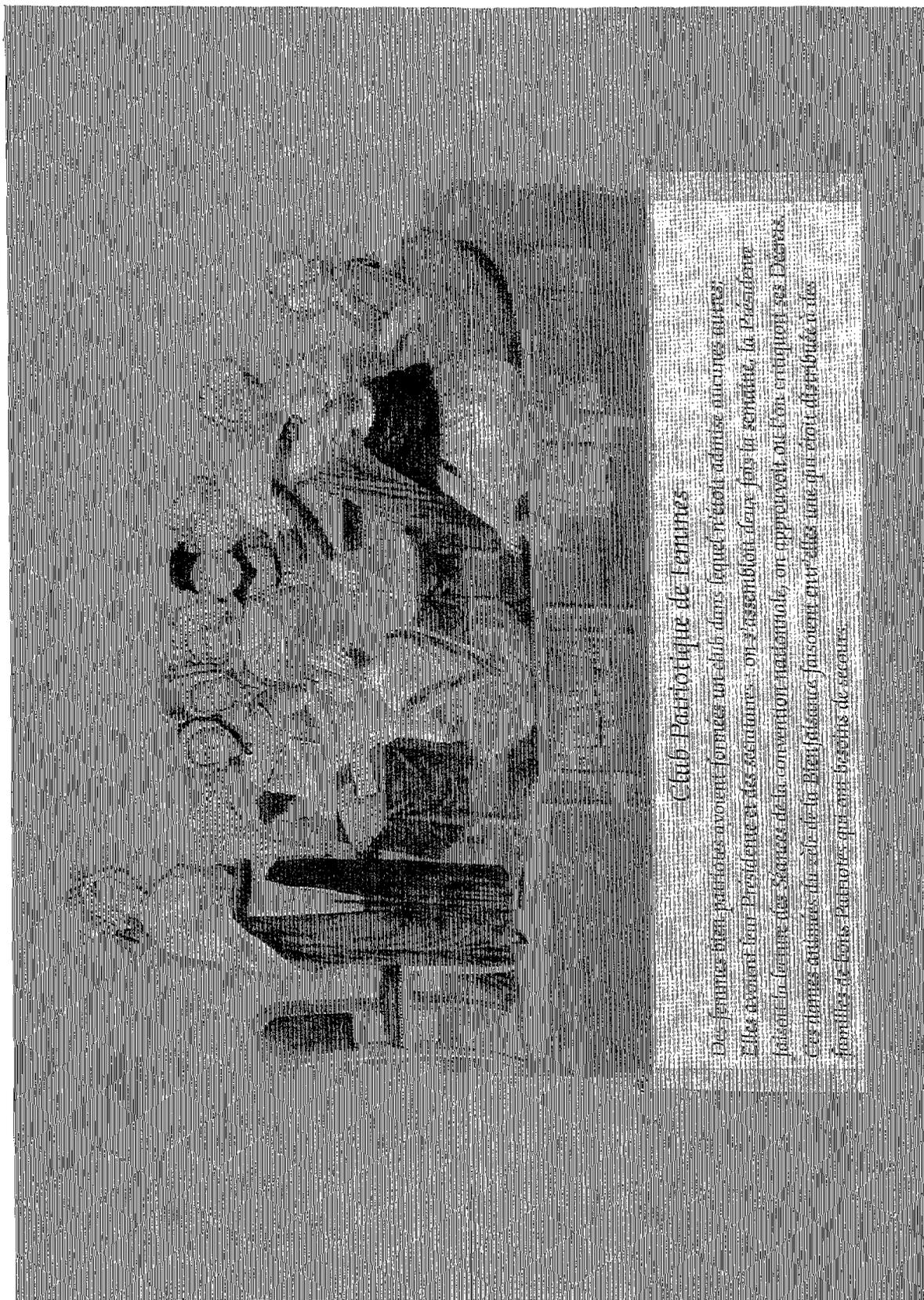
Camille Hérisson  
tiré de *L'Actualité en France*  
Série n°1, janvier 1989  
Service de Presse de  
l'Ambassade de France

<sup>1</sup> Abbé Morellet: *Mémoires*, réédité par le Mercure de France

<sup>2</sup> Michelet: *Les femmes de la Révolution*, réédité par Carrère

### DATE CHANGE

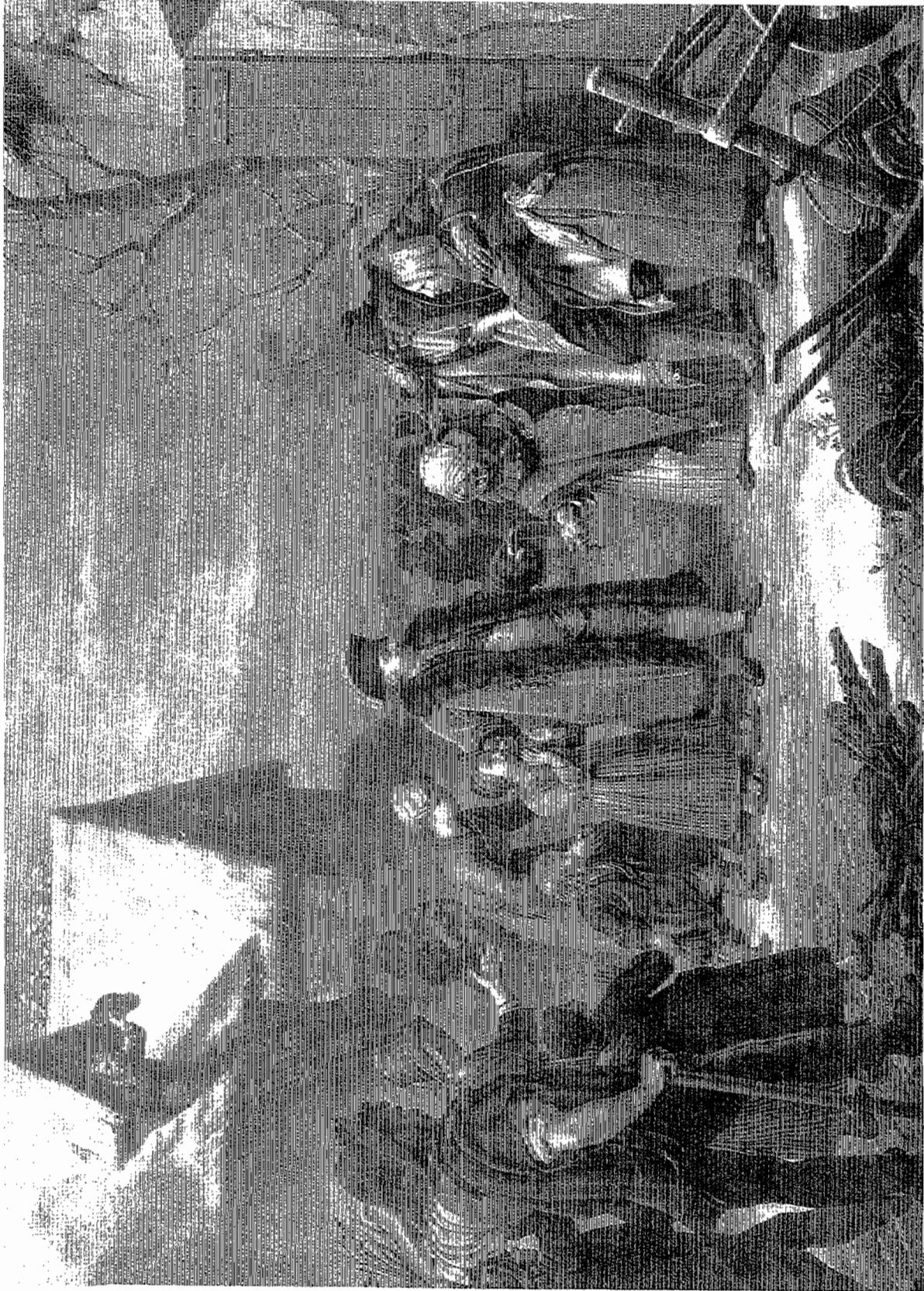
In the announcement of scholarships for *stages pédagogiques* at Aix-Marseille (see January NB, p. 5) the dates have been extended. The dates announced were July 3-20 but have been extended to **July 3-28, 1989**. Anyone who has applied for the scholarships should note this important change.



### Club Patriotique de Femmes

Des femmes bien patriotes avoient formées un club dans lequel n'étoit admise aucune autre. Elles avoient leur Présidente et des secrétaires : on y assembloit deux fois la semaine, la Présidente faisoit la lecture des Séances de la convention nationale, on approuvoit ou l'on critiquoit ses Décrets. Ces dames étoient au-delà de la Bienfaisance faisoient eux-mêmes une qui étoit distribuée à des familles de bons Patriotes qui ont besoin de secours.

1-11 - Club patriotique de femmes pendant la Révolution. (photo : Gérardon)



*1-10 - Au début de la Révolution, Louis XVI était un roi très populaire.  
Gravure de Hersent : Louis XVI secourant les pauvres pendant le rigoureux hiver de 1788. (photo : Roger-Viollet)*

## LOUIS XVI, ROI MALGRÉ LUI

« Qu'avait-il fait pour naître roi?... La nature l'avait destiné à être un habile et probe artisan. Les lois humaines en ont fait le chef d'un empire, pour son malheur et celui de son peuple », écrira Henri Martin.

Louis XVI a 35 ans lorsqu'éclate la Révolution. Timide, il a toute sa jeunesse fui le devant de la scène. À la mort de Louis XV, son grand-père, — il a 19 ans — les courtisans le trouvent en larmes, priant auprès de sa jeune femme. « O Dieu protégez-nous! Nous sommes trop jeunes pour régner ».

À l'âge mûr, Louis XVI est un homme de haute taille que gagne l'obésité. De sa physionomie a disparu la majesté mêlée d'élégance des Bourbons, conservé par Louis XV jusque dans sa dégradation. Michelet le décrit « lourd et vulgaire ». Il marche en roulant les épaules, en trainant le pas, et « sa tenue est négligée », déplore Madame Campan, première femme de chambre de la Reine<sup>1</sup>.

Glouton et grand buveur, il englouti à son premier repas, « quatre côtelettes, un poulet gras, six oeufs au jus et une tranche de jambon. Son souper sera plus sérieux : une cinquantaine de plats » nous rapporte A. Castelot. Manceron ajoute qu'il boit aisément, en plus du reste, une bouteille de champagne chaque jour. D'où ces torpeurs, ces somnolences qui le prennent en plein Conseil.

Ses passions : la chasse, la serrurerie, l'horlogerie. Il a mis au point une montre géante qui compte les mois, les saisons, les années, les phases de la lune. À la compagnie des courtisans, il préfère celle des gens de métier dont il a pris les manières. « Regardez ce grand garçon, disait son grand-père avec mépris. Il provoquera la ruine de la France et la sienne propre! » Intelligent, instruit, Louis XVI goûte fort les sciences naturelles et l'histoire. Le destin de Charles I<sup>er</sup> d'Angleterre qui a laissé sa tête sur le billot, l'impressionne et le fascine.

Le caractère? Il n'en a pas. Indécis, dépourvu de volonté et d'esprit de suite, il est soumis à des influences contradictoires dans lesquelles il s'empêtre. Il tient un journal dont l'indigence étonnera les historiens. La chasse, les repas, la messe envahissent les pages. « J'ai mangé une dinde. J'ai mal digéré ». C'est tout ce qu'il trouve à consigner lors des formidables journées de 1789. À la date du 14 juillet 1789, on lit : « Rien ».

À l'inverse de ses ancêtres, Louis XVI est un « civil ». « Jamais il ne porta l'uniforme, ne passa ses troupes en revue, ne conduisit une bataille. Il eut une rare méconnaissance de l'esprit du soldat et prit, avec les meilleures intentions, une série de mesures qui lui valut la désaffection de l'Armée ».<sup>2</sup>

Marié à la fille de Marie-Thérèse d'Autriche, Louis ne parvient pas à consommer son mariage. Une malformation (un phymosis: le prépuce trop fortement attaché au gland rend l'accouplement très douloureux) l'en empêche. On pourrait y remédier par une bénigne intervention mais il refuse. Ce handicap ajoute au complexe d'infériorité du roi et influence le comportement de la reine frustrée. La Cour se gausse de son malheur, tandis que le peuple, ignorant la vérité, l'accuse de frigidité. Un état de chose qui dure sept ans jusqu'au jour où le Roi accepte enfin d'en passer par le bistouri.

Homme pieux, devôt même, vénéré par le peuple — la Révolution commence au cris de « Vive le Roi » — Louis XVI est ouvert aux réformes. Il impose la liberté du com-

merce des grains, la suppression des corporations et de la corvée, l'abolition de la torture préalable. Goethe, salue « l'avènement en France d'un souverain montrant les meilleures dispositions à se consacrer à la suppression de tant d'abus en mettant fin au pouvoir arbitraire ». Mais hélas le Roi s'arrête en si bon chemin. Sa pusillanimité l'empêche de sévir contre les Parlements et les privilégiés qui multiplient les entraves à l'administration royale. Surtout lorsqu'il s'agit de l'égalité devant l'impôt. Ainsi laisse-t-il échapper ses chances de prendre la tête du mouvement réformiste et de faire de la France un pays rénové.

Vient la tourmente. Profondément honnête, Louis XVI est en paix avec sa conscience lorsque, tout en acceptant la Constitution, il conspire avec les ennemis de la Révolution. Ce double jeu n'est, à ses yeux, qu'une manœuvre légitime pour protéger la France des « usurpateurs ». Pour lui, le bien suprême c'est la Monarchie et la Révolution le mal absolu. Dès lors, la défense de sa couronne — ne la tient-il pas de Dieu? — justifie toutes les initiatives, y compris la duplicité, la ruse, l'appel aux souverains étrangers. N'est-il pas de tradition que les monarques fassent preuve entre eux de solidarité face à leurs sujets révoltés? Aussi Louis XVI n'éprouve-t-il aucun sentiment de culpabilité lorsqu'il monte dignement à l'échafaud le 21 janvier 1793.

Coupable Louis XVI aux yeux de la postérité? Certes! Mais non pas d'avoir commis « une multitude de crimes pour établir sa tyrannie en détruisant la liberté du peuple », comme le clamaient ses juges. Mais coupable de n'avoir pas compris les réalités de son siècle et d'avoir fait preuve de faiblesse à un moment décisif. Ses fautes, ses erreurs ne valaient pas qu'il les payât de sa tête. Mais ceci est une autre histoire, celle de la logique révolutionnaire qui exigeait, pour aller au bout de l'ébranlement profond de 89, que cette tête fût jetée, comme un défi, aux ennemis de la Révolution, accompagnée du cri des armées en route pour la frontière : « Vivre libre ou mourir ».

Pierre Lambert  
tiré de *L'Actualité en France*  
Série n° 1, janvier 1989  
Service de Presse de  
l'Ambassade de France

<sup>1</sup> Madame Campan: *Mémoires*, réédités par Le Mercure de France.

<sup>2</sup> Duc de Castries: *L'aube de la Révolution*, Tallandier, édit.

## FLES MATERIAL REQUESTED

We would like for the *National Bulletin* to provide information, thought-provoking articles, and classroom ready materials for teachers at all levels. We are aware of the lack of available materials for those teaching French as a second language to young children, elementary school children, and to middle-school children. We attempt to help fill this void at least a little whenever possible but we need articles and teaching materials that those of you in the FLES would be willing to share with others. Please send them to: The Editor, AATF *National Bulletin*, 431 Collins Avenue, Cincinnati, OH 45202.

## FILM FORUM

In response to readers' requests we instituted the **FILM FORUM**. The purpose of this column is to review films in terms of how usable they are in the foreign language classroom: do they reflect the francophone culture in an appropriate way? With some advance preparation, will students understand some, most, very little of the film? and how much and what types of advance preparation will be necessary for a given film? Is the subject matter acceptable for a secondary classroom? Are the visual images acceptable for a secondary classroom? (How did students and/or parents in a given type of community react to specific elements? — a kind of descriptive measuring stick that other teachers in similar communities might find helpful in order to prevent problems with parents.) How did students react to the film? Did they enjoy it? Want to discuss it, etc.? Why is the particular film appropriate to show to a secondary foreign language class? It is expected, also, that teachers will share their advance organizers (vocabulary sheets, questions/issues to think about while viewing the film, etc.) and their follow-up materials on a given film.

All of this discussion is meant to serve as a reminder to our readers to send their submissions for **FILM FORUM** to: Henry A. Garrity, Dept. of Modern Languages, St. Lawrence University, Canton, NY 13617. Telephone: (315) 379-5154. If we speak specifically to the secondary teachers here, it is because they are most vulnerable to parental fears, taboos, and prejudices. It is hoped that this column will help prevent complaints or difficult situations by a sharing of experiences. College and university teachers may also appreciate this type of information.

## MICHEL BRÛLÉ NOMMÉ DIRECTEUR GÉNÉRAL DU SECRETARIAT PERMANENT DES PEUPLES FRANCOPHONES

À Québec, le ministre de la Justice et ministre délégué aux Affaires intergouvernementales canadiennes, monsieur Gil Rémillard, et le président du Secrétariat permanent des peuples francophones (SPPF) monsieur Philippe Sauvageau, ont annoncé la nomination de monsieur Michel Brûlé au poste de directeur général du Secrétariat. Monsieur Brûlé est entré en fonction le 1<sup>er</sup> décembre 1988. Son mandat est d'une durée de deux ans.

Sociologue de formation, monsieur Michel Brûlé a d'abord été professeur de sociologie de la culture à l'Université de Montréal avant de travailler au ministère des Affaires culturelles du Québec.

Organisme voué au développement de la francophonie, le SPPF a été mis sur pied en 1981 pour convoquer et préparer les rencontres francophones de Québec. À ce rôle initial est venu se greffer celui d'accueillir dans ses locaux neuf organismes francophones de dimension nord-américaine ou internationale. Le Secrétariat reçoit également, tout au long de l'année, un nombre important d'individus ou de groupes en provenance de la francophonie nord-américaine. Ces multiples activités en font un lieu privilégié d'information et de diffusion sur la francophonie.

Depuis 1981, le Secrétariat s'est doté d'une commission consultative formée d'organismes représentatifs de l'en-

semble de l'Amérique francophone. Cette commission, qui se réunit une fois l'an, a pour principale mission de guider et d'orienter les interventions du Secrétariat.

Les rencontres francophones de Québec, qui avaient été amorcées en 1978, ont attiré jusqu'ici plus de 5 000 personnes. Les grands thèmes de ces réunions ont touché les communications, la jeunesse, l'animation culturelle, les aînés francophones, la coopération, la généalogie et l'histoire, les écrivains de langue française, la toponymie, etc.

## SPECIAL BICENTENNIAL PROGRAMS FOR YOUTH IN FRANCE

The Club des 4 Vents, in addition to its usual homestay programs in France for young people (12-18 years) or young adults (18-30 years), is offering the possibility to celebrate the Bicentennial of the French Revolution. Two programs are available for young people:

1. "On the steps of the French Revolution" (15-18 years) is a sightseeing tour from Paris to Grenoble (Vizille) including visits to famous sites of the French Revolution.
2. A biking tour from Paris to l'Arbresle near Lyon (16-18 years) will allow young people to discover "hidden" France in village feasts and celebrations.

For more information on these as well as the homestay programs, write to Le Club des 4 Vents, 1, rue Gozlin, 75006 Paris. Telephone: (1) 43.29.60.20.

## AATF MEMBERSHIP CARD

### Available from National Headquarters

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

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



### American Association of Teachers of French Année \_\_\_\_\_

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

## AATF SMALL GRANTS AWARDED

Fred M. Jenkins, Executive Director for AATF announces that practically all the requests for AATF small grants received before the Dec. 31st deadline will be met, at least in part. Here are the awards and the purposes to which they will be put:

1. **Reinaldo B. Spech**, Washington Irving HS, New York, NY: \$300. Purchase of books reflecting the presence and evolution of the French language in Third World countries; for use with minority students of French.
2. **Mary-Ann Pinto**, Rocky River Jr. HS, Westlake, OH: \$250. Purchase of audio tapes and other equipment to help attract more students to French through a special enrichment program.
3. **Kathy Pohndorff**, Rich East HS, Park Forest, IL: \$200. Purchase of three French films for a mini-course on French cinema with a view toward language practice and cultural enrichment.
4. **Suellen Newman**, The Hudson School, Hoboken, NJ: \$250. Preparation of videotape of French students in Rennes involved in an exchange with a class at the Hudson School, emphasizing authentic games as an expression of culture.

In all cases, additional outside funding is being sought to bring these projects to fruition. The imagination demonstrated by all applicants has been impressive. It is hoped that all these projects will be realized this academic year.

## CHAPTER NEWS MAINE CHAPTER

The Maine Chapter met at John Martin's Manor in Waterville on Saturday, November 19, 1988. Joe Scott, from the Middlesex School in Concord, MA, presented a demonstration of TACTICS, an aural-oral method for teaching communication skills. After lunch, there was a short business meeting, beginning with information about exchange programs and scholarships. Karen Larson may be contacted at Central High School in East Corinth for information about the Lorianne Boucher scholarship. Robin Ashe presented information about the NACEL exchange program. Henri Poirier delivered the Treasurer's report.

Lengthy discussion of the *Grand Concours* followed. The president called for three volunteers to administer and correct the exams, suggesting that all three be in the same or nearby school. Earl Cutler, Westbrook and Wanda Theriault, Windham, agreed to help. A discussion of the work involved and the merits of the test followed. It was suggested that the national organization should take charge of grading the tests, as does the ACL, and that the association should draft a petition at its spring meeting asking for same, and should contact the regional representative. The members present voted to suspend participation in the contest if not enough people were willing to take charge of administering and correcting the tests.

Julie Rand offered information about an immersion program for teachers, sponsored by the Quebec government. Julie participated in the program last summer. Another such program is being organized for summer 1990. Interested teachers should contact Julie.

Janice Clain  
Secretary

## SUMMER WORKSHOPS AT NORTHERN ARIZONA UNIVERSITY

Three one-week workshops for teachers of French will be held at Northern Arizona University during the summer 1989. One hour of graduate credit will be awarded for each workshop. All seminars will be conducted in French.

Workshop I: June 25-30 "French Art Through the Centuries"

Workshop II: July 30-August 4 "Advanced Placement Seminar"

Workshop III: August 6-11 "Contemporary France: Political, Economic, and Social Conditions"

All workshop leaders are national or international experts who have given similar workshops elsewhere.

For additional information and application materials contact Patricia W. Cummins, Project Director, Box 6004, NAU, Flagstaff, AZ 86011-6004. Telephone: (602) 523-2361.

## BIENVENUE EN FRANCE: TELEVISION MAGAZINE

**Welcome To France In The USA** is the monthly television show entirely devoted to France and designed to foster her rich culture, glamour, technologically advanced industry, her unique scenic sights and traditional products. Launched in September 1988 on Tempo Television the show is now running on **The Travel Channel**, nationwide.

The program, which highlights the significance of 1989, 200th Anniversary of the French Revolution, includes a calendar of all related events in the United States and France, in cooperation with the Bicentennial Committees in both Washington and Paris. It features Events Of The Month In France, with segments on: Lifestyle — Arts, Crafts, Sports, Fashion and Famous Designer Labels; Industry & Technology — Concorde, Train à Grande Vitesse and Minitel; Travel & Leisure, with an extraordinary array of regional diversities and gastronomic recipes.

**WELCOME TO FRANCE IN THE USA** is the latest achievement of Philippe Cambuzat and Bernard Naegel. They have specialized in magazine-format television and their two programs, *Trip Around The Table* and *Executives & Corporations*, appear on the French FR3 Channel and TV5 European Channel and have been running, for the past three and four years respectively, with great success.

For more information contact Ms. Claudine Fox-Auguié at GRAF\*INT, 555 Madison Ave., New York, NY 10022. Telephone: (212) 688-0564.

## CAUTION

Members are urged to be cautious about any financial transactions between themselves and International Messengers, a subscription agent for French newspapers and magazines (see January *NATIONAL BULLETIN*, p. 15, col. 2), in view of the fact that this organization, as of this date, has a substantial long-overdue debt with AATF National Headquarters.

F.M. Jenkins, Exec. Director

## GLEANINGS

A number of recent video releases have come to my attention which I wanted to share with you. Please note that I have not viewed any of these items.

The International Film Bureau (IFB, 332 South Michigan Ave., Chicago IL 60604-4382; telephone: 312/427-4545) has announced the release of *Paris Video Guide* by Hachette. This video, available in both French and English versions, is an overview of the city of Paris. It introduces the city to those who have not visited it and reviews the sections of major interest as well as pointing out new sections under construction for those familiar with the city.

The French version is narrated by a native speaker; however, if the vocabulary is prepared in advance with students, even intermediate level students should comprehend. It is ideal for advanced level conversation classes. For teaching convenience the video is numbered on-screen so that specific selections may be watched.

Famous landmarks are included such as St-Germain des Près, Notre Dame, le Quartier Latin as well as the Flea Market of Saint-Ouen, Père Lachaise cemetery, the Forum des Halles among others. Price including shipping is \$82.

Another video from IFB is *The Spirit of Switzerland*. This video presents a look at the country and its people, emphasizing its cultural, economic, and political diversity. Each of the linguistic areas—German, French, Italian, and Romansh—is highlighted. Other focal points are history and government, industry and agriculture, and the arts. The video is available in English, French, German, or Italian. Price including shipping is \$295 for purchase; \$35 for rental.

National Textbook Company has announced an on-location video *Video Passeport Français* produced in Paris and Bordeaux. The video is "situationally authentic" using a variety of native French residents, shown in the streets, cafés, and other natural and casual settings. The conversations become models for authentic pronunciation, idioms, and usage.

The video is divided into 15 units of three to five minutes. An instructor's manual, resource and activity book, a workbook, and an audio cassette of the video soundtrack are included in the package for \$99.95. For more information contact the marketing department of NTC at (800) 323-4900.

Another recent video *French Connections* follows the actual trip of two US high school boys to Montreal on a winter weekend. They must communicate with their hosts, two French-speaking Canadian teenagers. They make mistakes, they struggle with the language, but they do communicate. A surprise ending can lead to discussions of bilingualism and the special character of Quebec. For more information contact Josephine Dean Productions, 205 West End Ave., New York, NY 10023. Telephone (212) 874-2120.

Not a video, but of interest to those teaching the French Revolution is a kit on *La Révolution Française*. The kit includes 8 color posters (27x18) with comments and additional illustrations on the reverse side; 64 teaching charts with historical comments for each poster; 16 "fiches pratiques" ready for classroom use; and a 32-page booklet of vocabulary, games, etc. The kit costs \$44.95 and includes 8 issues of *Le Français dans le monde*. For more information contact Gérard Hamon, P.O. Box 758, Mamaroneck, NY 10543.

A final note concerns two new books on using computers in language classes. The first is by Macey Taylor and Laura

Perez, *Something To Do On Monday* from Athelstan Publications. The book is spiral bound in 8x11 format consisting of lesson plans and ideas to stimulate the teacher's own creativity. The book is sold under a special "site license" allowing unlimited copies of parts of the book to be made within the same site (building) for use in several classrooms. The cost including shipping is \$21.45. Write to Athelstan Publications, P.O. Box 8025, La Jolla, CA 92038-8025. Telephone: (619) 552-9353.

The second book from Athelstan is *A Guide to Courseware Authoring, Options in ESL/FL Instruction* by Sandra Hampson. The book describes thirty authoring products and illustrates the use of authoring programs in developing language courseware. It also contains a product index, a language and font index, a software directory and a bibliography. It is available for \$6.25 including shipping from Athelstan (see address above).

## CALLS FOR PAPERS

**THE FRENCH REVOLUTION AND ITS LEGACY SYMPOSIUM** at East Carolina University, November 7-9, 1989. AATF members are invited to submit an abstract of a paper, in English or in French, for this interdisciplinary symposium. Creative submissions of a theoretical, historical, or comparative nature are also welcomed. A selection of papers read at the symposium will be published. For additional information please contact: Frédéric Fladenmuller, ECUCBFR, Foreign Languages and Literatures, East Carolina University, Greenville, NC 27858-4353. Telephone: (919) 757-6543.

**SAMUEL BECKETT** special session of the Pennsylvania Modern Language Conference will be held at Duquesne University, September 8-10, 1989. Abstracts should be sent as soon as possible to Sylvie Rockmore, Department of French, Duquesne University, Pittsburgh, PA 15282.

**MARGUERITE YOURCENAR INTERNATIONAL COLLOQUIUM** will take place at the University of Antwerp, Belgium, on May 16-18, 1990. The theme will be "Roman, Histoire et Mythe." Those interested in presenting papers (15 pages; 25 minutes on a subject including at least two of the theme elements) are invited to send the title and a brief abstract to M. Maurice Delcroix, 59, rue Père Damien, B-1140 Bruxelles, Belgium. Deadline: **July 1, 1989.**

## MEMBERS' NOTES

Two secondary teachers of French, members of AATF, have been awarded NEH/Readers' Digest "Teacher-Scholars" grants for the academic year 1989-90. **Irene B. Marxsen**, Central High School of Macon, GA will research the topic "France since 1789: Perspective of Women Writers." **Marie-Hélène V. Davies** of Princeton Day School, Princeton, NJ will study "17th-Century French Drama and Culture." Teacher-Scholars receive stipends up to \$27,500 to replace their salaries or to supplement sabbatical pay up to the amount of their academic year salaries. As secondary schools seldom have sabbatical programs, these grants make it possible for teachers to spend a full academic year in rigorous, self-directed study within the humanities disciplines they teach.

## CALENDAR OF EVENTS

---

IMAGES OF AMERICA IN REVOLUTIONARY FRANCE: April 30-May 2, 1989, Georgetown. Information: Michèle R. Morris, Chair, French Department, Georgetown University, Washington, DC, 20057.

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 Raquidell, 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.

MLA/LINGUISTIC SOCIETY OF AMERICA SUMMER LINGUISTICS INSTITUTE: June 26-August 26, 1989, Tucson. Information: Susan Steele, Linguistics Dept., Univ. of Arizona, Tucson, AZ 85721. Telephone: (602) 621-6897. Electronic mail: STEELE@ARIZRVAX.BITNET.

AATF: July 10-14, 1989, Paris. Information: AATF, 57 E. Armory Ave., Champaign, IL 61820. Telephone: (217) 333-2842.

FOURTEENTH INTERNATIONAL CONGRESS OF LINGUISTICS AND PHILOLOGY OF THE ROMANCE LANGUAGES: September 4-9, 1989, Santiago de Compostela. Information: Congresso de Romanística, Departamento de filoloxia Galega, Facultade de Filoloxia, E-15703 Santiago de Compostela, Spain.

INTERNATIONAL CONFERENCE ON VOCABULARY AND APPLIED LINGUISTICS: September 29-30, 1989, Lyon. Information: H. Béjoint, Centre de Recherche en Terminologie et Traduction, Université Lumière, Lyon 2, 86, rue Pasteur, 69365 Lyon Cedex 7, France.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING. tba October 1989, Little Rock. Information: L. J. Walker, TJC International Language Center, 909 S. Boston, Tulsa, OK 74119. Telephone: (918) 587-6561, ext. 261.

HOFSTRA UNIVERSITY BICENTENNIAL CONFERENCE: THE FRENCH REVOLUTION OF 1789, October 5-7, 1989, Hofstra University. Information: Natalie Datlof, Cultural Center, Hofstra Univ., Hempstead, NY 11550.

PURDUE UNIVERSITY ROMANCE LANGUAGES CONFERENCE: October 5-7, 1989, W. Lafayette. Infor-

mation: Ben Lawton, Dept. of Foreign Lang. and Lit., Stanley Coulter Hall, Purdue Univ., W. Lafayette, IN 47907. Telephone: (317) 494-3827.

IOWA FOREIGN LANGUAGE CONFERENCE: October 6-7, 1989, Ames. Information: Walter Chatfield, Coordinator, IFLA Conference, Dept. of Foreign Languages, Pearson Hall, Iowa State Univ., Ames, IO 50010.

AMERICAN TRANSLATORS ASSOCIATION AND REGIONAL CONGRESS OF NORTH AMERICA: October 9-15, 1989, Arlington, VA. Information: ATA, 109 Croton Ave., Ossining, NY 10562.

EUROPEAN STUDIES CONFERENCE: October 12-14, 1989, Omaha. Information: Lee Busselman, College of Continuing Studies, PKCC, Univ. of Nebraska at Omaha, NE 68182. Telephone: (402) 595-2323.

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 20-21, 1989, Research Triangle Park, NC. Information: Anne Fountain, 2620 Mayview Rd., Raleigh, NC 27607.

ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: October 20-21, 1989, Springfield. Information: ICTFL, P.O. Box 5633, Springfield, IL 62705. Telephone: (217) 782-2826.

THIRTEENTH ANNUAL YOUNGSTOWN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES: October 27-28, 1989, Youngstown State University. Information: Foreign Language Conference, Dept. of Foreign Lang., Youngstown State Univ., Youngstown, OH 44555. Telephone: (216) 742-3461.

MIDWEST MODERN LANGUAGE ASSOCIATION: November 2-4, 1989, Minneapolis. Information: Maria A. Duarte, 302 English and Philosophy Bldg., Univ. of Iowa, Iowa City, IO 52242-1408.

RESEARCH PERSPECTIVES IN ADULT LANGUAGE LEARNING AND ACQUISITION: November 3-4, 1989, Columbus, OH. Information: RP-ALLA II, Foreign Language Center, 155 Cunz Hall, The Ohio State Univ., 1841 Millikin Rd., Columbus, OH 43210. Telephone: (614) 292-4361.

SECOND/FOREIGN LANGUAGE ACQUISITION BY CHILDREN: THEORETICAL ASPECTS AND PRACTICAL APPLICATIONS: November 16-17, Boston. Information: Rosemarie A. Benya, East Central Oklahoma State Univ., Ada, OK 74820.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 24-26, 1989, Boston. Information: ACTFL, P.O. Box 408, Hastings-on-Hudson, NY 10706. Telephone: (914) 478-2011. Note: Post-Conference workshops, Nov. 27-29.

MODERN LANGUAGE ASSOCIATION: December 27-30, 1989, Washington, D.C. Information: MLA, 10 Astor Pl., New York, N.Y., 10003-6981. Telephone: (212) 475-9500.

## A PORTRAYAL OF SEVENTEENTH CENTURY CULTURE VIA THE CONTE

It is sometimes difficult for intermediate to advanced French students to associate the events of a story with their appropriate historical settings. This task of making places and events come alive can be simplified by using *contes* (short stories). This use of a literary genre makes the language student aware of the many facets of French culture and civilization and, at the same time, aware of the environment in which so many historical events have occurred.

The Seventeenth Century, as an historical era, abounds with a wealth of material that interests many of today's French students. But one need realize that learning about Louis XIV, Versailles, and daily aspects of court life does not necessarily make students aware of the time period. For that, using the *conte* proves advantageous, and the most useful are those written by Charles Perrault (1628-1703): *Cendrillon* (*Cinderella*), *La Belle au bois dormant* (*Sleeping Beauty*), and *La Barbe-Bleue* (*Blue-Beard*), to name a few. (*Contes* published in 1697.)

These stories serve two purposes: first, most students know the basic "plot" (or think they do), but since the French versions differ from those in English, surprises await the students as they read; second, these stories provide unique glimpses into daily life at the chateau of Versailles. Interestingly, the places of the "action" in these tales correspond to real and still existing places. A careful reading of these *contes* combined with illustrated class discussions opens new avenues of history and culture that often remain overlooked by the general reader.

### SUGGESTIONS FOR INSTRUCTION

The instructor can begin by discussing Versailles as a popular tourist attraction today i.e., the various rooms and the park. Showing slides or films helps to orient the students so they better understand the general layout of the palace and the surrounding area. The new film *Versailles* (Kronos, VCR #925) is the most useful and can be viewed over a two day period—the first day for interior views and the second day for the park and the fountains.

### CENDRILLON

*Cendrillon* presents to its reader a colorful and revealing picture of several balls at Versailles as well as preparations for those balls during the reign of Louis XIV. The following are sample suggested topics.

Having received invitations to the ball, the step-sisters have their hair coiffed in the latest styles. This common occurrence provides an opening for a discussion of seventeenth century hair styles and the methods of maintaining those styles including the use of a paste to hold the hair in place and orange water for scent.

Cinderella's gown sewed with gold and silver thread interlaced with small precious jewels resembles very closely the one worn by queen Marie-Thérèse. To make this resemblance more clear, show the painting of queen Marie-Thérèse by Pierre Mignard (1612-95). A comparison of this gown and those worn by the step-sisters leads to a more complete analysis of ladies attire ranging from corsets (need for a small waist) to full-length gowns. One can complement this discussion of court attire by elaborating on the attributes of a beautiful woman including make-up.

To aid the students in their understanding of a royal entourage, look closely at the transportation needed for

Cinderella to go to the ball. A driver, valets, and footmen accompany the golden coach pulled by six light gray horses. Again the comparison to the queen is evident by looking at the painting *Entry of Queen Marie-Thérèse in Arras* by Adam Van der Meulen (1632-90).

To make students aware of the types of music played at such balls, one can listen to period dance music on the following records: *L'Apothéose de la Danse à Versailles*, CBS Label, #M37822; *Music at Versailles at the time of Louis XIV*, Turnabout Label, #TV34101S; *Musiques Royales à Notre Dame*, Turnabout Label, #TV 34232.

These sample references provide views of court attitudes and events generally overlooked by the modern day reader.

### LA BELLE AU BOIS DORMANT

To enhance their understanding of seventeenth century thought and attitude, have the students take special note that at the beginning of the story the king and queen have no children, and in accordance with contemporary standards, they adhere to certain rituals of penitence-trips to the waters, religious vows, pilgrimages, and certain diets. This opens the way for a more detailed discussion of religious beliefs and concepts.

Once again, we see a portrayal of everyday techniques when after pricking her finger and falling asleep, the methods used to try to revive the princess include throwing water on her face, unlacing her corset, hitting her hands, and rubbing her temples with distilled water flavored with essence of flowers.

Further evidence of Versailles as the setting for this *conte* can be drawn from the route of the prince as he enters the chateau to find the young princess. After crossing a large courtyard paved with marble, he climbs the stairs, enters the guard room, passes through several other rooms, finally arriving in a beautiful room where the princess is sleeping on a bed embroidered with gold and silver thread. After the princess awakens, she and the prince dine in a "salon" of mirrors with background music provided by the violins and oboes. They are married in the chapel of the chateau. By using slides, one can trace the prince's footsteps from the time he dismounts at the marble courtyard until he arrives in a bedroom closely resembling Louis XIV's in summer wall hangings, and finally to the chapel for the conclusion of the marriage ceremony.

### LA BARBE-BLEUE

As the students read this *conte*, make them aware of the prevailing attitude toward feminine curiosity. This can be followed by a discussion of the role women played in Louis XIV's court.

A second possibility is to examine the furnishings of the chateau in which La Barbe-Bleue lives—embroidered chairs, gold and silver table service, tables, mirrors, beds, etc.—all itemized as if for an inventory but a vivid portrayal of the rooms. Again slides serve to reinforce the concept of how Versailles was furnished in the time of Louis XIV.

### TEACHING METHODS

Each story is divided into sections, one section to be read and discussed daily. A work sheet is provided containing pertinent vocabulary for which the students are responsible and discussion questions that pertain to the assigned section. Homework entails reading the selection and pre-

paring a short oral response to the questions on the guide sheet. The next day, class consists of a brief vocabulary drill (usually French definitions to the assigned words) and then discussion of the text using the questions as guidelines. Since the emphasis is oral to allow for conversation and discussion, the students need not write at this point. It is best not to interrupt a student's response for grammatical corrections. After discussing the entire story, the students now provide written answers in complete sentences to selected questions already discussed. This serves as a review, reinforces the vocabulary, and can allow time for grammatical explanations.

### SUGGESTED STUDENT ACTIVITIES

1. Have the students act as tourist guides at Versailles, each responsible for explaining the furnishings of a room (King's Bedroom, Queen's Bedroom, Hall of Mirrors) as well as various parts of the park (fountains, Grand Trianon, Hamlet).

2. The students can write their own shorter versions of the *contes* using the newly acquired vocabulary but changing the events to suit their creative minds.

3. Have the students play various personages within the *contes* preparing their own dialogues and presenting skits to the class (in costume if desired).

Possibilities include:

- a. Cinderella and her step-sisters before and after the balls;
- b. Cinderella and the prince as they dance;
- c. Various ladies at court who react to Cinderella's presence at the balls;
- d. Sleeping Beauty and the prince after she awakens and as they dine;
- e. The caretaker and Sleeping Beauty's step-mother;
- f. The prince and his mother as he leaves for war;
- g. Sleeping Beauty and the caretaker as he prepares to kill Sleeping Beauty;

- h. The dilemma of the caretaker - oral monologue;
- i. The caretaker and his reports to the step-mother;
- j. Bluebeard instructing his wife on what she can and cannot do.

### RESULTS

As the students progress in their language skills using these *contes*, an association/awareness occurs, and the students tend to remember better when they can assimilate what they have learned in such a manner. Since the vast majority of work is done in French, this gives the students a sense of accomplishment. Unknowingly, they have attained three basic goals of language learning. They have read an original French story; they have discussed and written about that story in French using new vocabulary; and they have formed an association between a story and a historical place and the culture it represents.

### RESOURCES

These resources (or chapters therein) provide needed background information and useful class material. More detailed material can be found by consulting the bibliographies of these books.

Levron, Jacques. *Daily Life at Versailles*. New York: Macmillan, 1968.

Lewis, W. H. *The Splendid Century*. Garden City: Anchor, 1957.

Prince Michael of Greece. *Louis XIV The Other Side of the Sun*. New York: Harper, 1983.

SLIDES. Éditions la Goélette.

Van der Kamp, Gerald. *Versailles*. New York: Park Lane, 1981.

Ziegler, Gilette. *At the Court of Versailles*. New York: Dutton, 1968.

Donald E. Witt  
John Handley High School  
Winchester, Virginia

---

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

Second Class Postage Paid Champaign, IL 61820
--