

FROM THE PRESIDENT . . .

THE AATF IN PARIS, JULY 10-14, 1989

"Pourquoi ces festons, ces fleurs, ces guirlandes? Où courait cette foule, comme les flots d'une mer en furie, sous les torrents d'un soleil tropical qui répandait sa chaleur sur nos guérets?" While no *guérets* were visible from the Champs Elysées, Homais's words could nevertheless serve to describe the crowds and the heat that attended the grand AATF Paris Convention, and perhaps even provide ironic inspiration for this brief journalistic piece, written in haste after my return from France at the end of July. It is intended to give an overview of the proceedings and highlights of the convention to those who were not able to be in attendance at this extraordinary event.

First of all, our Convention was a resounding numerical success, with over 950 registrants and well over 1000 attendees. This certainly made it the largest, or perhaps the second largest convention in my memory, which goes back to nearly 20 years of AATF gatherings. It must also be said that the convention site itself turned out to be magnificent. The Palais des Congrès was a thoroughly modern facility where AATF had rented convention space on the advice of the Chambre de Commerce et d'Industrie de Paris (CCIP). Thanks to the large number of registrants, virtually all of the meetings were well attended. I had told one workshop organizer to expect 30 participants; more optimistic than I, she prepared for 60, and on the day, 100 actually turned out. (Meetings were scheduled for the mornings, with afternoons free to sample at leisure the pleasures of the world's most beautiful city, more resplendent than ever in its Bicentennial dress.) Over 40 exhibitors' booths offered our members a chance to stock up on brochures, books, *prospectus*, and the *realia varia* that we all stuff our suitcases with while in France. My own prize trophy is a bright red, cocarded Phrygian cap, with which I shall henceforth coif myself when my baffled undergraduates reach Hugo's line, always cryptic to them, "Je mis un bonnet rouge au vieux dictionnaire."

At this point, however, I must stop to thank the CCIP and the Services Culturels de l'Ambassade de France (SC) for their indispensable support, both moral and material. Our thanks go in particular to MM. Patrick Talbot and Claude Kieffer of the SC's New York office for a most generous subsidy. Other individuals deserving mention for their hard work of preparation are first of all our Executive Director, Fred Jenkins and his staff, and Prof. André Maman for his organization of the plenary session on *la francophonie*; then MM. Jacques Cartier, Directeur des Relations Internationales, CCIP, and Philip Stewart, Past President, AATF. Our indebtedness to the latter two, for both immediate and long term service to the AATF, may be gauged by the Exec-

utive Council's decision to elect both of them to honorary membership.

The Executive Council (EC) met in advance of the convention, on July 8 and 9. A full account of its actions, thanks to the busy pen of John Garvey of National Headquarters, will appear in the "Minutes" in a forthcoming issue of the *French Review*, but a few items may be mentioned now. I should particularly like to congratulate our Vice Presidents on their broad range of activities. VP's Pat Cummins and Ann Harrison give continuing impetus to the MoPed Commission, which has now been renamed the AATF Pedagogical Commission. The Commission's work has been reported in recent issues of the *French Review*, and more is in the offing. Vice-President Josette Smith's *stagiaires* to France studied in Paris rather than Avignon this summer, and we shall be hearing more about this successful program. Prof. Joseph Murphy reported to the EC on the revised and final Report of the Commission on Professional Standards. The EC gave its blessing to this important document (it will become available later), and to the AATF's intent to pursue discussions of our "Syllabus of Competence" with the National Board for Professional Teaching Standards (more on this after the ACTFL meeting this November). Our National French Contest continues to be a highly visible, indeed prime activity of the AATF, for which we must thank Mr. Sidney Teitelbaum. *Inter alia*, the EC mandated improved procedures for the administration of the test. The *AATF National Bulletin* and the *French Review* are in good health, and the editors of the *FR*, Prof. Ronald Tobin in particular, were complimented for achieving impressive savings in the cost of printing our journal, and for the preparation of the special Bicentennial number. The EC also heard reports on National Headquarters' activities from Executive Director Fred Jenkins. (Continued on page 2)

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FROM THE PRESIDENT . . .

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Future convention sites were maintained (1990: New Orleans; 1991: Minneapolis; 1992: Strasbourg), and members should mark their calendars now: **AATF National Convention, July 2-5, 1990 in New Orleans. Current planning anticipates 2 full-day workshops on July 1, and half-day workshops on the afternoons of the regular meeting dates. Proposals for papers, sections, and workshops may be submitted to Stirling Haig, President, AATF, Dept. of Romance Langs., CB#3170, Univ. of North Carolina at Chapel Hill 27599-3170. Francophone proposals are particularly welcome.**

July 9 was devoted to hearing reports from our Regional Representatives. I know of no people who work harder or more devotedly on behalf of the AATF and our profession. Their *bonne volonté* is exemplary. I listened to their reports in complete admiration for the commitment of the RR's. Here is the *travail de base* without which AATF would not exist.

On to the opening day of the convention — at our lengthy but impressive *séance d'ouverture*, we heard first of all greetings from M. Bernard Cambournac, the President of the CCIP:

Monsieur le Ministre,
Messieurs les Présidents,
Monsieur le Secrétaire Général,
Mesdames et Messieurs les Professeurs,

Aujourd'hui s'ouvrent les travaux de votre congrès. Je suis particulièrement heureux de vous accueillir. Je le fais avec toute l'amitié et toute l'estime que mérite votre Association, réputée pour la qualité et le dynamisme de ses actions.

Vous êtes particulièrement bienvenus dans ce Palais des Congrès, filiale de la Chambre de Commerce et d'Industrie de Paris et symbole de l'ouverture sur le monde de la capitale française, puisqu'il accueille un très grand nombre de congrès internationaux. Vos travaux, placés sous le signe de l'économie et de la culture, se déroulent à la veille de la commémoration du Bicentenaire de la Révolution française.

C'est le défi que vous aviez décidé de relever. Vous y êtes parvenus et vous avez pu bénéficier du soutien actif de la Ville de Paris qui s'est associée à ce projet dès son origine, et bien sûr de l'adhésion totale de la Chambre de Commerce et d'Industrie de Paris.

J'ai plaisir à vous dire combien les relations entre votre Association et notre Compagnie consulaire me paraissent excellentes. Nous travaillons ensemble depuis de nombreuses années à la poursuite d'objectifs qui nous tiennent à coeur : renforcer les liens d'amitié et les échanges économiques entre nos deux pays et, d'une façon plus générale, favoriser le développement de la francophonie et des valeurs culturelles qui s'y rattachent. Vous représentez dans le monde l'association la plus importante de professeurs de français, langue étrangère.

Vous assumez, à ce titre, la responsabilité, lourde et passionnante, d'assurer la diffusion dans votre pays de la langue et de la civilisation françaises.

Je voudrais vous remercier chaleureusement de l'énergie, de l'enthousiasme et de la conviction que vous savez mettre au service de cette cause.

Par la nature de ses actions, votre Association représente un trait d'union particulièrement efficace entre

nos pays qui se connaissent pourtant depuis si longtemps et qui se fréquentent chaque année de plus en plus.

Je puis vous assurer de la volonté de la Chambre de Commerce et d'Industrie de Paris de poursuivre les initiatives engagées avec vous. Leur bilan est, en effet, largement positif, comme en témoignent les chiffres dont j'ai eu connaissance.

La Direction de l'Enseignement de notre Compagnie organise des examens de Français des Affaires et des Professions dans 54 pays. Il faut savoir qu'un tiers des centres de préparation à ces examens — soit près de 150 — sont situés aux États-Unis et répartis sur l'ensemble du territoire de votre pays.

On constate ce même pourcentage d'un tiers pour le nombre de professeurs américains qui participent chaque année aux stages d'été que nous organisons sur l'enseignement du français des affaires et l'étude de l'environnement économique et culturel de la France et des pays francophones.

Nous formons également tout au long de l'année, à la demande des Universités et des Écoles américaines, des groupes d'étudiants désireux d'accomplir en France une partie de leur cursus.

Cette action s'inscrit tout à fait dans le cadre des principes qui guident notre politique en matière de formation car la Chambre de Commerce et d'Industrie de Paris est l'un des principaux acteurs du système éducatif français, après le Ministère de l'éducation nationale.

AATF NATIONAL BULLETIN

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Elle gère, en effet, 32 établissements d'enseignement qui assurent chaque année, dans les disciplines les plus diverses, la formation de plus de 10,000 étudiants et le perfectionnement de plus de 30,000 adultes.

L'enseignement auquel nous croyons, et que nous mettons en œuvre dans nos Écoles, est celui qui sait s'ouvrir aux autres pays et aux autres cultures. Pour illustrer ce propos, je vous indique que nos établissements de formation ont passé, pour certains d'entre eux depuis près de 20 ans, des accords avec environ 24 collèges ou universités américaines et que plus de 1,500 de nos étudiants ont fait l'an passé un séjour d'un mois au minimum à un an au maximum dans des institutions universitaires ou dans des entreprises de votre pays.

Dans le contexte d'internationalisation croissante des marchés, il nous paraît essentiel, en effet, de lier étroitement les notions de langue et de culture aux impératifs et aux caractéristiques de l'économie. Je sais que c'est dans cette direction que vous conduisez aussi votre action et je m'en réjouis.

Nous partageons donc des convictions qui nous rapprochent, ce qui nous permet d'envisager avec optimisme l'avenir de nos relations.

Votre Congrès qui, pour la deuxième fois, se déroule à Paris en est un témoignage éclatant.

Je forme le vœu, très simple et très sincère, que vos travaux soient fructueux et ouvrent de nouvelles perspectives à notre coopération.

En vous souhaitant à nouveau un excellent séjour dans notre capitale, qui vous permettra de participer aux manifestations qui vont s'y dérouler ces jours-ci, je vous redis notre reconnaissance pour l'action que vous menez. C'est donc un plaisir tout particulier que j'éprouve à me trouver, ici et aujourd'hui, à vos côtés.

M. Cambournac then read the following message from M. François Mitterand:

MÉSSAGE DU PRÉSIDENT DE LA RÉPUBLIQUE
À L'OCCASION DU CONGRÈS DE L'ASSOCIATION
AMÉRICAINNE DES PROFESSEURS DE
FRANÇAIS

Votre congrès se tient alors même que nous nous apprêtons à célébrer le Bicentenaire de la Révolution française et de la Déclaration des Droits de l'Homme.

Je tiens d'abord à saluer votre action. La persévérance et l'intelligence que vous mettez au service de la diffusion de notre langue et du rayonnement de notre culture sur toute l'étendue du territoire des États-Unis d'Amérique nous sont très précieuses.

Votre réunion me donne l'occasion de redire combien nous est chère l'amitié qui, depuis deux siècles, unit le peuple américain et le peuple français. Nous nous sentons proches de vous car nous avons participé aux mêmes combats et partagé les mêmes victoires pour la défense des mêmes valeurs.

Je souhaite que ce Congrès de l'Association américaine des professeurs de français soit fécond et vous donne toutes les satisfactions que vous en attendez tant pour l'exercice de votre profession que pour le renforcement de tout ce qui unit les cultures française et américaine.

At the opening session, the AATF was honored to welcome and to be addressed in Paris by the following personages: M. CAMBOURNAC (as noted); M. Alain DÉCAUX, Ministre délégué chargé de la francophonie; M. Pierre COLLOMBERT, Directeur de la Commission franco-américaine d'Échanges universitaires et culturels; M. Hervé BAZIN, Président de l'Académie Goncourt; M.

Roland DELRONCHE, Vice-Président de la Fédération internationale des professeurs de français; and M. Jacques CHIRAC, Maire de Paris. The members heard M. Christian VULLIEZ on "Les Enjeux culturels et économiques de la France au seuil du troisième millénaire" and M. André FONTAINE, Rédacteur-en-chef du journal *Le Monde* on questions of *francophonie*. The text of M. FONTAINE's address will appear later in the *French Review*.

The *séance d'ouverture* ended with some brief remarks of my own:

Monsieur le Ministre, Monsieur le Président, Monsieur le Maire, chers membres de l'AATF, chers invités:

Notre congrès est placé, comme vous le savez, sous le signe de la francophonie, puisque c'est bien là le sens de notre thème: « Le monde du français, 1789-1989 ». Les dates renvoient à cette révolution qui fut peut-être la plus importante du monde moderne. Aujourd'hui, même si on peut condamner certains aspects de cette Révolution, on peut dire avec certitude qu'elle nous a légué des acquis solides et précieux. Ceux-ci s'expriment dans l'ensemble des principes énoncés dans ce document remarquable que fut la « Déclaration des Droits de l'Homme et du Citoyen ». Ces droits — « humains » — dirions-nous aujourd'hui, car nous ne voudrions plus oublier, comme Condorcet l'avait déjà fait remarquer, « la moitié du genre humain » — ces droits nous arrivent en droite ligne de 1789 (et je dirais de 1776 aussi); ils ne sont mis en question ni à gauche ni à droite; à Paris, à l'Arche de la Défense, ils reçoivent une spectaculaire consécration officielle. Leur souffle n'est guère essoufflé, il se fait sentir dans les régions les plus éloignées du globe. Et parmi ces droits, le plus fondamental est peut-être la liberté d'expression. Nous le savons bien — nous qui sommes enseignants.

Selon l'article XI de la Déclaration, et je cite, « La libre communication des pensées et des opinions est un des droits les plus précieux de l'homme : tout citoyen peut donc parler, écrire, imprimer librement . . . »

Français et Américains se reconnaissent dans ce texte; notre « Bill of Rights », en tout premier lieu, reprend le même souci : « Congress shall make no law . . . abridging the freedom of speech ». De cela pouvons-nous conclure, deux cents ans plus tard, que ce droit est hors d'atteinte? Pour ma part je n'oserai l'affirmer sans ambages. Ce qui est sûr, c'est que ces textes ne seront pas effacés. On peut écraser une statue — une statue reconnue par des millions de Français et d'Américains — une statue dont l'inspiration même est franco-américaine.

Mais on ne saurait écraser une idée. Je pourrais en ce moment citer Voltaire ou Victor Hugo, mais je préfère citer l'humble personnage d'un film de Jean Renoir — et ce film s'appelle justement *La Marseillaise*. Il s'agit des mots d'un soldat français sur le champ de bataille de Valmy — avant de se battre, il prononce ces mots : « Si aujourd'hui ils arrivent à nous écraser, ils n'écraseront pas ce que nous avons apporté au monde ».

Nous ne nous flattons pas d'avoir inventé la liberté — veillons néanmoins, de notre mieux, à la chérir et à la nourrir, là où elle surgira.

From this auspicious start, the convention continued for five days through the business meeting on the morning of the 14th. Too many fine sessions and papers were heard to list here, but a few programs are still available on request from National Headquarters. (Please include

a 5" x 7" self-addressed, stamped envelope.) A brief article on the convention appeared in *Le Figaro* (samedi 15-dimanche 16 juillet), and *Le Monde* (dimanche 16-lundi 17 juillet) published an interview with Past President Stewart under the heading "Molière and Chateaubriand" (sic). The Delegate Assembly reconfirmed an important change in the AATF Constitution. This change provides for the creation of the office of President Elect, and its implementation means that another presidential election will be conducted in the fall of 1990 in order that the President Elect may take office at the beginning of 1991.

During the convention week, members were invited to a number of social events: a reception hosted by the CCIP at their magnificent headquarters on the Avenue Friedland, a reception offered by the Ville de Paris in the ceremonial rooms at the Hôtel de Ville, and a smaller exposé/reception in the offices of *Le Figaro*. For these kind hospitalities, we thank, respectively, M. Bernard Cambournac, M. Jacques Chirac, and M. Philippe Villin. Members who took the Academic Arrangements Abroad (AAA) package had a Vedettes de Paris cruise on the Seine and an evening of spectacle and fireworks at Meaux. About 35 teachers and administrators took advantage of the free stages offered during July in Aix-en-Provence (our thanks go to M. Jean-Jacques Bousquet). Other members joined the post-convention tours organized by AAA and the CCIP, and around 100 members travelled to Lisieux in Normandy, where they were the guests of the Centre d'Études franco-américain (our thanks go to M. Philippe Alméras).

The *National Geographic*, *Newsweek*, and other American and French publications have no doubt brought you up to date on new Parisian monuments, the economic summit meeting, as well as the events of the 14th: the *parade Goude* and Jessye Norman's stirring rendering of *La Marseillaise*. And so I end — *Feu d'artifice — rideau — rendezvous à la Nouvelle Orléans*.

Stirling Haig
University of North Carolina
Chapel Hill, N.C.

BIBLIOGRAPHY OF COMMUNICATIVE ACTIVITIES

The Centre international de recherche sur le bilinguisme of Laval University announces publication of the *Annotated Bibliography for Developing Oral Proficiency in Second and Foreign Languages* by Joel Walz of the University of Georgia. Dr. Walz summarizes the contents of over 160 publications that describe at least five techniques for eliciting oral communication in class, and he classifies them according to the proficiency level(s) required according to the ACTFL/ETS scale. All the publications are available through any major library in North America. The bibliography also has an author and a subject index, the latter including a listing of publications according to languages used in the examples. (Twenty-nine are in French.)

To order a copy, send a check for \$5.50 postpaid in North America or \$6.50 elsewhere requesting publication B-171 to the Centre international de recherche sur le bilinguisme, Pavillon Casault, 6ème sud, Université Laval, Québec G1K 7P4, Canada. They will include a copy of their extensive list of publications.

NEH ENCOURAGES UNIVERSITY PROFESSORS TO DEVELOP SUMMER SEMINARS FOR 1991

The National Endowment for the Humanities (NEH) is requesting that University professors develop summer seminars in French literature and culture that would be of interest to school teachers, including those primarily involved in teaching the French language. Similar seminars have been offered in the past but very few have been available in the foreign language for school teachers of French.

The NEH is an independent grant-making agency established by Congress in 1965 to support research, education, and public projects in the humanities. Among its programs are the Summer Seminars for School Teachers. At the core of these seminars is the belief that the significant texts of civilization form the foundation of learning in the humanities. Knowledge of these texts constitutes both the starting point and the focus of educational inquiry.

Summer Seminars for School Teachers are offered by the NEH to provide teachers a unique opportunity for intense advanced study of significant texts. The seminars can be four, five, or six weeks in length depending on the seminar. Fifteen teachers are selected to attend each seminar offered and work under the direction of an accomplished teacher and active scholar.

Prospective seminar directors have wide latitude to design their seminars in their own fields of interest, but they should keep in mind the two essential guidelines of the program: (1) that each seminar focus on a limited number of primary works in the humanities, and (2) that the works chosen be studied intensively and in their own right — not simply as relevant to the development of a particular theme or idea. Seminars should be especially designed for this program and are not intended to duplicate courses normally offered by graduate departments.

All proposals to direct summer seminars are reviewed by disciplinary panels of school teachers, former directors, and other teacher-scholars, who then make recommendations to NEH about the proposals.

NEH and AATF (see "Report of the AATF Commission on Pedagogy" elsewhere in this issue of the *National Bulletin*) wish to encourage university professors to develop seminar proposals for teachers of French, to be offered in French. Such seminars could focus on literature, art history, music history, history, politics, and civilization topics using appropriate primary documents or texts as their basis. The deadline for proposals the 1991 Summer Seminars is **April 1, 1990**.

For more information and for application guidelines and application forms for DIRECTORS contact:

NEH
Division of Fellowships and Seminars
Room 316
Washington, D.C. 20506

1989 GILBERT CHINARD PEDAGOGICAL PRIZE

The 1989 Gilbert Chinard Pedagogical prize was attributed to Professors Elizabeth G. Joiner, Polly B. Adkins, and Lollie B. Eykyn, for their article entitled "Skimming and Scanning with *Champs Elysées*: Using Authentic Materials to Improve Foreign Language Listening" (*French Review* 62.3 (1989)).

AATF STANDARDS — *Au secours!*

The AATF Commission on Professional Teaching Standards has completed its revisions to the October 1987 Preliminary Report.* The document was presented to and endorsed by the AATF Executive Committee in its meeting at the Paris conference. AATF now begins a critical implementation phase, in which success depends largely on efforts by regional representatives, chapter officers, and members at large. The goal is to communicate to the American public, and especially to decision-makers in teacher education, that AATF has a clear definition of professionalism in the teaching of foreign languages and of French in particular.

The revisions represent an analysis of feedback received from members and others and includes, among other things, a strengthening of expectations in the area of Francophone culture and literature. They also include standards for FLES/FLEX instructors, prepared by a new subcommittee chaired by Dr. Gladys Lipton.

Dr. Joseph Murphy, Commission Chairman, presented the following implementation strategies to the Executive Committee in Paris:

1. While cooperating with other professional organizations, AATF will take *direct responsibility* for coordinating teacher education reform efforts.
2. AATF will become a clearinghouse of information on model teacher education programs and individual efforts to meet standards. It will produce an annual report (perhaps a newsletter) on standards implementation.
3. Regional representatives should ask each chapter to plan **one standards-related activity per year** and to submit a report on it to regional representatives.
4. Copies of the Standards will be sent to program directors in teacher education with a request that they compare the "fit" of their programs to the standards and speculate on whether modifications will be made in light of the standards. They will also be sent to State Departments of Education and to accrediting agencies.
5. Other organizations of language teachers will be asked for reviews of our standards immediately. Their views will appear in the first annual implementation report. AATF will meet with these organizations and, within one year, produce a joint statement of principles for foreign language teacher competencies (generic standards). These generic standards will be forwarded to teacher education agencies immediately upon publication.
6. AATF will continue cooperating with ACTFL in efforts to improve teacher education and to explore the possibility of a national teaching license for foreign language teachers.
7. AATF will work closely with the new National Board for Professional Teaching Standards, a Carnegie Commission organization with the goal to produce teaching standards for all curricular areas by the mid-1990s. Specifically, AATF will work with the Board's Assessment Division to produce evaluation instruments for the standards. It should be noted, however, that the National Board is not concerned with entry-level competencies but rather with those of the Master teacher (AATF's Advanced-level competencies).
8. The AATF Commission on Professional Teaching Standards will work closely with the AATF Commission pédagogique (formerly called MOPED) to produce and find useful materials related to the standards. AATF will consider production of videos, audio tapes, and print material helpful for the realization of AATF competencies.
9. AATF will consider offering workshops related to standards.
10. AATF might select one competency area (e.g., linguistics) and make it a theme for the year.
11. AATF will organize meetings with administrators to get honest feedback on our professional concerns section of the document.
12. AATF will seek outside funding sources for teacher development related to our Standards.
13. AATF will establish a research subcommittee to find research designs and produce data related to the Standards.
14. AATF will do extensive public relations work to get maximum publicity for our Report, getting marketing advice if necessary. All members will be invited and encouraged to help in the dissemination effort. Articles will be written for state newsletters, national and local newspapers, and for professional journals.

How can AATF members help? First, by speaking positively about the Standards. It is probably true that no one possesses all the competencies outlined in the Standards. Remember, however, that they are guidelines or ideals toward which to work, not a means for weeding out the unworthy. Help us communicate to the public that we are serious professionals who know what we are about. Finally, if you would like to help in writing letters or with professional development activities please write to the Commission Chair who will be coordinating implementation activities. If we succeed as an organization the result will be an improved work environment and, indirectly, greater recognition as professionals, and material benefits.

Joseph A. Murphy
West Virginia University

*The Report of the Commission will appear in a special issue of the *National Bulletin* in October 1989.

NEW CALEDONIA MATERIALS AVAILABLE

Materials on New Caledonia, developed by means of a Rockefeller Fellowship are available free of charge. The materials include: tape of interviews; lists of vocabulary; sample lessons including dialogues and exercises (one for French I and 2 for French II); photos; and media. Write to Peter S. Thompson, Moses Brown School, Providence, RI 02906.

TEACHER PREPARATION:

THE CLASSROOM PERSONALITY

This article focusses on the often neglected aspect of teacher preparation, the classroom personality. As many teachers experiment with the acquisition model proposed by Krashen and Terrell (1983), and other teaching models that are not lecture-oriented, it is important to know what adjustments might have to be made to their classroom personalities in order to make these learner-oriented approaches work.

Classroom Personality

Along with hour-long lectures and drills, the age of "letting it all hang out" is past. It is time for teachers, like other professionals, to assume a workplace persona. Many educators and psychologists agree that students learn better in an environment where there is a positive, confident role model. Lozanov (1978) goes so far as to prescribe an authority figure that commands respect. This precludes addressing the teacher by a first name, a custom that became popular in the early seventies in some parts of the country, and encourages a professional distance between student and teacher. One can, however, be friendly and positive while maintaining control of the learning environment.

Being Positive

Teachers should be positive in the classroom and maintain a pleasing professional manner. This does not have to correspond to your real personality. I was once told by a close friend who was visiting my intermediate-level conversation class that I seemed to be a totally different person in the classroom (he meant organized, confident, and cheerful!).

There is no reason for your students to know that you and your principal disagree, that you and your colleagues disagree, or that you do not personally like the text that you are nevertheless expecting them to use and enjoy. If teachers want to be treated as professionals, they must act professionally in the classroom. Have you ever heard a doctor complain that he hates his particular brand of stethoscope, or a lawyer declare openly in court that he does not respect the judge on his case. Yet, one continuously hears teachers, especially language teachers, criticizing their materials in front of their students.

This negative approach is bound to rub off on the students, and diminish their enthusiasm for the lessons, as well as their respect for the person making them use such "outdated trash." Be positive! Smile! Tell students that the lesson will be easy! Tell students that the lesson will be fun! Believe this yourself and it may happen! If you feel tired or ill occasionally, there is no reason to hide this from your classes, but if you are always in a sour mood, you need to revamp your classroom personality. Organize attitude workshops in your school or collaborative — invite a therapist to speak! Many of us are unaware of the negatives we project. For example, instead of saying this is *not* a hard test, you could say "I think this test will be fun!", or "I think everyone will do well on this test." There are of course days when you don't feel well, and you may wish to share this with your students, but this should not become a habit. As a teacher and role model it is wise to get your students' support from a position of strength, preparedness, and control, rather than sympathy.

Learning-oriented Teaching.

Given today's eclectic approach to methodologies, the focus is more on how people best learn or acquire second languages, rather than on the best way for us to teach. This is perhaps a more revolutionary change than was the shift from grammar-translation to audio-visual classes. The challenge for teachers is to appear confident while acquisition activities are taking place in groups, pairs, or individually. The teacher can still be in control of the classroom situation when not lecturing, explaining, or drilling. This only works, however, if instructions have been carefully planned in advance, and students know exactly what they are supposed to be doing.

Instead of simply telling students to break into groups of three, and to discuss their weekend plans, the prepared (and thus confident) teacher will set a goal for the discussion (such as choosing a common location, means of transportation, type of lodging etc.), and will announce in advance the closing activity for the discussion (such as comparing destinations with the other groups in the class, or summarizing the discussion in a homework essay etc.).

One of the hardest things for language teachers to tolerate is silence, yet it can be a very conducive means to learning. Silent seconds seem like an eternity to the insecure teacher awaiting a response. A confident, relaxed smile, plus a short prompt, will help a great deal more than wild gesticulating, tedious grammatical explanations, or pantomiming of responses. One very successful learning exercise, the questioning of a panel of "experts", almost always begins with long silences as the class struggles to simplify their complex thoughts (on pollution, gun control etc.) in order to be able to express themselves in the target language. If the necessary vocabulary and structures have been previously prepared, and the teacher remains calmly confident during the silences, this can be one of the most effective learning experiences for the class.

In summary, it is important for teachers to project a positive, confident image in the classroom in order to engage students most fully in the learning process. As we start each new class we all need to remember the three P's of a teaching personality: (1) Positive, (2) Prepared (thus confident), and (3) Patient.

Jana A. Brill
University of Louisville

For further reference:

Asher, James. *Learning Another Language Through Actions: The Complete Teacher's Guidebook*. (Expanded Second Edition). Los Gatos, CA: Sky Oaks Products. (P.O. Box 1102, CA 95031), 1982.

Krashen, Stephen D., and Tracy D. Terrell. *The Natural Approach*. Hayward, CA, 1983.

Lozanov, Georgi. *Suggestology and Outlines of Suggestopedya*. trans. by Marjorie Hall-Pozharlieva and Krasimira Pashmakova. New York: Gordon and Breach, An Interface book, 1978.

REPORT OF THE AATF COMMISSION ON PEDAGOGY (MOPED)

ACCOMPLISHMENTS FOR 1988-89

Commission work on CAI and on video was diffused through two articles in the February 1989 *French Review*. Both articles were well received.

Marie Galanti circulated the draft of an article on the use of the press in the classroom. Howard Nostrand sent a rough draft of his work on databases. Isabelle Kaplan continued work on the evaluation of textbooks and other pedagogical materials through the ACTFL project entitled SLOM. The video project on "Aurélien," which consisted of a video prepared by the audio-visual center of the University of Poitiers, resulted in the production of a revised video and the rough draft of a pedagogical guide. Jeanine Goldman of the Commission began work on putting together the video's final pedagogical guide. Pat Cummins continued gathering materials on scholarships, grants, and exchanges and worked with a student on producing a rough draft soon to be circulated among and worked on by Commission members.

The most unfortunate occurrence of the year was Jack Kolbert's resignation from his projects on resource materials. His resignation was due to a severe heart attack that required him to abandon virtually all extracurricular activities.

Databases

Databases have become a higher priority of the Commission given the importance of computers in all areas of research. Howard Nostrand has spearheaded this project and is awaiting Commission reaction to his draft of more than 20 pages. The exact form in which it will be presented to our members is still being determined. We will be looking at both classroom and research uses for databases ranging from ERIC in the United States to Minitel databases in France. We are also in touch with those doing research on use of key words for databases searchers in France with the help of personnel at the Bibliothèque Nationale.

SLOM Project

Isabelle Kaplan's project on K-12 classroom materials is an ACTFL project in which AATF is willing to cooperate. She was unable to attend our meeting as planned and is expected to communicate with us shortly.

Scholarships, Exchanges, and Grants

French graduate student Nicole Bauge-McCollom worked with Pat Cummins to draft the first two parts of the planned publication *Study Abroad Opportunities in French: Program Selection, Scholarships, Grants, and Exchanges*. A vast amount of information was also collected for Parts III-V.

Commission assistance and input was requested in several areas: (1) input on drafts that will be sent out later this fall; (2) grant and exchange opportunities for university-level people; (3) non-traditional students and programs (anyone with relevant experience); (4) verification of opportunities for school teachers (all commission members).

Several people outside current commission members will be asked for further input. This includes the AATF scholar-

ship director or directors on the issue of scholarship priorities for the next competition. It will also include contact of the French and Quebec governments and their scholarship and grant priorities for those involved in both French and social studies. A number of other groups involved in exchange programs will also be consulted for reaction to general information on program selection, advice on going abroad, and other information.

Video on Poitiers

Jeanine Goldman will be finishing her work on the pedagogical guide for the "Poitiers" video tape so that it can be used at several levels. The tape features characters of junior high and high school ages, but it is believed that the video will be easily adaptable to both secondary and post-secondary classes.

AATF plans to produce copies for AATF members for the cost of video reproduction, a small royalty for the *réalisateur*, the putting together of the teacher's guide and its reproduction, postage and handling costs. When a reasonable date can be set and prices are known we will place an announcement in the *National Bulletin*.

NEH Workshops or Other Workshops

The Commission would like to expand workshop opportunities for teachers. According to the National Endowment for the Humanities, there are few NEH-sponsored workshops for French school teachers. They would like to fund projects that focus on traditional cultural topics — literature, art history, history, etc. Some Commission projects may be tied to NEH objectives, especially the newer technologies, as commission members see fit. Language proficiency will be tied to any proposal.

We shall also follow legislation proposed by Representative Leon Panetta on training and in-service for language teaching. Less adaptation of Commission work would be required here than for NEH.

The Commission is also interested in supporting local and state initiatives if school districts or colleges and universities apply for workshop funding and need a letter of support to promote activities related to the Commission's work on pedagogy.

Name Change

In light of questions on the work of "MoPed" by our members, as well as a desire to present a serious image in our plans to submit grant proposals, the Commission proposed, and President Haig agreed, to change the name of the Commission to the Pedagogical Commission of the AATF.

Pat Cummins' new address as of September 1: Faculty of Arts and Humanities, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, NY 14222, tel: (716) 878-6326; Home address: 80 Old Farm Circle, Williamsville, NY 14221.

Patricia W. Cummins

FORMATION DES FORMATEURS NEW DIRECTIONS IN ADDED SCHOLARSHIPS

In recent years, AATF has often received late-Spring requests to prepare potential workshop directors and teacher trainers who can be awarded scholarship money to do advanced training in France, funded in part by the French government. These scholarships have covered a variety of areas, including business French, contemporary culture, pedagogy, and literature. Since some of these scholarships could not be awarded in the past due to time constraints, AATF National Headquarters will begin to maintain a list of potential applicants whom it would contact, should last-minute funding become available in future years.

If you have in the past — or would be willing in the future — to give teacher workshops, we would be happy to keep your resumé or CV on file so that we may notify you of potential opportunities. Unlike the standard AATF summer scholarships which favor those who have not been to France recently, the awarding of these scholarships will be determined primarily by the likelihood that American workshops will result after return to the U.S.

Indicate in a cover letter the kind of workshops in France for which you would most like to receive a stipend (see choices underlined above). Indicate also your experience with or future plans for hosting workshops for teachers.

Send inquiries and résumés to: AATF National Headquarters, 57 E. Armory Ave., Champaign, IL 61820.

Fred M. Jenkins, Exec. Director
Patricia W. Cummins, V-P

NEW FLES REPORT AVAILABLE

A new report for the profession is now available from the NATIONAL FLES* COMMISSION OF AATF: *THE PEOPLE FACTOR IN FLES* PROGRAMS*. Written by members of the 1988-1989 NATIONAL FLES* COMMISSION, the report deals with different ways of getting a broad base of support, different ways of getting feedback, different ways of getting people involved in FLES* programs. The report is available for \$8.00 from: A.A.T.F., 57 E. Armory Ave., Champaign, IL 61820.

The members of the 1988-1989 NATIONAL FLES* COMMISSION ARE:

Helen Ashwell, DE	Kathleen James, MD
Christine Brown, CT	Philip Korfe, SD
Myriam Chapman, NY	Gladys Lipton, MD
Helena A. Curtain, WI	Nancy Rhodes, DC
Madeline Ehrlich, CA	Kathleen Riordan, MA
Paul Garcia, MO	Paula Strupeck, IL
Virginia Gramer, IL	Phyllis Whitten, MA
Hazel Hasegawa, HI	

For those interested in serving as members of the NATIONAL FLES* COMMISSION, contact Dr. Gladys Lipton, Chair, National FLES* Commission, UMBC-MLL, Baltimore, MD 21228.

AATF COMMISSION ON PROFESSIONAL STANDARDS ACKNOWLEDGEMENTS

The AATF Commission on Professional Teaching Standards wishes to extend its sincere thanks to all who helped in any way in the production of its document. It is especially grateful to the hundreds of members who took the time to evaluate the preliminary draft. The following people either submitted evaluations that were extensive and incisive or organized evaluation sessions on the report:

Wendy W. Allen (St. Olaf College, Minnesota)
Jean Carduner, (University of Michigan)
Virginia A. LaCharité, (University of Kentucky)
Pierre F. Cintas (Pres., Philadelphia Chapter AATF)
Thomas J. Cox, (San Diego University)
Jane Black Goepper (Editor, AATF *National Bulletin*,
Holmes High School, Covington, KY)
Hector Hammerly (Simon Fraser University, Canada)
Robert Kreiter (University of the Pacific)
June K. Phillips (Tennessee Foreign Language Institute)
Yvonne Rall (Centerville High School, Franklin, OH)
Margery Sledd (Okemus High School, Okemus, MI)
Janice Spleth (West Virginia University)
Yvonville M. Steffen (Vacaville, CA)
Richard L. Sterling (Sec.-Treas., Washington, D.C.
Chapter AATF)
Marsha Varney (Former Pres., Arizona Chapter AATF)

Finally, if there are others who sponsored evaluation sessions or submitted extensive evaluations to a subcommittee chair, the Chairman of the Standards Commission would like to be informed so that a supplementary list of acknowledgements may be placed in a future *National Bulletin*.

MEMBERS NOTES

Dorothy Schultz, former officer and director of the Grand Concours for the Nebraska Chapter, was recently honored as one of fifteen recipients of the Alice Buffet Outstanding Teacher Awards in the Omaha (NE) Public Schools.

The Buffet Awards were established last year by Omaha financier Warren Buffet in honor of his aunt who had taught in the Omaha schools. Quoting the Buffet Foundation: "In a wide variety of ways, each outstanding teacher is respected and admired by students, parents, and peers. Each one has an unusual ability to make subject matter come alive. Each one goes to extraordinary lengths to encourage and stimulate our children's interests in numerous subjects and skills. . . As a group they are among our most precious resources for the future. We cannot support and applaud them enough."

In appreciation for their tireless dedication, each of the teachers is awarded a cash prize of \$10,000. Dorothy Schultz will use some of the prize money to establish a scholarship fund for language students at Dana College, her Alma Mater.

All teachers should thank Warren Buffet and others like him for the status they lend our profession by recognizing its importance and by rewarding dedicated teachers so generously.

JNCL-NCLIS REPORTS

QUARTERLY SUMMARY

JANUARY — MARCH, 1989

- After informally polling JNCL-NCLIS members about the nation's foreign language needs, we developed and drafted the Foreign Language Competence for the Future Act with provisions for pre- and in-service teacher training, distance learning, small and medium-sized business assistance, and foreign language consortia.
- Working with congressional staff and members, we developed a variety of strategies to generate support for new or increased appropriations for the Foreign Language Assistance Act, International Business Centers, Presidential Awards for Excellence in Foreign Language Teaching, Title VI of the Higher Education Act and Literacy Grants.
- In collaboration with AACSB, we have closely monitored and provided information on regulations and legislative developments regarding the international business center programs which NCLIS and AACSB helped create.
- On numerous bills and legislative proposals dealing with issues such as vocational education, teacher training, alternative community service, Peace Corps reauthorization, and translation services, NCLIS has actively tracked the legislation offering assistance and suggestions whenever possible.
- JNCL-NCLIS served as a resource for a number of organizations examining international education issues such as the National Governors' Association and the National Conference of State Legislatures, as well as providing a regular and continuous reference for the media and our own members.
- The fifth report on state activities, specifically focussing on foreign language teachers, was completed, summarized and disseminated to JNCL-NCLIS members and others. Assistance was provided to California, Illinois, Georgia and New Mexico where legislative proposals were under consideration.
- Administratively, the offices were moved and new office equipment leased or purchased. We prepared materials for the annual meeting, the public advocacy workshops, a steering committee meeting, and provided a number of mailings.
- Assistance was provided for the development of "Dear Colleague" letters on national foreign language week and appropriations. A draft was prepared for a Senator's article on public advocacy. Action letters were prepared for two regional conferences. Information was provided for articles in two member publications. Finally, a survey to determine the language skills and international experience of Members of Congress was developed to be distributed in the near future.
- Participated in one regional and one state conference. Continued to work with the Coalition for the Advancement of Foreign Languages (CAFLIS) in an attempt to develop a broad-based coalition to support current and future policies. Provided staff services to the English Plus Information Clearinghouse (EPIC) editing the newsletter, *EPIC Events*, and working with the steering committee to develop strategies and pursue common efforts.

QUARTERLY SUMMARY

APRIL — JULY, 1989

- Continued to work with Senator Dodd to develop a version of the Foreign Language Competence for the Future Act that will be appropriate for incorporation into other teacher, education, or commerce bills that may be introduced this congressional session.
- Continued to work with congressional staff and members to encourage appropriations for a variety of foreign language, education, literacy, teacher, and international programs. Following relative success in the House, efforts have now shifted to the Senate.
- Coordinated a major advocacy campaign by NCLIS' members on behalf of funding for foreign languages including the generation of literally thousands of letters, numerous congressional visits and a number of targeted mailings to Members of Congress.
- Monitored and responded to new and draft authorizing legislation dealing with literacy programs, teacher training, alternative service, elementary and secondary foreign languages, critical languages, vocational education and national defense.
- Continued to work with the coalition for the English Plus Information Clearinghouse (EPIC) editing the newsletter, *EPIC Events*, distributing an informational packet, helping to plan congressional hearings, sending letters to Members of Congress, and participating in the Steering Committee.
- Continued to work with the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) as this group enters its final months, in order to draft an acceptable Plan of Action that will enhance, build upon, and not jeopardize current activities.
- Attended the Northeast and Central States Conferences; spoke to the California Foreign Language Teachers Association, the National Governors' International Education Taskforce, and at the dedication of the National Translation Center. Planned and staffed the annual JNCL-NCLIS Delegate Assembly.
- Planned and coordinated a public advocacy workshop in conjunction with the Delegate Assembly to provide advocacy information, experience, and visits to Capitol Hill offices. Currently developing a field version of the workshop to be tested in December.
- Surveys were developed to determine activities in the states since PCFLIS, to assess reaction to state associations membership in JNCL-NCLIS, and to determine the international experiences of Members of Congress. The first two have been distributed and the results are being tabulated.
- Continued to develop packets, articles, releases and information for the general media and member publications. Coordinated the drafting of an article by Senator Simon on foreign language advocacy with responses by Mary Hatwood Futrell, Governor Thomas Kean, Tom Burroughs (School Boards) and Richard Brod for a priorities conference and general distribution to member publications.

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 \$5,000.00 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**.

The Rockefeller Foundation Fellowships for High School Teachers of Foreign Languages are intended to serve the need and aspirations of a wide range of foreign language teachers, giving them the chance to study or conduct research abroad and/or attend intensive language seminars in this country. The skills they acquire not only enhance their classes, but also their spirit of rededication to the profession. From Clifton, NY, a 1988 Fellow writes: "The Rockefeller grant provided me with a unique opportunity to professionally update and improve my knowledge and skills needed for continued excellence in the classroom. It has, indeed, become the highlight of my professional career. I have and will highly recommend the fellowships to other colleagues. It has been a tremendous boost to my morale and has given me the incentive to enter the foreign language classroom for the twenty-second year with renewed enthusiasm."

Over the past three summers (1986, 1987, 1988), 289 of the 303 Fellows travelled to various countries all around the world, including many areas of Latin America, Africa, the Far East and Europe. Fourteen remained in the United States to study in a language-immersion setting. They used their awards to study contemporary culture, literature and linguistic diversity. Many Fellows have made use of the latest audio-visual technology to bring their experiences back to the classroom. One hundred and seventeen Fellows studied French, followed by Spanish (98), German (30), Latin (24), Japanese (11), Chinese (10), Italian (5), Russian (6), and Greek (2). The states with the most Fellows were California (37), New York (22), Massachusetts (19), Ohio (18), Pennsylvania (18) and Virginia (18). Two hundred and fifty of the former Fellows teach in public schools and 51 teach in private schools.

The objective of the Program is to recognize and encourage exceptional foreign language teaching in the United States. The Rockefeller Foundation Fellowships for Teachers of Foreign Languages have captured the imagination of both teachers and administrators in schools and colleges. A teacher from Iowa notes: "The fellowship fulfilled its goals by renewing my enthusiasm, and allowing me to fall in love with teaching Spanish again. This encouraged me to the point that, the next school year, I drove 250 miles round-trip on Monday nights and took four credits of independent

study. I applied for and received a stipend from my school and borrowed the rest to return this year to work on my Master's Degree."

Project Director Dr. Doris Meyer notes: "We are making a special effort this year to encourage applications from minority teachers of foreign languages. It is important that the benefits of our fellowship program reach dedicated teachers in the rural areas and inner cities, and those who represent ethnic minorities that are enriching our own culture. The project coordinator, Naima Gherbi, and I will be in various cities and towns around the country this spring, along with former fellowship winners, talking about the program and giving advice to prospective applicants."

The Fellowship program is administered in cooperation with the Academic Alliances, a nationwide project which includes 1340 collaborative groups of foreign language teachers and literature faculty members from 230 colleges and 1100 schools. These collaboratives in conjunction with a national review panel are responsible for reviewing and selecting Fellows.

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

110 HIGH SCHOOL FOREIGN LANGUAGE TEACHERS RECEIVE ROCKEFELLER FOUNDATION FELLOWSHIPS

As the United States undertakes a major effort to internationalize education, foreign language teachers in the nation's schools are being acknowledged as critical contributors to this development.

In recognition of this work, The Rockefeller Foundation awarded fellowships of \$4,500 to 110 outstanding foreign language teachers in American junior and senior high schools. The award was to be used for eight weeks of intensive study during the summer of 1989.

The fellowship program, now in its fifth year, is administered in conjunction with the Academic Alliances at Connecticut College.

Fellows in the program studied a total of 11 languages on five continents to strengthen their skills in foreign language teaching. Thirty-six studied Spanish, followed by French (35), Latin (9), German (7), Chinese (7), Russian (6), Japanese (5), Italian (1), Hebrew (1), and Korean (1). The states with the most fellows are Ohio (10), California (10), New York (9), Florida (6), Massachusetts (6). The majority of the fellows (93) teach in public schools.

The Fellows pursued study or research according to plans they devised themselves. They are expected to share the benefits of their study with students, colleagues, and their community upon their return.

The following AATF members received Rockefeller fellowships:

Joanne Argyres, Spanish and French teacher at Cloverdale High School, Cloverdale, CA spent six weeks at the University of Santander, Spain, studying Spanish history and culture and two weeks collecting documents and media. She will develop culturally-relevant communication activities for the classroom.

Gina L. Ashton, Spanish and French teacher at Eastside High School in Gainesville, FL studied in Quito, Ecuador, with the primary goal of increasing her oral proficiency in Spanish. She will produce a cultural unit on Ecuador to be included in the Center for Latin American Studies "traveling suitcase."

Mimi B. Attleson, French teacher at Rio Grande High School in Albuquerque, NM traveled to Provence to acquire a further understanding of its customs, history, people, and language and to produce slides, cassettes and media to use in French classes.

Trudy K. Bope, French teacher at Santa Rita High School in Tucson, AZ studied in France to gain insight into the French culture through living with French families, to improve her oral proficiency and to develop pertinent materials for classroom use and for use by other French teachers in Arizona.

Charles E. Bozman, French teacher at McGavock Comprehensive High School in Nashville, TN studied about French agriculture, especially the cultivation of grapes in the Loire Valley, and family life on small farms. He will prepare slide lectures for school and community use in an area of Tennessee where there are comparable farms.

Alyce L. Brandman, teacher of French at Mountain Lakes High School, Glen Ridge, NJ traveled to St. Nazaire and Paris to become more proficient in French as a teacher trainer. She will extend the concept of an immersion program for high school foreign language teachers and students in her county.

Carolyn Ruth Childers, teacher of French at South Tama County High School in Tama, IA attended a summer institute at Angers for six weeks and Quimper for two weeks.

Betty C. Clough, French teacher at Sidney Lanier High School in Lockhart, TX explored the "Télématique Phenomenon" to document the impact of the Minitel on the daily lives of young people in France.

Gisele I. Friedrichs, teacher of French and Russian, traveled to Leningrad to increase her knowledge of Russian language and culture. She hopes to establish groundwork for possible exchanges between American and Soviet students.

Jane Black Goepper, teacher of French at Holmes High School Advanced Programs, in Covington, KY. Studied "La politique française : la cinquième République", researching the constitution, institutions, and major political currents and issues in preparation for teaching a course in the International Baccalaureate program.

William Gouldy, French teacher at John Marshall High School in Oklahoma City, OK studied at the Sorbonne with the University of Oklahoma's Summer Program to increase his oral proficiency in French, to learn more about French civilization and to share his experiences with his students and fellow teachers.

Charles H. Hickman, Jr., French teacher at Lakewood Senior High School in St. Petersburg, FL traveled to Quebec to study the methods of teaching French at the University of Montreal. He plans to develop a "traveling suitcase" of media.

Melinda S. Jones, French teacher at Diamond Bar High School in La Verne, CA traveled to France, Mauritania, and the Ivory Coast to collect personal essays and video tapes comparing three different Francophone cultures for classroom use.

Sharon G. Jones, French and Spanish teacher at Everman Senior High School in Fort Worth, TX attended a total immersion course in Malaga, Spain, to strengthen her command of the Spanish language by increasing her oral proficiency and her knowledge of idiomatic expressions.

Linda Keller, French teacher at Centennial High School in Columbus, OH studied in Strasbourg, France, to improve her linguistic skills and to prepare a dozen sets of slides/cassettes with French teenage speakers. She also hopes to create a foundation for exchanges of materials between her high school and a lycée in Colmar, France.

Helen-Louise B. Lawrence, French teacher at John F. Kennedy Memorial High School in Linden, NJ spent eight weeks in Belgium to update her knowledge of French and to produce a two-part video teaching unit on Belgium. She will explore five sites of historical significance and five art centers and will also interview ten Belgian young adults ages 15 to 23.

Donyce K. McCluskey, French teacher at West Canada Valley Central School in Remson, NY traveled to France to develop slide materials on French historical, cultural, and literary settings for classroom use.

Anne Metaxas, French and Spanish teacher at Penfield High School in Rochester, NY took a one-month course at Tulane University in Latin American studies and attended a Mexican Studies institute in Saltillo, Mexico.

Harvey D. Morrow, French teacher at Eastway Junior High School in Charlotte, NC, went to France to collect information regarding teen attitudes in France to be shared in the classroom. He will also collect and exchange pedagogical information to improve his own teaching.

Bert J. Neumaier, French teacher at Timothy Edwards Middle School in Vernon, CT, attended a refresher course at the Université de Bourgogne in Dijon and investigated current language teaching methodology in French schools. He also planned to take slides and collect authentic materials for classroom use.

Patti D. Peebles, French and Russian teacher at H. B. Jenkins High School in Savannah, GA traveled to the Soviet Union to study the Russian language and, with the help of Cable News Network in Moscow, hoped to develop a professional quality video and audio program for classroom use.

Anne-Catherine Quibell, French teacher at Healdsburg High School in Santa Rosa, CA, studied French history, culture, and literature in France and developed curriculum units to help students and teachers make the "connections" necessary to see learning as a global process.

Bonnie B. Quinn, French teacher at Lincoln Southeast High School in Lincoln, NE traveled to France to study current research on the teaching of foreign language reading and to attend methods classes at a summer program in Angers. She will develop curricular materials for a unit on Rabelais designed to make his works more accessible to the adolescent reader.

Patricia L. Richardson, French teacher at Waiakea High School in Hilo, HI planned to trace the life of Eleanor of Aquitaine in the principal cities of southwestern France. She will prepare simple historical readings in French with accompanying slides for her third and fourth year students.

Wilfred J. Sonnier, French teacher at Francis W. Gregory Junior High School in New Orleans, LA traveled to Martinique to establish a correspondence and inter-visitation program as a cultural link for French students in Orleans Parish Schools.

Elizabeth Tan, French teacher at University Laboratory School in Kailua, HI traveled to France and Papeete, French Polynesia, in order to lay the groundwork for a "French Net", which will function toward the common purpose of language skill improvement and work on an agreed project.

Katherine A. Thomas, French teacher at Joaquin Moraga Intermediate School in Oakland, CA, traveled to the Ivory Coast to examine West African arts, values, and education systems and to collect literature and videotaped materials for use in her French classes. She will also produce a circulating video program for the school community and the Foreign Language Association of Northern California.

Charlotte L. Touati, French teacher at Orem High School in Orem, UT, traveled to Paris to study various aspects of the "beur" culture and to develop introductory units for students and colleagues which will highlight the universal conflicts experienced by anyone who lives between two cultures. She will also present what is unique to the person of Arab/Islamic descent living in a French world.

Thomas E. Welch, French teacher at Jessamine County Senior High School in Wilmore, KY traveled to France to visit his sister-school in Bouxwiller, France. He also studied for four weeks at the Sorbonne to improve his oral language proficiency.

Jacqueline J. Wicklund, French teacher at Jefferson High School in Apple Valley, MN traveled to France, spending time in both Bordeaux and Brittany to work on language proficiency, to learn about the culture of these areas, and to gather materials for classroom use.

The following AATF members were selected as alternates: **Karin S. Griffiths**, Carrboro, NC.; **Barbara B. Reeback**, Albuquerque, NM; **Patricia Silver**, Bethesda, MD; and **Sharon K. Straka**, New Britain, CT. Congratulations to all Fellows who are invited to share their summer's gleanings with other members of AATF through the *National Bulletin*.

Entrevue avec... Gustave Eiffel!



Alexandre Gustave Eiffel

Mlle Lyne Beaudoin, une enseignante canadienne, admire le panorama de Paris du haut de la Tour Eiffel. Comme par magie, Alexandre Gustave Eiffel apparaît. Elle le reconnaît tout de suite et veut lui poser des questions à propos de la Tour.

Lyne Beaudoin: *Bonjour, monsieur Eiffel. Puis-je vous poser quelques questions à propos de la Tour?*

Gustave Eiffel: Bien sûr, mademoiselle.

LB: *Pourquoi le gouvernement français a-t-il décidé d'organiser une Exposition universelle?*

GE: La France veut montrer sa renaissance économique sous son nouveau régime, la république. C'est pourquoi le gouvernement décide, le 8 novembre 1884, d'organiser une Exposition universelle en 1889.

LB: *Pourquoi en 1889?*

GE: La date est importante car la France veut aussi fêter le centenaire de la prise de la Bastille.

LB: *J'imagine que tout le monde est content de cette fête et de cette date...*

GE: Au contraire! Cette date commémore la révolution au cours de laquelle le roi Louis XVI est guillotiné. Les rois du monde entier se scandalisent du choix de cette date et même refusent l'invitation de notre président de la République d'assister à l'Exposition.

LB: *Quel endroit choisit-on pour cette exposition?*

GE: L'endroit est le Champ de Mars. C'est là qu'on a tenu les Expositions en 1867 et en 1878.

LB: *Même sans la présence des souverains, combien de personnes viennent assister à cette Exposition?*

GE: On me dit que 32 250 997 visiteurs viennent de France et de l'étranger.

LB: *Pour attirer ces gens à cette Exposition, la France a besoin de quelque chose de sensationnel, n'est-ce pas?*

GE: Oui, en effet. On souhaite quelque chose qui frappe l'imagination et l'admiration du monde entier. On veut un "jamais vu". Et c'est pourquoi le gouvernement décide d'organiser un concours.

LB: *J'imagine qu'on est inondé de projets...*

GE: Oui...les ingénieurs Bourdais et Sébillot proposent une Tour-Soleil de 300 mètres, au sommet de cette tour ils veulent mettre un énorme projecteur capable d'éclairer la nuit toutes les rues de Paris!... Mais, à la fin, c'est mon projet...le projet d'une tour métallique que le gouvernement accepte, le 12 juin 1886.

LB: *Vous et votre équipe, vous commencez le travail tout de suite?*

GE: Pas exactement...Je signe le contrat avec le gouvernement et le conseil municipal de Paris le 8 janvier 1887. C'est le 26 janvier qu'on donne le premier coup de pioche...

LB: *Pourquoi une tour de 300 mètres?*

GE: Comme vous savez très bien, le foot - le pied - est une mesure

anglo-saxonne qui correspond à près de 33 centimètres. Les États-Unis parlent de bâtir une tour de mille pieds. La France décide de construire une tour avant eux et battre les Américains dans un domaine où ils se croient les meilleurs.

LB: *Les Américains ont déjà construit un grand monument.*

GE: Oui, c'est vrai. Ils sont très fiers de l'obélisque de 169 mètres construit à Washington.

LB: *Cet obélisque était le plus haut du monde, si je ne me trompe pas...*

GE: Oui...la pyramide de Chéops ne mesure que 146 mètres, la flèche de la cathédrale de Cologne 159 mètres, la flèche de la cathédrale de Rouen 156 mètres et la coupole de Saint-Pierre de Rome 132 mètres...

LB: *Les monuments que vous venez de mentionner ont tous un motif religieux.*

GE: En effet la Tour Eiffel est le premier monument construit uniquement pour célébrer le progrès scientifique.

LB: *Aujourd'hui, d'autres "monuments" ont été construits qui illustrent le progrès de nos jours...L'édifice Empire State de New York et la Tour CN de Toronto dépassent la hauteur de la Tour Eiffel. Est-ce que cela vous surprend?*

GE: (en souriant) Pas du tout! J'ai déjà collaboré avec le sculpteur Bartholdi... C'est moi qui ai construit pour lui l'armature de fer pour la statue de la Liberté...

LB: *Revenons à la Tour. Dès l'annonce de votre projet, comment les Français réagissent-ils?*

GE: La plupart avec enthousiasme...mais, il y a toujours des gens qui s'opposent...

LB: *De quelle opposition parlez-vous?*

GE: Certains experts croient que la Tour ne pourra pas tenir debout... les habitants du Champ de Mars croient que la Tour risque de se renverser et va tomber. Ils ont peur qu'en tombant la Tour démolisse leurs maisons et les tue...

LB: *Comment calmez-vous cette opposition?*

GE: Je déclare qu'en cas d'accident, je serai le seul responsable.

LB: *Vous étiez bien sûr de votre projet...*

GE: (avec fierté) Oui, j'en étais bien sûr...

LB: *Les préoccupations des habitants du quartier sont bien valables, n'est-ce pas?*

GE: Oui... et... non... Si la Tour était une construction solide, le vent pourrait l'abattre facilement. Alors j'ai décidé de réduire tout ce qui offre une résistance au vent... Dans mes constructions il y a beaucoup de "creux" ...Si par hasard, il y a une tempête de vent, le vent passe à travers ces creux. C'est là le secret de la Tour, c'est là le secret de ma construction du pont de Bordeaux et du viaduc de Garabit.

LB: *Il me semble que quelques écrivains, peintres, architectes, sculpteurs et même le compositeur Charles Gounod signent une pétition contre la Tour...*

GE: Oui, mais la pétition n'aura aucun effet. Avec le temps, beaucoup changent d'idée et Gounod lui-même donne au sommet de la Tour un concert qu'il appelle "Concert dans les nuages"...

LB: *Ce titre est bien à propos...*

GE: Oui. Et comme vous pouvez bien observer, quand il n'y a pas de nuages, on a une vue panoramique de 80 km! et on peut admirer tout Paris!

LB: *Paris a de beaux monuments mais c'est votre Tour qui incarne la ville. Évidemment l'endroit pour votre monument est*

idéal.

GE: Eh, bien...J'ose vous contredire...On découvre que le sol sur lequel la Tour sera élevée est instable à cause de sa proximité de la Seine.

LB: Comment résolvez-vous ce problème?

GE: On creuse des puits profonds pour atteindre l'argile grise. Puis on fait couler du béton qui permet une fondation solide et permanente.

LB: À ce temps-là on n'a pas de machines modernes capables de creuser ces trous.

GE: C'est vrai. On doit se servir des outils comme le pic, la pelle, le seau. Ce sont des outils rudimentaires, je sais, mais, malgré tout, on réussit à accomplir la tâche.

LB: On compare souvent la construction de la Tour Eiffel au jeu de mécano. Pensez-vous que cette comparaison soit valable?

GE: (d'un air satisfait:) J'aime cette comparaison...et maintenant que j'y pense...elle est très efficace...En effet toutes les pièces nécessaires pour la construction sont préfabriquées...

LB: (surprise:) C'est incroyable! Il doit y avoir des centaines de pièces dans cette structure.

GE: C'est vrai. Il nous faut plus de 15 000 pièces métalliques que nos ouvriers interloquent sous la direction de nos ingénieurs.

LB: Avec tant de métal, la Tour doit peser énormément!

GE: En effet elle pèse 77 000 tonnes. Mais sachez que ce n'est pas lourd par rapport à la taille de la Tour.

LB: Comment est-ce qu'on protège la Tour Eiffel contre les éléments?

GE: Que je sache, la Tour est peinte tous les sept ans, nécessite 35 tonnes de peinture et 40 000 heures de main-d'oeuvre pour cette énorme tâche.

LB: Des milliers et milliers de touristes visitent la Tour tous les jours...

GE: Oui...il y a une moyenne de 5 000 touristes qui jouissent de cette vue panoramique du plus haut palier tous les jours. On estime même que la Tour peut soutenir plus de 10 000 personnes à la fois.

LB: Pour achever une construction si complexe, il vous faut une collaboration des ouvriers, n'est-ce pas?

GE: On a cette collaboration et je suis très content d'avoir su créer une équipe qui m'aime bien. Il y a eu une grève qui n'a duré que très peu de temps. Mais après avoir reçu une petite augmentation de salaire, les ouvriers continuent le travail sans interruption. Cette équipe est très fière de son travail et veut le terminer à temps pour la grande Exposition.

LB: Quand est-ce que l'inauguration a lieu?

GE: Elle a lieu le 31 mars 1889. Mais les invités montent par les escaliers car les ascenseurs ne fonctionnent pas. Cette montée prend un peu moins d'une heure.

LB: Dès son inauguration, la Tour connaît beaucoup de visiteurs illustres...

GE: Oui, le prince de Galles, le roi de Grèce, Buffalo Bill, roi du Far West, et même Thomas Edison pour en nommer quelques-uns.

LB: Il y a aussi d'autres visiteurs...

GE: Un aviateur qui essaie de passer par des piliers...un journaliste qui descend les escaliers en bicyclette... un éléphant qui monte au premier étage...

LB: Il y a aussi un visiteur très chanceux, n'est-ce pas?

GE: Oui. En juin 1959, un écolier de Normandie est le 35 millionième visiteur de la Tour et on lui donne une voiture pour fêter cet événement.

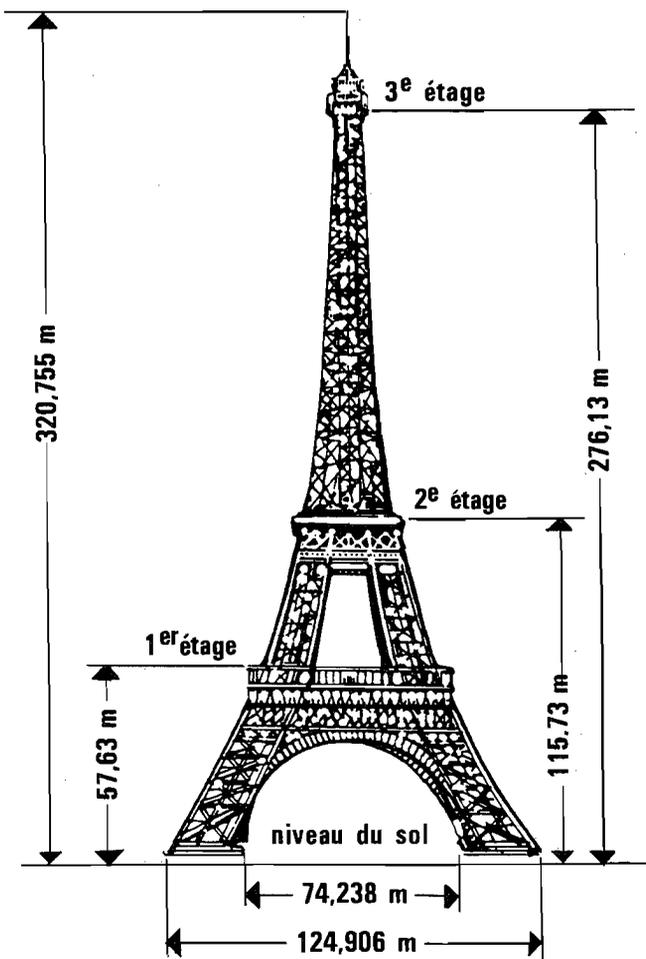
LB: À quoi sert la Tour d'Eiffel aujourd'hui?

GE: En plus de sa valeur symbolique et décorative, la Tour sert à protéger les grands immeubles des alentours contre les orages magnétiques. J'ai aussi fait construire un laboratoire de météo. Plus récemment la Tour a été équipée d'un émetteur de télévision/radio.

LB: Sans doute, vous êtes très fier de cette Tour!

GE: Oui. Cette Tour est le thème de plusieurs chansons, poèmes et sert de lieu de rencontre dans les oeuvres d'Apollinaire, de Cocteau et de Giraudoux.

LB: Je vous remercie pour cette entrevue et pour les renseignements que vous me donnez. Je vous assure que je vais les partager avec mes élèves pour ainsi mieux fêter le centenaire de la Tour Eiffel.*



Texte: Anthony Mollica et Lyne Beaudoin

Illustrations: George Balbar

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1990 AATF SUMMER SCHOLARSHIPS

SEE ALSO INSTRUCTIONS PUBLISHED IN OCTOBER *FRENCH REVIEW*

Our program of Summer Scholarships for 1990 will include:

(A) Approximately THIRTY scholarships (tentative) funded by the French Government, through the French Cultural Services, and by AATF, for summer study in Paris during four weeks in July;

(B) FIFTEEN scholarships (tentative) offered by the Government of Québec for study at Université Laval in Québec City during the summer of 1990 for a period of four weeks in July.

FRANCE

The TRIADE organization will be responsible for two four-week *stages*: (1) *stage de formateurs*, (2) *stage de pédagogie, langue, et culture*

Both *stages* will take place in Paris during the month of July including a nine-day stay with families in the provinces.

The *stage de formateurs* is offered to teachers in a training position at the secondary or college/university level, for example, foreign language supervisors or professors at a college or university involved in foreign language teacher training. The recipients must be willing to conduct at least two training workshops and/or to speak at foreign language conferences at local, state, regional, or national levels upon their return to the States.

The *stage de pédagogie, langue, et culture* is for teachers who need to improve their communicative skills in French and their knowledge of recent pedagogical developments as well as their knowledge of contemporary French culture.

QUÉBEC

The purpose of these fifteen scholarships is to introduce the American teacher of French to the literature and culture of Québec. Recipients will take three courses at Université Laval in Québec City (cours de langue, de civilisation québécoise et de pédagogie du français langue seconde). Their tuition is covered for the full session, as well as their room and board (minus lunches) with families in Québec 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 Québec or in France. Their primary purpose is to improve the teacher's capacity for instruction and to further his/her 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 Québec; (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 FOR FRANCE AND QUÉBEC

Applicants **must** be teachers of French in elementary or secondary schools or at the college/university level, up to and including the rank of full professor for the 1990 scholar-

ship year. Applicants must be currently engaged in teaching and plan to continue teaching French during 1990-91 and beyond. Applicants must be US citizens by birth or by naturalization. Finally, applicants must be members of AATF in good standing, as of January 1, 1990. Everything being equal, preference will be given to applicants who have been members for at least **two** consecutive years, i.e., since January 1, 1989. Candidates for France and Québec must not be older than 50 years of age by January 1, 1990.

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.
- (5) non-US citizens.

APPLICATION

Teachers interested in applying for any of these scholarships should use the blank printed in the September 1989 issue of the *National Bulletin* or they may obtain the necessary form from their AATF Chapter President, their Regional Representative, or from National Headquarters. 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 his/her 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 8, 1990**. **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 8, 1990 — Applications must reach Presidents
- February 5, 1990 — Chapter deadline to Regional Representatives
- February 26, 1990 — Region deadline to National Chairman
- April 6, 1990 — Date by which winners are to be notified

Additional 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

1990 AATF SUMMER SCHOLARSHIPS

Please read description before completing this form. When completed, return to your Chapter President, not later than **January 8, 1990.**

****Note:** Only U.S. Citizens by birth or naturalization can be considered. The age limit is 50 years of age by January 1, 1990.

Name _____ U.S. Citizen _____
last first middle Yes No

Maiden Name _____ Date of Birth _____
(If pertinent to verification of AATF membership)

Address _____
number & street City State Zip

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 1990.

Scholarship Desired: France: _____ A. Formateurs; _____ B. Pédagogie, langue, et culture
 Québec: _____

***Please make only ONE choice of desired scholarship**

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:

TEACHING EXPERIENCE

Years	School	Years	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Supply a statement on each of the following:

(1) How will this experience improve your ability as a teacher of French?

(2) Describe your professional plans for the future as a teacher of French.

Have two recommendations sent to your Chapter President:

- (1) One from your principal (or Department Chairman, if teaching in Coll./Univ.)
- (2) One from another person who is familiar with your work and ability.

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE.

Signature of Applicant _____ Date _____

RENDEZ-VOUS À QUÉBEC!

Fourteen teachers of French received AATF summer scholarships to Québec this summer (1989). They were warmly welcomed by Colette Garant Viau, Conseillère pédagogique, École des langues vivantes, Laval, who organized all academic aspects of the program and by Pascale Bassilière, also of the École des langues vivantes, Laval, who organized all extra-curricular activities. Both devoted much of their time and energy to meeting the needs of the group throughout the sunny month of July.

And what a busy month it was too! The teachers arrived on Sunday afternoon to be greeted by their host families who, that evening, served the first of many delicious "soupers". Already we were chatting with our hosts ("on jasait") about our families and background, feeling very much at home.

The next morning the members of the group took a short multiple-choice grammar test and most of us were placed in advanced level courses at the Université Laval. Following the testing, we toured the campus, then we received a detailed calendar of our activities, and finally, were treated to a "cocktail d'accueil."

The following day we were free to explore the nearby shopping centers or Québec city (twenty minutes away by bus). That evening the group viewed a slide show on Québec presented by Serge Viau, the husband of Colette.

Classes began officially on Wednesday: we selected one class among art, literature, or civilization of Québec or grammar or writing. In addition to this intensive daily, three-hour class, we also chose one class in either conversation or phonetics. This meant that most of the group had classes every day from 8:30 to 12:30.

The university courses (worth six credits) were well-taught and very challenging. For example, the civilization class covered many aspects of Québec history through discussions, lectures, videos, recordings of famous songs, a film, detailed documentation, literature, and even a museum field trip. Enthusiastic and devoted to her students, the teacher, Denise Cliche, expected us to work hard: we wrote a short paper and took quizzes and an exam.

Afternoons, interesting lectures were especially organized for our small group: four lectures on the history, language, and legends of Québec, and six pedagogical workshops on phonetics and the listening, writing, and speaking skills. Claude Poirier's lecture on "La norme du français au Québec" was particularly noteworthy. Also, he spoke at length of the new *Dictionnaire du français plus* (Montréal: Centre éducatif et culturel, 1988) that gives both French and Quebecois words. Hélène Trottier's workshop on lively practical strategies for teaching beginning French was also exceptionally well-presented and inspirational.

Field trips were also included on the agenda: a guided tour of Québec city and its delightful "rues animées;" a picnic at the opening of the Festival d'été to hear the famous singer Richard Séguin; a lovely day trip to the Île d'Orléans, home of the singer Félix Leclerc; a tour of the elegant parliament building; a pleasant evening boat excursion on the St. Laurence river; and a trip to Charlevoix with its luxurious "manoirs" and art galleries displaying the works of such Quebecois artists as Jean-Paul Lemieux and René Richard.

On weekends we were usually free, and many of us with cars visited the nearby Basilica of Ste. Anne de Beaupré,

the Chute de Montmorency, or the exciting Sunday "marché aux puces" or the Aquarium. In the evenings we were able to go the theatre twice to see *Les Nonnes* by Dan Coggin and the Quebecois comedy *Les Gars* by Jean Barbeau. The University also offered free films and workshops for the more than one thousand students who were taking summer courses to improve their French. Thus we saw at least five movies including *Les Tisserands du pouvoir* with its Franco-American theme and *Le Déclin de l'empire américain*.

After a "soirée d'adieu" filled with much singing and merriment at Colette Viau's home, we had one last "table ronde" to evaluate the AATF program. We left on Friday afternoon with a true "joie de vivre" so characteristic of the Quebecois spirit. We have fond memories of Quebecois food (les tourtières, la pontine, and le pudding chomeur), of our hospitable families, of beautiful Quebecois music (Vigneault, Charlebois, and Séguin), of the rich oral traditions ("la Chasse-galerie"), of the warm "tutoiements" of the welcoming Quebecois people. Now we return to our schools, equipped with new books and cassettes, to impart this rich Quebecois culture to our students and colleagues. *Oui, Québec, je me souviens, et merci!*

We want to urge other teachers to apply for this unique scholarship for it is undoubtedly an excellent and rewarding experience. Be sure to contact your AATF chapter president for more details or read the explanations in the September 1989 *National Bulletin*.

Bon voyage et bon été à Québec!

Christine Hoppe
Berwick Academy
South Berwick, ME



AATF Scholarship Recipients to Québec and their Leaders
1st row (l to r): Linda Wallinger*, Jeanne Riley, Jacqueline Carey, Colette Garant Viau
2nd row (l to r): Janet Moench, Carol Milich*, Christine Hoppe, Karen Thompson, Lynn Moore Benson, Wilfred Schlacht
3rd row (l to r): Pascale Bassilière, Judith Zdradzinski, Barbara Faricy Reynolds, Jane Pfaller, Kim Howard, Heidi Lustig, James Ellis
*not scholarship holders
Photo Credit: André Barrette, Service des relations publiques, Université Laval, Québec.

CHAPTER NEWS

ARIZONA CHAPTER

The spring meeting of the Arizona Chapter in Tempe on February 25 was quite a success.

New officers were elected with an innovation this year. Debbie Losse and Bill Hendrickson, both at ASU, will be sharing the position of President. Sandy Foster (Douglas High) is Vice-President, and Marcelle Bersin and Amy Anderson are sharing the job of Treasurer-Secretary.

Michèle Shockey, the Regional Representative, spoke about Southwest COLT's summer programs, and gave a slide show on Paris in anticipation of this summer's National Convention.

Gerry Giauque discussed several workshops for which stipends are available, including the U. of A. summer institute.

Jean-Noël Rey, Attaché Culturel à Chicago, gave a fascinating presentation on "L'intégration de la vidéo dans la salle de classe." He showed a series of vignettes which, while designed for teaching language, also captured the essence of some everyday aspects of life in France.

Amy J. Anderson
Secretary

ARKANSAS CHAPTER

The spring meeting of the Arkansas Chapter took place on April 28, 1989 at the Excelsior Hotel in Little Rock. Dr. Sidney Pelissier, chairman of the Foreign Language Department of Purdue University, presented an informative, entertaining and useful workshop on methods of teaching music in the classroom.

This was the first year for our chapter to present achievement awards to outstanding French students in our state. The first recipients for the study trip and college tuition awards were announced by Dr. Marian Brodman, chairman. The college achievement award was named in honor of Lucille Colaianni for her many years of service as treasurer to our chapter. The group also approved the use of the study trip award for tuition to the Arkansas Language Immersion Camp, sponsored by Arkansas Tech University.

Arkansas will host the SCOLT (Southern Conference on Language Teaching) Convention October 19-21, 1989 at the Excelsior Hotel in Little Rock. Our Arkansas chapter will host a luncheon on Saturday, October 21st, for all French teachers attending the convention. The guest speaker at our luncheon will be Marie Galanti, Directrice du *Journal Français d'Amérique*. We invite everyone to join us at this special luncheon.

The members of the Arkansas Chapter wish to thank Dr. Maurice Elton for his unrelenting support and dedication to Region VIII during his two terms as Regional Representative.

Kay Caffey
President

WISCONSIN CHAPTER

New Chapter Officers for 1989-91 are: President, Ms. Flo Gennerman; President-Elect, Ms. Alice Peterson; Secretary-Treasurer, Dr. Karen Woodward; State Coordinator, GRAND CONCOURS, Dr. Barbara Rusterholz;

State Coordinator, CONCOURS ORAL FRANÇAIS, Ms. Paula Rittenhouse and Ms. Connie Hofeldt; Past-President, J. M. Michaels.

The 1989 Concours Oral Français had another successful year with approximately 350 students participating in the State Contest, representing 52 teachers. It was held in Stevens Point, Wisconsin on April 15, 1989.

The following teachers received Certificates of Recognition: Edith O'Connor, University of Wisconsin-Eau Claire; Michael Drake, LaCrosse Aquinas High School; Raymond Kinnunen, Delavan-Darien High School, and Dr. Bruce Conniller, Saint Lawrence University, Appleton.

Distinguished French Educator Awards were made to Judith Worm, Nicolet High School, Glendale; Dr. Barbara Rusterholz, University of Wisconsin-LaCrosse. Recipient selections are based upon: service to AATF, length of teaching career, professionalism, self-improvement, creativeness, innovativeness, contributions, and dedication.

Judith M. Michaels
Past-President

THE JOHN CARTER BROWN LIBRARY RESEARCH FELLOWSHIPS

The John Carter Brown Library will award approximately fifteen Research Fellowships for the year June 1, 1990-May 30, 1991. Fellowships are of two types:

Short-term fellowships: The regular John Carter Brown Library Fellowships are available for periods of two to four months and carry a stipend of \$800.00 per month. These Fellowships are open to Americans and to foreign nationals who are engaged in pre- or post-doctoral, or independent, research.

Long-term fellowships: The Library will also receive applications for long-term Fellowships funded by the National Endowment for the Humanities. These NEH Fellowships are for either six-months (with a stipend of \$13,750) or twelve months (with a stipend of \$27,500) Applicants for NEH Fellowships must be American citizens or have been resident in the United States for the three years immediately preceding the term of the Fellowship. Graduate students are not eligible for NEH Fellowships.

Recipients of all Fellowships are expected to be in regular residence at the John Carter Brown Library and to participate in the intellectual life of Brown University. Therefore, preference may be given to applicants able to take up the Fellowships during the course of the academic year, September to May.

For scholars wishing to come to the Library for a period of less than two months, but at least two weeks, a limited number of travel reimbursement grants are also available. The maximum award for a travel grant is \$600.

Three short-term fellowships are restricted to particular areas of research: the history of cartography or some project requiring extensive use of maps; maritime studies between 1450 and 1800; some aspect of the history of the Jewish experience in the New World before ca. 1860.

Write for fuller information to: Fellowships Coordinator, John Carter Brown Library, Box 1894, Providence, RI 02912. **Applications should be postmarked no later than January 15, 1990.** Announcements of awards will be made before March 15, 1990.

GLEANINGS

ESPECIALLY FOR TEACHERS OF FLES* AND MIDDLE SCHOOL

Recently a number of brochures and catalogues have arrived focusing on FLES*. I should like to share this information with you.

The University of Tennessee's Center for Extended Learning announces a video tape series to teach French to children. The series, entitled *Bonjour* features Dr. Patricia Davis Wiley as "Gigi" and Nicolas Granju as "Teddy Beret." This curriculum supplement is for grades K-3. For more information contact: Dr. Doris Stephens, Center for Extended Learning, the University of Tennessee, 420 Communications and University Extension Building, Knoxville, TN 37996-0300. Telephone: (615) 974-5134.

National Textbook Company has developed a two-level French program for children in third through sixth grades, entitled *Aventures*. The program includes a student text, student workbook, teacher's manual, audiocassettes, puppets and flash cards for each level. Focus is on developing an oral foundation in French. For more information contact: Bernard Turner, Foreign Language Product Manager, National Textbook Company, 4255 W. Touhy, Lincolnwood, IL 60646-1975. Telephone: (800) 323-4900.

Western Continental Book announces that it carries a large amount of French materials geared to the elementary and middle school student — texts, readers, games, maps, videos, and cassettes. To obtain the French catalogue write to: Western Continental Book, 625 E. 70th Avenue #5, Denver, CO 80229. Telephone: (303) 289-1761.

French for Fun, is a small business run by a FLES teacher who imports materials from France as well as selling materials created by American teachers of FLES. For your free catalogue write: French for Fun, Catherine Jolivet-Johnson, 4965 Hames Drive, Concord, CA 94521. Telephone: (415) 798-4287.

The University of Denver, Department of Foreign Languages and Literatures is making available curriculum guides for teaching foreign language in elementary and middle schools in several languages including French. Each guide contains six units of text and support activities. For more information contact: Eleanor R. Hoffman, FLEAMS Project Director, Dept. of Foreign Languages and Literature, Univ. of Denver, University Park, Denver, CO 80208. Telephone: (303) 871-2185 or 2662.

VIDEOS, SOFTWARE, AND POSTERS

M. Claude Kieffer, Attaché Linguistique in the Services Culturel of New York, has provided information on the videomagazine *France Panorama* as well as two other videocassettes. *France Panorama* appears ten times a year to bring up-to-date news, sports, fashion, and music videos among other material. Each issue runs 45-50 minutes and is accompanied by teaching and learning resource guides. Subscriptions for ten issues, including shipping and handling charges are \$224.50. For additional information contact: Claude Kieffer, Attaché Linguistique, Services Culturels, 972 Fifth Avenue, New York, NY 10021. Telephone: (212) 439-1438. Or contact directly Eagle Multimedia Services (formerly JEM Communications), 49 West 38th Street, Suite 1500, New York, NY 10018. Telephone: (212) 840-7830 or (800) 338-4814, ext. 99.

In addition to *France Panorama*, the following videocassettes are also available from Eagle Multimedia Services, *Pleins Feux sur la Révolution 1789-1799* is an historic account of the French Revolution conceived to bring to life this important historic event via graphic illustrations, historic documents and "suspenseful" narration. Videocassettes are available in either French or English versions and are accompanied by a full transcript. The price of \$32.50 includes shipping and handling charges.

Also available from Eagle Multimedia Services is *Apostrophes*, hosted by Bernard Pivot. *Apostrophes* comes in 90-minute videocassettes. A single issue is \$29.95; multiple issues of 6-11 cassettes are \$18.95 each while 12 or more issues are \$15.95 each. Postage and handling charges are \$3.50 for 1st cassette plus \$1.00 for each additional cassette.

Gessler Educational Software has available the classic "whodunit" game *CLUEDO* on videocassette in French. The video has a new twist on the board game version. Each player must take the identity of one of the suspects and the winner has to reveal the identities of the players as well as solve the murder. The video has eighteen different mysteries and the clues vary each time the program is played. The video is accompanied by a text. A level 2 knowledge of the language is required. The videocassette is available for \$49.95 from: Gessler Publishing Company, Inc., 55 West 13th Street, Suite 34, New York, NY 10011. Telephone: (212) 627-0099.

Also available from Gessler are two new simulation software programs designed to develop vocabulary and general cultural knowledge. The first is *En Route* in which players must learn to travel around a town giving correct directions, identifying local landmarks, and following traffic signs. Along the way, players must answer questions in the target language. The program is designed especially for beginners but can be an excellent vocabulary review for intermediate-level students. Each package contains one 5.25" or 3.5" program disk and a manual at \$37.95. In addition to *En Route*, there is a *Trivial Pursuit* software program available. For more information contact Gessler at the address and telephone given in the previous paragraph.

Télématin, a breakthrough in video for the French classroom, has recently become available through the Project for International Communication Studies (PICS) at the University of Iowa. It is currently available on videocassette for \$39.95 (including a complete transcript).

Télématin is a popular French morning show, comparable to NBC's Today show. The segments which have been included in this 60-minute *Télématin* re-edit were selected from twenty-seven different *Télématin* programs. Members of the PICS staff are collaborating with Houghton Mifflin in the production of a student workbook to accompany the *Télématin* tape. This workbook will be distributed by Houghton Mifflin and will be available for the 1989-1990 school year. In addition to exercises, readings, and suggestions for use of the tape in the classroom, the workbook will include a key matching the topics treated with those grammatical and cultural topics typically treated in every first-year French textbook. *Télématin* is a new concept in video: carefully selected authentic programming, specially re-edited for use in the U.S. It includes such segments as weather forecasts, popular songs, travel tips, household hints, news broadcasts and ads.

For more information and a free catalogue of interna-

tional video, contact The Project for International Communication Studies (PICS), 266 International Center, The University of Iowa, Iowa City, IA 52242. Telephone: (800) 373-PICS.

A series of five attractive posters featuring the Eiffel Tower is available from the Soleil Publishing Company (see the accompanying text reproduced in this issue of the *National Bulletin* on pages 12-13). In addition, they have "cartes des vins et des fromages de France" as well as many other photo posters, cartoon posters, poetry posters, vocabulary and holiday posters, and line masters for crossword puzzles. For more information contact: Éditions Soleil Publishing, Inc., P.O. Box 847, Welland, Ontario, Canada L3B 5Y5. Telephone: (416) 788-2674.

BOOKS, JOURNALS, AND PAMPHLETS

To obtain a free copy of the NEH's publication *Overview of Endowment Programs* (July 1989) write or call: NEH Overview, Room 406, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Telephone: (202) 786-0438. The *Overview* lists funding opportunities, how to obtain application forms, when to apply, and what project ideas are eligible for NEH funding and what are not. Please mention that you saw the announcement of *Overview* in the *National Bulletin* and NEH will send you a complimentary copy of their excellent publication *Humanities*. Also available from the same address is the *23rd Annual Report* of the NEH. It contains brief descriptions of NEH programs as well as a complete listing of all grants entered by the division and program in which they were funded for fiscal year 1988 (October 1, 1987 through September 30, 1988).

For the baseball fans among your students, the booklet *Le Baseball* provides an English-French vocabulary. This little booklet could be a valuable teaching aid. Write to: Philip Grosse, 5055 N. 83 Street, Scottsdale, AZ 85253. In addition to baseball, he has produced a number of vocabulary booklets on other sports and leisure-time interests.

Don't forget the following professional aids developed to keep you up-to-date in the areas of language, culture, and pedagogy:

Le Français dans le monde provides cultural information as well as perspectives on daily life in France, pedagogical concerns, and "fiches" which can be pulled out for classroom use. *Le Français dans le monde* is available in three different subscription packages: (1) eight issues a year for 260 FF; (2) the eight issues plus two special issues devoted to research and applications for 330FF; (3) the eight issues and the two special issues plus *Diagonales* (four issues) which focuses on Francophone cultures and linguistic problems for 395 FF. Currently, if you subscribe to *Le Français dans le monde* before October 15, 1989 you will receive a gift of *Le Dictionnaire de notre temps*, a 150FF value. To subscribe, write to: *Le Français dans le monde*, Abonnements, 99, rue d'Amsterdam, 75008 Paris, France.

The Centre International d'Études Pédagogiques (CIEP) publishes *Échos* four times a year. *Échos* focuses on contemporary French civilization for teachers of French as a foreign language. For 85 FF *Échos* arrives by surface mail. Also from the CIEP is *La Gazette RVC*, a pedagogical

review "Réseau Vidéo Correspondance" which presents practical and theoretical tools for teachers interested in using interactive videos in the classroom and in international video-correspondance. Two annual issues plus two supplements are available for 80FF per year. To subscribe write to: CIEP (indicate journal name also), 1, avenue Léon-Journault, 92311. Sèvres Cedex, France. Make checks or money orders payable to Agent Comptable du CIEP-CCP Paris 9 130 69 X. In addition, a catalogue listing the publications of the CIEP and of BELC (Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises à l'étranger) is available upon request from the same address.

Finally, a magazine produced specifically for the teacher of French in the United States is *Pages d'écritures*. Nine issues a year, plus membership in French American Institute for International Studies (FAIIS), come for \$35. Currently a free trial offer is available without obligation. Write to: FAIIS, 5151 San Felipe, Suite 1500, Houston, TX 77056.

The association Québec dans le Monde announces the publication of a descriptive repertoire of useful resources entitled *Le Monde de l'éducation au Québec*. This book lists professional associations, post-secondary institutions, ministries and other public offices, schools of education, editors of textbooks, periodicals, research centers, etc. Each resource is listed with address, telephone number, and a brief description. It is an indispensable tool for anyone involved in planning exchanges, in research, or simply interested in sources in order to learn more about Québec. The book is available for \$19.95 (Can.) plus \$2 postage and handling from: Québec dans le Monde, CP8503, Sainte-Foy, Québec, Canada G1V 4N5. Telephone: (418) 681-0621 poste 48.

While visiting in Dijon I came across a most interesting and informative book on contemporary France entitled *La France Aujourd'hui* (1989-90). The author, Serge Cuenin, is responsible for the summer *cours de civilisation* at the University of Dijon for foreign students. The seven chapters of the book are: (1) *La vie politique* which makes a chronological study of French politics since 1940 and includes material on the political parties and the institutions of government; (2) *L'économie* which treats such issues as energy, different economic sectors (industry, agriculture, and services) and current politics of economics; (3) *La vie sociale* which presents working conditions, personnel issues, and the variety of social services available to French society; (4) *La société* which confronts issues relating to family life such as abortion, divorce, child care, bachelorhood, the role of women, the elderly, immigrants, life styles, leisure time, and income; (5) *Communication et culture* which discusses the press, television and radio, the Minitel, movies, and songs; (6) *L'enseignement* which presents the evolution and the principle characteristics of the French system of education as well as its organization; and, (7) *La construction européenne* which focuses on the CEE, its principles and its institutions, and its problems. It also contains a brief bibliographic for further reading on the topics. The book is available in limited quantities from: Serge Cuenin, 24, ruelle des Poussots, 21000 Dijon, France. The price is approximately \$10 plus postage and handling, but you should verify the price with Professor Cuenin.

JBG

CALLS FOR PAPERS

The Eighteenth Annual French Literature Conference: Poetry and Poetics will be held at The University of South Carolina, March 29-31, 1990. AATF members are invited to submit papers, in French or in English, by **November 1, 1989**. Conference papers will be published in FLS Vol. XVIII. For additional information please contact: Marja Warehime, Conference Director, Dept. of Foreign Langs. and Lits. The University of South Carolina, Columbia, 29208. Telephone: (803) 777-2553.

Le Conseil International d'Études Francophones (CIEF) tiendra son Congrès mondial à la Martinique du **20 au 28 avril 1990**. Le CIEF invite tout intéressé à lire une communication ou à organiser une session ou une table ronde portant sur toute région de langue française de par le monde (y compris la France) et visant toutes les disciplines. Pour tout renseignement s'adresser, dans les plus brefs délais, à Michel TETU, Président, CIEF, Dépt de Littératures, Université Laval, Québec (Qué.) Canada G1K 7P4. Téléphone: (418) 656-5772 or 3151.

The French Education Project at Louisiana State University announces the **Second International Colloquium on the Teaching of French** to be held in Baton Rouge, Louisiana on 26-29 April, 1990.

Conference Theme: **Culture et enseignement du français**

Sub-themes: **Quelle(s) culture(s) enseigner?
Comment enseigner la culture?
Culture et technologie.**

Individuals wishing to present papers on any aspect of the above themes should send a 2-3 page abstract no later than **December 1, 1989** to: Robert C. Lafayette, French Education Project, 202 Peabody Hall, Louisiana State University, Baton Rouge, LA 70803. Additional information may also be obtained at this same address.

You are invited to submit an abstract of a paper for presentation at the **10th Cincinnati Conference on Romance Languages and Literatures** on 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 words abstract together with one 3 by 5 card indicating your name, academic affiliation, address and telephone number, title of paper. Send submissions or inquiries to: Josiane Leclerc-Riboni, Conference Chair, Dept. of Romance Languages and Literatures, University of Cincinnati, Cincinnati, Ohio 45221-0377. Deadline for abstracts is **February 15, 1990**.

The Seventh Annual Wichita State University Conference on Foreign Literatures is scheduled for April 5-7, 1990. 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 15, 1989**. Complete paper (8-10 pages) must be sent by January 15, 1990 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. Telephone: (316) 689-3180.

The Eighteenth Annual Twentieth-Century Literature Conference will be held at the University of Louisville, February 22-24, 1990. Open Topic. Critical papers on any topic pertaining to literature of the twentieth century will be considered. This conference requires both paper and abstract by deadline date. Paper should not exceed 10 typed, double-spaced pages (suitable for a 20-minute reading). Omit submitter's name from all pages except cover sheet. Creative submissions also welcomed. Deadline for all submissions is **October 15, 1989**. For further information, contact: Harriette Seiler, Conference Chair, Department of Classical and Modern Languages, Humanities 332, University of Louisville, Louisville, KY 40292.

FLES VIDEO

We are pleased to announce production of a new video entitled:

FLES PROGRAMS IN ACTION*

depicting goals and activities of the different types of FLES* programs (standard FLES, Exploratory FLEX, and Immersion). An accompanying brochure will give additional information on each type of FLES* program, including expected outcomes, evaluation procedures, funding and long range plans, to name just a few of the topics to be covered. It will be available at cost.

The FLES* *PROGRAMS IN ACTION* package should be of interest to administrators, teachers, principals, supervisors, coordinators, parents, school board members, guidance counselors and all those interested in foreign language programs at the Kindergarten-grade 8 school levels.

Produced through a grant by the Department of Education, the package will be available late in 1989. For information, contact Dr. Gladys Lipton, University of Maryland/Baltimore County, Dept. of Modern Languages and Linguistics, Baltimore, MD 21228, 301-455-2997 or 301-593-1654.

U.S. DEPARTMENT OF EDUCATION GRANT DEADLINE

The U.S. Department of Education has announced a **November 6, 1989** deadline for submission of applications for new grants under the Fiscal Year 1990 Title VI, Undergraduate International Studies and Foreign Language Program. The grants are designed to assist institutions of higher education to strengthen and improve undergraduate instruction in international studies and foreign languages. Public and private nonprofit agencies and organizations may apply for funds to develop projects which will make an especially significant contribution to the improvement of undergraduate instruction in international and foreign language study. This program **does not** provide for student fellowships or stipends. For Fiscal Year 1990, approximately twenty-five new projects will be funded at a total cost of \$1,200,00.

For application forms and further information, contact Ralph Hines or Christine Corey, International Studies Branch, Center for International Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 3052, ROB-3, Washington, D.C. 20202-5332.

CALENDAR OF EVENTS

UNIVERSITY OF CINCINNATI CONFERENCE: THE FRENCH REVOLUTION: THEN AND NOW: October 5-6, 1989, University of Cincinnati. Information: Judith Muyskens or Michèle Violet, Dept. of Romance Languages and Literatures, Univ. of Cincinnati, Cincinnati, OH 45221-0377. Telephone: (513) 556-1950.

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. Information: 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.

ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 11-14, 1989, Chicago. Information: IFLTA, 33 E. Congress Pkwy., Ste. 505, Chicago, IL 60605. Telephone: (312) 736-1652.

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.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING. October 19-21, 1989, Little Rock. Information: Rosalie Cheatham, Dept. of FL, Univ. of Arkansas at Little Rock, 2801 S. University, Little Rock, AK 72204.

FOURTEENTH ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT: October 13-15, 1989, Boston. Information: Conference Committee, Conf. on Lang. Devel., Boston Univ., 605 Commonwealth Ave., Boston, MA 02215. Telephone: (617) 353-3085.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 13-15, 1989, Concord Hotel, Lake Kiamasha. Information: Nancy E. Wallace, Orchard Park Middle School, 60 S. Lincoln Ave., Orchard Park, NY 14127. Telephone: (716) 662-6227.

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.

INDIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 26-27, 1989, Indianapolis. Information: James Beaudry, Dept. of French, Cavanaugh Hall, Indiana Univ., 426 Agnes St., Indianapolis, IN 46223.

NINETEENTH-CENTURY FRENCH STUDIES COLLOQUIUM: October 26-28, 1989, University of New Hampshire, Durham. Information: Dept. of French and Italian, Univ. of New Hampshire, Durham, NH 03824-3596.

OHIO CHAPTER AATF in conjunction with YOUNGSTOWN CONFERENCE: October 28, 1989, Youngstown State University. Information: Reid Baker, 149 W. Kenworth Ave., Columbus, OH 43214. Telephone: (614) 262-1543.

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.

MIDWEST SOCIETY FOR EIGHTEENTH-CENTURY STUDIES: November 3-5, 1989, The Ohio State University, Columbus. Information: Ronald Rosbottom, Dept. of Romance Languages and Literatures, 1841 Millikin Rd., The Ohio State Univ., Columbus, OH 43210-1229.

COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS: November 4, 1989, The Brown Palace Hotel, Denver. Information: Ronald W. Walker, 2312 Valley Forge Ct., Ft. Collins, CO 80526-1652.

EAST CAROLINA UNIVERSITY SYMPOSIUM ON "THE FRENCH REVOLUTION AND ITS LEGACY": November 7-9, 1989, Greenville. Information: Frédéric Fladenmuller, ECUCBFR, Dept. of Foreign Languages and Literatures, East Carolina Univ., Greenville, NC 27858-4353. Telephone: (919) 757-6543.

INTERCULTURAL PERSPECTIVES IN POETICS AND LINGUISTICS: November 10-11, 1989, George Mason University. Information: Rei Berroa, Dept. of Foreign Languages and Literatures, George Mason Univ., Fairfax, VA 22030.

NORTHWESTERN UNIVERSITY COLLOQUIUM "FICTIONS OF THE FRENCH REVOLUTION": November 10-12, 1989, Evanston. Information: Bernadette Fort, Bicentennial Colloquium, Dept. of French and Italian, Northwestern Univ., Evanston, IL 60208-2204. Telephone: (312) 491-5672 or 5490.

FIRST ANNUAL SARASOTA FRENCH FILM FESTIVAL: November 14-19, 1989, Sarasota, FL. Information: Deena Frankel, Asolo Performing Arts Center, P.D.E., Sarasota, FL 34230. Telephone: (813) 355-7115.

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 ASSOCIATION OF UNIVERSITY SUPERVISORS AND COORDINATORS OF FOREIGN LANGUAGE PROGRAMS: November 17, 1989, Boston. Information: John R. Gutiérrez, Dept. of Spanish, Italian, and Portuguese, 351 N. Burrowes Bldg., Penn State Univ., University Park, PA 16802. Telephone: (814) 865-4252.

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.

FRENCH FOR THE PROFESSIONS: A NATIONAL SURVEY

During the past two decades foreign language teachers have created new courses designed to meet the needs of students preparing careers in business, journalism, social services, and other fields. Many of these courses are still being taught; other have come and gone. Pedagogical materials, including a number of textbooks, link French with specific professions. The purpose of this survey is to identify French teachers who have been involved in courses with a professional orientation, whether or not these courses are still being taught.

The goals of this survey are threefold: 1) to gather information that will be of interest to teachers of profession-oriented French courses; 2) to make this information available to those who would like to create similar courses; and 3) to attempt to determine whether French for the professions has been a curricular fad or whether these courses have become an integral part of departmental offerings at American universities.

The results of the survey will be published in a future edition of the *National Bulletin* and will also be the subject of a session proposal for the 1990 AATF National Conference in New Orleans.

If you have had experience teaching or writing materials for profession-oriented courses in French, please fill out and return the form below to: Dr. Lois Vines, Dept. of Modern Languages, Ellis Hall, Ohio University, Athens, Ohio 45701.

Thank you for participating. If necessary, use an additional sheet for response. Please return by **December 15, 1989**.

Name: _____

School/College/University: _____

Address: _____

Office Phone: _____ Home Phone: _____

Professional Course Content (e.g., business, journalism): _____

At what level is the course taught (e.g., college intermediate, advanced)? _____

How often is the course offered (e.g., once a year, twice a year)? _____

Is the Profession-Oriented material offered as a sequence of courses (i.e., continuing for more than one semester or quarter)?

In what year did you start teaching the course? _____

Is the course still being taught? If not, why was it dropped? _____

Materials used in the course (e.g., books, videos): _____

Do you permit your name to be published as a potential resource person for profession-oriented courses in French? _____

Additional comments: _____

NCLIS PRESS RELEASE — MAY, 1989

In close consultation with the leaders of state and national foreign language organizations, Representative Leon E. Panetta (D-CA) has introduced the Foreign Language Competence for the Future Act of 1989. H.R. 2188 was introduced on May 2, 1989. With 28 original co-sponsors, it was then referred to the Committee on Education and Labor. Five programs aimed at improving foreign language education are authorized at \$110 million.

First, Section 3 — *Summer Foreign Language Institutes* — authorizes grants to institutes of higher education or consortia of such institutions to provide for the professional development of the proficiency of elementary and secondary foreign language teachers.

Second, Section 4 — Foreign Language Loans — establishes revolving loan funds to encourage college students to major in elementary and secondary foreign language education. Loans of \$5,000 a year for the commonly-taught languages and \$7,500 for the less-commonly-taught languages will be forgiven based on teaching experience.

Third, Section 5 — Foreign Languages Institutes — authorizes the Secretary to make grants to States and major metropolitan areas on a matching basis to establish foreign language institutes, and for units within world trade councils to provide language training, translation services, and information about other cultures for small-

and medium-sized businesses seeking to enter export markets.

Fourth, Section 6 — Demonstration Grants for Distance Learning — will provide grants to provide technology for distance learning in cooperation with foreign language teachers and specialists to serve small and rural school districts, small colleges, community colleges and adult business education classes.

Finally, Section 7 — Demonstration Grants for Critical Language and Area Studies — provides grants to be distributed to eligible consortia to operate critical languages and area studies programs to improve and expand the instruction of foreign languages at elementary and secondary schools across the Nation. This section includes a study abroad or cultural exchange program requirement.

Three days earlier, eighty-three state and national foreign language association leaders and business school deans attended a briefing about foreign language and international business legislation on Capitol Hill. After the breakfast session, these leaders met with Members of Congress and Staff to encourage their co-sponsorship of H.R. 2188, as well as to seek support for appropriations for current legislation.

AATF members are encouraged to express their support of this legislation to their congressmen.

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