

NATIONAL CONVENTION, JULY 1990

Members should mark their calendars now for the 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 submit-

ted 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. **Deadline for all proposals is April 15, 1990.**

A DECADE OF CHANGE TO A DECADE OF CHALLENGE

Text of a speech presented by Senator Paul Simon in June 1989.

INTRODUCTION

A renewed debate in recent years about American education and the role it plays in our international economic competitiveness has begun to create the political will to renew our lagging commitment to foreign language training. However, in order to effect changes in the present education system, advocates of foreign language study must make themselves heard. Most of those interested in this subject are not accustomed to, nor comfortable with, influencing public policy. That is part of the reason we are where we are. Almost ten years ago, I said this must change. It has. I called for a "series of small victories" and we have achieved victories, some of them even greater than we would have expected ten years ago. But we have a substantial distance to go. And not much time to get there if we are to serve this nation effectively, if these United States are to be readied for more active economic competition with the rest of the world. And more important, that progress must be achieved if the world's most powerful nation militarily is to contribute to a world of peace and justice.

RATIONALE

It has been said so often that it is trite, but it continues to be more true every day: The world grows smaller. More than ever, Americans need foreign language fluency. As I wrote in the introduction to my 1980 book, *The Tongue-Tied American: Confronting the Foreign Language Crisis*, "Cultural isolation is a luxury the United States can no longer afford." The need to understand the rest of the world and its languages and cultures is even more critical today. The ability to communicate effectively can alter the balance of power as surely — and perhaps more surely — than a squadron of fighter planes or a navy flotilla. Security can come only when we see the world as it is, not as we would like it to be. Our foreign policy will improve as we learn more about other countries and as others learn more about us.

Our cultural and language competency is critical also to our economy as we enter an increasingly global marketplace. We are now forced to compete, to understand, and to learn about our world neighbors. One of the most significant changes in the ten years since *The Tongue-Tied American* is that the U.S. has gone from being the world's major creditor nation to the world's largest debtor nation. That means that the need to change our attitudes and practices is more important than ever.

For American diplomats, scientists, and business personnel to operate effectively internationally, they must be able to speak other languages with fluency. Often foreign language skills make the difference between success and failure. Dealing with the prospective buyer of American goods in his or her local tongue can produce unexpected results. Our linguistic parochialism has had a negative effect on our trade balance. Part of the reason the Japanese and the West Germans sell so effectively is that they have gone to the trouble of learning about us and adapting the product they export to our tastes and markets. Language promotion, like export promotion, would benefit the American diplomatic corps, the business community, and, in turn, our economy and our international relations.

Despite recent scattered improvements in raising foreign language requirements at high school and university levels, the United States still lags far behind other nations. Visiting recently in Botswana, it struck me that in this nation which we consider a developing nation, the average fourth-grader has had more foreign language study (four years of it) than has the average college graduate in the U.S. There are ways in which we are more of a developing nation than is Botswana! We need to expose more U.S. students and citizens to programs which lead to a working fluency in other languages and to an appreciation of other cultures.

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RESOURCES

Part of the problem is resources. The marked decline of federal funding for the study of foreign language in the 1970's sent a negative signal to the nation. Undergraduate enrollments and serious scholarships were affected. Private foundations have continued limited support for such study, but they rightly expect government at all levels to sustain these programs.

Fortunately, primarily because of the increasing awareness of the business community of our needs, and partially also because of growing — but still limited — assertiveness on the part of foreign language teachers, we are showing signs of an awakening.

ACCOMPLISHMENTS

In 1979, when I served on the President's Commission on Foreign Languages and International Studies, a number of recommendations for improving foreign language study in the U.S. were made. Several of these have been achieved, some are currently pending, and many remain to be accomplished. The accomplishments include:

- Doubling language enrollments in states such as Alabama, Arizona, Arkansas, Idaho, Michigan, Mississippi, Oklahoma and South Dakota;
- 33 states now are approaching some limited form of language requirement, many competency based;
- Public colleges and universities in 23 states have reinstated foreign language requirements;
- Despite a pressing national deficit, federal funding for foreign languages, international studies and international educational exchanges has increased — though modestly;
- New federal programs such as the two language-competent embassies, the Congress-Bundestag exchange program, the Soviet People-to-People exchange, the Japanese Technical Literature Act, and the Soviet-East European Program have all contributed to improving our national language competence. (As I write this manuscript, an amendment I have proposed has been accepted by the Senate Foreign Relations Committee to strengthen the role of foreign language competency in Foreign Service promotions);
- A number of states that did not have them have created the position of Foreign Language Specialist/Supervisor, and some have opened international education offices;
- The American Council on the Teaching of Foreign Languages (ACTFL) and the language teaching profession have moved toward greater emphasis on proficiency and communication competence. The Joint National Committee for Languages has given the language profession a national voice. This reflects a new pride and sense of accomplishment and purpose among a group that ten years ago was demoralized;
- The National Governors' Association, the Southern Governors' Association, the Council of Chief State School Officers, the College Board, the National Education Association and the American Federation of Teachers, the National Association of States Boards of Education and others have issued ringing endorsements of the need for more foreign language requirements.

CHALLENGES

We have progressed from the President's Commission on Foreign Languages and International Studies' description of the scene as "scandalous," though not any distance from the "Nation at Risk" report's charge of "mediocre." Our nation's foreign language skills still have a long way to go before we reach a "minimally acceptable" level. There are numerous victories yet to be won — and they are achievable.

A relatively small number of people working for modest successes can turn things around, as demonstrated in the preceding paragraphs. Let me review with you a few of the more relevant recommendations (as well as a few others) for "follow through" at all levels that ten years ago were contained in the last chapter of *The Tongue-Tied American*; proposals still relevant today.

COLLEGES AND UNIVERSITIES

Admission requirements to colleges and universities should include exposure to foreign language study. At the very least, no one should be able to graduate from college without exposure to another language.

The multidisciplinary approach that includes foreign language study should be pushed. We need some majors in Spanish, French, German, Russian, Chinese, Japanese, Swahili and other languages, but more important is the development of accountants who speak French, engineers who speak German, and so on. The Wharton School of Business, the University of South Carolina and other graduate schools have begun offering dual majors in international relations/languages and business administration. Two months into the first year of the Wharton program, all of the students had job offers.

Language programs should be available on or near the campuses of the professional schools. Otherwise, future physicians, dentists, lawyers and engineers who wish to take a foreign language course could be discouraged by inconvenience.

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A college's international emphasis should expand beyond a solely Western European focus.

Schools that can should provide some form of travel scholarship to language students, to encourage study abroad, particularly for those who study less commonly taught languages.

Institutions facing financial shortages should pool resources with surrounding schools to lessen the financial strain.

Colleges and universities must make students aware of the professional, economic, and personal advantages and enrichment available through the study of a foreign language and culture.

Institutions of higher education can influence more than their own students by reaching out to nearby communities. Colleges and universities should assist in the upgrading of language skills for high school and elementary teachers in the area. By offering seminars, poetry readings, and other cultural events, the academic community can expose an even wider audience to the riches of other languages and cultures.

TEACHERS

Teachers are the foot soldiers in promoting language study and need to speak up. No one will believe a language is important if a foreign language teacher doesn't. School administrators, school board members, PTA officers, the faculty, business people, labor leaders and students should be told if deficiencies exist. It is more useful to come up with constructive alternatives than simply to be negative.

Foreign language teachers should avoid isolating themselves from other teachers and disciplines, or from the business community and the wider public which may support a stronger language program.

Propose an immersion week, weekend, or summer program. Faculty should take advantage of immersion language opportunities, either in the United States or through a planned program abroad.

Some form of special recognition or award should be offered by the school or perhaps by a local Rotary, Lions, Kiwanis, or Business and Professional Women's Club, or Chamber of Commerce to the outstanding student in each language. Other forms of recognition can and should be provided.

College and high school teachers should lead in volunteering to teach on a limited basis in the elementary schools. It is only by getting into the elementary schools and encouraging language study that we will dramatically and permanently change the proportions of students studying languages in college and eventually have a real impact in the international marketplace.

Travel experience in a country that speaks a foreign language should be renewed at least once every five years.

LOCAL COMMUNITIES

Any high school that does not presently offer foreign language classes should do so. If there is a local problem of financing, two school districts might combine their efforts. Where there is an inadequate demand for a full-time teacher, either because of low enrollment in the school or interest in a particular language (Russian, for example), the shared teacher will generally be a more effective solution than a part-time teacher.

School administrators and school boards should make it clear that when a teacher is employed in any area of study that the school prefers a teacher who has some foreign language background.

When foreign language teachers are hired, schools should make certain that the teacher is interviewed by a person competent in the language to be taught, and if possible, the teacher should have some experience in a country where the target language is spoken.

The study of foreign language should not be only a mechan-

ical process of reproducing foreign sounds, but should also be a cultural experience.

Whenever possible, high schools should offer more than two years of a foreign language. To do less is to impose the pain of language study and withhold much of the reward. As interest in foreign languages increases, our schools should as those of other countries do, require more than two years of a foreign language unless a student is excused.

Elementary schools should offer foreign language instruction. In most countries, all elementary school students study foreign languages. In the United States fewer than one percent do. That must change. (North Carolina is ahead of the other states. By 1993 all public school children — kindergarten through fifth grade — will be required to study a foreign language there.)

School boards could both honor teachers and encourage foreign language study, as well as an international perspective, if each year in each school building a teacher selected by fellow teachers would be given a grant to spend one or two of the summer months in another country. Everyone wins from such an arrangement.

A community should establish ties to another country or countries whose language and culture are taught in the elementary and high school system. A perfect example of one of the "payoffs" in this is a major joint venture between Chrysler and Mitsubishi, the giant Japanese firm that selected Bloomington-Normal, Illinois, as the site for a \$500 million auto assembly plant. The site was selected, in part, because Bloomington had previously established a sister-city relationship with a Japanese city.

The responsibility for encouraging and promoting foreign language education begins with the local level but also rests with the state and federal governments. The reality of politics provides local constituents with great leverage to promote their interests. One of the first rules of public advocacy is to **know what you want**. Harried policy-makers are much more responsive to clear, thoughtful and specific requests than to general alarms about improved programs, better teaching and more money. Before addressing the specifics of making your voice heard, set goals. The government has vast resources and it is up to you to use them to your greatest advantage, to help meet an urgent national need.

STATE LEVEL

The governor should call a statewide meeting of representatives of companies that export or have the potential to export, foreign language teachers, state education leaders and representatives of the chambers of commerce and labor unions. The meeting should stress the importance of exports and foreign investments and their relationship to foreign language study.

Financial encouragement should be given to school districts that institute language and culture in grade schools and high schools.

A mailing should go to all school counselors stressing the increasing job value of foreign language skills.

The State Department of Education and the State Department of Commerce should work together on the foreign language problem. Teachers should accompany members of official state trade delegations. States can sponsor centers that forge a better link between business and the higher education community. One example, the New Jersey Center for International Business and Education at Rutgers University, links executives from smaller companies with faculty and other international experts to obtain the information they need to start and expand overseas trade.

FEDERAL LEVEL

The federal government cannot supplant the efforts of state and local governments, but it can lead. Here we have a national

need, and states and local school boards must understand that there is a national need. We can convey that by expanding on a number of small programs that now exist, and also:

- Provide a small carrot for elementary schools that will teach foreign languages to their students at least one hour a day.

- Exchange programs must also be encouraged and expanded for faculty and students. I have twice (without success) tried to get amendments adopted to the Higher Education Act which would provide \$15 per full-time equivalent student to accredited colleges and universities for sending students and faculty for study in other countries. It is irrational for this nation to have a decreasing percentage of our students and faculty studying abroad in an increasingly interdependent world.

- Foreign language programs should be made available for radio, cable, and public television stations that wish to use them.

- Summer institutes should be funded for foreign language teachers.

- Demonstration programs should be more widely used. My successful amendment to the Foreign Service Act required a demonstration program: All employees of two U.S. embassies abroad — selected by the Secretary of State — had to speak the local language. The State Department fought the passage of my amendment, but has since reported the pilot programs were a great success. Yet there is little evidence that the State Department has profited from this experience. Their official words are great, but there has been no follow-through in expanding this demonstration program. (The Senate Foreign Relations Committee has accepted my amendment to expand these programs — again, over State Department opposition).

BUSINESS, LABOR, AND FOUNDATION LEADERS

Job application forms should include a space to list knowledge of another language. A business should have a computer bank that shows them within minutes who in their corporation speaks other languages so that if business opportunities arise, they can be seized. It is also a subtle way of letting people know that knowledge of a foreign language could be an asset in getting a job and could be helpful in serving foreign visitors and potential customers.

Businesses involved in international operations should establish overseas internships for college juniors and seniors and graduate students.

Foreign language cassettes should be provided by businesses and libraries for commuters. This could enrich what is now dead time for millions of commuters.

PARENTS

Starting when children are young, parents should provide an opportunity for them to hear and learn other languages.

Check to see if your school district offers foreign language courses.

Invite exchange students into your home.

EVERYONE

Organizations like the PTA, Rotary Club, League of Women Voters, and labor unions should sponsor surveys of foreign language studies available in area schools and plan how they can help to remedy deficiencies.

Don't underestimate the power of a simple letter to members of Congress, state legislators, and school board members.

A letter to the editor of the local newspaper can be helpful. It should be brief, describing specifically what you advocate in the teaching of foreign languages.

Policy makers are not experts in every field and are dependent upon good, reliable information and data. They are also moved by public opinion. Collaborate with others.

CONCLUSION

Don't get discouraged. Progress is achieved step by step in most instances, not by giant leaps. And those steps ahead are made, not because there is a lack of opposition, but despite the opposition. In the case of foreign language study the problem is indifference more than opposition. If you convey a sense of urgency as you deal with this need, both the indifference and the opposition will diminish. Things have improved, and with your help and involvement they will continue to improve.

Paul Simon
U.S. Senator, Illinois

Paul Simon is chairman of the Senate African Affairs Subcommittee, the Constitution Subcommittee, the Employment and Productivity Subcommittee, and a member of the Budget Committee.

UPCOMING AATF CONVENTIONS

Make your plans now to attend...

- New Orleans, Sheraton Hotel, July 2-5, 1990
- Minneapolis, Marriott City Center, July 3-6, 1991
- Strasbourg, Palais des Congrès, July 1992 (l'année de l'Europe)

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AATF SMALL GRANTS RENEWED FOR 1990

At its meetings in Paris in July, the Executive Council decided to renew its Small Grants Program at the \$1,000 level (see *National Bulletin*, 14.1 (1988):2). After the success of the initial program last year (see *National Bulletin* 14.4 (1989):12), it had been hoped that additional funds could be devoted to it but this did not work out.

Nevertheless, the \$1,000 will again be available under the same conditions as last year: the normal grant amount will be in the \$200-\$300 range and there will be a minimum of application redtape.

The basic purpose of the program is to aid those AATF members who need supplementary funds to carry out a worthy project that would otherwise remain unfunded or underfunded. Projects must bear some relationship to the purpose of the Association, namely the furthering of French studies in the U.S., and be of potential benefit to the member's fellow Chapter members or to his/her students of French. Members at all levels of instruction can apply.

Application by letter, with any supporting documents (if needed), should be sent to the Executive Director at 57 E. Armory Ave., Champaign, IL 61820. The letter should specify the following: (1) name of applicant/Chapter; (2) brief summary of project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, including Chapter treasury.

Requests must be received no later than **January 31, 1990**. They will be judged at that time and successful applicants will be notified during February.

Fred M. Jenkins
Executive Director

"TAPES ARRIVED, CURRICULUM SAVED!"

As our title indicates, language teachers are coming to consider authentic foreign video essential to their teaching. The Project for International Communication Studies (PICS) was created in 1983 to foster the use of foreign television programming in language teaching through its efforts in the selection, acquisition, and distribution of foreign video. PICS is a non-profit grant-supported organization operating under the auspices of the Center for International and Comparative Studies (CICS) at The University of Iowa. PICS currently distributes programs obtained from foreign video sources in French, German and Spanish, and will branch out into Japanese and perhaps other languages in the future. Under a grant from the Annenberg/CPB Project and with a great deal of local support from the University of Iowa (as well as under previous grants from the U.S. Department of Education), PICS has broken new ground in foreign language pedagogy, most notably in software development for interactive video and in the development of videoguides, which are printed materials designed to help teachers integrate video into the curriculum.

The PICS interactive software, designed for use with PICS videodiscs, makes possible instantaneous manipulation of the video. Created by PICS Co-Director James P. Pusack and PICS Technical Director Sue K. Otto, the software provides a variety of options, including sentence-by-sentence play, sentence-based display of the transcript and key words, and previewing of images for pre-listening. In addition to these listening tools, several types of exercises are available, including cloze exercises, plot puzzles involving the correct ordering of events for global comprehension, and an exercise type in which students must answer simple questions by typing short sentences based on the content of the video.

Future additions to the PICS library of interactive videodisc software include the following: a multiple choice program which includes an authoring capability; a tool for annotating words and expressions with cultural or lexical information; and a tool for encouraging student writing through a variety of pre-writing activities.

In accordance with its mission to encourage the use of authentic materials in language teaching, PICS co-sponsored the Conference on Teaching Foreign Language with Video at Middlebury College last summer, and PICS regularly participates in workshops and teleconferences to provide demonstrations on teaching with video. In addition to these efforts, Rick Altman, Co-Director of PICS, has written a definitive sourcebook on acquiring foreign video and teaching with it—*The Video Connection: Integrating Video into Language Teaching* (Boston: Houghton Mifflin Co, 1989). PICS has recently produced several demonstration tapes as well, among them *Classroom Vignettes: Teaching Language with Video*, and *The PICS Interactive Videodisc Demonstration Tape*. Inquiries regarding these materials or any aspect of PICS activities or materials should be addressed to: PICS, 266 International Center, The University of Iowa, Iowa City, Iowa 52242, (800) 373-PICS. A complete catalogue of PICS materials is also available upon request.

In conjunction with these efforts to educate and stimulate teachers in order to encourage more exciting and effective language teaching, PICS has also brought together a

nationwide network of leaders in the field to create videoguides to accompany PICS programs. Written by these leading teachers, PICS videoguides include the following elements: (1) a complete transcript, with cultural and linguistic notes where appropriate, (2) a section entitled "to the instructor" on teaching with video, (3) pre-viewing exercises, (4) viewing exercises, (5) re-viewing exercises including various transfer activities, (6) vocabulary, (7) related activities, and (8) background information, usually in the form of articles from foreign newspapers and magazines. PICS authors are encouraged to follow their own teaching methods in the development of activities and exercises for use with students. Our first- and second-year programs will thus be generally adaptable to any first- or second-year textbook, based on a listing of topics commonly taught. This type of extensive videoguide consists of both a student workbook and an instructor's manual.

For programs not accompanied by a videoguide, PICS makes available a complete transcript with teaching tips for each program. By the fall of 1989, every PICS program will be supported in this manner. The cost of the videoguides and transcripts will range from \$5 to \$15. The cost of most PICS programs is \$29.95, but prices vary according to the length of the programs.

Through expanded distribution and increased pedagogical support, PICS expects to continue making it easier and more rewarding to teach with international video materials.

Deborah Bjornstad
Assistant Director, PICS

SOME AATF MILEPOSTS...

- When present AATF President Stirling Haig completes his term as immediate Past President in 1993, he will have served almost continuously on the AATF Executive Council for a period of 22 years, thus assuring the Council of a high degree of institutional memory. Prof. Haig began his tenure on the Council in 1972 when he was appointed Managing Editor of the *FRENCH REVIEW*, then continued in his capacity of Editor in Chief of the *REVIEW* from 1974 through 1986.
- In Fall 1989, *NATIONAL BULLETIN* Editor Jane Black Goepper begins her seventh year in charge of our publication, thus becoming the longest-serving Editor since publication of the *BULLETIN* began in 1975.
- Also this Fall, Executive Director Fred Jenkins begins his eleventh year in that post (called, in previous periods, Executive Secretary and Secretary-Treasurer). Only one other person has served longer since the Association was founded in 1927: George B. Watts, 1942-1963.
- The Association's roster of Honorary Members includes six former Presidents, all of whom served terms of at least three years (in contrast to the more common one-year terms of Presidents of other foreign-language organizations): Howard Nostrand, Univ. of Washington, 1967-69; Douglas Alden, Univ. of Virginia, 1971-76; Anne Slack, Harvard Univ., 1977-79; Georges Joyaux, Michigan State Univ., 1980-82; Jean Carduner, Univ. of Michigan, 1983-85; Philip Stewart, Duke Univ., 1986-88. One of the President's prime responsibilities, as specified in the Constitution and By-Laws, is to act as Program Chair for AATF Annual Meetings.

LANGUAGE HISTORY, LANGUAGE TEACHING

When was the last time one of your students asked you a question like one of these: "Why does it take two words to make a sentence negative in French?" "Why don't you pronounce *-ent* when it's a verb ending?" "Why is the word *professeur* masculine even when the teacher is a woman?" Sound familiar? These are typical questions of our beginning students. We answer by patiently explaining that "why" questions are not very helpful when studying another language. We assure them, and ourselves, that the answers would not be of much use anyway in improving their language performance and that the best thing to do is imitate the examples and models supplied by the textbook and teacher. This is no doubt the best approach: Beginning students should not be distracted by lengthy explanations when striving to speak a language. Besides, the answers to these "why" questions lie somewhere in the history of the language and are not addressed until the advanced, usually post-graduate-level course.

As it turns out, most students, high school and college students alike, never get around to learning many answers to these "why" questions. They meet their requirements long before such matters are included in the curriculum. Moreover, the "why" questions have little place in the communicative, proficiency-oriented program at any level. The loss seems minimal when considering the priority of developing language skills. But yet, and unfortunately, the fate of the "why" questions is shared by many other areas of language study. For example, few programs make room for a systematic study of word origins or histories. While it's not surprising that most words in French derive from Latin, what about the Celtic/Gaulish origins of *mouton*? What about the Germanic *jardin*, *brun*, *haïr*, and *fauteuil*? Or the Arabic *sucre* and *zéro*, the Spanish *cédille*, the Italian *banque* and *plage*? Few programs include a study of place names or personal names. Many students are intrigued by the tribal origins of city names like Angers, Reims, or Limoges, and most are surprised to learn that *un mitterand* once designated a person who measured grain. Few programs explain regional variations of speech. Still fewer attempt to describe the language at different stages of its history or to discuss the ebb and flow of its international presence. In other words, most programs describe the language ostensibly as it is today, even though a great deal of knowledge is sacrificed for pedagogical reasons, in an attempt to promote communicative competence. The typical student is no doubt adequately served by this type of program. But what about those who have chosen language as their career? What about teachers? What should they know about the language they teach?

According to a recent report by the AATF's Commission on Professional Standards, *The Teaching of French, A Syllabus of Competence*, expectations of teacher knowledge about French, aside from its modern aspects, are minimal. In spite of all the competencies listed, one is hardpressed to find any comment that suggests knowing how French developed is in any way useful, and there are no books or articles listed in the report that treat language evolution. It would be unthinkable not to include the history of France in a list of teacher requirements for understanding culture; and who would omit the classics of French literature because they are centuries old? Even the basic competence level for teaching methodology requires knowing "currents of pedagogical development in the 19th and 20th centuries." A minimum of background facts is necessary in all these

areas, language, literature, and culture, above all. The Commission had a difficult task in deciding which topics to recommend for an already crowded list of competencies, but leaving out any mention of language history should perhaps be reconsidered.

The problem is aggravated by the fact that most preservice language teaching programs at colleges and universities tend to avoid courses dealing with past events and achievements. The normal pattern is to require courses in language, that is, phonetics, grammar, conversation, and composition, courses in literature, and to some extent, courses in culture or civilization. Most programs stress the present, as they should, but ignore the past, as they should not. Consequently, the language is usually thought of as an independent, isolated, unchanging (and unbending) system to be mastered more than understood.

Fortunately, a solution to this general lack of historical perspective of the French language is not so far away. A minor addition to the standards report would help open the door to language history. Adding, for example, to the areas in the linguistics section something like the following:

Basic Competence Level. Language history: [Teachers should] know the main lines in the evolution of French; be able to find resources to explain word origins, including names; know about regional variations and distribution of French in the world; be aware of current language issues and their relationships to language history. (Rickard, Wartburg, Dauzat)

And at the Superior Competence Level: Historical Linguistics: [Teachers of French should] be familiar with the major principles of language change, especially in phonology but also morphology; know landmarks of the language; know about language "families" and protolanguages; be able to find reference works that explain specific developmental aspects of French. (Brunot, Price, Arlotto)

Such an action would at least endorse language history and in the long run encourage language and allied departments to modify their curricula. Then students and teachers alike could consider the French language from a wider, deeper perspective.

But what about the short term? Curricular changes come slowly. Students and teachers should first of all enlist the help of language department faculty and administrators. Sometimes arrangements other than taking a course are possible. If not, a self-development program may be the only option. Such a program need not be overly extensive or time-consuming: Most learners would need only an orientation to language history and could proceed as time allows through a reading list. The names in parentheses after the competency levels above are authors of introductory and reference books that could make up such a list. These works introduce language history and point the way to more advanced study. Their selection was more or less arbitrary. Other authors and titles may do just as well but these are widely available through major book dealers and at most college libraries.

Peter Rickard is the author of *A History of the French Language*, a succinct, orderly presentation of the story of French. His objectives are clear: a concise survey of the language to answer questions about the nature of early French and its Latin antecedents, about circumstances favoring one dialect over others, about factors shaping the

evolution of French, and to view the dominant characteristics of the language today in light of the past. Rickard includes a chapter on the defense of French and, in the appendix, information on the distribution of the French language and suggestions for further reading. Walther von Wartburg's *Évolution et structure de la langue française* is an oft-revised, readable, history of the language used in philology courses for decades. The author indicates his book is for the cultivated reader whom he wants to help learn about the two thousand year evolution of the language and to trace the main lines of each stage. Wartburg, more than most, stresses the links between the moral, political, social, and literary background. Albert Dauzat's influence is visible in a variety of language areas but his most enduring works seem to be his dictionaries. The *Dictionnaire étymologique de la langue française*, the *Dictionnaire étymologique des noms de familles et prénoms de France*, and the *Dictionnaire étymologique des noms de lieux de France*, are highly serviceable and are all readily available at nominal cost.

A more advanced-level competency in the history of the French language would include some acquaintance with Ferdinand Brunot's *Histoire de la langue française*. This is the monumental history in 13 volumes begun at the turn of the century and finished (as conceived by Brunot) in the late 1970's. Each volume of this standard work treats a specific period and is, as one might expect, highly detailed and documented. The *Histoire* is being up-dated and continued by Gerard Antoine. Glanville Price offers a manual-style *French Language: Present and Past* that aims to show how the "language has emerged after two thousand years of change and reconstruction." This book is most useful in finding specific information about categories ranging from pronunciation to aspect and mood. Anthony Arlotto is the author of *Introduction to Historical Linguistics*. This title is one of many that cover the main ideas and methods of historical, or diachronic study of language but is most appropriate for the true beginner.

Each of these authors and titles has something of importance to offer language teachers and for many of them opens up another whole dimension of language study. The area of language history is, of course, not a panacea for problems of the daily grind nor should it replace any other area. But language history helps satisfy and engender intellectual curiosity, provides depth of knowledge, and explains the realities of language. Moreover, the study of language history helps attain a goal worked out by the members of the AATF Commission on Professional Standards that specifies "It is not sufficient to know the language; good teachers must know *about* the language. . . . [and] must be able to explain, to the extent it is possible, why a language works as it does" (15).

Russell G. Rose
University of North Carolina
at Charlotte

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SOME FACTS AND FIGURES ABOUT THE AATF...

- We are composed of 76 Chapters. Our ten largest are, as of May 1989: Chicago/No. Ill. (535 members), NY Metro (506), Eastern Mass. (456), No. Calif. (434), Florida (349), Ohio (348), So. Calif. (301), Conn. (286), N. Carolina (285), and Philadelphia (282). Our ten smallest are: S. Dakota and Nevada (both with 23 members), N. Dakota and Hautes Plaines, TX (both with 26), E. Texas (28), Idaho (29), El Paso, TX (31), NW Indiana (32), Toronto, Canada (35), and Central PA (40). Size is, of course, not necessarily the best standard to gauge the degree of local activity. A minimum of 15 members is required to establish and maintain a Chapter.
- While national dues remain at a basic \$27, Chapter dues in addition to this amount vary everywhere from \$1 to \$7, with a fair percentage of Chapters not having any extra dues (for example, our largest Chapter — see above). The average amount is about \$3. Chapter dues, in addition to the \$4 rebated to Chapters from national dues, are meant to subsidize local activities and cover basic expenses of operating the Chapter.
- The most ambitious Chapter function is probably NY Metro's annual Spring Gala, a significant cultural event for its members in New York City, as well as a substantial fund-raiser for the Chapter. National Headquarters would be glad to hear about other Chapter functions that we are not aware of.
- The AATF's highest membership figure — 11,600 — was reached in the early 1970's during the period of rapid expansion of the FL teaching profession in the U.S. While we have been as low as 9,400 members in this decade (1981), we have reached over 11,000 again during the period 1987-9, thanks to the recruiting efforts of local and national officers and the rebirth of some interest in language instruction.
- Chapter Secretary-Treasurers with significant tenures are: Kathleen Shuller (Detroit, MI, since 1968), Robert Lightfoot (Toronto, Canada, since the Chapter was founded in 1969), Sophie Gasser (Louisiana, since 1971), and Murle Mordy, Jr. (Kansas, since 1976). Three of these four have received AATF Treasurer of the Year Awards, initiated in 1976. The AATF salutes their dedication! The average tenure for a S-T is about three or four years.

Fred M. Jenkins
Executive Director

THE HISTORY OF FRENCH AND THE STANDARDS

I would like to answer the suggestion by Professor Rose that the Professional Standards should include a component of historical linguistics. Although I am answering as chairman of the Subcommittee on Linguistics for the entire committee and the subcommittee as well, the views I express are my own and may not reflect those of individual members.

First, I would like to give a little history. When the preliminary version of the Standards appeared in the fall of 1987, it invited all 12,000 recipients to send in comments and suggestions for each section. Not one reader suggested adding the history of French as an area for teacher preparation. Nevertheless, I brought up the idea at the last full meeting of subcommittee chairs, which took place in November, 1988. The unanimous decision was that even though the history of French is an important field of study, we simply cannot add it to a very full agenda.

While this response will explain and perhaps defend the Standards, it may have the undesired effect of implying that historical linguistics is not an important field of study. Such is obviously not my intention, and I hope that readers will keep the following comments in the context of the Professional Standards at this elementary stage of their development. We plan on revising the Standards in about five years, during which time anything can change.

Professor Rose states two benefits of studying the history of the French language: such knowledge will enable teachers to answer many "why" questions and will professionally enrich them. He answers his first comment by concluding that it is best to avoid those questions and spend time using the language. That is also my reaction.

Elementary language courses should not become a form of Trivial (Grammatical) Pursuit. Explaining to students that a form exists in a language that they know just barely because it was another form in a language that they do not know at all is not an explanation and serves little purpose. To use Professor Rose's examples, it is much less important to know why the negative requires two words in French than it is to be able to place the two words (showing four oral forms: /n/, /nø/, /pa/, and /paʒ/ without counting the varying quality of the /a/) in the correct position while being able to understand speech that may not contain two negative words. Rather than explain why 'professeur' is always masculine, teachers might use the time more profitably to practice the distinction between professions that are always masculine and those that do show gender ('prof,' 'artiste,' 'avocat[e]) and to demonstrate that some Francophone cultures have no trouble correcting these lacunae, as with 'écrivaine' and 'professeure' in Quebec French.

The study of the history of French required to answer the type of questions that Professor Rose proposes is enormous. In practice, many teachers have noted that questions serve only to engender more questions and that what we should do, as Professor Rose recognizes, is learn to use the language rather than just talk about it.

His argument that such a study enriches a teacher's knowledge of the language is a good one. No one would doubt that a complete knowledge of the French language must include an understanding of where the language comes from and how it has evolved. Knowing such tendencies gives not only an historical perspective, but also allows us to predict future trends. Other benefits of this type of

study that colleagues have pointed out to me are an appreciation of the systematic nature of the development of French and an understanding that all languages are in a constant state of change and that there is little point in trying to stop it.

However valid these points may be, they do not take into account the reason the AATF has developed these standards. We are fighting a battle to stop the increasing of our ranks with teachers who do not meet basic, minimum qualifications, such as (at least in my state) not having had more than one French language course at the intermediate level. When Professor Rose writes that the history of the language is not mentioned "in spite of all the competencies listed," I would have to change the statement to "because of." We cannot include every single facet of what it means to "know French."

The curricular implications of the standards may already be overwhelming. In addition to offering language courses at all levels, colleges and universities will have to make available courses in culture, applied linguistics, and methodology. Since curriculum was the subject of the Committee's report at the 1989 Convention and the implications appear in the final report, I need not go into more detail. We had to make difficult decisions, and leaving out this important field is one of them.

In conclusion, I would like to thank Professor Rose for performing the valuable service of bringing this subject to the attention of the Committee and the membership of the AATF and of proposing solutions. I hope that teachers will take an interest in the field, avail themselves of the references cited by Professor Rose, and take courses in the development of French that might be offered in their area. We cannot, however, insist on those additions at this early point in the establishment of minimum standards for teachers.

Joel Walz
University of Georgia

A CALL FOR DATABASE BUFFS

A wealth of sociocultural information on the Francophone world from France and Canada, including materials for teaching the changing language and culture, is rapidly coming on line in the U.S. At an AATF session in Paris on the subject, several persons offered to help the *Commission pédagogique* facilitate access to these resources. More good minds would speed progress toward selecting the descriptors we need, persuading the database producers to adopt them, reducing costs, informing teachers, etc. To take part, send a note about your particular interest to Howard Nostrand, 18550 29th Ave. N.E., Seattle, WA 98155.

CALL FOR PAPERS

The 14th Annual Conference on the Teaching of Foreign Languages and Literatures will be held on October 26-27, 1990 at Youngstown State University. The Committee is soliciting proposals for either workshops (2½ hours), or other presentations (50 minutes or 30 minutes), on topics related to the teaching of foreign languages. The deadline for proposals is March 1, 1990. Send proposals or inquiries to: Foreign Language Conference, Department of Foreign Languages, Youngstown State University, Youngstown, Ohio 44555.

A CULTURE UNIT FOR FLES

Very young language learners can and should be exposed, from the very beginning, to culture and civilization. My second grade French students have been getting to know France as a country in very small doses. As this is the year of the Bicentennial of the French Revolution, the students have been working with the motto: "Liberté, Égalité, Fraternité."

This culture unit consists of five steps.

1. This step focuses on the French flag. The following materials are needed: scissors, transparent tape, a pencil, a ruler, and construction paper (blue, white, and red). The teacher divides each sheet of construction paper into three equal parts by drawing lines. Once this preliminary step has been done and the materials are collected, the lesson can begin. All instructions are given in French. For example:

- Nous faisons «le drapeau tricolore.»
- Prenez un papier. Coupez le papier. (One student can cut all the blue pieces, another the white, etc.)
- Prenez un papier bleu, un papier blanc, et un papier rouge.
- Placez le papier bleu à gauche. Placez le papier rouge à droite. Placez le papier blanc entre le papier bleu et le papier rouge. (The teacher checks each student's work to be certain that the colors are properly placed).
- Prenez un morceau de papier collant et attachez le papier bleu et le papier blanc. (Teacher demonstrates as she explains.)
- Maintenant attachez le papier blanc et le papier rouge.
- Je vais au tableau. J'écris «le drapeau tricolore.» (Teacher prints the words, repeats them and has the students repeat them. She can explain that «tricolore» refers to the «trois couleurs du drapeau français»)
- Copiez les mots «le drapeau tricolore» sur le papier blanc. (Again, the teacher demonstrates. Under the words on the board she adds «par _____» and tells the students to write their name on their flag. The teacher then displays all the flags on the classroom walls.)

2. This step focuses on the motto "Liberté, Égalité, Fraternité." Materials needed are enough red and blue pencils, pens, or crayons for each child to have one of each color and a paper on which the teacher has already printed the words "Liberté, Égalité, Fraternité" in large letters that the students can outline with their pens. Red and blue colored chalk would also be helpful. After each student has the necessary materials the teacher begins by explaining that France has a motto, a sentence, to explain how its people feel about other people and about their government. The motto is "Liberté, Égalité, Fraternité."

— Maintenant, nous écrivons les trois mots de cette phrase.

— Faites la lettre «L» de liberté en bleu... Faites la lettre «I» de liberté en rouge... Faites la lettre «B» de liberté en bleu... etc. (as the teacher instructs the children to form the letters, she also forms the letters, using colored chalk, on the board. She continues until each word has been completely formed. Again, she has the children print their name on the paper, and if possible the work is displayed.)

3. This step, during which the teacher attempts to explain

the concepts of "Liberté, Égalité, Fraternité" to the students, is conducted in English. She can begin by asking various questions such as Does everyone have the same rights? Is everyone free? Does it matter that one person is tall and another one is short? or that one has brown hair, another black hair, or another blond hair? etc. Students discuss their ideas and the teacher has them link the ideas to "Liberté, Égalité, Fraternité" — and the English equivalents of the words. At some point in the discussion the teacher explains to the children that in the past, a long time ago people were not free, they were not considered equal, etc. and that the people of France, as well as the people of America, fought wars to gain these rights. She attempts to have the students give examples of each concept.

4. In this step the teacher provides drawings representing each word "Liberté, Égalité, Fraternité." Again, red or blue pencils or crayons as well as other colors are needed. Each student has the three sheets of drawings.

— Prenez «Liberté.» Coloriez les lettres de «Liberté» en bleu ou en rouge comme vous voulez; ou en bleu et rouge.

— Coloriez le papillon en jaune;... coloriez la chenille en vert;... coloriez les oiseaux en noir.

— Coloriez les cheveux de la fille et du garçon la couleur que vous voulez... vous voulez le brun, le noir, le jaune? n'importe. Choisissez la couleur que vous voulez... Dans le cercle dessinez quelque chose qui représente «la liberté» pour vous... n'importe quoi.

The teacher follows a similar procedure for each picture. For «Égalité» the teacher may want the children to color the faces different colors — green, purple, yellow, etc. They enjoy doing this. Each time, the teacher stresses the word on the picture. Again, students put their name on the pictures and the pictures are displayed if possible.

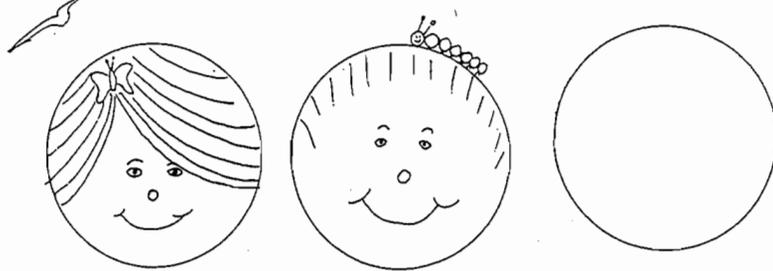
5. The final step in the process is a synthesis. The teacher draws a line on each student's three pictures and cuts the words away from the pictures. She then presents the student with his or her three pictures and the three words «Liberté,» «Égalité,» and «Fraternité»...not necessarily in order, and the students are to match the words with the pictures. Some students may want to explain why a particular word goes with a particular picture.

It has been evident in all these activities that repetition is an important key to success in early language learning. The more activities we can develop that provide repetition of a small number of target items, the stronger the students' grasp of the forms and the concepts will be. This principle can be applied to both language and its cultural component. It is never too early to start!

Odetta Gregus
River Dell Junior High School
Oradell, NJ

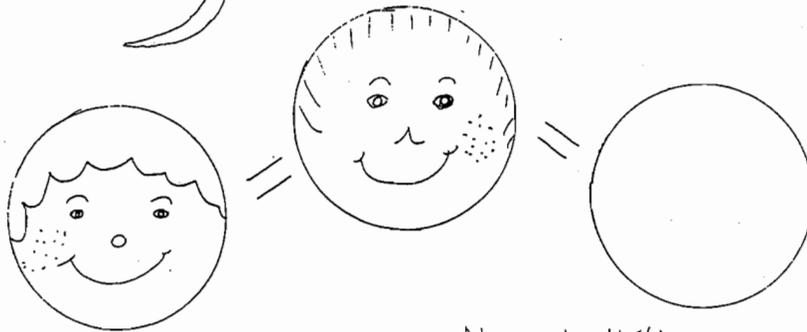
Note: These drawings have been scaled down to fit the NB format. For young children, they will have to be enlarged considerably. The drawings are simply meant to be samples. They are so simple, that anyone can easily produce them on a larger scale to copy for students.

Liberté



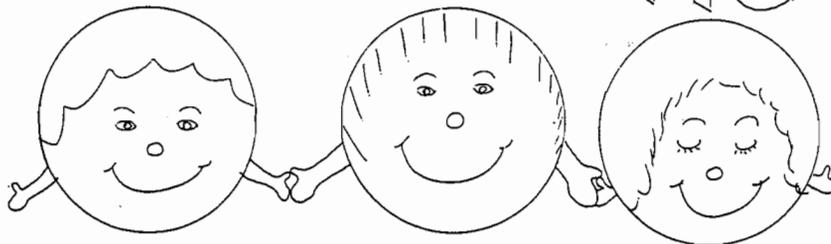
Nom de l'élève _____

Egalité



Nom de l'élève: _____

Fraternité



Nom de l'élève _____

CLASSROOM ACTIVITIES THAT WORK

ACTIVITY FOR TEACHING THE DISTINCTION BETWEEN THE *PASSÉ COMPOSÉ* AND THE *IMPARFAIT*

This is an activity that can be done after an initial presentation of the *imparfait*. It serves as practice for both forms and usage and is predicated on the theory behind Total Physical Response (TPR) that physical activity, in conjunction with new language presented, aids understanding and retention of the new material. Before doing this activity, students should have some familiarity with the forms of the *imparfait* and know that an action expressed in the *imparfait* answers the question, "What were the conditions?" or "What was the scene?" and an action expressed in the *passé composé* answers the question, "What happened next?"¹

The activity is divided into two parts. In the first part, the teacher sets up scenes by giving students commands written on strips of paper. Each scene lasts perhaps one minute and involves three to five performers. The teacher also participates in the scenes. Before each scene begins, the students not performing must close their eyes. When the teacher signals the performers, everyone begins to do what his instructions say, and then the teacher tells the class to open their eyes. This insures that the *imparfait* actions will be in progress when the class first views the scene. The scenes are set up so that either the students are doing the *passé composé* actions, and the teacher is doing the *imparfait* actions, or vice versa. In the first part of the activity, this division helps the students make the distinction between the two tenses. However, the teacher may change from doing the *passé composé* actions to the *imparfait* actions from one scene to the next. Following are some examples of possible scenes which could be set up by the teacher.

Imparfait

Scene 1:

Student 1: Au signal du prof, commence à manger les M&M sur la table et continue jusqu'à la fin de la scène.

Student 2: Au signal du prof, commence à boire le coca sur la table et continue, jusqu'à la fin de la scène.

Students 3 & 4: Au signal du prof, commencez à regarder les deux autres acteurs de la scène. Prenez un air malheureux.

Passé composé

Teacher:

1. Dit, "Ouvrez les yeux."
2. Prend les M&M de l'élève qui les mange et les donne à un des élèves malheureux.
3. Prend le coca de l'élève qui le boit et sert du coca à l'autre élève malheureux.

Scene 2:

Students 1 & 2: Au signal du prof, commencez à danser et n'arrêtez pas jusqu'à ce que le prof vous donne un M&M.

Students 3 & 4: Au signal du prof, commencez à lancer et à attraper le

Teacher:

1. Dit, "Ouvrez les yeux."
2. Dit aux acteurs, "Arrêtez!"
3. Attend un peu.
4. Pleure.
5. Prend les M&M, et en offre un à chaque acteur.

ballon, et n'arrêtez pas jusqu'à ce que le prof vous donne un M&M.

Student 5: Au signal du prof, commence à écrire au tableau et n'arrêtez pas jusqu'à ce que le prof te donne un M&M.

Scene 3:

Teacher: Commence à taper fort sur le bureau avec un stylo, et continue jusqu'à la fin de la scène.

Student 1: Après que le prof a commencé à taper sur le bureau, dis "Ouvrez les yeux."

Student 2: Après que la classe a ouvert les yeux, mets les mains aux oreilles et crie au prof, "Arrêtez!"

Student 3: Après que quelqu'un a crié, "Arrêtez," va au prof et prends son stylo.

Student 4: Après que quelqu'un a pris le stylo du prof, dis, "Merci!" à l'élève qui a pris le stylo.

At the end of each scene, the entire class contributes to a discussion of what they saw during the scene. After Scene 1, for example, the teacher might ask, "Alors, vous pouvez me décrire la scène?" We would expect responses such as "Matthieu mangeait des M&M." "David buvait du coca." "Michèle et Jeanine les regardaient, et elles étaient malheureuses." "Vous avez pris les M&M de Matthieu, et vous les avez donnés à Michèle." "Vous avez pris le coca de David, et vous avez servi Jeanine."

In the second part of the activity the teacher divides the class into groups and asks each group to devise a scene which may be described using both the *passé composé* and the *imparfait* and which tells a story. Each group should be given a location in which to act out their scene (e.g., au restaurant, à la gare, au parc). At the end of each scene, the teacher asks the class what happened in the scene. If each scene has the context of a location and a story, even if the groups are large, the scenes should be easy to remember and retell. This second part of the activity may then lead to a writing exercise. After all the scenes have been performed and discussed, the teacher asks the students to choose one scene, other than their own, and write an eyewitness account of it.

This activity has been used with success. The students have enjoyed it and have indicated that watching the scenes and discussing them afterwards has helped them to distinguish between the usage of the two tenses and that the exercise of devising a scene themselves and acting it out has further clarified the difference for them.

Connie Lathrop
Perryville High School
Cecil County, Maryland

Ô PROFICIENCY! WHAT ERRORS ARE COMMITTED IN THY NAME!

“Ô Liberté, ô Liberté! Quels crimes sont commis en ton nom!” cried Madame Roland as she mounted the steps to the guillotine. The energy unleashed by the Revolution had run out of control and words which once designated noble and complex concepts had been reduced to mindless slogans.

As we celebrate the Bicentennial with our classes, it is fitting that we look at what is beginning to occur in our secondary schools as more and more French teachers rally behind the banner of “proficiency-oriented” instruction and call for the demise of the “grammar-driven” curriculum. Are we in danger of leading our secondary students down a “proficiency-oriented” path that will make it almost impossible for them to achieve real language proficiency? What serious errors are we committing as we reduce the complex concept of “French proficiency” to a narrowly-interpreted slogan designed to separate the “good guys” from the “bad guys”?

Error #1. We must teach beginning high school students a large specialized vocabulary so that they can “survive” in France.

Not true. France is a modern society in which Americans can easily find their way around without mastering the language. In most establishments that cater to tourists there is someone who speaks English. One can find one’s way in the metro by pushing the right button on the illuminated subway map. One can buy almost anything in the ubiquitous supermarkets by simply putting one’s purchases in a cart. When hungry, one can find a familiar fast food outlet. One can get a “croissant aux amandes” by pointing at the desired pastry. And at customs, the best way to get through is by not speaking French at all!

Error #2. We must prepare high school students for travel in France by stressing proficiency themes like getting hotel reservations and buying tickets.

Not true. Most high school students will go to France with their families or with organized groups supervised by adults. Housing and travel arrangements are taken care of for them.

However, some of our secondary school students will indeed have the opportunity to participate in exchange programs. In that event, they will need to use their French, not simply to spend their money, but to be able to talk with their host families about their activities, their preferences and life back in the States.

Error #3. We should spread basic vocabulary and grammar elements (such as those comprising the Level 1 of the AATF Grand Concours or the Novice topics of the ACTFL Proficiency Guidelines) across *three* levels of high school instruction.

One of the new “proficiency-oriented” programs focusses so heavily on specialized vocabulary (*une menthe à l’eau, un lait fraise, un diabolo citron* on page 5 of Book One), that students must wait till Book Two to learn how to talk about dates and weather, and to be introduced to common descriptive adjectives (and adjective position) and the present tense of *-ir* verbs. Students do not encounter the present tense of *-re* verbs or common topics like clothing until Book Three.

This error has serious implications for articulation. Students with a year of instruction who transfer to another school system will probably not be prepared to continue with a standard second-year program. University-bound students who have used this “proficiency-oriented” pro-

gram for two years will probably have to be placed back into an introductory course when they go to college.

Error #4. In beginning courses we should emphasize casual spoken language, rather than standard French.

The problem here is that one immediately risks blurring the distinction between casual speech and standard written language. The educated American may say “Ahmuhnuh do it” “I’m gonna do it,” but will write I’m (I am) going to do it.” Similarly, the French native may say “*T’vient pas*” and “*Tu fais quoi?*” but will write “*Il ne vient pas*” and “*Qu’est-ce que tu fais?*” While one might argue that students should be able to understand casual speech, it is certainly not the type of language they need to read and write.

This error is particularly acute in another of the new “proficiency-oriented” programs where the entire first year — or the first three years if a school adopts the split book version — is spent reading, writing and asking questions using intonation. Question formation with “*est-ce que*” and inversion is not taught at all. Thus students encounter only forms like “*Tu viens comment à l’école?*” “*Il est quelle heure?*” and even “*Quels vêtements ils ont mis pour aller à la boum?*” and “*Quels films ils ne peuvent pas voir?*”

Error # 5. Current French secondary school programs can be classified as either “proficiency-oriented” or “grammar-driven.”

Not true. None of the current major secondary programs is “grammar-driven.” (An example of a “grammar-driven” book would be a review grammar like those published in the AMSCO series.) All the current programs present language in context. Moreover, all the current programs are “grammar-supported” in that chapters focus on specific structures and these structures are explained and accompanied by related exercise material.

What one should analyze in selecting materials is how effectively they present a specific grammar point. (For example, one could examine how several programs each introduce and teach the passé composé, or how they contrast the passé composé and the imperfect.)

Error # 6. Oral efficiency is best developed in a “communication first” rather than an “accuracy first” program. That is, by concentrating on building oral proficiency at the Novice and Intermediate levels of the ACTFL Scale, one lays a firm foundation for developing proficiency at the Intermediate and Advanced levels.

Definitely false! This is the most serious error of all. In fact, research has shown that just the opposite is true. It is useful here to quote from a seminal article by Theodore Higgs (editor of the 1981 ACTFL Foreign Language Education Series) and Ray Clifford (Dean of the Defense Language Institute):*

While the most efficient way to achieve survival level proficiency would be a course that stressed vocabulary, our experience indicates that such a course would work to the disadvantage of students who wished to develop higher levels of proficiency...

There appears to be a real danger of leading the students too rapidly into the “creative aspects of language use,” in that if successful communication is encouraged and rewarded for its own sake, the effect seems to be one of rewarding at the same time the inaccurate communication strategies seized upon in attempting to deal with the communication situations presented. When these reinforced communication strategies fossilize prematurely, their subsequent

modification or ultimate correction is rendered difficult to the point of impossibility, irrespective of the native talent or high motivation that the individual may originally have brought to the task (pp. 73-74).

Now is perhaps the time for the AATF itself to look carefully at what is happening in the secondary schools in the name of "proficiency-oriented instruction." Clearly there has always been room in this country for a broad range of teaching methods and approaches. And equally clearly, the goal of our French courses has been and continues to be the development of meaningful language proficiency in our students.

Let's just be sure that the "proficiency-oriented bandwagon" does not become a "charrette" on its way to the Place de la Révolution!

Rebecca M. Valette
Boston College

*Theodore V. Higgs and Ray Clifford, "The Push toward Communication", in Theodore V. Higgs, ed., *Curriculum, Competence, and the Foreign Language Teacher* (Skokie, IL, National Textbook Company, 1982).

LE FRANCAIS DES AFFAIRES EN VALISE

La Chambre de commerce et d'industrie de Paris est la plus grande institution examinatrice en français des affaires: elle s'appuie sur un réseau de 300 centres d'examens dans 40 pays du monde. Ses examens à plusieurs niveaux sont utilisés comme évaluation finale de cours de français des affaires par les institutions d'enseignement les plus diverses. Son action se caractérise par une recherche constante d'une adaptation aux nouveaux besoins du monde économique et commercial et des apprenants, et c'est dans cette recherche que s'inscrit le dernier « produit pédagogique » de la CCIP: une valise du français des affaires.

Destinée à soutenir l'enseignement, la valise ne forme pas une méthode en elle-même. Mais l'abondance d'outils et de documents authentiques fournit un grand nombre de suggestions pour des « cours-événements » à tous niveaux. Le public des cours de français des affaires: cadres, employés, ingénieurs et étudiants étrangers appréciera d'apprendre le français des affaires à l'aide de plus de 250 objets et documents récents.

La valise (d'une dizaine de kilos) présente, en effet, les supports les plus variés: documents pédagogiques (parmi lesquels figurent deux lexiques de termes d'entreprise et du vocabulaire commercial, un dossier pédagogique pour l'exploitation de publicités radiophoniques et un sur les annonces de recrutement), 2 cassettes audio et 2 cassettes vidéo (avec 5 films d'entreprises présentant la société ou un produit et un reportage), un numéro récent de quatre magazines économiques spécialisés, des publications institutionnelles, des documents d'entreprises authentiques et de nombreux objets-témoins de la civilisation française (de la carte à puce à la feuille d'impôts), tous se référant à la réalité socio-économique et technologique actuelle.

Par leurs contributions en matériels, grand nombre d'entreprises de tailles les plus différentes ont apporté leur appui au projet de la valise. Une collaboration originale et fructueuse pour diffuser une image représentative de la culture économique et technologique actuelle, et un moyen

Continued in next column

efficace et agréable pour (faire) apprendre le français des affaires. Une initiative qui devrait servir d'exemple!

La valise est disponible au prix de US \$140. Les frais d'envoi par voie de surface s'élèvent à US \$45. Un inventaire descriptif de la valise est disponible auprès de la CCIP, 42 rue du Louvre, 75001 Paris. (Tél: (1) 45 08 37 35, Télécopie (1) 45 08 37 29)

FELLOWSHIPS FOR INDEPENDENT STUDY IN THE HUMANITIES

A small but prestigious fellowship program is taking a foothold in the nation's efforts to improve schools. With up to 170 awards of \$3,000 each in 1990 to outstanding humanities teachers in grades K-12 across the United States, the number of fellows forming a vanguard group dedicated to upgrading teaching has grown to over 1,000 nationwide in seven years. Sponsored by the Council for Basic Education and funded principally by the National Endowment for the Humanities, the National Fellowships for Independent Study in the Humanities recognize and reward teachers by providing financial support for six weeks of independent summer study designed by the teachers to increase their own knowledge and insight; numerous projects in classical and modern languages and literatures have been among those funded.

Fellows are selected based primarily on the study plan they design on any topic within the humanities. Their educational activities and achievements are also considered. The \$3,000 award includes \$200 for the purchase of library books for the Fellow's school library.

A major grant from the National Endowment for the Humanities is the primary support for the Independent Study in the Humanities fellowships. The Andrew W. Mellon Foundation, the Esther A. and Joseph Klingenstein Fund, and the DeWitt Wallace-Reader's Digest Fund also provide support to Independent Study in the Humanities.

Full-time classroom teachers of grades K-12 who hold a master's degree or can show equivalent evidence of continuing professional growth in the humanities are eligible to apply, if they are in at least their fifth year of full-time teaching with half or more of their schedule in the humanities. To obtain additional information and applications, interested teachers should write to: Council for Basic Education, Independent Study in the Humanities, Dept. N, P.O. Box 799, Columbia, MD 21045. The deadline for completed applications is **January 5, 1990**.

CALL FOR PAPERS

The Sixteenth Colloquium in 19th Century French Studies will be held at the University of Oklahoma from October 11-13, 1990. Those interested in participating should send a half-page abstract or session proposal to Dr. Keith Busby, Department of Modern Languages, Literatures, and Linguistics, University of Oklahoma, 780 Van Vleet Oval, Room 202, Norman, OK 73019.

The themes are: interdisciplinary cultural history; the application of science and scientific method in the 19th century; current trends in criticism as applied to 19th century studies; images and representations; and, the perception and representation by contemporaries of the great esthetic movements, cultural ideals, and political ideologies. The deadline for proposals is **March 15, 1990**.

UTILE DULCI

Afin de rompre de temps en temps avec la monotonie des classes de français niveau *college*, nous nous trouvons toujours à la recherche de quelque-chose d'autre, de tonifiant et de réconfortant à la fois. Car le but visé est presque partout et pour tous le même: un contact plus direct avec les réalités quotidiennes exprimées du français et en français.

Ce que j'ai expérimenté ces deux dernières années avec mes étudiants débutants (un semestre de français seulement), me donne le courage de le faire connaître à d'autres collègues aussi.

Certes, étudier la culture d'un pays — de la France en particulier — cela veut dire puiser en premier lieu aux sources du savoir-vivre et du savoir-faire, du comportement et des habitudes de ses habitants donc des plaisirs de la table aussi. Je ne voudrais absolument pas raffermir l'image, hélas, trop stéréotypée de la France aux États-Unis réduite au "pinard, fromage, cosmétiques"! Ce que je vise par là, ce n'est qu'une composante de base de l'être et de l'esprit français, une introduction, un avant-goût et une porte ouverte vers les profondeurs de la grande culture française.

Lors de mes fréquentes visites aux magasins "F. Potin" de Paris, J'ai réussi à faire une collection considérable de recettes de cuisine. Présentées d'un côté dans les couleurs très appétissantes du plat en soi fini et de l'autre dans les détails spécifiques d'une recette, elles passaient en quelque sorte pour les messagers du goût exquis français.

Je me suis tout de suite rendu compte que mes étudiants pourraient en profiter également. L'occasion la plus favorable m'a été offerte à la fin de chaque semestre.

Un mois avant les examens, j'ai distribué ces recettes dans la classe. Il y en avait de toutes sortes : des hors-d'œuvre, des plats principaux, des desserts. Les étudiants les ont acceptées de bon coeur avec en plus des exclamations qui tenaient à m'assurer dès le début du succès escompté.

Envisagée comme une suite de l'épreuve orale classique, cette deuxième partie se voulait une approche supplémentaire de la culture française : ils avaient la possibilité de déceler eux-mêmes et sur le vif "la saveur" du français. Je les ai avertis que cela comprendrait plusieurs étapes : compréhension de la recette, présentation orale, contact avec les données géographiques, enfin sa préparation. Ils ont dû, dans une première étape, préparer leurs recettes du point de vue vocabulaire, mesures européennes (gr., ml., kg...) et ingrédients.

Ensuite, pendant quelques minutes de chaque classe de français jusqu'à la veille des examens, chacun devait faire un échange de recettes et présenter sa recette sous la forme d'un dialogue avec l'un de leurs collègues. Les questions tournaient autour des mêmes sujets: "Comment s'appelle ta recette?/Est-ce qu'elle est facile ou difficile à préparer?/... chère ou pas chère?/Elle est de quelle région de France?/ Quels sont les ingrédients dont tu as besoin?/Comment la prépares-tu?" Ou encore d'autres questions de détail: "De combien d'œufs as-tu besoin?/Où doit-on mettre le poulet pour le faire cuire?/ Qu'est-ce que tu choisis comme poisson?"

Tous les nouveaux mots étaient marqués sur une liste pour chacun d'entre eux et au tableau pour toute la classe. En dialogant avec eux j'exploitais ce nouveau vocabulaire dans le même contexte ou parfois dans d'autres aussi.

L'étape suivante avait pour but une intégration plus directe de toutes les recettes dans les réalités géographiques et sociales de la France.

Il y avait une recette différente pour chacun d'entre eux. Il faut donc avoir une très riche collection de recettes mais à la rigueur on pourrait aussi travailler en groupe.

Au cas où, pour une même région, il y avait plusieurs recettes, les étudiants allaient partager leurs présentations avec une ou deux caractéristiques seulement. Par exemple, l'un d'entre eux parlait des questions géographiques, un autre des aspects social et économique, un autre encore de la culture et des coutumes.

Chacun présentait donc sa recette dans la région spécifique à laquelle elle appartenait tout en motivant une telle habitude culinaire: la quiche lorraine, l'aïoli du Midi, la fondue savoyarde, la raclette du Jura, la choucroute alsacienne.

À la fin je complétais moi-même, à l'aide des *Cartes des vins et des fromages de France* (Éd. Recta Foldex), le repas avec ces deux éléments essentiels dans la bonne tradition française des plaisirs de la table.

Pour une présentation vraiment à la hauteur, j'invitais chaque étudiant à venir deux ou trois jours avant, dans mon bureau afin de tout vérifier et clarifier.

Pour une recette telle que « Lapin à la mode du Lot » (voir l'Appendice) il y a tout d'abord l'acquisition du vocabulaire écrit au tableau avant le commencement de la classe de français (ex. échalote, lard fumé, éplucher, émincer, faire dorer, etc...), par moyen de la conversation que le professeur dirige comme intermédiaire entre le présentateur et la classe. Par exemple, « nettoyer » la chambre mais aussi les carottes; les Français mettent-ils d'habitude dans la sauce pour leurs salades des oignons ou des échalotes?

Le Lot et donc la région du Périgord offre une grande variété de données géographiques, gastronomiques (le pays du foie gras et du confit, des truffes,...) et de traditions qui permettent une exploitation culturelle.

La deuxième étape, consiste en la présentation de la recette proprement dite. Elle est toujours faite à la première personne et non pas à la forme impérative du texte. On choisit le temps qui convient le mieux au niveau d'études: « J'ai préparé ma recette pendant 20 minutes »; « j'ai acheté un lapin... »

Bien sûr que les étudiants posent des questions qui enrichissent la présentation.

Pour finir en beauté, voilà arrivé le jour de la préparation des recettes. L'un de mes étudiants, avec l'accord de ses parents, a accepté de jouer le rôle de l'amphitryon. Un grand étalage de plats et de desserts français nous faisait venir l'eau à la bouche. Le talent, la passion et le plaisir de cuisiner quelque plat de la cuisine française ont reçu les félicitations unanimes.

Le dernier rôle était donc joué maintenant dans la présentation du plat préparé. Toutes les explications étaient données au passé composé: « J'ai acheté du poisson frais... » « J'ai ajouté du sel... »

Tout en goûtant les divers plats, le dialogue continuait en français de chaque côté et partout on entendait les exclamations « C'est très bon... » « C'est délicieux... » « Tu as bien réussi la sauce... »

Cette expérience restera à coup sûr pour mes étudiants un souvenir inoubliable et une raison de plus pour continuer et approfondir leurs connaissances du français.

George Paturca
University of Texas at San Antonio

Appendix on page 16

UTILE DULCI

Continued from page 15

APPENDICE

Préparation : 20 minutes, la veille du jour où vous devez servir le lapin. Cuisson : 1 h 1/2

POUR 6 PERSONNES

- 1 lapin de 1 kilo 500
- 3 carottes
- 2 oignons ● Persil
- 1 gousse d'ail
- 1 échalote
- 2 feuilles de laurier
- 100 g de lard fumé
- 1 bouteille de Cahors
- 1 boîte de champignons de Paris
- 50 g de beurre
- Thym ● Sel ● Poivre

■ La veille, nettoyez les carottes, coupez-les en tranches. Épluchez les oignons, émincez-les en larges rondelles, mettez le vin dans un grand saladier. Ajoutez carottes, oignons, ail, échalote, thym, laurier, persil. ■ Coupez le lapin en morceaux et mettez-le dans la marinade. ■ Le lendemain, coupez le lard en lamelles assez épaisses. Faites-les dorer au beurre. ■ Égouttez le lapin, mettez-le dans la cocotte avec les lardons et faites-le dorer pendant 4 ou 5 minutes. Salez, poivrez. ■ Filtrez la marinade et versez-la dans la cocotte, de façon à couvrir les morceaux de lapin. Baissez le feu et attendez que le liquide commence à bouillir. ■ Couvrez et laissez cuire à feu doux pendant une heure 1/2. ■ Un quart d'heure avant la fin de la cuisson, ajoutez les champignons. ■ Si la sauce de cuisson est trop liquide, laissez la cocotte ouverte pendant ce dernier quart d'heure pour faire réduire.

NOTRE CONSEIL:

Du Cahors pour la marinade et pour la sauce, un vin robuste de belle couleur rubis, qui donne au lapin une saveur corsée.

ARIC: L'ASSOCIATION POUR LA RECHERCHE INTERCULTURELLE

QUELQUES RÉFLEXIONS SUR LE 3^e CONGRÈS

Cette jeune association fournit un moyen très agréable d'arrondir la souhaitable « compétence culturelle ». Créée en 1935 entre Genève, Fribourg et Paris, elle a tenu son 3^e congrès en août 1989 à Sherbrooke, ville bilingue du Québec — maire francophone ou anglophone, en alternance! — à l'invitation de l'Université de Sherbrooke où le professeur Fernand Ouellet dirige un excellent programme de Maîtrise en études interculturelles adapté aux éducateurs qui travaillent à plein temps.

Le congrès réunissait 200 personnes dont le quart venaient de l'extérieur du Canada; 50 chercheurs, venus de 10 pays, ont présenté des communications sur le thème « Identité, culture et changement social » ou sur l'un de six sous-thèmes interethniques, éducatifs ou linguistiques.

Les congressistes ont beaucoup appris, d'abord sur le Québec: la polarisation des attitudes à l'égard de bilinguisme; le déclin de la proportion de francophones à Montréal où les immigrants, dont le nombre augmente cinq

fois plus vite, sont subventionnés pour étudier le français mais utilisent l'argent souvent pour apprendre l'anglais. On a pu apprécier les qualités de la culture montagnaise, et la difficulté qu'a cette survivance des Algonquins à réclamer l'élémentaire droit de cité dans un État moderne.

Sur les attitudes interculturelles, quelques surprises. On suppose que celles-ci varieront selon le secteur de la population qui juge l'autre, mais nous ne nous attendions pas à une telle différence entre les attitudes envers les adultes et les enfants. On néglige l'évident. Ou on l'oublie: nous savions peut-être mais nous avons besoin de remémorer que l'individualisme/liberté n'est pas une valeur universelle, de sorte que l'ethnocentrisme de nos cultures occidentales déforme notre perception des cultures nombreuses qui préfèrent le collectivisme/sécurité. Plus fort que les valeurs, par ailleurs, est le facteur cognitif: l'idée que l'on se fait de l'autre. — Raison de plus pour combattre les stéréotypes, qui exagèrent toujours l'uniformité de l'*out group* et le contraste avec l'*in group*.

Au sujet des minorités ethniques on nous a avertis que les efforts de préserver, telle quelle, une culture menacée peut la détruire. C'est évident dans un cas extrême: quand le nomadisme ne peut plus nourrir une population croissante, il faut le remplacer par l'agriculture. Semblablement dans le cas de nos minorités en danger de marginalisation, il faut une stratégie imaginative, globale, telle la synthèse systématique du contenu culturel afin d'en choisir et d'adapter aux nouvelles conditions les valeurs et concepts que l'on estime être essentiels à perpétuer.

Ces valeurs et concepts sont en même temps précisément ce qui fera comprendre et apprécier une culture à ses voisins. Or, si la compréhension et l'appréciation d'une culture est l'un des buts de l'enseignant de langues, la stratégie de synthèse et de sélection de l'essentiel peut être aussi utile à notre profession qu'à une culture menacée.

Le rapport entre l'interculturel et l'éducation est en fait un thème central de l'ARIC: elle s'intéresse particulièrement aux applications éducatives de la recherche. Et puisque la culture francophone est plus adonnée à l'intellectualité que notre culture anglophone, qui craint l'abstraction, j'étais curieux de voir comment ce groupe accueillerait un schéma théorique fondamental. Il s'agit de concevoir la culture comme l'interaction du processus universellement humain — activité de pensée et réceptivité à la beauté et au sentiment d'humanité — avec le contenu d'une culture spécifique. Une salle de quelque cinquante congressistes ne m'a pas déçu: accord décidément enthousiaste sur l'utilité d'assurer séparément ces deux aspects de l'éducation interculturelle et, de plus, accord sur une proposition d'après laquelle l'interaction culturelle se déroule non seulement aux deux niveaux familiers de « théorie » et de « pratique », mais aussi à deux niveaux intermédiaires: la synthèse du contenu à enseigner, et la critique continue qui fait évoluer ce contenu.

Pour se joindre aux 330 membres de l'ARIC, répartis dans 22 pays, et recevoir ses publications d'ici au prochain colloque, début 1991, et au 4^e congrès à Liège en juillet 1992, envoyer la cotisation annuelle de 50 dollars canadiens à ARIC, Section Nordaméricaine, CP 98, Val D'Or, Québec J9P 4N9. (Le tarif d'un *money order* en dollars can. n'est que d'\$1 U.S.) Ou envoyer 200 FF au nouveau siège d'ARIC, a/s Agence du développement des relations interculturelles, 42 rue Cambronne, 75740 Paris Cedex 15.

Howard Lee Nostrand
University of Washington

ON SABBATICAL IN FRANCE: HOW WE GOT SETTLED

Having made the decision to spend my sabbatical in France, the next step was to get the necessary papers to make the stay possible. Getting a "visa de long séjour" and a "carte de séjour temporaire" promised to be complicated, but just how complicated, I could never have dreamed. In Montana I started procedures as early as possible — one cannot apply until two months before going. I soon discovered that not only would my family all have to get physicals (that seemed fair enough), but that we would have to get them from a French Consulate-approved doctor at \$115 a person. Unfortunately, the Consulate in San Francisco did not provide us with a list of such doctors but through a chance encounter with one of my former students we found that if we were willing to make a four hundred mile round-trip to get the physicals, we would pass muster, urine tests and all. We complied. There was also a question of a passport fee and more peculiarly, an immigration fee of about \$135 per family member. Though we really had no intention of emigrating to France, we paid the fees. I also obtained a number of letters from my university to the effect that I would be paid while on sabbatical and that my family would be accompanying me (the letter concerning one's family is not specified in the directions that are sent by the French Consulate, but it is necessary all the same). So, we all got our visas about a thousand dollars later and a week before leaving on my first ever sabbatical. Now the fun could begin.

We arrived in Paris and began looking for an apartment. Though that is another story, I would warn all American colleagues about going through an agency; the fees charged, often illegally, are outrageous. Also, beware of furnished places in Paris; the agencies have taken over most of them though the advertisement may only list a telephone number. We found our place in the tried and generally true "Petites Annonces" of *Le Figaro* and though it was unfurnished, one can rent furniture in Paris.

At first, the question had been whether to go to the Prefecture before or after finding an apartment, the old chicken and the egg quandary: prove residency or right to residency. We thought we'd try the latter since our visas warned that we must report to a Prefecture within eight days of our arrival in France. We went first to the central "Préfecture de Paris" by the flower market (bird market on Sundays!). They told us that if living in Paris one should go to the Prefecture responsible for the arrondissement where one would be living (this is not always the Prefecture for that particular arrondissement.) There is also a different Prefecture if one is from a CEE country.

So we went to the Prefecture of the Fourteenth arrondissement (responsible for the Fifteenth) since we thought we'd be living in the Fifteenth. At the Fourteenth I was given an appointment to go back to the main Prefecture about a month later in order to begin the process of obtaining my "carte de séjour." (This business of making one trip in order to make another is standard procedure.) I was also handed a list of additional documents that I would have to have such as proof of residency, electric bills marked paid, statements showing rent paid either by me or the person whose apartment I was staying in, a copy of his or her identity card, etc., etc. Unfortunately for us, or fortunately, our deal for the apartment in the Fifteenth fell through when we learned very late in the day of those outrageous agency fees that all the principals had conveniently forgotten as we were passed from one agent to the next. I should add here that it is difficult to open a bank account in France without first having a permanent residence, but it is equally difficult to rent a place without first having a bank account. We were allowed to open a savings account.

At this juncture we got lucky and found a lovely place in the "proche banlieue." Now we were no longer subject to Parisian

rules and regulations, but to those of the Val-de-Marne. The plot had thickened. We were told by the Paris Prefecture to go to Créteil, the seat of the prefecture in the Val-de-Marne, so we did. There were throngs of people clamoring for numbers and places at windows. I later learned that they had probably been waiting since six a.m. and that this was a daily occurrence. It looked as though it might take weeks of waiting in order to get help so I decided to leave. Happily, my wife had noticed that there was an office on another floor that dealt with foreigners; so we went there through corridors that reminded me increasingly of Kafka. We were told that particular office dealt only with problems. I assured the people there that we had many. The woman who helped us was, in fact, charming and told us that our papers were all in order: passport, Visa from the French Consulate, medical exams, a letter from a friend in whose place we were staying, a copy of his electricity bill showing payment, a copy of his "carte d'identité", a letter showing that I would be paid while on sabbatical, etc. Unfortunately, the town we were to live in was under the jurisdiction of L'Hay-les-Roses, the sub-prefecture. Off we set. At L'Hay-les-Roses we were given an appointment for about a month later. (Never forget that one can not present papers to anyone without presenting oneself in person to make a subsequent appointment; a phone call will not work.)

On the appropriate day, we came for our appointment brimming with hope and optimism; after all, we had an apartment and had beaten the agency system; we had even succeeded in opening a bank account. Unfortunately, as Daninos pointed out in 1954 in the timeless *Carnets du Major Thompson*, the French bureaucracy has its own ways, not to be confused with the behavior of normal human beings. First we learned that the letter from my university in English stating my salary for the year, was unacceptable; it was not in French. When I patiently explained that the French Consulate in San Francisco had not only accepted the letter for my visa but had even stamped it with an official "tampon" I was told "... eux, ils peuvent bien parler anglais, mais nous, on ne le parle pas." I could understand this; it was logical, and after all, when in Rome, and I am a French language teacher. And that was why I was in France. But why hadn't the good folks in San Francisco warned me? So I would have to find a "traducteur juré". OK! I would bite the bullet. But perhaps I could still get some provisional scrap of paper before my visa ran out. Dream on! I showed a bank statement from my recently opened French savings account (yet another story). Not only was this not sufficient as proof of means, but I was told that, in the clerk's opinion, it wasn't very much money anyway. This brought out my French and Irish origins to the full.

Then, there was the matter of my passport. It would not do; I'd have to bring my birth certificate. That was when I began to crack. As my blood pressure rose I explained that in San Francisco the Consulate had accepted the passport in lieu of a birth certificate and, of course, one had to present a birth certificate when getting a passport in the first place. My clinching argument was that in Paris a passport was just fine for getting a "carte de séjour." *Nouvelle erreur*. They could do whatever they liked in Paris, but in the Val-de-Marne one needed an "Acte de naissance" or at least a "Fiche d'état civil". At that point I gathered my family together and retreated, wondering if perhaps we should take the next plane back to the States and why had I chosen French as a career anyway. Instead of leaving I had a stiff double espresso and began to draw up battle plans. "Débrouillez-vous, Monsieur!"

First, I called the American Consulate (bless them, they really are helpful!) and was told that they had a list of "traducteurs jurés" — I had, of course, as a Professor of French, offered to translate the letter myself, but had been turned

down. I then learned from an anonymous voice that there had been a similar problem in Bordeaux in 1987, but that there a form had been used ("Déclaration d'État-Civil") that had been accepted in lieu of an actual birth certificate. Perhaps I wouldn't have to have my safe deposit box in Montana broken into after all.

My daughter and I went to the Consulate and, in short order, got our "Déclarations...". I found a "traducteur-juré", helped her a bit with the English and got my translation, all for a price, of course. My wife, however, being a British subject, though a permanent resident of the United States, actually had to get a copy of her birth certificate from Somerset House in London; the British Consulate in Paris had no form that would substitute.

After this, things went pretty smoothly. I took my daughter back to the sub-Prefecture and after assuring the clerk that she had no children and that I would be supporting her (by this time I had a little more money in my account) we were given our "récépissé" that would be good for three months while the Carte was being prepared. The next day my wife and I also went back and all went well and the clerk even asked how my daughter was doing; after five trips, I believe that she felt somewhat motherly towards us. Even so, I was so gun shy by this time that I was sure there would be something else and listening to others with similar or more complex problems, did not reassure me.

The happy ending took place in January when we got our "Cartes de séjour temporaires". They were good until our departure from France in July

Christopher Pinet
Montana State University

Postscript. President Mitterrand has recommended an easing of restrictions on foreigners who are trying to live and work in France; and the country of "asile", "réfugiés politiques" and "Les Droits de l'Homme", has returned to less discouraging policies during 1989, the Bicentennial of the Revolution. However, forewarned is forearmed.

1989 GILBERT CHINARD LITERARY PRIZE

The Nomination Committee was composed of Professors Germaine Brée (Wake Forest Univ.), George Daniel and Eugene Falk (both of Univ. of North Carolina, Chapel Hill), Raymond Gay-Crosier (Univ. of Florida), Edouard Morot-Sir (Univ. of North Carolina at Chapel Hill, chairman).

Thirteen manuscripts were submitted.

The prize of \$1,000.00 is attributed to Professor Michael DANAHEY of Hollins College (Virginia) for a manuscript entitled: *The Feminization of The Novel*.

An honorable mention is attributed to Professor Philip BEITCHMAN for a manuscript entitled: *I Am a Process with No Subject*.

The Nominating Committee and *L'Institut Français de Washington* express their warmest congratulations to all participants. Their works offer a clear evidence of the vitality, variety and excellence of French Studies in North America in the fields of history of literature and literary criticism.

Edouard Morot-Sir
President

NEW NEWSLETTER AVAILABLE

Greimassian/Paris Semiotics is a new bi-annual newsletter on activities relating to Paris semiotics, the semiotics initiated by A. J. Greimas. The newsletter publishes calls for papers and contributions, announcements of upcoming conferences, notices on recent or forthcoming books and articles, information on books or dissertations in progress, short reviews, and other news items. To receive the newsletter please indicate interest to the editor. Contributions are also sought; first deadline: Feb. 10, 1990. Thomas F. Broden, editor, Greimassian/Paris Semiotics, 1110 Oldfather, University of Nebraska, Lincoln, NE 68588-0315.

There will be a special session at the Modern Language Association Convention in Washington, D.C. (Dec. 27-30 1989) on Greimassian semiotics (Ravaux, Schleifer, Broden). At least one special session on Paris semiotics is also planned for the 1991 Semiotic Society of America meeting and for 1992 in San Diego. Ideas for future MLA and SSA meetings as well as for the International Association for Semiotic Studies meeting in San Francisco are welcome now.

Recent and forthcoming publications on Greimassian semiotics include: *Greimassian Semiotics*, ed. Paul Perron, special issue of *New Literary History* 20.3 (Spring 1989).

Landowski, Eric. *La société réfléchie*. Paris: Seuil, 1989. Peron and Collins, eds., *Paris School Semiotics*. 2 vols. Philadelphia: Benjamins, 1989.

Reviews of Zilberberg (1988) and Schleifer (1987) in *RSSI* 7.3 (December 1987).

HUMANITIES ENDOWMENT ANNOUNCES THREE TOP-LEVEL APPOINTMENTS

Lynne V. Cheney, Chairman of the National Endowment for the Humanities (NEH), has announced the appointments of three individuals to senior-level positions.

Jerry L. Martin will serve as assistant chairman for programs and policy, with responsibility for directing the Endowment's program staff and for overseeing the formation and review of NEH policies and objectives. Thomas S. Kingston assumes the post of assistant chairman for operations, the agency's principal administrative officer. And James Herbert becomes director of the Endowment's Division of Education Programs, which supports projects designed to improve humanities education at schools, colleges and universities nationwide.

Jerry Martin has been with the Endowment since 1987, serving first as director of the Division of Education programs and later as assistant chairman for studies and evaluation. He will continue to direct special projects for the Chairman.

Thomas Kingston has been with the Endowment since 1982, serving first as director of the Office of Challenge Grants, later as the director of the Division of Fellowships and Seminars and most recently as the agency's assistant chairman for programs.

James Herbert most recently served as executive director for academic affairs and earlier as director of academic relations at The College Board in New York City. Before assuming his position with The College Board, Herbert directed a study for the Carnegie Foundation for the Advancement of Teaching on the relationship between federal and state governments and American colleges and universities. In 1979-80, he was a governmental fellow with the American Council on Education. He will assume his duties as director of the Division of Education Programs on October 1.

CALENDAR OF EVENTS

ANNUAL CONFERENCE OF THE ASSOCIATION FOR THE BIBLIOGRAPHY OF HISTORY: BICENTENNIAL OF THE FRENCH REVOLUTION AND THE DECLARATION OF THE RIGHTS OF MAN: December 27-28, 1989, San Francisco. Information: Lawrence J. McCrank, Library & Instructional Services, Ferris State Univ., Big Rapids, MI 49307. Telephone: (616) 592-3727.

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

ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: February 17, 1990, Chicago area. Information: ICTFL, P.O. Box 5633, Springfield, IL 62705. Telephone: (217) 782-2826.

COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS: February 22-24, 1990, Fort Collins. Information: Ronald W. Walker, 2312 Valley Forge Ct., Ft. Collins, CO 80526-1652.

SECOND LANGUAGE RESEARCH FORUM: March 1-4, 1990, Eugene, OR. Information: Hartmut Burmeister, Chair, SLRF, Applied Linguistics, Univ. of Oregon, Eugene 98403. Telephone: (503) 686-3945.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 6-10, 1990, San Francisco. Information: Kathryn Palacios, TESOL, 1600 Cameron St., Ste. 300, Alexandria, VA 22314.

NEW COLLEGE CONFERENCE ON MEDIEVAL-RENAISSANCE STUDIES: March 8-19, 1990, Sarasota, FL. Information: Lee D. Snyder, Medieval-Renaissance Studies, New College of the Univ. of South Florida, 5700 N. Tamiami Trl., Sarasota, FL 34243-2197.

OHIO FOREIGN LANGUAGE ASSOCIATION: March 8-10, 1990, Cleveland. Information: Steve Wagner, Princeton High School, 11080 Chester Rd., Cincinnati, OH 45246.

NEWBERRY LIBRARY: THE FUTURE OF THE MIDDLE AGES: MEDIEVAL FRENCH LITERATURE IN THE 1990s: March 9-10, 1990, Chicago. Information: Peggy McCracken, Center for Renaissance Studies, The Newberry Library, 60 W. Walton St., Chicago, IL 60610. Telephone: (312) 943-9090.

ROUNDTABLE ON LANGUAGE AND LINGUISTICS: March 14-17, 1990, Georgetown Univ. Information: James E. Alatis, School of Languages and Linguistics, Georgetown Univ., Washington D.C. 20057.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with the MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: March 14-18, 1990, Minneapolis. Information: Jody Thrush, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704. Telephone: (608) 246-6573.

FOREIGN LANGUAGE ASSOCIATION OF NORTH DAKOTA in conjunction with CENTRAL STATES CONFERENCE: March 14-18, 1990, Minneapolis. Information: John Ballard, Box 46, Dickinson State Univ., ND 58601.

MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with CENTRAL STATES CONFERENCE: March 14-18, 1990, Minneapolis.

CALICO '90: March 21-23, 1990, Baltimore. Information: Sheila Vasquez, CALICO, 3078 JKHB, Brigham Young Univ., Provo, UT 84602.

ASSOCIATION FOR LANGUAGE LEARNING: March 23-26, 1990, Univ. of Exeter. Information: Christine Wilding, Joint Council of Language Assns., Marton, Rugby CV23 9RY, England.

AMERICAN COMPARATIVE LITERATURE ASSOCIATION: March 29-31, 1990, University Park, PA. Information: Gerhard F. Strasser, Dept. of Comparative Literature, 433 N. Burrows Bldg., The Pennsylvania State Univ., University Park, PA 16802. Telephone: (814) 863-0589.

EIGHTEENTH ANNUAL FRENCH LITERATURE CONFERENCE: POETRY AND POETICS: March 29-31, 1990, Univ. of South Carolina. Information: Marja Warehime, Dept. of Foreign Languages & Literatures, Univ. of South Carolina, Columbia, SC 29208.

EASTERN MICHIGAN UNIVERSITY CONFERENCE ON LANGUAGES FOR WORLD BUSINESS: April 4-7, 1990, Ypsilanti. Information: EMU Conference on Language for World Business, World College, 307 Goodison Hall, E. Michigan Univ., Ypsilanti, MI 48197. Telephone: (313) 487-2414.

WICHITA STATE UNIVERSITY CONFERENCE ON FOREIGN LITERATURES: April 5-7, 1990, Wichita State Univ. Information: Ginette Adamson, Dept. of Modern and Classical Languages & Literatures, Box 11, Wichita State Univ., Wichita, KS 67208.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING: April 5-8, 1990, Albuquerque. Information: Jan Herrera, 13355 Albion Circle, Thornton, CO 80241.

TWENTIETH ANNUAL LINGUISTIC SYMPOSIUM ON ROMANCE LANGUAGES: April 6-8, 1990, Univ. of Ottawa, Canada. Information: Coordinators, LSRL XX, Dept. of Linguistics, Univ. of Ottawa; 78 Laurier East, Ottawa ON, K1N 6N5 Canada. Telephone: (613) 564-4207. LING @ UOTTAWA.BITNET

NORTHEAST MODERN LANGUAGE ASSOCIATION: April 6-8, 1990, Toronto. Information: Christiane Zehl Romero, Dept. of German, Russian, and Asian Studies, Tufts Univ., Medford, MN 02155.

BEFORE 1860: DISCOURSE AND LANGUAGE IN CANADA: April 19-21, 1990, Univ. of Toronto. Information: Germaine Warkentin, Victoria Coll., Univ. of Toronto, ON, M5S 1A1 Canada.

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS IVTH WORLD CONGRESS: April 19-21, 1990, Thessaloniki. Information: Stathis Efstathiadis, P. O. Box 52, Aristotle Univ., 54006 Thessaloniki, Greece.

SOUTHEASTERN NINETEENTH CENTURY STUDIES ASSOCIATION: April 19-21, 1990, Charleston. Information: William J. Lohman, Humanities Div., Univ. of Tampa, 401 W. Kennedy, Tampa, FL 33606.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 19-22, 1990, New York. Information: Northeast Conference, P. O. Box 623, Middlebury, VT 05753.

CONFERENCE ON TWENTIETH-CENTURY FRENCH STUDIES: April 20-22, 1990, Univ. of Iowa. Information: Center for Conferences & Institutes, 249 Iowa Memorial Union, Univ. of Iowa, Iowa City 52242.

CONSEIL INTERNATIONAL D'ÉTUDES FRANCOPHONES: April 20-28, 1990, Martinique. Information: Michel Tetu, CIEF, Dépt. de Littératures, Université Laval, Québec, PQ G1K 7P4 Canada.

SECOND LANGUAGE ACQUISITION AND FOREIGN LANGUAGE LEARNING II: April 26-28, 1990, Urbana. Information: Bill Van Patten, Dept. of Spanish, Italian, and Portuguese, 4080 FLB, 707 S. Matthews, Urbana, IL 61801.

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES: May 3-5, 1990, Portland, OR. Information: Ray Verzasconi, PNCFL Executive Secretary, Foreign Languages & Literatures, Oregon State Univ., Corvallis Or 97331. Telephone: (503) 754-2289.

CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS ANNUAL MEETING: May 10-12, 1990, Conference Center, St. John's Newfoundland. Information: Ihor Z. Kruk, Pres. CASLT, 369 Montrose St., Winnipeg, Manitoba, R3M 3M1 Canada.

TENTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 16-18, 1990, Univ. of Cincinnati. Information: Josiane Leclerc-Riboni, Conference Chair, Dept. of Romance Languages & Literatures, Univ. of Cincinnati, OH 45221-0377.

MARGUERITE YOURCENAR INTERNATIONAL COLLOQUIUM: May 16-18, 1990, Antwerp. Information: Maurice Delcroix, 59 rue Pere Damien, B-1140 Bruxelles, Belgium.

COMPUTERS AND TEACHING IN THE HUMANITIES: June 23-25, 1990, Fordham Univ. Information: Craig B. Brush, Modern Languages Dept., Fordham Univ., Bronx, NY 10458.

MLA INSTITUTE: CURRENT ISSUES IN FOREIGN LANGUAGE TEACHING: July 8-20, 1990, Middlebury. Information: Foreign Language Summer Institute, MLA, 10 Astor Pl., New York, NY 10003-6981. Telephone: (212) 475-9500.

BEST TREASURER OF THE YEAR AWARDS — AN UPDATE

Among the many unsung heroes of the AATF are our Chapter Treasurers, who often serve simultaneously as Secretaries of their local organizations. Not only do they work almost year round collecting and transmitting dues to National Headquarters, but they are normally involved with local recruiting efforts, the tallying of ballots from Regional and National elections, and the preparation of local meetings. A few of those named below have served as long as 15 years, but the average tenure is 3 to 5 years. For smaller Chapters, i.e. those with under 100 members, these tasks may be relatively light, but for those with over 100 members, the dedication of a Treasurer to his/her duties is truly exemplary. Recognizing this situation, the AATF began making an annual award in 1975 to the «best» Treasurer of the Year. Beginning in 1985, two awards have been given each year, one to a Treasurer of a «large» Chapter (100 members or more, roughly) and one to a Treasurer of a «small» Chapter (under 100 members); the double award allows us to adequately recognize the two levels of activity and ends the relative domination of Treasurers from large Chapters — a situation evident from 1975 through 1984.

Here are the honorees to date:

- 1975 †Carroll E. Naves, Florida
- 1976 Lee Bradley, Georgia
- 1977 Vera Brenton, Indiana
- 1978 Susan M. Redd, WA/AK/BC
- 1979 †Bernard M. Pohoryles, Metro NY
- 1980 D. Raymond Tourville, Chicago/No. Ill.
- 1981 James S. Patty, Tennessee
- 1982 Charlotte A. Cole, E. Mass.
- 1983 Arthur J. Gionet, N. Texas

- 1984 Douglas Cardwell, No. Carolina
- 1985 Kathleen Schuller, Detroit, MI; Robert Smith, Suffolk, NY
- 1986 Don Greenham, Ohio; Murle Mordy, Jr., Kansas
- 1987 Micheline LeGall, No. Calif.; Sophie Gasser, Louisiana
- 1988 Judy Johannessen, Minnesota; Bette K. Sparago, Westchester NY
- 1989 Karen Woodward, Wisconsin; Samia Spencer, Alabama
- 1990 ???

Each award is now worth \$100 to the winner, plus a plaque outlining the Treasurer's service. The criteria for selection are as follows, not necessarily in order of importance: (1) frequency of correspondence with National Headquarters, (2) accuracy and timeliness of dues reports, (3) demonstrated activity in recruitment of new members and retention of present members, (4) facilitation of communication between Chapter officers and their members, (5) participation in AATF activities at the National level, as, for instance, the annual Convention, (6) length of time in office. While National reserves the right to pick the winners — always a difficult task, as there are always more than two deserving individuals each year — because it feels that it is in the best position to judge the above factors, it welcomes nominations and supporting documentation from Chapter officers and other members who may be aware of activities unknown to us. Send your nominations to 57 E. Armory Ave., Champaign, IL 61820 before **March 1st** of each year. Our next awards will be made in the Spring of 1990 and formally announced during our Convention in New Orleans, July 2-5, 1990, at the Sheraton Hotel.

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