

## AATF MILESTONE...

Starting with its creation in New York in 1927, the AATF has maintained administrative National Headquarters — although scarcely known by that name at first — in five different locations east of the Mississippi, where about two-thirds of its membership is to be found today. Up until this year, the longest tenure by far was at Davidson College in North Carolina (1942-63) — 21 years, all under Secretary-Treasurer George B. Watts. In 1969 the Headquarters were moved from Michigan to their present location at the University of Illinois, Champaign-Urbana, and have now completed another 21 years under two Secretary-Treasurers/Executive Directors, Francis W. Nachtmann and Fred M. Jenkins. National Headquarters falls administratively under the Department of French at the University and benefits fully from this relationship, both spiritually and materially.

## QUÉBEC SUMMER SCHOLARSHIP PROGRAM 1990 UNIVERSITÉ LAVAL, STE. FOY, QUÉBEC



Photo: Marc Robitaille, Université Laval

Participants in the 1990 summer program at Université Laval, Ste. Foy, Québec, gather to celebrate the birthday of one of the participants, who is holding a birthday cake.\*

Fourth row: **Antoinette Cody**, Susan Kevra, **Judd Jenkins**, **Judith Strotman**, and Nancy Hough

Third row: **Ruth Ohayon**, **Linda Burns**, **Nancy Lewis**, **Anita Vail**, **Jacqueline Gloutak**, and Louise Rousseau

Second row: **Colette Garant Viau** (program director), **Diane Dorsch**, and **Susan Linz**

Center: **Jane Castle**

See related article on page eleven of this issue.

\*Names in bold type indicate the ten AATF scholarship recipients.

## SIXTY-FOURTH ANNUAL MEETING AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

Wednesday through Saturday

July 3-6, 1991

Marriott City Center Hotel

Minneapolis, MN

Proposals for program presentations and workshops should be submitted before **April 5, 1991** to

Professor Stirling Haig

President, AATF

Department of Romance Languages

University of North Carolina

Chapel Hill, NC 27599-3170

Telephone: (919) 962-0158

or (919) 962-2032, leave message

COME JOIN US THIS SUMMER FOR A UNIQUE FRANCOPHONE EXPERIENCE

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# MEMBERS NOTES

# INNOVATIVE PROGRAM IN SOUTH CAROLINA



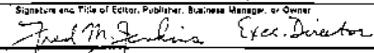
Therese Conlin Clarke, President of the Western New York Chapter and Coordinator of Second Languages for the Williamsville, NY Schools visits with Lech Walesa in Solidarity Headquarters in Gdansk, Poland. She presented him with gifts and information from Williamsville Schools and the National School Public Relations Association. The presentation coincided with the 10th anniversary of Solidarity.

The 1990-91 school term will be quite different in Hartsville, SC this year. An innovative program has been started between the local high school and one of the elementary schools. Sixteen French III students in AATF member Brenda Newsome's class at Hartsville High School are conducting mini-French classes at Carolina Elementary School. The students volunteered their time twice a month. Since the elementary school is less than 5 minutes away from the high school, the students conduct the classes during part of the time they are scheduled for French III. The students are assigned classes from the 2nd, 3rd, 4th, 5th, and 6th grades. The special education class is visited as well.

As the supervising teacher, Miss Newsome is very excited about the program. It has given a new freshness to the French III curriculum. The students are excited about teaching a foreign language to elementary students. And as always, they should learn a lot as they teach.

Dr. Allen McCutchen, Principal at Carolina Elementary School shares the same excitement. The teachers at his school as well as the students are elated at the opportunity to learn a foreign language. The exposure for the young children should help convince them of the importance of studying a foreign language in our global economy.

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## AATF NATIONAL BULLETIN

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Editorial Assistant: Josiane Leclerc Riboni, University of Cincinnati.

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

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

## SMALL GRANT AWARDS CONTINUED FOR 1991

This past July, the Executive Council again decided to conduct a Small Grants Awards program for 1990-91. The total amount of funds to be made available was increased from \$1,000 (the 1989 and 1990 levels) to \$2,000. The maximum award will be \$350 and a new restriction has been added to the previous application requirements: 100% matching funds (or less if the Chapter treasury cannot meet the challenge), must be committed by the Chapter to which the applicant belongs. In this fashion, it is hoped that the applicant can attract sufficient funding to carry the project through to a satisfactory completion.

Otherwise, the application procedures and requirements remain the same as they were in 1989 and 1990 — hopefully, as simple as they can possibly be. A letter specifying the following should be sent to the Executive Director at 57 E. Armory Ave., Champaign, IL 61820 by **January 31, 1991** specifying the following: (1) name of applicant & Chapter to which s/he belongs; (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 AMOUNT TO BE MATCHED FROM CHAPTER TREASURY** (must be attested to by Chapter Secretary-Treasurer).

Members should recall that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear some relationship to the purposes of the Association, namely the furthering of French studies in North America, and be of potential benefit to the other members of the Chapter or to his/her students of French. Under no circumstances will awards be made to carry on strictly personal research or to travel abroad for the sake of general enlightenment. Members at all levels of instruction may apply.

To get a better idea of the types of requests that have been funded in the past, please see the April 1989 (p.12) and April 1990 (p.1) issues of the *NATIONAL BULLETIN*. It should be noted, however, that new types of projects will also be given full consideration.

All requests will be acknowledged (last year we had 17) and a jury of three members of the Executive Council will announce its decisions in February.

Fred M. Jenkins  
Executive Director

## ACTFL FRENCH SCHOLARSHIP PROGRAM

With support from the Cultural Services of the French Embassy, ACTFL is pleased to announce a third year of scholarships for teachers of French. Thirty scholarships will be available for study at two pedagogical institutes in France during the summer of 1991. The purpose of these scholarships is to provide a group of selected teachers with the opportunity to develop expertise and leadership in two areas of teaching French as a foreign language:

Institute 1: Teaching French in the elementary grades  
Institute 2: Teaching French for business

Scholarship winners will thus be provided with the necessary skills to develop model programs or teaching units at their home institutions or for their school district.

The 3-4 week seminars will be conducted as an immersion program and will include content-based instruction, field work, and the development of model programs and materials which will serve as resources to other teachers in the United States.

Support is available for tuition and room and board. Transportation costs will be the responsibility of the participants. We encourage all eligible teachers to write for application materials so as to take advantage of this unique opportunity for ACTFL members.

**ELIGIBILITY:** Institute 1 (Elementary): Applicants must be teachers in a public or private elementary during 1991-92.

Institute 2 (Business): Applicants must be teachers of French in a public or private college, university or high school. Teaching Assistants are eligible.

**ACTFL membership is required of all applicants.**

**APPLICATION:** Application materials are available from ACTFL. Applicants will need to provide a letter of recommendation from a supervisor, endorsement from their institution, and an essay describing a plan to implement the results of the institute upon their return to their home institutions. Deadline for submission of applications and supporting documents: **March 1, 1991.**

**SELECTION:** An ACTFL ad-hoc selection committee will review all applications and make recommendations to the French Cultural Services, which will make final selections. Selections will be made on the basis of interest in the project and plans for future implementation and follow-up.

**NOTIFICATION:** The French Cultural Services will select and notify candidates directly.

Further information is available from ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801, ATT: Isabelle Kaplan. ACTFL gratefully acknowledges the generosity of the French Embassy for support of this program.

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## ANNOUNCING THE 4TH NATIONAL FLES\* INSTITUTE AT UNIVERSITY OF MARYLAND/BALTIMORE COUNTY BALTIMORE, MD 21228

The 4th National FLES\* Institute will be held at U.M.B.C., Baltimore, MD July 7-14, 1991.

Applications will be available after **January 15, 1991** from: Dr. Gladys Lipton, UMBC-MLL, Baltimore, MD 21228. The deadline for receipt of applications is **May 15, 1991.**

Successful participants will be able to receive 3 graduate credits in either French, Spanish, or FLES\* methods. Further information will be available after January 15, 1991.

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## RASSIAS METHODOLOGY WORKSHOPS

Language Outreach at Dartmouth College has announced that three intensive Rassias Methodology workshops will be offered on campus in 1991. The workshops, to be conducted by Prof. John A. Rassias, are scheduled for March 1-3, April 19-21 and October 18-20. They are open to language educators (including ESL) at all levels of instruction as well as to school administrators and other interested individuals. Fee is \$250; it includes tuition for the 25 hour workshop and all meals. For a copy of the information brochure and registration form, contact Language Outreach, Dartmouth College, Hanover, N.H. 03755. Tel: (603) 646-2922.

## 1991 SUMMER INSTITUTE IN THE FRENCH ARCHIVAL SCIENCES

This institute, directed by Bernard Barbiche, École Nationale des Chartes, will be held from June 24 to August 2, 1991. It is supported by a grant from the National Endowment for the Humanities.

Professor Barbiche will consider the resources of the principal archives and collections of the Ancien Regime, both public and private; their history and their relationships to the institutions; the typology of documents; paleography and diplomatics; and critical editions of texts. Special attention will be given to the archival sources required for art, historical, and literary research. Sessions will be comprised in part by lectures followed by discussions, in part by practical exercises in reading and editing texts. Participants will also be invited to present the results of their own research. **Instruction will be in French.**

Bernard Barbiche is Professor at the École Nationale des Chartes. He is the author of a biography, *Sully* (1978), and his editions include *Lettres de Henri IV concernant les relations du Saint-Siège et de la France (1595-1609)* (1968), *Les Actes pontificaux originaux des Archives nationales de Paris (1975-82)*, and *Les Économies royales de Sully* (with David Buisseret, vol. 1, 1970; vol. 2, 1988).

Full time faculty members and librarians with instructional responsibilities employed in American institutions of higher learning are eligible to apply for stipends of \$1500, plus travel expenses and a \$1200 allowance for room and board (for non-local scholars only). Faculty, research scholars, and advanced graduate students at universities affiliated with either the Newberry Library Center for Renaissance Studies or the Folger Institute are eligible to apply for special funds available to attend the Institute.

**The deadline for applications will be March 1, 1991.** For application forms and information, contact the Center for Renaissance Studies, The Newberry Library, 60 West Walton Street, Chicago, IL 60610-3380. Phone: (312) 943-9090.

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## FRANCE/USA ROTARY INTERNATIONAL LANGUAGE WORKSHOP

The France/USA Intercountry Committee of Rotary International is pleased to announce that the annual France/USA Language Workshop will be held in the Auvergne region of France, from July 9 through July 25, 1991. Each year twelve high school French teachers, sponsored by the Rotary districts of their regions, are given the opportunity attend this workshop, along with a group of their French colleagues who teach English. The two groups discuss many topics of linguistic, cultural, and pedagogical interest, taking turns at organizing activities and using each other's language. At the end of the formal activities each participant may elect to spend a homestay of up to three weeks in the other country.

The workshop participants are responsible for the costs of transportation. The workshop expenses (estimated for 1991 to be approximately \$2500) are the responsibility of the sponsoring Rotary districts, and may be borne by the district, the clubs of the district, or a combination of both.

High school French teachers interested in participating are encouraged to contact their local Rotary clubs to indicate their interest. Teachers or rotarians desiring more information should contact the Recruitment Officer, Alfred D. Palermo, 441 N. Wood Avenue, Linden, N. J. 07036 (201/486-2626), or the 1990 American team leader, Clayton Alcorn, 9 Louise Drive, Cortland, N. Y. 13045 (607/753-8187).

## JOB VACANCY POSTINGS ON INTERNATIONAL ELECTRONIC BULLETIN BOARD

The Foreign Language Forum (GO FLEFO) on CompuServe offers free advertising of foreign language (including ESL) related job openings, both foreign and domestic. Announcements of positions in language teaching, translating/interpreting, international business, or any other type of job in which foreign language competence is essential are welcome. Notices should specify an opening and closing date, and include a brief description of the position (title, responsibilities, qualifications, location, language requirements, salary, etc.); please include complete contact information (name, mailing address, phone, electronic mail, fax, etc.)

The list is available on the Foreign Language Forum 24 hours a day, 365 days a year, to the more than half-million subscribers to CompuServe and affiliated networks around the world. It is divided into three sections: a) Descriptive information (how to use the list); b) Standing announcements (how to contact employers large enough to have openings on a regular basis, and how to locate vacancy lists available through other sources); and c) Current postings (listings that are received regularly, posted weekly, and deleted once their closing date has passed).

Information must be submitted electronically (via Bitnet, CompuServe, MCI mail, etc.) to:

76703.2063@CompuServe.Com (on Bitnet/Internet); or  
76703.2063 (on CompuServe).

For more information on CompuServe write: CompuServe Incorporated, PO Box 20212, Columbus, OH 43220; or call toll-free 1-800-848-8990.

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## THE JAMES A. PERKINS PRIZE FOR ESSAY ON LANGUAGE INSTRUCTION

For the third year the Rassias Foundation at Dartmouth College announces the James A. Perkins Award for the best scholarly essay evaluating the Rassias Method for teaching languages. The \$1,000 prize honors the former Chairman of the Presidential Commission on Foreign Language and International Studies and one of the foremost leaders in the field of International Education. To enter the competition, scholars should submit an essay, of not more than 3,000 words, describing teaching experiences either using or inspired by the Rassias Method, and evaluating quantifiable results (for example, oral and written test scores using an established rating system; attitudinal changes toward language learning and cultures; data on changes in student enrollment patterns in levels beyond introductory classes; the effect of the experience on the learning and teaching of the assistant teachers; studies of variants and adaptations of the method; and similar projects). Previously published manuscripts are eligible for consideration and may be submitted for this prize. Entries should be addressed to the Chairman of the Selection Committee, Professor James F. Jones, Department of Romance Languages and Literatures, Box 1077, One Brookings Dr., Washington University, St. Louis, MO 63130-4899.

For further information, contact

The Rassias Foundation,

Dartmouth College, Hanover, NH 03755.

Tel: (603) 646-3719

**Application deadline: June 1, 1991.**

# NEH SUMMER SEMINARS FOR SCHOOL TEACHERS

The division of Fellowships and Seminars of the National Endowment for the Humanities is sponsoring fifty-three seminars on a variety of texts in the humanities for four, five, or six weeks during the summer of 1991. Each seminar will provide fifteen teachers with the opportunity to work under the direction of a distinguished teacher and active scholar in the field of the seminar.

Teachers selected to participate in the program will receive a stipend of \$2,200, \$2,575, or \$2,950, depending on the length of the seminar. The stipend is intended to cover travel costs to and from the seminar location, books and other research expenses, and living expenses for the tenure of the seminar.

Although seminars are designed primarily for full-time or regular part-time teachers at public, private, or parochial schools, grades 7 through 12, other school personnel, K-12, are also eligible to apply. Applicants must be U.S. citizens, native residents of a U.S. territorial possession, or foreign nationals who have been residing in the United States for at least three years immediately preceding the application deadline, **March 1, 1991**.

Participants in Summer Seminars for School Teachers in 1989 and 1990 are not eligible to apply to the 1991 seminars.

Applicants must write to the seminar directors for **application instructions and forms** and for detailed information about the structure, special requirements, site, and housing of seminars.

**Applicants may apply only to one seminar.** However, applicants may write to more than one seminar director for information. When writing to several directors, please request the NEH application booklet from only one director. Applicants who **apply** to more than one seminar will not be eligible for a place in any seminar.

The director and a selection committee will decide who will attend the seminar. Therefore, the complete application should be mailed **directly** to the seminar director and should be postmarked no later than **March 1, 1991**.

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the Director, Office of Equal Opportunity, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

## **The Paris of Balzac, Baudelaire, and Flaubert**

July 1-August 2, 1991 (5 weeks)

Edward J. Ahearn

Department of Comparative Literature

Box E

Brown University

Providence, Rhode Island 02912

(Seminar Location: Paris, France)

## **Molière: The Major Comedies**

July 1-July 26, 1991 (4 weeks)

Philip R. Berk

Department of Foreign Languages

University of Rochester

Rochester, New York 14627

(Seminar Location: Paris, France)

## **Alexis de Toqueville's *Democracy in America*: Religion in a Democratic Society**

June 24-August 1, 1991 (6 weeks)

Walter H. Capps

Department of Religious Studies

University of California

Santa Barbara, California 93106

## **Modern Society and Its Alternatives in the Works of Jean-Jacques Rousseau**

June 24-July 26, 1991 (5 weeks)

Charles E. Ellison

College of DAAP

University of Cincinnati

Cincinnati, Ohio 45221-0016

## **Emile Zola's *Germinal*: From Romanticism to the New Novel (In French)**

July 1-July 26, 1991 (4 weeks)

Lewis Kamm

Assistant Dean, Arts and Sciences

Southeastern Massachusetts University

North Dartmouth, Massachusetts 02747

## **Pascal's *Pensées*: Faith, Reason, and the Meaning of Life**

July 8-August 2, 1991 (4 weeks)

Thomas V. Morris

Department of Philosophy

University of Notre Dame

Notre Dame, Indiana 46556

## **The Craft of French Verse: Hugo, Verlaine, and Mallarmé (In French)**

July 8-August 2, 1991 (4 weeks)

Richard Vernier

Department of Romance Languages and Literatures

Wayne State University

Detroit, Michigan 48202

## **Contemporary Literature from Africa, the West Indies, and the Pacific**

July 1-August 9, 1991 (6 weeks)

Albert Wertheim

College of Arts and Sciences

Kirkwood Hall 104

Indiana University

Bloomington, Indiana 47405

## **The Plays of Samuel Beckett**

July 8-August 9, 1991 (5 weeks)

Toby S. Zinman

Humanities Division

University of the Arts

Broad and Pine Streets

Philadelphia, Pennsylvania 19102

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## CALL FOR PAPERS

### The AATF Telematics Commission

The AATF Telematics Commission is seeking articles describing practical applications of Minitel technology to the teaching of French at all levels — elementary, secondary, and college — for possible presentation during the 1991 national conventions of AATF and ACTFL and/or publication in a special issue of the *National Bulletin* devoted to the Minitel.

Please send a one-page summary to:

Townsend W. Bowling

Chairman, AATF Telematics Commission

Division of Foreign Languages

University of Texas at San Antonio

San Antonio, Texas 78285

FAX: 512-691-4347

Deadline for receipt of summaries: **March 15, 1990**

## CHAPTER NEWS

### Arizona Chapter

Integrating women writers into the curriculum of advanced high school courses was the focus of the fall meeting of the Arizona AATF. Michèle Shockey, the outgoing Regional Representative, pointed out that by the end of their junior year of English, her students had only been exposed to one woman writer. Michèle presented us with ideas for teaching the French language through the writings of "les écrivaines québécoises," such as Gabrielle Roy.

Born in Manitoba, Gabrielle Roy was quite prolific and was the first non-French person to win the prestigious Prix Fémina. Her writings, such as *Ces Enfants de ma vie* (1977), lend themselves well to fourth- and fifth-year classes. *Ces Enfants* is a portrait of the children she taught in a one-room schoolhouse.

A film on the life of Gabrielle Roy, along with various other films, is available free of charge through la Délégation du Québec, 700 S. Flower St., Suite 1520, Los Angeles, CA, 90017.\*

Amy J. Anderson  
Secretary/treasurer

\*For members of other regions, check September 1990 *NATIONAL BULLETIN* p. 4, for the address of the Délégation du Québec for your region.

### Connecticut Chapter

The Connecticut Chapter of AATF hosted the fifth New England Regional Conference held on October 5-6 at the Hartford Marriott Hotel and Conference Center in Farmington. The conference was well attended by teachers from the entire New England area. The program was divided into four major sessions and offered a choice of four presentations at each session. Principal speakers were Claire Gaudiani, President of Connecticut College, who gave the keynote address: "Fin de siècle: regard sur l'avenir," and Stirling Haig, National President of the AATF, whose remarks covered the present state of the profession. Other featured presentations included those of Marie Galanti, Publisher, *Journal Français d'Amérique*, and Anne Prah-Perochon, Editor in Chief of the *Journal Français* who described "La Vie quotidienne à Paris au temps des cathédrales." The final session included a slide presentation on Claude Monet by art historian Charles Price of Connecticut College. This session was followed by a tour of the nearby Hill-Stead Museum. Major door prizes included a 4-day weekend at Paradise Island offered by Club Med, an all-expense weekend in Quebec offered by Educational Adventures and a similar weekend in New York by Academic Arrangements Abroad. A full complement of book exhibitors was available. Co-chairs Ann Lorusso and Carolyn Demeray received special congratulations for a well organized *congrès* and Charles Porter for planning an interesting and varied program. Evaluations made by those attending also pronounced the conference successful in all respects.

Gene Barberet

### Maine Chapter

On Saturday, October 20, 1990, the Maine chapter of AATF met at John Martin's Manor in Waterville for its annual Fall meeting. President, Teresa Bridges, began the session by introducing Professor Sylvie Witkin who directs a Total Immersion program at the Farmington Campus of

the University of Maine. Professor Witkin explained the program and distributed handouts with further information. The program is open to first year students who agree to participate in an intensive course of language training and residence in a *Maison Française*. They will end their year with a May Term class in France, all as part of their regular tuition to attend the University.

AATF members, Terry Willard (Leavitt Area High School) and Nora Olsen Noonan (Greeley Junior High School), both recipients of an AATF scholarship for study in France, presented a workshop on teaching culture. Both participated in an intensive program sponsored by Triade, an agency of the French government whose purpose is to educate and inform American teachers on French life, people and culture. AATF chooses the recipients of the scholarships and distributes the funds received from the French government. Terry and Nora distributed materials they had collected while in France and offered suggestions for using those materials, and any personal materials that teachers had or could collect. Members had the opportunity to contribute their own ideas and to ask questions of the presenters and of other members present. Everyone agreed that it was a valuable discussion and presentation.

A business meeting was held during lunch. Announcements were made concerning Nacel, the Laurianna Boucher scholarship, and a French Total Immersion Weekend being presented at Hermon High School on March 15-16. Concern was expressed about proposed changes in the certification requirements for foreign language teachers. It was reported that the State is proposing that teachers would have to have a minimum of 24 hours to teach a second language, as the first 6 hours would be in beginning level courses. The proposal gives no consideration to native speakers. Members were concerned that those most impacted by the proposed changes, the State's foreign language teachers, would have no opportunity to contribute input to the decision which is slated for a hearing on November 29. The group decided to send a letter expressing its concerns and asking that the proposal be tabled until teachers have a chance to discuss it and make recommendations.

Janice Clain  
Secretary

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## NEH INSTITUTE FOR COLLEGE TEACHERS

The National Endowment for the Humanities is supporting by a major grant a summer *Institute on Literacy and Cinematic Images of Urban and Rural France* to be held at the State University of New York at Albany from June 24 to August 2, 1991.

The institute will provide to twenty college and university professors of French literature, cinema, civilization, history or humanities nationwide the unique opportunity to meet, work, and study under the guidance of eminent specialists and established artists. The principal goal will be to enrich teaching and better integrate literary, visual and socio-cultural elements in the curriculum.

March 1, 1991 deadline for postmarked application forms to be obtained from:

Professor George Santoni  
French Studies HU 235  
State University of New York  
Albany, New York 12222.

## SPECIAL PROFESSIONAL CONCERNS FOR TEACHERS OF FLES\*

The following material comes from the FLES\* section of *The Teaching of French: A Syllabus of Competence*. Report of the Commission on Professional Standards of AATF, 1988 p. 26.

Teachers of FLES\* need to be familiar with the goals of the different program models on the elementary school level, since their careers and place of teaching may vary from year to year. Some of the concerns of FLES\* teachers revolve around the following:

— Scheduling — Teachers should not be expected to teach more than seven classes a day. Travel time from school to school should be included in the schedule, depending on the distances involved, although this will depend on the model and the goals.

— The goals of the particular program model should be clearly stated, and evaluation of the students should be in terms of these goals.

— FLES\* teachers should attend foreign language meetings for teachers on all school levels so that all foreign language teachers are familiar with what is happening on each of the school levels, and so that adequate plans for articulation can be made cooperatively.

— Whatever the FLES\* program model, there should be a commitment by the school district to a program of a minimal duration of 10 years, so that necessary changes in the program can be made and implemented over a period of time. The FLES\* program should be viewed as part of the entire foreign language program, with special attention given to articulation from level to level, as part of the total program commitment. Articulation plans need to be in place before a program at the elementary school level has started. Examples of successful articulation plans include separate classes, courses of study (curriculum) and texts as well as programs for individualized study.

Guidelines for the composition of FLES\* classes should be developed in terms of the goals of the specific program model. These guidelines should be understood by teachers, administrators, parents, counselors and others involved, and implemented accordingly.

### THE ADMINISTRATOR'S GUIDE TO FLES\* PROGRAMS

INFORMATION ABOUT SEQUENTIAL FLES, FLEX AND IMMERSION

by

DR. GLADYS LIPTON, CHAIR  
NATIONAL FLES\* COMMISSION OF AATF

This NEW guide is available free of charge.  
Please send a stamped, self-addressed envelope to:  
Dr. Gladys Lipton, U.M.B.C. -MLL,  
Baltimore, MD 21228

## WORK IN PROGRESS

The National FLES\* Commission of AATF will be working on a new report to the profession this year, dealing with some of the problems and solutions in all types of FLES\* programs.

In addition the 1990-1991 commission will be providing additional assistance. The newly constituted FLES\* contacts panel, consisting of FLES\* practitioners across the country, had a broad range of expertise and experience on elementary school foreign language program for all languages.

For further information about the work of the National FLES\* Commission, contact the Chair, Dr. Gladys Lipton, UMBC, Baltimore, MD 21228. Telephone: (301) 455-2109.

## FLES\* PROGRAMS: TODAY AND TOMORROW

### BACKGROUND:

What is the best program model for elementary school foreign language instruction? This article is a response to the priorities paper on elementary school foreign language instruction: "Priorities for the 1990's," *F.L. Annals*, October, 1990. This response was written because the paper seemed to imply that the authors, respondents and committee members were in agreement with the proposals presented. Consensus was *not* reached, and there were major disagreements on the value of the three program models, and on many of the proposed directions.

### FLES\* PROGRAMS TODAY

What is the best program model for FLES\* programs? (FLES\* is the umbrella term for the three program models: Sequential FLES, FLEX and Immersion) There is a great deal of interest in FLES\* programs (K-8). We have at least two states, at this writing, which have mandated foreign language programs below grade 9: North Carolina and Arizona. There also is a court-ordered mandate in the Kansas City, Missouri public schools. But, while we are currently experiencing a surge in interest in all types of FLES\* programs, there is a wide difference of opinion concerning the best program model and the best approaches for teaching foreign language to young children. In view of the current financial crisis, however, many believe that it is unlikely that the statistics will change too radically from the 98% of all programs being divided between Sequential FLES and FLEX, and the 2% of all programs in Immersion.

Anyone who operates in the real world of children and the schools knows there is no best anything for all... no best program model for all schools and school districts; no best teaching approach for all children, for all classes, for all schools; no best method for all. Furthermore, we cannot generalize and say that one program model is more expensive than other program models. We cannot say that one program model is more effective than other program models, because there is very little valid evidence in the United States which proves this point of view.

There are, however, two basic components of second language acquisition which should never be omitted nor forgotten. I refer to the goals of communication and culture,

which, in the opinion of many, should be uppermost in all types of FLES\* programs. While we need to embrace new thoughts and ideas, as well as to research new methodologies and approaches, these two concepts are cornerstones, and should not be relegated to a corner of current thinking about foreign language in the elementary and middle schools.

As far as language acquisition skills on the FLES\* level are concerned, the six basic questions should be: (within the constraints of the children's language context)

1. Do the children understand the foreign language?
2. Are the children able to communicate orally in the foreign language?
3. Do the children get meaning from the printed page?
4. Are the children able to communicate, in writing, in the foreign language?
5. Have the children gained cultural awareness and cultural appreciations?
6. Do the children want to continue their study of the foreign language?

In these days of budget crises on the national, state and local levels, and remembering what happened in the past, FLES\* teachers and supporters are facing difficult years ahead. Too often, some policy makers, administrators and even some parents say, "They can always take foreign language when they get to high school!" But budget crunches and cutbacks are going to be with us for many years, and we need to underscore the major reasons for FLES\*:

- children are curious about strange sounds and secret codes
- children are excellent mimics of sounds and intonation patterns, and they strengthen their listening and speaking skills
- children gain a cultural awareness of the people(s) who speak the foreign language and they are more open to cross-cultural explorations and understandings
- children are less self-conscious about pronouncing strange sounds and language patterns
- by starting early, children begin to understand how a language "works"
- by starting early, children develop a firm foundation for a long sequence in studying the foreign language
- there is some evidence that students gain cognitive benefits, such as mental flexibility, creativity, and divergent thinking

How do we deal with budget problems? How do we deal with cutbacks? How do we avoid losing the gains we have made in recent years? We can maintain our FLES\* programs, first and foremost, by making certain that they are excellent, and that the goals for the particular program model are achieved. We can maintain our FLES\* programs, if we can demonstrate and document the language performance and cultural awareness of the children, by observation and by evaluative instruments. We can maintain our FLES\* programs, by gathering as much support as possible in the inevitable battles to save programs on the elementary and middle school levels.

In the climate of these financial times, this is not the time to be expanding programs widely. This is the time for consolidating and strengthening what we have, for expanding thoughtfully, and for investing in the future of strong FLES\* programs. There can be a strong FLES\* program when the classroom teacher also teaches the foreign language, and this type of arrangement is in operation in all types of FLES\* program models, whether they are Sequential FLES, FLEX or Immersion. There are many

school systems which currently give priority in hiring to those elementary school teachers who have proficiency in a foreign language. This is where our teacher training institutions should be looking to the future: training elementary school teachers who have proficiency in a foreign language.

There can be strong FLES\* programs with other delivery models, including the use of specialists, technology, volunteers, and others. They have been highly successful over the years, such as the program in Hinsdale, Illinois and the program in Glastonbury, Connecticut, when school districts and schools have a strong commitment to the program which delivers the goals, which has a broad base of support, and whose results can be demonstrated.

Since administrators are clamoring for criteria for successful FLES\* programs, the following checklist might serve to stimulate discussion:

#### **WHAT ARE THE CHARACTERISTICS OF EFFECTIVE FLES\* PROGRAMS?**

1. All children are involved in some type of FLES\* (Sequential FLES, FLEX or Immersion).
2. The goals and outcomes are clearly spelled out.
3. There has been long term and short term planning by a broadly based FLES\* Advisory Committee.
4. There is assurance that there will be a continuing supply of FLES\* teachers for the type of program(s) supported by the FLES\* Advisory Committee.
5. There is assurance that there are sufficient materials for the type of program(s) selected.
6. There is provision for on-going feedback and formal evaluation of the program.
7. There is sufficient flexibility in the program to permit modifications, if necessary.
8. Funding capability has been planned for at least 10 years.
9. Everyone in the school district and school community is kept informed about the activities (good public relations!).
10. Reasonable articulation plans have been developed with the cooperation of the secondary school administrators and foreign language teachers.
11. The curriculum content shows linguistic and cultural progress from year to year and students can demonstrate their foreign language skills.
12. There is enthusiasm for the program on the part of students, teachers, administrators, parents and other members of the school district, over the years.<sup>1</sup>

Where we are today, then, is at a point where there is a great deal of enthusiasm for FLES\* programs, and four networking organizations providing support: ALL, NNELL, SLAC and the NATIONAL FLES\* COMMISSION of AATF, which has been in operation in one form or another, for over thirty years, and which provides on-going assistance to teachers and schools, and produces an annual report to the profession on current issues.

From a methodology point of view, we have to be careful that we are not teaching with a "plume de ma tante est sur le bureau de mon oncle" approach. While content-based instruction is useful, from time to time, there is little evidence in the United States to indicate the end result of content-based instruction is foreign language fluency on progressively higher levels.

Learning how to make a generalization in science, for example, on the weight of grapes and apples, will not lead, necessarily, to better person-to-person communication skills, nor will it help students understand cultural sim-

ilarities and differences. The nucleus of all types of FLES\* programs must be **COMMUNICATION AND CULTURE-BASED**, or we will lose our supporters, both in the schools and in the community.

Where we are today, from a research point of view, is that we have very few solid research studies in the United States dealing with the important issues of FLES\*, although we have an excellent research study conducted by the Louisiana Department of Education (See References). We cannot rely on research data from Canada, which had a completely different rationale, to dictate how we will structure foreign language programs in the United States. I am not opposed to immersion programs. However, they comprise just one option, and schools and school districts should look at all three options before deciding what is best for them. In order to document the value of all types of FLES\* programs, we cannot rely solely on anecdotal evidence to substitute for well-designed research studies. We cannot accept "apples and oranges" research studies which do not control the major variables.<sup>2</sup> Unfortunately, we still do not know enough about children's second language acquisition, and getting more research evidence should be a priority before we encourage wide expansion of programs. We need ways to evaluate programs and student accomplishments in the four skills and culture, which will give us credibility with ourselves and with the public.

Unfortunately, some programs have continued in operation for over fifteen years, without providing research on the effect of the program on English language skills and the accuracy of the foreign language skills developed. Some students who have been in immersion programs and who have studied foreign languages for up to eight years prior to coming to high school have been placed **only one level** ahead of others without this language experience, because the students' foreign language proficiency was limited! Realistic articulation plans should have been in place, and would have prevented parental and student disenchantment. Grouping students separately is not always possible, particularly in a large district, so that various articulation plans should be explored.

With respect to FLES\* teachers' morale, one can say that too many teachers in Sequential FLES and FLEX programs feel that they are the "second class citizens" of the profession, because they are not teaching in immersion programs. Not only do they get pressures of this kind from within the profession, but those who are not classroom teachers are often expected to perform incredibly difficult assignments, such as teaching 12-15 classes a day, carrying their shopping-bag of FLES\* materials from class to class, and often, from school to school. A reasonable recommendation has been to assign FLES\* teachers to no more than seven classes a day<sup>3</sup>

FLES\* teachers are expected to have near-native fluency in the foreign language, and, if we follow recent proposals, to be able to deliver content in the foreign language with the currently appropriate methodology for mathematics, science, social studies, art, music and physical education. They are expected to know and practice accepted methods using children's second language acquisition principles. In addition to all this, they are often called upon to take lunch duty and bus duty. A FLES\* teacher's life is a busy one, yet filled with a sense of frustration.

I think that we need to prepare FLES\* teachers in language and methods skills, and continue to update their knowledge and skills. However, I think that "it is vital that teachers gain confidence about their own wisdom in making

choices for their classes. The person who is 'on the firing lines with students' is the teacher... Teachers need to be open to new developments and practices in language learning, but they also need to rely on their own experience and the experience of colleagues in the field in order to implement effective practices in their own classrooms."<sup>4</sup>

### FLES\* PROGRAMS TOMORROW

Some of the issues which require discussion and consensus for FLES\* programs of tomorrow are:

1. We should consolidate and strengthen existing FLES\* programs.
2. Expansion of new programs should be carefully designed and planned, and thought through with an Advisory Committee, with a commitment of at least 10 years' duration. We particularly need new programs in the less commonly taught foreign languages, such as Japanese and Chinese, and Hebrew and Arabic.
3. We should encourage practical, well-designed research concerning the three program models, content-based instruction, second language acquisition skills by children, and other aspects of programs and methodology.
4. We should design teacher preparation programs to include practical aspects of teaching foreign languages at the elementary and middle school levels. One solution might be a FLES\* methods course prior to student teaching, and a Clinical methods course simultaneous with student teaching. We need to help teachers have confidence in their own abilities and skills, no matter which program model they are involved with.
5. There is still an inadequate supply of materials for the different types of FLES\* programs and different languages. More need to be developed which assist teachers in delivering foreign language and cultural skills.
6. We need to develop student evaluation instruments (which stress all four skills) and program evaluation criteria.
7. We should encourage debate and discussion of the issues involved now and in the future. Dissent is healthy...it might even lead to consensus, although that is not always necessary or desired.
8. We need to establish emergency "hot lines" which can be used by teachers and school districts facing budget cuts and cutbacks to get advice and counsel.
9. We should be encouraging school districts and schools to hire elementary school teachers with a background in a foreign language.
10. We need to pilot programs using the new forms of technology, which will give some schools and school districts access to culture-based programs.
11. We should help schools and school districts identify alternate ways of articulating elementary school programs with middle and junior high schools, so that the design for articulation is included in the basic design of the program.
12. The four networking organizations (ALL, NNELL, SLAC and the National FLES\* Commission of AATF) should work together to get advocacy for all types of FLES\* programs in a kind of umbrella organization, similar to the J.N.C.L.

Gladys C. Lipton  
Dept. of Modern Languages/Linguistics  
University of Maryland/Baltimore County  
Baltimore, MD 21228  
and  
CHAIR, National FLES\* Commission of AATF

## NOTES

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## AU QUÉBEC:

### UN PROGRAMME DE FORMATION UNIQUE AU MONDE POUR ÉVITER LES FAUTES D'ORTHOGRAPHE

La Direction de la formation à distance du ministère de l'Éducation du Québec a lancé, au printemps dernier, «Du français sans fautes», un cours entièrement personnalisé et entièrement informatisé qui ne requiert de l'étudiant rien d'autre qu'un crayon.

Au cours des six premiers mois, 50 000 Québécois et Québécoises se sont inscrits à ce cours qui est maintenant offert à l'ensemble de la fonction publique québécoise, ainsi qu'à la partie francophone de la fonction publique canadienne. 50 000 personnes qui reçoivent donc toutes un cours différent, puisqu'elles n'apprennent que ce qu'elles ignorent. De très nombreuses entreprises ont adopté «Du français sans fautes» comme programme de perfectionnement pour leur personnel. Plusieurs universités québécoises et canadiennes étudient la possibilité d'offrir ce cours à leurs étudiants comme solution de rattrapage en français écrit. Enfin, des expériences ont cours en milieu scolaire du secondaire, auprès de jeunes et d'adultes, en vue d'utiliser «Du français sans fautes» comme matériel de récupération (pour les faibles), et comme matériel d'enrichissement (pour les plus forts). La Direction de la formation à distance du ministère de l'Éducation du Québec envisage maintenant de porter «Du français sans fautes» sur le marché international.

Le cours «Du français sans fautes» a pour objet l'orthographe et la grammaire, soit tout ce qui est nécessaire pour écrire en français sans fautes. Grâce à l'ordinateur, l'enseignement est totalement ajusté à chaque étudiant. Chacun contrôle sa démarche, puisqu'il s'inscrit à

une seule étape à la fois et s'arrête lorsqu'il estime avoir atteint ses objectifs personnels.

L'étudiant amorce sa démarche en faisant un petit test écrit et en retournant un coupon avec un montant de 10 \$. Les réponses sont saisies et l'ordinateur analyse les points forts et les points faibles de l'étudiant. Il imprime le «portrait orthographique» de l'étudiant et le lui retourne par la poste; il s'agit d'un document d'une dizaine de pages qui explique les acquis et les faiblesses de chacun, donne un pronostic du nombre d'étapes (ou boucles d'apprentissage) à franchir (au maximum 8 étapes) et explique le fonctionnement du cours.

Pour s'inscrire à la première étape, il suffit de retourner un coupon avec un montant de 25 \$. L'ordinateur assemble des activités d'apprentissage qui correspondent aux principales faiblesses de l'étudiant, les imprime et les expédie par la poste. Il s'agit d'un document d'environ une centaine de pages, qui représente en moyenne 15 heures de travail individuel. À la fin du document, se trouve un autre test adapté au niveau de l'étudiant. Pour s'inscrire à une deuxième étape (ou boucle d'apprentissage), il suffit de faire le test et de retourner un coupon avec un montant de 25 \$. Les réponses sont saisies, l'ordinateur refait le diagnostic et assemble une deuxième étape (ou boucle), totalement adaptée aux progrès de chacun.

Ainsi à la puissance de l'informatique qui permet d'ajuster la formation à chaque étudiant, on combine la souplesse de l'imprimé et de la poste, comme moyen de communication, ce qui fait du cours «Du français sans fautes» une intervention très puissante pour rejoindre simultanément une multitude d'étudiants dans un enseignement personnalisé et à des coûts très bas.

Lorsque les étudiants sont en classe, ils peuvent recourir, en cas de besoin, à leur professeur. Lorsqu'ils sont à distance, ils peuvent téléphoner sans frais à une équipe de professeurs, à la Direction de la formation à distance.

Tout ce qui est nécessaire pour s'inscrire est inclus dans un simple dépliant: les explications, le test, le coupon à retourner et l'enveloppe-retour. En provenance des États-Unis, il faudra affranchir adéquatement l'enveloppe-retour.

Pour commander un ou des dégliants, il suffit de composer le numéro (514) 873-2210 ou d'écrire à:

«Du français sans fautes»  
Case Postale 1600  
Succursale de Lorimier  
Montréal (Québec)  
Canada H2H 9Z9

N.B. Le genre masculin est utilisé sans aucune discrimination mais seulement dans le but d'alléger le texte.

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## CALL FOR PAPERS

The Canadian Society for Eighteenth-Century Studies/Société Canadienne d'Étude du XVIIIe Siècle invites proposals for papers, in French or English and from scholars of all nations and notions, for its meeting in Calgary, Canada, October 17-20, 1991. The conference theme is "Morality, Amoral, Immorality of the Enlightenment," but submissions on any aspect of the eighteenth-century are welcome. Selected papers are published in *Man and Nature/L'homme et la nature*. Please send proposals with a brief C.V. by April 15, 1991 to: Henri Mydlarski, c/o The Conference Office, The University of Calgary, 2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4.

## AATF SUMMER SCHOLARSHIPS

### UN ESPOIR DEVENU RÉALITÉ\*

This article reports on the *stage d'été de formateurs 1990 in France*

C'était la troisième fois en trois ans que je faisais une demande de bourse pour un stage d'été sous les auspices de l'AATF; finalement mes efforts ont été récompensés et cet espoir est devenu réalité. Je me félicite de ne pas avoir perdu courage car ce stage a dépassé mes espérances. J'en ai profité sur les plans linguistique, pédagogique, culturel et personnel. Je le recommande avec enthousiasme!

Dès le début, on nous a bombardés de détails et d'informations. Je dois avouer que j'ai éprouvé des moments difficiles pendant les premiers jours. J'ai dû m'habituer et m'adapter à tous les aspects de ce nouvel environnement: d'abord à mes camarades stagiaires qui venaient de tous les coins des États-Unis; à nos deux animatrices de TRIADE; ensuite au foyer et à la restauration afin de mener la nouvelle vie de stagiaire à Paris; et finalement au programme d'études qui était fort chargé. «*Cruvé*» est devenu le mot le plus employé de notre vocabulaire!

Personnellement, j'estime que mon séjour en famille dans le Loiret est l'une des meilleures expériences de mon stage. Toutes les familles qui nous ont reçus étaient extrêmement accueillantes et chaleureuses, mais la mienne était exceptionnelle. On m'a acceptée à bras ouverts et on m'a traitée en membre de la famille, et je voulais l'être. Par exemple, j'ai fait avec eux la vaisselle et les courses, j'ai aidé un peu à faire la cuisine, j'ai fait la connaissance de quelques amis et du grand-père «Papy»; de plus, je suis allée avec eux au cinéma et à la messe. J'ai essayé de m'intégrer dans la vie quotidienne, et le résultat était infiniment profitable.

Mes «parents français» ont été compréhensifs de mes moments de fatigue et de mes difficultés de compréhension; se pliant à mes besoins, ils ont parlé plus doucement et ont paraphrasé patiemment. Nous avons partagé des rires au sujet d'émissions américaines télévisées et du Tour de France et de son gagnant américain Greg LeMond. Nous avons également ri du «journal» et du carnet de vocabulaire que je devais tenir pendant le stage. J'ai accepté avec plaisir l'invitation de revenir chez eux pour voir le spectacle historique à Ferrières pendant les vacances avec mon mari après le stage. Cela a été sans aucun doute le point culminant de mon séjour.

En ce qui concerne le stage en général, j'ai été frappée de la diversité des activités. Nous avons visité une fromagerie, une ferme, des caves à vins, des musées, des écoles, la vidéothèque de Paris, la faïencerie de Gien, un centre hospitalier, deux maisons de publication et le journal *Le Monde*. Nous avons eu des démonstrations sur l'emploi du Minitel, l'exploitation de la presse et de la photographie dans la salle de classe. Nous avons aussi discuté des méthodes du Français Langue Étrangère, de la «lettre-vidéo», ainsi qu'avec deux comédiens d'un théâtre francophone. Nous avons fait des promenades en bateau, en car, en vélo et à pied. En somme, TRIADE a fait un grand effort pour nous faire connaître les aspects variés de la vie française tout en nous faisant plaisir.

Nous, les stagiaires, sommes sortis du stage hors d'haleine, intellectuellement et physiquement. Nous étions étonnés de tout ce que nous avons appris et accompli pendant les quatre semaines qui nous ont semblées si courtes. Mes camarades et moi sommes devenus très liés, malgré nos différences, ayant vécu et partagé une expérience spéciale dans une atmosphère intense. En fin de compte, tous les stagiaires éprouvaient de l'amitié et du respect mutuel, les uns pour les autres. Je peux affirmer que ce stage restera parmi mes meilleurs souvenirs.

*\*This article first appeared in Francofeuilles, Chicago/Northern Illinois Chapter, Autumn 1990, as «Une synthèse de mon stage d'été en France.»*

Nancy Cunov

### MON RÊVE\*

This article reports on the *stage d'été 1990 in Québec*

Grâce à une bourse de l'AATF et du Gouvernement du Québec, j'ai passé le mois de juillet à la découverte des Francophones du nord. J'avais imaginé aller au Québec pour étudier la langue et la civilisation et pour noter les différences entre la vie québécoise et la vie française. Je comptais retourner, la tête bien pleine de renseignements utiles à partager avec mes élèves et mes collègues.

Ce que je n'avais pas prévu, c'était de tomber amoureuse. Mais, comme on dit souvent à Québec, «effectivement», j'étais éprise de ces gens accueillants et de leur belle ville du patrimoine mondial, incroyablement charmante et propre.

Le programme à l'université de Laval a assuré beaucoup d'activités et d'études pour moi et pour les douze autres boursiers. Le matin pendant les trois premières semaines, tous les participants ont fait une heure de phonétique corrective suivie d'un cours au choix. Ensuite, c'était l'heure de dîner. L'après-midi, il y avait le Festival d'été, les visites guidées, les conférences, les ateliers, ou le cinéma. À six heures, c'était le souper à la maison. Souvent, le soir, on a assisté aux conférences, au théâtre ou au cinéma. La dernière semaine était dédiée aux ateliers pédagogiques et à une conférence concernant des contes et des légendes du Québec.

Où est-ce que j'ai trouvé le temps de tomber amoureuse? C'était «chez moi», à la maison d'une Québécoise, Lise, et pendant mes promenades privées où j'ai découvert le Québec et les Québécois toute seule.

Dès que je suis entrée chez Lise, je me suis sentie tout à fait à mon aise. Durant mon séjour, elle était toujours là pour m'encourager, pour discuter mes projets et mes études, et pour partager ses opinions, ses livres, et ses expériences. Nos conversations au sujet des fêtes, du rôle de la femme, de la société d'aujourd'hui, de la politique, et de la vie quotidienne m'ont aidé à connaître la vie québécoise. Ce que j'ai appris chez elle avait autant de valeur que ce que j'ai étudié dans les locaux de l'université.

En parlant des Québécois, un de mes professeurs de la région a dit, «nous sommes des Anglo-Saxons qui parlons français». Peut-être que cette opinion assez loufoque explique un peu pourquoi ces gens souriants, polis, et géniaux ont pris mon cœur.

Mes promenades dans leur ville m'ont montré des rues impeccablement propres. Une de mes affiches favorites était celle d'un petit garçon, un balai à la main, qui disait: «Je fais ma part». Il me semblait que les Québécois savaient jouir de la vie, apprécier la belle saison et leur beau pays. Le manque de tension, l'attitude positive, et la gentillesse des gens étaient contagieux.

Après un mois, je suis retournée, la tête pleine de jolis mots, de belles scènes de toits, de collines, de rues et d'angles colorés. Ma première nuit chez moi, j'ai fait un beau rêve calme et paisible de ce que je venais d'éprouver.

*\*This article first appeared in Francofeuilles, Chicago/Northern Illinois Chapter, Autumn 1990, as «Venez partager mon rêve.»*

Jane Castle  
Crete-Monec High School  
Crete, IL

## FLES\* CONTACTS PANEL

### MEMBERS OF THE 1990-1991 NATIONAL FLES\* COMMISSION OF AATF

- Harriet Barnett**  
Teacher  
Dobbs Ferry Public Schools  
Dobbs Ferry, NY 10522
- Carol Bickford**  
FLES Teacher  
Jefferson Village School  
Nobleboro, ME 04555
- Christine Brown**  
Director of Foreign Languages  
232 Williams St.  
Glastonbury, CT 06033
- Myriam Chapman**  
Department of Languages  
Bank St. School for Children  
610 W. 112 St.  
New York, NY 10025
- John M. Darcey**  
Chairman of Foreign Languages  
W. Hartford Public Schools  
28 S. Main St.  
W. Hartford, CT 06107
- Dr. Astrid Debuhr**  
15 Woodington Ct.  
Fenton, MO 63026
- Donna Driscoll**  
Director of Foreign Languages  
Braintree High School  
128 Town St.  
Braintree, MA 02184
- Juliette Eastwick**  
Teacher of French  
Bryn Mawr School  
109 W. Melrose Ave.  
Baltimore, MD 21210
- Marilyn Eisenhardt**  
Foreign Language Coordinator  
Ann Arbor Public Schools  
920 Miller Ave.  
Ann Arbor, MI 48103
- Dr. Paul Garcia**  
Curriculum Coordinator,  
Foreign Languages  
School District of Kansas City, MO  
Kansas City, MO 64109
- Virginia Gramer**  
Foreign Language Coordinator  
Monroe School  
210 North Madison  
Hinsdale, IL 60521
- Dr. Audrey Heining-Boynton**  
Assistant Professor  
Education/Romance Languages  
Univ. of North Carolina  
CB 3500 Peabody Hall  
Chapel Hill, NC 27599
- Dr. Marion Hines**  
Director of Foreign Languages  
Langdon Building  
20th and Franklin Sts., NE  
Washington, D.C. 20018
- Dr. Kathleen James**  
Acting Director, Language House  
University of Maryland  
College Park, MD 20742
- Gina Jordan**  
Teacher of French  
Slauson Intermediate School  
1019 W. Washington  
Ann Arbor, MI 48104
- Dr. Dora Kennedy**  
Supervisor of Foreign Languages  
Prince Georges County Public Schools  
Landover, MD 20785
- Philip Korfe**  
Jane Addams Elementary School  
1101 N. Williams  
Sioux Falls, SD 57104-1799
- Katherine Kurk**  
Associate Professor  
Modern Languages  
Northern Kentucky University  
Highland Hts, KY 41017
- Dr. Gladys Lipton**  
Coordinator of  
Foreign Language Workshops  
University of Maryland/  
Baltimore County  
Baltimore, MD 21228
- Dr. Maureen Regan**  
SUNY-Potsdam  
Potsdam, NY 13676
- Dr. Kathleen Riordan**  
Director of Foreign Languages  
Springfield Public Schools  
195 State St.  
Springfield, MA 01104
- Mary Sosnowski**  
Teacher of French  
The Meadowbrook School  
Weston, MA 02193
- Elizabeth Tomlinson**  
Director, Lower School French  
Bryn Mawr School  
109 Melrose Ave.  
Baltimore, MD 21210
- Jerry Toussaint**  
Consultant, Second Language Studies  
North Carolina Department of  
Public Instruction  
116 W. Edenton St.  
Raleigh, NC 27603-1712
- Phyllis Whitten**  
Teacher of French  
Montessori Center of Shrewsbury  
55 Oak St.  
Shrewsbury, MA 01545
- Dr. Patricia Davis Wiley**  
Associate Professor,  
Foreign Language/ESL Chair  
University of Tennessee  
Knoxville, TN 37996-3400
- Dr. Maria Wilmeth**  
Coordinator of Foreign Languages  
Fairfax County Public Schools  
3705 Crest Dr.  
Annandale, VA 22003
- Joanne Wilson**  
Consultant, J. Wilson Associates  
4012 Park Forest Dr.  
Flint, MI 48507
- Barbara Young**  
Teacher of French  
Cody Academy  
3201 Fenton Rd.  
Flint, MI 48507

# MINITEL IN THE HIGH SCHOOL CLASSROOM:

## FROM ILLITERACY TO FANATICISM IN SIX SHORT MONTHS

Wanting to get to Paris from Angers for the Bicentennial Weekend, I had my first contact with Minitel, using it to get schedules from the *SNCF*, but had little inkling at that time that Minitel would ever be a useful learning tool in the classroom. My colleagues Judine Taylor at Clark High School in San Antonio and Betty Clough at Lanier High School in Austin had participated in "Le Jeu des Miroirs" the year before, and I had followed that with some interest, but, after all, they were organized and subsidized for the project and it seemed unrealistic to even dream about bringing Minitel into the school. It would break the bank, and in a period of belt-tightening, it scarcely merited a thought.

The great revelation came at the Texas Foreign Language Association Convention in October, 1989. With Minitel Services Company of New York providing free software so different computers could "emulate" Minitel and well over a hundred local phone numbers scattered throughout the United States the potential cost dropped dramatically and I took the plunge.

Experimenting first at home, I became aware of the multiplicity of useful services available, and realized that it was relatively easy to save Minitel screens to diskette and use them in class, long before I received the support necessary to use Minitel live with my students.

I would first like to describe some ways of saving and printing Minitel screens on various computers, and then discuss the uses of Minitel as a source of information and as a means of communication.

### HOW TO SAVE MINITEL SCREENS

**Voice Recording.** Read, or have a student read, the text of the Minitel screen aloud and record it on cassette. This provides reading and speaking practice. Later, it can be used for dictation, allowing listening and writing practice.

**Print Screen.** This is possible on a US Videotel printer, a PC, a Commodore or a Macintosh computer.

**Save Screen to diskette or hard disk.** This is possible on any computer using emulator software of Minitel Services Company. The screen will be saved as a graphic file for later viewing.

**Save Screen as ASCII text and later import it to a word processing program or editing.** This is currently possible only with the Macintosh version of MSC emulation software. It is indirectly possible with an Apple II, since Applesworks can open the graphics file as an ASCII file, but then you have to delete all the "visual garbage" of the graphics commands.

### MINITEL FOR INFORMATION

**News — Reading Comprehension.** Save screens from *France-Presse*, *Le Monde*, *Libération*, *Nouvel Observateur*, *Paris-Match*, *L'Equipe* and other services. They can be read in class the same day or the next day, and the news item has the same dateline as your school day!

**La Cuisine — recipes saved from *Le Courier de l'Ouest*.** This can serve as both a reading exercise and a hands-on cultural experience, as several students can try the recipes and subject the result to evaluation by peers and teacher.

**Regions.** French regions and cities have Minitel services to provide information about local events, and sometimes historical and cultural information about the area.

**Life in France.** Minitel can provide enrichment of regular vocabulary lessons. Here are but a few examples:

**RATP** — information on the bus and metro, and directions on how to get from one address in Paris to another by the fastest route: bus, metro or combination.

**SNCF** — schedule and fares, even reservations. Students can use this information to do more realistic role-playing. We found an attractive 9-screen advertisement for the new TGV-Atlantique.

**PTT** — information on postal rates and the many postal services often not described in textbooks: *mandats*, *caisse d'épargne*, *CCP*, *mandats*, information can be used for role-playing activities.

### MINITEL FOR COMMUNICATION

**Messagerics/E-mail.** Students can create their own BAL (*boîte à lettres*) on CTL-City and place ads in the personals to find French and Canadian teenagers. (We also use the International FRANÇAIS echo of Fidonet, available through local computer bulletin boards, for slower, but free, electronic mail.)

**Live Chat.** This is only done at rare intervals, due to the expense, but is undoubtedly the most exciting thing for the students.

**Pen Pals.** I arranged with an English teacher in Arras, whom I met during a live chat on CTL, to have our students exchange traditional pen pal letters. The students took the initiative to make audio tapes of themselves, adding the latest pop music off the radio. The Americans spoke in English and the French students in French, thus supplying "documents authentiques" for each class.

**Forum Saint-Nicolas — an international forum sponsored by *Le Nouvel Observateur* and others.** Students wrote about traditional St. Nick stories from their regions.

### GETTING SUPPORT FROM THE SCHOOL DISTRICT

The first few months of using Minitel were at my own expense, and frankly, I believe one must be willing to spend some of one's own money to get comfortable enough with the system and be able to convince others of its worth. Of course, it would certainly be nice if MSC, like so many other online vendors, would provide some free time to new users to familiarize themselves with the functioning and contents of the service. I saved screens at home and then projected them in class. Using the Apple IIGS, I was able to connect the computer to a large color TV monitor so the whole class could read the screens.

The first hint of administrative support came as a result of the *Forum Saint-Nicolas*, when I brought in my own modem, borrowed a classroom with a phone, and made our first live connection at school. We saved the screens of all outgoing and incoming messages, kidnapped a vice-principal and had him view the screens later. He was so impressed he installed a telephone in my classroom! We later impressed the district foreign language supervisor with another display and got her to buy a modem. Since we already had a computer available, and the software was free, we were all set.

It was a bit trickier to get funds for connect-time, as it is not a capital investment, but the department head agreed to let me spend half of my budget for connect time.

Circumstances will vary in every school and district, but I tell this story to show that it is possible to get set up with Minitel and use it in class even if one is not part of an official project with outside funding. It takes a lot of perseverance, patience, and maneuvering, a little sacrifice, and a bit of good luck as well!

Joel Mayer  
Douglas MacArthur High School  
San Antonio, Texas

## SOME REMARKS RELATIVE TO MEGATRENDS

One of the things we try to do as educators, besides dutifully teaching our classes, is to reflect, when time allows, on broad issues dealing with education in general and not just the state and teaching of foreign languages. In any case, we can't avoid it, because others see to it that we are confronted with issues we had not necessarily placed on our own agenda. So however content we might be (or discontent, for that matter) with our own little territory, it will sooner or later be invaded by the aggressive claims of an Allan Bloom, or an E.D. Hirsch, or William Bennett, or Lynne Cheney, and who knows who next. Although English curricula, or history, or biology may be under more intense media pressure at one time or another, we should never be too hasty to divorce our cause from theirs, and I think that whatever our specialty we need to be prepared to defend both ourselves and our colleagues from those who merely disparage our schools and have no more positive plan to offer than a return to a past model. We may, for example, be too easily tempted to think we are not much involved in disputes over literary "canons," and yet we may have a pedagogical desire, even obligation, to introduce *Négritude* and other manifestations that can hardly be considered classical into our teaching routines, and such moves however dispassionately intended have philosophical implications we cannot entirely evade.

It is appropriate that we view both educational criticisms and proposals at least partially in the light of our own discipline, because any point of view that presents a skewed understanding of the relative educational importance of one field may very well be manifesting an ignorance or a bias that extends to the whole picture. It is also simply inevitable that we see things with the perspective gained from where we happen to stand, and cannot be indifferent to the implications for language instruction in particular of any general statement. It is not enough to feel relatively comfortable at a time when language enrollments are strong, because we know that public and political support ebbs and flows, and the rationale for language learning must be aggressively defended in good times as in bad.

*Megatrends II* — the 1990 version — devotes several pages to establishing the essentially indisputable point that the international role of English is growing. In the process it adduces a good bit of misleading if not false evidence and thus distorts in a highly tendentious way the conclusions that might be drawn about the role of other languages. Among the patently erroneous information it offers is that English is *the* official language of the United Nations, a cavalier assertion echoed on a somewhat lesser scale in the no less erroneous statement that Hindi is *the* official language of India.

Also to be found among the spurious "facts" are the following:

- English is "the language of satellite TV."
- "Computers talk to each other in English."
- "More than 80 percent of all information stored in the more than 100 million computers around the world is in English."
- English is the official language of Oxfam, Save the Children, and the Miss Universe contest.

Thus is the public being served, with a deplorable air of authority, a litany of half-truths and specious logic. I offer some disarmingly simple refutations:

(1) Satellite TV talks whatever language is beamed to it, and there are of course many; it is absurd to suggest that these passive machines have "a" language. Many of our universities are now using daily satellite broadcasts in many languages in order to demonstrate just the contrary.

(2) Do computers talk in English? The language computers speak, which is only metaphorically called "computer lan-

guage" (even though some resourceful people thought it might satisfy their language requirement) is in fact merely digital code. User interfaces (like DOS), which at first were indeed written in English because they were almost all developed in the United States, are now becoming less and less English-specific because the substitution of other languages in these routines is really relatively simple.

(3) What could it possibly mean to assert, on absolutely no known grounds, that 80% of computer information worldwide is "in English"? Most computer data is probably numeric and not text at all, and the authors doubtless breezily assume that not only digital bytes but Arabic numerals are English.

(4) Like computer systems, humanitarian organizations such as Oxfam and Save the Children and great cultural institutions like the Miss Universe contest are likely to be propagated in the language of the country that invented and promotes them. In those examples, they are conveniently Anglo-Saxon. What about the Tour de France, Médecins sans Frontières, and so forth? The point is too silly to belabor.

*Megatrends* even goes so far as to cite numerous slogans in English spotted on t-shirts in various far reaches of the globe as evidence of the definitive colonization of the world by the English language. It offers not a hint of the vigorous recent assertion of other languages' role, in particular *la Francophonie*, no recognition that the European community unlike the real UN has no subgroup of official languages. Indeed *Megatrends* seems unable to establish any logical link between its heavy-handed conclusion and the puzzling fact, which it nonetheless acknowledges, that foreign language learning in the United States is on the rise. For implicitly, the whole thrust of its report is to encourage everyone to be content with English; and its likely, more nefarious effect will be to suggest to public officials, parents and school administrators that foreign language instruction is wasteful if not absolutely retrograde, in any case utterly irrelevant to an enlightened view of the future.

The "global village" looked for a misleading decade or two like a reduction of the whole world into a single language community — at least as far as commercial and scientific communications go. This was a fallacy. It is too early to say whether the resurgence of other language groups, particularly *Francophonie*, will in the long run provide a permanent counterpoint to the English-speaking world; but even if it doesn't its impact will last for the lifetime of our students, and the resultant world won't be a monolingual one.

We are all, in this profession, either teachers of a language which is foreign to us, or residents in a foreign land — all victims in one way or another of the fatal attraction of the strange, the exotic, the other; all addicted to the fascination that knowledge always implies, and that we like other teachers are most fundamentally trying to impart to our students. For the foreseeable future, ours and our students' minds still have to be stretched. Although we willingly promote the notion that foreign languages are "basic," we also know that in another sense they are inherently uncanonical, and to that extent risk bearing a stigma in some peoples' eyes as vehicles of "un-American" or "un-Western" content. We are sowers of sedition in the minds of the young; not because we undertake or even imagine some politically disruptive mission, but because we want to take their thought further than it was otherwise likely to go — and especially across the national boundaries, across the seas, to that world beyond English. It's fine if English is rediscovered at some point beyond that crossing, provided the voyage is made, because the home base will never look quite the same again.

Philip Stewart  
Duke University

## NEH SPONSORS SUMMER SEMINARS AND INSTITUTES FOR COLLEGE TEACHERS

The National Endowment for the Humanities has announced its summer seminars and summer institutes for 1991, including a number that address topics in languages, literature, and criticism. These seminars and institutes provide an opportunity to work with distinguished scholars and colleagues and to pursue individual study and research.

Each college seminar is open to twelve college teachers and unaffiliated scholars. Participants in the eight-week seminars receive stipends of \$3,750; those in seven-week seminars receive \$3,350; and those in six-week seminars receive \$2,950. The stipend is intended to help cover travel to and from the seminar site, books, and research and living expenses. Plans are also under way for the selection of 1992 summer-seminar directors. Applicants should be scholars with distinguished teaching and publishing records. Proposed topics should focus on enduring issues or current scholarship in the humanities. Applications from prospective participants (for 1991) and prospective directors (for 1992) must be filed by **March 1, 1991**.

Each college institute is open to approximately twenty-five full-time college and university faculty members. The institutes run from four to six weeks, and participants receive stipends of \$250 per week plus a sliding-scale allowance toward the cost of room, board, and travel. **The application deadline is March 1.**

Further information is available from Summer Seminars for College Teachers, Div. of Fellowships and Summer Seminars, Room 316, NEH, 1100 Pennsylvania Ave., Washington, DC 20506; telephone: (202) 786-0463.

The following seminars and institutes on topics likely to interest AATF members are compiled from a list supplied by the NEH. Requests for detailed information and for application forms should be addressed to the appropriate seminar and institute directors.

### COLLEGE SEMINARS

#### Film, Literature, and the Cultures of Interwar France

Dudley Andrew and Steven Ungar  
Comparative Literature  
University of Iowa

#### Rabelais and the Renaissance Sense of the Comic

Barbara Bowen  
French and Comparative Literature  
Vanderbilt University

#### Rousseau and Blake: Inventing the Modern Imagination

Leo Damrosch  
English  
Harvard University

#### Gender and Narrative in Early Modern France

Erica Harth  
Bunting Institute  
Radcliffe College

### COLLEGE INSTITUTES

#### Marguerite of Navarre and Rabelais: Perspectives on Their Times

Marcel Tetel  
Romance Studies  
Duke University

## THE NEWBERRY LIBRARY CENTER FOR RENAISSANCE STUDIES SPONSORS CONFERENCES ON MEDIEVAL ROMANCE AND ON WOMEN AND GENDER IN THE MIDDLE AGES AND RENAISSANCE

The Center for Renaissance Studies, Mount Holyoke College, and Northern Illinois University present: "Music and Narrative in Medieval Romance: The Poetics of Lyric Insertions". The conference will be held on October 4-5, 1991 at The Newberry Library. The conference is organized by Margaret Switten, Mount Holyoke College, Jody Enders, University of Illinois at Chicago, and Sylvia Huot, Northern Illinois University.

The romances with lyric insertions that first appeared in early thirteenth-century France immediately achieved wide popularity. This interdisciplinary conference will investigate conceptions governing their production and reception. Performances by the Newberry consort and the Folger Consort will focus discussion on the aesthetic of the lyric insertion and on the role of music in narrative design.

The 1991 Renaissance Conference "Women and Gender in the Middle Ages and the Renaissance: A Workshop on Pedagogy and Research" will be held May 3-4, 1991 at the Newberry Library. The conference is supported by a grant from the National Endowment for the Humanities.

This workshop will highlight the distribution of materials and the challenges of pedagogy in a new field that crosses traditional national and subject boundaries in medieval and Renaissance studies. Four interdisciplinary panels will focus on disseminating the results of new research on women and gender and on defining future directions for the field.

For more information on either conference, contact: The Center for Renaissance Studies, The Newberry Library, 60 W. Walton Street, Chicago, IL 60610-3380; telephone: (312) 943-9090.

### WOMEN IN FRENCH

The officers of *Women in French* would like to apologize to the individuals and departments who subscribed to *WIF Newsletter* in 1989-90 and have not received the newsletter. Many of these subscriptions were lost due to a computer mishap. Please phone Lucy M. Schwartz at (215) 250-5075 or write her at the Special Programs Office, 201 Alumni Gym, Lafayette College, Easton, PA 18042 to resubscribe. You will be given a year's free subscription.

### ARTICLES SOUGHT

TEXTBOOK AUTHORS ASSOCIATION is seeking articles for its quarterly publication *TAA Report*. Articles should be of interest to authors or prospective authors of text materials (not necessarily books *per se*) and preferably be of interest to the educational community at large. Articles should be 3000-5000 words and a biography of the author should accompany the manuscript. The best article of the year will receive an award. Textbook Authors Association, Box 535, Orange Springs, FL 32182; 904-546-1000.

## NEH REPORT RECOMMENDS ALTERNATIVES TO FAILED EDUCATIONAL PRACTICES

Deeply flawed practices at the heart of the U.S. educational system have become so entrenched that they persist despite widespread criticism, says Lynne V. Cheney, Chairman of the National Endowment for the Humanities, in a report released recently.

Cheney says a number of practices — including the way we train teachers, select textbooks and reward college and university faculty — have become institutionalized and endure in spite of the reform efforts of the past decade. She calls the practices “tyrannical machines,” using a phrase coined by philosopher William James to describe ways of doing things that, once established on a large scale, become both counterproductive and resistant to change.

In *Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right*, Cheney recommends a reform agenda for the 1990s: establishing and encouraging alternatives. “The most effective course for dealing with tyrannical machines is to provide alternative systems and to ensure that people can choose — and choose wisely — among them,” she says. “Healthy competition is anathema to tyrannical machines.”

### PREPARING FUTURE TEACHERS

Cheney describes how the practices by which we prepare future teachers — chiefly by requiring them to take abstract courses in pedagogy — have long been recognized as “arbitrary and unjustified” by people inside and outside the teaching profession. And yet, she says, the deeply flawed teacher-education system endures.

The NEH chairman argues that much of the time devoted to education courses would be better spent studying the subjects that teachers will eventually teach. She describes a survey showing that prospective teachers — even those who majored in a content area (as opposed to education) — earned fewer credits in their majors than did other arts and sciences graduates. In other words, Cheney writes, “those who planned to teach a subject... studied it less than those who did not.”

Cheney cites recent studies that show a shortage of high-achieving students choosing to enter teaching and suggests that traditional teacher-preparation programs are at least partly to blame. “Having to take [education] courses that are intellectually demeaning no doubt helps discourage academically talented students from wanting to become teachers,” Cheney writes.

She points to a number of states and educational organizations that have developed promising alternatives. The best of these programs, she says, emphasize classroom experience and place increased emphasis on course work in the liberal arts “so that prospective teachers spend their undergraduate years becoming both broadly educated and thoroughly knowledgeable about the subjects they teach.”

Cheney points to the success of New Jersey’s alternative teacher-certification program through which more than 1,500 teachers have been hired. This program, which emphasizes classroom experience and compresses study of pedagogy for people who have already earned college degrees, has led to greater diversity and increased quality in the teacher corps, Cheney notes. Because programs such as the one in New Jersey are effective, Cheney observes, they encourage colleges of education to improve their programs in order to compete.

### IMPROVING SCHOOL TEXTBOOKS

School textbooks comprise another area where experts agree that improvements are badly needed. “Many of the textbooks used in American schools are so dull that no one would read them voluntarily,” Cheney says. The blame lies with another tyrannical machine: the cumbersome and ineffective way that textbook selection committees across the country choose texts for our school systems.

The NEH Chairman says committees frequently choose textbooks without reading them. Instead, the books are compared against long checklists of questions, such as “Does the book have a recent copyright date?” or “To what extent are graph and chart skills stressed?” These criteria have little to do with whether a book presents material in an accurate, coherent and compelling way, Cheney notes.

One solution is to devise better criteria, Cheney says, “ones that actually require reviewers to read the books.” She points to promising efforts to improve guidelines for textbook selection in the state of California. Cheney also notes the need for alternatives to textbooks — collections of source materials, including biographies and speeches and documents, that provide opportunities for firsthand exploration of history.

### BETTER WAYS TO TEST STUDENTS

Tests also become “tyrannical machines,” and Cheney cites the Scholastic Aptitude Test (SAT) as “an almost classic example.” In the past 10 years, she notes, the test has been attacked repeatedly yet it continues to thrive and to exercise considerable power: “Millions of dollars are spent preparing for the SAT; scholarship money is awarded according to the results; students across the nation are admitted or denied entrance to the college or university of their choice depending on how they do. Not only do institutions of higher education rank students by their SATs, they in turn are ranked by them, their status going up or down depending on the average scores of the incoming class. Secondary schools are judged by the SATs: Local housing prices rise and fall; principals and superintendents are hired and fired; and the entire nation reaches conclusions about the state of American education.”

The main problem with the SAT, Cheney explains, is that it tries to avoid testing what students have learned about subjects such as history and literature. “The United States alone among industrialized nations has at the center of its educational system a test that tries assiduously to be curriculum free.”

Cheney continues, “The idea that the specifics of what [students] have learned do not matter becomes a perverse message when it reverberates loudly throughout the system.” In high-school English classes across the country, for example, students spend time manipulating analogies and identifying antonyms — skills tested by the SAT — rather than reading poetry and novels.

As an alternative, particularly for judging secondary schools, Cheney recommends expanding the use of the National Assessment of Educational Progress (NAEP). NAEP’s regular examinations show what a representative sample of nine-, thirteen- and seventeen-year-olds have learned about subjects ranging from mathematics to history. Expanding the assessment, as a blue-ribbon panel recommended in 1987, so that it provides not only nation-

wide scores but state-by-state figures that could be further broken down, is "the best possibility for giving parents and policymakers a meaningful measure of educational progress."

### GIVING PARENTS A CHOICE

The NEH Chairman sees "choice" — where students and parents have the power to choose schools instead of being assigned to them — as one of the most promising ways of dismantling tyrannical machines and revitalizing the schools. When parents are given the power to choose the best education for their children, she says, the best schools thrive and poor schools have an incentive to improve. She says that choice is so powerful that it can, by itself, dramatically transform schools. "By bringing the dynamic of competition into education," she writes, "choice encourages schools to make needed improvements in all areas — from teachers and textbooks to standards and expectations."

Giving parents a choice about which schools their children attend encourages parental involvement in the schools. Cheney cites findings produced by John Chubb and Terry Moe showing that this involvement encourages school autonomy, which, in turn, fosters school effectiveness: "Typically, control of the schools comes from the top down: from school boards, superintendents, and district and state bureaucracies," Cheney says. "Well-intended though it may be, such top-down control becomes the tyrannical machine that keeps schools from becoming effective. It is bottom-up control of the kind that parents exercise when they make choices that allows schools to perform well."

### REWARDING GOOD TEACHING AT COLLEGES AND UNIVERSITIES

The "tyrannical machine" that dominates American colleges and universities, says Cheney, is a system of reward that values research much more than teaching. The effects of this system, she says, can be felt everywhere from tuition costs — colleges must hire more teachers when they reduce faculty teaching loads — to curriculum — the highly specialized research interests of the faculty result in narrowly focused courses rather than "broad-based courses in which undergraduates study significant events and books."

A reduced teaching load is one of the most attractive rewards that a college can offer to present or prospective faculty members, Cheney says. As full-time faculty members spend more and more time on research, the responsibility for teaching undergraduates increasingly falls on part-time faculty and graduate students.

As academic research grows more specialized, so do the course offerings for undergraduates. For example, Cheney observes that students can fulfill requirements at one elite American college by studying tuberculosis from 1842 to 1952. What faculty members want to teach, Cheney observes, "is not necessarily what undergraduates need to learn." Too many college seniors, she notes, "approach... graduation with alarming gaps of knowledge."

Cheney cites several examples of colleges and universities that are attempting to provide an alternative career path for faculty, one in which teaching is highly valued. A question commonly raised by such efforts is how to document good teaching. One promising idea is the "teaching portfolio," which might include syllabi, examinations, graded papers and statements from colleagues and students, as well as videotapes from the classroom.

Good teaching, Cheney notes, "would be strongly encour-

aged if parents and students chose colleges and universities on the basis of instructional quality." To help them do so, Cheney offers questions that one should put to institutions. Among them: "Are there requirements [that] reflect the institution's having grappled with the question of what its graduates should know?" "What is the ratio of part-time to full-time faculty?" and "Who teaches introductory courses?"

### THE "PARALLEL SCHOOL" FLOURISHES

Cheney notes one area of education that has remained relatively free of counterproductive practices: the "parallel school" of museum exhibitions, public-television films and other programs aimed at informing the general public. These programs, Cheney observes, are attracting larger and larger audiences. As an example, she points to the millions of viewers who watched the recent broadcast of "The Civil War," the highly acclaimed public-television series produced with major support from the National Endowment for the Humanities. "The 'parallel school,'" Cheney writes, "... provides an example of how education can flourish when alternatives are abundant and people can choose freely among them."

Cheney concludes her report by recommending specific alternatives to the failed practices that dominate American education from kindergarten through graduate school. Creating alternatives to "tyrannical machines" is not easy, Cheney notes, but the effort is well worth making.

"Ultimately, education aims at cultivating the wisdom that democracy requires: wisdom to make sound political judgments about how to live a life and know the purpose of one's days," Cheney writes.

"If education fails in a democracy, hope for the future fades. If education succeeds, a democratic society can hold a positive vision, can imagine itself progressing until, in William James' words, 'its institutions glow with justice and its customs shine with beauty.'"

The National Endowment for the Humanities is an independent federal agency that supports education, research, preservation and public programs in the humanities.

#### NOTE

Single copies of *Tyrannical Machines* are available from the Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

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## JOURNAL OF FRENCH LANGUAGE STUDIES

We wish to announce the forthcoming publication in Britain of the *Journal of French Language Studies (JFLS)*, published by Cambridge University Press and sponsored by the United Kingdom Association for French Language Studies.

*JFLS* will be a semi-annual publication which will publish, in English or French, both theoretical and descriptive work on all aspects of French language and linguistics, including applied linguistics, sociolinguistics and variation studies (discourse, textual and pragmatic studies). Most work will be synchronic in orientation, but historical and comparative items will be welcome. Studies of the acquisition of the French language fall fully within the scope of the journal. The first volume will appear in 1991. Please send articles to Professor Jacques Durand, The University of Salford, The Crescent, Salford M5 4WT.

## La nouvelle orthographe

The Conseil Supérieur de la langue française of the Académie française has proposed a list of corrections of the French language to Prime Minister Rocard. The new list eliminates several categories of hyphenated words, for example: *croque-monsieur* becomes *croquemonsieur*, *week-end* would be *weekend*. It also suggests a standardized rule for the plural forms of such hyphenated words as *des après-midis*. Further, the circumflex over "i" and "u" will be eliminated; verbs ending "-eler" and "-eter" will be conjugated in the same way as the verbs *peler* and *acheter*. There will be, however a few exceptions — the conjugations of *appeler* and *jeter* will not change. Foreign words, integrated into French will form their plural with an "s" which is not pronounced. This rule will apply even to words of Latin origin: *des solos*, *des maximums*. Foreign words ending in "s," "x," and "z" will be invariable: *un boss*, *des boss*, *un kibboutz*, *des kibboutz*. Many other changes are proposed.

The entire list was unanimously approved by the Académie Française. It has also been approved by the Conseil de la langue française du Québec and by the Conseil de la langue française de Belgique.

The changes will not be imposed on adults and previous usages will be considered as correct variants until the new spellings dominate usage. Schools will begin teaching the new forms as of the beginning of the academic year 1991. To read in more detail concerning these changes consult *Le Monde*, jeudi, le 28 juin, 1990 under "Campus."

## Exchanges

Échanges France Amérique du Nord (EFAN), is a non-profit organization that arranges home-stay exchanges for students 14-18 years old. Students have the opportunity to attend classes in the host country and live with a family. For more information, contact Vicki Olson, 104 Shumay, Faribault, MN 55021. Telephone: (800) 828-8960.

Two French high school girls, one from Dijon (age 17) and one from Fayl-Billot (age 19) — both daughters of teachers — are interested in coming to the United States in the summer of 1991 for one month, to live in an American family. Their families will reciprocate the exchange. For more information, contact Jane Black Goepper, 431 Collins Avenue, Cincinnati, OH 45202. Telephone: (513) 861-6928.

A French woman now living in Greece is interested in teaching for a year in the United States. She can teach language at all levels, commercial French, French for international relations, translation. She has a doctorate in international law. She is currently an officer in the Greek association of French teachers and can place ads for AATF members wanting to teach in Greece. For her CV and further information, please contact: Patricia W. Cummins, Arts and Humanities, SUNY at Buffalo, Buffalo, NY 14222-1095.

## Books, etc.

An excellent source of current information on French economics, politics, family life, and the workplace is *La France Aujourd'hui* (edition 1990-91) by Serge Cuenin of the Institut de Recherche sur l'Économie de l'Éducation (IREDU) of the Université de Bourgogne. This resource has been recently updated. It is recommended to pay orders in French francs (perhaps through a friend in France) as

French banks are charging a high commission on transfers of funds. Prices for boat mail are as follows: orders of 1-5, \$16 (70 FF); 6-10, \$15 (65 FF); 11-20, \$14 (60 FF); more than 20, \$13 (55 FF). Air mail raises prices by \$2 (15 FF). To order, please contact: Professeur Serge CUENIN, 24, ruelle des Poussots, 21000 Dijon, FRANCE. Telephone: 80-66-56-83.

Hönle-Grosjean, F., D. Hönle, K. Mengler with E. Landes-Schneider. *À Vous de Parler*. Lincolnwood, IL:NTC, 1989. *À Vous de Parler* is a text for late intermediate/early advanced levels of French to help develop speaking skills. There are twelve units: shopping, hotel reservations, public transportation, restaurants, extending invitations, city traffic, mailing letters and making telephone calls, work and leisure activities, sports, giving directions, seeing the doctor. The book is illustrated with photos, maps, newspaper clippings and other authentic materials relating to the topic. Each unit presents a three-step dialogue method and begins with an extensive dialogue, followed by a vocabulary list. The next section includes brief narrative passages which students expand into dialogues. The final section proposes some situations with selected vocabulary which the students use for role playing. \$7.95.

Small, Albert H. (Ed.). *French à la Cartoon*. Lincolnwood, IL: Passport Books (NTC), 1989. The book presents approximately 100 French cartoons representing everyday French expressions. Following each cartoon is a brief vocabulary list and an English equivalent. Used from time to time to liven up a class, while teaching practical French, this book can be a valuable asset. \$5.95.

Monnerie, A. *Le nouvel Observateur. En France aujourd'hui: idées, arts, spectacles*. Lincolnwood, IL: NTC, 1989. This collection of 33 articles taken from *Le nouvel Observateur* gives advanced students a wide-ranging view of 20th century French thinkers, artists, and writers. The articles have been selected from issues of the past five years on topics of French culture in relationship to other cultures, French language, cinema, theater, painting, letters, and the world of ideas. The articles are accompanied by lists identifying in French key people, organizations, etc. mentioned in the article, a vocabulary list (defined in French), and a series of questions and activities. \$10.95.

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## INTERNATIONAL YOURCENAR CONFERENCE

The University of Minnesota, Morris, in collaboration with the North American Marguerite Yourcenar Society and the Société Internationale d'Études Yourcenariennes, will host an international conference on "Les Visages de la mort dans l'œuvre de Marguerite Yourcenar" on July 7-10, 1992. Papers are not to exceed 20 minutes reading time (15 pages typed). Proposals of about 200 words are due by July 14, 1991 and may be sent to: C. Frederick or Edith R. Farrell; The Division of the Humanities; The University of Minnesota, Morris; Morris, MN 56267 USA.

## CALENDAR OF EVENTS

**MODERN LANGUAGE ASSOCIATION:** December 27-30, 1990, Chicago. Information: MLA, 10 Astor Place, New York, NY 10003-6981.

**SOCIAL AND POLITICAL CHANGE IN LITERATURE AND FILM:** January 31-February 2, 1991, Tallahassee. Information: Richard Chapple, Dept. of Modern Languages and Linguistics, 362 Diffenbaugh Building, Florida State University, Tallahassee, FL 32306-1020. Telephone: (904) 644-3727.

**LINGUISTIC SYMPOSIUM ON ROMANCE LANGUAGES:** February 22-24, 1991, Santa Barbara. Information: Coordinators, Linguistic Symposium on Romance Languages, University of California, Santa Barbara, CA 93106.

**CITADEL CONFERENCE ON LITERATURE: THE POETRY, PROSE, AND DRAMA OF THE MIDDLE AGES AND RENAISSANCE:** February 28-March 2, 1991, Charleston. Information: David G. Allen, Dept. of English, The Citadel, Charleston, SC 29409.

**COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS:** February 28-March 2, 1991, Colorado Springs. Information: Ron Walker, 2312 Valley Forge Ct., Fort Collins, CO 80526-1652. Telephone: (303) 221-4991.

**SECOND LANGUAGE RESEARCH FORUM:** February 28-March 3, 1991, Los Angeles. Information: Constance Gergen, Dept. of Linguistics, University of Southern California, Los Angeles, CA 90089-1693. Telephone: (213) 743-2003. FAX: (213) 747-4167. BITNET Gergen @ USCMVSA

**TEXAS FOREIGN LANGUAGE ASSOCIATION:** March 1-2, 1991, Corpus Christi. Information: Cathy Champagne, Recording Secretary, TFLA, 14135 Barrone, Cypress, TX 77429.

**ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION:** March 14-16, 1991, Schaumburg. Information: IFLTA, P.O. Box 2244, Glen Ellyn, IL 60137.

**ASSOCIATION QUÉBÉCOISE DES ENSEIGNANTS DE FRANÇAIS LANGUE SECONDE:** March 21-23, 1991, Montréal. Information: AQEFLS, Case Postale 547, Succursale B, Montréal, Qué. Canada H3B 3K3. Telephone: (514) 276-6470.

**AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS:** March 21-24, 1991, New York City. Information: AAAL, 1325 18th St. N. W., Suite 211, Washington, D.C. 20036-6501.

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES:** March 21-24, 1991, Indianapolis. Information: Jody Thrush, Executive Director, 3550 Anderson St., Madison, WI 53704. Telephone: (608) 246-6573.

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES:** March 24-28, 1991, New York City. Information: TESOL, 1600 Cameron, Suite 300, Alexandria, VA 22314. Telephone: (703) 836-0774.

**NINETEENTH ANNUAL FRENCH LITERATURE CONFERENCE:** March 28-30, 1991, Columbia, SC. Information: William E. Edmiston, Department of French and Classics, University of South Carolina, Columbia, SC 29208. Telephone: (803) 777-4881.

**NORTHEAST MODERN LANGUAGE ASSOCIATION:** April 5-7, 1991, Hartford, CT. Information: Daniel Walden, Dept. of English, Pennsylvania State University, University Park, PA 16802.

**OHIO FOREIGN LANGUAGE ASSOCIATION:** April 7-9, 1991, Columbus, OH. Information: Charles Hancock, Dept. of Educational Studies, 259 Arps Hall, The Ohio State University, 1945 N. High Street, Columbus, OH 43210.

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES:** April 25-28, 1991, New York. Information: Northeast Conference, P.O. Box 623, Middlebury, VT 05753-0623.

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING** in conjunction with CALIFORNIA FOREIGN LANGUAGE TEACHERS ASSOCIATION: April 25-28, 1991, Anaheim, CA. Information: Jan Herrera, 13355 Albion Circle, Thornton, CO 80241.

**PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES:** May 9-11, 1991, Spokane, WA. Information: Ray Verzasconi, Department of Foreign Languages and Literatures, Oregon State University, Corvallis, WA 97331-4603. Telephone: (503) 737-2289 or 2146; Compuserve 75530, 727.

**UNIVERSITY OF MINNESOTA SYMPOSIUM "INTERDISCIPLINARY PERSPECTIVES ON CULTURE IN THE SECOND LANGUAGE CURRICULUM":** May 10-11, 1991, Minneapolis. Information: Molly Wieland, Department of French and Italian, 200 Folwell Hall, 9 Pleasant Street S.E., Minneapolis, MN 55455-0122. Telephone: (612) 624-4308.

**ELEVENTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES:** May 15-17, 1991, Cincinnati, OH. Information: Carmen Dominguez, Conference Chair, Department of Romance Languages and Literatures, University of Cincinnati, Cincinnati, OH 45221-0377.

**THÉÂTRE ET POÉSIE BAROQUES: ESTHÉTIQUE LITTÉRATURE ET CRÉATION ARTISTIQUE:** June 13-20, 1991, Cerisy-la-Salle, France. Information: J.-C. Vuillemin, Department of French, Pennsylvania State University, University Park, PA 16802. Telephone: (814) 865-1992.

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH:** July 3-6, 1991, Minneapolis, MN. Information: AATF, 57 E. Armory Avenue, Champaign, IL 61820.

**SEVENTEENTH WORLD CONGRESS OF THE FIPLV, theme: FOREIGN LANGUAGE LEARNING AND LIFE-LONG EDUCATION:** August 10-14, 1991, Pécs, Hungary. Information: P. Basel, National Center for Foreign Language Teaching of T.I.T., XI, Bocskai ut 37, H-1113 Budapest, Hungary.

**INTERNATIONAL COMPARATIVE LITERATURE ASSOCIATION:** August 23-28, 1991, Tokyo. Information: Department of Comparative Literature and Culture, University of Tokyo, 3-8-1 Komaba, Meguro-ku, Tokyo 153, Japan.

**SOCIÉTÉ CANADIENNE D'ÉTUDE DU DIX-HUITIÈME SIÈCLE:** October 17-20, 1991, University of Calgary. Information: Henri Mydlarski, %The Conference Office, The University of Calgary, 2500 University Drive, N.W., Calgary, Alberta T2N 1N4, Canada. Telephone: (403) 220-5300/4001/4002.

**LOYOLA FOREIGN LANGUAGE CONFERENCE: BRIDGING THEORY AND PRACTICE IN THE FOREIGN LANGUAGE CLASSROOM:** October 18-20, 1991, Baltimore. Information: Foreign Language Conference, Department of Foreign Languages, Loyola College in Maryland, 4501 N. Charles Street, Baltimore, MD 21210-2699. e-mail MORGAN @ LOYVAX 1. BITNET. Telephone: (301) 323-1010.

**FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA** in conjunction with SCOLT: October 24-26, 1991, Raleigh-Durham, NC. Information: Wayne Figart, 204 N. 16th Street, Wilmington, NC 28401.

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING** in conjunction with FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 24-26, 1991, Raleigh-Durham. Information: Lee Bradley, Valdosta State College, Valdosta, GA 31698. Telephone: (912) 333-7358; FAX 333-7408.

**INDIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION:** October 25-26, 1991, Indianapolis, IN. Information: Harry Reichelt, Indiana University, Department of German, Cavanaugh Hall, 425 Agnes Street, Indianapolis, IN 46202.

**MIDWEST MODERN LANGUAGE ASSOCIATION:** November 14-16, 1991, Chicago. Information: Maria A. Duarte, 302 English and Philosophy Building, University of Iowa, Iowa City, IA 52242-1408.

## JOIN THE AATF LEGISLATIVE ALERT NETWORK!

Our network of members interested in legislative developments in Washington, DC, has been in existence since 1981, the year that the Joint National Committee for Languages first became active and effective on behalf of foreign language teaching throughout the U.S. and the first year that the AATs and other organizations began supporting the JNCL office with significant financial contributions. Since that time our network has declined in numbers, even though (or perhaps because?) the JNCL office, under the direction of Dr. J. David Edwards, the Executive Director, began having increased success with its lobbying efforts. All of these successes have been regularly and thoroughly documented throughout the years in the pages of the *National Bulletin*.

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