



## LETTER FROM THE PRESIDENT STRASBOURG CONVENTION

Dear Colleagues and Fellow French Teachers,

Let me open my first letter to all of you by expressing my appreciation for the confidence you have shown by electing me as your president for the next three years. Let me also thank those of you who responded to my questionnaire in the September *Bulletin* asking for your input in preparing our 1992 annual meeting in France next July. Even if I could not respond positively to each of your suggestions, I did share them all with the Alsatian Host Committee in Strasbourg and we have been working to accommodate your needs as best we can.

### A conference for everyone

When, as President-Elect, I began working on plans for the 1992 convention, I took it as a guiding principle that all special events sponsored by our Alsatian hosts would be open to all participants upon display of their AATF badge. Were there to be an official reception, all members would be welcome. Were an evening event held in a place where the number of people would be limited by space constraints, that event would be repeated in the course of the convention so that all participants would have the opportunity to attend. I am delighted to announce that in Strasbourg this will indeed be the case.

### Special features of the Strasbourg convention

- *The enthusiastic welcome of an entire region*

Our July 1992 convention in Strasbourg is being prepared with the enthusiastic cooperation and support of an entire region: L'ALSACE. For the past nine months, the Alsatian Host Committee has been working to make this an unforgettable conference!

- *The accent on discovery: La découverte de l'Alsace*

Although every AATF meeting offers an opportunity for learning and professional growth, this is the first time that an annual meeting has incorporated into its program the opportunity for all participants to discover a region of France - its geography, its history and its people. Furthermore, in order to help teachers introduce Alsace to their students in the United States, the Alsatian Host Committee is offering every "discovery" participant a special *Valise pédagogique*.

- *Joint opening sessions with the AATG and a welcome to Germany*

This is the first time that AATF teachers will have the opportunity to meet jointly with their German colleagues of the AATG. In this period of growing European unity, it is appropriate that Strasbourg be chosen as the place and 1992 as the year for French and German teachers to come together to learn about European language policies and

pedagogy in the prestigious *hémicycle* of the Council of Europe (where the European Parliament holds its regular sessions). On the following day, German and French teachers together will explore the Black Forest region of Germany, across the Rhine, and visit the historic town of Baden-Baden where the AATG will be holding its convention.

- *Numerous conference sessions plus Discovery Workshops*

On Monday morning, July 20, the formal AATF portion of the conference will open with a special plenary session at the Palais des Congrès followed by a reception and lunch. That afternoon we will move to the historic Palais Universitaire which will be hosting all the regular sessions and exhibits.

In addition to the regular AATF program, which will run Monday afternoon and all day Tuesday and Wednesday, participants can sign up for a variety of three-hour Discovery Workshops arranged by the Alsatian Host Committee. These Workshops, which will require advance registration and in some cases a modest fee to cover costs, are of limited size and will be offered on a first-come-first-serve basis. Possible themes include medieval Strasbourg, Alsatian cuisine, ecology and local parks, Strasbourg business enterprises, and French pedagogical materials.

- *Opportunity to meet secondary school teachers*

For those of you who teach at the secondary level, the

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## MEMBERS' NOTES

**Albert Valdman**, Rudy Professor of French and Italian and Linguistics and Chair of the Committee for Research and Development in Language Instruction at Indiana University, was awarded a *doctorate honoris causa* by The University of Neuchâtel (Switzerland). The award was made at the university's annual graduation ceremony on November 2, 1991.

By conferring the honorary degree the University of Neuchâtel, the leading center for applied linguistics in Switzerland, is recognizing Valdman's signal contribution to the field. His first book (1961) was the first pedagogically-oriented structural description of French; he is also the founder and editor of *Studies in Second Language Acquisition* (Cambridge University Press), the leading international journal for research on second language learning. The award also recognizes Valdman's pioneering work in the description of French outside of France and in Creole studies. His *Le créole: structure, statut et origine* (1978) was the first study treating all French-based Creole languages, and *Le français hors de France* (1979), a collective volume he edited, provided the first detailed treatment of linguistic and sociolinguistic aspects of the language in all French-speaking countries outside France. It still stands as the basic reference work in the area.

Born in Paris, France in 1931, Professor Valdman received the B.A. in Romance Languages (*summa cum laude*) from the University of Pennsylvania (1953) and the M.A. (1955) and Ph. D. in French Linguistics (1960) from Cornell University. He served as Senior Linguistics Scientist, FSI, Department of State (1957-59) and as Assistant Professor of Romance Languages at the Pennsylvania State University (1959-60). A member of the Indiana University faculty since 1960, he was also a visiting professor at Harvard University, the University of Oregon, the University of the West Indies, and the University of Nice. He is the recipient of a Guggenheim Fellowship (1968), of a Fulbright lecturership (1971-2), of an NSF-NATO Summer Fellowship (1970), and a Fulbright Senior Research Fellowship (1985).

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## MLA SUMMER INSTITUTE FOR SUPERVISORS AND COORDINATORS, JULY 1992

With support from a grant from the National Endowment for the Humanities (NEH), the Modern Language Association (MLA) will offer a two-week intensive institute on Current Issues in Foreign Language Teaching, to be held in Athens, Georgia on the campus of the University of Georgia from July 5 to 17, 1992. The institute is open to two groups of professionals: elementary and secondary school foreign language supervisors and language-program coordinators at colleges and universities. Participants in the institute will receive stipends of \$300 per week (total \$600), plus room, board, and travel expenses.

Planned topics at the institute include language acquisition, proficiency-based teaching, assessment, reading, listening, and supervision and management of personnel. The course will pay special attention to the teaching of

intermediate-level and advanced readings and the use and analysis of literary texts for authentic cultural information. Plenary sessions will be supplemented by language-specific group meetings and breakout meetings by educational level.

Instructors will be Heidi Byrnes (Georgetown University), Charles Hancock (Ohio State University), and June K. Phillips (Tennessee Foreign Language Institute). They will be assisted by guest lecturers. John Dowling, interim head of the Department of Romance Languages at the University of Georgia, will coordinate planning at the host institution.

In addition to attending the scheduled lectures and discussions, institute participants will undertake individual projects that address local needs at their home institutions. Participants will submit project proposals as part of their applications to attend the institute.

Supervisors and coordinators interested in applying may write to MLA Summer Language Institute, 10 Astor Place, New York, NY 10003-6981, or telephone (212) 614-6406; Fax number: (212) 477-9863. **Application forms are available from the MLA since December 1991; the deadline for applications is April 1, 1992.**

A more complete description appears on page 8 of this *Bulletin*.

### AATF NATIONAL BULLETIN

**Volume 17 Number 3**

**January 1992**

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The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2324 Park Avenue, Apt. 34, Cincinnati, Ohio 45206. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, *The French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Second class postage paid at the Champaign, IL Post Office. Office of Publication: 57 East Armory Avenue, Champaign, IL 61820.

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

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

## Letter From President

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Alsatian Host Committee is setting up a "Bourse d'échanges" with local English teachers so that you can learn more about the French schooling system and explore opportunities for twinning classes and establishing other types of exchanges.

### ● *Journée alsacienne et dîner de clôture*

The conference will end on Thursday, July 23, with a *Journée alsacienne*. AATF members and their Alsatian hosts will travel by bus along the *Route du vin*, with stops for lunch at various picturesque villages and an afternoon visit to the newly expanded Eco-Musée in Ungersheim. The day will close with a festive farewell dinner in Colmar.

### A new convention concept

Because of the unique nature of the Strasbourg meeting, the AATF has had to elaborate a new convention concept. With the Alsatian hosts preparing so many special events and offering such a generous welcome, careful advance planning has become an absolute necessity. Even though the *Découverte de l'Alsace* program is being generously subsidized by the City of Strasbourg, the Departments of Haut-Rhin and Bas-Rhin, and the members of the Association Alsace-États-Unis, it will be necessary to ask AATF participants to pay part of their expenses.

The responses to the preliminary questionnaire indicated that while the majority of those planning to attend the conference were interested in going with an organized group, some had already made their own arrangements for housing. In an effort to accommodate these requests, we have set up a flexible registration and travel package.

### ● *A dual registration package*

So that all AATF members who so desire will have the opportunity to participate in all the organized events, we have set up a dual registration package.

### *Option A: Comprehensive AATF Registration (July 18-23, 1992)*

This fee of \$300. covers registration for all AATF events and allows participants to sign up for various Discover Workshops enumerated above.

Registration includes:

- Saturday morning (July 18): joint meeting with the AATG  
Admission to the Council of Europe and morning plenary sessions  
Reception and luncheon
- Sunday (July 19): open
- Monday morning (July 20)  
Admission to the Palais des Congrès and the *séance inaugurale*  
Reception and luncheon
- Monday afternoon, Tuesday and Wednesday (July 20-22)  
AATF Sessions and exhibits at the Palais Universitaire  
Discovery Workshops  
Tickets to three evening events:  
*Son et lumière, Cathédrale de Strasbourg*  
*Soirée théâtrale*  
*Croisière sur l'ILL*
- Thursday (July 23): *Journée de clôture*  
Full-day Discovery Trip along the *Route des vins* (with lunch), visit to the Alsatian Eco-Musée, and gala farewell banquet in Colmar)

- Bus transfers to and from convention hotels for all sessions and events, plus a local bus pass for Monday, Tuesday and Wednesday
- Special *Valise pédagogique* with resource materials on Alsace and an audio cassette created for the AATF convention (complete with script and teaching helps)

### *Option B: Additional Discovery Trips (July 18-19, 1992)*

For an additional fee, participants can register for one or both of the following Discovery Trips.

### ● Saturday (July 18)

Afternoon Discovery Trip to the Vosges Mountains and the historic convent of Sainte Odile (fee: \$25.)

### ● Sunday (July 19)

Full-day Discovery Trip, with the AATG, to the Black Forest and Baden-Baden, including an elegant lunch in an historic German castle (fee: \$65.)

Given the complexity of conference logistics, the Alsatian Host Committee has determined that it will be impossible for them to allow partial registration for the *Découverte de l'Alsace* package.

Since some of you indicated that you plan to come with friends or family members, we have established a *Découverte de l'Alsace* package for accompanying persons. The cost will be a bit different than that for AATF members, since the subsidies from our Alsatian hosts are naturally targeted primarily for French teachers. (The Alsatian Host Committee is looking into the possibility of allowing small children to accompany their parents on the half-day and full-day Discovery Trips on a space-available basis at a modest charge.)

### ● *Special housing packages*

The Alsatian Host Committee has specially selected several medium-sized traditional Alsatian hotels, all within walking distance of the Cathedral, and has negotiated special convention rates which include a continental breakfast. At the request of a few of our members, they have also negotiated rates with an American-style luxury hotel and, on the Spartan end of the scale, have arranged for triple-occupancy lodging for families at a more modest hotel. These housing packages include 7 nights of hotel, from Friday, July 17, until Friday, July 24, 1992.

### ● *Reduced airfare with flexible dates*

When you receive your convention mailing this month, you will note that you have the option of selecting both your own departure and return dates on scheduled Air France flights. You will be pleased to see that we have negotiated fares at \$150 **below** the reduced APEX rates.

### ● *Post-conference tours and workshops*

Since many of you, in responding to the conference questionnaire, indicated an interest in post-conference tours and workshops, several different options have been developed. Specific details will be elaborated in the registration mailing.

**NOTE:** The French Government will be sponsoring a number of scholarships for post-conference workshops, one in Business French and one on the Minitel. These scholarships will be open to AATF members who are attending the convention.

*Continued on page 4*

● *Centralized registration*

We have selected a new travel agency, Academic Travel Abroad, to handle all registration, air fare and lodging. Moreover, to facilitate convention planning, we would like to encourage you all to register by May 15, 1992. After that date, there will be an additional late registration charge.

● *A final word on fees*

Although prices in France, as in the United States, have gone up considerably since 1989, you will discover, when you receive the convention mailing, that we have been able to put together a package (comprehensive registration, Discovery Trips, 7 nights of lodging, and air fare) that is **lower** than the simple lodging plus air fare package for the Paris convention. And it includes so much more! — thanks to the generous support of our Alsatian colleagues and hosts.

**Register early!**

Let me close in urging all of you who are thinking of attending to **register early** by sending a deposit together with the official registration form which you will find in the AATF Convention mailing. Each registration will be given a number, reflecting the order in which it was received. The lower your number, that is, the earlier you register, the better your chances of (a) being housed in the hotel of your choice and (b) obtaining a place in the Discovery Workshops(s) of your choice.

● *Hotel selection*

The Alsatian Host Committee has selected several hotels for us. In the brochure, you will have a brief description of each hotel plus a map showing its location. If you are planning to go with the AATF housing package, you will be asked to rank these hotels in order of preference. The lower your registration number, the more likely it will be for you to get the hotel of your choice.

● *Discovery Workshops*

There will be numerous optional Discovery Workshops offered both morning and afternoon on Tuesday and Wednesday. (The actual descriptions will be sent to you on receipt of your registration.) Since the participants in each workshop will be limited, the lower your number, the better your chances of getting into the workshop(s) of your preference on the day of your choice.

This will most likely be a difficult year economically for many of us, yet the 1992 AATF meeting in Strasbourg promises to be the convention of the decade. Do try to come! I look forward to seeing you in Strasbourg in July.

*À bientôt!*

Rebecca M. Valette

## CHAPTER NEWS

### ARIZONA

Nous connaissons tous le scénario: en classe nous montrons les diapositives magnifiques que nous avons prises cet été...Notre Dame, la Grande Arche, Beau-bourg...et il y a des élèves qui s'endorment. Pourquoi permettrons-nous à nos élèves de rester passifs pendant une telle présentation? Pourquoi pas les engager dans un dialogue?

Eveline Leisner, Représentante Régionale de la Région Pacifique, a présenté des diapos à la réunion de l'AATF de l'Arizona le 12 octobre 1991. Pendant sa présentation Mme Leisner a posé des questions à ses «élèves» (nous les professeurs). Elle a utilisé des structures variées, que ce soit le passé composé, l'imparfait, ou l'usage des adjectifs

irréguliers. Ainsi les élèves reçoivent-ils une leçon de grammaire dans un contexte culturel et ils restent actifs et intéressés, ce qui prouve que la grammaire et la culture font un «heureux mariage».

À la réunion, on a discuté les événements du printemps. Nous avons distribué les demandes pour la bourse à Paris ou au Québec, et nous avons parlé de la réunion de l'AATF à Strasbourg. Finalement, nous avons félicité Marcie Woodward de Tucson et Beth Isaacs de Mesa, qui avaient gagné la bourse pour les études en France l'été passé. Marcie et Beth nous présenteront un compte rendu de leur voyage à la prochaine réunion.

Cette réunion d'octobre a eu lieu lors du congrès annuel de l'Arizona Foreign Language Association.

Amy J. Anderson  
Secretary/Treasurer

### MAINE

The Maine chapter of the AATF met on October 26, 1991 at John Martin's Manor in Waterville. Recognition was given to Theresa Willard and Julie Rand for service to the organization, both having served as officers and as Grand Concours administrators. Both were cited at the last regional AATF conference for dedication to the teaching of French and were awarded plaques in recognition of their outstanding contributions. Henri-Pierre Poirier was presented with an award for having been named by the national organization as outstanding treasurer among small chapters.

An announcement was made of a course available through the University of Maine and given by Ray Pelletier. The course will be an advanced seminar in methodology, and the content will be flexible, in an effort to meet the needs of teachers.

Priscilla Michaud and Anne Sullivan presented information from FLAME on fellowships available through that organization. They also explained that FLAME recently sent surveys requesting information on needs and interests of the state's foreign language teachers. FLAME is also seeking presenters for the March 19-20 conference.

The fall meeting for next year has tentatively been scheduled for Saturday, October 24, at John Martin's Manor. In view of recent budget restrictions, it was agreed that the organization should continue to hold its meetings on Saturday.

Following the business meeting, Sarah Vaillancourt, representative of EMC Publishers and former teacher of French, presented methods for adapting materials to and incorporating methods for implementing cooperative learning in the foreign language classroom. Materials were distributed and hands-on practice activities were presented.

Claire Chase and Cecile LaPlante, teachers from South Portland High School, presented a video available from the French government which explains the use of Minitel. They then explained and demonstrated their own methods for implementing cooperative learning into their classrooms. Members had the opportunity to experience several activities used by the two teachers to enhance learning and increase oral participation in the foreign language classroom. Participants had an opportunity to share some of their own ideas and successful strategies for using cooperative learning.

## ST. PIERRE AND MIQUELON: A BIT OF FRANCE IN NORTH AMERICA

Shivering French sailors in *Le Crabe Tambour* put into the port of St. Pierre. They go to a bar and continue their ruminations and the film's murky inquest into the character of a man named Wilsdorf. All else is mist, in the shots I remember from an AV room experience three years ago. Two years ago King Odell muttered — as the violence heated up in New Caledonia, my summer destination — “I think St. Pierre and Miquelon is the place for you.” Then last year, Acadians in the French community of St. Mary's Bay, Nova Scotia, recommended these islands again. I'm not sure “beautiful” was the word; I remember “You must see the islands, it's wonderful there, there are many Acadians.”

In June, when I made my trip, it was so foggy that a view of even one of the islands — even from the air — was never possible. The fog increases the isolation of this French territory, 10 miles off Newfoundland; it is instructive of the very role of isolation in the islands' history. I soon learned, for example, that two events were more central to the imagination of the St. Pierrais and the Miquelonais than the filming of *Le Crabe Tambour*. Prohibition and the Falklands war better suggested the anomaly and isolation of being a French territory so near North America. Prohibition was the economic hey day for this smuggling stage. The municipality reduced taxes and tariffs during this period, and was still left at the end with a huge budget surplus. The Falklands war called into question modern relations with France, and raised speculation about France's loyalty to the islands. Would France have responded to aggression the way Britain did? This discussion has subsided, and in the meantime the islands became a *département* — like Hawaii's move to statehood — and then became a *collectivité territoriale*. This term was new to me. As on other trips to strange French places, I wanted to explore these formal relations with France, but was most curious about Frenchness itself. What makes life on these gloomy rocks French, and to what extent do the people see themselves as French?

I was not completely sure whether *département* or *territoire* was the current status. I expected to hear immediately what the formula was, along with some crisp Gallic reasoning — at least some pros and cons. It took me two days to find the definition of *collectivité territoriale*. Nothing had prepared me for this indifference to the governmental issues, especially after my visit to the post-colonial flashpoint of New Caledonia. On the second day, however, a stirring ceremony whipped up one of the great themes of French patriotism. June 18, 1990 was the fiftieth anniversary of Charles DeGaulle's radio address to the Free French. I followed a procession through the narrow gray streets, and listened to speeches at three stops. A street was renamed *Rue des Français Libres*, and its traditional blue name plaque was (literally!) unveiled. As I heard from many, there had been indecisiveness on the islands in 1940, and there had been pro-Vichy feeling. These were still French issues, however, and love of France was never questioned.

Unlike New Caledonia, these islands are assured of some kind of relationship with France, because there are no *indépendantiste* factions. There is no unique mineral deposit to assure wealth and independence. The island face a harsh climate along with the problems of any island

economy: import/export imbalance and lack of energy resources. There is no ethnic split to promote a difference of opinion on relations with France. This is the oldest of all French colonies, and is unusual in that the colonials (Europeans) are the only ones there; there are no colonized, no *indigènes*. So the people I met were pragmatic about what they could get out of relations with France, but the strength of these relations was not questioned. There wasn't much curiosity about the reasons for switching from intimate *département* status to that of *collectivité territoriale*; it was assumed that the move was a minor adjustment in view of tariffs and the fisheries. People were dismissive of politics.

Having put the political issue to rest, I started looking at the quality of life. It was strange to see such a high standard of living in such a barren place — and through a depressing fog. The territory borders on some of the great fishing banks, so the economy is stronger than that of many islands. While small fishermen have decreased in number, export tonnage of cod (mostly to France and the U.S.) has increased steadily over the last two decades. I am not sure how the revenue trickles down, but I was told that only about 150 out of 6,000 were out of work. The cash subsidies from France — to make ends meet — seem to me smaller than those needed by islands such as Martinique and Guadeloupe. Ownership of cars has greatly increased in the last ten years. Most of the cars are French, as are most other products for sale — even the food in the tiny groceries and *boulangeries*. A clue to current affluence is the trucks; almost every pick-up is a full-size American truck, much more expensive than the French ones easily available. People are well dressed, busy (by French standards) and stoic about the weather. The teenagers don't have the desperate look they often have in rural areas, islands, and colonized lands. One problem kids face throughout the old empire, and in many island nations, is the lack of a university. Of course, qualified students go without charge to a designated university in France. They face sticker-shock when they opt for business school or some other American program.

The lack of anxiety in this remote territory is remarkable. I suppose it is because — unlike many old colonies — there is no transition in progress. Odd things happen to these islands, that's all: the Volstead Act, the Falklands imbroglio, *Le Crabe Tambour*. So I'll conclude not with a French burst of analysis but simply with a list of travel tips. First, the cheap French hotel room is a thing of the past, and added expenses occur because of importation costs. The French spoken is wonderfully “pure” or Parisian, not like *québécois*. Canadian schools send students to learn French by imitating the accent of St. Pierre. There are many Basques in St. Pierre, but they no longer speak Basque. This is also true of the Acadians, who do not sound like their relatives in Nova Scotia. Getting there isn't all that easy. Small planes take off in fog but don't land in it. So you can have the primitive experience of waiting hours in Halifax for the fog in St. Pierre to lift; as it is, you will have a near-blind landing. Once there, finding stores, cafés and restaurants is challenging, and not just because of the mist. Sidewalk cafés don't exist because of the cool weather, so you can't look for the tables. The signs for all businesses are small, and the stores and restaurants are

not clustered in a square or lined up on the waterfront. These principal amusements are all scattered uphill among the residences on small back streets. Even when you recognize a business it can be hard to find it a second time. The stores have roughly 50% French merchandise, with the rest (especially food) coming from Canada, the U.S. and Spain. Some of the bread is good, and the *pâtisseries* in St. Pierre are perfectly French.

Perhaps the finest quality of this place, for the American tourist, is the informality of the St. Pierrais and Miquelonais. The people are not especially warm but they are more casual in dress and manner than the Metropolitan French. They are aware of this, and speak of being treated like rubes by the visiting French. Still, on June 18, I think there was no one more French on earth than the crowd huddled in the mist on the Place Charles DeGaulle. The oratory was heartfelt and the children stood nearly to attention.

Peter Thompson  
Moses Brown School  
Providence, RI

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## GLEANINGS

### INFORMATION SOURCE

The Commission Franco-Américaine d'Échanges universitaires et culturels (Franco-American Commission for Education Exchange) produces a quarterly *Newsgram from France* to help American educators keep abreast of educational developments in France, especially as they relate to Franco-American exchanges at all levels. Items are selected from a variety of French publications... newspapers, magazines, professional newsletters... and are translated and summarized. For information on obtaining this *Newsgram*... contact the Commission Franco-Américaine, Centre de Documentation, 9, rue Chardin, 75016 Paris, France. Telephone: (1) 45.20.46.54. The *Newsgram*... may be duplicated and distributed without prior permission although appropriate attribution should be made.

The following items, of possible interest to *National Bulletin* readers, are reproduced here from the *Newsgram*... (no. 5: Summer 1991). The information in italics shows the original document from which the information was summarized.

#### **The New Plan of "Universities in the Year 2000" *La Tribune de l'Expansion***

The goal of this plan, which has just been adopted by the government, is to accommodate 300,000 more students in French institutions of higher education over the next five years. The cost of this operation: 16.2 billion FF budgeted by the State, not counting funds from local interest groups which will sign "partnership agreements" with the French government.

The government is mainly focusing its efforts on short-term (2-year) training programs offered by the University Institutes of Technology. It plans on increasing their enrollment capacity by 70% over the next five years, by creating 50,000 additional places.

Moreover, it will create five new centers of the *École Nationale Supérieure des Arts et Métiers*: Cergy, Valence, Montpellier and Rouen; the fifth one will be Franco-German, located in Strasbourg or Metz.

Finally, in order to reinforce professional training, IUP's (Instituts Universitaires Professionalisés — Professional University Institutes) will be created in the universities in order to extend the range of Baccalauréat + 4 training programs.

The government is planning to create seven new universities: 4 in the Paris suburbs (Cergy-Pontoise, Saint-Quentin, Marne-la-Vallée and Evry), two in northern France (Artois and Littoral), and one in La Rochelle.

The first "European poles" — university consortia which will enable the creation of shared infrastructures — will be created in 1991 in Grenoble, Lille, Montpellier, Strasbourg and Toulouse.

#### **French Research on a Computerized Network *L'Usine nouvelle***

The government decided to install Renatel, the first national computerized network with a high output of information between universities and research centers. This operation will cost approximately 150 million francs over a 5-year period. As of next year, the existing networks will be progressively federated. Renatel will be compatible with European and world-wide networks such as Easinet, Earn, Span, NSFnet, etc.

#### **Chamber of Commerce Schools Go International *Le Monde***

The second supplier of education in France after the Ministry of Education, with a budget of close to 4 billion francs, the network of the Chambers of Commerce and Industry oversees 489 institutions, employs 30,515 teachers and counts a total of 83,545 students in their programs. The Chambers of Commerce hope to work on an international scale. At present, 106 out of 489 institutions have signed 530 international exchange agreements. 68% of these are with European institutions. The United Kingdom (with a total of 22%) appears to be the privileged partner.

#### **An European Business Diploma *Le Monde***

After a trial year, five member institutions of the Community of European Management Schools (CEMS) which include HEC for France, ESADE for Spain, the Università Luigi Bocconi for Italy and the Universität de Cologne, have decided to renew their *CEMS Master* diploma. This five-year program consists of a common curriculum in economics, management and European business. There were 77 students in the first graduating class.

#### **Inventory of the Bibliothèque Nationale *Libération***

Before the opening of the Library of France in 1995 at Tolbiac in the 13th district of Paris, the Bibliothèque Nationale has undertaken an inventory of its collections. More than 10 million works (an approximate number since only printed works of 50 pages or more are considered as books) will be listed during the 4-year period before the transfer to the new library. The last, partial inventory was effected in 1947. The general catalog of authors, which is composed of 231 volumes, was begun at the end of the last century and completed only in 1981! The Bibliothèque Nationale has 110 km. of shelves on 11 levels. Each year it increases its stock by approximately 60,000 works (40,000 with French copyrights and 20,000 foreign works).

*Continued on page 14*

# DISCOVERING ACADIANA

Teachers of French, interested in learning more about French-speaking Louisiana and in teaching a unit about the culture of the Cajun people ("les Cadiens") are invited to contact Rhonda Case Severn for information about materials developed as part of a Fellowship from the Rockefeller Foundation during the summer 1991.

## I. STUDY PACKET OF READINGS

The collected readings in this packet are grouped in nine sections. A table of contents indicates titles and sources of readings in the following categories:

- A. la langue
- B. l'histoire
- C. la musique
- D. le folklore
- E. la littérature
- F. la cuisine
- G. l'enseignement du français
- H. "signes de vie"
- I. resources et bibliographie annotée

Readings are both in French and in English, reflecting the bilingual reality of *la Louisiane*. They vary from glossaries and folktales suitable for the most elementary French classroom to scholarly articles and literary texts intended for use in more advanced classes or for teachers' own background information.

Users of these materials are strongly encouraged to order copies of the books, revues and other texts from which these materials are drawn (see "Resources" and the bibliography) for their own school library or language department. Authors and publishers kind enough to grant permission for reproduction of the materials in this packet have done so with the understanding that users will be responsible in respecting copyright laws and will support the work of the contributors by purchasing materials themselves.

## II. VIDEO CASSETTES

A separate table of contents and user's guide are provided for the two video cassettes, each approximately two hours long.

Cassette No. 1 begins with a three-minute montage of scenes from Acadiana with background music ("Two Step des Frères Mathieu") by BEAUSOLEIL. In the section "*la Musique*", a variety of Cajun and Zydeco music is heard along with short interviews in which musicians and others reflect on the role of music in Louisiana life. In the section "*la Langue*" a dozen personalities from Acadiana are interviewed in French. They introduce themselves and acquaint the viewer with their own linguistic histories and

their thoughts on the Cajun and Creole languages and culture of Louisiana.

Cassette No. 2 begins with the same montage as tape 1 and continues with "l'Histoire": an introduction in French and in English to the history of "les Cadiens". The cassette continues with a "Potpourri" of Cajun music, dance, and television.

## III. AUDIO CASSETTE

The ninety minute audio cassette has its own table of contents and accompanying texts. Like the printed and video materials, it is intended to offer a survey or "dégustation" of Acadiana's rich linguistic and cultural offerings. It includes Cajun and Creole music, an interview with Tony Zaunbrecher, supervisor of Foreign Language Instruction in Calcasieu Parish (discussing French Immersion Programs in Louisiana), poetry written and read by Louisianais poet Jean Arceneaux (with violin accompaniment by Michael Doucet of "Beausoleil"), folktales collected by Barry Jean Ancelet, folklorist at USL, as part of the Jean Lafitte National Park research project, and a sampling of radio broadcasting in French from KRVS, Lafayette.

These materials, available at cost, were developed with a Rockefeller Fellowship Grant and the generous assistance of:

AOO (ACADIANA OPEN CHANNEL), Lafayette  
Public Access Television Station  
LE BUREAU DU QUÉBEC EN LOUISIANE,  
Lafayette Régent Cabana, Directeur  
THE LOUISIANA DEPARTMENT OF EDUCATION  
Richard Guidry, Education Program Manager  
TÉLÉVISION LOUISIANE, Lafayette  
Dr. Elmo Authement, Président  
THE UNIVERSITY OF SOUTHWESTERN LOUISIANA,  
Lafayette  
Center for Louisiana Studies  
Department of Modern Languages  
Dupré Library

All materials may be copied/shared for educational purposes.

### DISCOVERING ACADIANA:

Readings (330pp) ..... \$40.00

### DISCOVERING ACADIANA:

Video Cassette 1 ..... \$15.00

Video Cassette 2 ..... \$15.00

### DISCOVERING ACADIANA

Audio Cassette/texts ..... \$ 5.00

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Please enclose payment along with this form and send to: Rhonda Severn, The Shipley School, 814 Yarrow Road, Bryn Mawr, PA 19010. Telephone: (215) 525-4300.

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ zip \_\_\_\_\_

# A NEW LOOK FOR THE NATIONAL FLES\* INSTITUTE OF U.M.B.C.

**DATES:** July 8-12, 1992.

**CREDITS:** 1 graduate credit in FLES\* methods (2 or 3 credits may be arranged for additional work and payment of additional tuition).

**CONTENT:** FLES\* Methods for teaching all foreign languages in grades K-8 in elementary and middle schools for Sequential FLES, FLEX or Exploratory, and Immersion.

**TENTATIVE SCHEDULE:** 9:00-12:00, FLES\* Methods; 12:00-1:00, Lunch in the target Language; 1:00-3:00, Methods, including a SHARE-FAIR; 3:00-5:00, Practicum; use of the media center; use of the FLES\* Resource Center; individual assistance. In addition, there will be films, discussion, guest speakers: Dr. Tom Field, Dr. Rene Salgado, and others.

**FACULTY:** FLES\* Methods: Dr. Gladys Lipton. Director of the Institute: Dr. Gladys Lipton.

**COST:** Thanks to special arrangements by the University, each participant will pay a special rate for the Institute to include room, board, materials, and one graduate credit, as follows: \$575 registration fee if all materials and check are postmarked on or before May 11, 1992; \$650 if postmarked after May 11, 1992.

Deadline for receipt of all materials and registration fees: **June 8, 1992.**

For further information or to receive the application form, write to: Dr. Gladys Lipton, U.M.B.C. - M.L.L., Baltimore, MD 21228 or call (301) 231-0824, after 9:00 p.m. E.S.T.

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## CORRECTION

In the November 1991 issue of the *National Bulletin* a typographical error appeared on page 14 in the article "Appleworks and Accents: An Update" by Lyle R. Polly.

The error commences on the tenth line from the top and continues through line 21. The letter *i* has been inadvertently used in place of *l*, for example: "e acute is (ei)... a grave is (ai), c cedilla is (ci), etc." The text should read: "e acute is (el)... a grave is (al), c cedilla is (cl), etc." Thus "Hélène va à l'école avec le garçon" should read: H(e1)l(e2)ne va (a1) l'(e1)cole avec le gar(cl)on, not H(ei)l(e2)ne va (ai) l'(ei)cole avec le gar(ci)on, and so on through line 21.

We hope that readers were not too inconvenienced by this error.

The Editor

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## MLA PROFESSIONAL DEVELOPMENT INSTITUTE

The Modern Language Association announces a Professional Development Institute on Current Issues in Foreign Language Teaching to be held at the University of Georgia, Athens, Georgia from July 5 to 17, 1992.

### The MLA Institute

The MLA's intensive two-week institute on current issues in foreign language teaching is intended to serve the needs of two groups of full-time professionals:

1. full-time elementary or secondary school personnel responsible for supervising foreign language instruction in schools, school systems, or districts;
2. full-time college or university faculty members responsible for supervising or coordinating elementary- or intermediate-level language instruction.

The institute will convene on Sunday evening, July 5, and will meet six hours daily, Monday through Friday, from July 6 to 17, 1992. Planned topics include supervision, language acquisition, assessment, reading and listening, and proficiency-based teaching. The course will pay special attention to the use of literary texts for authentic cultural information. Plenary sessions will be supplemented by language-specific group meetings and break-out meetings by educational level. Instructors will be Heidi Byrnes (Georgetown Univ.), Charles Hancock (Ohio State Univ., Columbus), and June K. Phillips (Tennessee Foreign Language Inst.). They will be assisted by guest lecturers.

### Individual Projects

In addition to attending the scheduled lectures and discussions, each institute participant will undertake a project that uses knowledge gained at the institute to address a local need of his or her home institution. Participants will submit project proposals as part of their applications to attend the institute. They will refine and develop the proposals during the institute, carry the projects through to fruition during the academic year 1992-93, and submit a final report at the conclusion of the project.

### Financial Support

With funding from the National Endowment for the Humanities, the MLA will pay a stipend of \$300 per week (total \$600) to each person selected to participate in the institute. In addition, the MLA will pay full room-and-board costs at a University of Georgia dormitory facility, plus the cost of roundtrip travel from the participant's home to Athens. Because funds are limited, participants will be required to seek the lowest possible travel costs, and the MLA will review all travel arrangements before approving payment.

There is no tuition fee for the MLA institute, and no academic credit is granted.

### Application Forms

To obtain an application form for the MLA institute, write to: Richard Brod, Coordinator, MLA Summer Language Institutes Program, 10 Astor Place, New York, NY 10003-6981. Telephone: (212) 614-6406; Fax: (212) 477-9863.

Completed applications should be mailed to the same address, together with the following materials:

1. your current curriculum vitae
2. a brief statement from your supervisor (e.g., department chair, principal, or superintendent) certifying your employment status and indicating approval of your participation in the institute program
3. a project proposal, two double-spaced pages in length, stating the title of your project and describing its background, objectives, proposed procedures, and plan for evaluation

**Deadline for completed applications: April 1, 1992.**

## Sister City Linkings:

### Possibilities for Francophone Activities

Sister city linkings were developed in Europe after World War II in an effort to heal the wounds between nations and prepare for a peaceful future of international cooperation. Jean Bareth, one of the founders and first General Secretary of the Conseil des Communes d'Europe described the linking or *jumelage* as: "la rencontre des deux communes qui entendent proclamer qu'elles s'associent pour agir dans une perspective européenne, pour confronter leurs problèmes et pour développer entre elles des liens d'amitié de plus en plus étroits." This aim was not long restricted to Europe. On a return visit to his native Strasbourg in 1960, Charles Munch, then conductor of the Boston Philharmonic Orchestra, suggested a special relationship or *jumelage* between the two cities. The idea was enthusiastically implemented by the two mayors, Pierre Pflimlin and John Collins.

Some activities between Boston and Strasbourg were undertaken from time to time but it was not until the Boston/Strasbourg Sister City Association was formally organized in 1984 that there have been regular and expanding activities and projects involving the two cities.<sup>1</sup> The majority of these activities are educational: all help the larger community become more aware of the contributions — past, present and potential — of France and Francophone countries.

The Sister City Association functions in a quasi-independent way with the official sanction and encouragement of Boston City Hall. It serves as an umbrella organization that helps diverse groups, organizations and institutions affiliated with or interested in Strasbourg, and by extension, France. Linking offers many opportunities for French teachers to expand their activities. It facilitates exchanges between French and American students and teachers and, in a large sense, helps extend Franco-American cooperation and cultural awareness to larger segments of one's town or city. The recent activities undertaken by the Boston/Strasbourg Sister City Association offer some idea of the range of activities possible through affiliation with a French city.

Education exchanges are first and foremost. Since its founding there have been regular exchanges of high school students sponsored by the respective Associations during the summer months. Boston and Strasbourg alternate in hosting a dozen or so selected students who stay with families and participate in a variety of activities with their counterparts. Cross-cultural orientation is carefully worked out. For the Boston High School students chosen to spend three weeks in Strasbourg this has been a major learning experience. Many had seldom travelled anywhere before going to Strasbourg; indeed, could not afford to. They returned with horizons greatly extended. The majority have since gone on to college; something most had not previously intended to do. Part of the Boston students' assignments includes preparing a report for classmates when they return. These presentations interest other students in learning more about French language and culture; the ripple effect. The American teachers who accompany the high school students on their trip to Strasbourg have also found this to be a very enriching experience. One was awarded a Rockefeller

grant for a project that grew out of her work in the exchange program.<sup>2</sup>

At the junior college level, a non-simultaneous exchange program was undertaken between Bunker Hill, a public Community College serving less advantaged and less broadly educated students and the Collège René Cassein, a commercial college in Strasbourg. Their special status permits community colleges to issue work permits to foreign students which facilitates work-study exchanges.<sup>3</sup>

In response to the many requests from college students from cities who wanted to work in their twin city, current AATF president Rebecca Valette set up a Business Internship program. Boston students arrive in Strasbourg in mid June for a six week *stage*: their Strasbourg counterparts welcome them there and then leave for their internships in Boston. Interns are placed in many settings including banks, department stores, municipal agencies and manufacturing and service corporations. While students from each city pay their own travel expenses (there are some scholarships available), the host cities cover the cost of living expenses and pocket money for the student interns. In Boston, businesses make a \$2,000 contribution to the Association as a charitable gift, thus avoiding the red tape exchanges often entail.

Thus far there have been a few informal exchanges among university faculty. When interviewed, professors and administrators in Strasbourg saw a real need for such exchanges; for more contacts with American education. At the University level, Strasbourg has in recent years introduced programs in Continuing Education, Plastic Arts, Computer Programming, and Televised Teaching. French teachers look forward to the contribution of American colleagues and the sharing of expertise.

In addition to academic programs, the Boston/Strasbourg Sister City Association awards a travel grant to a Boston artist to spend a month in Strasbourg: exhibitions have followed. Boston musical groups frequently perform in Strasbourg. In 1988, to celebrate the two thousandth anniversary of the founding of the city, the Boston Camerata staged the European premiere of "Tristan and Iseult," a medieval romance in poetry and music,<sup>4</sup> in Strasbourg. French film festivals have also been organized.

But not all activities are cultural or academic. Increasingly, efforts are being made to work on projects that will interest the non-academic public. There have been contacts and exchange visits among community garden club members in the two cities. A photo contest was held in the respective cities. The winner in each city spent a month in the sister city. Since Strasbourg is famed for its gastronomy, visits between chefs and students in local culinary schools are being planned.

Three Boston firefighters still marvel at the hospitality extended to them by an Air France visit to Strasbourg. Admittedly, Boston is favored in its contacts with French business and culture. Nevertheless, similar linkages have been worked out successfully between American and French cities of much smaller size. According to the report of the Sister Cities International Association, which provides information and advice,<sup>5</sup> there have been rewarding

relationships between small, even isolated communities. In short, being linked with a French municipality provides opportunities to go beyond the classroom and involve the larger community in projects and activities related to France.

Margaret Collins Weitz  
Suffolk University

### Notes

1. I am indebted to Mme Ann Collier, founding and current president of the BSSCA for providing documentation for this article.
2. Rockefeller Foundation, 1133 Avenue of the Americas, New York, N. Y. 10036.
3. The Council on International Education Exchange grants three-month work certificates for a modest fee.
4. This work is available on an Erato recording which won a Grand Prix du Disque.
5. Sister Cities International, 120 South Payne Street, Alexandria, Virginia. 22314-2981.

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## NEH GRANT PROPOSALS SOUGHT

Recognizing that the education of teachers is a widely shared responsibility on today's campus, the National Endowment for the Humanities is encouraging proposals which support the endeavors of teacher education and humanities faculty who seek to strengthen the humanities preparation of future elementary and secondary school teachers.

Proposals could include faculty study in the humanities or a variety of curriculum development initiatives. Projects could focus on increasing the humanities content of teacher education programs or on designing humanities courses which will serve as models of content-based pedagogy and effective teaching.

Proposals concerned with prospective college teachers are also invited, as are proposals which engage the participation of teachers in the schools as consultants or mentors. Activities to support mid-career entry into the teaching profession or to develop alternative certification paths where these are mandated are also eligible. Projects which deepen understanding and foster long-term collaboration among the several groups of teachers concerned with education in the humanities are especially encouraged.

Funds may be sought for planning as well as faculty study and curriculum development. Proposals may be submitted by a department or school of education, by a college of arts and sciences, or by a single humanities department. Proposals may also be submitted by consortia or by a university working in collaboration with local school districts or two-year colleges.

A sampling of projects for the preparation of teachers in the humanities funded in recent years is included, but as the ideas outlined above suggest, successful proposals need not replicate these models. Those who wish to request further information or to discuss an idea with an NEH program officer should call the Division of Education Programs at (202) 786-0380. **Formal application deadlines are April 1 and October 1 each year.**

Examples of projects previously funded by the Higher Education Program:

- (1) Slippery Rock University of Pennsylvania used a grant of \$90,000 to support summer seminars in which education and humanities faculty studied significant works in the humanities with visiting scholars in preparation for revising the institution's Foundations of

Education courses. In addition to collaborative study, the humanities and education faculty observed one another's classes.

- (2) The Association of American Colleges received a grant of \$327,300 to bring together in a mentoring relationship institutions that have developed strong programs for teacher education in the humanities with institutions seeking to improve or revise their programs. Teams of faculty from mentoring and planning institutions will consult on the strengthening of subject mastery and the grounding of teaching strategies in the study of humanities issues and texts. The award includes funds for a newsletter to highlight specific models and approaches.
- (3) The Consortium for Excellence in Teacher Education, representing sixteen liberal arts colleges in the Northeast, received a grant of \$59,785 in support of a conference and follow-up activities on "Undergraduate Teacher Education and the Liberal Arts." NEH funds permitted teams of humanities professors, education professors, and schoolteachers to address issues in teaching the liberal arts and to plan specific projects in history and literature to be carried out at the elementary school level.
- (4) Brooklyn College received a grant of \$110,000 and \$30,000 in matching funds for a project to restructure its early childhood and elementary education majors by integrating the study of the liberal arts with the study of education. Faculty from the College of Liberal Arts and Sciences and the School of Education will participate in collaborative seminars over a period of three years to prepare a series of related courses in humanities disciplines and the art of teaching.

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## SCHOOL EXCHANGES

*Étendez les limites de votre classe de français... allez en France!*

The Council on International Educational Exchange (CIEE) administers a school-to-school exchange called **School Partners Abroad** which links American high schools and middle schools with counterpart lycées and collèges throughout France.

The highlight of this long-term partnership is the annual 3-4 week reciprocal exchange of student groups, accompanied by a teacher. Both students and teacher live with local host families and participate in the daily academic, extracurricular and community life with their French peers.

Initiating a partnership through School Partners Abroad is easy! They will find you a suitable partner, arrange all travel, provide insurance coverage, and be available around the clock for emergency assistance. All you need to provide is the interest!

By establishing a close relationship with a partner school in France, you will be offering your students an opportunity to transform the abstract classroom setting into a living and dynamic one.

If you are interested in initiating a partnership and having your students experience French language and culture first hand, please contact the Council on International Exchange, Secondary Programs - PSEP, 205 East 42nd Street, New York, NY 10017. Telephone: (212) 661-1414, ext. 1103.

## ELEMENTARY AND MIDDLE SCHOOL FRENCH POSTER CONTEST

The National Commission of FLES\* of the AATF is delighted to announce the 1992 Poster Contest for elementary and middle school students of French in grades kindergarten through grade 8. Students enrolled in both public and private schools are eligible. The AATF chapters will organize and publicize the contest and submit the best poster in each of the three grade specified categories to the National Commission of FLES\* Poster Contest Committee which is co-chaired by Phyllis Whitten and Harriet Saxon. **THEME: ICI, ON PARLE FRANÇAIS: DISCOVER THE WORLD OF FRENCH!** This may be presented in a variety of artistic interpretations by the students.

### REQUIREMENTS:

- 1.) Entries **MUST** be completed on 12 x 18 inch paper and should be completed in crayon, pen and ink, or magic markers. The captions may be in French or English.
- 2.) The grade categories are: K-2, 3-5, 6-8.
- 3.) The sponsoring teachers of the students who enter the contest **MUST** be members of the AATF.
- 4.) Each poster **MUST** be accompanied by the AATF student information form which appears in this issue of the National Bulletin or which may be obtained from: Harriet Saxon, Pierrepont School, 70 E. Pierrepont Avenue, Rutherford, N.J. 07070 or Phyllis Whitten, 36 Armington Lane, Holden MA, 01520. All information **MUST** be completed for the poster to be considered.
- 5.) Entries will be limited to **THREE PER AATF CHAPTER**. The local chapters are asked to select the best posters which will be judged on the applicability to the theme, creativity, and originality.
- 6.) Posters are to be sent by the local chapters to: Harriet Saxon, Pierrepont School, 70 E. Pierrepont Avenue, Rutherford, New Jersey 07070
- 7.) Posters must be postmarked by **June 15, 1992** and the winners will be notified by **September 5, 1992**. Please mail the posters **first class**, flat, and protected by cardboard.
- 8.) **AWARDS:** Prizes will be awarded for the first place winner in each of the grade categories. Second and third place winners in each of the grade categories will receive certificates from the National Commission of FLES\* of the AATF.

## ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST STUDENT INFORMATION FORM

Please type or print all requested information:

Name of student: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Name of Principal: \_\_\_\_\_

Name of Sponsoring  
Teacher: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Signatures:

We understand that this poster becomes the sole property of the National Commission of FLES\* of the AATF and may be duplicated in publication and/or displayed at meetings.

Student \_\_\_\_\_ Date \_\_\_\_\_

Sponsoring  
Teacher \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

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

PLEASE ATTACH THIS FORM TO THE POSTER  
AND SEND TO CHAPTER PRESIDENT.

## CAUTIONS IN CONDUCTING RESEARCH ON FLES, PROGRAMS (INCLUDING SEQUENTIAL FLES, FLEX AND IMMERSION)

1. Begin your research with an open mind: it should be conducted in an objective fashion, without bias.
2. Do not attempt to compare "apples and oranges": make sure that you have controlled all the variables. Comparing different program models with different time for instruction and exposure is not a solid research design.
3. The researcher should have a research background.
4. The study should have the potential for replication.
5. More research studies are needed in the United States, with varying populations and varying foreign language situations, but all the variables must be controlled.

6. The research design should include a large enough sample.

7. The data should support the findings, conclusions and recommendations. The results should be statistically and scientifically sound and credible.

8. Conclusions or recommendations should not be made solely on anecdotal evidence.

9. If a test instrument is used, it should be properly validated for this specific research. Written permission should be obtained for the use of the test instrument in this specific research.

10. Acceptable, standard research procedures should be followed throughout the research.

Dr. Gladys Lipton  
Chair, National FLES\*  
Commission of AATF

## WORKSHOP ON BUSINESS FRENCH

French Language, Business and Culture, a workshop in curriculum enhancement will be sponsored by The Center for International Business Education and Research and The Department of Modern Languages at Bentley College, Waltham, MA from Monday June 22 through Friday June 26, 1992. This one-week workshop is designed to inform and support teachers of French in secondary and post-secondary institutions wishing to develop their ability to understand and share with students the relationships linking French language, culture and international business in cultures of French expression.

Workshop highlights include: (1) introduction to international business concepts and cross-cultural business communication practices; (2) discussion of the impact of the 1992 European Common market on France and Francophone countries; (3) access to cross-cultural resources and speakers from cultures of French for Business expression (Canada, West Africa, the Haitian immigrant community in Boston) to enhance available pedagogical materials; (4) personalized assistance in designing activities, class modules, or courses in French for Business using communicative activities, interviews and/or computer assisted instruction using the Macintosh and MacLang and HyperCard authoring software. These seminars will be conducted in English by members of Bentley College's business faculty.

Enrollment is limited to twenty (20) secondary and post-secondary educators and graduate students. Tuition and the cost of instructional materials will be covered for each successful applicant. Applicants will be responsible for their own transportation and food. Housing in on-campus apartments (one person per room with shared kitchen and bathroom) is available for \$180.00.

Include a vitae, a one-page description of your Business French curriculum development project, and a letter of endorsement from your curriculum coordinator, principal, or dean. **Applications must be sent no later than Friday April 3, 1992 to:** Dr. Kitzie McKinney, Department of Modern Languages, 101 Morison Hall, Bentley College, 175 Forest Street, Waltham MA 02154-4705. Telephone: (617) 891-3487

The Center for International Business Education and Research (CIBER) is a joint project of Bentley College and the Fletcher School of Law and Diplomacy of Tufts University, funded by a matching grant from the U.S. Department of Education.

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## ELECTION RESULTS

Please note: All terms begin January 1, 1992 and end December 31, 1994.

**Vice-President: Michèle Shockey**

**Regional Representatives:**

**Region 1 (Greater New York): Fernande Wagman, re-elected**

**Region III (New York State): Jeanne Kissner**

**Region V (South Atlantic): Billie Edmonds**

Hearty congratulations to the winners and sincere thanks to the other candidates who were willing to stand for these important offices.

## AATF'S BUREAU DE CORRESPONDANCE SCOLAIRE SOLICITS ORDERS

Exceptionally this year, our penpal bureau has received a very large number of names of students in France looking for individual matchups with their counterparts in American schools. We are particularly well supplied with anxious students in the 12 to 14 age range, both boys and girls, but our supply in other age ranges is also fairly good. If you are interested in matching your French class, contact us requesting the standard forms on which we ask you to list your students' names, ages, general interests, and types of correspondent. There is a nominal charge of \$.50/per name supplied (payment to accompany the order). It is not too late to get some letters moving back and forth across the Atlantic before next summer! Write, phone or fax to: AATF/BCS, 57 E. Armory Ave., Champaign, IL 61820, Voice/fax: (217) 333-2842.

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## HOST FAMILIES NEEDED

Additional hosts are needed to accommodate European teachers, school administration and librarians for a 10-day or two-week period during July and August 1992, according to the American Host Foundation.

Now in its 30th year, American Host has opened doors to more than 16,000 overseas educators who have shared their new understanding of America with their students, colleagues and friends upon return to their homelands.

Being an American Host is open to anyone who has the desire to help increase international friendship and understanding. Hosts provide their guests a private room and meals, the opportunity to meet friends and to see local attractions. Many hosts return visits to their former guests.

The American Host Foundation arranges transportation to and from overseas. Hosts are asked to meet their guests upon arrival in their area. Hosts and guests have the opportunity to correspond and become acquainted by mail prior to the visit.

American Host Foundation is the only non-profit, non-governmental, non-sectarian program designed to show the American way of life to overseas educators through pairing them with American families.

Information about the program and applications for membership may be obtained by writing the American Host Foundation-A, P.O. Box 803, Garden Grove, CA 92642 or by calling 1-800-525-9866.

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## WORKSHOPS FOR ADVANCED PLACEMENT TEACHERS

In conjunction with the Middle States office of the College Board, workshops for Advanced Placement teachers of French, Spanish, and Latin will be held from July 27 to 31, 1992 at La Salle University, Philadelphia, Pennsylvania. The workshops are offered for three graduate credits in education. Room and board is available on campus with single room accommodations. **Registration deadline is June 7.** For more information, write to Brother Lawrence Colhocker, La Salle University, Philadelphia, PA. 19141, (215) 951-1191.

## CONGRÈS EN SUISSE EN JUILLET

Le VIII<sup>e</sup> Congrès de la Fédération Internationale des Professeurs de Français (FIPF) aura lieu à Lausanne en Suisse du 12 au 18 juillet 1992 juste avant le Congrès de l'AATF à Strasbourg.

Le Comité National Suisse chargé de l'organisation du congrès mondial des professeurs de français veut mettre l'accent sur:

- l'importance de la langue française pour favoriser le dialogue entre pays et cultures, du nord au sud et de l'est à l'ouest;
- l'apport de la Suisse en matière de multilinguisme;
- la volonté d'associer les enseignants à la francophonie.

C'est ainsi que les mots clés du Congrès de Lausanne seront *formation et rencontres*, soit les deux facettes de la thématique *créer en français — créer le français*. Ce sont donc ces deux aspects qui structureront l'emploi du temps des congressistes.

*Formation* obéit à une dynamique qui s'étend sur toute la semaine. Les participants seront tout d'abord conviés, dans la séquence *Action*, à exercer leur créativité, en s'adonnant à un certain nombre d'activités pratiques en ateliers. Véritable envoi du Congrès, cette étape privilégie l'apport individuel et l'émulation inhérente au travail de groupe.

La deuxième séquence, *Réflexion*, tentera, par une série de conférences et de tables rondes, de faire le point sur l'état de la recherche en relation avec les activités des ateliers.

*Pédagogie*, troisième phase du parcours prévu, s'attachera à aborder toutes les questions d'ordre didactique: stratégies diverses, moyens d'enseignement, publics spécifiques, création de matériels.

Le dernier jour sera celui de la *Dissémination*. Par son attention vouée aux problèmes de formation en général, et par son souci de répondre aux attentes différenciées des professeurs de français réunis à Lausanne, cette ultime séquence entend préparer chaque congressiste à son rôle de relais.

*Formation* se propose ainsi d'inviter les professeurs de français, l'espace du Congrès de Lausanne, à un cheminement. L'itinéraire que chacun accomplira, jour après jour, réalise la progression qui correspond à la diversité de notre travail en classe et concrétise le premier terme de la thématique: *créer en français*.

Les participants pourront choisir pour leur traversée de la semaine entre trois entrées. En optant pour l'une ou l'autre de ces trois manières d'aborder la langue et son enseignement, les congressistes se créeront un itinéraire au gré de leurs intérêts et de leur curiosité.

*Rencontres* favorise les échanges interpersonnels, c'est le moment placé sous le signe de la convivialité entre enseignants de français du monde entier.

*Défense et illustration* évoquera les différents rôles du français et son statut dans le monde: suivi des Sommets francophones, politique des langues, littératures d'expression française, médias et éditions francophones.

*Cultures* donnera la parole aux diverses composantes de la francophonie par le biais des forums, des visites, des excursions et bien évidemment des activités culturelles.

Ces différentes manifestations auxquelles les congressistes prendront part doivent relever le défi exprimé dans le second terme de la thématique: *créer le français*.

## Informations, Programme, Inscription

Les bulletins d'inscription seront disponibles à partir du 15 décembre 1991, date de la parution du programme du Congrès.

Toute information ou documentation peut être obtenues auprès des associations nationales ou des instances suivantes:

Secrétariat du Congrès  
2, chemin des Allinges  
CH 1006 Lausanne  
Tél. (41) (21) 26 19 93  
Fax (41) (21) 26 19 02

Secrétariat général de la FIPF  
1, av. Léon-Journault  
F 92 310 Sèvres  
Tél. (33) (1) 46 26 53 16  
Fax (33) (1) 46 26 81 69

Droit d'inscription 120 francs suisses; (majoré à partir du 15 mai 1992); 200 francs suisses délégué d'institution officielle.

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## FACULTY DEVELOPMENT SEMINAR ON THE TEACHING OF FRENCH FOR BUSINESS PURPOSES

The Center for International Business Education and Research at San Diego State University and at the University of California at Los Angeles with the participation of the Services Culturels Français and the Chambre de Commerce et d'Industrie de Paris announces a two-week faculty development seminar on the teaching of French for Business purposes. This seminar will be held at San Diego State University from Monday, July 20, 1992 through Friday, July 31, 1992. Enrollment is limited to twenty (20) faculty members from colleges and universities. All instruction will be conducted in French. Priority will be given to applicants who have been endorsed by the Center for International Business Education and Research (CIBER) in their region.

Tuition (\$600), housing (\$550) and instructional materials (\$100) costs will be waived for each successful applicant. Applicants will be responsible for their own transportation and food. All participants will be housed in two-bedroom apartments (one person per room) with shared kitchen and bathroom facilities.

Applications consist of a one-page letter describing your need to receive this training, endorsed by your department chair or dean, a one-page vitae, and a letter of endorsement from the CIBER in your region (if possible). Please forward these materials to: Dr. Alvord Branan, Co-Director, Center of International Business Education and Research, San Diego State University, San Diego, CA 92182.

**Applications should be received by Friday, March 13, 1992.** Awards will be announced on Friday, March 20, 1992. CIBER SDSU/UCLA is funded by a matching grant from the U.S. Department of Education.

Gleanings...Continued from page 6

### The University Institute of France (IUF) *La Lettre de l'Étudiant*

Comparable to a Collège de France without walls, this institute will honor the best French teachers and researchers, and will award them supplementary funding. Beginning in October 1991, a committee will select 15 "senior professors" and 20 "junior professors". They will enjoy several advantages: release from their job responsibilities in order to devote themselves only to doctoral seminars, "exceptional" budgets for their laboratory, etc. The members of the Institute will be named for a tenure of 5 years.

### A Maghreb-European Institute at the University of Paris VIII *La Lettre de l'Étudiant*

Created at the initiative of historians Benjamin Stora and René Galissot, this pluridisciplinary center will group fifteen lecturers specialized in the study of social and cultural movements in the Maghreb, the diaspora of the inhabitants of the Maghreb and Maghreb-European relations. The institute will collaborate with Maghrebi universities and with the Institute of Research and Study of the Arab-Muslim World (IREMAN) in Aix-en-Provence.

#### Suggested Reading

*Le Système éducatif*. Cahiers français n. 249, La Documentation française, 96 p., 50 FF. A precise description of the organization and functioning of the French educational system from nursery school to higher education.

#### MISCELLANEOUS

Philip Grosse, retired language teacher, has completed another of his "retirement projects". This most recent project is a set of ten pages of assorted newspaper and magazine advertisements including auto repair, help wanted, resort hotels, and clothing, among others. These "ads" contain vocabulary that is not usually found in current textbooks and lends itself to interesting class discussions and written projects. The set is available in Spanish as well as in French at \$3 per set, including postage. Send orders, specifying language, to: Philip Grosse, 5055 N. 83 Street, Scottsdale, AZ 85250. Other projects, also available, are bilingual glossaries (French-English, Spanish-English) for golf, tennis, baseball, bridge, traffic signs and French sports and Spanish sports.

*A Primer for Accompanying Secondary Student Groups to France* by Jim Becker, University of Northern Iowa, is a newly-revised 74-page publication. The book has dozens of hints on being a successful leader of students abroad. Focus is on the idea of "know before you go" — students and teachers who have lots of good information before going to France are more likely to have a positive experience there. To order: send check (\$5 for each copy ordered) made out to *Modern Language Publications*, to Modern Language Publications, Laboratory School, University of Northern Iowa, Cedar Falls, IA 50613.

A new approach to teaching the prepositions "à" and "de" was presented at the AATF meeting in 1991 in Minneapolis. These prepositions, followed by an infinitive respond to a logical structure that does not require memorization of long lists of verbs. A booklet containing 50 pages of text and 40 pages of activities is available for \$5 plus \$2 shipping from Renée Mikesell, 1155 E. 56th Street, Chicago, IL 60637.

The new 104-page *France Discovery Guide* provides useful information on transportation and accommodations, travel aids, information hot-line numbers, and other practical considerations. The guide is available free through travel agents or by writing: Discovery Guide, FGTO, P.O. Box 2658, Lake Ronokonkoma, NY 11779.

A series of posters is available at \$2.95 each illustrating such homophones as "a/à", "ces/ses", "on/ont", "ou/où", "peut/peu/peux", "son/sont", "la/l'a", "mes/mais", "mon/m'ont", "ta/t'a". There is a 23-page exercise workbook available also at \$2.75. For more information or to order: Éditions Marie-France, 3688, rue Fleury Est, Montréal-Nord (QC) H1H 256. Telephone: (514) 329-3700.

*Rencontre France-Amérique* is a non-profit bilingual club for members of all ages and backgrounds residing primarily in the U.S. and France. It offers the opportunity to communicate with other members. Open-mindedness, kindness, and the desire for solidarity are the only attributes sought in new members. Membership lists are provided three times a year; a newsletter and a journal are also published and circulated. Anyone interested in such a club should send a self-addressed, stamped envelope to: Danielle Villard, Rencontre France-Amérique, 350 Nature Trail Lane, Murraysville, PA 15668.

Good sources for posters have been:

1. Belgian National Tourist Office  
745 Fifth Avenue, Suite 174  
New York, NY 10151  
Telephone: (212) 758-8130
2. Luxembourg Tourist Office  
801 2nd Avenue  
New York, NY 10017  
Telephone: (212) 370-9850
3. Monaco Government Tourist Office  
845 3rd Avenue  
New York, NY 10022  
Telephone: (212) 759-5227

For information regarding summer cultural events in Europe, send request and a self-addressed, stamped business-size envelope (52¢ postage) to: European Events, P.O. Box 1754, New York, NY 10185.

To establish an exchange with an English teacher in France contact: Échanges France-Amérique du Nord (EFAN), Monique Becker-Carlier, 20 rue Louis-David, 75116 Paris, France. Telephone: (1) 45.03.12.77.

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## SYMPOSIUM: 1492-1992: COLUMBUS REDISCOVERED

The Department of Modern Languages and Cultures of Slippery Rock University announces a symposium **1492-1992: Columbus Rediscovered** to be held March 27-29, 1992 on the SRU campus. Interdisciplinary in nature, this conference will include presentations by more than forty-five local and visiting scholars.

Especially noteworthy for AATF members is a roundtable entitled "Images of Discovery and Encounter in French Literature," featuring works by Marguerite de Navarre, Mme de Graffigny, Voltaire, and De Tocqueville. A separate lecture will link the history of America with that of Saint-Dié des Vosges, France. Admission to all sessions will be free and open to the public.

For more information, contact Dr. Hannah C. Zinni, Department of Modern Languages and Cultures, Slippery Rock University, Slippery Rock, PA 16057. Telephone: (412) 738-2402.

## CALENDAR OF EVENTS

ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: WINTERFEST, "THAT WELCOME WEEKEND GET-AWAY": February 14-15, 1992, Stephen Decatur High School, Decatur, IL. Information: Susan Leibowitz, Glenbrook South High School, Glenview, IL 60025. Telephone: (home) (312) 549-7517.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 2-8, 1992, Vancouver. Information: TESOL, 1600 Cameron, Suite 300, Alexandria, VA 22314. Telephone: (703) 836-0774.

COLLOQUE VIAN-QUENEAU-PRÉVERT: March 12-14, 1992, University of Victoria, Victoria, B.C. Information: Marc Lapprand, Dept. of French Language and Literature, Univ. of Victoria, P.O. Box 3045, Victoria, B.C. V8W3P4, Canada. Telephone: (604) 721-7372. FAX: (604) 721-8653.

OHIO FOREIGN LANGUAGE ASSOCIATION ANNUAL MEETING: March 12-14, 1992, Cincinnati, OH. Information: Barry Thomas, Dept. of Modern Languages, Ohio University, Athens, OH 45701.

EUROPE 1992, CHALLENGES OF CHANGE: March 19-21, Greenville, NC. Information: Martin Schwarz, Department of Foreign Languages and Literature, East Carolina University, Greenville, NC 27858-4353.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS (WAFLT) AND THE ILLINOIS FOREIGN LANGUAGE TEACHERS ASSOCIATION (IFLTA) SYMPOSIUM "GLOBAL ISSUES IN EDUCATION": March 21, 1992, Crystal Lake, IL. Information: John Katzenmayer, 1404 Hillside Lane, McHenry, IL 60050.

ELEVENTH ANNUAL EASTERN MICHIGAN UNIVERSITY CONFERENCE ON LANGUAGES AND COMMUNICATION FOR WORLD BUSINESS AND THE PROFESSIONS: March 26-28, 1992, Ypsilanti, MI.

"ON THE MARGINS OF FRENCH LITERATURE: MINOR GENRES OF FRENCH EXPRESSION," FRENCH LITERATURE CONFERENCE, UNIVERSITY OF SOUTH CAROLINA: March 26-28, 1992, Columbia, SC. Information: Romy Heylen, Department of French and Classics, University of South Carolina, Columbia, SC 29208. Telephone: (803) 777-9734.

SLIPPERY ROCK UNIVERSITY SYMPOSIUM "1492-1992: COLUMBUS REDISCOVERED": March 27-29, 1992, Slippery Rock, PA. Information: Hannah C. Zinni, Department of Modern Languages and Cultures, Slippery Rock University, Slippery Rock, PA 16057. Telephone: (412) 738-2402.

NORTH CAROLINA AATF AND AATSP SPRING MEETING: "THE ROLE OF FRANCE AND SPAIN IN EUROPE 1992": March 28, 1992, Davidson College, NC. Information: Frédéric Fladenmuller, Department of Foreign Languages and Literatures, East Carolina University, Greenville, NC 27858-4353.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING: March 26-28, 1992, Reno, NV. Information: Jan Herrera, Executive Director, 10724 Tancred, Northglenn, CO 80234. Telephone: (303) 452-1308; Compuserve 71261, 3606.

BETWEEN HISTORY AND LITERATURE: ROMANCE REPRESENTATION OF NEW WORLD ENCOUNTER (1492-1992): April 2-4, 1992, Notre Dame, IN. Information: JoAnn DellaNeva, Chair, Dept. of Romance Languages and Literatures, University of Notre Dame, Notre Dame, IN 46556.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 9-12, 1992, Dearborn, MI. Information: Jody Thrush, Madison Area Technical College, Madison, WI 53704. Telephone: (608) 246-6573.

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES: April 30-May 2, 1992, Boise, ID. Information: Ray Verzasconi, Dept. of Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331-4603. Telephone: (503) 737-2289 or 2146. Compuserve 75530, 727.

INTERNATIONAL CONFERENCE ON "THE FRENCH REVOLUTION AND THE MEANING OF CITIZENSHIP": May 7-8, 1992, Graduate School and University Center of the City University of New York. Information: Renée Waldinger, PhD Program in French,

CUNY Graduate School, 33 West 42 Street, New York, NY 10036. Telephone: (212) 642-2308.

TWELFTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 13-15, 1992, University of Cincinnati. Information: Juanita I. Villena or Anita Süess-Kaushik, Dept. of Romance Languages and Literatures, University of Cincinnati, Cincinnati, OH 45221-0377.

VOIX D'EUROPE EN OUEST SOUFFLES D'OUEST VERS L'EUROPE: May 22-23, 1992, L'Université d'Angers, Angers, France. Information: Comité d'organisation du colloque «L'Europe à l'Ouest», Secrétariat des Centres de Recherches, Faculté des Lettres, Langues et Sciences Humaines, 11, Bd Lavoisier, 49045 Angers, Cédex 01. France.

CONSEIL INTERNATIONAL D'ÉTUDES FRANCOPHONES (CIEF) WORLD CONGRESS: June 20-27, 1992, Strasbourg, France. Information: Maurice Cagnon, Executive Director CIEF, French Department, Montclair State College, Upper Montclair, NJ 07043. Telephone: (201) 893-5143 or -4283. FAX: (201) 893-5455.

CONGRÈS MONDIAL DES PROFESSEURS DE FRANÇAIS: July 12-18, 1992, Lausanne, Switzerland. Information: Secrétariat du Congrès, 2, chemin des Allinges, CH 1006 Lausanne or Secrétariat général de la FIPF, 1 av. Léon-Journault, F 92310 Sèvres or AATF National Headquarters, 57 E. Armory Avenue, Champaign, IL 61820.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH: July 18-23, 1992, Strasbourg. Information: AATF, 57 East Armory Avenue, Champaign, IL 61820.

INTERNATIONAL ASSOCIATION OF LITERARY SEMANTICS: July 31-August 2, 1992, University of Kent, Canterbury. Information: Trevor Eaton, Editor, *Journal of Literary Semantics*, Honeywood Cottage, 35 Seaton Avenue, Hythe, Kent CT21 5HH, England.

XV<sup>e</sup> CONGRÈS INTERNATIONAL DES LINGUISTES: August 9-14, 1992, Québec City. Information: CIL 92, Dépt. de langues et linguistique, Université Laval, Québec City, Québec G1K 7P4 Canada. Telephone: (418) 656-5323. Fax: (418) 656-2019. E-mail: CIPL92@LAVALVM1.BITNET

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS FALL CONFERENCE: October 9-10, 1992, Spokane, WA. Information: Molly King, Conference Chair, 15341 SE 182nd Street, Renton, WA 98058. Telephone: (206) 226-2740 home; (206) 235-2460 school.

NINETEENTH CENTURY FRENCH STUDIES COLLOQUIUM: EXPRESSION AND REPRESSION: October 22-25, 1992, SUNY, Binghamton, NY. Information: Carrol F. Coates, Romance Languages and Literatures, SUNY, Binghamton, NY 13902-6000.

COLLOQUE INTERNATIONAL: EXILES, MARGINAUX ET PARIAS DANS LES LITTÉRATURES D'EXPRESSION FRANCOPHONE: October 23-24, 1992, Brock University, St. Catharines, Ontario, Canada. Information: Léonard Rosmarin, Department of French, Italian and Spanish, Brock University, St. Catharines, Ontario, Canada L2S 3A1. Telephone: (416) 682-2347; FAX (416) 688-2789.

REGARDS SUR LA FRANCE DES ANNÉES 1980: ÉCRITURES DIVERSES, ÉCRITURES DE LA DIVERSITÉ: Octobre 23-24, 1992, The University of Maryland, College Park, MD. Information: Madeleine Hage, Pierre Verdaguer or Joseph Bрами, Department of French and Italian, Juan Ramon Jimenez Hall, The University of Maryland, College Park, MD 20742. Telephone: (301) 405-4023 or -4024.

SIXTEENTH ANNUAL YOUNGSTOWN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: October 30-31, 1992, Youngstown, OH. Information: Foreign Language Conference, Department of Foreign Languages, Youngstown State University, Youngstown, OH 44555. Telephone: (216) 742-3461.

SIXTH INTERNATIONAL CONFERENCE ON SECOND/FOR- EIGN LANGUAGE ACQUISITION BY CHILDREN: November 19-21, 1992, Chicago/Rosemont, IL. Information: Dr. Gladys Lipton, UMBC, Modern Languages and Linguistics, Baltimore, MD 21228. Telephone: (301) 455-2336 or 231-0824.

## QUÉBEC CULTUREL, AN NASSP PROGRAM FOR MIDDLE SCHOOLS

The National Association of Secondary School Principals is proud to announce *Québec Culturel*, a program specifically designed for middle school students and faculty members.

*Québec Culturel* seeks to encourage middle level students to participate in a program in which they can be exposed to the French language and observe a different culture in a safe and controlled environment adapted to their specific needs.

### How Will Students and Faculty Benefit from the Program?

*Québec Culturel* is guided by five major goals:

1. To enrich the students' knowledge of history and geography of Québec through real life experiences.
2. To immerse students in an environment where French is spoken fluently and as an essential means of communication.
3. To help students discover the way of life in Quebec.
4. To encourage students to become more self-reliant through experiences in decision-making in new surroundings.
5. To encourage students to recognize the similarities and differences between the United States and Canada, to

develop an appreciation for others, and to live within a different social setting.

### What is *Québec Culturel*?

It is 10 days of planned cultural activities in the city of Quebec, with seven nights in a hotel and two nights with a host family. Students and their teachers will experience life in Quebec with the assistance of experienced bilingual monitors. Each participating teacher will receive a practical and pedagogical handbook of the program. A ratio of one teacher to 15 students will guarantee free participation for the group leader.

### Who Oversees the Program in Quebec?

NASSP administers the program with the Society for Educational Visits and Exchanges in Canada (SEVEC), a not-for-profit association that shares NASSP's philosophy of fostering international friendships in the spirit of mutual understanding. SEVEC's head office is located in Ottawa; another office is located in Quebec City.

### When Will the Program Take Place?

At any time during the school year or in July.

### How Can My School Apply or Receive More Information?

By contacting Rosa Aronson at NASSP's School Partnerships, International office. Please call (703) 476-6210 or (703) 860-0200.

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

Second Class Postage Paid Champaign, IL 61820
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