

LETTER FROM THE PRESIDENT

VOLUME 18 NO. 2 NOVEMBER 1992



Rebecca M. Valette

Dear AATF Colleagues,

Many of you spoke to me in Strasbourg or have written me in recent months expressing your concern about the status of French in the United States. Although enrollments across the country seem to be holding fairly steady in terms of actual numbers of students taking French courses, it is clear that enrollments in Spanish have doubled in the past decade. The challenge we face is how to encourage larger numbers of students to select French as their first foreign language. This is definitely an arena where the AATF must play a guiding role, by heightening the visibility of the French language and Francophone culture and by promoting the study of French at all levels from elementary school through university.

Broadening the Public Awareness of the French Language and Francophone Culture

It is essential that we as French teachers strive to broaden the public awareness of the world-wide presence of the French language. For many Americans, French is still perceived primarily as the language of France and as a key to a deeper appreciation of the "classical" contributions of the culture of France, from the ideas of the philosophes who influenced our Founding Fathers and the great works of French literature to the area of fine arts, fashion and haute cuisine. The public perception of French needs to be expanded to encompass a much wider spectrum of views including, but not limited to:

• France as a scientific center for medical research, high technology, rapid

transportation systems and aerospace programs.

• French as the language not only of France but also of important parts of Belgium and Switzerland.

• France and Belgium as key nations in the New Europe (where English and French are the two main working languages).

• France as a language of communication in over twenty African countries.

• French as the medium of expression of Black writers like Senghor and Césaire who gave voice to the concept of négritude.

• French as a language of business and culture in North America, especially in Quebec, but also in other Canadian provinces and several areas in the United States.

By extension, this means that we as teachers need to expand our own awareness of the global importance of the French language and be open to its many linguistic variants, not seeing one version as "better" or "more correct" than another. (I remember when I was a Fulbright professor abroad, I was not permitted to teach a conversation class for fear that my American pronunciation and vocabulary would contaminate the students' British English! In recent years the AATF has played a leadership role in promoting la francophonie by holding annual meetings in Quebec and Martinique, devoting a regional meeting to the Franco-American experience, and sponsoring educational tours to Tahiti and Senegal.

An additional challenge for us in the AATF is to combat the prevalent myths that Spanish is easy while French is hard, and that Spanish is practical while French is not.

• French is not that hard, and Spanish is not that easy. True, French is harder for Americans to pronounce, and that fit between the spoken and written language is closer in Spanish. But once students are comfortable with the French sound system, it is French that seems to be easier to master: there are no redundant indirect object pronouns, the subjunctive is not as complex, the passé composé is easier to learn than the many irregular

preterite forms and the contrast between the preterite and the present perfect, etc.

• Both French and Spanish are practical languages. While Spanish opens the doors to Latin America, French opens the doors to much of the African continent, to Quebec and our Canadian neighbors in the north, and to the economic power and human rights initiatives which characterize the European Community. Like Spanish, French is also a language of international business. Furthermore, French is an important language in the area of high technology and scientific research.

AATF Support for the Study of French – the National Level

The most enthusiastic spokesperson for the study of French in a community is almost always the classroom teacher. A lively, dynamic French program attracts students, and then these students encourage their younger friends and siblings to select French as a foreign language. In the recent past, the AATF has undertaken numerous projects to help teachers promote French and Francophone culture. Since all of you are perhaps not aware of the many services and materials available, I am listing some of them below. For more information, contact the AATF office, 57 E. Armory Ave., Champaign, IL 61820.

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### Ways the AATF can help you promote the study of French at your school

- *The recent three-color publicity brochure*: "French is more than..." This is available free for distribution to parents and guidance counselors.

- *A new planned brochure highlighting French as a world language spoken by people of color*. By learning French, young African-Americans can discover the cultures of many of the countries to which their ancestors trace back their roots.

- *The "Get in the Swim" filmstrip and cassette*. Produced by the NY Metro chapter, this is available for purchase at \$10.50 and can be used to encourage prospective students to opt for French.

### Ways the AATF can help enliven your classes

- *The AATF video: "À Poitiers entre mai et octobre"*. This culturally inviting 45-minute video was sponsored by the AATF Commission on Pedagogy and is available to members for only \$25. It is accompanied by a complete pedagogical guide that provides exercises and activities which can be used with classes at levels 1, 2 and 3.

- *The introduction of Minitel services into the classroom to promote exchanges among students around the world*. This is one of the main projects of the AATF Telematics Commission (Townsend Bowling, Chair).

- *The AATF Bureau de Correspondance Scolaire (elementary and secondary students)* The AATF office matches your students (or classes) with pen pals from France for a nominal charge of 50 cents per name.

- *Maps, guides and postcards*. You can decorate your classroom with AATF Pedagogical Aids.

- *The possibility of establishing pétanque clubs*. The Federation of Petanque USA has offered to help AATF members set up petanque clubs in their schools. (See the announcement on p. 26.)

### Ways the AATF can help you recognize your students publicly for their progress in learning French

- *The Grand Concours*. The Grand Concours needs no introduction. Tens of thousands of students participate every year and compete for local, chapter, regional and national awards.

- *The Société Honoraire de Français*. Any AATF teacher may sponsor a chapter of the French Honor Society at his or her school. Student SHF members receive a Newsletter and may see their own work published. The annual induction ceremo-

ny provides excellent publicity for the local French program.

- *The AATF Certificate of Merit, the AATF medallions, the AATF pins*. These items may be purchased from the AATF at reasonable cost. (The certificates are only \$.15 each!). Schools can use them in a variety of ways to honor French students publicly for their accomplishments.

### AATF Support for the Study of French – the Regional and Chapter Levels

Many of the AATF regions and chapters have developed special events and other projects to build up and maintain the enthusiasm of their French students. I would invite all of you chapter presidents to write up short descriptions of your successful projects – and send them to our editor, Jane Black Goepper, for publication in a forthcoming issue of the *AATF National Bulletin*. Many of you have excellent special activities going in your areas, and your colleagues across the country are eager to try to duplicate some of the projects you have so successfully brought to life. So do write and share your ideas! We French teachers are our own best resource! Now, more than ever, we need to work together!

Rebecca M. Valette  
Department of Romance Languages  
Boston College  
Chestnut Hill, MA 02167

## FRENCH CULTURAL NORMS

The AATF is in the process of developing guidelines for cultural proficiency. As part of this process, we need to be aware of what behaviors are acceptable/unacceptable in a Francophone society. In particular, we would like to look at infractions of behavior to determine which are relatively innocuous and which are more serious. We would like to ask members of AATF to send us descriptions or examples of types of behavior that they consider infractions of societal norms in France and the Francophone world. Please respond to: H. Jay Siskin, Associate Professor, Department of Romance Languages, 101 Friendly Hall, University of Oregon, Eugene, OR 97403-1233.

## CALL FOR PAPERS

The 17th Annual Conference on the Teaching of Foreign Languages and Literatures will be held on October 29, 30, 1993 at Youngstown State University. The Committee is soliciting proposals for either workshops (2 hours), or other presentations (50 minutes or 30 minutes), on topics related to the teaching of foreign languages. The deadline for proposals is March 15, 1993. Send proposals or inquiries to:

Foreign Language Conference  
Department of Foreign Languages  
Youngstown State University  
Youngstown, Ohio 44555

## AATF NATIONAL BULLETIN

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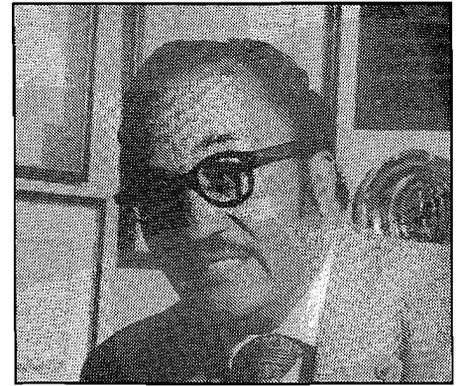
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(See instructions on reverse)

**MEMBERS NOTES**



Dr. Sandye J. McIntyre II

**Dr. Sandye J. McIntyre, II**, Distinguished Professor Emeritus of Foreign Languages at Morgan State University, Maryland and Honorary Consul of the Republic of Senegal, and Vice-Dean of the Consular Corps College and the International Consular Academy, received the Nelson H. Brooks award for outstanding service and leadership in foreign language education at the 1992 Northeast Conference in New York City in April. Professor McIntyre holds the rank of *Officier* in the *Ordre des Palmes Académiques*. He still directs the outstanding Fulbright Program at Morgan whose students have received one of the highest numbers of Fulbright or Fulbright-related awards of any college or university in the United States.

**Dr. M. LeRoy Ellis**, professor of French at Lamar University, Beaumont, Texas, and one of the founders of the East Texas AATF Chapter, was promoted to *Commandeur* in the *Ordre des Palmes Académiques*. The ceremony was held on Thursday, March 5, at a meeting of the French Circle of Lamar University, with Monsieur Bernard Guillet, the Consul Général in Houston, conferring the honors. Among those present were Monsieur Gérard Sonnier, the new French Attaché Culturel in Houston, Prof. Jean Bacot, the former French Attaché Culturel in Houston, Monsieur Bernard Guillet, Assistant to the Cultural Attaché, and Dr. Rolande Léguillon, national President-elect of Pi Delta Phi, national French honor society.

**Be sure to read about the new Program of Voluntary Contributions to the AATF Summer Scholarship Program on page 18.**

**FREE ON INTERNET: LA REVUE DE PRESSE FROM THE FRENCH EMBASSY**

The Mission Scientifique at the French Embassy in Washington, D.C. is providing free of charge the daily *Revue de Presse* in French by e-mail over Internet. Anyone interested should send a message requesting a subscription to "FROG@GUVAX.GEORGETOWN.EDU" subject "inscription." A *fiche d'inscription* will be sent to be filled out and returned (all by e-mail). From the information

requested, "Frognet" may appear to be designed for university researchers in the sciences, as was undoubtedly the original intention. But many French teachers, at high school as well as college, have discovered this treasure and are receiving news bulletins daily. This useful service is being promoted by Bernard OUDET at the Mission Scientifique.

# CHAPTER NEWS

## ARIZONA

Trente-six quinze...France at your fingertips! At the spring meeting of the Arizona AATF, we were treated to a fascinating presentation on the inimitable Minitel, whose services now number some 15,000. Professor André Klein of Thunderbird Graduate School of International Management, demonstrated a series of services, from making plane reservations to finding Tex-Mex recipes, which can be easily accessed in the US through a modem. M. Klein stimulated ideas about the use of the Minitel in the classroom, something which is sure to excite students at all levels. He also suggested that interested teachers take a *stage* to learn how to manipulate Minitel services, which run 26¢-45¢ a minute and can be captured on disk.

In addition, scholarship recipients Beth Isaacs and Marcie Woodward showed magnificent slides of the new architecture of Paris – *scandaleux* or not – and the stunning gardens of Giverny.

In addition, we discussed the *Grand Concours*, the Alliance Française poetry contest, and the Strasbourg convention, for which our chapter is offering a \$200 scholarship. Finally, we elected new officers. Elaine Billingsley will be chapter president and André Klein vice-president. There is no change in secretary-treasurer.

Amy J. Anderson  
Secretary-treasurer

## MAINE

The Maine chapter of AATF met Friday, March 20, 1992 during the Spring FLAME conference in Portland.

Terry Willard, a past president of Maine AATF, was belatedly presented with the plaque awarded her at the Fall regional conference in recognition of her outstanding service to the organization.

Several announcements were made by out-going president Teresa Bridges. The Fall conference has been tentatively scheduled for Saturday, Oct. 24 at John Martin's Manor in Waterville. Topics being considered for the workshop include interdisciplinary techniques and tips on teaching to multi-ability groups. The Penobscot School is preparing immersion experiences for teachers, May 1-3 and Sept. 18-20.

A slate of officers for 1992-1994 was presented by Priscilla Michaud. They are:

president, Laurie Littlefield; vice-president, Ernie Guimond; secretary, Janice Clain; and treasurer, Henri Pierre Poirier. The slate was seconded and accepted by the members present. There followed a discussion of a proposal to rotate the officers among the various collaboratives, in order to strengthen the collaboratives and to facilitate the meeting of the officers by assuring that all would be in the same geographical area. The proposal was tabled until the fall meeting, giving mem-

bers the opportunity to consider the pros and cons.

President Bridges called for any members interested in forming a committee to establish criteria for annual recognition of outstanding or retiring members to contact the new president. It was suggested that such a committee consult the existing FLAME recognition criteria first.

Janice L. Clain  
Secretary

## DETROIT

The AATF of Detroit has been sponsoring a French Immersion Weekend for eight years for local French teachers. The annual event, usually in the Fall, is located in the picturesque Dainava campground in Manchester, Michigan.

During the weekend, teachers are encouraged to speak French. The participants can take leisurely strolls on the grounds, correct papers or take an active part in the various activities organized by the weekend committee – the brainchild of several AATF members – Yvonne Oudin, Susie Martin, Kathy Shuller and Rita Sakkab.

Everyone pitches in to help serve the authentic French meals, prepared by

master chef, Kathy. A highlight of the weekend is the *vinaigrette* prepared by Rita.

Songs, slides, recent videos and a general exchange of teaching materials and ideas generate much enthusiasm. Often special seminars or speakers are included in the agenda.

Above all, the 30-40 participants profit from the occasion by speaking French and sharing their enthusiasm for their chosen profession. For more information contact: AATF-Detroit Branch, 103 Cambridge, Pleasant Ridge, MI 48069.

Lucille Kennedy



L. to R.: Yvonne Oudin, Susie Martin, Rita Sakkab, Kathy Shuller — organizers, Detroit AATF immersion weekend.

# ELEMENTARY AND MIDDLE SCHOOL FRENCH POSTER CONTEST

The National Commission of FLES\* of the AATF is delighted to announce the 1992-93 Poster Contest for elementary and middle school students of French in 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.

## VIVE LE FRANÇAIS – HURRAY FOR FRENCH!

This may be represented 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 in this issue of the *National Bulletin* or it may be obtained from: HARRIET SAXON, PIERREPONT SCHOOL, 70 E. PIERREPONT AVENUE, RUTHERFORD, N.J. 07070 or PHYLLIS WHITTEN, 36 ARMINGTON LANE, HOLDEN, MASS. 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 to the local chapter president **by no later than March 1, 1993**.
7. Chapter presidents will then send the posters to be postmarked by **April 15, 1993** to HARRIET SAXON, PIERREPONT SCHOOL, 70 E. PIERREPONT AVENUE, RUTHERFORD, NEW JERSEY 07070. **The winners will be notified by May 15, 1993**. 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: \_\_\_\_\_

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

School Phone: (     ) \_\_\_\_\_

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

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

Teacher's Address: \_\_\_\_\_  
\_\_\_\_\_

Teacher's 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 publications 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 YOUR CHAPTER PRESIDENT**

# REPORT FROM FIPF CONGRÈS IN LAUSANNE

The 1992 convention entitled *Créer en Français, Créer le Français* was attended by approximately 900 participants from over 60 countries. The format of the weeklong conference included half or full day *ateliers*, lectures, discussions, roundtables and a broad range of pedagogical, audiovisual and cultural materials exhibit booths. The generic theme of the convention focused on issues of methods, traditional, high tech and specialized resources, training for French as *langue maternelle* and as *langue étrangère* (FLE), communication for economic and scientific purposes as well as the cultural and multilingual issues directly relevant to the role of the French language in the European Community.

The previous convention in Greece in 1988 affirmed the French language as a vehicle for increased economic opportunity, education and technological advancement in Francophone third world nations and the active promotion of French as official language for European unification. In July 1992, the choice of Switzerland as sociopolitical model of plurilinguistic and pluricultural policies underscored the focus on Europe's changing historical political and economic perspectives. These was a dual emphasis on plurilinguism applicable to crossborder educational legislation and economic transitions explored in such sessions as "Intercompréhension des langues voisines"; and on the inclusion, training needs, materials and policies geared toward Eastern Europe.

As these former Soviet Union nations choose to replace Russian as their official language, they need linguistic models to guide them into an integrated European community. The convention was a microcosm of global changes where for the first time, over thirty-five sessions were presented by participants from former USSR high schools and universities, many who had not been previously allowed to attend conferences abroad. In sessions such as "le Français et le retour des valeurs civiques dans les sociétés post-totalitaires", "La Formulation des formateurs" et "L'Entrée de la Tchécoslovaquie dans l'Europe multilingue", professors from universities of St. Petersburg, Lvov, Prague, Bucharest were able to discuss their views and experiences with colleagues from around the globe. In a session organized by the Paris Chamber of Commerce (CCIP): "Le Français des affaires ou la langue de spécialité: facteur de développement", the director of the first

CCIP-sponsored institute for business French in Moscow discussed the invaluable aid provided by the French in retraining Russian professionals for entry into western business practices and culture.

Minister of Francophonie, Catherine Tasca, and Secretary General of ACCT, Jean-Louis Roy, the convention's Swiss government hosts in the opening speeches, and Belgian, Swiss and French EC officials and professors in the large session on "La France et l'Europe communautaire de 1993" acknowledged the need for new objectives and new multicultural models, for more flexible attitudes and interdisciplinary programs in teaching and promoting French in order to maintain its place as a viable alternative to English language dominance in areas of economics, science, technology and politics. The key question in the complex sociolinguistic context of post-Maastricht Europe is how French can serve as a model and basis for educational reforms while respecting the importance of other national languages.

The FIPF convention allows colleagues from diverse educational and political systems to initiate dialogue and truly share information and knowledge. A typical session on business and scientific language classes included participants from Cuba, Hungary, Greece, Italy, Senegal, Japan and the United States.

Although the AATF and the United States may not appear to be directly involved in these issues, active participation by AATF members would provide an invaluable direct contact with French and international Francophone colleagues and would increase access to the latest information, resources, exchange programs, educational policies and technology. Although the AATF is one of the largest organizations and despite dovetailing with the highly successful conference in Strasbourg, attendance at the FIPF remained very low. The governing body of the FIPF would welcome greater input and participation from AATF members.

As the AATF looks for ways to reverse losses in enrollment, to compete successfully with Spanish, to offer the most accurate and best documented information in cross-border European culture and the role of France in the E.C. and as language educators need to formulate linguistic policies, a closer relationship with French educational organizations, with French colleagues, resources, centers of research and government funding would be enriching and productive. The AATF

needs to provide the FIPF with information on its activities, meetings and goals, the FIPF in turn needs to open channels of communication through access to its newsletters, publications and teaching resources. AATF members should attend these conferences and conventions, publish articles and truly become a part of this important global network.

Irene Finel-Honigman  
AATF Delegate to FIPF

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## PROCEDURES AND CRITERIA FOR GRANTING HONORARY MEMBERSHIP

### PROCEDURES

The President of the AATF shall appoint a Committee on Honorary Members which will annually review possible candidates for Honorary Membership and propose up to three names. (In a given year, the Committee may decide not to propose any names.) The recommendations for Honorary Membership will be made in writing to the Executive Council three months in advance of its annual meeting.

### CRITERIA

a) The main criteria for Honorary Membership in the AATF is outstanding service to the association, either in an official or a supportive capacity.

In the past, Honorary Membership has been granted to:

- past presidents and other selected officers of the association (e.g., Anne Slack, Edward Farnsworth)
- government representatives who have been supportive of the association and its goals (e.g., Edward Morot-Sir, Paul Simon)
- persons who have offered particular assistance in arranging conventions abroad (e.g., Jacques Cartier)
- scholars who have made outstanding contributions to the study of French language, literature and culture, while promoting the work of the association (e.g., Germaine Brée)

b) An alternate criteria for Honorary Membership is an outstanding contribution in the world of Francophone letters.

In the past, Honorary Membership has been granted to writers such as Julien Green, Simone de Beauvoir, and Léopold Senghor.

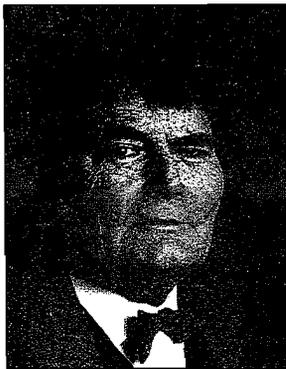
These guidelines were elaborated by Stirling Haig and Anne Slack, Past Presidents, in April 1992. They were discussed and approved by the Executive Council at the convention in Strasbourg in July 1992.

# NOUVEAUX MEMBRES HONORAIRES

Les remarques suivantes ont été présentées par Anne Slack, Harvard University (présidente de l'AATF, janvier 1977-décembre 1979) lors du banquet de l'AATF, le 20 juillet 1992, au Palais des Congrès de Strasbourg.

L'AATF est heureuse et fière de décerner le titre de *Membre Honoraire* à trois de ses plus grands amis:

**M. Hervé BAZIN**, président de la prestigieuse Académie Goncourt, est connu dans le monde entier pour tous les livres, nouvelles, articles et poèmes qu'il a publiés.



Hervé Bazin

En 1947, il reçoit le Prix Apollinaire pour son recueil intitulé *Jour*. En 1948, il publie *Vipère au poing* qui obtient immédiatement un succès considérable. En 1949 paraît *La tête contre les murs* dont on devait, dix ans plus tard, tirer un film. En 1955, à la suite du référendum organisé par les *Nouvelles Littéraires*, il est proclamé "meilleur romancier des dix dernières années". En 1957, il reçoit le Grand Prix Littéraire de Monaco pour l'ensemble de son œuvre et est élu en 1958 à l'Académie Goncourt dont il devient le président en 1972.

Plus de 20 recueils et livres paraissent au cours des années, dont le dernier, *L'École des Pères*, connaît un grand succès de librairie en 1991.

Son œuvre, considérée comme classique, est traduite en 41 langues et figure au programme d'enseignement du français dans de nombreux pays (Angleterre, Italie, C.E.I.).

M. Bazin s'intéresse depuis plusieurs années à l'AATF et au rôle que joue notre Association dans la diffusion et le rayonnement de la langue française aux États-Unis. Il a participé au congrès de 1989 à Paris et aurait été des nôtres pour ce congrès si un regrettable accident de voiture, survenu hier, ne l'en avait empêché.

Nous adressons à Hervé Bazin tous nos remerciements pour sa bienveillance à notre égard ainsi que nos vœux très sincères de prompt et complet rétablissement.



André Gadaud

**M. André GADAUD** est diplomate de carrière et actuellement Chef du Protocole au Ministère des Affaires Étrangères à Paris.

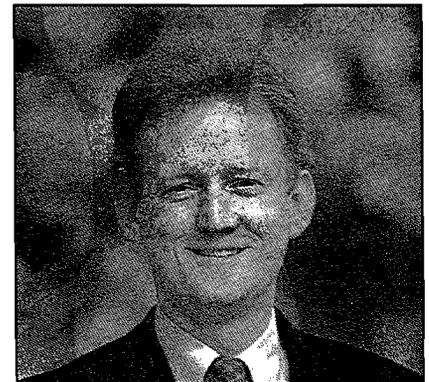
En poste à New York comme Conseiller Culturel près l'Ambassade de France aux États-Unis (1976-1980), il nous encourage dès notre première rencontre au début de l'année 1976 à tenir pour la première fois notre congrès annuel en terre de France et nous propose de nous aider à mener à bien cette importante entreprise. C'est ainsi que le 50ème congrès annuel de l'AATF tiendra ses assises en juin 1977 dans les locaux du célèbre Institut d'Études Politiques ("Sciences-Po") à Paris. De mémoire de congressiste-AATF on n'avait assisté à une rencontre aussi spectaculaire et c'est à l'efficacité et au dévouement d'André Gadaud que nous le devons.

C'est également André Gadaud qui suggère en 1976 d'organiser notre stage annuel de professeurs de français en Avignon où, pendant une dizaine d'étés consécutifs, des groupes de 30 professeurs américains, boursiers du gouvernement français, auront la chance de découvrir les richesses culturelles et artistiques de la région et d'assister à plusieurs représentations du célèbre Festival d'Art Dramatique d'Avignon dont la renommée s'étend à toute l'Europe.

Tous ceux qui ont connu André Gadaud se souviendront toujours de sa générosité,

de son humour et de son extrême gentillesse. Ami fidèle et éclairé de l'AATF, il continue, par delà les océans et les années, de s'intéresser à notre Association et d'encourager nos efforts pour préserver et renforcer l'enseignement du français et de la culture française aux États-Unis.

Nous sommes émus et reconnaissants de pouvoir le compter maintenant parmi les Membres Honoraires de notre Association.



Gilbert Hadey

Qui, parmi nous ici présents, ne connaît déjà notre troisième Membre Honoraire, **M. Gilbert HADEY**? Dynamique, souriant, efficace, il circule depuis le début du congrès d'un lieu de rencontre à un autre, saluant les congressistes au passage, surveillant d'un œil attentif le déroulement de ce congrès auquel il œuvre depuis des mois et des mois.

Ceux d'entre nous qui habitent Boston ont également la chance de connaître Gilbert Hadey depuis de nombreuses années grâce au jumelage Boston-Strasbourg dont il a été l'un des principaux architectes.

Diplômé de l'Université de Strasbourg, responsable des services d'information et des Relations Culturelles au Consulat Général des États-Unis à Paris (1972-85), Directeur des Relations Extérieures du Palais des Congrès et de Strasbourg "Promotion Événements" (1986-89), il ouvre sa propre entreprise, "Destination", en 1990 et s'occupe de l'organisation de congrès, séminaires et voyages d'études en France et aux États-Unis.

L'AATF salue en Gilbert Hadey un ami sincère et vigilant et nous sommes heureux qu'il figure maintenant sur la liste de nos Membres Honoraires.

# **AATF PROFICIENCY COMMISSION NEEDS ASSESSMENT UPDATE**

The AATF Proficiency Commission has begun analysis of the needs assessment questionnaire that appeared in last spring's AATF *National Bulletin*. The first 117 questionnaires were returned by 98 females and 19 men, representing 27 states, Vienna, and Hong Kong, with New York and California responsible for returning the greatest number of surveys.

## **Distribution of school teacher respondents**

School teachers made up about 2/3 of respondents and college teachers about 1/3. Of the school teachers with certification, all but 7 had been certified over 15 years ago; several began teaching a few years after receiving certification, and only 2 were both certified and new to teaching over the last five years. As a result, it was not possible to analyze opinions and knowledge of proficiency by comparing and contrasting responses of new and veteran school teachers.

## **Curriculum Subcommittees**

In the open-ended question that asked for respondents' understanding of what is meant by proficiency, they understood the term to include (1) the ability to communicate (50%), (2) the four skills (32%), and (3) the ability to function in or use the language (22%), and (4) being understood by native speakers (19%). When asked about the frequency of proficiency-oriented activities teachers use in the classroom, 26% mentioned pair and group work, 24% role play, 16% authentic materials, and 14% audio cassettes and films.

As a follow-up, the subcommittee plans to study the surveys in more detail and to look at state and local guidelines. They are examining more closely the question of teaching load and how it impacts the curriculum. They are also looking at numbers of preparations and at school size. In response to teacher's request for guidance in textbook evaluation, they are exploring the best ways AATF can assist. They are considering added follow-up directly with respondents.

For information contact: Mary Kimball; 211 Brook Hollow; Hanover, NH 03755; tel.: 603-643-2879 or BITNET MMK111@PSUVM.

## **Articulation Subcommittee**

Based on responses from high schools, middle schools/ junior high schools, and postsecondary schools, the committee determined that there was good integration within individual schools but poor integration with the next level up or down. Two out of the three postsecondary insti-

tutions provide for placement tests with clearly defined standards. To compensate for uneven student preparation at the secondary level, postsecondary institutions not only tested both orally and in writing, but they sometimes provided for a semester review course or tutoring to avoid students' losing time repeating earlier course work from secondary school. About 30% of respondents belonged to an academic alliance, and some respondents did not know what an academic alliance was.

Some conclusions were clear; we need to encourage cohesion beyond the school, between elementary and secondary schools, high schools and colleges. FLES, AP, and honors courses need to be cultivated and integrated into the program of study. Finally, Academic Alliances and their work need to be advertised.

For information, contact: Ms Fernande Wagman; P.O. Box 392; Allendale, NJ 07401; tel: (201) 825-9336.

## **Teacher Training Subcommittee**

Most school teachers who knew about proficiency had learned about it at state meetings, in-service workshops, NDEA institutes, AP workshops, and other meetings where they had made efforts to maintain and improve their teaching skills. Given their many years of experience (68 of 75 respondents certified 16+ years ago), it is not surprising that only 4 respondents had had course work involving proficiency, and 2 of those 4 were the only new teachers in the survey. When asked about their training in oral proficiency evaluation, 43 indicated they had had none while 24 had had some; for reading and writing proficiency 51 had no training, and for listening proficiency 55 said none. Even among the positive responses, people sometimes defined proficiency as something other than what is described by the AATF syllabus of competence. AATF's syllabus of competence, published as a special *National Bulletin* issue earlier, is based in part on refined proficiency guidelines. Of the school teachers responding to this section of the survey, 36 were unfamiliar with it, 10 knew of its existence but did not recall what it said, and 32 were familiar with it; 29 of the 32 who were familiar with it agreed with its recommendations, while 3 did not. Proficiency-related in-service was clearly established as a need by respondents, a group that is representative of those who attend in-service and summer workshops.

The survey attempted to identify the relationship between satisfaction with pre-

service training and a need for in-service training. We found none. When asked how they felt about their pre-service training, 46 said it was inadequate, while 24 felt it was adequate or good. There was a desire to see added opportunities for in-service both by those who were happy with their pre-service training and by those who were not.

When asked to identify areas for in-service and summer workshops, teachers made the highest number of requests for general in-service training in French-language / French teaching materials / French class activities (22). Teachers who were specific mentioned proficiency activities (not limited to oral in 16 cases; they mentioned oral proficiency in 7 cases, and evaluation and assessment whether or not proficiency related in 9 cases. Other CAI, video, etc. (4), cooperative learning (3), reading and culture (4), and non-language specific interests, such as class control, motivation, teacher stress (8). We made the assumption that the group responding was typical of the teachers who are likely to want in-service in the future, as the participants had in many cases attended workshops, and the preponderance of teachers with 16+ years of certification or experience is common during in-service sessions.

As a follow-up, our subcommittee would be pleased to work with those who wish to plan for in-service or summer workshops for teachers. Contact either: Susan Redd; 1815 Cook Road; Burlington, WA 98233; tel: (206) 757-1600 (home) or (206) 428-6100 (office) OR Pat Cummins; Dean of Arts and Humanities; SUNY College at Buffalo; 1300 Elmwood Avenue; Buffalo, NY 14222-1095; tel. (716) 878-6326.

## **Foreign Languages and Intercultural Education**

Since November, 1991 the Committee on Cultural Competence, a subgroup of the AATF Proficiency Commission, has been drafting a definition of what learners should be able to do at 4 levels of progress; novice, survival competence, limited social competence, and working social and vocational competence. The 60 contributors to the committee, aiming towards consensus among French teachers, are working in 10 groups within the culture area. It includes Black and Canadian as well as European, knowledge of how to observe cultures, application to K-12 and postsecondary. The committee expects a final draft in November.

Survey results were tabulated in September so that they might be included.

The Cultural Competence Committee held meetings in Strasbourg at the national AATF convention. It decided to meet again just before the ACTFL convention in November, where it will collaborate with representatives of the Language Acquisition Resource Center (LARC) at San Diego State University.

Gail Robinson at LARC plans to work with AATF in publishing an all-language version of the AATF report. This will involve other language associations in 1993-94.

For information contact: Howard L. Nostrand; 18550 29th Ave. N.E.; Seattle, WA 98155; Tel.: (206) 365-3661.

### **Research, Assessment, and Model Programs**

The subcommittee on Research is chaired by Robert Campo and is working on an annotated bibliography. The Subcommittee on Assessment chaired by Michele Shockey is paying special attention to work being done in the state of California, and it will do comparisons with work done in other states. Members involved in the subcommittee are also working with the statewide group. The Subcommittee on Model Programs chaired by Joe Murphy is awaiting the results of the needs assessment survey before identifying the characteristics of model programs.

### **Changing of the Guard**

AATF Vice President Michele Shockey is co-chairing the commission and is replacing former Vice President Patricia Cummins who will step down from the commission upon completion of the needs assessment survey and the follow-up reports from last summer's Proficiency Commission sessions held in Strasbourg. For those wishing to participate in the work of the Commission and its subgroups, or for those wishing information, contact: Gladys Lipton; Department of Modern Languages; University of Maryland Baltimore County; Catonsville, MD 21228 or Michele Shockey; AATF Vice President; 15 Adam Way; Atherton, CA 94025.

Patricia W. Cummins  
Commission Co-chair  
SUNY College at Buffalo  
Howard L. Nostrand  
University of Washington  
Mary Kimball  
Pennsylvania State University  
Fernande Wagman  
AATF Regional Representative

## **1992 KENNETH W. MILDENBERGER PRIZE**

### **OPEN TO MEMBERS AND NONMEMBERS OF THE ASSOCIATION**

The Committee on Honors and Awards of the Modern Language Association invites nominations for the thirteenth annual Kenneth W. Mildener Prize, to be presented for an outstanding research publication in the field of teaching foreign languages and literatures. The prize will be awarded for a book or article published in 1992; nominations will be accepted until 1 May 1993. Authors of works submitted for the Mildener Prize need not be members of the association. In choosing the prizewinner, the selection committee will look for evidence of fresh and effective approaches to teaching and for works likely to be widely useful.

To enter research publications into competition, send six copies of each work and a letter indicating the titles submitted, the authors, and the dates of publication to the Kenneth W. Mildener Prize, Modern Language Association, 10 Astor Place, New York, NY 10003-6981. Textbooks based on the author's original research are also eligible to compete, but the letter nominating a textbook must include a 300-word statement specifying the extent to which the book constitutes or derives from original research (books should not be submitted if they are limited to reworking or restating ideas and concepts originating elsewhere). Nominators of textbooks should not ship copies until they receive approval from the MLA.

The award, which consists of a check for \$500, an engrossed certificate, and a one-year membership in the MLA, will be announced and presented at the association's annual convention in December 1993. The MLA awards six book prizes each year, but no work may be nominated for more than one. For further information, write to Richard Brod, Director of Special Projects, Modern Language Association, or call (212) 614-6406.

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### **MLA SUMMER INSTITUTE FOR SUPERVISORS AND COORDINATORS, JULY 1993**

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 on the campus of the University of Wisconsin-Madison from July 11 to 23, 1993. 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 (U.S. Air Force Academy). They will be assisted by guest lecturers. Yvonne Ozzello, former chair of the Department of French and Italian at the University of Wisconsin-Madison, 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 will be available from the MLA in December 1992; **the deadline for applications is 1 April 1993.**

**Mark your calendars  
now to attend the AATF  
annual meeting July 4-7,  
1993 in San Diego, CA.  
For more information  
contact Fred M. Jenkins,  
Executive Director,  
AATF, 57 E. Armory  
Avenue, Champaign, IL  
61820.**

# CALL FOR PRESENTATIONS

Sixty-Sixth Annual Meeting, American Association of Teachers of French  
July 4-7, 1993, San Diego, California

THIS COMPLETED PROPOSAL MUST BE POSTMARKED BY DECEMBER 1, 1992. You will be notified by January 30, 1993, if your proposal has been accepted.

Note that all papers are to be presented as lectures or talks, and not simply read aloud. If you wish to organize a session with several presentations or papers, have each participant fill out the following form and submit all proposals together.

Send the completed proposal form to the appropriate program coordinator:

- French and Francophone Literature and Culture: Ronald Tobin, Dept. of French & Italian, University of California, Santa Barbara, CA 93106.
- Linguistics and Second-Language Acquisitions: Albert Valdman, Dept. of French & Italian, 602 BH, Indiana University, Bloomington, IN 47405
- Classroom Strategies — Teaching Language, Literature and Culture: Michele Shockey, 15 Adam Way, Ather-ton, CA 94025

Name: (please type) \_\_\_\_\_

Affiliation (as it should appear on the program) \_\_\_\_\_

Please give both addresses and check which is preferred.

\_\_\_ School/Work: \_\_\_\_\_

Telephone: \_\_\_\_\_

\_\_\_ Home: \_\_\_\_\_

Telephone: \_\_\_\_\_

Type of presentation:

\_\_\_ workshop      \_\_\_ round table discussion      \_\_\_ paper or talk

\_\_\_ other (please specify): \_\_\_\_\_

Anticipated audience:

\_\_\_ FLES      \_\_\_ secondary      \_\_\_ university      \_\_\_ ALL

Length of paper or presentation (in minutes):    \_\_\_ 15      \_\_\_ 30      \_\_\_ 45      \_\_\_ 60      \_\_\_ 90

Audio-visual needs:    \_\_\_ overhead projector      \_\_\_ slide projector      \_\_\_ tape recorder

Title and 50-word abstract (for publication in the program)

(If you wish to provide a longer description of your talk or session for the program selection committee, please attach a second sheet with the pertinent information.)

# SOS FRENCH COMMITTEE OF AATF HOLDS CONFERENCE OF LEADING EDUCATORS

The following is a report of the meeting on May 13, 1992 organized by the AATF Metropolitan Chapter's SOS French Committee and sponsored by the Services Culturels of the French Embassy and by Air France.

"We believe in the right of every child to a first class education which must include courses in Art, English, Mathematics, Music, Physical Education, Science, Social Studies and Foreign Languages.

New York City, the home of the United Nations, a center of international business and culture and a metropolis where more languages are spoken than in any other city in the world, must offer all students a selection of Foreign Languages from which to choose."

So reads the credo of the SOS French Committee of the American Association of Teachers of French, who, with the collaboration of the Services Culturels de l'Ambassade de France and Air France, held a most inspiring conference on May 13 at the hotel Parker Meridien on the theme: "New Interdisciplinary Curricular Programs and the Role of Foreign Languages in their Total Success" Pearl Warner, chairperson of the SOS Committee and former Executive Director, Division of Curriculum Instruction of the New York City Board of Education welcomed the participants. After opening remarks about the importance of foreign languages she introduced several distinguished guests.

Mme Annie Cohen-Solal, conseiller culturel of the Services Culturels, gave a most encouraging report on the greater participation of the French government in promoting the study of French in the United States. The fact that it is increasing its budget for this activity by two thirds is most welcome news. The creation of a French Institute at the University of Pennsylvania and its active role in the promotion of an interdisciplinary program there is exciting. A former teacher herself Mme Cohen-Solal expressed her great sensitivity to the work of the conference and thanked the committee and the group of "marraines" formed by Hélène Morel, wife of Bernard Morel of Air France, to assist teachers of French in the schools.

Gary Barr, district superintendent of Erie II Chatauqua, New York, praised the work of Claude Kieffer, *attaché linguistique* of the Services Culturels in the creation of a program combining French, Agriculture and Culinary Arts and thus providing vocational students with a "Practical approach to a beautiful language".

Leo Benardo, former director of Foreign Languages at the New York City Board of Education, at present Language Consultant for the Netherlands Antilles (Curaçao), predicted that New York City students, like those of Curaçao would become trilingual, and that our country, if it is to survive, will survive as a multi-lingual society. He too praised the wonderful work of the SOS Committee.

Françoise Santalis, president of the Metropolitan chapter of the AATF, emphasized the need to continue our efforts to promote the study of foreign languages, not only to provide us with diplomats, business people, translators and teachers of the future, but to promote and ensure world peace.

Pearl Warner then outlined the rationale for the conference. In listing the desired outcomes she stated that students would be living in a world intellectual community as well as their own; they would relate their own geographical position to that of others; they would understand the world economic systems and would generally be well-informed about the world and its peoples. To realize these outcomes the ability to speak and understand foreign languages is essential. She listed the other subjects which make up a well-integrated curriculum (see credo), emphasized their inter-relationships, and showed how the study of each enhances the ability to understand the other. Miss Warner also described the effect of the interdisciplinary approach on the staff and students who become more enthusiastic, feel like members of a family and learn better.

The meeting was then turned over to Eliot Salow, former director of Social Studies at the N.Y.C. Board of Education, now Curriculum Coordinator of the office of Academic and Instructional Support. Mr. Salow spoke of the new general enthusiasm for interdisciplinary education among educators. He feels that a combination of the interdisciplinary approach and the separate subject approach is most effective.

Then Mr. Salow distributed materials and a work session began. Each group consisted of representatives of all levels of the educational community: teachers, department chairmen, school principals, superintendents, guidance counselors, parents and members of the Board of Education. A member of the SOS French committee was assigned to each group to act as facilitator. Each group was given four themes. Participants were to select one and give reasons for their choice.

Each group elected a secretary and a chairman who was to report on the group's conclusions.

Pearl Warner then spoke of the infusion of foreign languages in an integrated curricular program. If the outcome of such a program is to be that students will be prepared to live in an international community and communicate across cultural and linguistic boundaries, then foreign language study is a must at all levels of education. The manner of presentation will, of course, differ depending on the age and school level of the student.

Miss Warner offered several examples, one of which was the SOS program at Hillcrest High School where she had been chairman of Foreign Languages. She also emphasized the necessity of encouraging the staff to elect interesting topics and work together to create a most favorable climate for learning. This kind of activity, she said, makes a school come alive.

Participants in each group then went back to work to discuss ways of designing a viable, integrated curricular program. The work involved selecting a theme, listing desired outcomes, use of staff, involvement of business and industry, time allocation and program design.

During the plenary session that followed the chairmen of several groups reported on their findings. Topics selected were: nutrition, business careers, clothing, discovery of new worlds and transportation.

Participants were invited to express their own thoughts on the subject, to share their experiences and to make recommendations for future action. The audience was urged to lobby officials to ensure the realization of this goal. It was reported that a state committee is working on this proposal and is reaching out to superintendents and principals. The importance of parental pressure was emphasized. Team and cluster teaching was recommended.

Miss Warner introduced a number of distinguished guests among whom were Carol Gresser of the NYC Board of Education, Fernande Wagman, regional representative of the AATF, Phyllis Ziegler, director Second Languages Programs in the N.Y.C. public schools and Elva Collazo, representing Chancellor Fernandez of the New York City School System.

The meeting came to a close with a reception offered by the Services Culturels and Air France.

Yetta Rosenblum  
for the SOS French Committee

# NEH SUMMER SEMINARS FOR SCHOOL TEACHERS

The Division of Fellowships and Seminars of the National Endowment for the Humanities is sponsoring sixty-eight seminars on a variety of texts in the humanities for four, five, or six weeks during the summer of 1993. 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.

## STIPEND

Teachers selected to participate in the program will receive a stipend of \$2,450, \$2,825, or \$3,200, 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.

## ELIGIBILITY

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, 1993.**

Participants in Summer Seminars for School Teachers in 1991 and 1992 are not eligible to apply to the 1993 seminars.

## HOW TO APPLY

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 to only 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, 1993.**

For a complete list of 1993 seminars, write to:

National Endowment for the Humanities  
Summer Seminars for School Teachers  
1100 Pennsylvania Ave., N.W., Room 316  
Washington, DC 20506

## LIST OF 1993 SUMMER SEMINARS OF INTEREST TO TEACHERS OF FRENCH The Paris of Balzac, Baudelaire and Flaubert

June 28-July 30, 1993 (5 weeks)  
Edward J. Ahern  
Department of Comparative Literature  
Brown University  
Providence, Rhode Island 02912  
(Seminar Location: Paris, France)

## Molière: The Major Comedies (In French)

July 5-July 30, 1993 (4 weeks)  
Philip R. Berk  
Department of Foreign Languages  
University of Rochester  
Rochester, New York 14627  
(Seminar Location: Paris, France)

## Montaigne: Perspectives on His Times (In French)

June 21-July 30, 1993 (6 weeks)  
Marcel Tetel  
Department of Romance Studies  
Duke University  
Durham, North Carolina 27706  
(Seminar Location: Saint-Michel de Montaigne, France)

## Baudelaire and the Modern Tradition (In French)

July 5-August 6, 1993 (5 weeks)  
Richard Vernier  
Department of Romance Languages  
Wayne State University  
Detroit, Michigan 48202  
(Seminar Location: Paris, France)

## Modern European Drama and Politics: Pirandello, Brecht, Anouilh, Sartre, and Genêt

June 28-July 23, 1993 (4 weeks)  
Mary Ann F. Witt  
Department of Foreign Languages  
North Carolina State University  
Raleigh, North Carolina 27607  
(Seminar Location: Duke University, Durham, North Carolina)

## QUÉBEC CULTUREL, AN NASSP PROGRAM FOR MIDDLE SCHOOLS

The National Association of Secondary School Principals (NASSP) is proud to announce **Québec Culturel**, a program specifically designed for middle school students and faculty. **Québec Culturel** seeks to encourage middle level students to participate in a program where they can get exposure to the French language, and observe a different culture in a safe and controlled environment, adapted to their specific needs.

### HOW WILL MY STUDENTS AND FACULTY BENEFIT FROM THE PROGRAM?

**Québec Culturel** is guided by 5 major goals:

1. To enrich the students' knowledge of History and Geography of Québec through real life experiences.
2. To immerse students in an authentic environment where French is spoken

fluently and as an essential means of communication.

3. To discover the way of life of Québec.
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 which exist between the two countries, to develop an appreciation for others, and to live within a different social setting.

### WHAT IS QUÉBEC CULTUREL?

A program of planned cultural activities in the city of Québec, with accommodations. Students and their teachers will experience life in Québec 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 fifteen (15) students is required and will guarantee free participation for the group leader.

### WHEN DOES THE PROGRAM TAKE PLACE?

At any time during the school year and in July

### WHO OVERVIEWS THE PROGRAM IN QUÉBEC?

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

### HOW CAN MY SCHOOL APPLY OR RECEIVE MORE INFORMATION?

By contacting Rosa Aronson at the School Partnerships, International office of NASSP. Please call toll free (800) 253-7746 x279 or (703) 476-6210 or (703) 860-0200.

# AATF SUMMER INSTITUTE GUIDELINES AND APPLICATIONS

## 1993 AATF SUMMER INSTITUTE IN FRANCE REPLACES SUMMER SCHOLARSHIP PROGRAM

As announced in the September 1992 issue of the AATF *National Bulletin*, AATF is launching a new initiative to provide in-service to its members: the AATF Summer Institute in France. Like the previous summer programs, participants will be directed to enhance their own skills in French and to update their understanding of contemporary France. Unlike other AATF summer scholarship programs, participants will undertake their program in the U.S., and in France and receive graduate university credit for their work.

### PROGRAM DESCRIPTION

Beginning in 1993, 24 AATF member applicants will be selected to participate in a program of about four and one-half weeks, from the end of June to the end of July. The program will begin at Indiana University (Bloomington) for a 10-day orientation to contemporary French culture and to *le français des spécialités*. It will also include a linguistic component to target specific areas for individual improvement. The U.S. portion of the program, directed by Professor Albert Valdman, will be followed by a three-week program in France. Upon successful completion of the entire program, participants will receive 6 graduate semester hours from Indiana University.

Applicants with elementary, secondary or university responsibilities will be applying for one of two types of programs. One group will be comprised of French faculty who want to improve their linguistic skills and to update their understanding of contemporary France. The second group will be composed of those already possessing a high level of linguistic competence in French and who seek to experience French culture in more depth than the French teacher as tourist. Another component of both programs will include *le français des spécialités* as a way of understanding France as a technological and socio-economic power within the EEC. This will permit participants to view French as a medium for business and international communication as well as a language of important thoughts and literature.

AATF is committed to providing in-service to enhance the language skills of members who already demonstrate a

high level of competence and of those who need to function at a higher level of competence. Candidates from both groups will be selected for this institute. However, all candidates must be able to function at a level appropriate to understanding lectures presented in French at a normal rate of speech and to interacting with native speakers.

Both groups will convene on the same American campus and will interact with experts in language and culture. A specialist from France will be sent by the French Culture Services to Indiana University to conduct the contemporary culture portion of the program.

The participants will go to France for about three weeks. They will be sent to one of two centers; one group will go to Strasbourg and the second either to Paris or to the provinces. At this stage of the planning, the three week program in Strasbourg, *l'Europe en marche*, will focus on an exploration of the role of contemporary France within local, national and international contexts. The program in the second center, *les Médias et la Presse*, which will be directed either in Paris or in the provinces, will use the French media and press as a tool for understanding contemporary French culture and making linguistic applications in the classroom. The possibility of an internship in a local business and a short home stay is under consideration.

Applicants are asked to indicate their first choice of program in France: either *L'Europe en marche* or *Les Médias et la Presse*. Consideration will be given to each participant's preference but the selection committee reserves the right to select the center for each participant.

### PROGRAM COSTS

This institute will be financed in large part through AATF, the French Cultural Services and Indiana University. Most of the program costs, i.e., tuition, mandatory fees, instructional costs, room and board on the U.S. campus and room and partial board in France will be covered by the sponsoring groups. Participants selected for the program will also bear some of the expenses, i.e., transportation costs to Bloomington, Indiana, and to and from France as well as some meals.

Each participant may receive up to a total of \$600 as a direct stipend from AATF:

- 1) Upon completion of the program and the final evaluation form, each participant will receive \$400 to help defray transportation costs.
- 2) Those who prepare a teaching unit, activity or project for submission to the AATF Lending Library will receive an additional \$100 stipend.
- 3) As soon as the program requirement of sharing what has been learned through the Institute experience in a presentation or workshop format, the participant will receive another \$100 stipend. The workshops or presentations should be completed between Fall 1993 and Fall 1994.

### ELIGIBILITY

*Applicants must be*

- teachers of French in elementary or secondary schools or in a college or university, including the rank of full professor,
- teachers who plan to continue teaching French during 1993-94 and for at least five additional years.
- U.S. citizens or permanent residents.
- members of AATF in good standing, as of January 1, 1993. (Everything else being equal, preference will be given to applicants who have been members for at least two consecutive years, i.e., since January 1, 1991.)

*Applicants may not be*

- current AATF Chapter Presidents or members of the AATF National Executive Council
- recipients of AATF or French Government scholarships within the past five years (1989-1993)
- native speakers of French from any Francophone country. (Exceptions will be made only for those who came to the U.S.A. as children and whose linguistic competence in French cannot be qualified as native or near-native.)
- recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad.

**N.B.** There is no age limit for application. However, birth date must be furnished on the application form in order to conform to program requirements.

### GENERAL GUIDELINES

The summer institute will be intensive in nature and is designed to be a total immersion of the participants in the

French language and culture. As such, family members may not accompany the participant during the program. Participants should be in good health and be willing to accept significant demands on their time and energy level. The program is not designed as a holiday and does not permit much free time. The participants should be prepared to attend all classes and activities and to participate in individual and group projects. Because of the program demands, participants may wish to extend their stay in France beyond the time of the program in order to complete individual and professional projects. The cost of the extended stay is borne by the program participant.

Although most of the expenses of the program will be covered by the three sponsors of the institute, participants are responsible for all transportation costs, some meal expenses, and incidental expenses. (In France, beverages are normally added to the cost of the meal.) Because of the unparalleled opportunities to participate in cultural events and to procure materials and books, the participants should budget for these additional costs. While not required, participants are encouraged to consider taking a video camera. All participants should have a still camera, several rolls of slide film, a high-quality cassette recorder and a number of blank audio cassette tapes for their program.

### SELECTION PROCESS

In the course of the selection process, the institute applicant may be asked to participate in a telephone interview in order to assess his/her level of oral communication. This will place the applicant in an informal and unscripted conversation with a member of the selection team. It is an objective of the scholarship program to provide opportunities for our association members to present themselves to their advantage and to reduce the level of anxiety that this on-the-spot interaction might engender. Ranking of candidates will occur in three stages – at the local, regional and national levels. A committee composed of AATF members and a French Government representative will make the final selection.

*A number of factors will be weighed in the selection process:*

- level of linguistic competence (Candidates with linguistic need as well as those with a high level of proficiency will be selected.)
- geographical representation
- clarity and specificity of the statement of benefits to the applicant and his/her institution or program

- teaching assignment (number of classes in French and number of students impacted)
- evidence of professional commitment (local, state, regional and/or national)
- future career plans in education
- past travel, study or residence in a Francophone country
- statement of project to be undertaken in France (This project may be revised later.)
- letters of recommendation

### APPLICATION

Teachers interested in applying for the 1993 AATF Summer Institute should complete the application form printed in the November 1992 issue of the AATF *National Bulletin*. Additional copies of the application may be obtained from chapter presidents, regional representatives and AATF National Headquarters.

Applications for the institute will be due on **January 7, 1993**, to AATF Chapter Presidents.

*Applicants should do the following:*

- 1) Complete both sides of the application form, including the signature on the second page, and attach additional pages of the application
- 2) Request that two letters of recommendation **plus four copies** be sent directly to the chapter president.

(The letters should come from the principal, dean or department chairman and one from someone who knows the candidate and his/her work well. Since these letters of recommendation are very carefully considered during the application process, they should contain a serious evaluation of the applicant's professional and personal qualities.

- 3) Include a stamped and self-addressed postcard with the application. (Candidates will receive confirmation that their application and recommendations have been received by the chapter president.)
- 4) Mail a post card or note to the AATF Vice President chairing the AATF Summer Institute to indicate that the application form has been sent to the chapter president. (This will help to anticipate individual applications in the selection process.) [Dr. Margot M. Steinhart, Barrington High School, 616 West Main Street, Barrington, IL 60010]
- 5) Send **original plus four copies** of the application form and supplementary pages, audio cassette tape, and post card to the chapter president. (See note after "deadline" announcement on variance for Chicago/Northern Illinois Chapter.)

### MAILING LIST FOR INFORMATION UPDATE

Since the information about the 1993 AATF Summer Institute will continue to be refined during the next few months, those members interested in having this information are invited to add their names to the mailing list being compiled by AATF National Headquarters. As soon as additional details become available, AATF National Headquarters will forward this information to those who have contacted AATF at 57 East Armory Avenue, Champaign, IL 61820 (voice and FAX: 217/333-2842).

For additional information, please contact:

Margot M. Steinhart  
AATF Vice-President  
AATF Summer Institute Chair

Barrington High School  
616 West Main Street  
Barrington, IL 60010

Tel: 708/381-1400 x223  
(7:00 a.m. - 8:00 a.m. CST  
1:00 p.m. - 4:00 p.m. CST)

FAX: 708/304-3937

Tel: 708/724-3749  
(7:30 - 9:00 p.m. CST)

### DEADLINES

**January 7, 1993**

Applications due to chapter president\*

**February 2, 1993**

Applications due to regional representatives

**February 24, 1993**

Applications due to National Summer Institute Selection Committee

**April 1, 1993**

Applicants informed of selection results

\*Applications from Chicago/Northern Illinois Chapter members are to be sent to Dr. John E. Miles, Wheaton College, 501 East Seminary, Wheaton, IL 60187 (Tel: 708/752-5797 and FAX: 708/260-3995).



**Please respond to the following questions on a separate sheet. Indicate your name at the top of each page. Be sure to sign the bottom of this sheet and to include it with your application.**

**I ACADEMIC PREPARATION**

- A. Institution (List all colleges/universities attended.)  
Semester/Quarter credit hours in French Degree (Type and Major) Inclusive dates
- B. Travel, study and residence in Francophone countries (List all experiences.)  
Inclusive dates Location Purpose

**II TEACHING EXPERIENCE**

Years (inclusive dates) Institution Location (City, State, Country)

**III CURRICULUM VITAE SUPPLEMENT (OPTIONAL)**

List any other professional contributions or activities which have not been indicated in your application. (5 pages maximum)

**IV RECOMMENDATIONS**

List name, address, telephone and FAX numbers of the two individuals who will be writing a recommendation in support of your application.

**V ESSAYS**

- A. Describe your immediate and long-range professional plans as a teacher of French or supervisor. Answer in English.
- B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français.
- C. Décrivez un projet d'ordre linguistique, pédagogique ou culturel que vous envisagez d'entreprendre pendant votre stage en France. Répondez en français.

**VI RECOMMENDATIONS**

- A. Request TWO recommendations, one from your principal/dean or department head and one from another person who is familiar with your work and ability. The recommendations should address the following:
1. your contributions to your institution and to the profession
  2. your interaction with students, colleagues and others
  3. your flexibility and openness to new experiences, increasing demands and change
  4. your linguistic competence, if applicable
- B. Have your recommender send the original letter PLUS FOUR COPIES directly to your Chapter President. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline.

**VII AUDIO CASSETTE RECORDING**

On an audio cassette tape (standard size, good quality, in a plastic case) include the following information at the beginning: your name, address, AATF region number and AATF chapter name. Also write this information on the cassette label. Record a statement in FRENCH on why you are applying for this institute and how you plan to use the experience to benefit you both personally and professionally. In addition, describe your current teaching or administrative experience within your institution. Organize your thoughts before recording, but do not read from a prepared text. Include one audio cassette with your application. (5 minutes maximum)

VIII Include one SELF-ADDRESSED POSTCARD with appropriate postage with your application. Your chapter president will return the card to you as verification that your application has been received.

IX Send one SELF-ADDRESSED POSTCARD to the AATF National Vice-President, who is chairing the AATF Summer Institute program by January 7, 1993, to indicate that you have submitted your application for the institute. (Dr. Margot M. Steinhart, Barrington High School, 616 West Main Street, Barrington, IL 60010)

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

**SIGNATURE OF APPLICANT \_\_\_\_\_ Date \_\_\_\_\_**

**N.B. ALL MATERIALS, original application form, 4 copies of the application form, 2 letters of recommendations with 3 copies, one audio cassette recording and one self-addressed postcard, are to be sent to the CHAPTER PRESIDENT. However, members of the Chicago/Northern Illinois Chapter are to send materials to Dr. John E. Miles, Wheaton College, 501 East Seminary, Wheaton, IL 60187.**

# AATF SMALL GRANT AWARDS INCREASED FOR 1993

This past July, the Executive Council again renewed our Small Grants Awards program for 1992-3. The total amount of funds to be made available will increase to \$4,000 from the previous level of \$2,000. The maximum award will be \$500, instead of the previous \$350, and the usual restrictions will still be in effect: 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 application 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 previous years – 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, 1993**: (1) name of applicant and 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 issues of the *BULLETIN*: 1989, p. 12; 1990., 1991, and 1992, all p. 1. However, new types of projects will also be given full consideration.

All requests will be acknowledged and a jury of three members of the Executive Council will announce its decisions in February.

Fred M. Jenkins  
Executive Director

## WINNERS OF THE ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST SPONSORED BY THE NATIONAL FLES\* COMMISSION OF THE AATF: 1991-1992.

The National FLES\* Commission of the AATF was delighted to receive many posters from every area of the United States for our first national poster contest. The students beautifully and creatively expressed the theme: *ICI ON PARLE FRANÇAIS – HERE WE SPEAK FRENCH!* Congratulations to all the participants and winners. The posters will be on display at the SLAC Conference in Rosemont (Chicago) Illinois from November 19-21, 1992.\*\* The students will receive special awards and certificates and we look forward to seeing all the posters at the **Second/Foreign Language Acquisition By Children Conference** in November! *Félicitations et merci beaucoup!*

### DIVISION 1: GRADES K-2

First Place: Grade 2

Thomas Frazer  
The Montgomery Academy  
Montgomery, Alabama  
(Teacher: Lauren Daniell)

Second Place: Grade 1

Mathew Willis  
Cincinnati Country Day School  
Cincinnati, Ohio  
(Teacher: Marcia Brownstein)

Third Place: Grade 2

John Gaeke  
Cincinnati Country Day School  
Cincinnati, Ohio  
(Teacher: Marcia Brownstein)

### DIVISION 2: GRADES 3-5

First Place: Grade 5

Angeline Wong  
St. Edmund's Academy  
Pittsburgh, Pa.  
(Teacher: Mrs. Valerie Stones)

Second Place: Grade 4

Monaa Zafar  
Meadow Montessori School  
Monroe, MI.  
(Teacher: Farimah Attary)

Third Place: Grade 4

Heather Hires  
S.L. Mason Elementary  
Valdosta, Georgia  
(Teacher: Anne-Marie Bourg)

### DIVISION 3: Grades 6-8

First Place: Grade 6

Stacy Raphaelovitz  
King Philip Middle School  
West Hartford, Connecticut  
(Teacher: Marie Healey)

Second Place: Grade 7

Vandana Khungar  
The Avery Coonley School  
Downer's Grove, Illinois  
(Teacher: Loretta Mole)

Third Place: Grade 7

Hillary Murray  
Silas Deane Middle School  
Wethersfield, Connecticut  
(Teacher: Ann Trinkaus)

The following students will receive special recognition awards for outstanding artistic achievement and originality:

### GRADE 8

Title: *ON PARLE FRANÇAIS À LA MARTINIQUE* (Pencil Drawing)

Jason Miller  
Sandia Prep  
Albuquerque, New Mexico  
(Teacher: Chantal Ryland)

### GRADE 7

Title: *DISCOVER THE WORLD OF FRENCH* (Crayon and Marker)

Joo Chi  
Pierreport School  
Rutherford, N.J.  
(Teacher: Harriet Saxon)

\*FLES\* – this includes all foreign language in the elementary school programs: immersion, FLEX and sequential FLES.

\*\* – 6th International Conference on Second/Foreign Language Acquisition By Children: Theoretical Aspects & Practical Applications, Chicago/Rosemont, Illinois. Nov. 19-21, 1992.

# LES DATES DES VACANCES SCOLAIRES EN FRANCE PUBLIÉES AU JOURNAL OFFICIEL

Les académies de France métropolitaine sont reparties, pour les congés de février et de printemps, en trois zones de vacances qui ont des dates distinctes. L'académie **A** comprend Caen, Clermont-Ferrand, Montpellier, Nancy-Metz, Nantes, Rennes, Toulouse, Grenoble et Lyon; **B** est constituée par Aix-Marseille, Amiens, Besançon, Dijon, Lille, Limoges, Nice, Orléans-Tours, Poitiers, Reims, Rouen et Strasbourg; **C** inclut Bordeaux, les académies de Paris, Créteil et Versailles.

L'année scolaire consiste en 36 semaines de classe et repose sur l'alternance régulière de périodes de travail d'environ sept semaines suivies d'à peu près deux semaines de congé, avec neuf semaines de vacances d'été qui comprennent la totalité du mois d'août.

La rentrée sera le premier mardi de septembre. Les enseignants reviendront le premier lundi, la veille de la rentrée. Les vacances d'été commenceront début juillet.

Le départ en vacances a lieu après la dernière classe; la reprise des cours a lieu le matin des jours indiqués, dès la première classe.

## 1993-1994:

**Rentrée:** mardi 7 septembre 1993

**Toussaint:** du jeudi 21 octobre au mardi 2 novembre

**Noël:** du mardi 21 décembre au lundi 3 janvier

**Hiver:** Zone A: du vendredi 25 février au lundi 14 mars;

Zone B: du vendredi 18 février au lundi 7 mars;

Zone C: du vendredi 11 février au lundi 28 février.

**Printemps:** Zone A: du samedi 23 avril au lundi 9 mai;

Zone B: du samedi 16 avril au lundi 2 mai;

Zone C: du samedi 9 avril au lundi 25 avril.

**Vacances d'été:** mardi 5 juillet 1994

## 1994-1995:

**Rentrée:** mardi 6 septembre 1994

**Toussaint:** du samedi 22 octobre au mercredi 2 novembre

**Noël:** du mercredi 21 décembre au jeudi 5 janvier

**Hiver:** Zone A: du vendredi 17 février au lundi 6 mars;

Zone B: du vendredi 3 mars au lundi 20 mars;

Zone C: du vendredi 24 février au lundi 13 mars.

**Printemps:** Zone A: du samedi 15 avril au mardi 2 mai;

Zone B: du samedi 29 avril au lundi 15 mai;

Zone C: du samedi 22 avril au mardi 9 mai.

**Vacances d'été:** jeudi 6 juillet 1995.

## 1995-1996:

**Rentrée:** mardi 5 septembre 1995

**Toussaint:** du samedi 21 octobre au jeudi 2 novembre

**Noël:** du mercredi 20 décembre au jeudi 4 janvier

**Hiver:** Zone A: du vendredi 23 février au lundi 11 mars;

Zone B: du vendredi 16 février au lundi 4 mars;

Zone C: du vendredi 1er mars au lundi 16 mars.

**Printemps:** Zone A: du samedi 20 avril au lundi 6 mai;

Zone B: du samedi 13 avril au lundi 29 avril;

Zone C: du samedi 27 avril au lundi 13 mai.

**Vacances d'été:** mercredi 3 juillet 1996.

## ROTARY INTERNATIONAL FRANCE/USA 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 France during the first two weeks of July 1993 (exact dates to be announced). Each year twelve high school French teachers, sponsored by the Rotary districts of their regions, are given the opportunity to 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 (\$2800) 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 (908/486-2626), or the USA Workshop Coordinator, Clayton Alcorn, 9 Louise Drive, Cortland, N.Y. 13045 (607/753-8187).

## APPEAL FOR VOLUNTARY CONTRIBUTIONS TO A SPECIAL NEW AATF FUND

At the recent Convention in Strasbourg, the AATF Executive Council, with the approval of the Assembly of (Chapter) Delegates, established three categories of voluntary contributions to a special new fund to be devoted exclusively to expanding AATF services to its members:

\$25 to \$49: Contributing Member

\$50 to \$99: Sustaining Member

\$100 and above: Patron

The most immediate purpose of the fund is to support the AATF Summer Scholarship Program, which has seen its offering decline from a high of 45 scholarships in recent years to a low of only 15 this past summer, due mainly to financial stringencies experienced by the French and Quebec governments. The Council is therefore requesting voluntary contributions from those members able to help out their fellow teachers in need of *recyclage*; additionally, the AATF will withdraw a certain amount of money from its Endowment Fund to keep the program going.

Those members willing to donate should direct their contributions to AATF National Headquarters, 57 E. Armory Ave., Champaign, IL 61820. Contributions can also be made through Chapter Secretary-Treasurers, but please label your check clearly as "Voluntary Contribution" so that your local Treasurer will not mistake it for a dues payment.

Members making voluntary contributions will be recognized in a list to be published in the *NATIONAL BULLETIN* during 1993. We appreciate your assistance – whether large or small – in keeping our Summer Scholarship Program viable!

# LE LYCÉE EN TRANSITION

J'aimerais remercier M. André Prévost de Pennsylvania State University pour son aide avec la rédaction technique de cet article. E.B.

Que va devenir le lycée? C'est une question que presque tout le monde se pose maintenant en France parce que le lycée traditionnel est en pleine évolution. Ce n'est pas, bien sûr, la première fois que le lycée a subi des changements. Il y a eu de nombreuses grèves et manifestations entre les années 1968 et 1987. Les raisons pour les grèves et les manifestations pendant ces années étaient diverses. Il s'agissait en 1971 du "ras-le-bol" contre le "lycée-caserne" et un système considéré comme répressif. D'autres raisons pendant les années suivantes comprenaient les classes surchargées (1978), la violence et l'insécurité (1982), le conflit entre le système public et le système privé (1984), la "sélection" au niveau secondaire (1976 et 1986), et les questions budgétaires.<sup>1</sup>

Pourquoi, alors, est-ce que les manifestations et les grèves qui ont eu lieu en octobre et en novembre 1990 représentaient-elles une nouvelle étape dans cette évolution scolaire qui existe maintenant depuis plus de vingt ans?

Certains journalistes ont comparé les "manifs" de 1990 à celles des années précédentes en disant que la marche à Paris représentait "une rite d'initiation" pour les adolescents; c'était comme s'ils étaient obligés de maintenir une tradition.<sup>2</sup> Les "manifs" ont commencé en octobre 1990 avec 5 000 lycéens à Paris et en province. Elles ont culminé avec la grande marche du 12 novembre à Paris.

Loin d'être sanctionnés, les lycéens étaient soutenus pour la plupart par les parents, les professeurs, les syndicats et le public en général. Il y avait un "esprit de détermination" parmi les lycéens, mais il y avait simultanément une ambiance "bon enfant" qui dominait les cortèges.<sup>3</sup> Malheureusement, il y avait aussi des "casseurs". Ils étaient peu nombreux, mais ils ont réussi à attirer l'attention de tous les médias.

"Que veulent-ils?" était une question souvent posée, ou comme un journaliste a demandé: "Quelle mouche les pique?"<sup>4</sup>

D'abord, ils voulaient plus de moyens pour rénover les lycées, dont quelques-uns étaient en très mauvais état.

Deuxièmement, ils voulaient qu'on embauche plus de professeurs et de surveillants et, finalement, ils voulaient plus de sécurité. Les slogans qu'ils scandaient exprimaient très bien leur colère et leur frustration:

"Lycées en détresse, Jospin, passe à la caisse."

"Vive le son, vive le son du pognon!"

"Jospin, t'es foutu, les lycées sont dans la rue."

On trouvait "Non, aux lycées ghettos." imprimé sur des auto-collants et beaucoup de blousons.<sup>5</sup>

Pour mieux comprendre la situation, il faut préciser que ce sont surtout les élèves des lycées professionnels et techniques qui ont participé aux manifestations parce que ce sont ces élèves qui se sentent les plus défavorisés et qui ont la moindre chance de réussir. "Le sentiment de dévalorisation et la mauvaise image du technique ont joué un rôle très important dans l'ampleur qu'a pris le mouvement."<sup>6</sup> Il y avait très peu de "lycéens parisiens" dans les cortèges qui défilaient à Paris. Ils venaient plutôt des banlieues de Paris – où la vie au lycée est un miroir de la vie sociale dans les cités.

D'après Edgar Morin, sociologue et Directeur des recherches au Centre National de la Recherche Scientifique, les plaintes des élèves à propos des conditions dans les établissements scolaires font simplement partie d'un "malaise" qui est beaucoup plus grave: "C'est leur code pour parler d'une insécurité plus profonde, d'une absence de guides, d'un délabrement beaucoup plus général!" Ils travaillent seulement pour réussir au bac et ils aimeraient un autre choix que celui entre bachelier et non-bachelier.

Les réformes sont proposées, mais "les crises se succèdent" écrit Sylvie Pierre-Brossolette dans *L'Express*. Elle attribue cette situation au fait que les dirigeants ne savent pas "dialoguer" avec les jeunes d'aujourd'hui. "La carotte et le bâton sur eux, n'ont pas d'effet."<sup>8</sup>

À la fin de la grève le ministre de l'Éducation a accordé 4,5 milliards de francs supplémentaires au budget de l'Éducation nationale, 4, 5 milliards de francs qui serviront en grande mesure pour la rénovation des lycées actuels et la construction de nouveaux lycées.

Ceci dit, il faut signaler que le gouvernement a déjà fait des efforts pour résoudre les problèmes. Par exemple, de 1987 à 1991, on a fait construire quatre nouveaux lycées en Bretagne pour un total de 135 lycées publics. Trois autres lycées étaient prévus pour la période de 1991 à 1993. De plus, on a commencé 600 projets de rénovation en 1990 dans les lycées publics et privés.

Mais ce n'est pas simplement à cause des problèmes de matériel que le problème a pris les dimensions d'une crise

nationale. Le "malaise" et le mécontentement des élèves sont liés aux problèmes sociaux des grands centres urbains. Il y a un "sentiment d'exclusion" dans les deux milieux: les lycées et les banlieues.<sup>9</sup>

Ce "malaise psychologique" est plus étendu parmi les jeunes qui suivent les filières techniques parce qu'ils ont peur de ne pas trouver de travail ou de ne pas le garder à cause d'une formation insuffisante.<sup>10</sup> Le chômage, parmi les jeunes de 18 à 25 ans, a atteint un taux de 25%, et 50% de ceux qui ont 25 ans ou moins n'ont pas d'emploi fixe.

En plus, il faut mentionner ce qui est probablement la raison la plus importante: la croissance du nombre d'élèves qui sont entrés dans les lycées pendant les années 80 à cause d'une augmentation démographique mais aussi à cause du but "...d'amener 80% d'une classe d'âge au niveau du bac en l'an 2000."<sup>11</sup> C'est ce "pari" qui a été proposé par Jean-Pierre Chevènement en 1985 quand il était ministre de l'Éducation nationale.

À la fin des années 70, avec la réforme de René Haby, le ministre de l'Éducation nationale de Valéry Giscard d'Estaing, les collèges se sont démocratisés en admettant tous les élèves en sixième. Maintenant, le même phénomène de démocratisation se produit au niveau du lycée. À la rentrée de 1989, plus de "soixante mille élèves supplémentaires" sont entrés dans les lycées, ce qui représentait pour la première fois, plus de 60% d'une classe d'âge.<sup>12</sup> En contraste, parmi les jeunes de 18 à 19 ans, le taux de scolarisation n'était qu'à 40% en 1982-1983.<sup>13</sup>

Avec une augmentation dans le taux des effectifs qui se présentent au bac, il y a eu aussi un accroissement du nombre des reçus. En 1950 il y avait 5% de bacheliers dans une classe d'âge. En 1970 il y en avait 20% et, en 1990, le pourcentage a augmenté à 40%.<sup>14</sup> On voit ainsi que le baccalauréat devient à la portée de plus en plus d'élèves.

Cet aspect ouvert des lycées et la réduction de la sélection expliquent pour la plupart l'influx des élèves qui viennent de tous les niveaux sociaux et qui sont souvent défavorisés. D'après *Le Monde*, "Ce sont des élèves qui ne venaient pas en second cycle long auparavant et qui arrivent avec de nombreux handicaps."<sup>15</sup> Ceci a beaucoup contribué à créer des classes hétérogènes.

En même temps que les lycées doivent faire face à l'augmentation de la population, les parents et les lycéens semblent demander plus des lycées. Ils aimeraient que le lycée soit plus qu'un "endroit pour

travailler;" ils voudraient qu'il soit aussi "un lieu de vie" où ils pourraient se sentir chez eux.<sup>16</sup> Il ne s'agit pas seulement de ceux qui habitent les quartiers défavorisés. En effet, dans le lycée où j'ai enseigné (le lycée Kerneuzec, à Quimper en Bretagne) les élèves m'ont dit qu'ils aimeraient avoir le choix d'activités qu'on a dans les *high schools* des États-Unis et qu'ils aimeraient avoir des contacts plus personnels avec leurs professeurs.

Ceci dit, est-ce que la réforme actuelle tient compte des besoins des élèves et des vœux de leurs parents, et est-ce qu'elle va satisfaire leurs demandes? Il faut trouver des solutions aux problèmes qui viennent du fait que la population lycéenne s'est diversifiée en même temps qu'elle s'est agrandie. D'après M. Jospin, "Le lycée est devenu un espoir" pour "une jeunesse qui vit dans une société inquiète, marquée par des années de crise et qui prolonge ses études pour se protéger du chômage."<sup>17</sup>

Quant à la réforme proprement dite, elle présente trois innovations majeures: 1) une nouvelle organisation des voies ou des filières du lycée, 2) une évaluation de tous les élèves qui entrent en seconde et une meilleure orientation pour ces élèves afin de les aider à choisir la voie la plus convenable et, 3) la création des "modules d'aide" à chaque niveau pour assister personnellement chaque élève.

La première innovation de la réforme va établir des filières qui seront plus "larges" et permettront plus de choix. Le lycée sera organisé en deux niveaux: la seconde constituera "le cycle d'orientation" et les première et terminale constitueront "le cycle terminal."<sup>18</sup>

La seconde a été désignée comme "le cycle de détermination" ou "d'orientation" parce que c'est en seconde que les élèves seront orientés, soit vers une seconde générale et technologique, soit vers une seconde professionnelle.

Ainsi, la nouvelle organisation comprendra-t-elle trois voies: la voie générale, la voie technologique, et la voie professionnelle. La voie générale sera divisée en trois filières – "littéraire (L); économique et sociale (ES); scientifique (S)" – qui remplaceront les huit séries actuelles, et la voie technologique sera composée de quatre filières – "sciences et technologies industrielles (STI); sciences et technologies tertiaires (STT); sciences médico-sociales (SMS); sciences et technologies de laboratoire" – qui remplaceront les 17 séries actuelles.<sup>19</sup>

La voie professionnelle comportera deux années: une seconde professionnelle et une terminale. Ces deux années d'études mèneront à un BEP, mais l'élève

pourra choisir aussi de continuer et d'obtenir un bac professionnel ou technologique.

Chaque voie comprendra ce qu'on appelle des "matières dominantes". En terminale générale, dans le filière L (littéraire), par exemple, on trouvera "la philosophie, les langues vivantes, et l'histoire-géographie" tandis qu'en terminale générale S (scientifique), les matières dominantes seront les maths, la physique-chimie, la biologie ou la technologie. Au bac, 60% des coefficients des épreuves seront basés sur ces matières et c'est pourquoi les modules, une autre innovation de la réforme, offriront un soutien dans ces matières.<sup>20</sup>

Quant aux autres matières, il s'agira de ce qu'on appelle des "matières complémentaires de formation générale".<sup>21</sup> Celles-ci seront des matières qui assureront une formation plus générale à chaque élève malgré la voie qu'il choisira. Un élève de la série S, par exemple, sera obligé de suivre un cours de philosophie ainsi qu'une langue vivante. Enfin, chaque élève aura aussi entre une et trois options qu'il pourra choisir simplement par intérêt ou pour approfondir ses connaissances dans un autre secteur.

Une des raisons principales pour la réduction du nombre de voies de huit à trois est de rendre le lycée plus démocratique. En regroupant les anciennes voies C,D,E en la seule voie S (scientifique), on espère éliminer la hiérarchie qui existe entre les voies actuelles et qui assure la domination de la série C. Avec cette nouvelle organisation, on envisage que les bons élèves seront attirés par chaque série et "...c'est à l'intérieur de ces nouvelles séries que s'établiront les différenciations scolaires."<sup>22</sup> C'est ainsi que les meilleures élèves seront réparties parmi les trois voies. Au lieu de se diriger toujours vers la série C, considérée actuellement comme la plus prestigieuse, ils feront leur choix selon leurs vrais intérêts et selon leurs aptitudes pour telle ou telle carrière.

Comme indiqué ci-dessus, une deuxième innovation de la réforme est une évaluation de tous les élèves qui entrent en seconde. Le but de cette évaluation sera de déterminer le niveau scolaire de chaque élève, d'analyser ses difficultés et de l'aider à mieux connaître ses capacités et ses faiblesses. Les élèves de seconde ne feront aucun choix décisif à propos de leur orientation jusqu'au mois de juin et il y aura du temps consacré pendant l'année scolaire pour les aider à s'informer avant de prendre leur décision. Puisque tous les élèves de seconde vont suivre le même cursus et parce qu'il n'y aura pas d'option obligatoire, les élèves de pre-

mière seront libres de choisir la filière qu'ils préfèrent parmi toutes celles des voies générales et technologiques.

En tenant compte de l'objectif de démocratisation, il y aura aussi plus de passerelles entre les séries du bac et ces "voies de formation".<sup>23</sup> Pour les élèves qui veulent quitter la voie générale et entrer dans la voie professionnelle, on va introduire des passerelles qui correspondront à celles qui existent déjà dans le sens inverse.

Finalement, on envisage la création de "modules" pour les trois niveaux au lycée: seconde, première, et terminale. Ces modules de trois heures par semaine vont offrir la possibilité d'un "apprentissage du travail personnel" et serviront à aider les élèves à acquérir les techniques nécessaires pour réussir dans leurs études. Il y aura la possibilité, en seconde, de recevoir une assistance personnelle dans quatre disciplines principales: "en français, en mathématiques, en langue vivante, et histoire-géographie."<sup>24</sup> Ceux qui n'ont pas de difficultés auront la possibilité d'approfondir leurs connaissances. Les élèves seront répartis en petits groupes selon leur niveau et selon leurs besoins. C'est ainsi qu'on va essayer de répondre à la diversité scolaire des élèves qui arrivent au lycée et aider ceux qui ont des lacunes dans leurs connaissances ou qui ont des difficultés à assimiler ce qui est présenté pendant les cours.

En première et en terminale les objectifs des modules seront à peu près les mêmes. Les élèves bénéficieront de deux heures et quart d'aide par semaine en petits groupes en première et une heure et demie par semaine en terminale. Le travail sera basé sur trois disciplines en première mais seulement deux en terminale. Il faut ajouter que le nombre d'heures de cours sera diminué afin de n'augmenter ni l'horaire des élèves ni l'horaire des professeurs.

Ce sont, en bref, les aspects principaux de la réforme. Il reste à ajouter les réactions des syndicats d'enseignants. Globalement, leurs réactions ont été peu favorables.

La FIDL trouve que la réforme n'a pas réduit le nombre d'heures que l'élève passe chaque semaine en cours, et que le lycée va garder son image d' "une usine à apprendre". Il aimerait voir plus de temps consacré à des activités "culturelles et associatives".<sup>25</sup>

De tous les syndicats, la Fédération de l'éducation nationale a le moins critiqué la réforme et c'est le Syndicat national des enseignants du second degré qui est le plus critique. Selon celui-ci: "Pour les élèves, on ne peut en attendre rien de bon et pour les enseignants l'exercice du

métier sera rendu plus lourd et plus difficile".<sup>26</sup> Certains enseignants craignent aussi que la formation des élèves soit affaiblie à cause de sa "généralisation". Le Syndicat national des lycées et collèges craint que le niveau de formation soit affaibli également par la "diminution des horaires" en faveur des heures de soutien. De plus, il s'inquiète que le bac même perde de sa valeur si on introduit le contrôle continu.

Finalement, il y a des syndicats qui croient que le BEP et le CAP devraient continuer à sanctionner la formation des jeunes qui veulent entrer dans la vie active. Ils rejettent l'idée que ces deux diplômes deviennent simplement "des propédeutiques du bac pro".<sup>27</sup> Mais, si la réforme réussit, le chiffre de 80% s'appliquera aussi aux élèves qui feront un BEP: en 1996, 30% devraient continuer leurs études pour obtenir un bac technologique et 50% devraient préparer un bac professionnel. Cette proposition a, sans doute, le but de valoriser les voies techniques et professionnelles mais malgré cela, les jeunes et leurs parents sont réticents à choisir ces voies.<sup>28</sup>

Quand M. Chevènement a établi le but de "80% d'une classe d'âge au niveau du bac", c'était avec l'intention d'attirer plus d'élèves vers les voies technologiques et professionnelles; pourtant, c'est vers les voies générales que ces derniers se sont précipités et vers lesquelles ils continuent à se diriger aujourd'hui. Comme le bac ne suffit plus pour trouver un emploi et est devenu, en principe, une préparation pour des études plus avancées, ce n'est pas une formation convenable pour ceux qui sont moins doués et qui quittent le lycée mal préparés pour le marché du travail.<sup>29</sup>

Jusqu'en 1975, il y avait un "élitisme" qui séparait les 24% d'élèves qui obtenaient un bac des 76% qui ne l'obtenaient pas. Mais au lieu d'être réduit par l'influx de nouveaux élèves et l'augmentation du nombre de bacheliers, cet élitisme s'est reproduit sous une autre forme.

Une hiérarchie, bien connue et respectée par les élèves, s'est développée entre les différentes séries du bac afin qu'on puisse les classer ainsi: "C, D, B, A, E, F, G" avec des subdivisions dans certaines séries. En outre, plus on approche les 80%, plus ceux qui n'ont pas le bac se sentent dévalorisés et exclus de la société.<sup>30</sup>

Quelle sorte de valeur peut-on alors attribuer à cette dernière réforme du système français? On espérait détruire le hiérarchisme des séries en les élargissant et en y attirant les élèves, à la fois, selon leurs intérêts professionnels autant que leurs aptitudes scolaires. Ce but paraît raisonnable et en harmonie avec l'esprit

d'égalitarisme que le gouvernement espère créer. Mais qu'est-ce qui va arriver aux 20% qui n'arrivent pas au niveau du bac? On se demande si Édith Cresson et d'autres n'avaient pas raison quand ils ont parlé en faveur d'un rétablissement du système de l'apprentissage pour ceux qui ne vont pas poursuivre leurs études après le lycée. En tout cas, une chose est sûre: maintenant que les portes du lycée sont ouvertes, il sera très difficile de les refermer.

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# FRANCE FOR A YEAR: ON THE TRAIL OF THE CARTE DE SÉJOUR

It was in the AATF National Bulletin at least two years ago that I read an article by a professor from Montana<sup>1</sup> who had spent a sabbatical in France. The article chronicled the professor's frustrating but ultimately successful efforts to submit all the appropriate documents to the French government for a long stay in France. When I began to make my own sabbatical plans, which included nearly a year's *séjour* in France, I thought frequently of the article, although I could no longer, unfortunately, find it...I remembered from the article that I would need to maintain a good sense of humor as I went through my own preparations.

The author of that article had planned to take his family with him, as did I, and he had inquired at the French consulate that served his area for a list of necessary documents. In my case, I called the consulate in Chicago first, and I was referred to the French Consulate in Washington, D.C., (4101 Reservoir Rd., N.W., Washington, D.C. 20007-2185) which handles requests from Ohio. I received, by return mail, a packet of information and forms. In the packet was a sheet entitled "Visa for professor – student or researcher." If one were planning a stay for longer than three months, one needed to submit the following documents to the consulate, at least three months in advance:

- valid passport
- one passport photo for each person
- one application form (called "Demande pour un visa de long séjour") filled out and signed, per person
- proof of affiliation to an educational project in France, such as:
  - letter of admission from a school or university in France
  - letter of acceptance from a laboratory or research institution
  - certificate of Fulbright fellowship
  - statement by a director of thesis
  - letter from the superior of a religious order or director of a missionary school
- proof of sabbatical leave
- notarized financial guarantee form
- proof of health insurance

Fees were required for each application; the form specified \$7.50, although I was later asked to send \$9.00 per application. Most of the information requested was straightforward enough, and I soon sent off an Express Mail packet to the consulate, also enclosing a prepaid Express Mail envelope for the return (it

was 5 months before our departure date, but I was still nervous about the time). The packet contained 4 passports (my wife's, those of two of my daughters who would accompany us, and mine), 4 photos, 4 filled-out applications, a notarized letter (which I translated into French) from the Vice President for Academic Affairs of my college stating that I was on sabbatical with two-thirds salary (and giving the amount in U.S. dollars), and a notarized letter from my college's Director of Personnel, also translated into French, stating that my health insurance would continue to be in force.

I should point out that I had accepted part-time employment in Pau, France with the University Studies Abroad Consortium (USAC), which is managed by the University of Nevada, Reno. And so I responded "oui" to the question on the visa application "Exercez-vous une activité rémunérée en France?" I also did not yet know my address in France for the year, and I wrote "Faculté des Lettres, Université de Pau" on the visa application.

Soon afterward, everything that I had sent to the consulate was returned to me in my prepaid Express Mail envelope. Nothing had been stamped, nothing had been authorized. My application was evidently incomplete, and the consulate was requesting more information. There was a new form to fill out, this time in English: "Long term visa application annex," which asked more questions about my family, specific information about any real estate I own, bank accounts and "personal resources." There was also a question about how well I knew French (the choices were "good," "fair" and "poor"). I needed a statement from the Université de Pau explaining our relationship, a statement from the USAC confirming my part-time employment and American income, a statement (called "Attestation de Garantie de Ressources") in addition to my other income statements, signed by the "responsable de l'organisme de l'accueil" guaranteeing that my family and I possessed the means to live for the period indicated in France without becoming public charges and specifying that we would be lodged at such-and-such an address in France. Further, I needed notarized statements from our local police department indicating that none of us had ever been arrested, and a statement from a school principal in Pau, France that my two daughters, aged 13 and 15 at the time, were already accepted as regular

students for the school year.

I called the French Consulate in Washington directly and was referred to a very polite gentleman who knew all about visa matters. I explained the steps I had so far taken and queried about the necessity of all the supplementary information requested. While I could obtain most of the information, there would be delays. Also, I could not specify an address in France other than the university, because I simply didn't know where we would be living.

My greatest concern, however, was the matter of my daughters' school. I had a list of public and private schools in Pau but not knowing our address made it difficult to select a school and, in any event, I thought that I could make such arrangements after my arrival in France, since I planned to arrive in July. My telephone correspondent explained that the supplementary information was in fact quite necessary, including the letter of school acceptance for the girls. I expressed a fear that I might not be able to get a principal's statement in time. "Then, monsieur, we will not be able to provide your daughters with long-term visas," was the official's response.

I asked whether my daughters could a for the long-term visa after arriving in France. No, it had to be done from the U.S. I paused and attempted to examine my alternatives rationally. What if we were to apply for the long-term visas just from my wife and me, and then bring the girls along as "tourists"? American tourists can visit France for up to three months without a visa. Since we would be living in southwestern France, we could easily go to Spain every three months, and start the three-month period over each time we returned to France. I asked the official what sort of documents would be necessary at the school itself in order to register my daughters. He said that they would need their passports, health records indicating appropriate immunizations, academic records from their previous schools, and a *carte de séjour*, which would show that they were in the country legally for the year.

I thanked the gentleman from the consulate for his assistance and recalled the need to maintain a sense of humor. I decided to make a call directly to one of the French schools on the list. Perhaps getting a principal's letter was a very simple matter...

I called the first school on the list: Collège Marguerite de Navarre. With

<sup>1</sup>Christopher.Pinet, "On Sabbatical in France: How We Got Settled," *National Bulletin* 15.2 (1989): 17-18.

incredibly good fortune, I was able to speak directly to the principal. I explained that my family and I would be in Pau for a year, that one of my daughters had studied French for one year, and that the other had had only cursory contact with the language. They were both honor students at their American school, however, and hard workers...The principal informed me that, yes indeed, the school did accept non-francophone students, but that they were limited to no more than two individuals per class and that, alas, they had reached their limit long ago. Too many such students in a class would have the effect of reducing the class's academic achievement, which could not be permitted, of course. Naturally, I understood completely. The principal named another school, which was on my list, as a possibility.

After I hung up the telephone, other questions began to go through my mind, such as whether the schools on my list were equal in terms of facilities, educational opportunities, location, etc. I began to sense a certain recklessness in my planning: for the sake of a principal's letter, was I prepared to sentence my daughters to a year's study in a school about which we knew nothing at all?

I decided to begin to gather the other information that I needed while pondering the school situation. The USAC office at the University of Nevada helped me obtain the requested letters from the various academic officials. So as to simplify the question of address in France, we indicated that I would be actually living in a facility rented by the USAC on the Université de Pau campus. Since I would have an office there, it made some sense. We visited the police station and juvenile court in Zanesville, Ohio for our "police clearance," and we collected health and school records, getting everything notarized if it did not already possess an official-looking seal of some sort. In about three weeks, we had everything but the letter from a French school.

I sent what I had back to the French Consulate – by Express Mail again, of course – and I followed with a phone call a few days later. I asked from someone in the visa department and a moment later I had my polite official back on the line. He told me that everything was in order, except for the missing principal's letter. I recounted my brief experience with the principal of the Collège Marguerite de Navarre, and he commiserated with me for a moment, then suggesting I try another school.

At this point, were it not for a highly fortunate circumstance, I would probably have gotten back on the telephone to call

the other public schools on the list, hoping that at least one would agree to write an acceptance letter. I knew I had a better chance at the private schools, but I could not afford their tuition. The highly fortunate circumstance was that I needed to go to France early, in May, to meet the dean of the Faculté des Lettres and the director of the Service Universitaire des Étudiants Étrangers at the Université de Pau before they departed for summer vacation and to make certain arrangements for the USAC.

The early visit would permit me to visit schools in Pau. I confirmed with the consular official that there would still be enough time to process our applications if I returned with a principal's letter.

During my short visit to Pau, all went smoothly. I discovered, to my delight, that one of the public schools, the Collège Jeanne d'Albret, had a special program for non-francophone students. Monsieur Langlois, the principal, received me very graciously and guaranteed space in the *quatrième* and *troisième* classes for my daughters. After hearing my story about the consular requirements, he took the trouble to write out two letters of acceptance for my daughters, signing with a flourish and then affixing his special seals, winking at me: "C'est ça, l'administration française..."

Upon my return home, I sent the principal's letters off to the French Consulate by Express Mail. I called the next day to make sure that they had been received and was pleased to learn that all our documents were now in order. Within a few days, we received our passports, stamped with the visas.

Armed with our passports and visas, we would need to present ourselves within 8 days of our arrival in France to the prefectural authorities in Pau to request the *carte de séjour*, which would be our ultimate evidence that we were in France legally. In late July, we landed in Paris, and we were in Pau within a week.

A teacher at the *collège* in Pau where I registered my daughters had taken the trouble to find a few apartment possibilities for us, one of which proved to be excellent. Our address problems were settled, or so I thought.

On a fine, sunny August morning, my wife, two daughters and I appeared at the *préfecture* in Pau to present our documents and request the *carte de séjour*. The officials at the *Accueil des Étrangers* office gave us applications to fill out. Four additional photographs of each of us were required, to accompany the forms. We were prepared, but our photos were not the right size (they are supposed to be 3 X 4 cm; ours were smaller). The forms

also requested copies of our birth certificates and, for my wife and me, a copy of our marriage license. I wondered whether to mention right away that we were not traveling with our birth certificates, much less our marriage license. The office was crowded, and the ladies quite busy. I concluded it might be better to go out, have the photos taken and then to return after lunch. The ladies suggested, when I told them I would be back, that I return the following morning, when it might not be so busy.

The next morning, photos and filled-out forms in hand, but without birth certificates or marriage license, my family and I reappeared at the *préfecture*. I handed over the forms and waited for a response. Right away, the official asked me for the birth certificates and marriage license. I told her that we did not bring those documents with us from the U.S. and that, in any case, the passport ought to be just as good as a birth certificate. And, she could also note that all of our last names were the same, so that we were probably related. She smiled and said that the *Office des Migrations Internationales* (OMI) required these documents for the application for the *carte de séjour*. As amiably as possible, I pointed out that we had rented our house in the U.S. to students for the year that we would be in France, and that, while the documents were carefully stored away in boxes in a closed-up room in the house, she could probably imagine the embarrassment I would face in having the students go through my affairs to look for my marriage license. Further complicating the issue, my wife and I had been married in the late 1960's in an American Consulate overseas, and we would have to write to the American State Department if we wanted another copy, which would also, she could well imagine, be a complicated undertaking. As for the birth certificates, well, my wife was foreign-born and that would be even more complicated. I pointed out that in any event, the French Consulate in Washington had not mentioned that any of these papers would be necessary. We could have easily brought the, if we had known, but now it was too difficult.

The official then asked me how it was that I spoke French so well. We discussed my background, my academic preparation, my world travels, my teaching position in Ohio, and her relatives who were also teachers.

At an appropriate moment, I asked if we could simply submit everything that we did have, with a note from her stating that she had asked me for the birth certificates and marriage license but that they were unavailable. If there were a request

for further information, we would be willing to go personally to the OMI in Toulouse and present our case, if they would like. She agreed, heavens be praised...

She then gave us another form to be filled out by our landlord. The landlord was supposed to sign it and attach a copy of his national identity card and a copy of one of his recent electric bills. The landlord for the apartment we had rented had just left for summer vacation in the Dordogne. Not knowing him very well, I wasn't certain how he would react to such a request. Besides, this would mean yet another delay...I told the official, with an entirely straight face, that we would actually be living at the university, and I produced an earlier document, the "Attestation de Garantie de Ressources," which showed the university address as my residence. She said that would be fine, and she took a copy of that paper in lieu of a landlord's statement.

And so things began to fall into place. The official gathered the files together and pointed out that, if the OMI accepted everything as submitted, they would be

scheduling a medical exam for each of us at the local hospital. There would be a fee of 950 francs for each exam, and a lower fee for students, depending on their age. She asked how old our children were. "Thirteen and fifteen, right now."

"Children under the age of eighteen do not need the *carte de séjour*, Monsieur," the other official called out from her desk.

"So they don't need a physical?"

"Non. They will be seen by a doctor when they go to school, though. That is done every year. They have their health records with them?"

"Yes, I have them here. But if they don't need the *carte de séjour*, then what papers do they need to show at school?"

"Just their passports. Here, I will stamp them to show that they don't need the *carte de séjour*."

I nearly fainted. After all my efforts to provide the French Consulate with evidence that the girls had been accepted into a French school, so that the consulate would issue the visas necessary for obtaining the *carte de séjour*, which would, I thought, enable the girls to then legally attend the French school, it

seemed that the whole process had been unnecessary. One must never, of course, in a bureaucratic setting, show surprise upon learning that an application is actually simpler than anticipated, and I consequently maintained my composure and calmly thanked the official for her consideration. By this time, the best reaction was laughter...

With our documents more or less in order, my family and I went off to spend August exploring the beach at Biarritz and the other exciting attractions of the Pyrénées Atlantiques. Some time later, my wife and I were called in for a physical exam, and we ultimately became the proud possessors of the prized *carte de séjour*, and spent a truly memorable, legal year in *la belle France*. My daughters had a productive and valuable year in the Collège Jeanne d'Albret, remaining *sans carte de séjour* but nonetheless quite legal for the whole year.

Frank Triplett  
Muskingum College  
New Concord, Ohio

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## AVENTURE À PARIS: WHAT STUDENTS CAN DO!

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"Encourage your students to reach out, to work hard, to get excited about the language and customs of the French-speaking world. Encourage them to enter contests when they come your way. Après tout, on ne sait jamais!" (*Aventure à Paris*, Teacher Edition) This article illustrates just how far high school students can go in the French language if they apply themselves, reach out, and accept interesting and unique challenges.

Four alumnae of West Canada Valley Central School, Newport, New York, have recently been published. Alison Bell, MaryElise Loiacono, and Amy Snyder, under the supervision of their French teacher, Mrs. Donyce McCluskey, co-authored *Aventure à Paris*, which is now available through the J. Weston Walch educational catalog. Additionally, Stephanie Stock collaborated with the three to create companion exercises to the text.

It began for the four Advanced Placement French Language students in the fall of 1987 as an American Association of Teachers of French/French Cultural Services "Concours 2001" contest entry. Entries were judged on the basis of originality, linguistic quality, communicative value, richness of information and care and technique of presentation. The over-

all goal in the Region III (all of upstate New York) competition was to realize an imaginary trip to Paris – one which would appeal to students of their own age. The students planned the story, wrote two chapters each and spent four months refining and editing the material.

The girls first received national recognition when *Aventure à Paris* was one of only fourteen national FIRST place winners. The four writers and Mrs. McCluskey were awarded a ten-day all-expense-paid whirlwind trip to Paris. Their hosts in Paris were members of the staff of the Centre Régional de Documentation Pédagogique. The stay included: private guided tours of the Cathédrale de Notre Dame, the Conciergerie, Place de la Villette, l'Opéra, orchestra seats at la Comédie Française, reserved seats to the July 14th military parade along the Champs-Élysées, engraved invitations to attend the reception at the Palais de l'Élysée on Bastille Day, and attendance at the feux-d'artifice at the Tour Eiffel that evening. Outside Paris they were given private transportation to Mont Saint Michel, Arronanches, Versailles, Chartres, and Chambord.

Now, four years later, this book has appeared in print. The book is part of a classroom package of text, vocabulary,

worksheets, crossword puzzles, questions and answers, tests, and suggested lesson plans. *Aventure à Paris*, written entirely in French, is set in France in 1929. The plot finds two American students in Paris searching for a relative and an inheritance. They see the sights, solve a murder and encounter famous Americans known to have lived in Paris during that era, including Ernest Hemingway and F. Scott Fitzgerald.

In the teacher edition companion work, Mrs. McCluskey says: "*Aventure à Paris* would not exist were it not for the dedication and diligence of these four girls. Alison Bell, MaryElise Loiacono, Amy Snyder, and Stephanie Stock are very special people. They are the quintessential examples of what students can do if given adequate encouragement, support, and guidance."

Donyce McCluskey  
Vice-President and  
French Contest Administrator  
Central New York Chapter, AATF

**Note:** Mrs. McCluskey has received the Rockefeller Foundation fellowship in 1989 and the Rotary Teacher Exchange Scholarship for Study in France, Summer 1992.

The first two articles appeared in the publication *Universités* in the June 1991 issue.

## FRANCOPHONIE NORD-AMÉRICAINNE

Tous les aspects de la réalité historique et socioculturelle de la présence française en Amérique du Nord sont abordés dans les 471 notices de *Francophonie nord-américaine: bibliographie sélective*, que vient de publier le Secrétariat permanent des peuples francophones. Il s'agit d'un instrument de référence moderne et à jour sur les ouvrages les plus utiles pour comprendre l'histoire et la réalité des communautés francophones d'Amérique, réalisé par la Banque internationale d'information sur les États francophones (BIEF).

Les titres recensés portent principalement sur l'histoire, la démographie, la langue, la littérature, le patrimoine, la situation socio-économique et les relations politiques des communautés francophones du Canada et des États-Unis. Ils ont été choisis autant pour leur degré d'actualité que pour leur accessibilité dans les librairies et les bibliothèques.

La bibliographie de 192 pages, dont une mise à jour se fera périodiquement, est disponible au prix de 22 \$ au Secrétariat permanent des peuples francophones, 129 Côte de la Montagne, Québec (Qc), Canada G1K 4E6. Tél.: (418) 692-5177. Télécopie: (418) 692-1614.

## LA GAZETTE DE LOUISIANE

Depuis maintenant un an, le Conseil pour le développement du français en Louisiane (CODOFIL) publie régulièrement un petit bulletin d'information intitulé *LA Gazette de Louisiane*, titre que l'on peut lire à l'anglaise (LA pour Louisiana) et à la française naturellement et qui indique bien le caractère bilingue de ce nouveau journal. Échos, annonces et nouvelles du pays Bayou, recensions d'activités et de festivals de la région, réflexions, *LA Gazette* dit à sa manière la quotidienneté des francophones du grand Sud américain. On y apprend notamment que les premières Assises de la francophonie américaine se sont tenues du 6 au 8 décembre 1990 à Paris, que Louisiane Ka palé Kreyol, et que *Cajun Country*, un livre qui examine la culture acadienne traditionnelle, doit sortir incessamment de la University Press of Mississippi, sous la plume de plusieurs spécialistes cajuns, cadjins our cadiens... Sur ce dernier point, d'orthographe, le débat est également

ouvert dans *La Gazette* pour nommer correctement ces Franco-Louisianais qui « resteraient quelque part entre le djable et le Bon Djeu ».

Pour tout renseignement ou abonnement, *LA Gazette de Louisiane*, 217 West Main Street, Lafayette, LA 70501, États-Unis.

## LES FRANÇAIS D'AMÉRIQUE/ FRENCH IN AMERICA 1993

Le 9<sup>e</sup> édition du calendrier (format 8 1/2 x 11) est en vente. Il vous offre 12 photos en couleur se rapportant à l'histoire française sur ce continent et de nombreuses dates historiques et événements culturels de portée nationale et internationale. C'est un bon outil pédagogique. **US\$6.95** (frais d'envoi inclus). Faites votre chèque au nom de: *French-American Calendar-1993*. Écrire à: R. Mikesell, 1155 E. 56th St., Chicago, IL 60637-1530.

## PRICE INCREASE

The following item appeared in a recent *Gleanings*. We are printing it again for your information because there has been a price change. The Southwest Conference on Language Teaching (SWCOLT) has published a *Language Teacher's Resource Book 1992* which contains hundreds of new and changed listings. This book is an invaluable resource for teachers of foreign languages. The book which now costs \$5, is available from: *Resource Book '92*, 3005 Heatheridge Lane, Reno, NV 89509-3020. Telephone: (702) 348-6611; FAX: (702) 348-0730.

## VIDEOS

*La Recherche Scientifique: Les réalités technologiques et industrielles de la France des années 90* is a documentary video in English. It was produced by the Chambre de Commerce Franco-Américaine and the Service de Presse de the French Embassy. It gives a dynamic and modern image of modern-day France, in a European and world context. This professional quality video of about 20 minutes duration is available from: Françoise Santalis, President, AATF Metropolitan Chapter, 300 Shear Hill Road, Mahopac, NY 10541. Send a check for \$11 and a self-addressed mailing label to receive this video-cassette.

*Livres, Libros, Etc.* (LLE) has a catalog of children's books and videos in French including such titles as *Bambi*, *Winnie-the-Pooh*, *Babar*, *E.T.*, and the *Muppets*. To receive your complimentary catalog

write to LLE, 501 N. Orlando Avenue, Suite 313, Winter Park, FL 32789. Telephone: (407) 644-3331.

## COMPUTER SOFTWARE

An IBM-compatible verb conjugator and grammar reference program is available in French. The program contains over 3000 verbs with full conjugations in 14 tenses. There are over 40 grammar topics with many examples of proper usage. For more information contact: Micro Tac, 525 Hawthorne Street, Suite 11, San Diego, CA 92101.

## LE QUÉBEC À PORTÉE DE LA MAIN

*Québec dans le monde* est une association à but non lucratif et sans affiliation politique qui prête son assistance à ceux qui veulent nouer ou maintenir des liens étroits avec le Québec. À cette fin, l'association a élaboré plusieurs produits et services.

Il y a d'abord une collection de répertoires sur le Québec. Il s'agit d'ouvrages de référence pratiques et fonctionnels qui fournissent des renseignements de base sur quelque 15 000 organismes majeurs de Québec. Ces publications sont disponibles aux États-Unis et en Europe. Quelques titres et prix en sont:

*Associations Québec 1992-1993* \$69.95

Bilingual directory of some 4000 national, regional and international associations in the principal social sectors of society.

*Le Québec à votre portée 1992-1993* \$27.95

Revised and updated directory of more than 720 organizations in the principle social sectors of society.

*Art et Culture au Québec 1992-1993* \$44.95

Directory of some 2000 organizations in the cultural activities sector including bookstores, museums, periodicals, music groups, exhibitions, etc.

*Le Monde de l'éducation au Québec* \$29.95

Revised and updated directory of over 1085 professional associations, school boards, unions, post-secondary teaching institutions, publishers, professional training, etc.

Pour recevoir un catalogue complet, vous pouvez vous adresser dedans les États-Unis à: Schoenhof's Foreign Books, 76A Mount Auburn Street, Cambridge, MA 02138.

L'Association envoie des trousseaux d'information sur le Québec. Ces trousseaux contiennent des livres, périodiques, brochures, catalogues, cartes, affiches et

divers imprimés sur le Québec. Ceux qui s'y intéressent peuvent s'abonner à ce service pour une cotisation annuelle de \$100.

Il y a aussi une publication trimestrielle, *Québec ■ Monde*, axée sur l'activité internationale québécoise.

Pour tout renseignement touchant à ces deux services, adressez-vous à Denis Turcotte, *Québec dans le Monde*, C.P. 8503, Sainte-Foy (Québec) G1V 4N5 Canada. Téléphone: (418) 877-2728. FAX: (418) 877-3945.

#### CLASSROOM COOKS

A cook-book of classroom-ready recipes, contributed by the Washington Association of Foreign Language Teachers, *Cooking It in the Classroom* has been compiled and edited by Gretchen LaTurner. Recipes for Spanish, German, French, and Japanese classrooms are included. All recipes are culturally authentic, can be prepared in one hour, require a minimum of equipment and have been student-tested. For your copy send \$10 plus \$2.50 postage and handling (make checks payable to WAFLT) to: Gloria Delgado, WAFLT, 3703 21st Street SE, Puyallup, WA 98374. For two or more copies the price is \$8 each plus \$2.50 each for postage.

#### WRITING IN THE FOREIGN LANGUAGE CLASSROOM

For those interested in encouraging creative writing in their French classes, *Le Poème apprivoisé* gives sample poems, rules and exercises on traditional French verse and writing techniques. Written by the québécois poet Mado De L'Isle, this book which costs \$24.95 may be obtained from: Mado De L'Isle, 21, Montée de l'Évablière, R.R. 1, Lac Beauport (Québec) G0A 2C0, Canada. Telephone: (418) 849-6188.

#### NEH PUBLICATIONS

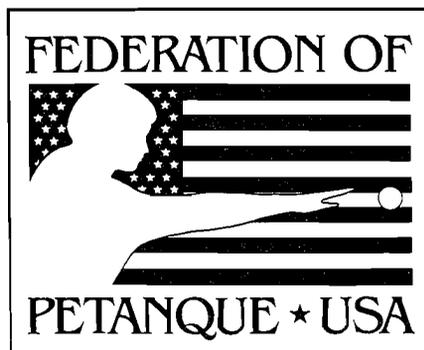
The following publications are available from NEH free of charge. If you mention the *National Bulletin* in your requests, you will also receive a complimentary copy of the excellent magazine *Humanities*.

*Overview of Endowment Programs* (July 1992) describes all the funding opportunities at NEH. It also includes an alphabetical listing of staff members, their programs and telephone numbers. This booklet tells how to get application forms, when to apply and deadlines and tips on applying. To receive your copy write or call: NEH *Overview*, Room 406, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Telephone: (202) 606-8438.

Also available is the NEH's latest report, *Telling The Truth: A Report on the*

*State of the Humanities in Higher Education*. For a free copy write or call: *Telling The Truth*, NEH Public Information Office, Room 406, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Telephone: (202) 606-8438.

#### FLASH ON PÉTANQUE



The Federation of Petanque USA (FPUSA) is eager to cooperate with the AATF in promoting *pétanque* among students at all levels, from elementary school to college. Eventually, the FPUSA would like to establish a network of school clubs and publish a rubric in their newsletter especially for French students. At present there are over 20 active FPUSA *pétanque* clubs on the East coast, the West coast, in New Orleans and Houston. Many of these clubs have members who would be glad to demonstrate *pétanque* skills to interested groups of students in their area.

In its initial effort to reach out to French students, the FPUSA has prepared a special packet for AATF members. This packet includes:

- an illustrated flyer entitled "How to Play *Pétanque*"
- the FPUSA Rule Book
- a list of FPUSA clubs with the name and address of each club President
- a sample FPUSA pin and patch
- a copy of the current FPUSA newsletter
- a list of distributors of *pétanque boules* and accessories offering a discount of 25% from retail with minimum orders of 5 sets

Teachers who are familiar with the game may also wish to request a 60-page training manual entitled "*Pétanque – Technique and Perfection*" which is available in limited quantities in both French and English. The PFUSA will soon have French language video cassettes of French *pétanque* championships available to AATF members on loan for a nominal cost to cover shipping.

For more information, contact: Robert E. Morrison, President, Federation of Petanque USA, 208 North Royal Street, Alexandria, VA 22314, telephone: (800)

296-2961 (preferably between 8 p.m. and 11 p.m. EST) fax: (703) 548-2489.

#### POUR SE DÉTENDRE

Si vous avez besoin de rire, si vous vous désespérez de ce qu'écrivent vos élèves ou étudiants de français langue étrangère, courez ou téléphonez à la plus proche librairie française pour obtenir *La vie des charaçons est assez monotone*, par Corinne Bouchard et publié par Calmann-Lévy, 1992. Ce professeur dans un lycée du Nord s'attaque à tous ceux qui font partie du système éducatif en France. Pour la citer: «Le pire, s'et, les copis, dépourvu d'ortograf et, de, ponkuation. Qui vous, font éricer les cheveux, parceque vous ni comprené rien.»

#### 1992 MODERN LANGUAGE ASSOCIATION PRIZE FOR INDEPENDENT SCHOLARS

##### OPEN TO MEMBERS AND NONMEMBERS OF THE ASSOCIATION

To recognize and further encourage the achievements and contributions of independent scholars, the Modern Language Association invites nominations for the tenth annual MLA Prize for Independent Scholars, to be awarded for a distinguished scholarly book published in 1992 in the field of English or another modern language or literature. Under the auspices of the MLA's Committee on Honors and Awards, the prize will be presented to an author who, at the time of publication of the book, was not enrolled in a program leading to an academic degree and did not hold a tenured, tenure-accruing, or tenure-track position in a postsecondary educational institution. Tenure is understood to include any comparable provision for job security in an academic setting. Authors of nominated books need not be members of the association. The award, which consists of a check for \$1,000, an engrossed certificate, and a one-year membership in the association, will be presented at the association's annual convention in December 1993.

To enter a book into competition, send six copies and a completed application form to the MLA Prize for Independent Scholars, Modern Language Association, 10 Astor Place, New York, NY 10003-6981. Nominations for the 1992 award will be accepted until 1 May 1993. The association awards six book prizes each year, but no work may be nominated for more than one. For further information, write to Richard Brod, Director of Special Projects, Modern Language Association, or call (212) 614-6406.

# CALENDAR OF EVENTS

INTERNATIONAL SYMPOSIUM ON THE TEACHING OF FRENCH AND ENGLISH AS SECOND LANGUAGES: December 3-5, 1992, Skyline Hotel, Ottawa, Canada. Information: Symposium International, Institut des Langues Secondes, Université d'Ottawa, Ottawa, K1N 6N5, Canada.

MODERN LANGUAGE ASSOCIATION ANNUAL MEETING: December 27-30, 1992, New York City. Information: MLA, 10 Astor Place, New York, NY 10003-6981.

CONFERENCE OF INTERNATIONAL SIMONE DE BEAUVOIR SOCIETY: SIMONE DE BEAUVOIR AND WOMEN WRITERS THROUGHOUT THE CENTURIES: January 22-24, 1993, Palo Alto, CA. Information: Yolanda Astarita Patterson, 440 La Mesa Drive, Menlo Park, CA 94028.

THE SOUTHERN CONFERENCE ON LANGUAGE TEACHING AND THE FOREIGN LANGUAGE ASSOCIATION OF GEORGIA: February 11-13, 1993, Hyatt Regency, Atlanta. Information: Lee Bradley, Executive Director, SCOLT, Valdosta State College, Valdosta, GA 31698; Telephone: (912) 333-7358; or Lynne McClendon, President; FLAG, Fulton County Schools, 786 Cleveland Avenue, SW, Atlanta, GA 30315; Telephone: (404) 763-6796.

ILLINOIS JOINT FOREIGN LANGUAGE CONFERENCE: February 19-20, 1993, Bloomington, IL. Information: Susan Leibowitz, Glenbrook South High School, Glenview, IL 60025. Telephone: (312) 549-7517.

COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS SPRING CONFERENCE: February 25-27, 1993, Red Lion Hotel, Colorado Springs, CO. Information: Michael Nettleton, 4745 Osage Drive, Boulder, CO 80303-3904.

INTERNATIONAL SYMPOSIUM, SARTRE REVISITED: March 5-6, 1993, The Ohio State University, Columbus, OH. Information: Jean-François Fourny or Dennis Minahen, Department of French and Italian, The Ohio State University, 1841 Millikin Road, Columbus, OH 43201-1229. Telephone: (614) 292-4983.

SYMPOSIUM ON BAROQUE POETRY AND OTHER LITERARY FORMS: ITALY, SPAIN, FRANCE, GERMANY, AND ENGLAND: March 25-26, 1993, SUNY, STONY BROOK. Information: Irma B. Jaffe, Istituto della Enciclopedia Italiana, 250 Park Avenue, NYC, 10017. Telephone: (212) 818-0515. FAX: (212) 818-0516.

25<sup>TH</sup> ANNUAL CENTRAL STATES CONFERENCE: March 25-28, 1993, Des Moines, Iowa. Information: Jody Thrush, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704. Telephone: (608) 246-6573.

12<sup>TH</sup> ANNUAL EASTERN MICHIGAN UNIVERSITY CONFERENCE ON LANGUAGES AND COMMUNICATION FOR WORLD BUSINESS AND THE PROFESSIONS: April 1-3, 1993, Ypsilanti, MI. Information: EMU Conference on Languages for World Business, World College, 307 Goodison Hall, Eastern Michigan University, Ypsilanti, MI 48197. Telephone: (313) 487-2414. FAX: (313) 485-1980.

TENTH ANNUAL SOUTHWEST CONFERENCE ON LANGUAGE TEACHING: April 1-3, 1993, Sheraton Tempe Mission Palms, Tempe, AZ. Information: Joann K. Pompa, SWCOLT, Executive Director, Mount Pointe High School, 4201 E. Knox Road, Phoenix, AZ 85044. Telephone: (602) 838-3200; FAX: (702) 348-0730; CompuServe: 71261, 3606.

27<sup>TH</sup> ANNUAL TESOL MEETING AND EXPOSITION, "Designing Our World": April 13-17, 1993, Atlanta. Information: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314. Telephone: (703) 836-0774.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 15-18, 1993, New York, NY. Information: Northeast Conference, 200 Twin Oaks Terrace, Suite 16, South Burlington, VT 05403. Telephone: (802) 863-9939.

AMERICAN COUNCIL ON INTERNATIONAL/INTERCULTURAL EDUCATION ANNUAL CONFERENCE: April 25-27, 1993, Portland, OR. Information: L.J. Walker, TJC, 6111 E. Skelly Drive, Tulsa,

OK 74135. Telephone: (918) 622-5100, ext. 254.

CONFÉRENCE INTERNATIONALE ÉMILE ZOLA 1993: May 1-3, 1993, Berkley, CA. Information: M.E. Fol, 436 Nova Albion Way, San Rafael, CA 94903. Telephone: (415) 479-3411; FAX: (415) 479-0919.

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES: May 6-8, 1993, Eugene, OR. Information: Ray Verzasconi, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331-4603. Telephone: (503) 737-2146; e-mail verzascr@c-mail.orst.edu.

13<sup>TH</sup> ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 13-15, 1993, University of Cincinnati, OH. Information: Luis Alvarado or Susan Whittle, Department of Romance Languages and Literatures, University of Cincinnati, Cincinnati, OH 45221-0377.

AATF ANNUAL MEETING: July 4-7, 1993, San Diego Marriott Marina Hotel, San Diego, CA. Information: Fred M. Jenkins, AATF National Headquarters, 57 E. Armory Avenue, Champaign, IL 61820. Telephone and FAX: (217) 333-2842.

17<sup>TH</sup> ANNUAL YOUNGSTOWN CONFERENCE ON TEACHING OF FOREIGN LANGUAGES AND LITERATURES: October 29-30, 1993, Youngstown State University, OH. Information: Foreign Language Conference, Department of Foreign Languages, Youngstown State University, Youngstown, OH 44555. Telephone: (216) 742-3461.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: November 5-6, 1993, Paper Valley Hotel and Conference Center, Appleton, WI. Information: William W. Kean, WAFLT President, Suring Public Schools, P.O. Box 158, Suring, WI 54174.

AATF ANNUAL MEETING: Mid-July, 1994, Québec City. Information: Fred M. Jenkins, AATF National Headquarters, 57 E. Armory Avenue, Champaign, IL 61820. Telephone and FAX: (217) 333-2842.

# **GROUP DISABILITY INCOME PLAN AVAILABLE TO AATF MEMBERS**

The American Association of Teachers of French has just announced to all current members the availability of its Group Disability Income Plan during a special Charter Enrollment Period. This low-cost Plan is only one of the many benefits available through your AATF membership.

All AATF members and their spouses may apply if they are under age 60, have been actively working full-time (at least 30 hours per week) for the past 90 days, and have not been hospitalized in the past six months.

Members can receive a monthly benefit

for up to five full years when disabled by a covered accident and up to one full year when disabled by a covered illness. Payments begin on the 31st day of disability and the Plan pays in addition to any other insurance, including Social Security, Worker's Compensation and employer-sponsored plans.

If for any reason the member is not completely satisfied with the policy, it may be returned within 30 days for a complete refund.

The AATF Group Disability Income Plan is quite economical due to the mass-

purchasing power of the AATF membership.

Members should already have received or will be receiving complete information regarding the AATF Group Disability Income Plan through the mail soon. If you have any questions, or are interested in receiving information about higher monthly benefits, please contact the Insurance Administrator: Albert H. Wohlers & Co., AATF GROUP INSURANCE PLANS, 1440 N. Northwest Highway, Park Ridge, Illinois 60068-1400. Or call Toll Free: 1-800-323-2106.

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## **THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH DISABILITY INCOME INSURANCE PLAN**

YES! Please send me further information about the Group Disability Income Program and higher monthly benefits. I understand I am under no obligation.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/STATE/ZIP \_\_\_\_\_

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