



LETTER FROM THE PRESIDENT



Rebecca M. Valette

Little did I dream when I joined the AATF as a graduate student at the University of Colorado that I would one day be writing this letter of appreciation to ten thousand fellow French teachers. For a good portion of my professional life, I have been on the "receiving end", enjoying the AATF publications, attending meetings, exchanging ideas with colleagues, and, of course, teaching French, as the name of the association would indicate. It was in the 1960s that the French Review accepted my first article (on Benjamin Constant), even before I had finished my Ph.D. dissertation. In the 1970s, then-president Douglas Alden invited me to chair the first AATF Testing Commission. In the 1980s, you, my AATF colleagues, elected me to serve as Vice President, and in the 1990s you mandated me to represent you as President. Today I would like to thank you for having given me this opportunity to serve the AATF over the past three years, to represent your interests at the national level, and, most importantly, to work with so many of you in strengthening our profession and in promoting the French language and the study of Francophone literatures and cultures.

On looking back, I find it impossible to conceive of carrying out my presidency without the ever-present support of our indefatigable Executive Director, Fred Jenkins. For fifteen years, he has been looking after the association, keeping our finances in good order, working with the

chapter officers and the regional representatives, supporting all of our various projects, commissions, contests and publications, running the annual meetings, representing the AATF on national boards, and responding to piles of correspondence from both here and abroad. Thank you, Fred, for always being there, for seeing everything through, for encouraging me to move ahead when projects seemed feasible, and for rechanneling my initiatives when you knew from experience that there was a better direction to take. I certainly could not have undertaken as many projects had you not been "at the helm" in Champaign!

As you have already noticed on the masthead, one of my last acts as President is to unveil our new AATF logo, the development of which has been a lengthier project than I had first anticipated. It was felt that the association needed to refocus its image, and give a fresh look to its stationery and official publications. Our new logo consists of three elements:

• The hexagon: In the background, giving shape and focus to our mission is the hexagon, symbol of metropolitan France, the country which gave birth to the French language and which has nurtured French culture and civilization across the centuries.

• The circle: The circle represents the French-speaking world which traces elements of its heritage to France, but which expands on that heritage, incorporating new dimensions and new energies.

The letters "AATF": The abbreviated name of the association is boldly represented in the middle of the logo, linking France, the French language and French-speaking communities around the world, thus symbolizing the breadth of our educational mission.

AATF chapters and regions, as well as AATF commissions, are free to use the new logo as they see fit.

The status of French in our schools

The most urgent challenge facing the AATF today is to find ways first to stabilize and then strengthen French enroll-

ments from elementary school to graduate school. What is happening to enrollments in your school or your area? I understand that in some areas enrollments are stable (for example, boys in North Dakota, especially those interested in hockey, continue to elect French). In some areas, enrollments are increasing (for example, in parts of Florida and Texas where increased numbers of Hispanic-American students are opting for French). In other parts of the country, however, enrollments are dropping. We need to go beyond the anecdotal, however, and look at the status of French across the country and at all levels of instruction.

Marie-Christine Koop, Chair of our newly created Task Force on Promoting the Study of French in the United States, has prepared an information-gathering questionnaire which you will find in this Bulletin (see pp. 29-30). Please take the time to fill out the form, providing as much material as you can. We are the only national association concerned with strengthening the position of French in the curriculum. In order to determine the most effective course of action, we need responses from ALL of you.

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A recent secondary school survey in Iowa investigated how students selected a foreign language. The study found that the majority of the students were influenced by advice from the following people: parents 35%, friends 30%, siblings 26%, guidance counselors 8%. This would indicate that, in addition to influencing adults (the parents and guidance counselors), we each need to reach out to our own students (the friends and siblings). To the extent that our own classes respond to the needs of our young people, and that our students find our courses not only meaningful but also organized in such a way that they experience success, we will be doing our part in helping promote the study of French.

We also need to build on present trends, encouraging students to select French as a second foreign language. If children learn to express themselves in another language in elementary school, they will have a better background for beginning French at the middle school or high school. Similarly high school students who have studied another language for several years will be better prepared to progress rapidly in a beginning French course taken in 11th or 12th grade; in fact, such "late starters" will have a much easier time articulating into a college sequence.

Colleges, too, will have to reach out to broader audiences: business students, pre-law students, science and humanities majors, young people interested in exploring a Francophone heritage or taking a minor in area studies with a focus on a Francophone area of the globe. Universities offering advanced degrees will need to prepare teachers with competence in some of the above areas, in addition to the more traditional domains of literature, linguistics, and language pedagogy.

The continued health and well-being of French instruction in the United States is up to all of us. If you and your colleagues have adopted some initiatives or developed some extracurricular activities which have proven effective in promoting the study of French please attach this additional information, including flyers, newspaper clippings, and the like, to the questionnaire and send the entire package to the Task Force. If possible, we would like to complement our survey with a report on successful programs and approaches.

On-going promotional initiatives

The AATF is continuing its efforts to encourage the study of French at all levels. Our promotional video, which is being developed with the support of the French

Government, is finally in production. The finished product will consist of a 7-minute promotional segment plus two public service announcements, one of 15 seconds and one of 30 seconds. More detailed information on the status of this project will be available in spring.

In the meantime, let me remind you of the following promotional materials which can be ordered from National Headquarters.

- The brochure: **French is more than...**

This popular brochure is currently being reprinted. We would like to thank **Mimi Gregory**, president of the national **Alliance Française**, for her organization's recent financial contribution to this project. (In order to continue making this brochure available free of charge to the membership, the AATF would welcome financial assistance from chapters or individuals.)

- The African-American recruitment brochure: **Mais oui! Allez-y!**

This brochure, also available free of charge, has been created to promote the study of French among African-American and Haitian-American students.

- The French Coloring Book: **Color your world with French**

This attractive coloring book, available at a very modest cost, has been designed to encourage elementary school students to begin learning French.

Service: our source of strength

As I reflect back over these three years as President, I realize that the key word to describe the AATF is *service*. The Executive Council functions only because its members put in hundreds of hours of service. For those who receive honoraria, the sum awarded is but a token of our appreciation for it no way corresponds to the commitment of time and effort expended. In truth, the multitude of activities of the AATF depend on the generous service of those on its committees and commissions, the editorial boards of its publications, the people who work with the Concours, all the chapter officers, those who carry out special projects, and those who help organize meetings at all levels. Through its scholarship programs and workshops, the association tries to provide in-service opportunities for classroom teachers, and these teachers in turn share their experiences with their colleagues. In the end, those who benefit the most are the students of French, for their teachers, as members of the AATF, exhibit an energy and level of commitment that is contagious in the classroom.

With our Task Force on Promoting the Teaching of French, the AATF has its primary agenda for 1995 quite well defined. If each of us would resolve to bring one new colleague into the association, our actions could have twice the impact and be twice as successful. In the country

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AATF NATIONAL BULLETIN

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which controls individual initiative and is orienting its educational system toward site-based instruction, it is up to each of us in our own schools and classrooms to be as effective as possible in serving our students and serving one another as we work to strengthen the place of French in the curriculum.

I shall be stepping down on December 31, 1994, leaving my duties and responsibilities as President of the AATF in the capable hands of **Albert Valdman** who has already been actively planning our 1995 convention in San Antonio. This is, however, not an *adieu*, but an *au revoir*, for I shall see you again in Texas next July.

Finalement, je voudrais vous remercier tous pour votre chaleureux soutien pendant ces trois années de ma présidence!

Rebecca M. Valette
Rebecca M. Valette

PARIS RESOURCE

Are you interested in a student exchange or finding an enthusiastic stamp collector? If so, Mr. Alain Durand-Daviaud might be the person you have been looking for.

Mr. Durand-Daviaud is the director of "la Maison du Sacré-Coeur" on the hill of Montmartre, in Paris. At one time, this was a big orphanage near the Basilica of the Sacré-Coeur. Today, it is a youth center that has a lot of empty dormitory space. This youth center is located at 14, rue Saint Rustique, the oldest street in Paris, right behind la Place du Tertre. It would be an interesting and inexpensive place to stay if you are interested in a student exchange or a student visit to Paris.

In addition, Mr. Durand-Daviaud and his students are enthusiastic collectors of stamps and post cards. Those of you interested in either of these activities would find Mr. Durand-Daviaud a wonderful resource.

For more information, please write to:

M. Alain Durand-Daviaud,
Directeur
la Maison du Sacré-Coeur
14, rue Saint Rustique
France, 75018 Paris

"LES FRANÇAIS D'AMÉRIQUE/ FRENCH IN AMERICA 1995"

La 11e édition de ce calendrier (format 8½ X 11 pouces) est en vente. Bien fait et instructif, il plaira à tous ceux et celles qui s'intéressent à l'histoire et à la vie française sur ce continent.

Prix: \$6.00 l'exemplaire (ajoutez \$1.50 pour l'envoi).

Écrire à: R. Mikesell, 1155 East 56th St., Chicago, IL 60637-1530.



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CHAPTER NEWS

CHICAGO/ NORTHERN ILLINOIS

The Chicago/Northern Illinois Chapter of the American Association of Teachers of French, the Service Culturel du Consulat Général de France à Chicago, The University of Chicago, and the Chicago Group on Modern France organized and sponsored a *stage d'été* for professors of French at The University of Chicago from August 1-August 12, 1994.

The theme of the *stage* was *Enseigner le Français : Langue et Société*. The lecture/discussion sessions were divided into those with *animateur* Jean-Louis Chiss, Professeur de Linguistique Appliquée, École Normale Supérieure de Fontenay/Saint Cloud, and afternoon sessions (see below) which introduced topics on various levels easily adaptable to the level of each of our own classrooms.

Professor Chiss's sessions centered on methodology and included these topics: Teaching/learning a foreign language; the methodology debate; learning strategies; place of the "norm" in teaching manuals; syntactical problems in French; and an approach to reading in a foreign language. Professor Chiss led us in lively, stimulating discussions on these topics as we related the concepts to our own students, classrooms, and texts. To bring these discussions and concepts to concrete strategies, we also participated in two *ateliers* with Claude Grangier of the University of Chicago in which we presented the methodology of our texts and introduced classroom strategies which we have used to encourage student participation and interest.

The afternoon *colloques* introduced us to current problems of society, changing attitudes among the French, and an overview of Francophone and contemporary literature: *Identité française à travers l'histoire*, Robert Morrissey, University of Chicago; *Francophonie*, Françoise Lionnet, Northwestern University; *Problèmes de société*, Philippe Desan, University of Chicago; *Sciences et Techniques*, Dominique Mondou, Attaché Scientifique Adjoint; *Le minitel : utilisation pédagogique*, Sylvie El Médioni, Louisiana State University and Service Culturel Français, New Orleans; *Les livres et les éditeurs en France aujourd'hui*, Marie-Claire Caravati, Attaché Culturel Adjoint, Chicago; *Littérature contemporaine*, Gilbert Pestureau, Loyola University.

The 13 participants represented

Kansas, Kentucky and Illinois; we covered FLES, high school, adult education, and university level. The diversity in teaching assignments, current textbooks, and territory represented, was a definite asset to those of us who attended the *stage*. We exchanged ideas, learned new methods, and in one case even exchanged teaching assignments.

It is an extremely beneficial and exhilarating experience to spend a two-week period in an essentially Francophone environment: It keeps one abreast of contemporary thinking and developments in France, it boosts enthusiasm for the profession, and it encourages one to recruit new students to study French. I strongly recommend that teachers on all levels apply for a *stage* such as this next year. Watch the *National Bulletin*, mailings from the Service Culturel Français, and your local AATF newsletters for upcoming institutes.

Anne Hebert
President

MARYLAND

Members of the Maryland Chapter Executive Committee for the past academic year who will continue to serve the chapter during 1994-95 are: Dr. Carleen Leggett, President; Dr. Nicole Minnick, Vice-President; Mrs. Lorna Wingate, Secretary-Treasurer; Dr. Sandye McIntyre, II, Past President. All of these officers were present at the Congrès in Québec to honor Mrs. Wingate, who was named Contest Administrator of the Year (for smaller chapters) at the convention banquet.

Among chapter activities for the past year were a workshop presented in cooperation with the Maryland Foreign Language Association, a lecture by a representative of *Radio France Internationale*, and the annual banquet and awards ceremonies. The autumn workshop had as its focus "la technologie dans la classe de français." At the early spring meeting, journalist Emmanuelle Bastide discussed her work with RFI and responded to numerous questions about the network's programs. The annual luncheon and awards ceremonies were held at the Restaurant Jeannier and honored state, regional, and national winners of the *Grand Concours*.

Carleen Leggett
President

WISCONSIN

The Chapter Officers for 1994-95 are: Conni Hofeldt, President; John Magerus, President-Elect; Alice Peterson, Past-President; Jean Mano, Secretary-Treasurer; Mary Theder-Schwartz, State Coordinator, the *Grand Concours*; Cécile Stelzer, State Coordinator, the *Concours Oral*.

The *Concours Oral* is a contest for the speaking of French. The 1994 *Concours Oral* was a successful and fun event. It was held in Wisconsin Rapids with over 300 students participating.

This year (1994) there were 1575 students from Wisconsin who took the National French exam. This was a record for participation in the *Grand Concours* for the state. There were many winners from all over the state. The first *Atelier du Printemps* was held in March in Madison. The special entertainment Friday evening was Pascal Normand, a singer from Montréal. M. Normand also spoke on Saturday on the incorporation of French-Canadian culture and music into the classroom curriculum. Nancy Hall of Virginia made a presentation on the cemeteries of Paris. Plans are underway for the 1995 *Atelier* which will have a French-African theme.

The French Educator of the Year Award for 1995 was given to Alice Peterson. She has been teaching in the Racine schools since 1971 and has coordinated the entire district's foreign language program since 1985. She has been instrumental in expanding and enhancing the foreign language curriculum. Through her efforts, not only was French expanded, but German, Japanese and Russian. She worked diligently as an organized and inspirational President of WAATF.

A Certificate of Recognition from WAATF for 1995 went to Leslee Poulton, University of Wisconsin - LaCrosse. She has been teaching at the University of Wisconsin-LaCrosse since 1987. She is an associate professor of French. She is extremely capable and knowledgeable. Her expertise on the language and culture of Tahiti has made her an invaluable resource on this South Pacific branch of *la Francophonie*. Through the use of TPR, the natural approach and much visualization, Leslee makes learning French fun and interesting. Her magnetic personality, has helped her create a cheerful and positive atmosphere for students and faculty in the Foreign Language Department at LaCrosse.

JNCL FACT SHEET: LANGUAGES

The U.S. trails other industrialized nations in foreign language education, and is struggling to bring its programs up to par. But educators are moving in the right direction. A recent survey by the Joint National Committee for Languages (JNCL) indicated that 24 of the 39 responding states have instituted innovative language programs, especially at the elementary school and university levels.

Whereas enrollments in secondary school foreign language programs grew by only two percent between 1992 and 1993, elementary school foreign language programs are the fastest growing area of language instruction. This is fortunate, since very early exposure to foreign languages will likely prove to be a decisive factor in future competitiveness. Children who have studied a foreign language in elementary school show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills, plus develop a sense of cultural pluralism. Keeping a child's mind open to foreign perspectives will be important later on when they must deal with (and respect) the diverse business cultures of their future customers, investment partners, supervisors and co-workers.

Many state legislatures have mandated these programs, according to Gladys Lipton, Chair of the University of Maryland's National FLES* Institute (410/455-2109). Lipton receives approximately 30-50 calls per day from educators interested in setting up an elementary foreign language program. One misconception about these programs has been that they are ineffective. "This is due primarily to the alternative teaching methods that are used, such as games and songs. They do teach grammar, but not grammar rules," says Lipton. Thus children learn the language in much the same way as their own native language. This early exposure allows children to build proficiency in the language.

Louisiana has the oldest and most successful elementary foreign language program, says Lipton. The state of Louisiana has formal agreements with foreign governments such as Mexico and France. These governments provide teachers to Louisiana schools and study programs for Louisiana's own teachers.

In both elementary and secondary education, some school systems have contracted private companies to restructure and administer their foreign language programs. Dialogos International in Raleigh, NC was the first company in the nation to be contracted to direct a foreign language program of a public school system, providing its services to Wake County schools for eleven years. Carey Stacey, founder of Dialogos International, believes the results educators want to see can be achieved through private business. "Accountability is not built into most of these educational programs. Legislators have recognized the problems and provided funding, but without accountability, the program cannot be successful. Private business is very results-oriented, and that's what tax payers want to see," says Stacey. Dialogos International has also restructured programs for colleges and has been asked by school systems in California and Connecticut for information about private contracts.

Foreign Language Enrollment Figures, and Enrollments as Percent of Total Student Body (1992-93 School Year)				
STATE	ELEM. LANG. ENROLL.	% OF TOTAL ELEM. ENROLL.	SECONDARY ENROLL.	% OF TOTAL SEC. ENROLL.
AL	2,690	0.7	54,257	17.0
AK	**	**	**	**
AZ	NA	NA	40,000	21.0
AR	NA	NA	35,800	29.0
CA	72,938	2.0	529,478	39.0
CO	**	**	**	**
CT	NA	NA	65,218	52.6
DE	NA	NA	10,669	38.6
FL	**	**	**	**
GA	38,000	7.0	111,346	35.0
HI	15,818	16.0	18,660	26.0
ID	**	**	**	**
IL	NA	NA	NA	NA
IN	19,237*	13.0*	122,163	45.0
IA	36,190	13.9	70,117	50.6
KS	26,716	**	36,618	**
KY	**	**	**	**
LA	92,000	16.0	53,500	28.0
ME	8,983	7.0	41,738	44.0
MD	NA	2.3	80,439	42.3
MA	NA	NA	NA	NA
MI	12,677	1.5	114,828	19.4
MN	**	**	**	**
MS	1,546	0.4	29,054	15.6
MO	**	**	**	**
MT	600	0.6	9,000	21.0
NE	10,432	4.5	49,038	66.0
NV	2,862	2.0	22,780	3.0
NH	NA	NA	28,250	50.2
NJ	**	**	**	**
NM	7,863	4.8	37,299	NA
NY	**	**	**	**
NC	309,387	50.0	111,550	38.1
ND	2,751	3.0	15,708	43.6
OH	**	**	**	**
OK	**	**	**	**
OR	10,309	3.2	44,779	27.4
PA	NA	NA	256,678	34.0
RI	**	**	**	**
SC	10,123	2.0	57,609	33.0
SD	0	0.0	11,049	33.0
TN	4,926	27.2	65,042	37.0
TX	26,099	1.3	383,660	26.4
UT	NA	NA	66,193	36.5
VT	**	**	**	**
VA	NA	NA	174,418	45.0
WA	NA	2.0	92,843	40.0
WV	NA	NA	22,000	26.0
WI	10,215	2.4	149,017	41.9
WY	**	**	**	**
Average	—	7.6	—	34.3
Source: Joint National Committee for Languages (Call 202/546-7355 for more information) 1994.				
*7th and 8th grades included				
**Did not respond to survey				

AATF SMALL GRANT AWARDS CONTINUED FOR 1995

This past July, the Executive Council again renewed our Small Grants Awards program. The total amount of funds to be made available will remain at \$4,000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds (or less if the Chapter treasury cannot meet the challenge) must also be committed by the Chapter to which the applicant belongs. In this fashion, it is hoped that the applicant can attract sufficient funding to carry the project through to a satisfactory completion.

Application procedures and requirements remain the same as they were in previous years—hopefully, as simple as possible. A letter specifying the following should be sent to the Executive Director at 57 E. Armory Avenue, Champaign, IL 61820 by **January 31, 1995**: (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 these April issues of the *BULLETIN*: 1989, p.12; 1990, 1991, 1992, all p.1; 1993, p.8; plus the 1994 list reproduced below. However, new types of projects will also be given full consideration.

All requests will be acknowledged and results will be announced in February.

RESULTS OF 1994 SMALL GRANT AWARDS COMPETITION

The AATF Small Grants program is pleased to announce the results of its 1994 competition. The nine awards, totaling \$3,695, are described below. Congratulations go to the very active Chicago/N.

Illinois Chapter which has been assiduous in pursuing these opportunities and in making its own matching funds available to its members for worthy projects. Other Chapters—please take note! Several other interesting requests remained unfunded this year because of lack of financial support at the Chapter level. (Note to future applicants: it is important to begin the application process EARLY ON in the school/academic year by alerting your Chapter officers to your upcoming request.)

1. Chicago/N. Illinois Chapter, Lisa P. Erceg, grantee: \$500 contribution towards prizes for a Guy de Maupassant centennial poster and essay contest; matching contributions in kind and with funds from the Chapter and from the French Cultural Services, Chicago, Marie-Claire Caravatti, Attaché culturel adjoint.

2. Chicago/N. Illinois Chapter, Sharon Soper, grantee: \$295 contribution towards student activities at "Le Week-end français" of Illinois Benedictine College, March 1994; \$75 matching contribution from the Chapter.

3. Chicago/N. Illinois Chapter, Loretta Mole, \$300 contribution to help fund raising costs of an educational trip to Quebec for students at the Avery Coonley School, April 1994; \$150 matching contribution from the Chapter.

4. Chicago/N. Illinois Chapter, Alan Wax, grantee: \$500 contribution towards the travel expenses of a winning 8th grade female student from McGugan Jr. HS to Concordia

Language Villages, summer 1994; \$75 matching contribution from the Chapter.

5. Metropolitan NY Chapter, Fernande Wagman, grantee: \$400 contribution to help sponsor the Concours Régional de Comédie for secondary school students, New York City, February 1994; Region I Chapter matching contributions totaling \$400.

6. Nassau NY Chapter, Rosemary Haigh, grantee: \$200 contribution to increase holdings in the Chapter's French video lending library; matching contributions in kind and with funds from the Chapter.

7. At-Large member Jayne Abrate, University of Missouri, Rolla, grantee: \$500 contribution towards the development of a course on contemporary French culture based on Minitel documentation; matching contribution from the University's Department of Liberal Arts.

8. Wisconsin Chapter, Conni Hofeldt, grantee: \$500 contribution towards the expenses of visiting speakers at the "Fete pour les Francophiles du Wisconsin," March 1994; matching contributions in kind and with funds from the Chapter.

9. Idaho Chapter, Rhonda Anderson, grantee: \$500 contribution towards the expenses of a French Camp in northern Idaho for French students throughout the state, April 1994; matching contributions in kind and with funds from the Chapter.

F.M. Jenkins
Executive Director

PRIX <<CONNAISSANCE DE L'ACTUALITÉ>> offert par le *Journal Français d'Amérique*

Récompense: \$500

Éligibilité: Tout professeur de français aux États-Unis.

Conditions: Ce prix sera décerné au professeur qui aura le mieux incorporé l'actualité du monde français dans son programme scolaire ou universitaire pour l'année académique 1994-1995. Le programme peut porter sur une année scolaire ou sur un seul semestre.

Candidatures: Les professeurs peuvent soumettre leur propre candidature ou celle de collègues.

Dossier: Envoyer un descriptif du programme (500 mots) ainsi que tout autre document à l'appui, y compris curriculum vitae, lettres de professeurs collègues, d'étudiants, projets d'étudiants, etc. Le dossier complet doit être envoyé en une seule fois.

Date limite: le 1^{er} février 1995, pour la remise des projets. Le prix sera annoncé le 1^{er} mars 1995.

Veillez faire parvenir les projets à <<Connaissance de l'actualité>>, *Journal Français d'Amérique*, 1051 Divisadero Street, San Francisco, CA 94115.

NEH SUMMER SEMINARS FOR SCHOOL TEACHERS FOR 1995

The Division of Fellowships and Seminars of the National Endowment for the Humanities is sponsoring seminars on a variety of texts in the humanities for four, five, or six weeks during the summer of 1995. 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.

All teachers selected to participate in the program will be awarded 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. All NEH seminar participants who teach in New Jersey are subsequently awarded an additional travel stipend by the Geraldine R. Dodge Foundation of Morristown, New Jersey. Stipend amounts range from \$250 to \$1,000, depending on the location of the seminar. The Dodge Foundation typically invites the NEH/Dodge fellows to come together in the Fall for a day to report on their experiences and to advance scholarships among these educators.

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. Substitute teachers are not eligible to apply. Applicants must be U.S. citizens, native residents of a U.S. jurisdiction, or foreign nationals who have been residing in the United States for at least three years immediately preceding the application deadline, **March 1, 1995**. *Participants in Summer Seminars for School Teachers in 1993 and 1994 are not eligible to apply to the 1995 seminars.*

Applicants must write to the seminar directors for application instructions and forms and for detailed information about the structure, special requirements, site, and housing of seminars. **Applicants may apply 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, 1995**.

For information about other NEH pro-

grams, contact the Public Information Office, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Telephone: 202/606-8400.

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to the Equal Employment Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. TDD (for the hearing-impaired only) 202/606-8282.

Listed below are seminars of potential interest to teachers of French.

The Paris of Balzac, Baudelaire and Flaubert

July 10-August 11, 1995 (5 weeks)

Edward J. Ahearn

Department of Comparative Literature
Box E Brown University
Providence, Rhode Island 02912
(Seminar Location: Paris, France)

Molière: The Major Comedies

July 3-July 28, 1995 (4 weeks)

Philip R. Berk

Department of Modern Languages
and Cultures
University of Rochester
Rochester, New York 14627
(Seminar Location: Paris, France)

The Gothic Cathedral as a Mirror of Medieval Culture

June 26-August 4, 1995 (6 weeks)

Robert G. Calkins

Department of Art History
35 Goldwin Smith
Cornell University
Ithaca, New York 14853
(Seminar Location: Paris, France)

African Politicians, Culture and Society in Film and Literature

June 26-August 4, 1995 (6 weeks)

Irving L. Markovitz and Ali Jimale Ahmed

Department of Political Science
Queens College/CUNY
Flushing, New York 11367
(Seminar Location: CUNY Graduate
Center, New York, New York)

Heralds of Democracy: Hobbes, Locke, Rousseau

June 26-August 4, 1995 (6 weeks)

William E. Murnion

Office of Vice President for
Academic Affairs
505 Ramapo Valley Road
Ramapo College of New Jersey
Mahwah, New Jersey 07430

Envisioning Democracy: The Thought of Jean-Jacques Rousseau

July 3-July 28, 1995 (4 weeks)

Robert M. Schwartz and

Andre Palluel-Guillard

Department of History

Mount Holyoke College

South Hadley, Massachusetts 01075

(Seminar Location: Chambéry, France)

Montaigne: Perspectives on His Times

June 26-July 28, 1995 (5 weeks)

Marcel Tetel

Department of Romance Studies

Box 90257 Duke University

Durham, North Carolina 27708-0257

(Seminar Location: Saint Michel de
Montaigne, France)

Theatricality and Reality in Modern French Drama

July 3-July 28, 1995 (4 weeks)

Mary Ann F. Witt

Department of Foreign Languages

North Carolina State University

Raleigh, North Carolina 27695-8106

(Seminar Location: Avignon, France)

AATF TREASURER OF THE YEAR AWARDS 1994

Continuing a tradition that started in the 1970's, the AATF has given Treasurer of the Year Awards to two of its outstanding and hard-working Chapter officers, **John Romeiser** of Tennessee, representing a large Chapter, and **Judy Schrock** of Nebraska, representing a smaller one. Both are being honored with a cash award and a certificate for their consistent and accurate recordkeeping, recruiting efforts, and timely correspondence with National Headquarters in Champaign. John has been in office since 1988 and previously served as Secretary-Treasurer of the South Carolina Chapter, 1980-1985. Judy has been performing her duties since 1989. Our congratulations to these two colleagues — may they stay in office a long time!

Nominations with supporting documentation are always welcome from our Chapters. More precise criteria have been published in past issues of the *BULLETIN* and are also available upon request from National Headquarters.

F.M. Jenkins

Executive Director

AATF TEACHERS AWARDS

The American Association of Teachers of French will offer three awards for outstanding teachers annually: one to an elementary school, middle school, or junior high school teacher, one to a high school teacher, and one to a post-secondary teacher (at a university, college, or junior college). If there is no suitable candidate in any one of the award areas, the AATF reserves the right not to make an award for that year in that area.

The purpose of the awards program is to recognize those teachers who have demonstrated excellence and commitment in the teaching of French language, culture, and literature.

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French.

Nominations may be made by an individual member of the AATF in good standing or by a chapter of the AATF.

All nominations and documents must be sent to the awards chairperson by the deadline indicated on the nomination form.

For each level of the awards, the nomination committee will consist of two members of the AATF Executive Council and one teacher-member at large.

Any nomination that exceeds the ten (10) page limit will be disqualified and returned to the nominator.

A teacher may receive the award only one time at the same level.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor. **The National Bulletin will have a feature article on the recipients and the recipients will receive a one-year complimentary membership in AATF.**

TIME LINE

As the awards will be presented at the July convention each year, the deadline for submitting all documents to the awards chairperson will be **March 1** of the year in which the award will be made.

The awards chairperson will then distribute the award nominations to the committee members and the decision will be made by **April 1**. The recipients will be notified by **May 1** so that they can make arrangements to be present at the awards program.

QUALIFICATIONS

1. Nominees for the AATF award must have a minimum of five years teaching experience at the level for which they

are candidates.

2. Nominees for the AATF award must have been members of the AATF for the past five consecutive years.
3. Current AATF Chapter, Regional, or National officers are not eligible for the AATF award.
4. Nominees for the AATF award must have made a significant impact on students, school and community at the award level for which they are candidates.
5. Nominees for the AATF award must be participants in AATF activities locally, regionally, and/or nationally.

EVALUATION CRITERIA

1. Outstanding teaching:
 - A. Evidence of teaching achievements that have led to:
 1. Students' proficiency in French
 2. Students' knowledge of French, Francophone culture and/or Francophone literature
 3. Students' intellectual growth
 4. Motivation of students for the continued study of French
 - B. Evidence could include, but is not limited to:
 1. Student participation in extra-curricular French activities, including exchange programs.
 2. Student performance on standardized tests such as:
 - The National French Exam
 - The DELF/DALF Exam
 - French Achievement Tests
 - The GRE Exam
 - French Advanced Placement
 - Teaching Licensure Tests
 - etc.
 3. Enrollment trends or expanded curriculum offerings.
 4. Teacher selection for school or university teaching awards.
2. Nominee's professional growth and contributions to the profession:
 - A. Evidence of continuing professional growth, which could include, but is not limited to, the following:
 1. Attendance at foreign language oriented conferences and/or workshops.
 2. Pursuit of a degree or degrees in higher education.
 3. Participation in grant supported workshops or research.

- B. Evidence of continuing significant contributions at several levels: (e.g. the school, local, state/regional, national or international levels)

Evidence could include, but is not limited to:

1. Sponsorship of extra-curricular activities such as a club or a student exchange program.
2. Leadership and/or service in professional organizations.
3. Research, presentations at conferences, and publications in professional journals.

NOMINATION PACKET

The nomination packet may not exceed a total of ten pages and must include the following:

1. A résumé of education, employment, recent activities and awards, on the officially provided two-page form. (pages 1 & 2)
2. A one-page narrative summary by or about the nominee, offering evidence of outstanding teaching. (page 3)
3. A one-page narrative summary by the nominee, offering evidence of professional growth and contributions to the profession. (page 4)
4. Supporting documents, including at least one letter from a present or former student or parent, at least one letter from a present colleague, and at least one letter from a past or present AATF Chapter officer. Any remaining letters may be chosen by the nominee. (pages 5 through 10).
5. All nominations and forms should be submitted with the original nomination packet and four copies, organized into five complete packets for distribution to committee members.
6. PLEASE NOTE: the nomination packet should **NOT** be bound, or presented in a scrapbook or folder.
7. Submit the five packets for the nomination to the Awards Chairperson:

Mary de López
Department of Languages and Linguistics
University of Texas at El Paso
El Paso, TX 79968

The nomination should be received by **no later than March 1, 1995** for awards to be made in July 1995.

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH
Nomination for Excellence in Teaching Award**

Candidate information (please type)

Check appropriate category:

NAME _____

Post-secondary

INSTITUTION _____

Secondary

POSITION _____

Elementary

ADDRESS _____

TELEPHONE _____ (office) _____ (home)

Educational Background

Institution

Degree Received

Teaching Experience

Institution

Years

Position

Dates

Membership/Offices Held in Professional Organizations

Organization

Dates of Membership

Elected Office/Committee

Years

Extra-curricular Service (Club sponsorship, etc.)

Organization

Dates

Conference Presentations

Presentation

Conference

Date

Publications

Title

Publication/Publisher

Special Awards of Recognition

Award

Given by

Date

HELPFUL HINTS ON SELLING FRENCH FOR THE FUTURE

The following are just some ideas which I've implemented this past year. Since none of us are marketing experts, all we can do is try out different approaches and then determine which work best. What we need to accept is that we have to become a PUBLIC RELATIONS LIAISON and MARKETING DIRECTOR, roles for which most of us are ill-suited. Nevertheless, if we do not begin performing these functions, there may soon be no role for us in the classroom!

ELEMENTARY SCHOOL

The audience that needs to be addressed first and foremost is the sixth-grade students and their parents. They need to have access to general information regarding the selection of a foreign language, a choice which is made in many districts by the end of February.

Visit each and every sixth-grade class, sharing the responsibility with colleagues in the district who are dynamic and upbeat about French. Remember that 11 and 12 year old children are far more impressed by the personality of the teacher than by any documentation regarding French for business and technology in the future job market. Nevertheless, do come armed with copies of "Take a Closer Look" and/or the flyer giving statistics derived from it.

Even better, take some of your French students down to the elementary schools and have them present a skit or just talk about their own experiences with the language in class and outside class (clubs, trips, etc.). Start visits after Christmas vacation to assure coverage of all groups by the time selections must be made.

My district has prepared a video presenting the advantages of studying each of the languages. If such a video is prepared in your district for sixth-graders, make sure it mentions French as a tool for employment as well as classroom experience and extra-curricular activities.

A mailing should go home to sixth-grade parents, since not all children will share our presentation at home. The parents will be far more interested in job-related issues than their children, and they do have a strong influence on the selection which is made.

JUNIOR AND SENIOR HIGH SCHOOL

These students are already in our program, and we want to keep them there right through French V and AP.

Each French class should be given a presentation regarding French for the future, including the booklet "Take a Closer Look" and the video put out by the Services Culturels, "France-Europe." On the high school level, visit other language classes to

encourage a double program of study. My district has accelerated classes for second language students in which two years of instruction are combined into one.

Ascertain how much the teachers in our own departments know about the information included in "Take a Closer Look." In order for students to be informed, teachers must be aware and keep abreast of developments. We can act as a facilitator in that area.

Insist on a meeting with the guidance departments of all secondary schools. I did this and was amazed at the lack of information and misconceptions counselors have regarding French. They are not at all aware that French has any practical use in the job market and are thoroughly convinced that Spanish is easier to learn. Since I am equally proficient in both languages, I was able to give them very concrete examples of how erroneous that notion is. Leave a few copies of "Take a Closer Look" so they will be available for students' perusal.

Most important of all and not to be overlooked, we must make classes interesting and pleasurable. Students are more concerned about their daily routine than about something that may or may not happen to them in the job market ten years down the road. Make sure they enjoy the view on the path on which they are travelling now.

ADMINISTRATION

If the district has a curriculum council, make sure it is familiar with the current sta-

tus of French in the world. Go armed with documentation. Don't overlook the Superintendent of Schools, Director of Programs, and the Board of Education.

Have a chat with secondary school administrators and give each a copy of "Take a Closer Look." They think of France as the country of wine, cheese, *châteaux*, and fashion rather than the developer of the fastest train in the world. Let's alter that view. The personal approach is important—interoffice mail will most likely end up in the "round file."

COMMUNITY

We should make sure to publicize everything good that happens in our classes: winners of *Le Grand Concours* or other contests, field trips, exchanges, dinners, special projects. Have photos taken and accompany them with an article that is distributed to the school and local newspapers. One of my classes was thrilled when an article appeared in a community paper about their project. TOOT THE FRENCH HORN EVERY CHANCE YOU GET.

Remember that if we don't pass the word, it won't get passed along, "et le mot de passe est TECHNOLOGIE." We've got to throw ourselves out there and take a risk. THE FUTURE OF FRENCH DEPENDS ON IT!

Christine Mohanty
Past President
AATF Suffolk Chapter

LA FRANCE SUR INTERNET

L'Ambassade de France propose sur INTERNET de l'information scientifique, culturelle, linguistique, éducative... Venez explorer son "gopher", que vous trouverez répertorié dans le catalogue de la Bibliothèque du Congrès.

Afin de mieux vous informer, nous souhaiterions établir un *annuaire des professeurs de français abonnés à INTERNET*. Merci de bien vouloir remplir le coupon ci-dessous et l'adresser au:

Bureau de Coopération Linguistique et Éducative
Consulat Général de France
540 Bush Street
San Francisco, CA 94108

NOM-PRÉNOM _____
ADRESSE _____
VILLE-ZIP _____
TÉL _____
FAX _____
ADRESSE INTERNET _____
ADRESSE MINITEL (facultatif) _____
PROFESSION elementary school middle school high school
 college/univ autre (précisez) _____

FRENCH-BIOLOGY CONNECTION: A CROSS-DISCIPLINARY STUDY*

Currently, performance-based assessment is the buzz-word in education, while we in foreign language instruction have been using this strategy all along. Many of our classrooms are vibrantly alive with student-centered learning activities where performance-based assessment is the rule rather than the exception. At West Point High School in Mississippi a new project was initiated last spring combining performance-based assessment with a cross-disciplinary project, the French-Biology Connection. Through the combined efforts of John Dorroh, Advanced Biology teacher, and Wendy Cole, French teacher, their students explored the worlds of famous French scientists, particularly Louis Pasteur and Marie and Pierre Curie.

To begin the student-centered project, both first period classes met in the school library where subsequent meetings would be held averaging once every other week. Students from each class were randomly paired, one French student and one science student, totalling 27 pairs. The primary objectives of the French-Biology Connection were explained to the students: (1) to show French and biology students how the understanding of certain biological concepts was executed by French scientists; (2) to let students see that the content of their two classes is interconnected; and (3) to help improve the students' communicative and cooperative skills through thinking, listening, and writing activities. Each pair was expected to maintain a portfolio of their work which would be submitted at the end of the term and graded according to completeness, quality, and originality.

Outside of class, each student developed his/her own interview instrument, a questionnaire containing from 15 to 20 meaningful items which they felt would provide important and interesting knowledge of their partner. This accomplished, the next meeting found the partners deep into conversation with their respective interviews, pens flying, shoulders shrugging, and thoughts churning as the students began to use some very introspective thinking skills in order to answer many of the questions put to them.

The next class meeting's assignment was to write a letter of introduction for their respective partners to Monsieur Louis Pasteur, the French scientist renowned for his experiments which virtually proved biogenesis, the principle that recognizes the fact that life comes from existing life forms, and the process which bears his name, pasteurization. This letter was to explain the project to the scientist as well as telling him why their partner

would be a valuable asset in the project based upon the information gleaned through their interview.

Other class meetings found the students working with their partners creating short skits including as characters themselves and Monsieur Louis Pasteur. Throughout these skits, at least ten translations (French to English or English to French) were to be included as well as five science terms. The "blue ribbon" skits selected by the group were earmarked for later enactment by the pairs and for videotaping.

Later in the spring, the students were treated to a visit in their library quarters by Pierre and Marie Curie who acquainted them with their own experiments as well as those of their colleagues during nineteenth-century France. The roles of the Curies were presented by Dr. Kitty Robbins-Herring from the Foreign Language Department at Mississippi State University and her husband, Stuart Herring.

Dressed in costumes of the period, the Herrings presented a vivid background of the personal lives of the scientists they impersonated while they distributed valuable research information to the students. Portions of Marie's presentation were made in French with brief translations following for the benefit of those students not enrolled in the French class.

Because this was selected to be a one-semester pilot project, time did not allow for other activities brainstormed by the instructors. These included the making and using of puppets to enact their skits, viewing of videos about French scientists

with short essays from the students critiquing the films, as well as the "interchange" of teachers between the two disciplines (French teach a science lesson, science teach a French lesson).

The semester ended with the students celebrating their successes enjoying "gateau biologique" and "jus d'orange" à la West Point High School. They completed evaluation instruments and discussed the possibility of a two-semester project for the next year. According to their evaluations, the French-Biology Connection was well-received and proved to be a popular class. The students especially enjoyed working with their partners, writing the interview instruments, and conducting the interviews. The data from the evaluations also expressed the students' desire for more teachers to use an interdisciplinary approach in their classroom instruction.

Dorroh and Cole will be teaming up again for the 1994-1995 edition of the French-Biology Connection. As a tool for performance-based assessment and student-centered learning, it has earned the status upgrade from pilot to installed program.

Wynda Cole
West Point High School
Mississippi

**Examples of some of the students' work and the instruments used for interviews and evaluation are available upon request. Contact Wynda Cole, P.O. Box 616, West Point High School, West Point, MS 39773 or telephone (601) 494-5083.*



Quelques-uns des membres du CLEF de gauche à droite: au premier rang: Claude Boutin, Patricia Bradley, Marie-Christine Koop, Micheline Hannon, Annick Périllat. Au deuxième rang: Kathy Freeman, Renée White, Marie Poublan, Helen Lorenz. Au troisième rang: Maurice Poublan, Michèle Shockey, Richard Catania, Maurice Elton. À voir l'article associé à la page 28.

DES NOUVELLES DE CHICOUTIMI

Dans le cadre du soixante-septième congrès annuel de l'AATF qui se tenait dans la ville de Québec en juillet dernier, l'École de langue française et de culture québécoise de l'Université du Québec à Chicoutimi avait proposé à l'ensemble des professeurs/es congressistes une excursion au Royaume du Saguenay. Cette région est considérée comme la plus francophone d'Amérique puisque la presque totalité d'une population de tout près de trois cent mille habitants parle et vit quotidiennement en français.

Pour la quarantaine et plus de participants et participantes provenant d'un peu toutes les régions des États-Unis, les 21 et 22 juillet dernier furent donc deux journées bien remplies. Une foule d'activités, toutes plus intéressantes les unes que les autres, les y attendaient. Bien sûr, le tout a commencé par un dîner d'accueil à l'Université du Québec à Chicoutimi suivi de la visite de la ville de Chicoutimi. Mais ce n'était que le début de l'enchantement.

Quel plaisir étonnant de pouvoir danser sur des airs folkloriques québécois dans une ancienne usine de pulpe à papier

devenue musée quand la température tourne cette journée-là à plus de 90° Fahrenheit! Quelles sensations étonnantes de goûter à de la cuisine régionale québécoise, de trouver son gîte dans une famille d'accueil francophone et d'échanger avec les membres de cette famille, un peu comme si on se retrouvait en compagnie de bons vieux amis! Quelle expérience fascinante d'avoir eu cette opportunité de voir "La fabuleuse histoire d'un royaume", un méga-spectacle digne des grandes productions de Broadway! Et puis, que dire du majestueux fjord du Saguenay, du charmant petit village de Ste-Rose-du-Nord, de Tadoussac et de ses excursions aux baleines?

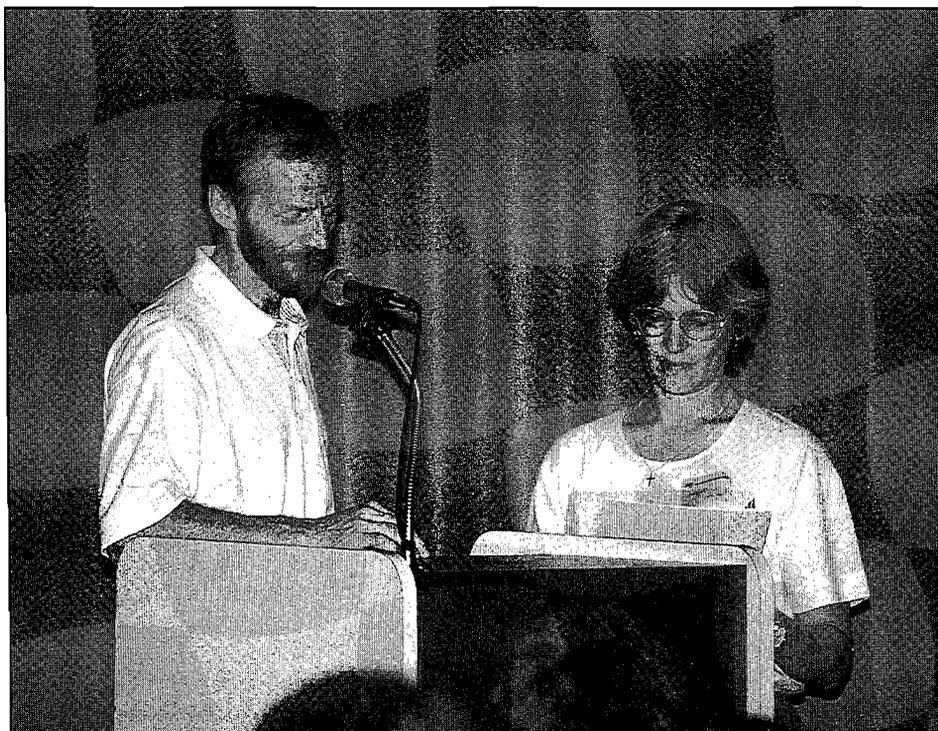
Les gens sont repartis la fête remplie de beaux souvenirs. Beaucoup de commentaires provenant de ces personnes témoignent positivement, voire même élogieusement, de ce séjour. Ainsi pour Betty C. Clough (Austin, TX), ce fut un vrai plaisir de revisiter les lieux de son séjour de '83 alors que pour Laurie Farber (Saint-Paul, MN), ce programme était super, très bien organisé, informatif et accueillant. Quant à sa consœur,

Barbara C. Anderson (Minneapolis, MN), c'est l'accueil chaleureux de tout le monde qu'elle a surtout apprécié. Et pour Françoise Langlois (New-York, NY) ce séjour, malheureusement trop court, reste pour elle deux journées fabuleuses, comme l'un des meilleurs souvenirs de son voyage au Québec. En fait, tous et toutes ont pu goûter, voir, vivre et apprécier l'expérience du fait français en Amérique du Nord dans une région aussi riche en chaleur humaine qu'en beautés naturelles.

Les sensations auront été davantage plus fortes et les souvenirs seront plus marqués pour **Mary Gaddis** (Milo, HI) puisqu'elle s'est vue décerner la bourse "Langue et didactique", gracieusement offerte par l'École de langue française et de culture québécoise de l'Université du Québec à Chicoutimi. Cette bourse "Langue et didactique" d'une valeur de 1 425\$ canadiens, comprend les frais d'admission et d'inscription, les frais de scolarité, les repas et l'hébergement en famille d'accueil, plus l'ensemble des activités socio-culturelles para-scolaires prévues à ce programme. Rappelons que ce programme de trois semaines a été spécialement conçu pour les professeurs/es qui enseignent le français comme langue étrangère. Toutes nos félicitations à madame Gaddis!

D'autres personnes comme Davida Brautman (Brunswick, NJ), Michele Anderson (Muncie, IN), Joan Shrum (Saint-Paul, MN), Karen Campbell (Baltimore, MD) et Lynne Bryan (Macon, GA) se sont elles aussi mérité d'autres prix de participation tels des livres de littérature ou de peinture, ou même encore, des gilets aux couleurs de l'École de langue.

Certes, tous et toutes ne se sont pas mérité des prix de participation, mais chacun, chacune gardera un excellent souvenir de son passage à l'École de langue française et de culture québécoise de l'Université du Québec à Chicoutimi. Ce séjour au Royaume du Saguenay restera synonyme d'heureuses surprises, voire même d'enchantement.



Un moment sérieux!

La remise de la bourse "Langue et didactique". On reconnaît sur la photo M. Damien Ferland, directeur de l'École de langue, et Mme Mary Gaddis (Milo, HI), l'heureuse récipiendaire.

Paul Gagnon
École de langue française et
de culture québécoise
Université du Québec à Chicoutimi

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A Teacher's Guide to Using *Manon des Sources* in the Classroom

Introduction to *Manon des Sources*

Now that the students have completed *Jean de Florette*, we propose beginning the 4MAT wheel again. This unit focuses less on the regional identity of Provence, and more on the moral themes of the story.

Segment 1: Involve the student (time for activity: 5 minutes)

Objective: The student will be able to prioritize a list of values.

Activity: Give each student a list of things that affect people's lives and ask them to rank the words in the order of importance in their lives. The list may include: love, earth, water, money, music, education, loyalty. (See Sample "Anticipation Guide" p. 20.)

Segment 2: Analyze (time: 6-8 minutes)

Objective: The student will be able to explain her/his reasons for the order s/he chose.

Activity: Students share their choices with each other and discuss the idea that people have different reasons for making choices in their lives.

Segment 3: Conceptualize (time: 6-8 minutes)

Objective: The student will be able to understand how different characters in *Jean de Florette* made choices involving different values.

Activity: The students choose a character from *Jean de Florette* and sketch a scene that illustrates one of that character's values. An example of a scene that shows the importance of water for Papet: Papet "baptizing" Ugolin at the end of the film with the water from the spring.

Segment 4: Instruction (time: 3-4 class periods)

Objective: The student will review the information s/he learned from the first film.

The student will compare and evaluate the choices that various characters made in both films.

The student will learn about the role of religion in France.

The student will explain the role of the elements (earth, wind, fire, and water) in the film.

The students will use listening skills while viewing the film.

Activities: The students will share their drawings and ideas with classmates in order to determine the values of the major characters.

The students will complete the puzzle to review the information from the first film.

The students read the introduction to *Manon des Sources* and complete the worksheet while viewing the film.

Segment 5: Working with concepts (time: 1-2 class periods)

Objectives: The students will work cooperatively; the students will discuss themes of the film; the students will use higher-order thinking skills.

Activities: Have the students work in cooperative learning groups of three or four to answer the questions.

Then, lead a discussion with the whole class to compare ideas.

Segments 6, 7: Make it your own; Evaluate your learning (time: 2-3 periods)

Objective: The student will demonstrate understanding of the themes of both films.

Activity: Working individually or in groups, the students will choose from among the following options and create a project. Project ideas include but are not limited to the following:

- Write an essay in which you compare and contrast the Provençal mentality to another culture that is also tied to the land, for example, the Navajo Indian culture.
- Create a video to demonstrate the importance of gardens and the earth in your life.
- Write and perform a mini-drama in which the characters are torn between values.
- Prepare a Provençal meal for the class. Include recipes and an explanation of the significance of the ingredients.

Have students informally evaluate each other's work as they progress.

Criteria: students will be evaluated based on their:

- French grammar and pronunciation
- depth of analysis
- creativity.

Segment 8: Share!

Students present their projects to the class.

Introduction to the themes of *Manon des Sources*: PHILOSOPHY IN FRANCE

You have thought about the role of differing values in your lives, and now you can compare your own experience to that of the Provençaux. This movie touches on some of the fundamental philosophical questions in life, and this is particularly significant because France has produced some of the most famous philosophers of Western civilization. Just as the French character is formed by the opposing forces of idealism and realism, so too is French philosophy the product of opposing forces. On the one hand, there is the Catholic-inspired, tradi-

tional thinking, which has established much of the morality in France. This current of thought is opposed by the more libertarian and revolutionary ideas that helped bring about the French revolution.

These opposing philosophical currents have also brought about a third tradition, a sort of compromise, and this is rationalism. This tradition takes a more scientific, or reasoning approach, to discovering the meaning of life. One of the most famous thinkers influenced by this tradition is Pascal, a philosopher and mathematician from the 17th century. (Michaud p. 136-7) He used his reasoning to support his own religious beliefs.

Pascal is particularly important to the analysis of the film because one of the characters quotes him in the scene following the mass. The character says to Papet: "I think that the spring could have said to you what God said to Pascal: 'You would not search for me if you had not already found me!'" The scene is ironic because Papet, the voice of down-to-earth realism in the film, knows only one person named Pascal, "and he was so rude to me that I slapped him!"

However ironic, the reference to Pascal illustrates well the themes in the story. Religious and traditional morals are important in French life, but so are the reasoning, free-thinking values. Some of the villagers turn to the church for a solution to the water problem, others look for a rational explanation, but they must all confront their own consciences.

This brings up another theme in the film: the responsibility of people for their own and each other's actions. This idea was challenged in the story by people such as Ugolin, who blamed Fate for the outcome of his life. Others felt that personal loyalties were more important than ethical decisions about right and wrong.

Another interesting aspect of Pascal's quote is its appropriateness to the story. Papet had searched for something that he already knew existed because he had already known about the spring. He thus indirectly caused the death of Jean, as was finally revealed to the village. There was one thing, however, that Papet did truly search for in his life: someone to inherit the name, pride and fortune of the Soubeyran family. Little did Papet know, until it was too late, that he had already found this person.

Nature continues to play a very important role in the story. The elements (earth, wind, fire, and water) take on the importance almost of a deity. The trees provide comfort to Manon, and animals and plants provide companionship as well as a way of life for everyone.

These are a few of the themes that are addressed in the film.

Manon des Sources — Guide du Film

classe _____

nom _____

date _____

Directions: Répondez aux questions pendant que vous regardez le film.

- _____ 1. Ugolin élève des _____.
A. œillets
B. pois chiches
C. lapins
- _____ 2. Manon trouve le _____ que l'instituteur, Bernard, a oublié sous l'arbre.
A. marteau
B. couteau
C. chapeau
- _____ 3. Le troupeau de chèvres appartient (*belongs*) à _____.
A. Papet
B. Jean
C. Manon
- _____ 4. Ugolin gagne beaucoup d'argent pour ses fleurs, surtout à cause _____.
A. de la Noël et des fêtes d'anniversaire.
B. des mariages et du 14 juillet.
C. de Pâques et des morts.
- _____ 5. Manon habite avec _____.
A. sa mère
B. sa grandmère italienne
C. Baptistine
- _____ 6. Papet veut qu'Ugolin se marie car il veut _____.
A. avoir des petits-enfants (*grand children*).
B. que quelqu'un hérite de la richesse des Soubeyran.
C. qu'Ugolin trouve l'amour et le bonheur.
- _____ 7. Ugolin et Papet sont les derniers des Soubeyrans à cause _____ de leurs ancêtres.
A. de l'avarice
B. de la pauvreté
C. des morts tragiques
- _____ 8. Quand les gens du village nettoient le bassin, l'instituteur dit qu'il _____.
A. aime les minéraux
B. trouve le sable rouge intéressant
C. le trouve sale
- _____ 9. En se promenant dans la colline, Ugolin trouve _____.
A. le couteau de l'instituteur
B. un livre de Manon
C. un ruban à cheveux de Manon
- _____ 10. Ugolin dit à Papet que Manon ne voudra pas se marier avec lui parce qu' _____.
A. il est laid
B. elle sait la vérité de la source
C. il est plus âgé qu'elle
- _____ 11. Ugolin met _____ dans un des pièges de Manon.
A. un canard
B. un lapin
C. une chèvre
- _____ 12. À l'avis de Papet, Ugolin doit se montrer _____ devant Manon.
A. généreux
B. riche
C. sincère
- _____ 13. Ugolin _____ le ruban à cheveux à la peau de sa poitrine.
A. coud
B. coupe
C. détache
- _____ 14. Manon apprend que tout le village savait _____.
A. que les bossus apportent le malheur
B. qu'Ugolin et Papet n'ont pas bouché la source
C. qu'il y avait toujours une source aux Romarins
- _____ 15. Manon essaie _____ la plantation d'Ugolin.
A. de visiter
B. d'arroser
C. de brûler
- _____ 16. Dans la grotte, Manon trouve _____.
A. le même sable rouge que celui du bassin
B. une chèvre sauvage
C. des pierres intéressantes
- _____ 17. À la messe, le curé dit que _____.
A. les gens prient pour leurs légumes plus que pour leurs âmes
B. Dieu punit les gens qui ne vont pas à la messe
C. Ugolin est le criminel
- _____ 18. Après la messe, Manon _____.
A. dit qu'elle aime Ugolin
B. accuse Ugolin et Papet
C. dit qu'elle aime l'instituteur
- _____ 19. Papet répond aux accusations _____.
A. que tout le monde est responsable
B. que ce n'est pas la faute d'Ugolin
C. qu'il est désolé
- _____ 20. Les gens du village avouent _____.
A. qu'ils n'ont jamais aimé Jean
B. qu'ils étaient plus loyaux aux Soubeyran qu'à quelqu'un de Crespin
C. qu'ils préféreraient dénoncer un Soubeyran plutôt qu'aider quelqu'un de Crespin
- _____ 21. Ugolin se suicide à cause de son malheur. Il écrit _____.
A. qu'il regrette la mort de Jean
B. que c'est la faute du destin
C. qu'il n'aime pas Manon
- _____ 22. Manon et l'instituteur _____.
A. débouchent la source et assistent à la procession "miraculeuse"
B. se marient et déménagent aux Romarins
C. ne pardonneront jamais les crimes du village
- _____ 23. Papet apprend de Delphine _____.
A. que Jean était son neveu
B. qu'elle l'a toujours aimé
C. que Manon est sa petite-fille
- _____ 24. Quand Papet meurt, _____.
A. il laisse tout son bien à Manon
B. il regrette d'avoir tué une autre personne
C. il est fier de lui-même

Étude du film *Manon des Sources*

classe _____

nom _____

date _____

Objectives: The students will work cooperatively to answer questions concerning the themes of the movie.

Procedure: Get into groups of three or four. Decide which job each student will do. One student will be the group leader to keep the group on task, another one or two will help articulate the responses to the question, and the last person will record the answers.

Here are the questions to be answered:

1. Explain the role of Nature and the elements (earth, wind, fire, and water) in the movie.
2. Explain how the church influences people's lives and actions in Provence. How does this influence compare with religion in the U.S.?
3. At what point in your life do you draw a line between loyalty to friends and loyalty to your conscience? Compare your answer with the loyalty the villagers felt to each other, over that to "outsiders."
4. Do you feel that the villagers were responsible for Jean's death? Why or why not?
5. Should Manon forgive Papet and/or the village? Why or why not?
6. Ugolin states "c'est la faute de la fatalité." Do you agree that he died because of Fate? Explain.

Les Mots Croisés: Révision des films: *Jean de Florette* et *Manon des Sources*

classe _____

nom _____

date _____

Directions: Écrivez les mots qui correspondent aux définitions dans le puzzle qui se trouve à la page 19. Les accents ne figurent pas dans les réponses.

Définitions pour les mots HORIZONTALS:

1. Ce sont les fleurs qu'Ugolin veut élever: _____
3. C'est un animal qui ressemble à un petit cheval: _____
5. *Jean de Florette* a été tourné ___ France.
6. On appelle une petite montagne une _____.
7. Gérard _____ joue le rôle de Jean Cadoret.
9. On utilise le lait de cet animal pour faire le fromage: _____
11. C'est un outil de construction: _____
14. Cet arbre produit les figues: _____
17. C'est le participe passé de *croire*: _____
18. C'est le philosophe du XVIIIe siècle qui a écrit *Candide*: _____
19. Exister dans un état de bonheur, c'est _____ heureux.
21. Ce vent souffle en Provence: _____
25. Jean est mort quand il a ___ trop de vin avant de faire sauter (blow up) la pierre à la dynamite.
26. Cette personne est élue (elected) par les habitants d'une ville pour s'occuper de la politique de cette ville: le _____
28. Les Soubeyran sont riches. Ils ont beaucoup d'___ caché dans leur maison.
29. Candide a dit: "Il faut cultiver notre _____."
33. Les yeux ont le sens de _____.
34. Ugolin démontre la philosophie du _____, plutôt que celle de l'idéalisme.
36. C'est la région au sud-est de la France où l'histoire des films se passe: la _____
38. C'est un synonyme pour *cavernes*: _____
40. Manon sait la vérité de la source; Elle l'a ___ à la fin de *Jean de Florette*. (savoir)
41. Quand je ___ d'arrêter, tu m'écoutes! (dire)
42. Il a ___ quand il a vu la comédie. (rire)
43. Les Français _____ typiquement réalistes. (être)
45. Objet direct ou indirect de la deuxième personne singulière: ___
46. Chercher et tuer des animaux avec un fusil ou un piège, c'est _____.
48. Pronom personnel de la troisième personne singulière: ___
49. Un des thèmes de *Manon des Sources* est la _____ de chaque personne pour ses actions.
50. Pour exprimer un verbe au négatif, il faut deux mots; le premier est ___.

Définitions pour les mots VERTICAUX:

1. C'est un pronom personnel de la troisième personne singulière: ___
2. Jean Cadoret démontre un caractère _____ ce qui est typique chez les Français.
3. Trois cents soixante-cinq jours font un ___.
4. Ugolin est le _____ de Papet.
5. Jean essaie d'_____ des lapins.
6. C'est un aspect du caractère français: "Il faut _____ notre jardin."
8. C'est un synonyme pour *femme*: _____
10. Pour élever es œillets, Ugolin a besoin de beaucoup d'_____.
12. La musique, la peinture, et la sculpture sont toutes des formes d'_____.
13. Cette plante est utilisée comme épice pour faire l'aïoli: l'_____
15. C'est l'article indéfini féminin: _____
16. C'est utilisé pour attraper les animaux: le _____
17. C'est l'article démonstratif masculin: _____
20. Le ciment est une substance très _____.
21. Yves _____ a joué le rôle de Papet.
22. À cause du climat aride provençal, les _____ sont essentielles à l'agriculture.
23. *Suis*, en anglais: ___
24. C'est un animal aux grandes oreilles qui mange les carottes: le _____.
25. Papet et Ugolin décident de _____ la source aux Romarins.
27. Le nom du terrain que Jean hérite: _____
30. Dans une forêt, il y a beaucoup d'_____.
31. À cause de la sécheresse (drought), Jean et sa famille _____ chercher l'eau de loin. (syn: sont obligés de)
32. C'est un apéritif au goût anisé qu'on boit souvent en Provence: le _____
35. C'est la saison de l'année où il fait très chaud: l'_____
36. Jean n'a pas ___ trouver la source. (pouvoir)
37. C'est un réservoir pour l'eau: Une _____
39. Cent ans font un _____.
40. À la plage, on trouve beaucoup de _____.
44. En Provence en été, le _____ fait souvent très beau et très chaud.
46. Quand Jean s'est rendu compte (realized) de l'injustice de sa situation, il a _____ au ciel: "Il y a personne là-haut?!"
47. C'est un synonyme pour *entrer en action*. Par exemple: Quand il y a eu le vent de tempête (windstorm), il fallait _____ tout de suite. Jean a couru chercher de l'eau.
48. *Dans*, en anglais: ___

JEAN DE FLORETTE/MANON DES SOURCES PROJECT GUIDELINES

Choose one of the projects below and decide with whom you would like to work. If you do not find anything here that interests you, propose your own project dealing with Provence or the moral and ethical issues presented in *Jean de Florette* and *Manon des Sources*. The projects will be worth 60 points.

Through the eyes of the artist: Some of the finest works of Vincent Van Gogh, Paul Cézanne, and Pablo Picasso were inspired by and executed in Provence. Prepare a presentation that views selected works of these artists from that angle.

- group size: 3 or 4
- source of information: art books about those artists.
- evaluation: the creativity of your presentation and the depth of your research.

La pétanque: La pétanque is one of the most popular sports in Provence. Prepare a presentation for the class in which you investigate its origins, explain its popularity, and describe in detail how the game is played. Provide a handout for the class.

- group size: 2
- source of information: teacher has information.
- evaluation: comprehensiveness of the report; the delivery of the presentation (well-organized, eye contact, etc.).

Sont-ils coupables?: Imagine that César and Ugolin are brought to trial. Recreate the courtroom scene and decide if they can be found guilty of the murder of Jean de Florette.

- group size: 4 or 5
- evaluation: creativity and enthusiasm.

Bon voyage!: You are tour guides conducting the class on a tour around Provence. Describe what sites and monuments we can expect to see; provide some historical background; and discuss local products.

- group size: 2
- source of information: Michelin green guide to Provence; any other guidebook; I have items to lend you.
- evaluation: your enthusiasm and organization of your presentation.

Bon appétit!: Provençal cooking is world-renowned. Describe 4 typical dishes (for example *ratatouille*, *bouillabaisse*, *salade niçoise*, *aïoli*): discuss the ingredients, the origins. Prepare one of the dishes for the class and provide a copy of all

recipes.

- group size: 4 (will accept 2 groups)
- source of information: French or regional cookbooks
- evaluation: thoroughness of the report and delivery of presentation.

Vous aimez lire?: Read the book *A Year in Provence* by Peter Mayle. This bestseller describes the author's adventures as he and his wife buy and remodel a provençal farmhouse and become part of the community. After you have finished reading, write a reader response (1 page) saying what you liked and/or did not like about the book. Exchange papers with your partner and write a response to that. Then list and discuss some of the cultural differences the author portrays. Be prepared to discuss your reaction to the book briefly to the class.

- group size: 2 (will accept 3 groups)
- source: bookstores carry the book.
- evaluation: insightfulness and clarity of expression.

La musique: George Bizet's *l'Arlésienne* (the woman from Arles) is set

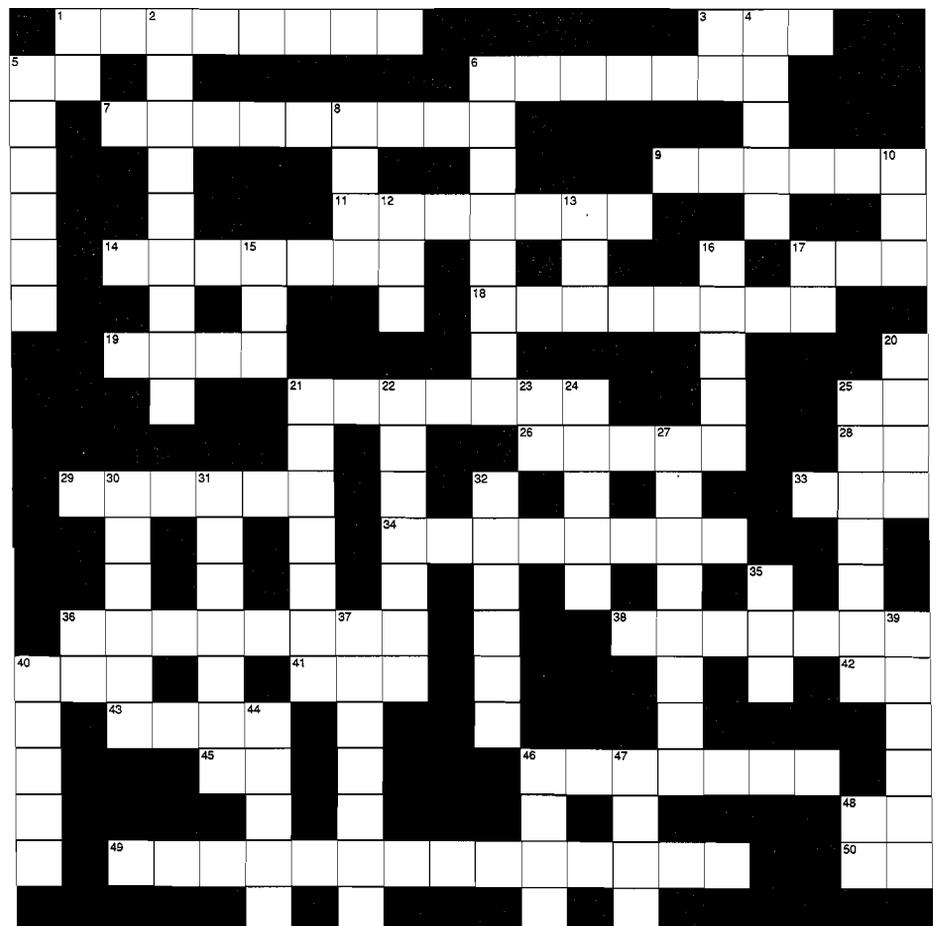
in Provence. Research the composer and prepare a brief background for the class. Then design an activity to involve the class as we listen to the music. *Note:* any French vocal or instrumental music from Provence, including Christmas carols, can be substituted.

- group size: 2 or 3
- source: public library should have the recording.
- evaluation: creativity and thoroughness of presentation.

"Il faut cultiver notre jardin": Prepare a video in which you demonstrate the importance of gardens in your life. Compare that with the French viewpoint as seen in the film.

- group size: 2 or 3 (will accept 2 groups)
- evaluation: creativity and thoroughness of presentation.

La philosophie: Write a paper in which you compare and contrast the two approaches to the problem of no water that you saw the villagers take: *la tradition* (the religious approach) and *le rational-*



isme (the scientific approach). Submit a thesis statement and an outline.

- group size: 2
- source: library reference books, philosophy books.
- evaluation: the quality of your written work: organization, clarity of expression.

Contrastes culturels: Write an essay in which you compare and contrast the Provençal mentality as seen in the film to another culture that is also tied to the

land, for example, the Navajo Indian culture. Prepare a brief statement of your findings for the class.

- group size: 2
- source of information: library reference
- evaluation: thoroughness and insightfulness of the report.

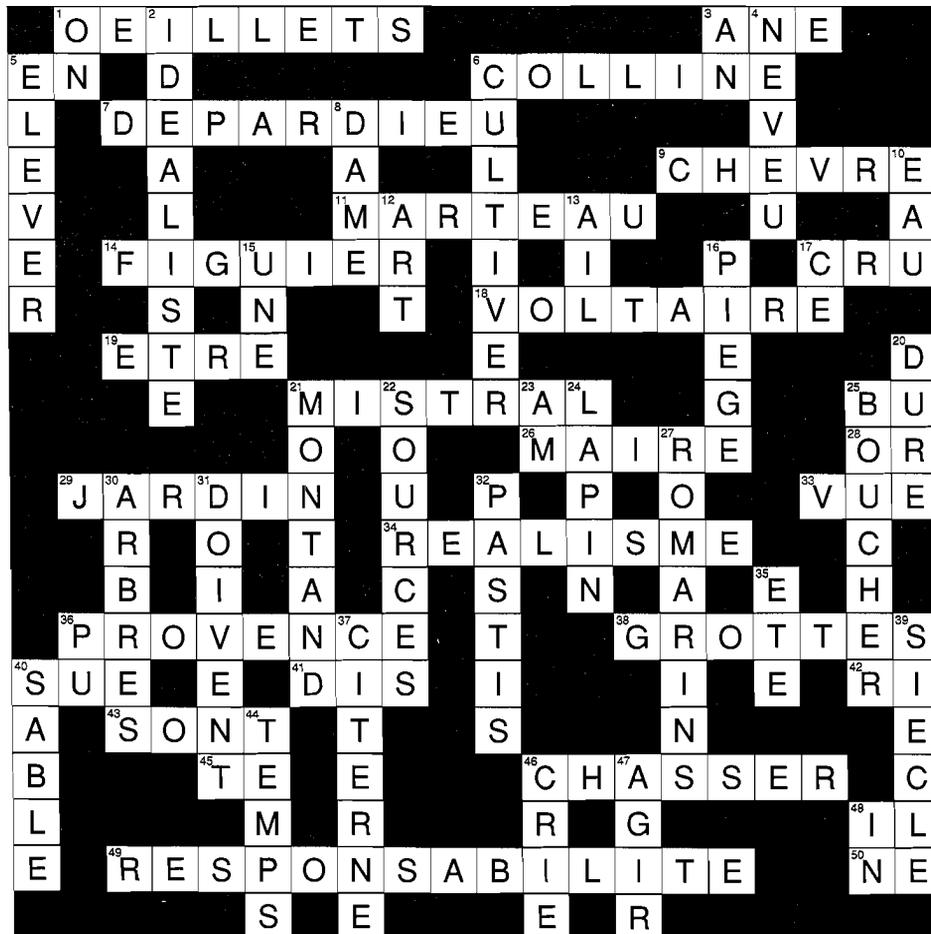
This teaching unit was prepared by Amy Guthrie of the Harmony Area School District, PA and by Carol Schneider of the Franklin Regional School District, PA.

SAMPLE ANTICIPATION GUIDE MANON DES SOURCES

Rank each item in order of importance to you/your group. What do you perceive the author's ranking to be?

IND.	GRP.	AU.	
___	___	___	1. One should always be loyal to one's friends, even if it means that someone else could be hurt.
___	___	___	2. Money is more important than love.
___	___	___	3. Our decisions affect our lives only somewhat because our lives are controlled by Fate.
___	___	___	4. Family is more important than money.

Students will rank items individually; then each small group will develop consensus; finally the entire class could attempt to find consensus in rankings. Students/groups will present their point of view to convince others to accept ranking.



FRENCH XX BIBLIOGRAPHY

At its recent Quebec meeting the Delegate Assembly of the AATF voted "that the AATF sponsor the *French XX Bibliography*, provided there is no financial obligation." *French XX* is now published by the Susquehanna University Press and financed by the Associated University Presses. It is approaching a crisis, although how soon is not known, because of the age of its editor and the apparent difficulty of finding a successor. If a successor is found, in order to reconcile her/his normal academic career with these additional responsibilities, s/he will need more collaborators and more secretarial assistance. The AATF could help in finding more collaborators and could lend "moral support" in seeking additional financial support from foundations.

The *French XX Bibliography: Critical and Biographical References for the Study of French Literature Since 1885* was the first bibliography of French literature to appear after the Second World War. When he was the bibliographer of the French VII Section (Twentieth Century) of the Modern Language Association, Douglas Alden founded this bibliography in 1949 and has continued to edit it in spite of other responsibilities such as the chairmanship of Romance Languages at the University of Virginia and the presidency of the AATF over a five-year period. The first number of *French VII*, as it was then called, filled the bibliographical gap from 1940 to 1948. Subsequent annual numbers increased in size and the most recent, *Number 45*, lists 11,400 books, articles and cross-referenced sections of books. *Number 46*, covering the year 1993, is soon to go to press.

At present *French XX* is suffering from the failure of some university libraries, doubtless because of budgetary problems, to renew their subscriptions and by attrition among the collaborators, usually due to age. *French XX* needs the support of French teachers in an effort to increase subscriptions and to recruit new collaborators, especially in major universities where more books and periodicals are available. Subscriptions are handled by the Associated University Presses, 440 Forsgate Drive, Cranbury, New Jersey 08512. Complete sets of *French XX* are available. The office of *French XX* is 302 Cabell Hall, University of Virginia, Charlottesville, Virginia 22903.

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A HAVEN FOR SCHOLARS IN THE SOUTH OF FRANCE

A visitor driving along A 50, the super-highway between Marseille and Toulon, is suddenly afforded a brief but unforgettable view of the port of Cassis. Nestled in a magnificent bay surrounded by *garrigue* — barren, rocky hillsides and scrubland — and guarded, to the east, by imposing Cap Canaille, the highest sea cliff in Europe, the village, together with the built-up area and terraced vineyards that encircle it, is a delightful Mediterranean scene.

A short ten-minute walk from the picturesque quays, where much of the town's commercial and social activity takes place, the Camargo Foundation is a small study center for university, college, and secondary school faculty in the humanities or social sciences and for artists, photographers, creative writers, and composers, all working on projects related to French and Francophone cultures. Each semester, the center accommodates about a dozen fellows, some accompanied by their families. Typically, one or two dissertation-year graduate students are included; there are also studios for one artist or photographer, and one composer. No stipends are provided: What the Camargo Foundation offers, essentially, is a free, completely furnished apartment (with a view), a reference library, and an atmosphere conducive to research and creative work. However, the Foundation does sponsor a joint fellowship with the American Council of Learned Societies for secondary school teachers working on pedagogical projects. All fellows are expected to be in residence, except weekends and French holidays and school vacations, and are required to make one presentation reporting on their project to the group. By custom, a part of each Thursday or Friday afternoon is reserved for these sessions which generally prove to be both stimulating and informative for all concerned.

I had the good fortune to be a Camargo Foundation Fellow during sabbatical leaves in the spring semesters 1987 and 1994. I found the center to be an excellent place to work on both occasions, and my wife Jeanne and I both agree that the many months we spent there were among the most enjoyable in our lives. Official information about the Foundation may be obtained by writing to the address listed below. The following personal account, provided entirely on my own initiative, is intended as a service to AATF members and other potential applicants. Incidentally, the name of the town is pronounced Ca-SEE, unlike the French homograph for black currant and

the liqueur used to make *kir* where the final *s* is sounded. Also, the locals refer to themselves as *Cassidains*, not, as the *Petit Larousse* and the green *Michelin* maintain, *Cassidens*.

The Camargo Foundation compound consists of several buildings. Panorama, a three-story converted hotel, is the largest residence (six apartments) and also houses the library, a recital hall, the Executive Director's office, a microfilm reading room, lounges, a laundry room, and a public telephone booth (there are no private telephones at the Foundation). Pierrefroide, a nearby building, has four other apartments and the artist's studio (the composer also lives in separate quarters). The Executive Director resides in La Batterie, a structure whose foundations date back to Napoleonic times, which also serves for receptions and the Friday afternoon presentations.

While not luxurious, the accommodations are certainly very comfortable. The Foundation's buildings are all no more than a stone's throw from the bay (Pierrefroide is right on the water). The view of Cap Canaille and, from certain apartments, of the whole port area as well is spectacular. Camargo's attractive buildings and grounds are maintained by a full-time caretaker, and housecleaning is provided without charge to

the fellows. Private parking is available on the property which is secured by a high wall.

Each fellow soon establishes a work routine and usually finds a favorite place to do this most conveniently. On the two occasions I was there, some preferred the library, while others, like myself, felt more at ease at a desk in their apartment. Last spring—as opposed to seven years ago when only two of us had word processors—everyone, I believe, had a laptop computer. The latest models work on either 110 (U.S.) or 220 (French) volts of electric current and no one that I am aware of had any problem recharging a battery simply by plugging the device into a socket. At the last minute, I decided not to bring my printer, then regretted it. The Camargo library has a good collection of dictionaries and encyclopedias, but only a fair assortment of texts, journals, and specialized works. Forewarned, fellows brought along essential books and photocopied material. The nearest research library is in Aix-en-Provence, a forty-five minute drive from Cassis. Obviously, certain projects are better suited than others to such a situation. The Foundation is not equipped for electronic mail but does provide photocopying and fax services for a fee.

Some fellows are sociable, others less so, and the mix, varying from semester to



Main Foundation building called Panorama

semester, produces different outcomes. We enjoyed the company of our friends and colleagues for the first year, but found the second group much more compatible. Fellows understand, of course, that the chief reason they are there is to work on their projects, but life was certainly more pleasant, so far as Jeanne and I were concerned, when several individuals took it upon themselves to entertain a few colleagues from time to time late in the day over a glass of wine or in the evening for dinner. During our second stay, most of the fellows had leased cars and it was not uncommon for small groups to take day-trips together on weekends. The Executive Director also organized two such outings himself as well as occasional evening drives to a nearby town to see a movie (there is no cinema in Cassis). We rented a color television for the duration and found it useful for keeping up with news both in France and in the USA (we were able to get CBS Nightly News—with French captions—at 7:00 a.m. the following day on one channel), and we also enjoyed watching “Apostrophe” featuring Bernard Pivot and several other French programs.

One of the most enjoyable parts of the day was a walk in town to pick up a *baguette* and a few other perishables for lunch or dinner, or to post a letter. (Descent into town and climb back to the Foundation is more accurate description of this walk which is short but gives one’s legs a pretty good workout.) It was possible and often necessary, of course, to do several day’s marketing by driving to the local supermarket, but how much more agreeable to enjoy the sun, and the sights and sounds of a small fishing village in the Midi for half an hour at mid-day or at day’s end! Almost invariably, one ran into another fellow or two, or a French acquaintance, and one quickly caught up on the latest news or gossip.

The fishing boats motor out to sea every morning before sunrise and return to sell part of their catch on one of the quays beginning about 9:00 a.m. Seafood, especially shellfish and sea urchins, are very popular with visitors and, together with the inevitable bouillabaisse, are available in most local restaurants. Cassis white wine enjoys a well-merited reputation for excellence as does the red wine of the neighboring seaside town of Bandol. (Neither is as well-known throughout the world as Châteauneuf-du-Pape, of course, and several of us made an oenological pilgrimage to that famous nearby wine area.) Almost every afternoon, several groups of men, many of them evidently retired, could be found playing *boules* in a large park in the center of Cassis. Also hewing to tradition, a

number of middle-aged and older women sat in knots, in shady doorways along the quays, chatting but occupied with some form of handwork.

Boasting only about 8,000 year-round inhabitants and relatively quiet all week long during the schoolyear, Cassis, on sunny weekends, bustles with tourists, mostly Marseillais who, with vacationers from all over Europe, clog its narrow streets and flock to its beaches beginning in the late spring. Pastel-colored buildings, open-air restaurants, and cafés lining the quays, fishing craft, sailboats, and a lighthouse form a delightful backdrop while, in the foreground, a restored chateau overlooks the town from a promontory behind which Cap Canaille rises steeply less than a mile away. This cliff, whose colors change hourly in the late afternoon sun, usually makes the most lasting impression on the visitor able to spend some time in Cassis. The sea, which can be viewed from practically any window in the Camargo Foundation, also often takes one’s breath away, whether shimmering in the sunlight or pounding mightily against the lighthouse and sending a column of water high into the air in a storm. Finally, the fabled mistral will almost surely make its presence felt more than once during a semester’s stay in Cassis.

The most popular outing in Cassis is the *calanques* visit. The *calanques*, some of the most famous of which lie between Marseilles and Cassis, are fjords, or narrow inlets carved out of limestone cliffs by the sea. They bear poetic names such as En-Vau, Morgiou, Port-Miou, Port-Pin, Sormiou, and Surgiton. In the bright sunlight, the white stone, carved into fantastic shapes by erosion, stands out in sharp contrast to the dark green of pine trees and Mediterranean brush and the clear blue water of the coves. It is a half-hour walk to the *calanque* nearest the Foundation and a few others can also be reached on foot in an afternoon by a determined hiker. But the view is even more striking—to say nothing of infinitely more reposeful—from a boat. Many Cassidians make a living ferrying tourists around the *calanques* all year round in vessels small and large, and we cannot recommend the visit too highly, especially the longer of the two classic tours. In 1991, Henri Cosquer, a local professional scuba diver, announced his discovery of an underwater cave decorated with prehistoric wall paintings in the *calanque* of Sormiou. The find is considered to be one of the most important since Lascaux but the grotto is not open to the public.

It takes about an hour to drive to the top of Cap Canaille, view the bay, and return to

town; one may also, in about as much time, drive fairly close to the Couronne de Charlemagne, a prominent limestone projection a few miles from Cassis, and clamber the remaining few hundred yards over the rocks and through the brush to the summit. After enjoying the view of each of these landmarks for months, Jeanne and I hiked to the top of Cap Canaille in 1987 and the Couronne de Charlemagne in 1994. It was, we felt, a fairly steep walk, especially the second time, as sexagenarians, but both ascents were memorable experiences and our three-and-a-half-hour effort was rewarded with exceptional views of Cassis.

One does not need a car, either, to visit some of the other nearby sights in Provence—bus and train service to and from Cassis is good—but most fellows agreed that the convenience of having a car and the possibilities of exploring out-of-the-way places, impractical by public transportation, was more than worth the price of leasing. Among the places Jeanne and I found the time to visit on day-trips during our two stays in the area were Aigues-Mortes, Arles, Avignon, Les Baux, Nîmes, Orange, Saintes-Maries-de-la-Mer, St. Gilles, and, of course, Aix-en-Provence. During longer vacations in 1987, we travelled all the way to Andorra and, in 1994, to the Amalfi coast of Italy on one trip and to several *bastides* in the vicinity of Auch in Gascony on another. France’s excellent superhighway system makes it possible to traverse the entire country in a day: leaving Cassis at 8:00 a.m. on our way home on the last day of May, we reached our hotel in Place St.-Sulpice, Paris, at 4:30 p.m. (Paris is also a relaxing, five-hour ride from Marseilles on the TGV.)

The Camargo Foundation sponsors a number of special events—concerts, exhibits, lectures, poetry readings, and the like—throughout the year, some of them after the fellows have left. The Jerome Hill Memorial Concert, held annually, commemorates the Foundation’s founder who was a noted painter and film-maker. The Foundation also participates in another important event held every year in Cassis, the Spring Festival of Literature.

The **application deadline** for the Camargo Foundation Fellowships is **March 1** for the following academic year. For a brochure and an application form, write to:

The Camargo Foundation, Mr. Ricardo Bloch, West 1050 First National Bank Building, 332 Minnesota Street, Saint Paul, MN 55101-1312, Tel. (612) 290-2377.

Gerard J. Brault
The Pennsylvania State University

JOIN THE LANGUAGE PLAY CHAIN LETTER!

I just can't fit it into the schedule!
It is wasting valuable teaching time!
I'm not creative!
It's so much work!

Who wants to go to all that fuss when most of us are part-time teachers?

It creates such chaos in my classroom!

I have to put all learning on hold while we rehearse!

The plays are too hard!

The whole thing is too hard!

These are common reactions to the use of any form of "drama" in the French classroom! But it really is easy, and dialogues, skits, plays, and even advertisements can and should be an integral part of a FLES* program as well as middle school and high school language classes. Learning does NOT stop during the process, but rather there are valuable academic, linguistic, and psychological justifications for weaving them into whatever method the teacher is using. It is often frightening to take on an activity that might appear frivolous when it is so important to prove that serious academic acquisition is taking place every minute of our class time. Few of us have the luxury of teaching our students every day. The majority of FLES* programs accord languages three days a week – giving the language teacher even more excuse not to want to delve into the uncertainty of a play.

HOWEVER – YOU ARE DOING IT ALREADY: Language teaching by its very nature is theater. You are creating small plays every day if you are really trying to create a communications-based program. We are all trying to reproduce realistic communication. It still starts with listening, repeating, then response – and ultimately directed response or directed dialogue. "Demande à Jacques comment il va." "Jacques, comment vas-tu?" "Je vais bien, et toi?" You have just created a theater exercise. You see, you are doing it already. A play is just an extension of the directed dialogue.

MOTIVATION! There is nothing more fun than putting on anything even as short as a 5-line dialogue. It is not a book exercise. It is not paper and pencil. It is moving around. It is sharing with classmates (in own class or outside). It creates variety in the foreign language program which contributes to student eagerness to participate. It is astonishing what one small prop or wig or ugly dress can do to the number of volunteers who would like to "act", when they might be reluctant if they thought it

was "reciting"! The performance of the dialogue or skit also gives the student the opportunity to prepare and present his French in a "safe" environment. There is a stable setting with stable lines, and it is the perfect format for the child who has difficulty with the unknown of the classroom interaction, because he/she knows in advance just exactly what is going to happen when. The stage also provides the student with a character to hide behind while practicing correct pronunciation and intonation which he/she might not agree to with such enthusiasm at his/her desk.

ACTIVE! Language is behavior. This is one of those almost religious statements made by foreign language teachers! But on the stage, every statement made is translated into movement – and for some students it isn't until the visual or kinesthetic accompanies the spoken word does it take hold. This is the ultimate TPR (Total Physical Response) activity! On stage it is essential to exaggerate the mime of every statement, for in most situations the skit, if performed to an audience, will be to people (moms and dads and Aunt Louise, or for other non-French speaking students) who don't know diddly squat about French. While exaggerated movement helps the audience, it is also confirmation of the meaning of the sounds – slowly eliminating the need to translate directly from one language to the other. Instead, the student transfers the visual or the movement directly to the utterance, and real language learning is in progress. There is nothing more valuable than this process! This is language in context – with all the gesture and activity of a normal language experience (as opposed to a page in a book). Even though it is fabricated artificially for the scene, the students are using the language as it would be used in a situation. Language is behavior and needs to be USED, not just dissected and labeled.

HOW? I agree that the plays and skits available to language teachers are not adequate for our students. What is written for native speakers is too difficult and filled with extraneous linguistic structures that would require straight memorization and little reinforcement of structures that would be realistic for the student to actually use. In addition, if the plays are at the level of our students' language acquisition, the content is painfully infantile. Translating straight from an English play to use in the foreign language class is filled with equal pitfalls. The trick is to "borrow" an existing idea – from a camp skit, nursery rhyme,

fairly tale, or parody a current TV show. Pinpoint three or four relevant structures that you want to reinforce. Then it does take some writing to fit your level. The key is to use as much repetition as possible (just like the oral storytellers used to help them remember) and a narrator or two helps to keep the story moving and provide a "safe" role for some of those students who don't have the confidence to memorize. Costumes are essential – and a trip to the Salvation Army will provide you with all you need. It helps to add a twist or an anachronistic gem for humor (Monsieur Magnifique saves Goldilocks, and the Three Little Pigs build condominiums.) Copy and adapt to your own level. Sometimes the addition of one little detail that relates to your own school is just what the play needs to bring the house down! In the adaptation process, provide for those students who are timid on stage. Create a character or two who carry only a few lines, or who read (narrators) and add to the repetition aspect of the play. Simplicity and repetition are the key factors.

An advertisement provides a natural format for language learning because it already contains the essential elements of an exercise for successful language acquisition: short - simple - visual - exaggerated - repetitive (and usually humorous!) They can be used simply as a classroom activity, or in addition to other language plays, or as comic relief before a classroom play that is being performed in English! To be effective, they should be current, and your students are the best source of material here as they tend to be more faithful TV spectators than their teachers! All you need is the essential idea and the rest you can work around a linguistic structure you want well established. I can guarantee that the main line of your ad will be remembered by every student in the class! Some of the tried-and-true ads we've performed are Folger's Coffee, McDonalds, Energizer Batteries, American Express Checks, Perrier, Pepsi, and Parkay Margarine!

You can do it! All successful foreign language teachers are really actors at heart. Everything we do in the classroom to insure that we are understood carries with it an element of theater. A skit or dialogue or play is just an extension of what you have been doing all along, and it is worth the effort. Children are natural hams and adept at mimicry. It's easier for them than for the adult. The benefits are endless – especially for those students for whom the text-oriented class that relies on vocabu-

lary recall and spelling and grammar is outside the realm of his/her learning style. The stage also provides the visual and kinesthetic to aid retention of the structure or vocabulary. Teachers need to be incorporating as many teaching styles as possible as we learn how many learning styles there are seated in front of us in the classroom. One system will not work for everyone, and we cannot be satisfied with educating only those students in our classroom who respond to one limited teaching method.

CULTURE NOTE: Don't forget to **frapper les trois coups!** Choose a student to sound three knocks on the stage floor with a large stick as they do in the French theatres as a sign to both actors and audience that the curtain is about to rise.

Join the Language Play "Chain Letter"! This was started as a FLES* activity, but would be equally appropriate for middle school and high school beginners. Send a play or skit or special dialogue to me (Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027), and I will send to you copies of everything that I receive – and perhaps some true "dramatic" networking will become established! Break a leg!

Elizabeth Miller
Phillips Brooks School
Menlo Park, CA

NATIONAL ENDOWMENT FOR THE HUMANITIES ANNOUNCES ELECTRONIC BULLETIN BOARD SYSTEM

Information about the National Endowment for the Humanities is now available through an electronic bulletin board system (bbs). This system can be used to access agency guidelines, deadlines, grant information, recent awards lists, humanities events and grant recipient information.

To access the system, a user needs a computer with a modem. The bbs is available at 202/606-8688 (8-N-1). Connection to the Internet or a commercial network is not necessary.

For questions about accessing the bbs, call (202) 606-8400, for more information contact Gregory Fowler at (202) 606-8449.

FLES* NEWS

Georgia PTA Passes FLES* Resolution (for Sequential FLES, FLEX and Immersion)

One of the goals of the National FLES* Commission of AATF and the National FLES* Committee of AATSP is to develop a closer working relationship with PTA's on the local, state and national levels. Through the efforts of members of the AATF and AATSP FLES* Groups, and through the Georgia leadership of Lynne Bryan, Gisela Griffin, Marcia Spielberger and many other Georgia foreign language professionals and interested parents, the Georgia state PTA passed the following resolution:

Resolution Passed by the Georgia State PTA Foreign Language Programs in Elementary School

Whereas: 1. Children have the ability to learn and excel in the pronunciation and comprehension of a foreign language.

Whereas: 2. Children who have studied a foreign language in elementary school achieve expected gains and even have higher scores on standardized tests in reading, language arts and mathematics than those who have not.

Whereas: 3. Children who have studied a foreign language show greater flexibility, creativity, divergent thinking and higher order thinking skills.

Whereas: 4. Children who have studied a foreign language develop a sense of cultural pluralism (openness to and appreciation of other cultures).

Whereas: 5. Children studying a foreign language have an improved self-concept and sense of achievement in school.

Whereas: 6. Elementary foreign language study has a favorable effect on foreign language study later on in high school and college.

Whereas: 7. The possession of foreign language skills and the ability to communicate across cultures, both within the U.S. and abroad, enhance the employability of our citizens and their career success, and

Whereas: 8. The possession of foreign language skills enhances the ability of U.S. citizens in our state and in the nation to do business in a global economy, and

Whereas: 9. The ability to use foreign languages in the socio-political arena is critical in promoting a democratic way of life.

Now, therefore, be it:

Resolved, That the inclusion of Foreign Language programs in our elementary

(K-5) and middle schools be endorsed and encouraged, and be it further

Resolved, That these Foreign Language Programs begin as early as possible, and provide the longest possible sequence of instruction, and be it further

Resolved, That articulated foreign language study from early childhood through high school, college and university levels be promoted.

National FLES* Institute

The National FLES* Institute has two basic components: Information and Advocacy for all types of FLES* programs, including Sequential FLES, FLEX and Immersion and the Summer National FLES* Institute which is an intensive FLES* methods Institute for FL teachers on all school levels. Dr. Gladys Lipton serves as Director of the National FLES* Institute.

Information and Advocacy for all types of FLES* programs:

The National FLES* Institute keeps up-to-date information about FLES* programs all over the country. It provides answers to all types of questions from teachers and administrators on all school levels. The National FLES* Institute recommends sites for school visits, it provides up-to-date bibliographies on various FLES* topics, it encourages a variety of articulation procedures, it keeps abreast of current research in the field, and it responds to requests for letters supporting individual programs in the schools. It works closely with members of the National FLES* Commission of AATF and the National FLES* Committee Project of AATSP.

The Summer National FLES* Institute:

The Summer National FLES* Institute provides an intense experience for FL teachers of all languages and on all school levels to learn methods which are appropriate on the elementary and middle school levels, as well as on secondary and university levels. FL teachers attend from all over the United States (and outside the U.S.), and take advantage of the University's FL Media Center and the extensive FLES* Resource Center.

For more information contact Dr. Gladys Lipton, The University of Maryland, Baltimore County Campus, Department of Modern Languages and Linguistics, Baltimore, MD 21228. FAX: (301) 231-0824.

LETTERS TO THE EDITOR

Dear Editor:

Thanks for printing my little piece on the possessive pronoun in the April '94 issue [Classroom Activities That Work]. I received positive feedback on this technique during the past spring semester.

During Spring Break in March, several of our students in the *Cercle Français* went to France for the first time, and among them was a young woman from one of my classes. She reported that the drill on the possessive pronoun saved her at the airport in Paris. As her purse came through the security check, an employee took it off the conveyor belt and handed it to another passenger who turned to leave with it. With scarcely a second of hesitation, my student yelled, "C'est le mien!" and presto, the *sac à main* was returned, with apologies.

You can imagine how pleased my student was that French works, and she was grateful that we had run through just such a lesson as I described in the article before she left for Paris.

These little things keep us going.

Dolores Holder
French Section
The University of Texas at Arlington

Dear Editor:

Thank you for the presentation you gave at the AATF meeting in Québec. I appreciated the information you shared, and I left with renewed respect for the immense effort you put into preparing the *Bulletin* for publication.

While I was at the conference, I witnessed an incident in which a selfless French teacher made an impression. I've attached a sort of report [see below] – perhaps you could use it if you find it appropriate.

Roseanna Lewis Dufault
Ohio Northern University

C'était lundi matin, très tôt. Les garçons du "Petit Coin Breton," à peine réveillés, se précipitaient pour servir leurs clients nombreux, dont la plupart portaient le badge du congrès AATF. Soudain, une dame âgée est tombée lourdement de sa chaise. Un moment plus tard, comme elle se levait pour quitter le restaurant avec ses compagnons aussi âgés qu'elle, elle a fait une deuxième chute douloureuse. Elle n'avait rien, elle insistait, juste une petite crise de vertige. Elle n'acceptait pas qu'on appelle un médecin; elle allait rentrer de ses propres moyens! Bien que la dame ait refusé toute aide, une jeune femme, une de nos

membres les plus efficaces, confiantes et humanitaires, est sortie, sans arrière pensée au petit déjeuner savoureux qui l'attendait, pour accompagner la dame malade. Je suis fière de cette jeune professeure inconnue, et j'espère qu'elle lira ces mots pour savoir que ses actions désintéressées ne passeront pas inaperçues.

RLD

Dear Editor:

I am writing in response to the January 1994 article in the AATF National Bulletin entitled *Restore Hope*.

I agree fully with the list of excellent reasons for students to select French as outlined by the authors and with their concluding statement that we have to be assertive in our recruitment of new students to study French. However, the authors' analysis fails to get to the very core of the problem, namely that among the languages competing for United States' students, there is one, Spanish, that should not be in the competition as a foreign language at all. I say this not because I consider Spanish to be a useless language for Americans to master. On the contrary, the position of Spanish in the United States in our day is so extraordinary and unique in every major population center, that **all** American students should master it. This should not, however, be considered mastery of a **foreign** language.

There are those who might be deeply opposed to the status Spanish has attained in the United States, claiming that this unique status is unjustly a function of long-term immigration policies, power politics and political *correctness*. Those who believe this should have debated this matter many years ago. We must deal now with a *fait accompli*.

In those countries that compete with the United States, a similar situation exists with regard to English. If their school systems did not insist on the study of a **second foreign language**, enrollments there would be virtually limited to English.

I have enclosed the response I sent to the ACTFL Standards Project Committee outlining my proposal for taking Spanish out of the competition while still giving the Devil his due. [See page 26 of this issue]

I invite other AATF members to share their ideas on this problem since the future study of foreign languages other than Spanish in the United States will depend on its solution.

Martin Granowitz
Carl Sandburg Middle School
Old Bridge, NJ

1995 SUMMER INSTITUTE: CHANGE IN CONDITIONS

Attention all those who are interested in applying for the 1995 Summer Institute at Indiana University and in France.

In addition to all travel expenses (transportation from participants' home towns to Bloomington, Indiana; from Bloomington to Paris; travel within France; and return from Paris to home town), room and board in Bloomington and in France, participants will receive six graduate credits without charge and a stipend of \$500 to apply to miscellaneous expenses.

Do not forget application deadline is December 1, 1994.

SPEAKERS FOR 1995 ANNUAL MEETING IN SAN ANTONIO

In addition to a keynote speaker, we hope to invite at least four speakers from the U.S., France, or Canada to make major presentations in each of the following four areas: culture, pedagogy, literature, and language and linguistics.

One of these speakers will be **Irène Kraemer** of Carthage College in Kenosha, Wisconsin. She is an inspiring and charismatic speaker who will address one of the two main themes of the meeting: how to revitalize the teaching of French at all levels and help stop the erosion of enrollments.

There will be several major post-meeting workshops. Two have already been proposed (organizers are indicated):

- Aspects of current French culture and society: **Marie-Christine Koop**
- FLES and immersion programs: **Gladys Lipton**.

ISSUES TO BE CONSIDERED WHEN DEVELOPING NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION*

It would be foolish to ignore the basic reason for America's lack of commitment to second language acquisition. English has become the world's number one language for business and high technology. As such, the adverse effects of America's lack of will to learn other languages are much more subtle than would be the case among our non-Anglophone high-tech competitors. Unlike our competitors, the onus for developing and maintaining interest in second language acquisition lies squarely with America's language teachers, with little concrete support from the society, the educational establishment, school administrators, or business leaders. Another consequence of English dominance worldwide is that Americans feel free to study foreign languages as much or as little as they would like and to choose a particular foreign language based on their perceptions of political "correctness" or ethnic solidarity. This is certainly not the case in the high-tech nations competing with us.

The result of this situation is that one foreign language, Spanish, has been chosen so overwhelmingly by America's students, usually with the active encouragement of their parents and school officials, that very few students are left to be divided among other major world languages. This will leave America at a distinct competitive disadvantage in the twenty-first century when we will need a large body of citizens knowing each of the world's major tongues, not one alone.

A case in point is Canada. Studies show that after English and French were declared the official languages of Canada, the demand for Spanish and German in the secondary schools of English Canada virtually dried up. For its own economic well-being, the U.S. needs to avoid such a scenario. I feel the ACTFL Committee on Standards can play a key role in assuring America's future economic health.

Our foreign language profession must face a fact. Spanish has become America's *de facto* second language. As such, it makes little sense to lump Spanish with other world languages when developing goals and objectives, curriculum, and standards. Spanish is a special case and should be treated as such.

I propose that ACTFL lobby state and federal Departments of Education to mandate and, with ACTFL's involvement, implement rigorous Spanish language core

curriculums in U.S. elementary schools, the goal being that *all* American students achieve some definable level of proficiency in Spanish before reaching junior high school. One method used successfully to reach a similar goal in English Canadian schools is that of immersion. Under such a program, elementary students choose one or several general school subjects each year in which another language is the medium of instruction. In this way, general studies are not retarded. Another benefit is that students learn how to approach second language acquisition successfully.

Linked with a similar program in the U.S., however must be the progressive phasing out of Spanish as an appropriate *foreign* language for college admission purposes except in its most advanced stages (literary analysis and advanced stylistics). This will be because Americans will have already acquired Spanish as their other "official" language as a requirement in elementary school. This will give students the opportunity for a six-year sequence in secondary school (grades 7-12) for the study of a truly **foreign** language (i.e. other than Spanish).

I realize that the above proposal may appear radical to those who would like to see all world languages on an equal footing. The fact is they are not. Numberless school districts nationwide have started or are about to start Spanish at the elementary school level. If these courses lack high standards, they will serve only to underscore the students' perception that Spanish is "easy", yet students will still be unable to use that language in practical situations after six years of superficial study! The ACTFL Committee has the potential to avoid this pitfall.

If the ACTFL Committee refuses to address the problems I have outlined, America's problem of second language acquisition will go unsolved. If the current trends continue, any attempt by ACTFL to formulate national standards will fail, since those standards will not truly apply to all world languages but to Spanish only. We might as well admit it rather than play the game of "the Emperor's New Clothes". Only by facing this situation will the goals of America's language profession be attained. The challenge is more acute now than it has ever been.

Martin Granowitz
Carl Sandburg Middle School
Old Bridge, NJ

*Submitted to: The American Council on the Teaching of Foreign Languages (ACTFL) Standards Project, October 1993.

DID YOU KNOW?

- The AIDS virus was isolated at the Pasteur Institute a decade ago.
- France has the 2nd greatest aeronautics industry in the world.
- The TGV, the fastest train in the world, has been exported to Texas.
- Renault makes all Mack trucks.
- France is the world's largest manufacturer of televisions.
- High-definition television was invented in France.
- The French company Thompson is the 2nd most important defense electronics company in the world.
- Alcatel is the #1 distributor of electronic components.
- A French oil company cleaned up the Exxon oil spill on the Alaskan Coast.
- France's total investment in the US was \$22.7 billion in 1992.
- At least 150 French companies employ Americans in the US.

Despite common belief, France remains a force in world industry. Indeed, France ranks fourth among the world's most important powers. Its strides in medical, aeronautical and electronic technology as well as in telecommunications have not gone unnoticed by American industry. The US comprises 25% of the foreign investment in France while France is the fastest growing foreign investor in the US (Business France Committee).

Americans can no longer afford to ignore the importance of France and of the French language in the world economy. In order to prepare students to become productive citizens of the world, the study of commercial French must be integrated into advanced level courses.

Christine Mohanty
Past President
AATF Suffolk Chapter

Le Grand Concours, 1995 National Administration Dates: March 3-18

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REPORTS OF THE AATF FLES* COMMISSION

1. *The Many Faces of Foreign Language in the Elementary School: FLES, FLEX and Immersion.* Gladys Lipton, Nancy C. Rhodes, Helena Anderson Curtain, Editors. Nov. 1985. \$5.00.
2. *A FLES Sampler: Learning Activities for Foreign Language in the Elementary School.* Gladys Lipton, Editor, July 1987. \$5.00.
3. *So You Want to Have a FLES* Program!* Gladys Lipton, Editor. July 1988. \$7.50.
4. *The People Factor in FLES* Programs.* Gladys Lipton, Editor. July 1980. \$8.00.
5. *Innovations in FLES* Programs.* Gladys Lipton, Editor. July 1990. \$8.00.
6. *Implementing FLES* Programs.* Gladys Lipton, Editor. July 1991. \$8.00.
7. *Evaluating FLES* Programs.* Gladys Lipton, Editor, July 1992. \$9.00.
8. *Expanding FLES* Horizons.* Gladys Lipton, Editor, July 1993. \$9.00.
9. *FLES* Methodology I.* Gladys Lipton, Editor, July 1994. \$9.00.

REPORT OF THE AATF TELEMATICS COMMISSION

Databases, Our Third Technical Revolution, by Howard L. Nostrand and

Gerald Upp, 1991, 63 pp. Describes 99 databases of value for research and teaching in the area of socio-culture. The sequel to the two previous revisions in our field: audio recordings and audiovisual materials. \$10, postpaid.

AATF COMMISSION ON PEDAGOGY

À Poitiers entre mai et octobre, a video tape of the AATF Commission on Pedagogy. 45 minutes, VHS, divided into 12 segments of varying length. Accompanied by a lengthy pedagogical guide, with exercises for levels 1, 2, 3, and higher; pilot tested by secondary teachers. Many helpful suggestions. Filmed in France.

\$25, members; \$30 schools and non-members.

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AATF Coloring Book, 16 pp., 8" x 11", for FLES* students, new 1992. each \$2.00 (for quantities, inquire).

French FLES* Stickers: "AATF, FRENCH FOR KIDS, FLES* in Grades K-8", new 1993. 4/\$1.

L'Année en français: Un Calendrier perpétuel. A project of the AATF FLES* Commission. Spiral bound, 38 pp., 7" x 8.5", new 1994. Every day marked by the birth or death of a famous person or by some other event. Teacher's Guide for K-8 & info by Katherine C. Kurk. Designed for Francophiles of all ages. \$9.95.

To obtain any of these materials send your check or money order to: AATF Pedagogical Aids, 57 E. Armory Avenue, Champaign, IL 61820.

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An income is a valuable asset. A prolonged disability cannot only stop an income, but can also deplete valuable resources such as savings accounts. Financial commitments don't stop because of an illness or accident. In fact, bills can stack up quickly when a person is temporarily disabled.

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Teachers of French DISABILITY INCOME PLAN. Researched by AATF for its members, the Plan now offers up to \$1,500 on a simplified acceptance basis for members and/or their spouses (if married) who suffer a disabling accident or illness. The benefits can be used for whatever the insured wishes - mortgage or rent, utilities, food, even car payments. The benefits can be paid in addition to any other disability plan, Worker's Compensation, and other insurance. Benefits are also tax-free according to current IRS rulings.

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Complete details will be in the mail soon. To send for information about the AATF Disability Income Plan, complete the attached coupon and mail it to the Insurance Administrator: Albert H. Wohlers & Co., 1440 N. Northwest Highway, Park Ridge, Illinois 60068-1400, call toll free: 1-800-323-2106.

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CPR

YES! I am interested in receiving information on the AATF Disability Income Plan. I understand I am under no obligation whatsoever.

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THE TOP TEN REASONS FRENCH IS HARDER THAN SPANISH (AND HOW YOU CAN COPE!)

We all know French is harder than Spanish. No use denying it, because no one will believe you – especially if you are a French teacher. Enrollments speak louder than logic anyway. Better to accept reality and understand precisely why Spanish **seems** so much easier. If we understand, perhaps we can begin turning the tide of public opinion in our own schools and communities.

Reason No. 10: In Spanish, past participles don't have to agree with either subjects or direct objects.

Reason No. 9: In Spanish, **all** compound verbs are conjugated with **haber**, a verb similar to **avoir**.

Reason No. 8: Spanish has one accent mark, not four. It has two contractions, not four. It has no elisions.

Reason No. 7: Spanish uses the subjunctive form for commands. This means the form gets constant attention and reinforcement.

Reason No. 6: In Spanish, the negative has one word, not two, and the articles don't change from **un** to **de** in the negative.

Reason No. 5: Spanish has no partitive article.

Reason No. 4: Spanish doesn't require subject pronouns, and you can invert noun subjects. Formulating questions is a breeze.

Reason No. 3: Spanish has no irregular adjectives, no **vieux/vieil/vieille**, no **fou/fol/folle**.

Reason No. 2: Spanish has five vowel phonemes, not sixteen. You pronounce all the final consonants, but there is no liaison. "H" is the only letter you don't pronounce.

Reason No. 1: Spanish is phonetic. You basically spell it the way it sounds. There are no silent verb or adjective endings.

To be sure, Spanish has its perennial difficulties (**ser** vs. **estar**, **para** vs. **por**, **pero** vs. **sino**, personal **a**, and the correct use of **gustar**). But so does French (**c'est** vs. **il est**, **pendant** vs. **depuis** vs. **pour**, **au Canada** vs. **en France** vs. **à Haïti**, **vouloir dire** vs. **aimer à dire** vs. **oublier de dire**, and numerous false cognates). Let's face the facts: Spanish syntax, pronunciation, and spelling are much easier than French at the elementary and intermediate level. This means Spanish teachers end up with more class time to drill problem areas because they have fewer problem areas to drill. What is more, the phonetic nature of Spanish makes verb drills more efficient because instructors can drill pronunciation and spelling at the same time.

French teachers have so many pronunciation difficulties to deal with, so many syntactical pitfalls, so many exceptions and tricky details to account for (e.g., **des** becomes **de** before "most" plural adjectives) that there

remains far too little time to drill them all adequately. Because French is not as phonetic, we have to drill the pronunciation of verb forms and the spelling of verb forms separately (e.g., **parlais**, **parlait**, and **parlaient** are all pronounced alike, which is good for conversation, but confusing when students must read a text aloud or write sentences).

If students aren't willing to go the extra mile to learn French, French enrollments will naturally decline. Why work harder to learn a language that is less practical? Add to this the historic reputation French teachers have for being sticklers for detail and you have a recipe for impending enrollment disaster.

How can French teachers cope with this situation? Here are five suggestions.

Suggestion 1: Accentuate the beautiful.

Students usually take French because they don't want to take Spanish. They associate French with something beautiful, elegant, stylish, and sexy. Incorporate Monet, Debussy, and **la bonne cuisine** into your classes. Give students the gift of beauty. Moral: Cultivate the mystique. It is your competitive edge.

Suggestion 2: Turn negatives into positives.

Although French is more complicated, you don't have to cross every "i" and dot every "t" with every student. "Il n'avait pas de frères" and "Il ne comprenait pas un mot" are both grammatically correct sentences. But we don't have to explain why at the elementary/intermediate level when students have yet to acquire the basic idea of **pas de**. Instead, assign tricky topics (like the agreement of past participles) for extra credit. Give students extra points for the extra work they are doing to learn French. Moral: Drill the basics relentlessly, but use the fine points to reward rather than punish.

Suggestion 3: Balance perfectionism with realism.

The French themselves struggle with the agreement of past participles. The French themselves prefer intonation to inversion when forming questions. Do American students have to use better French than the French?

Choose your battles carefully. Distinguish between what everyone must know (e.g., articles, adjective agreement, verb forms) and what gifted language students should be challenged to learn. Moral: Don't try to build Rome in three or four years. Acquiring true fluency and accuracy takes more than seat time in school.

Suggestion 4: Keep them both speaking and writing.

Unlike Spanish, French needs to be learned through the fingers as well as

through the tongue. At the elementary/intermediate level, I have my students write out verb plans and adjective plans in class, so they will consciously drill the written form. I watch them as they write and nip their mistakes in the bud.

A **dictée** a day keeps errors at bay. If students write and correct a little each day, they will come to forget the disparity between spelling and pronunciation. Moral: Perfect practice makes perfect.

Suggestion 5: Recruit, recruit, recruit.

French will not maintain its numbers without extra effort at public relations. Recruit shamelessly. If possible, go to junior high/middle school classes to sell students on choosing French. I myself decided to study French, in part, because the high-school French teacher came to my eighth grade class and taught us some French folk songs.

In the past, American film and television portrayed France as a glamorous, sophisticated place to visit or live. Spanish has never had that kind of help. Some of this free promotion still exists, so use it all you can to recruit students. Moral: Second place has to try harder.

John H. Williams
Pepperdine University

CLEF: COMITÉ LINGUISTIQUE POUR L'EXPANSION DU FRANÇAIS COMMITTEE FOR THE LEARNING AND EXPANSION OF FRENCH

Le Comité Linguistique pour l'Expansion du Français a été créé en mai dernier à Dallas par Claude Boutin, Directeur de l'école de l'Alliance Française de Dallas et Président de l'AATF de Houston et Renée White Professeur de français et French Academic Liaison à Greenhill School à Dallas. Le comité a pour objectif de promouvoir la langue française en montrant son impact sur les plans éducatif, social, culturel et professionnel. Le CLEF qui regroupe des enseignants du Texas à tous les niveaux ainsi que des membres honoraires à l'échelle nationale, s'est réuni pour la deuxième fois le samedi 10 septembre 1994 chez Renée White. Michèle Shockey, Vice-Présidente de l'AATF et Marie-Christine Koop, membre du comité et récemment nommée Chair of the AATF Task Force for the Study of French étaient présentes à cette réunion.

AATF TASK FORCE ON THE STUDY OF FRENCH IN THE UNITED STATES

AATF, along with other organizations, wants to pursue its efforts to promote the study of French in the United States. In order to achieve this goal, AATF needs to hear from its members to better identify problems, and especially to hear about successful French programs. Please help us in this endeavor by completing the following questionnaire. Attach additional pages as needed.

I. BACKGROUND

1. State in which I am currently teaching: _____
2. Area where I am teaching:
 rural area small town suburban area large urban area inner city
3. Level at which I am teaching:
 Elementary Middle school/Junior High High school Junior College
 Four-year college University
4. Type of institution: a) Public Private
b) Regular curriculum Special curriculum: please specify: _____
c) Co-ed Male only Female only
5. Size of institution: approximately _____ students

II. STATUS OF FRENCH AT MY INSTITUTION

6. Language enrollments (number of students) at my institution are as follows:
 French German Spanish Latin Other (please specify) _____
7. Over the past 3 years, student enrollment in French at my institution has been
 increasing
 steady
 decreasing
8. If enrollment in French has been increasing, please explain the reason(s) and estimate by how many students it has increased:

9. If enrollment in French has been decreasing, please explain the reason(s) and estimate by how many students it has decreased:

10. Sources of support for the teaching of French at your institution (please rank from 1 to 5):
 School administration
 French businesses in your area
 Parents
 French Cultural Services in your area
 Students
 Other: please explain:

11. Please check the activities which are available to students of French at your institution:

- French Club
- Festivals, fairs, special celebrations, field trips, etc.
- Exchange programs: if yes, where: _____
- Organized trips abroad: if yes, where: _____
- Internships abroad or with French businesses in the US: if yes, where: _____
- Other: please explain: _____

12. Please list/describe the activities which have raised student enthusiasm and/or enrollment at your institution:

13. Do you have suggestions as to how to promote the study of French in the United States?

14. Do you know of any group in your area engaged in the promotion of French?

No Yes; if so, please provide the name and address/telephone of someone to contact:

15. Would you be interested in participating in the AATF Task Force for the promotion of French in the United States?

No Yes; please provide the following information:

Name: _____

Preferred address: _____

Telephone: Office: _____ Home: _____

Fax: _____ E-mail: _____

AATF Chapter: _____

Thank you very much for your kind cooperation. Please mail the completed questionnaire by **January 15, 1995** to:

Marie-Christine Koop
Dept. of Foreign Languages
University of North Texas
P.O. Box 13645
Denton, Texas 76203-6645

CALENDAR OF EVENTS

AIZEN (ZOLA) THIRD INTERNATIONAL CONFERENCE: December 26-30, 1994, San Diego. Information: M.E. Fol, 815 Third Avenue, Suite 315C, Chula Vista, CA 91911.

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1994, San Diego, CA. Information: Modern Language Association of America, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING and the SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS' ASSOCIATION: March 2-4, 1995, Charleston, SC. Information: Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358; FAX: (912) 333-7389; E-mail: lbradley@grits.valdosta.peachnet.edu

INTERNATIONAL CONFERENCE ON STANDARDS AND ASSESSMENT: March 30-April 1, 1995, Sheraton-Imperial, Raleigh-Durham International Airport, N.C. Information: Audrey L. Heining-Boynton, 301A Peabody Hall, CB #3500, The University of North Carolina, Chapel Hill, NC 27599-3500.

12th ANNUAL WICHITA STATE UNIVERSITY INTERNATIONAL CONFERENCE ON FOREIGN LITERATURE: April 6-8, 1995. Information: Ginette Adamson, WSU Foreign Literature Conference, Box 11, The Wichita State University, Wichita, KS 67260-0011.

15th ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 11-13, 1995, Cincinnati, OH. Information: Keiselim Alfredo Montás or Maria Consuelo Ortiz, Department of Romance Languages and Literatures, University of Cincinnati, ML 0377, Cincinnati, OH 45221-0377. Telephone: (513) 556-1827 or 556-1950; FAX: (513) 556-2577.

SYMPOSIUM: HARMONIE ET EXCÈS: MICHEL RIO ET JMG. LE CLÉZIO: September 11-19, 1995, Centre Culturel de Cerisy-la-Salle, France. Information: M.E. Kronegger, Romance and Classical Languages, 313 Old Horticulture Building, Michigan State University, East Lansing, MI 48824.

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 12-14, 1995, Greensboro, N.C. Information: Wayne Figart, 204 North 16th Street, Wilmington,

NC 28401. Telephone: (919) 763-4009.

TEXAS FOREIGN LANGUAGE ASSOCIATION: February 21-22, 1995, South Padre Island, TX. Information: Eugeria Simons, 1320 Modiste Drive, Houston, TX 77055.

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS: March 1-5, 1995, Boston, MA. Information: Claire Whalen, NAIS, 1620 L Street NW, Washington, D.C., 20036.

GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS 1995: "Linguistics and The Education of Second Language Teachers: Ethnolinguistics, Psycholinguistic and Sociolinguistic Aspects": March 8-11, 1995, Georgetown University, Washington D.C., Information: James E. Alatis, Chair or Carolyn Straehle, Coordinator, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057-1067. Telephone: (202) 687-5726. FAX: (202) 687-5712. Electronic mail: gurt@guvax (bitnet) or gurt@guvax.georgetown.edu (internet)

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS ANNUAL MEETING: March 25-28, 1995, Long Beach, CA. Information: AAAL 1995 Program Committee, 7630 West 145th Street, Suite 202, Apple Valley, MN 55124-7553. FAX: (612) 891-1800.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 28- April 1, 1995, Long Beach, CA. Information: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2705.

MEDIEVAL ACADEMY OF NORTH AMERICA: March 30-April 1, 1995, Boston, MA. Information: Medieval Academy of America, 1430 Massachusetts Avenue, Cambridge, MA 02138.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES WITH PACIFIC NORTHWEST CONFERENCE ON FOREIGN LANGUAGES, SOUTHWEST CONFERENCE ON LANGUAGE TEACHING AND COLORADO CONGRESS OF FOREIGN LANGUAGE TEACHERS: March 30-April 2, 1995, Denver, CO. Information: CSCTFL, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704. Telephone: (608) 246-6573. FAX: (608) 246-6880.

FOURTEENTH ANNUAL EASTERN MICHIGAN UNIVERSITY CONFERENCE ON LANGUAGES AND COMMUNICATION FOR WORLD BUSINESS AND THE

PROFESSIONS: April 6-8, 1995, Ypsilanti, MI. Information: EMU Conference of Languages for World Business, World College, 307 Goodison Hall, Eastern Michigan University, Ypsilanti, MI 48197. Telephone: (313) 487-2414. FAX: (313) 485-1980.

NORTHWEST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 6-9, St. Michael's College, 29 Ethan Allen Avenue, Colchester, VT 05446.

CALIFORNIA FOREIGN LANGUAGE TEACHERS ASSOCIATION: April 28-30, 1995, Los Angeles, CA. Information: Hal Wingard, 6450 Lance Way, San Diego, CA 92120.

INTERNATIONAL ASSOCIATION FOR LEARNING LABORATORIES: May 23-28, 1995, South Bend, IN. Information: IALL, University of Pittsburgh, LAI G-47C.L., Pittsburgh, PA 15260.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH: July 13-16, 1995, San Antonio, TX. Information: Fred M. Jenkins, AATF, 57 East Armory Avenue, Champaign, IL 61820. Telephone: (217) 333-2842.

SOCIÉTÉ D'ANALYSE DE LA TOPIQUE DANS LES ŒUVRES ROMANESQUES (SATOR), NINTH INTERNATIONAL CONFERENCE: "Scénarios de la Violence dans le Roman français avant 1800": September 21-23, 1995, University of Wisconsin - Milwaukee and University of Wisconsin-Madison. Information: Gabrielle Verdier, Department of French and Italian, Curtain Hall 672, University of Wisconsin-Milwaukee, Milwaukee, WI 53211. Telephone: (414) 229-4382. FAX: (414) 229-6258. Electronic mail: verdier@csd4.csd.uwm.edu

FOREIGN LANGUAGE ASSOCIATION OF NORTH DAKOTA: October 18-20, 1995, Fargo, ND. Information: Herbert Boswau, P.O. Box 8198, Grand Forks, ND 58202-8198.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 20-22, 1995, Kiamesha, CA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1272.

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1995, Chicago, IL. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX (212) 477-9863.

SIXTY-EIGHTH ANNUAL MEETING

July 13 (Thursday) - 16 (Sunday), 1995
St. Anthony Hotel, 300 E. Travis, San Antonio, TX 78205-1898
Phone: (210) 277-4392

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PRE-REGISTRATION FEE: \$75 (U.S.)

All current AATF members will receive fuller information and necessary forms in Spring 1995. Or write to:
AATF Convention Registration, 57 E. Armory Avenue, Champaign, IL 61820.



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