



LETTER FROM THE PRESIDENT

VOLUME 21 NO. 2 NOVEMBER 1995



Albert Valdman

Chères/chers Collègues,
La rentrée 1995-96 est déjà bien loin! En effet, à mon université nous préparons les examens de mi-semestre. Pour les responsables de l'AATF—présidents de chapitres, représentants régionaux et membres du Conseil Exécutif, c'est la période des réunions et conférences locales dont certaines, par exemple celle de la Région IV (Moyen Atlantique) organisée par Soeur Mary Helen Kashuba, brillent par la richesse des thèmes évoqués et la distinction des intervenants.

La vie de l'Association

Lorsque nous présentons notre Association à nos partenaires éventuels—ces jours-ci, ceux qui nous aident à subventionner et à organiser notre prochain congrès annuel à Lyon—nous faisons valoir la complémentarité des deux axes qui structurent nos activités. D'abord l'axe horizontal: les chapitres regroupés en neuf régions. C'est au sein de ces regroupements locaux que se joue l'avenir de l'enseignement du français car c'est de l'efficacité des responsables de chapitres que dépend le succès de cette activité super motivante qu'est le Grand Concours et des contacts entre enseignants des divers niveaux. L'axe vertical comprend les commissions scientifiques et les sections spécialisées. Les commissions constituent pour ainsi dire le fer de lance de l'AATF car leur mission est de structurer certains domaines d'intérêt—l'enseignement du français des affaires, par

exemple—ou d'explorer de nouveaux champs d'activités susceptibles de contribuer à la promotion des études françaises et francophones et à l'amélioration de l'enseignement de la langue. Certaines d'entre elles ont réussi à atteindre une autonomie partielle: elles s'autofinancent et réalisent des projets de grande envergure, par exemple, la grille d'évaluation de la compétence culturelle entreprise par la Commission pour l'Étude de la Culture dont le manuel est en voie de publication par la National Textbook Company. La Commission de Télématique, massivement soutenue par la Sous-Direction de la Coopération Linguistique et Éducative (CLE), grâce aux efforts de Bernard Moreau, attaché linguistique à San Francisco, est en train d'installer l'AATF sur l'autoroute de l'information en créant une page sur le WWW. Bientôt, chaque chapitre, chaque commission de l'AATF trouvera sa place sur cette page et un canal de diffusion d'informations actuelles se mettra en place qui complétera le National Bulletin.

Il est un domaine qui mérite une attention particulière aujourd'hui, celui de l'articulation entre les divers niveaux d'enseignement: entre l'enseignement précoce et les cours du niveau secondaire; entre ce dernier et les études fondamentales à l'université, et entre ces études et les études spécialisées conduisant au "French major". La création, à travers le pays, de groupes d'études concernant ce domaine me conduit à former une nouvelle commission. J'espère pouvoir vous communiquer la liste de ses membres dans mon prochain message.

Si les commissions fonctionnent à plein rythme, les sections spécialisées n'ont pas encore atteint leur vitesse de croisière. Il est vrai qu'elles ont amplement contribué à l'élaboration des programmes scientifiques des deux derniers congrès annuels. Mais j'ose espérer que, tout comme les commissions scientifiques, leur contribution ne se limitera pas à cette unique manifestation annuelle et qu'elles lanceront des initiatives tout au long de l'année: colloques spécialisés, publication de documents, activités de vulgarisation en direction des enseignants des niveaux secondaire et primaire.

Nul besoin, bien sûr, d'évoquer les diverses activités promotionnelles gérées avec talent et assiduité par Rebecca Valette, Margot Steinhart et Marie-Christine Koop: la "Task Force", la cassette vidéo et le tee-shirt: "Le français m'ouvre le monde".

Prochaines manifestations

Les sessions de l'AATF au sein du Congrès de l'ACTFL

Les collègues qui se trouvent près d'Anaheim, Californie, ou qui comptent assister au Congrès de l'ACTFL voudront bien prendre note des six sessions "Best of AATF" annoncées dans le dernier numéro du National Bulletin (p. 10).

Le Congrès de Lyon

Notre congrès sera précédé par la réunion du G-7 (réunion des sept pays les plus industrialisés), à laquelle participeront les chefs d'état de ces pays et de la Russie, y compris le Président Clinton. Cette importante réunion se tiendra en effet au nouveau Palais des Congrès de Lyon, une quinzaine de jours avant notre congrès. Les conditions de participation et le programme de ce congrès ont peu évolué par rapport aux informations contenues dans mon dernier message. Par ailleurs, nous avons dû attendre

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la mise en place d'une nouvelle administration à la mairie de Lyon, ce qui ne nous permet pas à l'heure actuelle d'annoncer le programme définitif, en particulier les manifestations en marge du congrès (programme culturel, réceptions, etc.). Par contre, la gamme de \$340-\$375 pour le forfait global semble se confirmer et nous avons les tarifs définitifs pour les hôtels retenus par PACKAGE, l'agence lyonnaise chargée de la logistique), voir la p. 3.

Signalons un ajout important au programme: l'inscription sera ouverte au Palais des Congrès l'après-midi du 14 juillet. Les participants pourront retirer leur dossier tout en dégustant *le mâchon* de bienvenue. Ils pourront profiter de l'occasion pour visiter le beau parc de la Tête d'Or où est situé le nouveau Palais des Congrès.

Quant au programme scientifique, nous suivrons en gros le calendrier annoncé en septembre. Outre la conférence d'accueil de M. Raymond Barre, maire de Lyon, et la conférence inaugurale, il y aura six semi-plénières regroupées trois par trois les deuxième et troisième matinées, ainsi qu'au moins six tables rondes traitant de problématiques liées au thème du congrès ("Convergences: la France dans l'Europe du XXIe siècle, aspects plurilingues et multiculturels"). Quatre des conférenciers invités ont donné leur accord de principe:

- Langue: Alain Rey, Rédacteur en chef des Dictionnaires Robert
- Pédagogie: Daniel Coste, Directeur du CREDIF

(MM. Coste et Rey sont connus de nos membres puisqu'ils ont participé à plusieurs de nos congrès en France.)

- Littérature: Claude Burgelin, Université Lumière (Lyon II) —qui interviendra sur le thème de la littérature régionale

- Culture et français langue de spécialité: Gordon Shenton, Directeur de l'École Supérieure de Commerce de Lyon; il a aussi obtenu un doctorat en littérature du XIXe siècle de Harvard.

Les tables rondes réuniront d'éminents spécialistes français et américains ainsi qu'au moins un intervenant dont le rôle sera de traiter des implications et applications pédagogiques de la problématique abordée. Voici les thèmes des six premières tables rondes proposées; pour certaines d'entre elles le processus d'organisation est bien avancé et des intervenants ont déjà confirmé leur participation:

- I. La langue française au XXIe siècle; animateur: Jacques Pécheur; intervenants: Claire Blanche-Benveniste (U. de Provence), Robert Chaudenson (U. de Provence), Henriette Walter (U. de Haute Bretagne).
- II. Langues et cultures nationales et francophonie; Jean-Pierre Cuq (U. de Grenoble).

- III. Enseigner le français au XXIe siècle: nouvelles technologies.

- IV. Compétence culturelle et enseignement du français; animateur: Roland Simon (U. of Virginia).

- V. Le goût français; animatrice: Priscilla Parkhurst-Ferguson (Columbia U., Présidente, Association for French Cultural Studies).

- VI. Identité culturelle et littérature.

Hors cette composante dont les intervenants seront invités, le programme prévoit plus d'une soixantaine de sessions et six ateliers gratuits ouverts aux membres qui soumettront des projets d'interventions (Call for Presentations).

Je voudrais attirer l'attention sur la possibilité qu'aura tout membre de l'AATF qui ne compte pas soumettre de projet d'intervention, de présider une session, ce qui lui permettrait d'obtenir une aide financière de son institution. Les personnes qui désirent poser leur candidature n'ont qu'à m'envoyer une note contenant:

- nom et adresse (si possible adresse INTERNET [email] ou fax) et numéro de téléphone
- domaine de spécialisation ou d'intérêt (culture, langue/linguistique, littérature, pédagogie)
- renseignements professionnels (diplômes; emploi; pour les universitaires, publications principales)
- activités liées à l'AATF

Le colloque post-congrès

À la demande du Conseil Régional Rhône-Alpes (voir la lettre de M. Charles

Millon, président du Conseil et Ministre de la Défense), l'AATF organise, le 19 juillet, une rencontre internationale dans le cadre du programme "Quatre Moteurs". Il s'agit d'un regroupement européen interrégional auquel participent, outre la région Rhône-Alpes, le Bade-Wurtemberg en Allemagne, la Catalogne en Espagne, la Lombardie en Italie et le Pays de Galle au Royaume-Uni. Participeront au colloque des spécialistes de l'enseignement du français langue étrangère et seconde de ces régions et de l'Ontario. Le colloque sera ouvert à un nombre restreint de membres de l'AATF; les modalités de participation seront annoncées dès que le colloque sera mis en place. Font partie du comité d'organisation, outre certains membres de l'AATF, Jacques Pécheur, Gordon Shenton, Annie Monnerie-Goarin, Secrétaire Générale de la FIPF, et Jean-Pierre Cuq de l'Université de Grenoble. Le colloque comportera deux volets: (1) Gérer l'interculturel: problèmes des différences culturelles dans l'enseignement du français LE et LS; (2) Approches bilingues de l'enseignement du français.

Congrès de la FIPF à Tokyo

Il est encore temps de s'inscrire pour participer à cette grande manifestation internationale qui se tiendra du 25 au 31 août 1996. Voir l'annonce dans le numéro de septembre, p. 17.

L'enseignement bilingue

Il se dessine en France, et en Europe de l'ouest en général, un mouvement visant à

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étendre l'enseignement des langues étrangères. Ce mouvement prend la forme de l'introduction de l'enseignement d'une langue étrangère dès la maternelle et de l'étude obligatoire de deux langues étrangères. Les promoteurs de ce mouvement affirment qu'"une politique éducative plurilingue est désormais le test et le ciment d'une véritable Union Européenne" et s'inquiètent de l'impact néfaste sur les cultures européennes de l'hégémonie grandissante de l'anglais. Il est intéressant de constater que ce mouvement préconise de nouvelles orientations pédagogiques, en particulier l'enseignement bilingue, c'est-à-dire l'apprentissage des matières scolaires—maths, sciences, etc.—par l'intermédiaire d'une langue autre que la langue maternelle de l'enfant ou la langue nationale. À ce sujet, j'attire votre attention sur un petit livret présenté par Jean-Marie Bressant, fondateur du "Monde Bilingue", une association étroitement liée à la Fédération Internationale des Villes Jumelées (*La paix par les langues*, Le Monde Bilingue: 9 rue de la Famille, 25000 Besançon, Fax 81 30 68 74.). Voici les quatre principes moteurs du mouvement pour l'enseignement bilingue tirés de ce livret:

1. une initiation orale précoce à une langue étrangère européenne en l'occurrence, conduite dès le jardin d'enfants par un personnel d'origine étrangère. Selon les situations, cette langue peut être une langue d'audience internationale, une langue de proximité, une langue régionale ou minoritaire;
2. une éducation bilingue durant toute la scolarité, de l'école maternelle à l'université, c'est-à-dire l'enseignement d'un

certain nombre de matières au moyen de deux langues véhiculaires;

3. l'introduction d'une deuxième langue étrangère vivante dès la fin de la scolarité élémentaire, en tout cas au plus tard à l'entrée dans l'enseignement secondaire, de telle façon qu'en fin de scolarité obligatoire, l'élève puisse s'exprimer en trois langues, ce qui devrait être l'éventail normal des connaissances linguistiques de tout lycéen européen;
4. l'étude des langues des grandes civilisations modernes et anciennes—latin/grec—afin non seulement de sauvegarder, mais de promouvoir les enseignements littéraires.

Quels enseignements pourrait-on tirer de ce mouvement pour les problèmes auxquels nous sommes confrontés de ce côté de l'Atlantique? Premièrement, il nous faut œuvrer pour l'extension de l'étude des langues étrangères. Dans seulement trois ou quatre états, plus de la moitié des étudiants de *high school* suivent l'enseignement d'une langue étrangère. La proportion des écoliers qui le font dépasse rarement les 15 pour cent (voir le *National Bulletin* 20:2, novembre 94, p.5). Deuxièmement, il s'agit de s'opposer aux hégémonies linguistiques. En Europe, des propositions sont avancées pour donner la priorité aux langues autres que l'anglais dans les cursus scolaires: allemand, espagnol, français, italien. Par exemple, M. Bressant propose que, dans les pays de l'Union européenne autres que le Royaume-Uni et l'Irlande, l'anglais ne soit introduit qu'au début des études secondaires. Eu égard aux fortes motivations pratiques qu'engendre l'appren-

tissage de cette langue, les apprenants réussissent à en acquérir une maîtrise suffisante pour des besoins véhiculaires. Sur ce modèle, dans notre pays, l'on découragerait l'apprentissage de l'espagnol au niveau primaire et à la middle school pour l'introduire au niveau des high schools et des universités, là où ceux qui en ressentent l'utilité comme langue seconde peuvent facilement en acquérir une maîtrise suffisante pour des besoins pratiques. Troisièmement, il faudrait généraliser les divers types d'enseignement bilingue du français: apprentissage immersif, utilisation de la langue étrangère comme véhicule pédagogique comme, par exemple, dans les programmes "language across the curriculum". Voilà donc de nouveaux moyens de mieux cultiver notre jardin!

En attendant le plaisir de vous serrer la main, soit à Anaheim soit à Lyon, je vous souhaite bon courage.



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HÔTELS

All the hotels listed below are located in the center of Lyon. They have easy access to public transportation: bus and subway. The daily rates quoted include continental

2 ÉTOILES:

HÔTELS	SINGLE BB	DOUBLE BB	NBRE DE CHAMBRES
Axotel Perrache	335 F	385 F	100
Bleu Marine	412 F	467 F	100
Ibis Centre Université	350 F	370 F	40
TOTAL DES CHAMBRES RÉSERVÉES			240

3 ÉTOILES:

HÔTELS	SINGLE BB	DOUBLE BB	NBRE DE CHAMBRES
Beaux Arts	495 F	560 F	50
Carlton	495 F	560 F	50
Mercure Lyon Lumière	495 F	560 F	60
Plaza République	495 F	560 F	45
TOTAL DES CHAMBRES RÉSERVÉES			205

4 ÉTOILES:

HÔTELS	SINGLE BB	DOUBLE BB	NBRE DE CHAMBRES
Pullman Perrache	575 F	646 F	70
Royal	575 F	646 F	45
Sofitel	650 F	700 F	90
TOTAL DES CHAMBRES RÉSERVÉES			205

Ces prix s'entendent par nuit, par chambre, petit déjeuner et taxe inclus.

GUY GIRARD A LA PAROLE: SOUVENIRS DU METTEUR EN SCÈNE DE LA VIDÉO PROMOTIONNELLE

Dans cet article, Guy Girard, metteur en scène, nous raconte ses souvenirs du projet de réaliser la vidéo, "Open Your World with French/Le Français m'ouvre le monde." Il révèle que le gamin qui ex'ge des raisons pour étudier le français était conçu d'abord comme un enfant dessiné par l'ordinateur avant d'être interprété par un vrai garçon. Monsieur Girard se spécialise en documentaires pour la télévision française Canal + et France Télévision. En 1994 il reçut un "oscar" (FIPA d'Or) pour sa mise en scène d'un documentaire sur Pinochet.

«À la première lecture du script j'ai senti un charme entre la jeune femme et Peter, le personnage de synthèse. Le projet s'annonçait excitant car pour la première fois j'allais pouvoir jouer avec des images de synthèse et tenter de créer un univers propre à la vidéo. Quand je suis allé à Nancy, j'ai découvert Peter, j'ai vite déchanté. Peter était programmé sur des ordinateurs uniquement pour effectuer quelques sauts, pirouettes, g'ap. Il était raide, inexpressif, comme une marionnette sans âme. Pour arriver à lui en greffer une (âme), il fallait effectuer de longs calculs sur les ordinateurs avec un budget quatre ou cinq fois supérieur au nôtre.

Pour contourner cet obstacle, j'ai donc proposé de filmer un garçon dont je

réduirais la taille par trucage. Le tournage s'est passé comme vous le savez mais l'étape décisive pour cette vidéo s'est jouée au montage. Tout le travail était de trouver le mouvement et d'organiser l'unité d'un



Nicholas Vinocur, qui joue le "Kid" dans la vidéo promotionnelle de l'AATF.

matériel disparate. J'avais sélectionné avec l'aide d'une documentaliste une dizaine de minutes d'images d'archives parmi des dizaines d'heures de rushes. Ce

qui prouve qu'à la télévision aujourd'hui les bonnes images ne sont pas faciles à trouver dans les stocks.

L'image que j'ai de mon travail: de la cuisine. Pendant le montage j'ai cuisiné avec tout ce que j'ai trouvé de bon. Ma première trouvaille a été ce décor imitant un intérieur des années 50 avec un poste de télé, dans lequel j'ai fait circuler mes propres images d'archives. Tout en étant ludique, ce décor m'apportait un réel espace cinématographique, propre au champ contre champ, avec l'avantage de styliser les banales images d'archives.

Le rythme de la vidéo est né d'une idée simple: utiliser systématiquement ou presque systématiquement des fonds qui bougent. Et de jouer en permanence avec les raccords, les raccords d'images du devant, les raccords d'images du derrière, d'en inventer même des gratuits, des éclats de lumière, par exemple, de façon à agacer l'œil du spectateur en permanence et le tenir en éveil. Souvent ces petits détails le spectateur les perçoit sans avoir le temps de les analyser. Ils participent au mouvement général de la vidéo et au plaisir de voir. Ce sont des petits trucs écrits entre les lignes qui donnent de l'action. Et de la vie. Voilà, c'est tout...»

Guy Girard, metteur en scène
Paris, le 4 septembre 1995

French Promotional Video

"Open Your World with French/Le français m'ouvre le monde"

Price — \$15 (includes shipping and handling for 1 video)
\$28 (includes shipping and handling for 2 videos)
\$41 (includes shipping and handling for 3 videos)
\$54 (includes shipping and handling for 4 videos)
\$67 (includes shipping and handling for 5 videos)
Add \$13 for each additional video.

For orders over 20, contact AATF National Headquarters for preferred rates.

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Name _____

Address _____ Telephone (day) _____ (evening) _____

Anticipated use: ___ in class // ___ recruitment // ___ parents // ___ administration //
___ counselors // others (Please specify) _____

1 video cassette @ \$15 (with shipping/handling) \$ 15

_____ additional video cassettes @ \$13 each \$ _____

Total remittance \$ _____

Send order and prepayment to American Association of Teachers of French, University of Illinois, 57 East Armory, Champaign, IL 61820.

AATF AND NATIONAL STANDARDS FOR FOREIGN LANGUAGES

Three years ago, the AATF, AATG, AATSP and ACTFL joined together to request federal funding for the establishment of National Student Standards for Foreign Languages. At that time, the professional organizations of teachers of the other core subject areas in K-12 had either published or were preparing their own national standards documents. It would definitely help foreign languages acquire enhanced status in the eyes of school administrators, parents, and the general public were we foreign language teachers to create a set of generic standards to which all of our associations would ascribe. In November 1995 this joint report entitled **Standards for Foreign Language Learning: Preparing for the 21st Century** will be made public.

As foreign language teachers now carefully study this new **Standards** document, it is important to remember that these standards are not "imposed from above", but are the product of a collaborative effort on the part of classroom teachers who feel strongly that these standards must be seen as *voluntary*. Moreover, the standards were written so as to be *generic*, that is, applicable to all languages, and they posit an *ideal* learning situation where students study a foreign language in a carefully articulated K-12 sequence. Most importantly, the standards focus on the *outcomes of instruction*: They are not a curriculum guide nor do they prescribe any particular textbook, method or approach. They are intended to *unify* the profession, give *validity* to what we have been doing in our classrooms, and to *encourage* us to work together to make foreign language instruction even more meaningful and rewarding for our students. Many states and school districts are already developing their own frameworks and curriculum guides, and the role of the **Standards for Foreign Language Learning** is to support these diverse efforts and to help provide a sense of professional unity.

The new foreign language standards are presented in generic terms with the express intention that the various language-specific associations will prepare their own handbooks adapting the Standards document to reflect goals that can be realistically attained in our elementary, middle and secondary schools given the nature of each language being taught and the variety of educational conditions that prevail across the country. It is now the task of the AATF, and more specifically the AATF Commission on Student Standards, to prepare a handbook on standards for the learning of French.

The dual challenge: "world class" standards and inclusionary programs

The support for the creation of National Standards in the core subject matter areas responds to a dual concern on the part of the Federal Government. On the one hand, the United States wants to assure itself that our students are as well educated as students in other countries around the world. For this reason, there is a strong push for "world class standards". On the other hand, the United States wants to guarantee equal access and equal opportunity for all students. This has led to a deep commitment to an "inclusionary curriculum" which fosters success for all and from which no student is to be excluded.

As we prepare standards for French classes, we will want to consider both of these national concerns. First, we will want to look at the levels of linguistic and cultural competence attained by the best students of French in non-francophone countries where French is taught as a foreign language. We might, in addition, want to compare the levels of competence attained by the best students of English as a foreign language in selected Francophone countries. Clearly at the "world class" level, we are talking about the attainment of an educational elite. (Unfortunately, in the past, studies have often compared the achievements of a broad national samplings of American students with those of a much more selective university-bound segment of the school population in other countries.) As we know, there are American students who by Grade 12 have attained a very high level of competence in French. These are often students for whom French is a heritage language, or students enrolled in a well-articulated K-12 immersion or semi-immersion program, or students who have had the opportunity of combining a challenging level of classroom instruction with periods of residence in a Francophone area. Such students compare very favorably with foreign counterparts who have had similar opportunities.

Second, we will want to establish standards for all students that are challenging, yet attainable. In order to do this, we need to recognize that French in the United States is taught in a wide variety of educational conditions. Only an infinitesimal minority of our students are enrolled in a sequential K-12 curriculum or an articulated early immersion program. An additional very small number have the opportunity of benefiting from a continuous 3-12, 4-12 or 5-12 sequence. Given financial, political and educational constraints, the great majority of our students study French for

only two or three years, and most of these do not take French through Grade 12, or even Grade 11.

While it is incumbent upon us, as we prepare our **Standards for the Learning of French** to point out the high levels of attainment which can be achieved by students who have the opportunity of participating in well-articulated long sequences of instruction, preferably complemented with residence abroad, it is also important that we take into account the realities of our classrooms and develop meaningful sample progress indicators for students enrolled in shorter instructional sequences. We also need to recognize that significant numbers of high school students select French as a *second* foreign language, often in addition to another Romance language, most often Spanish.

Comprehensive Standards with Five Goals

From the early 1980s to the mid 1990s, the focus in foreign language education has been on building *linguistic proficiency*, and, given the availability of the Oral Proficiency Interview as an assessment tool, the greatest emphasis has been on oral conversation. The new Standards invite us to expand our vision. *Interpersonal communication* (both via conversation and written exchanges such as e-mail) is only one of the three standards under Goal 1 (Communication). The other two standards relate to *Interpretive communication*, that is, understanding both print and recorded (or spoken) materials, such as books, magazines, lectures, radio programs, video and film, and *Presentational communication*, that is, writing, speaking or recording messages for readers or listeners with whom one does not interact directly.

The Standards document points out that formal language instruction is important as a means of attaining Goal 1 (Communication). Within this context, national examinations such as the College Board tests and the *AATF National French Contest* have a continuing role to play in encouraging students to become more precise in their use of French. At the same time, the document notes that students cannot meet the communication standards expressed in it unless they acquire effective communication strategies. This will be a challenge for all classroom teachers.

In addition to using French as a means of communication, the Standards document elaborates four more goals, each with two standards. The importance of Goal 2 (Culture) has already been recog-

nized by the AATF which last spring published the *AATF Framework on Cultural Competence*. Within Goal 2, the Standards document mentions the humanistic goals of foreign language learning which have traditionally been an important reason why many people studied French, namely to appreciate not only the literary, artistic and philosophical contributions of French civilization, but also seminal ideas such as that of *Négritude* first expressed by Black Francophone writers.

Goal 3 (Connections) encourages interdisciplinary exchanges. The standards in this goal stress the importance of using French to learn about other disciplines, and also encourage students to use French in conjunction with other subjects they are studying to obtain information and new perspectives. Within this goal fit immersion courses in which students study other subject matter areas in French.

Goal 4 (Comparisons) emphasizes the fact that by learning French students can come to better understand and use their native English. It also posits that an awareness of French and Francophone cultural patterns can help Americans become more sensitive to different interactional patterns within the multi-cultural quilt which is the United States. We have often claimed that

this is so, but now we will be asked to prove the reality of our claim.

Goal 5 (Communities) is particularly challenging in that it makes us focus on the ultimate outcomes of our foreign language instruction, namely on encouraging students actually to use their French with others in the community, and to begin to demonstrate that they will indeed become life-long learners of French by incorporating French into their extracurricular and leisure activities.

The AATF Student Standards Handbook

The AATF Commission on Student Standards is currently putting together a handbook on **Standards for the Learning of French**. The five Goals and the eleven Standards of the national Standards document will be rephrased so as to apply to the French language and Francophone culture. Sample Progress Indicators will be prepared not only for sequential K-12 curricula and other challenging programs designed to be internationally competitive, but also for French programs with multiple entry points and of varied lengths, ranging from college preparatory courses to inclusionary programs of different types. Sample Learning Scenarios will be prepared for each of the

Standards (recognizing that many scenarios will include more than one standard), and each Scenario will be carefully labeled as to type of program, type of student, type of school, and where in the sequence of instruction the scenario falls. Furthermore, each scenario will contain techniques for improving the students' linguistic competence. The handbook will also make suggestions for assessment and evaluation.

For these French standards to be meaningful, they must be attainable and properly focussed. This project cannot simply be an exercise in "busy work" which keeps us from our key *raison d'être* which is teaching French to our students in a lively and challenging manner. We must make it useful, and we must make it our document. If you have any particular worries, reservations or suggestions for this AATF Student Standards Handbook, please write me!

Rebecca M. Valette
 Chair, AATF Commission on
 Student Standards
 Department of Romance Languages
 Boston College
 Chestnut Hill, MA 02167
 e-mail: valette@bcvms.bc.edu

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17. Signature and Title of Editor, Publisher, Business Manager, or Owner
 Fred M. Jenkins, Executive Director 9-8-95

18. I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including multiple damages and civil penalties)

Instructions to Publishers

1. Complete and file one copy of this form with your postmaster on or before October 1, annually. Keep a copy of the completed form for your records.
 2. Include in items 10 and 11, in cases where the stockholder or security holder is a trustee, the name of the person or corporation for whom the trustee is acting. Also include the names and addresses of individuals who are stockholders who own or hold 1 percent or more of the total amount of bonds, mortgages, or other securities of the publishing corporation. In item 11, if none, check box. Use blank checks if more space is required.
 3. Be sure to furnish all information called for in item 15, regarding circulation. Free circulation must be shown in items 15d, e, and f.
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 6. Item 17 must be signed.
- Failure to file or publish a statement of ownership may lead to suspension of second-class authorization

CHAPTER NEWS

CHICAGO/ NORTHERN ILLINOIS

The Chicago/Northern Illinois Chapter is continuing to sponsor, with the French Cultural Services in Chicago and a Small Grant from National, the *Concours: Aide aux projets pédagogiques pour la salle de classe*. This concours will help teachers who want to do specific projects but who do not have or cannot get funding from their schools. The chapter designated one winner this past year: Dr. Charles Balési, of Sayre Language Academy, Chicago, is the recipient of \$500 for his proposal to film a video about the *voyageurs* in Illinois. He will complete the project this fall, and the video may be available to other groups. More information will follow after completion of the project. Two prizes of \$500 each are available for spring 1996 with completion deadline of fall 1996.

The chapter is launching a **French Film Survey** in the October issue of *Francofeuilles*. This survey (rating sheet) will inform teachers of French about a specific video (film) and its content. It has come to our attention that there have been or may be problems with certain scenes in some of the videos we would like to use in our classrooms, and this rating sheet will indicate what kinds of problems there might be with specific content or which scenes one should avoid if using the film in the classroom. This is a very open project at this time; the teacher completing the form chooses which and how many films to rate. If any other chapters or members wish to take part in this survey, please contact the chair of the project: Christine Gillet, 131 Ellis Avenue #3, Libertyville, IL 60048 tel: (708) 918-9045.

Anne Hebert, President
Chicago/Northern Illinois Chapter

NEW HAMPSHIRE

At last fall's chapter meeting, held during the NHATFL conference in Nashua, President Julia Dutton requested the help of members in organizing gatherings for French teachers throughout the state to discuss ways to increase the enrollment in French courses. During the spring, these meetings were held in various locations, including a bookstore in Keene where those present were able to purchase books at a special discount rate. Another small group from the Lakes Region enjoyed a fine dinner in a French restaurant as they shared ideas. At this year's upcoming NHATFL conference, AATF officers Julia Dutton, Marie-Claire Wheeler, Susan Smith and Pamela Knapp will lead a roundtable discussion on the

same theme. Being fairly close to Canada, we are perhaps more fortunate than our colleagues in other parts of the country in being able to maintain high enrollment levels in French.

Also late last spring, our chapter's Grand Concours winners received their prizes at a special dinner held in Concord. These students, their families and teachers filled the restaurant's large function room and the atmosphere was one of celebration and pride. Over 1500 students participated in this year's Concours. Once again, Sandie Anderson, Contest Administrator, did an incredible job of organizing the contest. During the awards ceremony, Professor Margaret Langford of Keene State College announced the winner (Russell Dover) and runner-up (Carrie DesRosiers) of our first chapter scholarship. Students who entered this competition had to complete an application form (which included an essay written in French) and submit letters of reference and high school transcripts. The semi-finalists were interviewed in French by members of the Scholarship Committee.

One of our members, Mrs. Felice Carr of Kingswood Regional High School in Wolfeboro, was awarded one of the AATF summer scholarships and spent three exciting and busy weeks in France after a one-week orientation in Indiana. Felice is now busy completing her project and hopes to share this with her colleagues in the future. Congratulations, Felice!

Next month, during our fall meeting, our President, Julia Dutton, and Vice President, Marie-Claire Wheeler, will have completed their two year terms and we hope to elect new officers to fill these positions. Both Julia and Marie-Claire have done an outstanding job and their leadership will be missed.

Pamela Knapp
Secretary

OHIO

Notre chapitre a eu un atelier le 14 octobre à Ohio Wesleyan University à Delaware au nord de Columbus.

Sharon Scinicariello, bien connue pour son travail avec l'ordinateur, a présenté un atelier intitulé "Teaching French with the Internet." À cause du vocabulaire technique, Sharon a fait la présentation en anglais. Après, il y avait un déjeuner dans un restaurant du quartier où l'on a pu parler des nouveautés de l'éducation, tels que le "block scheduling."

Deborah K. Stout
President

TWO NEW PROJECTS IN THE AATF LENDING LIBRARY

Supplementing the lists that last appeared in the *National Bulletin* are two new projects of potential interest to French teachers. All have been produced by former participants in the AATF/French Cultural Services /Indiana University Summer Institutes. Summer 1996 Institute information, including an application form, was sent separately to all current AATF members in October.

1. *Le Quatorze Juillet à Amboise*, by Anne Hebert, President of the Chicago/No. Illinois Chapter and an AATF Summer Institute participant in 1993. Three pedagogical units on the ceremonies in Amboise in 1993: a videocassette (8 minutes), an audiocassette with interviews, and newspapers. Extensive supporting pedagogical guides.

2. *La Belle Bretagne*, by Eileen Leland, Chicago/No. Illinois Chapter and an Institute participant in 1992. 130 slides + explanatory text in both French and English. Leland's other project, *Un Aperçu de la Région d'Auvergne*, is listed below.

The complete list of projects available, accompanied by brief descriptions, has already been published in prior issues of the *National Bulletin*: November 1993, pp.11-12, and September 1994, pp.4-6. As a reminder, here are all the titles currently available:

3. *La Vie en Provence*, by Debra J. Bryant (slides + text).

4. *Faites les Courses*, by Pamela Ill (slides + script).

5. *La Vie quotidienne en France*, by Marie A. VanZant (3 videocassettes + teaching unit).

6. *Le Nouveau Paris: Les Grands Travaux*, by William P. Helling (slides + pedagogical aids).

7. *Les petits commerçants*, by Janet A. Evans (slides + pedagogical aids).

8. *Le Lycée Hélène Boucher à Paris*, by Cindy Castro (cassette + slides + teacher's booklet).

9. *Un Aperçu de la Région d'Auvergne*, by Eileen Leland (slides + cassette + script).

10. *Alsace et Strasbourg*, by Nadine Salahub (slides + extensive pedagogical aids).

11. Selected Resources from France for Elementary French Programs, by Elaine F. Carter (19 page annotated catalog).

12. *L'Europe en Marche: Marchons avec elle!*, by Susan M.S. Boldrey (videocassette + audio cassette + slides + other documentation).

Note: the previously available Contemporary French Music in the Classroom, by Clarice Doucette, is now out of circulation.

If you no longer have your copies of the *National Bulletins* mentioned above, write to AATF, 57 E. Armory, Champaign, IL 61820 for duplicates.

1996 NEH SUMMER SEMINARS

The Division of Education Programs of the National Endowment for the Humanities each year offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Summer Institutes. Teachers interested in participating in either a seminar or an institute should write to the project director listed on this poster to request additional information and application materials. The dates and duration of each project are listed under each title. **The application deadline for Summer Seminars and Summer Institutes is March 1, 1996, except where noted.**

Amount of Award

All teachers selected to participate in a **Summer Seminar** will be awarded a stipend of \$2,450, \$2,825, or \$3,200 (depending on the length of the seminar) to cover travel costs to and from the seminar location, books and other research expenses, and living expenses. Additionally all **Summer Seminar** participants who teach in New Jersey will be awarded an additional travel stipend (from \$250 to \$1,000, depending on the location of the seminar) by the Geraldine R. Dodge Foundation of Morristown, New Jersey.

Eligibility

Generally speaking, Americans teaching full time in public, private, or church-affiliated schools are eligible to apply to seminars. Librarians and school administrators are eligible to apply to seminars. **(Note: Participants in NEH Summer Seminars in 1994 and 1995 are not eligible to apply to the 1996 seminars.)** Applicants should consult guidelines and application information received from seminar and institute directors concerning eligibility requirements.

How to Apply

Please write to the seminar directors for application instructions and forms and for

detailed information about the structure, special requirements, site, and housing of seminars. **(Note: Applicants may apply to only one Summer Seminar.)**

Information

For information about other NEH programs of interest to school teachers, contact the Division of Education Programs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Telephone: (202) 606-8377.

Equal Opportunity

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.

List of Summer Seminars for School Teachers

The Gothic Cathedral as a Mirror of Medieval Culture

June 28-August 8, 1996 (6 weeks)
Robert G. Calkins
Department of Art History
35 Goldwin Smith
Cornell University
Ithaca, New York 14853
(Seminar Location: Paris, France)

African Culture and European Encounter

June 24-July 26, 1996 (5 weeks)
Felix K. Ekechi
Department of History
305 Bowman Hall
Kent State University
Kent, Ohio 44242

Machiavelli's *The Prince*

July 8-August 2, 1996 (4 weeks)
Eugene Garver
McNeely Chair in Thinking
Saint John's University
Collegeville, Minnesota 56321

Rabelais, Humanism, and the Carnavalesque

July 1-August 2, 1996 (5 weeks)
Hope H. Glidden
Department of French and Italian
Tulane University
New Orleans, Louisiana 70118
(Seminar Location: Paris, France)

Visions of the Dark Years: Literary and Cinematic Portraits of the German Occupation of France, 1940-44

July 1-August 2, 1996 (5 weeks)
Richard J. Golsan
and Nathan Bracher
SCMLA, Department of English
Texas A&M University
College Station, Texas 77843-4238
(Seminar Location: Caen and Paris, France)

Balzac and Zola: Esthetics and Ethics in the Novel

July 8-August 2, 1996 (4 weeks)
Lewis Kamm
Associate Dean of Arts and Sciences
285 Old Westport Road
University of Massachusetts Dartmouth
North Dartmouth, Massachusetts 02747-2300

Masses and Modernity: Engels, Zola, Le Bon, and Sorel

July 1-July 26, 1996 (4 weeks)
Nicholas Papayanis
Department of History
33 West 42nd Street
City University of New York
New York, New York 10036-8099

DISABILITY INCOME PLAN NOW AVAILABLE TO AATF MEMBERS

A Disability Income Insurance Plan with monthly benefits up to \$2,000 is now available to members of the American Association of Teachers of French.

All AATF members and/or spouses under age 60, who have been actively working (at least 30 hours a week) for the last 90 days, and have not been hospitalized in the last six months are eligible to apply for the AATF Disability Income Plan.

Acceptance is easy if you meet these requirements.

The Plan provides the choice of either a \$1,000, \$1,500 or \$2,000 monthly benefit payable for up to five full years when you are disabled by a covered accident or up to one full year if disabled by a covered illness. The benefits received will coordinate with any other income sources to pay up to 70% of your monthly salary.

Low group rates and tax-free ben-

efits help make this Plan affordable.

Take advantage of this special benefit available to AATF members — acceptance on a simplified basis ends December 1, 1995.

For more information on the AATF Disability Income Plan, contact the Insurance Administrator: Albert H. Wohlers & Co., 1440 N. Northwest Highway, Park Ridge, IL 60068-1400. Or call their Customer Service Department at 1-800-323-2106.

UPDATE: AATF FUND FOR THE FUTURE

The Fund for the Future was first created in 1992 in order to support special AATF projects of immediate importance which can be financed neither from ordinary operating income (of which dues are the most important source), nor by drawing upon the AATF Endowment Fund which exists primarily as a one-year emergency backup for all AATF day-to-day operations.

Since its founding, the Fund has been the recipient of numerous small and several large donations. The latter were the result of three major legacies from former members James Grew, Edith Monson, and Blair Hanson. The first two members having been briefly profiled in previous issues of the *National Bulletin*, I would like to sketch out here the career of our latest major donor, Blair Hanson. She held three degrees in French from Washington University (St. Louis) and the University of Wisconsin. A Phi Beta Kappa member, she was also twice decorated with the *Palmes Académiques* (*Chevalier*, 1963; *Officier*, 1981). Her teaching career was spent almost entirely at Allegheny College in Pennsylvania, where she advanced from instructor (1939) to full professor (1955). After retirement in 1981, she continued to be active both in her institu-

tion and in various foreign language organizations. All her former students and her colleagues speak very warmly of her. The AATF is grateful for her thoughtfulness in naming the AATF as one of several non-profit organizations benefitting by her generosity.

Smaller contributions, equally welcome, are too numerous to detail here; they range from \$1 to \$500. However, I would like once again to update the list of contributors in the originally established categories:

BENEFACTORS (\$1,000 & above): Edith Monson estate, James Grew estate, Blair Hanson estate.

SPONSORS (\$500-999): Rebecca & Jean-Paul Valette.

PATRONS (\$100-499): Alyce Brandman, Pearl B. Chiari, Chicago-N. II Chapter, Colorado-Wyoming Chapter, Françoise Craipain-Balabanian, Patricia Cummins, Phyllis J. Dragonas, Stirling Haig, Fred M. Jenkins, Claude Kieffer, Jeanne Kissner, Gladys Lipton, David Long, Joseph A. Murphy, Howard & Frances Nostrand, Michele Shockey, Margot Steinhart, Philip & Joan Stewart, Eugene Thompson, Albert Valdman, Fernande Wagman, Melvin & Cynthia Yoken, A. Edward Zane.

SUSTAINING MEMBERS (\$50-99): Mary de López, Sanford Dugan, Billie O. Edmonds, Jane B. Goepper, Gilbert Hadey, Hautes Plaines (TX) Chapter, Yvonne Ozzello.

The Fund is in large part responsible for the appearance this Fall — after two years of preparation — of the new AATF Promotional Video, an order form for which appears in this issue of the *National Bulletin*. While major funding for this badly needed and long overdue undertaking came from the French Government, the AATF would not have been able to contribute its required share without the existence of the Fund. Thank you, contributors!

The Fund total now stands at approximately \$28,000, but, in keeping with the above-stated goal, a major portion of this sum will be devoted this year to furthering the work of our Task Force on the Promotion of French in the U.S., so that further contributions — both large and small — will be most welcome. Those qualifying for the above categories will be appropriately recognized by National Headquarters.

Fred M. Jenkins
Executive Director



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French Cultural Services - AATF - Indiana University

*1996 Summer Institute
Lyon, France*

June 24 through July 27, 1996

*Including a 10-day seminar at Indiana University, Bloomington
and participation in the 1996 AATF Conference in Lyon*

*Major funding provided by the
National Endowment for the Humanities
and
French Cultural Services*

Deadline for receipt of application: March 1, 1996

Please note these special opportunities...

- Up to three fellowships will be granted to advanced graduate students with considerable teaching experience who contemplate careers involving teacher training and supervision and coordination of language instruction. These students should have passed qualifying examinations and should be completing Ph.D. dissertation in fields other than literary studies or theoretical linguistics.
- The schedule of activities in Lyon will include participation in the AATF annual meeting in that city, scheduled for July 15-19. Most likely, it will also include participation in the invitational post-congress colloquium sponsored by the Rhône-Alpes Region.

Negotiations are currently being conducted between the Centre International d'Études Françaises at the Université Lumière (Lyon II) and the French Cultural Services in New York concerning the general guidelines for the program. Once

these are established, there will be direct contact between the Institute staff at Indiana University and the CIEF-Lyon II. For a more detailed description of the Institute, see the announcement in the September issue of the *National Bulletin*. In addition, all AATF members will soon receive a flyer by mail with information about this program.

Further information about the precise program and participating faculty will appear in the January issue of the *National Bulletin*. Application forms are provided in this issue. Please read the instructions for completing the application form and preparing a dossier.

N.B. Only applications of U.S. citizens or permanent residents can be considered. There is no maximum age limit but date of birth is required by the agencies supporting the program. Please read the description of this program in the September 1995 issue of the AATF *National Bulletin*. Please

type all information on the two-page form and attach additional pages as needed. ALL MATERIALS, original application form, 6 copies of the application form, 2 letters of recommendation with 6 copies each, one audio cassette recording and 2 self-addressed postcards are to be sent to the AATF CHAPTER PRESIDENT.

**Deadline for receipt of applications:
March 1, 1996**

For additional application materials or information about this program, you may contact:

Susan Emmerson Quinn
Summer Institute Coordinator
Ballantine Hall 604
Indiana University
Bloomington, IN 47405
Telephone: (812) 855-0097
Fax: (812) 855-2386
Email: Emmerson@indiana.edu

APPLICATION FORM

1996 AATF SUMMER INSTITUTE IN LYON, FRANCE

with major funding provided by
The French Cultural Services and the National Endowment for the Humanities

Deadline for Receipt: March 1, 1996

AATF Chapter Name/Location _____ Region #(1...9) _____

AATF Chapter President _____

Application Name _____
last first middle maiden

Home Address _____
Number and Street City State Zip

Telephone (Home) _____ Best time(s) to call _____

Telephone (Office) _____ Best time(s) to call _____

Fax (Home or Office) _____ Best time(s) to call _____

Social Security Number _____ Email Address _____

Institution of employment _____

Institutional Address _____

Levels of French taught: K-6 _____ 6-9 _____ 9-12 _____ Jr. College _____ College/University _____

In 1995-96: Number of French classes _____ Number of French students _____

Levels of French classes taught _____ Other subjects taught _____

Continuous member of AATF for _____ years, including 1996 (Preference is given to qualified applicants with two or more years of consecutive membership.)

U.S. Citizen _____ Yes _____ No _____ Place of birth _____
City State Country

Date of birth _____ Age as of 1 July 1995 _____
Day MONTH Year

Have you ever applied for an AATF scholarship? _____ Yes _____ No _____ If yes, year _____

Have you ever received a scholarship/fellowship for study in a Francophone country? _____ Yes _____ No

If yes, year _____ Location _____ From what organization _____

Do you have a U.S. passport valid through July 31, 1996? _____ Yes _____ No

Should you be selected for this program, the following personal information will help us to make housing and travel arrangements

What major airport is nearest your home? _____

If it is possible, would you be interested in extending your stay in France? _____ Yes _____ No

Through what date? _____

Do you prefer smoking accommodations? _____ Smoking _____ Nonsmoking

Do you have any health conditions or disabilities that would require special arrangements for your participation in this program?
_____ Yes _____ No

If Yes, please explain _____

In case of Accident or Emergency while attending the institute, give name of a contact person _____

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

I **ACADEMIC PREPARATION**

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

II **TEACHING EXPERIENCE**

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

III **CURRICULUM VITAE SUPPLEMENT (OPTIONAL)**

List any other professional contributions or activities which have not been indicated in your application. (3 pages maximum)

IV **RECOMMENDATIONS**

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

V **ESSAYS**

- A. Describe your immediate and long-range professional plans as a teacher of French or supervisor. Answer in English. (2 pages maximum)
B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français. (2 pages maximum)

VI **RECOMMENDATIONS**

- A. Request TWO recommendations, one from your principal/dean or department head and one from another person who is familiar with your work and ability. The recommendations should address the following:
1. Your contributions to your institution and to the profession
2. Your interaction with students, colleagues and others
3. Your flexibility and openness to new experiences, increasing demands and change
4. Your linguistic competence, if applicable
B. Have your recommender send the original letter PLUS SIX COPIES **directly** to your Chapter President. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, **March 1, 1996**.

VII **AUDIO CASSETTE RECORDING**

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

VIII **POST CARDS**

Include with your application TWO SELF-ADDRESSED POSTCARDS with appropriate postage. Your chapter president and regional representative will each return a card to you as verification that your application has been received at the first two levels of the selection process.

Send ONE POSTCARD to the AATF National Vice-President, who is chairing the AATF Summer Scholarship Programs, by **March 1, 1996**, to indicate that you have submitted your application for the Institute. (Michèle Shockey, Gunn High School, 780 Arastradero, Palo Alto, CA 94306)

IX **DISTRIBUTION**

Separate the original set and the six copies into 7 sets and staple each set.

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE. I ALSO AFFIRM THAT I WILL ABIDE BY THE REQUIREMENTS OF THIS PROGRAM.

Signature of applicant _____ Date _____

TASK FORCE FOR PROMOTION OF FRENCH

AATF SMALL GRANT AWARDS CONTINUED FOR 1996

THE TASK FORCE CORNER

We hope that the results of the Task Force survey which appeared in the September issue of the *National Bulletin* will be an inspiration for all French teachers. It is important to convince our colleagues that we must act now in order to keep French alive. In this issue, you will find an announcement from Jacqueline Thomas, Chair of the Task Force Committee on the 1996 Olympics in Atlanta, to order an information packet on the topic. There are also two flyers prepared by the Flyer Committee, chaired by Dick Williamson: one containing ideas to enrich your French program, and the other on the place of France in the field of scientific research and the importance of French for students who are considering a career in science. These flyers may be duplicated and disseminated among teachers, students, parents, and school administrators. We wish to express our deep gratitude to D.C. Heath and Company for the design of the flyers in this issue. Watch for more flyers in upcoming issues of the *National Bulletin*.

If you have any idea for the promotion of French, or any activity which has been successful in your teaching, please send it to me, and I will forward it to the appropriate committee: Marie-Christine Koop, Dept. of Foreign Languages and Literatures, University of North Texas, Denton, Texas 76203-6645.

Marie-Christine Koop

LES JEUX OLYMPIQUES THE MODERN OLYMPIC GAMES

A Frenchman, Baron Pierre de Coubertin, is responsible for reviving the Olympics after a hiatus of fifteen hundred years. His dream was that world friendships would be enhanced and with them a chance for world peace. Coubertin made a resolution at the Sorbonne on November 23, 1894 calling for sports competitions like those of the Ancient Games to be held every fourth

year. The first Games of the modern era took place in Athens in 1896, to be followed at the turn of the century by the Games in Paris. (The Paris Olympics of 1924 are featured in the movie *Chariots of Fire*.) The 100th anniversary Olympic Games will take place in Atlanta, Georgia in 1996 and the official foreign language is French.

The AATF Task Force for the Promotion of French 1996 Olympics in Atlanta Committee is responsible for exploiting the fact that French was chosen to be the language that will be heard each time events are announced, winners are identified, and medals awarded. Your students will have a wonderful opportunity to practice their listening skills: minimally, they will hear the numbers they have been taught and learn the names of the sports and competing countries; more significantly, they will discover that French is truly an important, international language.

In preparation for the Games, the committee has produced a packet of materials that you may wish to use with your students: numerous classroom activities focused on sport for students at different stages of learning French, some based on authentic documents and some teacher-made; several games based on Olympic sporting events; a list of vocabulary necessary to talk about the Games in French; a flyer listing facts and feats that relate: 1. to the performance of French and Francophone athletes at the Modern Olympics; and 2. to Summer Olympic Games held in Paris and Montreal; a list of the francophone countries that have competed in the Games over the years; and suggestions for projects and follow-up activities. Twenty-seven pages of information and activities are ready for you to copy and distribute to your students. **If you would like to order the packet, please fill out the form at the bottom of the page and mail to AATF, 57 E. Armory Avenue, Champaign, Illinois 61820.**

Jacqueline Thomas
Texas A&M University-Kingsville

This past July, the Executive Council again renewed our Small Grants Awards program. However, due to severe budgetary restrictions, the total amount of funds to be made available had to be reduced to \$1,000, with the maximum award being \$350. 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 Ave., Champaign, IL 61820 by **January 31, 1996**: (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). **PLEASE NOTE:** every year some interesting requests remained unfunded because of lack of financial support at the Chapter level; it is important to begin the application process **EARLY ON** in the school/academic year by alerting your Chapter officers to your upcoming request.

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 *National Bulletin*: 1989, p. 12; 1990, 1991, 1992, all p. 1; 1993, p. 8; 1994, Nov. issue, p. 6; 1995, p. 10. However, new types of projects will also be given full consideration.

All requests will be acknowledged and results will be announced in February 1996.

Please send your packet of materials, Les Jeux olympiques, to:

Name _____

Address _____

Enclose a check for \$4 (made out to AATF) to cover postage and handling.

T-SHIRT HELPS STUDENTS AND TEACHERS LEARN THE FRANCOPHONE REGIONS OF THE WORLD

AATF is offering for purchase a navy blue t-shirt showing the areas of the world where French is an official language. On the front, the areas are shown in red, and on the back, the areas are listed alphabetically with their names in French. Not

only is the t-shirt an attractive garment to wear any day or on special French days, but it is also an effective teaching tool. The t-shirt could also be a fundraiser for French Clubs.

The t-shirt is an original design by

AATF and incorporates the theme and title of the new AATF promotional video, "Open Your World with French/Le français m'ouvre le monde."

An order form follows.

French Promotional T-shirt — "Le français m'ouvre le monde"

Price — \$18 (includes shipping and handling for 1 t-shirt)
 \$34 (includes shipping and handling for 2 t-shirts)
 \$50 (includes shipping and handling for 3 t-shirts)
 \$66 (includes shipping and handling for 4 t-shirts)
 \$82 (includes shipping and handling for 5 t-shirts)

ONE FREE T-SHIRT WILL BE SENT FOR EVERY 15 T-SHIRTS ORDERED.

For orders over 100, contact AATF National Headquarters for preferred rates.

Please print or type:

Name _____

Address _____

Telephone (day) _____
 (evening) _____

Number and sizes of T-shirts # _____ large # _____ X-large

_____ XX-large (N.B. \$1 supplement per shirt when placing order)

1 t-shirt @ \$18 (with shipping/handling) \$ _____ 18

_____ additional t-shirts @ \$16 each \$ _____

_____ supplements for t-shirts in XX-large \$ _____

Total remittance \$ _____



If your order is at least 15 t-shirts, you qualify for a free t-shirt. Each additional lot of 15 t-shirts sent to the same address qualifies for a free t-shirt. Please indicate size desired for free t-shirt. _____ large _____ X-large _____ XX-large.

Send order and prepayment to American Association of Teachers of French, 57 East Armory Avenue, Champaign, IL 61820.

Calendrier de 1996 Les Français d'Amérique/French in America

Pendant tout le régime français, les termes Nouvelle-France et Canada ont été interchangeable, mais le premier nom a aussi servi à couvrir toutes les possessions françaises en Amérique du Nord, soit l'Acadie, le vallée du Saint-Laurent (QC), les Pays d'en-haut, le Pays des Illinois et la Louisiane. C'est le Pays des Illinois que le calendrier vous fera mieux connaître, cinq des treize photos s'y rapportant. Cette 12e édition offre également de nombreux anniversaires historiques et des événements culturels de portée régionale, nationale et internationale.

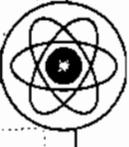
Prix: \$6.50 + \$1.50 par calendrier pour frais d'envoi.

Envoyez-votre chèque à: R. Mikesell, 1155 E. 56th St., Chicago, IL 60637-1530

DISCOVERIES AND INVENTIONS

France is . . . Science

Considering a career in science or medicine? Over the centuries, France has played a leading role in the scientific world.

- 
- 
- 1794 Smallpox Vaccine (*Rabaud-Pommier*)
 - 1811 Morphine (*Bernard Courtois*)
 - 1811 Iodine (*Bernard Courtois*)
 - 1815 Stethoscope (*René Laennec*)
 - 1818 Hydrogen Peroxide (*Louis Thénard*)
 - 1820 Quinine (*Pierre Pelletier and Joseph Caventou*)
 - 1853 Aspirin (*Charles Gerhardt*)
 - 1865 Pasteurization (*Louis Pasteur*)
 - 1885 Rabies Vaccine (*Louis Pasteur*)
 - 1889 Antibiotics (*Vuillemin*)
 - 1889 Typhus Vaccine (*André Chantemesse and Fernand Widal*)
 - 1896 Radioactivity (*Henri Becquerel*)
 - 1898 Radium (*Marie Curie*)
 - 1905 Intelligence Test (*Alfred Binet and Théodore Simon*)
 - 1906 BCG-a Tuberculosis Vaccine
 - 1923 (*Albert Calmette and Camille Guérin*)
 - 1934 Artificial Radioactivity (*Frédéric and Irène Joliot-Curie*)
 - 1983 Isolation of HIV Virus (*Luc Montagnier in France and Robert Gallo in the U.S.*)



Q In NOBEL PRIZES, which country ranks first in the world for Literature, second for Peace, and fourth for Chemistry, Medicine, Physics, and Economics?

A FRANCE

OPEN YOUR WORLD
WITH

FRENCH

ENRICH YOUR FRENCH PROGRAM

Attention French teachers! Is your French program challenging and competitive?

French teachers are working very hard to recruit students. Here are some components which have proved successful in raising student enthusiasm and enrollment.

- ◆ Special activities (French festival or fair, French day, field trips, French dinners, regular French table, French choir, French film library, Mardi Gras party, etc.)
- ◆ French courses stressing communication and contemporary culture
- ◆ French classes incorporating authentic documents: newspapers, Minitel, Internet, TV, movies, and popular music
- ◆ Penpals and/or communication with classes in French-speaking countries
- ◆ High visibility of the French program in the school or community (bulletin boards, special programs, French film festival, exhibits, etc.)
- ◆ French Honor Society and/or French club
- ◆ Regular travel/trips to French-speaking countries organized by your school
- ◆ Student exchange programs with schools in French-speaking countries
- ◆ Courses in French for specific purposes (business French, French for hotel management and tourism, scientific French, translation, etc.)
- ◆ Student internships in French-speaking countries or businesses
- ◆ Partnership with businesses from French-speaking countries
- ◆ Regular visits of guest speakers in French classes
- ◆ Participation in French contests
- ◆ Availability of national French examinations (DELF/DALF, exams of the Paris Chamber of Commerce and Industry, etc.)
- ◆ Regular recruiting campaign among prospective students
- ◆ Proficiency-based foreign language requirement
- ◆ Opportunities to use French in other subject matter areas
- ◆ Publication of a French newsletter with samples of student work

Share these ideas with your colleagues!



À VOUS LA PAROLE: LA FRANCOPHILIE AU MINNESOTA

When I was registering new students for French classes earlier this year, the question that was asked most often was, "Do your classes participate in *À Vous la Parole*?" It was indicative of student enthusiasm for an event that has become a tradition here in Minnesota. For the past twenty years our annual *À Vous la Parole* has hosted an average of 500 secondary-school students of French for a day that the non-francophone world has come to call the French Speech Tournament. The brain-child of Professor Michel Monnot of Carleton College in Northfield, it began as a competition for honors in French theater, French music, and the individual recitation of French prose and poetry. Originally, under an elaborate system of rankings, students could compete for first, second, and third place prizes plus honorable mention certificates. As participation grew, however, it became necessary to revamp the structure of the competition.

This past April 20 was the second time that *À Vous la Parole* was held in its new format. By eliminating the competitive aspect, the emphasis is now on individual success in the presentation and performance of French language and culture. Students and schools come not only to make their own presentations, but also to watch and enjoy the presentations of other participants.

The process of planning for an event involving hundreds of high school students sounds formidable, but we have found that, because of the enthusiasm of the students for the event (and the consequent results in the classroom!), teachers look forward to organizing and preparing the event in their individual schools. In

addition, we have been able to draw from a pool of post-secondary teachers, retired professionals, and members of the business community, all of whom volunteer their time to act as judges. Their enthusiasm and their loyalty are as contagious as that of the students and their teachers.

Rules have been developed to streamline the participation process. Before all else, teachers of any and all participants must be members of AATF. In addition, each student (or that student's school district) pays \$5.00 per category entered. The fee covers the cost of certificates, medals, and the rental of facilities and equipment.

This year there were 22 categories which students could enter: individual recitation (9 categories to accommodate the various levels of French), music (6 categories – beginning and intermediate categories for solo, small group, and large group), theater (3 categories – beginning, intermediate, and advanced), extemporaneous reading (2 categories – intermediate and advanced), video, and extemporaneous conversation. Using criteria specific to each category, judges rate and comment on each individual presentation. These rating sheets are returned to the participants at the end of the event. Students receive a certificate printed with their name and the category in which they participated. Stars on the certificate indicate the rating given: *supérieur* (four stars), *excellent* (three stars), *très bien* (two stars) and *bien* (one star). In addition, medals are given for a rating of *supérieur* (blue ribbon attached), for a rating of *excellent* (red ribbon attached), and for a rating of *très bien* (white ribbon

attached).

Throughout the 20 years of its existence, *À Vous la Parole* has been hosted by colleges and universities. For the past two years it has been held at Mankato State University in southern Minnesota. Since the facilities are donated for the day, the arrangement is helpful financially. In addition, the host school benefits from the publicity, and students have the opportunity to check out its French department.

Those of us who have been working on the committee for the past two years do have stories of glitches and minor problems. Each year we have made changes, added categories, and rearranged forms for registration. Currently we are looking at a new category for next year, a performance category which would allow more participants to prepare creative presentations based on French culture and literature. This past year, for example, a young man composed and performed original music to accompany a poem of Ronsard. Another student performed a modern dance while she recited Prévert's *Barbara*.

Each year students tell me that once they participate, they are hooked. They look forward to the chance to share French with students from other schools. By eliminating competition, the spirit of mutual admiration is very obvious. Without a doubt, *À Vous la Parole* has done much to promote the study of French in our state.

For more information about the organization of *À Vous la Parole*, please feel free to contact Judy Johannessen at 1167 Glendon St., Maplewood, MN 55119.

LAURENCE WYLIE AND COMMUNICATIVE COMPETENCE

In commemorating this researcher's contribution to the teaching of language-&culture, let us not fail to see how far we still are from carrying out his main conclusion concerning communicative competence: that from the beginning of language study forward, the student needs to observe and assimilate not only the verbal but also the non-verbal component of oral communication, including the unheard-of rhythmic interaction between successful speakers of a language.

He was too far ahead of his time for this recommendation to be applied or even understood. He summarized his findings

in 1985 in "Learning Language and Communication," in the *French Review* of May, 1985, 777-785. Eight years later he wrote me that he was disappointed to have received only one comment on the article!

He is one of the few to justify Margaret Mead's prediction that some of the advances in the understanding of cultures would come not from the anthropologists who apply a general theory to different cultures, but from researcher's who probe deep into one culture from different surface manifestations.

Dare one hope that his good influence

on research and teaching will soon begin to take effect? The hope is brightened by Mary Kimball's forthcoming Penn State dissertation on his life work, and by the National Textbook Company's publication in November 1995, of the AATF Culture Commission's *Acquiring Cross-Cultural Competence: Four Stages for Students of French*, which includes at each stage a section on "Communication in cultural context."

Howard Lee Nostrand
Professor Emeritus
University of Washington

AATF TEACHERS AWARDS

The American Association of Teachers of French will offer **four awards for outstanding teachers annually: one to an elementary school teacher, one to a 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 **seven (7) 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 and must be teaching **currently** 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.
1. Pursuit of a degree or degrees in higher education
 2. Participation in grant supported workshops or research
- B. Evidence of continuing significant contributions at several levels: (eg. 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

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 curricular 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

NOMINATION PACKET

The nomination packet may not exceed a **total of seven 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. **Three supporting documents: one letter from a present or former student or parent, one letter from a present colleague, and one letter from a past or present AATF Chapter officer. Each letter must be limited to one page of readable type. (pages 5,6,7)**
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:

Judy Johannessen
1167 Glendon Street
Maplewood, MN 55119

The nomination should be received by no later than **March 1, 1996** for awards to be made in **July 1996**.

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH
NOMINATION FOR EXCELLENCE IN TEACHING AWARD**

Candidate information (please type)	Check appropriate category:
NAME _____	<input type="checkbox"/> Post-secondary <input type="checkbox"/> Secondary
INSTITUTION _____	<input type="checkbox"/> Junior high/Middle school <input type="checkbox"/> Elementary
POSITION _____	
ADDRESS _____	
TELEPHONE _____ (office) _____ (home)	

Educational Background

Institution	Degree Received

Teaching Experience

Institution	Years	Position	Dates

Membership/Offices Hold 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

THE FRENCH CONNECTION

A BRIEF HISTORY OF AN ONGOING EXPERIMENT

The advent of international e-mail offers limitless opportunities as a pedagogical tool. In an age when communicative competence and cultural awareness are almost universally recognized as the primary objectives of language instruction, what better means could we possibly find to bring our students into immediate contact with the language and the culture they are studying, allowing personal engagement with an authentic representative of that language and culture? Thus, as I began to explore international internet shortly after my initiation in the summer of 94, I quickly decided that I would find a way to exploit these pedagogical possibilities for the benefit of my own students. The idea seemed simple enough—find a university-level English class in France that I could pair with one of the French classes at my own university. The project proved, however, far more difficult than I had anticipated.

I began to search the internet, looking for leads that would help me establish contact with a target class in France. Through an international French-language discussion group (Frenchtalk), I asked for help. One of the Canadian participants suggested I contact International E-Mail Classroom Connections, based at St. Olaf's College. I promptly subscribed. I contacted the Cultural Service of the French Embassy. I sent e-mail messages in French to English professors at the University of Lyon. Several French professors at American colleges and universities, having seen my request posted by Frenchtalk, contacted me to say that they were also seeking a French connection for their classes, and asked if I could give them any leads. Alas, I could not. In my desperation I even began sending messages to French participants on the Frenchtalk networking living in France, but having no academic affiliation. A military officer in Aix, surfing the internet, offered to help me, but the leads he provided never yielded any results.

Then I had an unexpected breakthrough. IECC (the international e-mail service to which I had subscribed at the outset of my search) put out a call from an English teacher in France looking for American correspondents for several of his students. Normally the messages posted by IECC advertised American schools looking for international correspondents, but this was the first time I had seen a message originating in France. The teacher, was an American teaching English at several institutes near Paris. He had succeeded in matching most of his students (via-e-mail) with American correspondents, but was seeking to connect a few more unplaced students. I immediately attempted to connect one of my classes with the students whose e-mail addresses he had provided in the original message. Unfortunately, as I

anticipated, his students were overwhelmed with messages from American students, as many as twenty in some cases, and although there was some initial communication between my students and their French correspondents, the experiment quickly degenerated. The French students simply could not handle the avalanche of eager messages they were receiving from the U.S.

Whether out of stubborn pride or perseverance, however, I refused to accept defeat. The American teacher in France was all I had, and I was determined not to lose him. We began to communicate on a regular basis. I learned that he was eager to exploit the resources of the international internet for the benefit of his students. I learned that he had problems of his own, dealing with unsympathetic administrators who failed to share his excitement over a Franco-American e-mail connection, and who imposed limitations on the use of the computer lab for this purpose. We continued corresponding several times a week, often on a daily basis, making plans to connect our classes during the following semester.

Our students have now exchanged initial messages of introduction, and the experiment seems to be off to a promising start. We will ask both sets of students to alternate between French and English. While the French students have access to a computer lab, my students are using my office computer. This is an awkward arrangement, but I hesitate to ask them to pay a computer fee now that the class is already in progress. Also, a surprising number of my students are not yet computer-literate, and need some mechanical guidance. Finally, the arrangement allows me to monitor the experiment, and assures the students that I will be readily available if they have any questions or problems. Since the class is relatively small (twelve students), I am able to accommodate them on a fairly regular basis.

The experiment, although still in its early stages, looks very promising at this point. I am attempting to integrate the correspondence with class instruction whenever possible. I recently printed, copied, and distributed to my (intermediate-level) class a letter of introduction from one of their French correspondents. Since the French text comes through without accents, I first asked the students to write in the missing accents. I then read through the letter, commenting on references to the RER, the Tour Montparnasse, and the fact that this particular student earns 120 Francs an hour for private math lessons. The beauty of e-mail is that it instantly generates authentic texts, full of cultural information, current idioms, and (because it reflects a personalized set of values and experiences) stimulates

immediate interest on the part of the student-reader.

Will the experiment ultimately live up to my expectations? For the moment, I am pleased simply to have achieved the international connection that eluded me for so long. What advice can I give to teachers seeking to establish the same connection for their classes? Patience and persistence. I believe that efforts are now underway to facilitate such connections, and I expect that pre-established channels of communication will soon open between the U.S. and France (along the lines of the IECC, but based in France?) sparing teachers the frustration that I recently experienced. Like any other pedagogical innovation, the use of e-mail entails a degree of risk. It is a new medium of communication, and we (and our students) are pioneers exploring unfamiliar territory. The potential rewards, I firmly believe, are limitless.

David A. Fein
University of North Carolina at Greensboro

1995 ALDO AND JEANNE SCAGLIONE PRIZE FOR FRENCH AND FRANCOPHONE STUDIES*

The committee on Honors and Awards of the Modern Language Association invites nominations for the fourth annual Aldo and Jeanne Scaglione for French and Francophone Studies, to be awarded for an outstanding scholarly work in the field of French or Francophone linguistic or literary studies. For the 1995 prize, the committee solicits entries of books written by current members of the association and published in 1995. Works of literary history, literary criticism, philology, and literary theory are eligible for consideration; books that are primarily translations will not be considered. The 1995 Scaglione Prize for French and Francophone Studies, which consists of a check for \$1,000 and a certificate, will be presented to the winning author at the association's annual convention in December 1996.

To enter a book into competition, send four copies and a letter identifying the work and confirming the author's membership in the MLA to the Scaglione Prize for French and Francophone Studies, Modern Language Association, 10 Astor Place, New York, NY 10003-6981. Nominations may be sent at any time, but all nominations and published works must be received by **1 May 1996**. Publishers may enter more than one title, but no book may compete for more than one MLA prize. For further information, write to Richard Brod, Director of Special Projects, Modern Language Association, or call (212) 614-6406.

*Open Only to Members of M.L.A.

CONCOURS ANNÉE PASTEUR

SPONSORISÉ PAR FRANCE-AMÉRIQUE ET LA PASTEUR FOUNDATION

LOUIS PASTEUR
27 décembre 1822-
28 septembre 1895

Le 28 septembre 1995 marque le centenaire de la mort de Louis Pasteur. Son génie a été honoré tout au long de 1995, l'Année Pasteur, par une série de manifestations commémoratives dans le monde entier.

En 50 ans — la seconde moitié du siècle dernier — les découvertes de Louis Pasteur ont révolutionné la chimie, l'agriculture, l'industrie, la médecine, la chirurgie et l'hygiène. Elles ont aussi changé le sort de l'humanité.

L'éclectisme des recherches de Pasteur, ses intuitions fugurantes, la rigueur de ses expériences et l'importance des résultats obtenus ont fait faire à la science et à la technique un prodigieux bond en avant.

Dans l'œuvre de Pasteur, chaque recherche est le maillon d'une chaîne ininterrompue, de la découverte du monde microbien à la pasteurisation, de la fermentation à la prévention de la contagion et de l'infection, jusqu'à la mise au point du vaccin contre la rage.

L'œuvre de Pasteur, c'est aussi la création d'une communauté scientifique internationale qui compte aujourd'hui, autour de l'Institut Pasteur à Paris, 24 instituts,

présents sur les 5 continents, qui contribuent à la lutte contre la maladie et à la recherche scientifique appliquée à l'industrie et à l'agriculture.

RÈGLES DU CONCOURS CONTEST RULES

High school students are asked to write an essay in French about the topic below. *Essays must be typewritten and in French and limited to 250 words.* Educators are asked to submit the *single* student essay of each level (French I-V) that they feel best responds to the contest topic; please note that submissions are strictly limited to one (1) student essay per French level per educator.

Contest Topic: Pasteur a remarqué: "La Science n'a pas de patrie, parce que le Savoir est le patrimoine de l'humanité, le flambeau qui éclaire le monde." Dans le contexte de l'œuvre de Pasteur, qu'est-ce que ceci veut dire pour vous?

Pasteur once remarked: "Science does not lay claim to any country, for Knowledge is the heritage of humanity, the torch that lights the world." In the context of Pasteur's work, what does this mean for you?

Please send submissions to: Pasteur Foundation-France Amérique Contest, 767 Fifth Avenue, Suite 2806, New York, New York 10153-0119.

Deadline and Restrictions: To qualify, entries must be postmarked by December 27, 1995. Contestants must be in 12th grade or younger. Submissions are limited to one essay per French level per educator. Essays must be typewritten in French and should be no longer than 250 words.

To qualify submissions must include the following: Name of Student, Student's Grade (7-12) and French Level (I-V); Name of Educator and Daytime Telephone, School Name and Address.

Judging and Prizes: Essays will be judged at each level for creativity and correct usage of French by *France-Amérique* and the Pasteur Foundation. Pasteur souvenirs will be awarded to the author of the best essay at each level (French I-V). In addition, the winning students' names and their teachers' names will be cited in *France-Amérique* and in the quarterly publication of the Institut Pasteur, *La Lettre de l'Institut Pasteur*.

Grand Prize: The Grand Prize will be awarded to the overall best essay which will be published in *France-Amérique* with a profile of both the student and his or her educator. This essay will also be published in the quarterly publication of the Institut Pasteur, *La Lettre de l'Institut Pasteur*.

1995: THE YEAR OF LOUIS PASTEUR FALL CALENDAR OF AMERICAN EVENTS

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CITY	DATE	EVENT
Albuquerque, NM	October 24-December 30 National Atomic Museum	Exposition: "Louis Pasteur: His Life and Work" Further information: (505)845.4633
New York, NY	November 2 at 7 p.m. American Museum of Natural History	Lecture: "The Legacy of Louis Pasteur" Further information: (212)769.5536
New York, NY	November 15 at 7 p.m. November 15 at 8:30 p.m. French Institute/Alliance Française	Lecture: "Pasteur: America's First Medical Hero" Film: "Louis Pasteur" by Jean Epstein Further information: (212)355.6100
St. Louis, MO	November 1-30 St. Louis Science Center	Exposition: "Louis Pasteur: His Life and Work" For further information contact Mr. Grant: (314)530.2393
Providence, RI	November 20-mid-December State House	Exposition: "Louis Pasteur: His Life and Work" For further information contact Mr. Staeien: (401)769.4090
Bethlehem, PA	February 1996	Exposition: "Louis Pasteur: His Life and Work" For further information: (610)694.4847

Dates and times subject to change. To verify events, please call number indicated; where no telephone number is indicated, please call the Pasteur Foundation for further information. In addition, the exposition may be shown in Pasadena, San Diego, San José, Hartford and Knoxville. Pasteur Foundation, 767 Fifth Avenue, Suite 2806, New York, NY 10153-0119, Telephone: (212) 752-2050. Fax: (212) 752-2384.

LES ÉLECTIONS PRÉSIDENTIELLES D'AVRIL-MAI 1995

PREMIÈRE PARTIE*

CONTEXTE INSTITUTIONNEL:

Les 14 dernières années auront vu, en France, le bouleversement du paysage politique. Durant les années 80, deux événements inédits dans l'histoire de la Cinquième République, allaient transformer les règles du jeu politique, créer de nouvelles données et marquer en profondeur les mentalités. En 1981, d'abord, on assiste à un phénomène unique d'une importance capitale, test essentiel de toute démocratie, à savoir l'alternance politique. C'est la première fois, depuis la fondation de la Cinquième République en 1958, que la gauche arrive au pouvoir après un règne ininterrompu de la droite. En 1986, ensuite, on assiste à un phénomène encore plus inédit: la cohabitation. L'acception politique de ce terme est si nouvelle que les dictionnaires ne l'avaient pas encore recensée. Le mot même est absent de la Constitution. En effet, le Général de Gaulle, Pompidou, Giscard et Mitterrand lui-même jusqu'en 1986, avaient gouverné avec leur propre majorité présidentielle, soit de droite pour les trois premiers, soit de gauche pour le dernier. Les élections législatives de mars 1986 ayant donné la majorité à la droite, il fallait donc qu'un Président de gauche cohabite, pendant deux ans, jusqu'aux élections présidentielles de 1988, avec une Assemblée Nationale, et un gouvernement de droite. Ce schéma alternance-cohabitation allait désormais se répéter au point de se banaliser.

Ce double phénomène d'alternance et de cohabitation a mis en évidence la souplesse de la Constitution de 1958 à laquelle se sont ralliées les formations politiques qui jusqu'alors la combattaient. Signe révélateur: un de ses plus farouches contempteurs, un certain François Mitterrand, a fini par rendre hommage à cette Constitution qu'il décriait naguère avec véhémence. Après que la France a, pour ainsi dire, usé une quinzaine de Constitutions, la pratique institutionnelle a pérennisé celle de 1958. Par ailleurs, les années 80 vont consacrer le déclin du parti communiste et l'émergence du Front national.

À la veille de cette sixième élection présidentielle au suffrage universel, la droite était majoritaire à l'Assemblée Nationale et au Sénat, dans les conseils régionaux et les conseils généraux. Il fallait donc absolument que les socialistes, même s'ils ne pouvaient conserver la

présidence, puissent, au risque de dépérir, se ressaisir et rebondir. La droite, quant à elle, était déterminée à reconquérir l'Élysée après 14 ans d'absence.

LES CANDIDATS EN PRÉSENCE:

Lorsque le *Journal officiel* publie le 7 avril 1995 la liste des candidats, il en restait 9 en lice. Édouard Balladur et Jacques Chirac, tous deux issus du RPR (Rassemblement pour la République); Philippe de Villiers qui a quitté le PR (Parti républicain) pour fonder son propre parti, le Mouvement pour la France; Jean-Marie Le Pen, candidat du FN (Front national) dont il est le président-fondateur; Lionel Jospin, candidat du PS (Parti socialiste); Robert Hue, candidat du PC (Parti communiste) dont il est devenu le secrétaire général en janvier 1994; Arlette Laguiller, candidate troskiste de Lutte ouvrière; Dominique Voynet candidate des Verts et finalement Jacques Cheminade, candidat de la FNS (Fédération pour une nouvelle solidarité).

Rarement élection a suscité autant de rebondissements et ceci dès la précampagne. Alors que la droite avait un trop-plein de candidats, la gauche en cherchait désespérément un. Après le retrait de la course de Michel Rocard, candidat "virtuel" puis "naturel" du PS, les socialistes se sont tournés vers Jacques Delors comme leur seul espoir. Delors planait alors au sommet des sondages qui indiquaient qu'il serait vainqueur au premier et au second tours quel que soit le cas de figure. Après avoir maintenu la classe politique dans une attente angoissée, il a finalement déclaré, le 11 décembre 1994, qu'il ne serait pas candidat. Ce retrait a bien sûr soulagé les états-majors de la droite. Mais le PS, désarçonné, se retrouvait orphelin. Le champ devenait ainsi libre pour la course à la candidature socialiste. À droite, deux poids lourds, Raymond Barre et Valéry Giscard d'Estaing, après avoir calculé leurs chances de succès, allaient annoncer respectivement, le 7 et 8 mars 1995, qu'ils ne se porteraient pas candidats.

LA CAMPAGNE ÉLECTORALE:

La campagne présidentielle de 1981 fut peut-être la dernière qui a vu le choc des idéologies, et de grands débats de société entre la gauche et la droite. Grâce à l'alternance et à la cohabitation, la droite et surtout la gauche ont fait une cure de réalisme au point qu'il serait difficile de faire la distinction entre Pierre Bérégovoy, le dernier Premier ministre

socialiste et Édouard Balladur, le Premier ministre de la deuxième cohabitation. Alain Rollat avait déjà noté dans *Le Monde*, lors de la campagne présidentielle de 1988, que, pour reprendre sa formule, "l'idéologie ne fait plus recette". Dans cette période de crise, elle a fait place à la gestion.

En outre, dans une économie mondialisée et interdépendante, un pays comme la France est assujéti à des contraintes aussi bien internationales, dans le cadre de l'OMC (Organisation mondiale du commerce, qui a remplacé le GATT), qu'euro-péennes dans le cadre de l'UE (Union européenne). Les marges de manœuvre de tout pouvoir, de droite ou de gauche, se trouvent donc réduites. Il y a désormais un certain consensus dans les partis à vocation gouvernementale. Les différences entre les trois principaux candidats, Balladur, Chirac et Jospin, ne portent pas tant sur les fins que sur les moyens. Aussi non seulement se sont-ils interdits de toucher aux acquis sociaux auxquels les Français sont attachés mais ils s'accordent même à renforcer la protection sociale. Ils estiment que les salariés et les retraités devraient profiter des fruits de la croissance et que les familles devraient être encore plus aidées sous forme de diverses allocations. Ils font bien sûr le même constat selon lequel la lutte pour l'emploi devrait être prioritaire. Sondage après sondage confirment que le chômage demeure la principale préoccupation des Français. Pour encourager l'embauche, ils proposent des mesures en vue d'alléger les charges sociales. Jospin est le seul qui préconise un passage de la durée hebdomadaire du travail de 39 à 37 heures et éventuellement à 35 heures.

Sur le dossier européen, les candidats soulignent la nécessité de l'Union européenne et s'entendent à renforcer la relation privilégiée du couple franco-allemand, moteur de la construction européenne. Les trois avaient appelé à ratifier le traité de Maastricht. Ils s'engagent en faveur de l'UEM (Union économique et monétaire), et du passage à la monnaie unique dès 1997 pour Balladur et en 1999 pour les deux autres candidats². Ils se prononcent pour une adaptation des institutions européennes (eu égard à l'élargissement de l'UE), Chirac en particulier, pour une réforme institutionnelle qui renforcerait le Conseil de ministres et réduirait le pouvoir de la Commission.

Quant aux institutions françaises, les

*La deuxième partie paraîtra dans le numéro de janvier 1996.

trois divergent sur la durée du mandat présidentiel. Balladur se prononce pour un mandat présidentiel de 7 ans non renouvelable, Jospin pour un mandat de 5 ans renouvelable et Chirac pour un mandat inchangé de 7 ans renouvelable. En outre, Jospin se déclare pour une stricte limitation du cumul des mandats et pour une dose de proportionnelle dans le scrutin législatif; Balladur et Chirac pour l'élargissement du champ du référendum. Les trois préconisent des mesures pour favoriser l'accès des femmes à la vie politique. Si, depuis la conversion des socialistes à la force de frappe, aucun des trois candidats ne remet en cause la dissuasion nucléaire, Jospin affiche un refus net de la reprise des essais nucléaires, position que Chirac juge totalement irresponsable tant que la France ne dispose pas de moyens de procéder à des simulations. Une autre différence en matière de défense concerne la conscription: Jospin veut la conserver alors que Chirac propose d'étapeir progressivement une armée de métier.

LE PREMIER TOUR: QUELQUES CARACTERISTIQUES:

Le premier tour a déjoué les pronostics et réservé bien des surprises. Tout d'abord, l'empire des sondages, qu'avait dénoncés Jacques Chirac comme "ces tables de la loi des temps modernes", s'est fissuré. Jusqu'au dernier moment, ils indiquaient, quel que soit l'institut qui les réalisait, Chirac comme le grand favori, en avance de 5 points au moins sur son concurrent immédiat. Les états-majors politiques avaient intégré cette donnée dans leur analyse. La seule question qui se posait alors concernait la deuxième place que se disputaient, dans les sondages, Jospin et Balladur. Après un chasse-croisé, tous les deux se trouvaient, à la veille du premier tour, au coude à coude. Or au grand étonnement de tous, en premier lieu des intéressés eux-mêmes, le score de Jospin, 23,30% de suffrages exprimés, a créé la surprise. Inversement, Chirac a vu son avance fondre et, avec 20,84% des voix, arrive en deuxième position derrière Jospin et devant à peine de quelque deux points Balladur qui, avec 18,58%, se trouve relégué à la troisième place. Le vote du bloc des incertains, qui à la dernière minute ont fait leur choix, expliquerait donc cette disparité entre les prévisions et les résultats. En effet, à une semaine du jour du scrutin, un tiers des électeurs ne s'étaient pas encore fixés sur un candidat, alors qu'en 1988, à l'ère de comparaison, ils étaient 15%. Ce taux d'abstention au premier tour, 21,62%, est le plus élevé de

toutes les élections présidentielles, excepté celle de 1969. Le score total des deux finalistes, 44,14%, est le plus bas de toute élection présidentielle. Une tendance qui se confirme depuis 1974 où ce total marquait une pointe de 76,28%. Il en

pour la première fois, il dépasse le PC, et 35 députés à l'Assemblée Nationale, ce qui lui permet de former un groupe parlementaire, le FN se trouve consacré par la légitimité institutionnelle. Aux présidentielles de 1988, le leader du FN engrange

Les résultats définitifs selon «Le Monde»

	MÉTROPOLE		OUTRE-MER		TOTAL	
Inscrits.....	38 588 990		1 192 625		40 026 937	
Votants.....	30 646 197		598 036		31 369 029	
Abstentions.....	(20,58%)		(49,86%)		(21,63%)	
Blancs ou nuls.....	(2,79%)		(5,23%)		(2,83%)	
Exprimés.....	29 799 868		566 747		30 480 211	

CANDIDATS	Nombre de voix obtenues	Suffr. expr. (%)	Nombre de voix obtenues	Suffr. expr. (%)	Nombre de voix obtenues	Suffr. expr. %
Lionel Jospin.....	6 913 429	23,21	155 864	27,50	7 101 992	23,30
Jacques Chirac.....	6 097 390	20,47	212 908	37,57	6 351 672	20,84
Edouard Balladur.....	5 523 231	18,54	109 258	19,28	5 662 116	18,58
Jean-Marie Le Pen.....	4 547 559	15,27	19 255	3,40	4 573 202	15,00
Robert Hue.....	2 599 963	8,73	32 102	5,66	2 634 187	8,64
Ariette Lagulier.....	1 600 860	5,37	12 762	2,25	1 616 546	5,30
Philippe de Villiers.....	1 431 317	4,80	10 011	1,77	1 444 053	4,74
Dominique Voynet.....	996 650	3,35	9 534	1,68	1 011 373	3,32
Jacques Cheminade.....	79 469	0,27	5 053	0,89	85 070	0,28

est de même si on totalise cette fois le score des trois premiers candidats, 62,72%, alors qu'il était de 90,83% en 1974. Et par rapport aux électeurs inscrits (suffrages exprimés plus abstentions), les voix des deux premiers candidats totalisent à peine 33,62%. C'est pire qu'un tiers d'électeurs seulement expriment leur adhésion aux deux finalistes.

LE FRONT NATIONAL:

Jamais vote protestataire n'a été aussi important comme si le candidat qui serait élu au second tour le serait par défaut. Le grand gagnant de ce vote protestataire est Jean-Marie Le Pen qui avec 15% des voix, alors que les sondages ne le créditaient que de 13%, atteint un score historique, la meilleure performance, toutes élections confondues, du FN depuis sa fondation en 1972. Avec un tel score, il devient, sinon lui, du moins ses quatre millions et demi d'électeurs, l'arbitre du second tour.

Que' chemin parcouru en une vingtaine d'années! Lors de la présidentielle de 1974 Le Pen avait obtenu moins de 1% des voix, à peine 0,75%. Lors de la suivante, en 1981, il n'arrive même pas à recueillir les 500 parrainages pour être candidat et aux législatives, un mois plus tard, il recueille un score dérisoire de 0,35%! Mais trois ans plus tard, lors de l'élection européenne de 1984, le FN sort de son hibernation et se voit propulsé dans le paysage politique avec dix élus au Parlement européen. Avec 9,80% des voix aux législatives de mars 1986 où,

plus de 14% des suffrages et crée la surprise de ce scrutin. Aux législatives de 1993, le FN réalise, avec 12,42% des voix, son meilleur résultat par rapport à toutes les élections législatives auxquelles il s'était présenté.

Le score inégalé que Le Pen vient d'atteindre à cette élection présidentielle confirme l'implantation électorale du FN. Il maintient et conforte son enracinement dans les départements du pourtour méditerranéen et dans la région alsacienne. Dans sept départements, Le Pen arrive même à se placer en première position et dans deux autres il est presque à égalité soit avec Chirac, soit avec Jospin. Dans de nombreuses villes, il dépasse tous les autres candidats. D'une élection à l'autre, le FN essaime et renforce son emprise électorale. Cet ancrage du FN allait bien sûr avoir des incidences sur les élections municipales de juin 1995 dans lesquelles il réussit à perturber la droite et à enregistrer un succès inédit, succès qui pourrait aussi lui permettre d'accéder au Sénat puisque le collège électoral qui nomme les sénateurs est composé dans une écrasante majorité de délégués des conseils municipaux. Si le FN continue à capter le vote des électeurs, c'est en partie à cause de la défaillance des partis traditionnels qui n'ont pas pu ou su répondre aux angoisses de cet électoral. Ainsi 76% d'électeurs lepénistes se disent inquiets quant à l'avenir de leur situation personnelle et professionnelle. De tous les candidats, le président du Front national a

attiré le plus grand pourcentage d'électeurs qui s'estiment défavorisés. C'est peut-être le vote ouvrier qui illustre le mieux l'ampleur du vote protestataire. Alors que traditionnellement, au premier tour, c'était le PS et le PC qui faisaient le plein des suffrages ouvriers, cette fois, par contre, le score de Le Pen a dépassé dans cette catégorie ceux de Jospin et de Hue. Les deux thèmes de prédilection de Le Pen, la sécurité et l'immigration, dont il fait d'ailleurs l'amalgame, n'ont pas fait l'objet d'un débat de fond entre les principaux candidats⁴.

LE PARTI COMMUNISTE:

Parallèlement à cette résurgence de l'extrême droite sur la scène nationale le déclin du PC se confirme. Même si son score de 8,64% améliore celui de la présidentielle de 1988 (6,76%), le plus faible de son histoire, il est en retrait sur celui des législatives de 1993 (9,18%). Le PC stagne désormais au-dessous de 10%, seuil qu'il n'arrive pas à franchir. Il n'est plus que l'ombre de lui-même. Il est difficile d'imaginer qu'à la Libération, l'âge d'or du PC, il jouissait d'un prestige inégalé aussi bien dans la classe ouvrière qu'au sein des intellectuels, qu'il était le premier parti de France et qu'il le soit resté durant la Quatrième République avec une pointe de 28,3% aux législatives de novembre 1946. L'avènement de la Cinquième République et le retour de De Gaulle en 1958 marquent le premier recul du PC. Cependant il maintient la barre des 20% jusqu'en 1978, année charnière où pour la première fois il est dépassé par le PS. À partir de 1981, au fil des élections, la chute amorcée s'accélère. Notons que la transformation du PS en parti de pouvoir s'est faite sur les décombres du PC.

LUTTE OUVRIÈRE:

Paradoxalement, à ce déclin irresistible du PC, l'extrême gauche a réalisé un score qu'elle n'avait jamais atteint. Avec 5,3%, Mme Laguiller, candidate de Lutte ouvrière qui se présentait pour la quatrième fois aux présidentielles, record qu'elle détient avec Mitterrand, a plus que doublé ses scores précédents. Elle a attiré, aux dépens du PC et du PS qu'elle considère comme des partis de droite, plus d'un million et demi des voix et a même réussi à dépasser Philippe des Villiers et Mme Voynet. Cette percée de Lutte ouvrière, un parti qui rumine toujours les thèmes éculés du communisme pur et dur, est une autre illustration d'un électorat qui déserte les partis traditionnels pour se réfugier dans le vote contestataire.

LE MOUVEMENT POUR LA FRANCE:

De Villiers n'a pas renouvelé, loin de là, son exploit lors des dernières élections européennes de 1994 où il était arrivé en troisième position. Il semble bien, que son cheval de bataille, son opposition à l'Europe de Maastricht, qui avait assuré son succès en 1994 lui fût ravi par Le Pen. En effet 26% de ceux qui avaient dit non au référendum sur Maastricht ont voté pour Le Pen à l'élection présidentielle alors que 8% seulement ont voté pour de Villiers. L'avenir dira si de Villiers va creuser son sillon et rebondir.

LES VERTS:

Un autre perdant de ce scrutin est la formation des Verts. Mme Voynet n'a pas réussi son pari de passer le seuil de 5% des suffrages. Elle est même en recul par rapport au score d'Antoine Waechter en 1988. Les écologistes qui avaient atteint près de 14% aux régionales de 1992 et qui avaient alors le vent en poupe paient cher leurs divisions, les rivalités entre leurs dirigeants et, par conséquent, le manque d'un message clair et cohérent.

ÉDOUARD BALLADUR:

La perception de l'image de Balladur dans l'opinion a singulièrement évolué. C'est un Premier ministre qui aura d'abord connu une extraordinaire popularité. Il a bénéficié d'un état de grâce exceptionnellement prolongé. Le paradoxe de cette vogue est que, en même temps que la majorité des Français, dès fin 1993, se déclaraient mécontents de la façon dont la France était gouvernée, ils approuvaient le chef du gouvernement qui, lui, enregistrait le plus haut niveau de satisfaction jamais obtenu par un Premier ministre neuf mois après sa nomination. Ils estimaient aussi qu'il était l'homme politique le plus apte à remplir la fonction présidentielle. Un an plus tard, en décembre 1994, lorsque Jacques Delors, le candidat potentiel alors susceptible de le battre se retire de la course, Balladur se retrouve seul à la tête des intentions de vote. À partir du 11 janvier 1995, quand il déclare officiellement sa candidature à l'Élysée, sa courbe dans les sondages s'infléchit et désormais s'amorce une descente en chute libre. Par une ironie du sort, c'est la popularité dont Balladur était créditée qui va lui être fatale. Certain que la victoire lui serait acquise, qu'il passerait de Matignon à l'Élysée sans difficulté, qu'aucun candidat ne pourrait lui contester la première place, il a retardé autant que possible sa campagne. Quand il a finalement compris que, pour avoir des chances de gagner, il fallait descendre dans l'arène et se battre, il était trop

tard. Comment se fait-il qu'en quelques semaines seulement, Balladur ait perdu ce capital de confiance qu'il avait engrangé dès son installation à Matignon et qu'il avait maintenu, contre tout précédent, jusqu'à l'annonce de sa candidature? Tout se serait passé comme si les vertus pour lesquelles Balladur était apprécié et qui l'avaient porté au pinacle dans l'opinion s'étaient révélées, sous les feux des projecteurs de la campagne électorale, être des défauts. Rétrospectivement, la méthode Balladur de concertation, de dialogue avec les partenaires sociaux, de la nécessité de réformer "sans fracture ni rupture" et de préserver la paix sociale, a vu son utilité épuisée et a été perçue comme une méthode de recul. En effet chaque fois qu'un conflit social éclatait et qu'un groupe descendait dans la rue pour protester contre une mesure impopulaire, le gouvernement Balladur faisait marche arrière et y renonçait quel que soit l'habit qu'il donnait à ce retrait. Soumis à une pression sociale, le gouvernement cède. Cette attitude va faire tâche d'huile. Bornons-nous à deux exemples:

- dans le conflit d'Air France, en octobre 1993, le gouvernement après avoir soutenu le plan de redressement de Bernard Attali, président de la ligne aérienne, a retiré purement et simplement ce plan après la grève du personnel et a même désavoué Bernard Attali qui a dû démissionner.

- en mars 1994, après une série de manifestations de lycéens, d'étudiants et de syndicats contre l'instauration du CIP (Contrat d'insertion professionnelle) qui prévoyait pour les jeunes de moins de 26 ans une rémunération inférieure au SMIC, le gouvernement de concession en concession, a finalement retiré le CIP.

Sur le front économique, quand Balladur est arrivé à Matignon, il a sous-estimé la profondeur de la crise. Ses prévisions sur le chômage, à savoir une stabilisation fin 1993 suivie d'une décline en 1994, ne se sont pas matérialisées et ce, malgré la reprise de la croissance et de bons indicateurs économiques: inflation maîtrisée, franc fort et excédent de la balance commerciale. Il est vrai que Balladur a hérité d'une récession d'une ampleur insoupçonnée, la plus sévère que la France ait connue après-guerre. Mais ses concurrents vont souligner que toutes ses formules d'embauche et sa politique des petits pas n'ont pas réussi à endiguer le chômage, tout particulièrement celui des jeunes et celui de longue durée, et que la précarité, la pauvreté et l'exclusion se sont aggravées. Ils l'ont étiqueté comme le candidat d'un pouvoir

sortant et finissant.

En ce qui concerne les affaires, bien que Balladur ne fût impliqué absolument en rien, son gouvernement n'a pas échappé au climat malsain des affaires de corruption qui se sont multipliées en 1994 et qui ont touché toute la classe politique. Trois de ses ministres, mis en examen, ont dû démissionner, l'un d'eux fut même incarcéré.

Toutefois le score de Balladur au premier tour n'est pas déshonorant. Certes, il arrive en troisième position mais pas loin derrière Chirac. Il peut se prévaloir du soutien de millions d'électeurs, ce qui lui permet de préserver son avenir politique. (À suivre).

Joseph Marhan

Richard Stockton College of New Jersey

ENDNOTES

¹Dans cet article, on entend par droite, la droite classique, précisément la coalition RPR-UDF, et par gauche, la gauche socialiste. Le FN, le PC et l'utte ouvrière sont expressément nommés chaque fois qu'on s'y réfère.

²Au dernier Conseil européen, les quinze chefs d'État et de gouvernement réunis à Cannes (26-27 juin 1995) ont réaffirmé leur engagement en faveur de l'LEM. Mais ils ont jugé la date du premier janvier 1997, pour le passage à la monnaie unique, "irréaliste" et ont retenu celle du premier janvier 1999.

³Le nouveau gouvernement que dirige Alain Juppé comprend douze femmes, un nombre record dans l'histoire de la République. Avec 26,6% de femmes dans l'équipe ministérielle, la France rejoint, dans l'Europe des quinze, le secteur de tête, certes encore loin derrière la Suède (50% de femmes au gouvernement), du Danemark (35%) et des Pays-Bas (34,6%) mais devant tous les autres.

⁴Aux élections municipales de juin 1995, le FN s'est maintenu au second tour dans 116 communes de plus de 30.000 habitants dont 18 villes de plus de 100.000. Le second tour s'est tracé pour le mouvement lepéniste par la conquête de Toulon (plus de 100.000 habitants), Marignane (plus de 30.000) et Orange (plus de 15.000).

NEH ANNOUNCES CHANGES IN APPLICATION DEADLINES

Due to the uncertain funding level of the National Endowment for the Humanities at the beginning of the new fiscal year (October), there is a need to reorganize the agency's application

review process.

The following list indicates all application deadline changes to date. For all NEH programs *not* listed here, previously published application deadlines apply.

	<u>Old deadline</u>	<u>New deadline</u>
Division of Public Programs		
Projects in Media (planning, scripting and production)	Oct. 1, 1995 March 1, 1996	Jan. 12, 1996 Jan. 12, 1996
Projects in Museums and Historical Organizations (planning and implementation)	Dec. 1, 1995	Jan. 12, 1996
Projects in Libraries and Archives (planning and implementation)	Nov. 1, 1995	Jan. 12, 1996
Special Projects	Nov. 1, 1995 March 1, 1996	Jan. 12, 1996 Jan. 12, 1996
National Conversation Special Competition	Nov. 24, 1995	NO CHANGE

Division of Education Programs

Higher Education:

No applications will be accepted for the Oct. 1, 1995, deadline.

Applications for national summer institutes *only* will be accepted for the Feb. 1, 1996, deadline.

Elementary and Secondary Education

No applications will be accepted for the Oct. 1, 1995, deadline.

Applications for national summer institutes *only* will be accepted for the Feb. 1, 1996, deadline.

Science and Humanities: Integrating Undergraduate Education Feb. 1, 1996 (Cancelled)

Division of Research Programs

Archaeology Projects

Oct. 1, 1995 (Suspended)

Conferences

Dec. 1, 1995 (Suspended)

Dissertation Grants

Oct. 16, 1995 (Suspended)

Humanities Studies of Science and Technology

Oct. 1, 1995 (Suspended)

Publication Subvention

Feb. 1, 1996 (Suspended)

Summer Stipends

Oct. 1, 1995 (Suspended)

Reference Materials (will be moved to

Division of Preservation and Access Dec. 1, 1995) Nov. 1, 1995 July 1, 1996

REQUEST FOR FRENCH PAPERS

Professor of English at Lycée Michelet (Montauban), Monsieur Claude Devarenne is seeking papers written in French by American students in which errors would not be corrected. Average or fairly good papers from high school or college students, about any topic, would suit his purpose.

He hopes that such papers will help stimulate his students' interest in their work and more particularly in English grammar. Seeing the types of mistakes native writers of English make in French may be helpful to his students as they attempt to correct their errors in English.

Any teacher interested in such a project should contact Monsieur Devarenne directly:

M. Claude DEVARENNE, Professeur d'Anglais
Lycée Michelet
22, Fbg Lacapelle
82000 Montauban
France

CALENDAR OF EVENTS

SOUTHERN CONFERENCE ON LANGUAGE TEACHING with ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: February 29-March 2, 1996, Mobile, AL. Information: Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358.

TEXAS FOREIGN LANGUAGE ASSOCIATION: March 1-3, 1996, Midland, TX. Information: TFLA, 1320 Modiste Drive, Houston, TX 77055. Telephone: (713) 468-4959.

OHIO FOREIGN LANGUAGE ASSOCIATION: March 7-9, 1996, Akron, OH. Information: Michael Hauber, Vice President. Telephone: (216) 896-2756 or (216) 434-4159 ext. 3212.

GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS: March 11-16, 1996, Washington, D.C. Information: GURT, Georgetown University School of Languages and Linguistics, 303 Intercultural Center, Washington, D.C. 20057-1067. Telephone: (202) 687-5726. FAX: (202) 687-5712. Email [gurt@guvax.georgetown.edu].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 26-30, 1996, Chicago, IL. Information: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2705. Telephone: (703) 518-2521. FAX: (703) 836-7864. Email: [jennifer@tesol.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with the **KENTUCKY COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES:** March 28-31, 1996, Louisville. Information: CSC-TFL, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704. Telephone: (608) 246-6573. FAX: (608) 246-6880.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING in conjunction with the **NEW MEXICO ORGANIZATION OF LANGUAGE EDUCATORS:** April 11-13, 1996, Albuquerque, NM. Information: Joann Pompa, Mountain Pointe High School, 4201 E. Knox Road, Phoenix, AZ 85004. Telephone: (602) 759-8449 ext. 3036; FAX: (602) 759-8743.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 18-21, 1996, New York City, NY. Information: Northeast Conference, St.

Michael's College, 29 Ethan Allen Avenue, Colchester, VT 05446.

CALIFORNIA FOREIGN LANGUAGE TEACHERS ASSOCIATION: April 26-28, 1996, Sacramento, CA. Information: Hal Wingard, 6450 Lance Way, San Diego, CA 92120.

SIXTEENTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 9-11, 1996, University of Cincinnati, Cincinnati, OH. Information: Lydia D. Allen (French/Italian) and M. Alison Garrard (Spanish/Portuguese), Department of Romance Languages and Literatures, University of Cincinnati, Mail Location 0377, Cincinnati, OH 45221-0377. Telephone: (513) 556-1827 or (513) 556-1950. FAX: (513) 556-2577.

UNIVERSITY OF TORONTO INTERNATIONAL COLLOQUIUM: MARRONNAGE IN THE CARIBBEAN: MYTH AND REALITY: May 17-19, 1996, Toronto, Canada. Information: Colloquium Marronnage in the Caribbean, University of Toronto, New College, Office of the Principal, 300 Huron Street, Toronto, Ontario, Canada M5S 1A1. Telephone: (416) 978-2461. FAX: (416) 978-4345.

COMPUTER ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (CALICO) THIRTEENTH ANNUAL SYMPOSIUM, "DISTANCE LEARNING": May 27-June 1, 1996, Albuquerque, NM. Information: CALICO, Duke University, 014 Language Center, Box 90267, Durham, NC 27708-0267. Telephone: (919) 660-3180. FAX: (919) 660-3183. Email: [calico@acpub.duke.edu].

AATF SIXTY-NINTH ANNUAL MEETING: July 15-19, 1996, Lyon, France. Information: Fred M. Jenkins, AATF, 57 E. Armory Avenue, Champaign, IL 61820. Telephone: (217) 333-2842.

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS: August 4-9, 1996, Jyväskylä, Finland. Information: Udo O.H. Jung, Language Center, University of Bayreuth, D-95440 Bayreuth, Germany. Telephone: (0921) 55-35-95. FAX: (0921) 55-35-94. Email: [judo.jung@uni-bayreuth.de].

FOURTH INTERNATIONAL CONFERENCE SIMONE DE BEAUVOIR SOCIETY: SIMONE DE BEAUVOIR: TEN YEARS ON: September 6-8, 1996, Trinity College, Dublin, Ireland. Information: Terry Keefe, School of Modern

Languages, Lancaster University, Lancaster, LA1 4YN U.K.

PURDUE UNIVERSITY EIGHTH ANNUAL CONFERENCE ON ROMANCE LANGUAGES, LITERATURES AND FILM: October 10-12, 1996, West Lafayette, IN. Information: Jeanette Beer, Department of Foreign Languages and Literatures, Purdue University, West Lafayette, IN 47907. Telephone: (317) 494-7691. Email: [rla@vm.cc.purdue.edu].

CHRISTIANITY AND LITERATURE NORTHEAST REGIONAL MEETING: October 11-12, 1996, Regis College, Weston, MA. Information: Joan Hallisey or Mary Anne Vetterling, Regis College, 235 Wellesley Street, Weston, MA 02193. Email: [Paintrock@aol.com].

MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: October 17-18, 1996. Information: Millie Mellgren, 3055 Rosewood Lane, Plymouth, MN 55441.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: October 18-20, 1996, Kiamesha Lake, NY. Information: Helene Combopiano, 71 Grand Boulevard, Binghamton, NY 13905.

TEXAS FOREIGN LANGUAGE ASSOCIATION: October 18-20, 1996, Houston, TX. Information: TFLA, 1320 Modiste Drive, Houston, TX 77055. Telephone: (713) 468-4959.

FOREIGN LANGUAGE ASSOCIATION OF NORTH DAKOTA: October 23-25, 1996, Bismarck, ND. Information: Herbert Boswau, P.O. Box 8198, Grand Forks, ND 58202-8198.

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 24-26, 1996, Greensboro, NC. Information: Wayne Figart, P.O. Box 739, Wilmington, NC 28402-0739. Telephone: (910) 763-5733.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 22-24, 1996, Philadelphia, PA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1275.

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1996. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863.

AATF MATERIALS CENTER

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3. *So You Want to Have a FLES* Program!* Gladys Lipton, Editor. July 1988. \$7.50.
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