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# AATF National Bulletin

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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH VOLUME 3, NUMBER 1 SEPTEMBER 1977

## Notes on the Paris Convention

F. W. Nachtmann  
Executive Secretary

The Fiftieth Annual AATF Convention, held in Paris from June 27 to July 1, 1977, was a great success, thanks in part to the generosity of the French government in inviting us and arranging special activities. The literary and linguistic sessions took place mostly in the morning hours at the Institut d'Etudes Politiques, while receptions were given at various places in the afternoon and evening. Receptions and special programs for AATF members and delegations were so numerous, in fact, that they averaged more than two a day.

The convention meetings held each morning consisted partly of the customary literary, pedagogical, and linguistic sessions, which in this case, however, were given special interest by the participation of French colleagues. Each morning was highlighted by a general assembly at which distinguished personalities of French literary, artistic, and academic circles spoke.

The most exciting session of the week was one featuring Eugène Ionesco and Jean-Louis Barrault in a "Dialogue sur le théâtre," which was moderated by Jean Vallier, Director of the French Institute of the Alliance Française de New York. Ionesco especially delighted the audience with his affability, wit, and pleasantly whimsical attitude towards his own works. Much of his commentary was devoted to *La Cantatrice chauve*, which we notice is again being brought to the U.S. this fall by the Tréteau de Paris. For the Ionesco-Barrault dialogue, the amphitheatre at Sciences-Po was packed to its 640-seat capacity, and sound was transmitted to another room upstairs where an overflow crowd listened.

The Executive Council appointed recording secretaries to take notes on each event of the Paris convention, both working sessions and social receptions, and detailed reports of all the proceedings will appear in an upcoming issue of the FRENCH REVIEW. We look forward to seeing these details in print.

Attendance at the Paris convention set an all-time record for an AATF convention. About 850 members



President Anne Slack introduces Executive Secretary F. W. Nachtmann to M. Louis de Guiringaud, Ministre des Affaires Etrangères, during the reception for the AATF held at the Quai d'Orsay. Standing behind Mr. Nachtmann is Mr. Raymond E. Slack.

registered, and, with spouses and children, the total number of participants exceeded 1,000. Some of the receptions offered by our French hosts, which all included an elaborate buffet meal, had to be limited to smaller groups of people; however, three major functions were open to the entire attendance. These were, first, a party at the Hôtel de Ville, at which Jacques Chirac, Maire de la Ville de Paris, himself welcomed the AATF members who attended; secondly, a super-cruise on the Seine *en bateau-mouche* sponsored by Larousse; and thirdly, a reception given by Raymond Haby, Ministre de l'Education, at Sèvres.

Larousse continued its tradition of generosity to the AATF Annual Convention — and outdid itself — by offering 500 AATF guests a complete meal served on board the *bateau-mouche* during its cruise on the Seine. Entertainment was provided by a strolling accordionist as well as by the conventioners themselves, who offered enthusiastic renditions of their own repertoire of well-known French songs. One of the officials of Larousse is a former president of

AATF, M. Jacques Fermaud, who was at one time a professor of French at the University of Minnesota.

The general reception at Sèvres, hosted by the Minister of Education, was held at the Centre International d'Etudes Pédagogiques. The CIEP is housed in the one-time porcelain factory built in the 18th century by Louis XV for Mme de Pompadour. The reception was given in the courtyard behind this building, in front of the Pavillon de Lully, a monument dating back to the 17th century when Lully, court musician to Louis XIV, owned the land.

There were three events open only to the Executive Council and Chapter Officers. On the first day of the convention, this group was invited in the afternoon to the Fondation Franco-Américaine and in the evening to the Ministère des Affaires Etrangères, Quai d'Orsay. At the latter reception, S.E. M. Louis de Guiringaud, Ministre des Affaires Etrangères, made a very gracious speech of welcome. On the last day, these same 100 AATF officers were received for a luncheon at the Sénat, in the Palais du Luxembourg. M. Alain Poher, Président du Sénat, appeared to make a short speech of welcome, and M. Jacques Habert, Sénateur et Représentant des Français à l'étranger, then took over as host. After an excellent meal, the group was given a guided tour of the Palais du Luxembourg.

Finally, two receptions during the week involved the Executive Council only. The first, which was quite exceptional and unexpected, was an invitation to the annual garden party held at the close of the Assemblée Nationale for the summer. M. Edgar Faure, Président de l'Assemblée, when asked to allow his name to appear on the list of those composing the convention's comité de l'Honneur, responded to President Anne Slack with a warm, friendly letter in which he not only accepted her request but also invited the Executive Council to the garden party. There were several thousand guests in attendance, many from top governmental and political circles, including notably President Valéry Giscard d'Estaing. Obviously, this invitation extended by M. Faure was an outstanding favor. (See following article.)

The one disappointing reception took place at the American Embassy. In contrast to the hospitality of the French government, the Embassy agreed to receive not more than twenty persons. This limited the delegation to the Executive Council, and when they presented themselves for a half-hour visit, they were given a brief lecture by the American Chargé d'affaires on Franco-American relations, the sort of talk he might give to a group of American businessmen who are not so well acquainted with France and the French. It is true that the Embassy in Paris was "headless," being between ambassadors at the time of our convention, but after the warm hospitality shown by the French, this perfunctory reception was rather disappointing.

It is impossible, of course, to describe all of the special programs that were organized for the convention. Besides a lecture on the new Pompidou art center at Beaubourg and a presentation of television documents by an official of Antenne 2, there was a

guided tour of the Sorbonne and a book display at the Eurocentre de Paris where authors including Roland Barthes appeared to autograph copies of their latest works. On the last day of the convention, AATF members were invited to the Alliance Française to view a film on its operations around the world.

The AATF convention attracted considerable interest in Paris, and considerable coverage by the media. Articles appeared in *Le Monde* and *Le Figaro*, and various educational publications sent reporters to interview American teachers. Many AATF members were interviewed for radio broadcasts.

All things considered, the week in Paris was a most memorable experience. The weather cooperated perfectly, with temperatures ranging from the 50's in the early morning to the low 70's in the afternoon, and no rain except during one night. There were of course some problems of organization during the week, but these were more than compensated for by the exceptional opportunities offered us by the city of Paris and the French authorities who hosted us there.

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## The Garden Party of the Assemblée Nationale

F. W. Nachtmann  
Executive Secretary

The most extraordinary event I had the privilege of attending during the AATF Convention in Paris was the annual garden party (*la garden party*) given by M. Edgar Faure, Président de l'Assemblée Nationale. This important social affair marks the close of the Assemblée for the summer, and the Executive Council had the exceptional good fortune to be invited. The party was held in the gardens of the Hôtel Lassay on June 28 starting at noon. As I approached, my invitation was checked three times: first, by the police at the outer barrier, where the cabdriver let me out; next at the gate of the courtyard of the building itself; and finally by the liveried usher at the door where the crowd was entering. The latter actually collected the invitations, but at the request of some other guests and myself he allowed us to keep ours as souvenirs. By the time I arrived, most of the guests had apparently already entered, but there was still a line of 60 or 70 outside the door. I found myself beside another member of the Executive Council, Patricia Gathercole, who had also just arrived. Right after we joined the line, the people around us suddenly broke ranks and surged forward, gathering around the stairway leading up to the main entrance. I followed their example without at first knowing the reason for their action, but quickly saw the explanation. President Giscard d'Estaing had just arrived and was



M. René Haby, Ministre de l'Éducation, addresses the AATF members who attended the reception he hosted in the Cour d'honneur of the Centre International d'Études Pédagogiques at Sèvres. On the left, President Anne Slack of the AATF; on the right, Mme Lucette Chambard, Présidente de la Fédération Internationale des Professeurs de Français.

*The American Association of Teachers of French*

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The *AATF National Bulletin* has its editorial offices in AATF National Headquarters, 57 East Armory Avenue, Champaign, IL 61820. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the *AATF National Bulletin* four times a year in September, November, January, and April, as a service to its membership in supplement to the *French Review*, the official journal of the association, which appears in October, December, February, March, April, and May. Application to mail at second-class postage rate is pending at Urbana, Illinois. Office of publication: 1002 West Green Street, Urbana, Illinois 61801.

going up the stairs toward the entrance. He was easy to see because of his height. I went up the stairs in the pressing crowd about 15 feet from the President. (I was informed that Jacques Chirac had been at the party earlier, but had discreetly departed before the arrival of the President.)

We entered a large elegant room in which there were two or three tables on either side loaded with delicacies. Each table offered something different, and the pattern of sandwiches, canapes, pastries, or plates of cold cuts on one table was not repeated on the next. The presentation of the food was a delight to the eye, and you couldn't imagine more attractive canapés. Incredible ingenuity had been devoted to making the food beautiful as well as delicious. And of course there were drinks of all kinds, both alcoholic and non-alcoholic. The crowd was bearing down on the tables with considerable enthusiasm, and we had to watch for our opportunity to get close enough to snatch something. But the tables set up in the salon were only the beginning. Across the room from the point of entry, open doors led to the garden, where the majority of the guests were milling around. And out on the lawn there were various other serving tables, among them one devoted to barbecue and another to ice cream and beautiful pastries. At one pavilion an orchestra was playing.

The crowd was estimated at from two to eight thousand by various people. I think two to three thousand was probably right. All the people of the top government circles had turned out for the event, and it gave us an opportunity to see at first hand what Parisian fashions were.

Although my colleagues on the Executive Council mostly removed their convention badges, I boldly kept mine on, and when I saw some guest covertly studying it, I would tell him or her quite readily what it was, and

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add that he or she had probably read about our convention in the newspapers. This was usually the case. The best contact I made in this way was a representative of the Associated Press, who remained next to me for nearly an hour watching the President's luncheon party, and making many illuminating comments on the crowd and on the President's table companions.

After his arrival the President moved through the crowd for about half an hour, always the center of a large cluster of people, and with an attendant holding what was apparently a microphone over his head. During this promenade, Dorothy Brodin of the AATF Executive Council reported that she got to shake his hand. After a while a squad of ushers, all in formal dress, pushed back the crowd, and a circle of eighteen ushers formed a ring around the presidential party on the grass. There a round table was set up for the President and his guests, and only waiters were allowed through the cordon of ushers.

With the President, besides Mme Giscard d'Estaing, were Prime Minister Raymond Barre, President of the Assemblée Nationale Edgar Faure and Mme Faure, and President of the Senate Alain Poher. Giscard d'Estaing, wearing a pinstripe charcoal-gray suit (*gris anthracite à rayures*), had on his left Mme Barre, a golden blonde, dressed in a pastel blue dress with a faint pink and blue floral pattern. Beyond her on her left was M. Faure, a small man, but obviously big-hearted, since he was the one who had generously extended the invitation to the Executive Council. To his left, facing her husband, was Mme Giscard, looking very youthful, slim, and attractive. She was wearing a dress of light blue crepe and a small blue feathered toque. To her left was Raymond Barre, who was noticeably a little huskier than his companions. Completing the circle and sitting to the right of the President was Mme Lucie Faure, who is a well-known author. She was wearing a printed silk dress of royal blue (all the ladies were in blue of various shades) with a panel of the same material falling from a knot on the left shoulder.

As I stood just behind the ring of ushers, watching the President and his guests eat their lunch, I reflected with some amusement on the similarity of this situation to the old custom in Versailles where the people were allowed to come in and gape at the royal family as they dined. As I stood there I saw I was not the only visiting American interested in the President's luncheon party. Across the circle I saw Executive Council members Jean-Charles Seigneuret in one direction and in another, Estella Gahala and Jeanne Palyok likewise observing the luncheon with great attention.

When the presidential party arrived at the cheese course, the cheese was served by two waiters wearing green medieval uniforms and carrying trays, one of which had flowers streaming from one end of it. Meanwhile, the ushers firmly turned back anyone trying to reach the presidential group, with one exception. One gentleman was allowed to approach and shake the hand of the President, to the great interest of my informant from the Associated Press.

He identified the privileged individual as the head of the Communist bloc in the Assemblée.

All in all, it was quite as much an exciting privilege to be present at this garden party as it would have been for an ordinary French citizen on a trip to Washington to find himself invited to a party where the cream of Washington society and the President of the United States were present.

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## AATF Scholarships 1977-78

Mrs. Anne Slack, President of the AATF, recently received the following letter from Monsieur Jean-Claude Bezon, Directeur Général du Comité d'Accueil de l'Enseignement Public in France, concerning scholarships to be given to students of AATF members:

Paris le 30 juin 1977

Madame le Président,

Pour faire suite à la réunion du conseil exécutif de l'A.A.T.F. le vendredi 24 juin, j'ai le plaisir de vous confirmer que le Comité d'Accueil de l'Enseignement Public, fondation du Ministère de l'Education, offrira désormais des bourses à des élèves de professeurs membres de l'A.A.T.F.

Pour l'année scolaire 1977-78, je vous propose que la répartition soit la suivante:

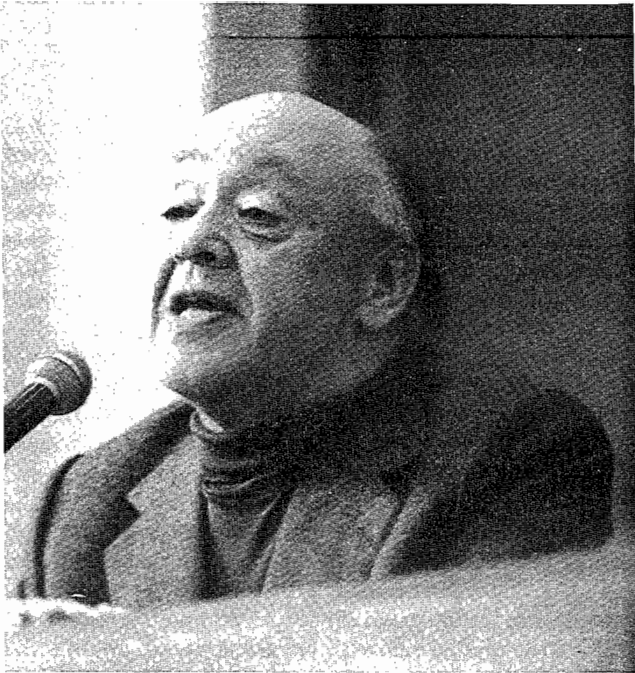
- janvier 78 : 5 bourses de séjour de 4 semaines à Paris pour des étudiants de l'Enseignement Supérieur,
- Pâques 78 : 5 bourses de séjour à choisir parmi les programmes d'une semaine proposés par F.A.C.E.T.S. (Paris, Paris-Loire, Côte d'Azur . . .),
- Eté 78 : 5 bourses de séjours:
  - 2 semaines à notre Institut Culturel de Perpignan pour 2 étudiants de l'Enseignement Supérieur,
  - 2 semaines à notre Institut Culturel de Montpellier pour un étudiant de l'Enseignement Supérieur,
  - 5 semaines dans une famille française pour un élève de l'Enseignement Secondaire,
  - 5 semaines dans notre centre de Nice pour un élève de l'Enseignement Secondaire.

Je vous prie de croire, Madame le Président, à l'expression de mes hommages respectueux.

(signé)

Jean-Claude BEZON

A more detailed announcement of these scholarships will be made in a future issue of the BULLETIN. Note that none of these grants includes money for travel to and from France. More information may be obtained by writing to Professor Georges J. Joyaux, Department of Romance Languages, Michigan State University, East Lansing, MI 48823.



M. Eugène Ionesco



M. Jean-Louis Barrault

(Photos by Christopher Haig.)

**Messrs. Ionesco and Barrault photographed during their "Dialogue sur le théâtre" at the AATF Convention in Paris.**

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## **BCS Group Correspondence**

Have you ever considered the enthusiasm which regular contact with an English class in France could create in your French classes? This past academic year 1976-77, about fifty American teachers of French requested and received the names of teachers of English in France with whose classes they began a group correspondence. We in the BCS thought that other French teachers would be interested to learn of the success teachers have had with this type of correspondence, so we sent out a questionnaire to those who had participated. We have had some very enthusiastic responses which we would like to share with you.

Let us remind you how this program is initiated. You may write to us for the information letter and the proper forms, then choose a group at your school from either your French Club or an advanced French class. We ask that you not begin this type of correspondence with a very small class, but we must limit your group to a maximum of thirty for the fee of \$5.00 per group. You may form several groups. Just fill out a form for each group indicating the ages and sex of your students and the type of correspondence you are planning: letter and/or tape. Your address and request will be sent directly to the Paris office to be matched with an English class in France.

You should expect a two to three month delay from the time you make your request. However, if you place

your order by October, you should receive a response by December, which would give you ample time for three or four exchanges of materials before the end of the school year. Most teachers exchange letters or tapes about once a month, and some have had such success with their program that they plan to continue corresponding with the same group this year.

We advise the American teacher to begin correspondence by sending a letter to the teacher in France at the beginning. A tape should not be sent off before contact between teachers is established. Those who followed this advice last year had no trouble starting their exchange of letters and documents.

Now listen to some of the initial projects undertaken by the American teachers. Mrs. Joy Witte of Westminster Christian High School in Miami, Florida, reports: "We wrote a composite letter (each student adding several lines in French), made a tape in English, sent a group photo, Miami tourist pamphlets, school newspapers, and a banner." Most teachers begin by writing a letter about the school, students, and themselves, including postcards of the area.

When asked what materials arrived from France, Mrs. Elizabeth Hightower of the Lancaster Country Day School in Lancaster, Pennsylvania, wrote: "From France we received postcards of Arras with explanations on the back, a letter from the French teacher to my class and me, student biographies written by them in French and taped together in a

leaflet. They later sent a cassette tape on which the students each read their biographies. A folksong was sung by the school chorus. A copy of the text was sent."

The teachers are all quite unanimous about the success of cassette tapes. Mrs. Sandra Singer of Central High School in Evansville, Indiana, writes, "Tapes were very successful. Our group in France made a top-ten tape for us of the top-ten songs. My students really enjoyed that. So we taped our letters and taped music from our radio stations."

Mrs. Hightower adds, "Tapes were very successful. I plan to use selected portions in French I class. Theirs are in French for us, ours in English for them. But we might send translations too so my students can use their French more."

Mrs. Witte sums up the experience best after five exchanges of materials. "We extended invitations on both sides to visit but they will not be realized this summer. The most valuable input of the experience was making France and its people real in the classroom! It was delightful!"

To give you a true picture of this type of correspondence, we must let you know that all are not success stories like those above. Sometimes letters and tapes are sent and receive no response. Obviously this can be discouraging and disillusioning for the American teacher and his students. The BCS will do its best to see what has happened and rectify the situation. Sometimes the French teacher initiates the correspondence but forgets to include her address. This problem can be easily solved by contacting our office. We do receive the addresses of the French groups and can forward this information to you. Please make sure that you have included your own address, clearly marked on all letters and packages. Despite problems which may occur we do believe that group correspondence has great possibilities and we most heartily recommend it.

Of course we also still offer our Penpal correspondence at 50 cents a name. Plan I, where your students initiate the correspondence, can be ordered after September 15. Since schools in France open much later than we do (October 1) names will not begin arriving until mid-October. (However, we do still have on file the names of many 11-13 year old French girls who are anxiously awaiting American penpals.)

Plan II, where correspondence is begun by the student in France, can be ordered as early as September 1. We will send your list to the Paris Office for direct distribution as quickly as possible.

If you are looking for ways to bring added interest and excitement to your French classes, try introducing the exchange of letters between your students and students in France either on the individual basis or with a group correspondence. Our office is open from September 1 to June 1 and we will be ready to serve you this year. We hope that your summer has been enjoyable and we look forward to hearing from you in the future.

**April K. Walsh, Assistant Director**  
**AATF Bureau de Correspondance Scolaire**  
**57 East Armory Avenue**  
**Champaign, IL 61820**

## **Bringing the Legislative Elections into the Classroom**

**Thomas M. Carr, Jr.**

Unless President Giscard d'Estaing dissolves the National Assembly and calls for elections sooner, Frenchmen will go to the polls in March 1978 to select new deputies. Even though the power of the Assembly has been dramatically curtailed by the Gaullist constitution of 1958, these elections will have special significance because they will test the Left's increasing popularity on the national level. In the 1974 presidential contest François Mitterrand came within .8% of receiving half the votes cast, and in the municipal elections this past spring the leftist candidates won 52.5% of the vote.

Undoubtedly the elections will be commented on and even studied in some detail in French classes in the U.S. They have, in fact, immense potential in the classroom for they can serve as a focus for the cultural activities of the entire year. First of all, with some planning they can give unity to what often seems to be the rather haphazard treatment of French culture found in textbooks. In addition, their study will make possible useful comparisons between American and French society. Finally, they can help develop in the student the habit of following events in France. The suggestions made in this article could be incorporated most directly into a course on contemporary French culture, but they are suitable for any course that deals with life in France today. This might include beginning and intermediate language classes, or conversation and civilization classes. Rather than outline specific units, I have tried to suggest a general approach that can be adapted to the level and interests of students as well as to existing course goals.

This does not necessarily mean revamping the entire syllabus or becoming entangled in the vagaries of party politics in France. Presenting as comprehensive as possible a portrait of life in France is an important goal of the cultural components of our courses. Since the political process touches almost all aspects of life in one way or another it can serve as an excellent point of departure for examining the whole culture. This is especially true in France where the major parties claim to be offering the voters a choice between two kinds of societies at election time.

The readings in most first-year and intermediate textbooks present a survey of French society that can provide the framework for a study of the implications of the elections. Some topics, of course, are almost obligatory, and the instructor will want to develop units of his own for them if they are missing from his texts. It would be difficult to discuss the elections seriously without dealing with the National Assembly's place in the institutions of the Fifth Republic, or without explaining the functioning of the political parties. But many of the other readings can serve if the instructor focuses attention on the points



in the text that are relevant to the election campaign and brings in additional information to update and complement the facts presented in the text.

In some cases this will involve showing how a topic relates to the political process itself. For example, when discussing television in France, the role of the media in elections can be emphasized. A text on intellectuals could serve as the basis for a treatment of the political commitment of French intellectuals or the preference for theory over pragmatism that is said to be more pronounced in French political life than in the U.S.

In other cases, the key may be to show how a topic has become a campaign issue. The economy deserves special attention here. Some texts may suggest a discussion of the immediate problems facing the French economy. One on the automobile could be related to the energy crisis, one on young people to the high rate of unemployment among youths (in April one out of every two unemployed persons was under twenty-five). Other texts might lend themselves to a treatment of the constants on the economic scene. One on the *Plan* or the nationalized industries leads naturally to state intervention in the economy, especially important since the *Programme commun* promises to extend state control through nationalizations and stock purchases.

Another broad area of investigation is the attitude of various social groups. These will be the first national elections since the voting age was lowered to eighteen, and the chapters on school life and the young found in almost every textbook can become a springboard for a discussion of political activists in the universities and what the young expect from government. A recent Sofres poll published in *Le Nouvel Observateur* (30 mai-5 juin, 1977) showed that only 29% want a radical transformation of French society and that half expect that the *Union de la Gauche* will not hold together if the Left wins the elections. Chapters on social classes might examine the voting preferences of various strata of society. Religion, which until recently was considered one of the surest guides to voting patterns, might also be studied from this point of view now that more Catholics have shown a willingness to vote for the Left in spite of the state control of Church mandated by the *Programme commun*.

Any number of equally relevant topics ranging from regional issues to women's problems could be covered. The important consideration is to present a broad enough view of French society to allow the student to properly situate the elections. Political rhetoric tends to obscure problems as often as it clarifies them. The more comprehensive the student's knowledge of France, the more able he will be to go behind the partisan slogans. At the same time, too great an emphasis on the intricacies of electoral alliances and manoeuvring can confuse the student, distracting him from the appreciation of the fundamentals of French society that will be useful no matter which side wins this particular contest.

Pointing out contrasts and parallels between the U.S. and France can both stimulate student interest and help reduce misconceptions caused by cultural



M. Jacques Chirac, Maire de la Ville de Paris (and former Prime Minister of France), welcomed AATF members to a reception at the Paris Hôtel de Ville.  
(Photo by Christopher Haig.)

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interference. Why, for example, is the turnout of voters consistently higher in France than in the United States? Is it more important for a French president to have a majority favorable to him in the National Assembly than for an American one to have a majority in Congress? Why does the socialist-communist coalition prove so strong in France while in the U.S. the Left has never had much success? Such comparisons can involve not just political life, but all of society.

The more access to French media one has to follow the campaign the better. It would be ideal to be able to consult the whole ideological spectrum of the press, but access to at least one of the major news weeklies like *L'Express*, *Le Nouvel Observateur* or *Le Point* will probably do. Throughout the campaign they will publish opinion polls on election issues that can be profitably discussed in class, and toward the end of it they often feature articles on races in specific districts. These articles can be invaluable because they shift the focus from the national scene to the problems as they appear at the local level, while showing the influence of the candidate's personality on the outcome. This might lead to class simulations of debates between candidates or discussions between candidates and the voters of their districts. Another source of information from France that should not be ignored are any personal contacts — friends, class pen pals, students away on junior-year abroad programs — anyone who might be willing to send over election materials. Tracts, posters, campaign newspapers can all give the

American student a feel for the pulse of the election and reward the interest built up during the months preceding the official campaign period.

The U.S. media should not be neglected either. Most of our students will not have convenient access to French periodicals after leaving their French classes. Assuming that we succeed in fostering in them the desire to follow events in France, they will have to rely on the American media. While studying the election campaign they can be encouraged to discover the periodicals and broadcast sources that provide the most comprehensive coverage of France. This might involve keeping logs of television news shows and making collections of newspaper and magazine clippings. At the same time, since they will also be receiving the French perspective on the elections, the students will be better situated to assess the reliability of American reporting on France and to detect any bias. This evaluation of the media could be combined with a post-election analysis of the campaign.

Suggested readings: It is impossible here to even begin to give an adequate bibliography of works that might be relevant. Jean-Noel Rey and George V. Santoni provide an excellent up-to-date list of recent books in French dealing with all areas of life in France in *Quand Les Francais Parlent* (Rowley, Mass.: 1975), pp. 340-48. Several titles in English that focus primarily on politics are Dorothy Pickles' *The Government and Politics of France*, 2 vols. (London: 1972) which discusses the constitutional arrangements and political parties, and Henry W. Ehrmann's *Politics in France*, 2nd ed. (Boston: 1971) which, in addition, deals with the social and economic setting, voting patterns and the role of the media. *France at the Polls: The Presidential Election of 1974*, ed. Howard Penniman (Washington: 1975) contains a variety of essays on the last election. Especially useful is Roy C. Macridis' *French Politics in Transition: The Years after DeGaulle* (Cambridge, Mass.: 1975) because of its analyses of the issues and results of the 1973 legislative elections and the 1974 presidential ones.

University of Nebraska-Lincoln

## In Retrospect: Celebrating the American Bicentennial in Brest

Lily Willens

In June 1976 this writer was one of two Americans<sup>1</sup> who presented papers at a three-day colloquium in Brest organized around the theme "Brest et la Guerre d'Indépendance: L'Image de l'Amérique dans les Lettres Françaises au XVIII<sup>e</sup> Siècle." This colloquium, held in honor of the Bicentennial of American Independence, was sponsored by the Université de Bretagne (Occidentale), the city of Brest, and the French navy, which played an important role in the American revolution by commissioning French naval officers and seamen to sail from Brest to America to aid the rebellious colonists.

Brest is a clean and peaceful modern city on the western tip of the Brittany coast which was reconstructed after being destroyed by Allied bombings during the German occupation of World War II. Today, many six-story apartment buildings protected by bright blue balcony railings and eternally closed shutters are clustered in the center of town amidst lush green parks. The blue, white, and green colors of the city are a refreshing contrast to the gray, soot-covered buildings of most large American and French cities. The visitor to Brest is reminded of the city's long kinship with the sea by the streets named after French admirals and naval battles. One gains an endless view of the Atlantic Ocean from the old ramparts and fortifications along the shoreline. It was near these ramparts that, in 1783, the young René de Chateaubriand heard a *bruit magnifique* — the booming of guns announcing the return of Admiral La Motte Picquet's victorious armada from America. The coastline of the region is dotted with small picturesque inlets of flowing blue-green water — *les criques* — bordered by craggy rocks and high cliffs which resemble, on a small scale, Norwegian fjords. That land-locked Denver, Colorado, is Brest's sister city can be explained by the group of students who went to Brest after World War II to help rebuild the city.

The campus of the Université de Bretagne (Occidentale) -UBO- is a ten-minute ride from the center of town. It consists of modern block-like structures housing the Schools of Law, Medicine, Science, and Liberal Arts, whose façades and classrooms are unusually clean. The students here generally come from conservative and provincial Catholic families. They consider themselves Bretons and French, in that order, and often mention their Breton heritage while denigrating Paris and other non-Celtic cities! Very proud of their native language, which is taught at UBO, the students discuss fervently, and sometimes seriously, the *Breiz-Atao* (*Bretagne toujours*) movement for an independent *Bretagne*. Talk of secession here cannot, of course, be

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compared with the separatist movement in Québec since Brittany is too dependent and too “French” to cut ties with France — at least for now!

At the time of the colloquium students and faculty at UBO and universities throughout France had just ended an eight-week strike in protest of a Ministry of Education edict changing the liberal arts program from its classical format to one more practical, *à l'américaine*, and making courses more “relevant” to the job market in France. It is interesting to note that while many American students struggle to remove traditional courses from the required curriculum, students in France are clinging to the classical educational system.

In honor of America's Bicentennial, Brest was decorated with attractive posters depicting an eighteenth-century French naval officer holding an American flag with thirteen stars. The municipal museum held an exhibition of books, letters, maps, and other articles from eighteenth-century America and France which illustrated Brest's role in the Revolutionary War. Benjamin Franklin was very much in evidence in the portraits, figurines, and stamps on display.

The colloquium began on Thursday afternoon in the UBO amphitheater. There the Cultural Attaché from the U.S. Embassy in Paris opened the session by delivering a speech, with a heavy “American” accent, replete with platitudes about Franco-American relations. He was followed by Professor René Pomeau, the renowned eighteenth-century French scholar from the Sorbonne and president of the colloquium. In the middle of his talk Professor Pomeau was interrupted by a sudden outburst of noise, clapping, and snoring from the back of the auditorium which we soon realized was the work of a small group of “leftist” students who resented our celebrating the American Bicentennial on *their* campus. Appearing accustomed to student demonstrations, of which there have been many in France since 1968, Professor Pomeau did not budge from the podium where he continued to speak. At the end of his presentation Professor Pomeau received warm applause from the audience who acknowledged not only his brilliant talk but also his calm demeanor under the students' verbal attacks.

After making their views loudly known, the disruptive students left the hall as suddenly as they had appeared. However, upon leaving the auditorium we found them waiting for us. Shouting “yankee-imperialist” taunts, they were kept at some distance from the main entrance by a police cordon. Their shouting became louder and their epithets more insulting when they espied a French general in full uniform who was to them the epitome of the “reactionary establishment.” Those of us who ventured to the UBO cafeteria were greeted with mild cat-calls by the students. When I reached for one of the anti-American posters which adorned the walls, a female “*maoïste*” told me in no uncertain terms that I had a lot of *toupet* to remove a poster intended to enlighten and benefit the entire student body! However, neither her anger nor her haughty *grande dame bourgeoise* manners stopped me from taking the



Pictured at a meeting during the Paris Convention are, from left to right, M. Michel Courvoisier, Director of FACETS, M. André Gadaud, Conseiller Culturel à New York, and Mrs. Anne Slack.

(Photo by Christopher Haig.)

poster as a souvenir, much to the surprise of the students and to the delight of my colleagues. The purloined poster states in bright red and blue handwritten letters: “Ce soir à 18 h. 30 à la Présidence de L'UBO — LES IMPÉRIALISTES YANKEE! . . . Pour la célébration du 200ème anniversaire des U.S.A., ils veulent faire oublier leurs sauvages agressions, leurs pillages, leur politique de domination du Tiers-Monde en particulier. Aujourd'hui en déclin (Viet-Nam, Laos, Cambodge) l'impérialisme U.S. a encore les dents longues et l'Europe est l'enjeu de sa RIVALITÉ avec les sociaux-impérialistes russes. LEUR PRÉSENCE EST INTOLÉRABLE! LES REQUINS, A LA MER! Réunion à 16 h. — Foyer de Français — Fac de Lettres.”

When city officials heard that the stocky and tough-looking general had been spat upon and insulted “*à bas l'armée*”, they immediately moved the colloquium off University premises. Although the President of UBO preferred not to yield to the students, the *sous-préfet* of the municipality shifted the locale to the Palais de l'Art et de la Culture (*le PAC*), a modern building in the center of town damaged a year earlier by a bomb thrown by members of the *Breiz-Atao* group. Here we were not to be disturbed by the students who were perhaps too lazy or apathetic to leave the campus or were intimidated by the many policemen surrounding *le PAC*.

While ostensibly protesting against the United States, the students at UBO were actually using the colloquium to vent their anger at the Ministry of Education and the UBO administration over their educational policies and the necessity of having to take exams late after the failure of the student strike earlier in the Spring. However, anti-American feeling

in academia does exist in France. In May 1976, twenty-one professors of American studies at Jussieu in Paris signed a manifesto denouncing all celebrations of the American Bicentennial on French soil, stating that such festivities were merely excuses used by the "capitalistic" French government to defend and gild the tarnished image of post-Vietnam America! Ultra-leftist students and professors at Jussieu who call themselves "Maoist-Trotskyites" proclaim that the U.S.S.R. has betrayed the original aims of communism, and to them it is China that espouses and practices the true socialist goals of communism. Their ideological warfare is even carried on in Jussieu's *water closets* where the walls are covered with graffiti praising Maoism and denouncing American and Soviet imperialism!

The student demonstration at UBO earlier in the afternoon was the main topic of conversation at the cocktail party given by the President of the University. The guests of honor were the Cultural Attaché and the First Secretary of the U.S. Embassy who were invited by the colloquium organizers to be the official representatives of the American government. During the evening we were treated to a concert of American chamber music. The violinist and his accompanist played pieces by eighteenth-century American composers little-known to the American public: Raynor Taylor, Alexander Reinage, John Antes and James Hewitt. The latter had dedicated his sonata, "The Battle of Trenton," to General Washington. The performance was followed by a presentation of contemporary American music. Before an enthusiastic audience of 800 people, eighty uniformed French naval officers, sailors, and *mousses* — young cadets who enlist when 15 years old — played and sang popular American songs including "Georgia," "Stars and Stripes Forever," "American Salute," and "Rhapsody in Blue." Listening to music from eighteenth-century and modern America in French surroundings made this writer lose all sense of time and place, to the point that she wondered whether she was in Brest or Boston. It was the nautical sights and sounds, not the cocktails, that threw *l'Américaine* off balance!

During the next two days, talks were given by specialists in eighteenth-century American and French art, history, literature, naval architecture, political science, philosophy, and law. Among the topics of discussion were the influence of the American Constitution on the French Bill of Rights, the French Court's reaction to the revolt against the English monarchy, the Masons in America and France, the alleged cannibalism and homosexuality of the American Indians, and naval armaments in Brest during the Revolutionary War. Very often the names of American heroes and cities received a severe tongue-lashing. With some difficulty one adjusted to hearing Jawne Paule Jawnesse, Waachinguetonne, Franqueleene, Charlicetonne, Oeeho and Massachoucette!

With the exception of two Scandinavians and two Americans, the speakers at the colloquium were French. (No Englishmen dared to appear?) A striking

feature of the twenty-three French participants was the cleavage between the old conservative scholars and the young "leftist-Maoist" professors. Their differing views were accentuated by their clothing and comportment. The elegant business suits with matching shirts, ties, and shoes of the well-groomed older generation confronted the frayed open-collared shirts — often to the navel — and the frumpy trousers hanging sorrowfully over the scruffy sandals of the younger generation. The radical professors, who delivered their talks with contempt toward the "corrupt capitalistic" crowd, never socialized with the other members of the colloquium and, of course, shunned the two Americans.

While the scholars slowly read seemingly endless speeches, their colleagues sauntered in and out of the auditorium. The chairmen of the round-tables muttered and tugged at their watchbands as the French participants exceeded their time limit. Not even their grimaces, pained expressions, cold stares, and shrugging shoulders *à la française* could keep the speakers in line. When came the time for the first American to give her speech, those who had left the auditorium returned. This writer's talk on Voltaire's interest in and love for America seemed to please the French audience and especially Professor Pomeau, who congratulated *l'Américaine* (and later *l'Américain*, Paul Benhamou of Purdue, also) for being among the very few speakers to finish their presentations on schedule! Interestingly enough, neither the Cultural Attaché nor the First Secretary of the U.S. Embassy was present to hear the two Americans, although they attended the various cocktail parties and dinners sponsored by the colloquium. French scholars and visitors remarked that it was *impardonable et inexusable* for official government representatives to be absent when papers were being delivered by their compatriots!

This French salute to the American Bicentennial ended on Sunday with a six-hour *promenade en mer* on the *Loire*, a French naval supply and repair ship used by fishermen working near the islands of St. Pierre and Miquelon. A delectable meal was served on board by the *mousses* while officers pointed out to their guests the location of sea battles which were fought between French and British frigates at the height of the American Revolutionary War.

Alain Clément, in the July 2, 1976, issue of *Le Monde*, commented on the value of the scholarly conference in bringing to light historical events unknown to the public. What M. Clément did not mention, but which is equally true, is that the colloquium revealed many ways France participated in the American struggle for independence which were unknown to the scholars too!

Massachusetts Institute of Technology

<sup>1</sup>Lily Willens, "Voltaire et l'Amérique: des colonies aux treize Etats-Unis," and Paul Benhamou, "Variations du mirage américain au siècle des Lumières," in *L'Amérique des Lumières* (Droz: Genève-Paris, 1977). Prof. Jack Kolbert of the University of New Mexico also read a paper at the Brest Colloquium as a special guest of the French government in his capacity as President of the City Council of Albuquerque.

## Broadcasting "Tout en français"

Beatrice Braude

"Au quatrième *top* il sera exactement 18h30, l'heure de "Tout en français" . . . émission consacrée à la musique légère et populaire, aux interviews et aux programmes culturels français et franco-américains." And so begins another of the all French-speaking programs now in their fifth year of broadcast over public radio station WCFR-FM in Amherst, Massachusetts.

"Tout en français" was conceived in 1972 by Micheline Dufau, Chairperson of the French and Italian Department at the University of Massachusetts, as a kind of counterpart to WCFR's award-winning Spanish program "Qué Tal, Amigos?" She reasoned that such a program was justified not only by the large number of students, teachers, and French-speakers in the area of the Five Colleges (Amherst, Hampshire, Mount Holyoke, Smith, and the University of Massachusetts), but also by the considerable number of people of Franco-Canadian origin living in the six-state area covered by the station. A Five College *ad hoc* committee agreed, and the station concurred. As someone with experience in radio, I was given the assignment of creating and carrying out the program.

The Five College area has, of course, certain built-in advantages for such a program. The combined faculties, embracing a wide range of literary and cultural interests, are a vast resource to be tapped. Furthermore, each year the institutions receive a new supply of visiting scholars, teaching assistants, and outside speakers, all of whom might agree to contribute in some way to the program. This was a good place to begin.

The Committee had proposed two half-hours weekly, one of which was to present "light and popular" music, the other "miscellaneous" programming. To inaugurate "Tout en français," as the program was immediately baptized, the French faculties at the Five Colleges were circularized, with an explanation, and loans of records and program ideas were requested. Both were forthcoming. The program went on the air for the first time in October, 1972, welcomed over the airwaves not only by the French Consul in Boston, but by celebrities as diverse as Henri Peyre and Julia Child. The first "Music Hall" presented a "Panorama de la chanson française"; the first "Un Peu de tout" a tribute to the recently departed Jules Romains.

Both types of programming have continued, and the program is an integral part of the station's offerings, running throughout the year, with re-runs presented during the mid-year break and during the summer. Over the years, however, both musical and miscellaneous programming have evolved. We have of course presented the cream of French popular singers, from Yvette Guilbert down through the Twenties, Piaf and Montand, the composer-performers such as Brassens and Brel, to the very latest favorites of

French youth like Maxime Le Forestier and Marie-Paule Belle. Lesser-known singers are introduced through programs centering on themes such as the sea, *la contestation*, tobacco, friendship, winter, and so on. We have also offered the French version of American musical comedies like *My Fair Lady*, the first French rock opera *La Révolution française*, and music as varied as Breton and Occitan separatist songs, francophone African music, and Offenbach operettas. All of this music is introduced in French, with some background provided together with a short résumé of the songs and, sometimes, a few of the lyrics. For the past two years we have preceded each of the musical programs with five minutes of news from France, taken directly from short-wave broadcasts of France Inter, and summarized by two French teaching assistants at Amherst College.

Departing almost unconsciously from the committee's suggestions, we have sometimes presented classical music as well. The change came about because we decided to seek interviews with the famous French musicians who came on campus. In this way we had short conversations with Maurice André and Jean-Pierre Rampal, which we then augmented with selections from their recordings. Last year we interviewed Charles Rosen, the American pianist (who, it turned out, has a Ph.D. in French literature) and Swiss-born Blanche Moyse, director of the Brattleboro, Vermont, music center. Beverly Sills has also agreed to be interviewed. With her we hope to discuss the difficulties of singing in French, then to present a portion of her exquisite recording of French songs.

To finance our acquisition of records and tapes, and other — minimal — expenses, we had a one-time grant from the University of Massachusetts, and we now receive a small yearly contribution from each of the colleges in the area.

The non-musical portion of the program has also evolved, sometimes as a result of a deliberate decision, sometimes as a result of offers of help from persons who enjoy the program and who wish to participate. To appeal to the Franco-American population, we aim a program every other week directly at them with our "Soirée franco-américaine". Richard Santerre, of the university, a specialist in Canadian and Franco-American literature, supervises these programs, and does most of the interviewing. On other weeks we present interviews, panel discussions, children's recordings, etc. We try to have at least one program per semester featuring presentations by students at one of the Five Colleges. We take advantage of every special situation. Last year, for instance, we planned three programs around the Bicentennial: the French rock musical *Mayflower*, a discussion about Benjamin Franklin in Paris with Madame Claude Lopez, and an interview centering on Toqueville's anticipations about America.

We have not neglected literature by any means. We have interviewed poets (Serge Gavronsky and Michel Deguy) when they have come to the area, and have had them read their poetry. When Germaine Brée and Georges Lubin spoke at a seminar on George Sand,

they took time to participate in a discussion on Sand for "Tout en français". Last year we paid tribute to both Queneau and Malraux. For two years we presented a literary quiz program once a month, created and hosted by Richard Pini of Amherst College. Perhaps our most distinguished literary program, however, was an original radio play about Colette written especially for us by Elaine Marks on the occasion of Colette's centenary.

Like "regular" programs, "Tout en français" receives fan mail, some emanating from places so distant — such as Framingham, which is in the Boston orbit and, theoretically, shouldn't be able to hear us at all, and New Haven—that we marvel. A survey of our audience conducted during our second year indicated that we have a steady public of moderate size composed of four roughly equal segments: professors and teachers, French-speaking adults, students, and Franco-Americans. Our outreach, however, radiates further, for many teachers report that they tape the program for use in the language laboratory by their students.

While the situation in the Five College area is admittedly more favorable than most to an effort such as ours, it seems to us that it is possible to create some kind of French-speaking program in any institution that has a radio station. And surely it is worthwhile to do so at this particularly difficult period for French. Music is an international language, and the really lovely melodies created by the large group of talented French popular singers and composers can be appreciated even by those who do not understand French. (The program recently had a letter inquiring about a song from *Mayflower* the writer had heard on his car radio while passing through the area!) Furthermore, some American songs have been translated and recorded by French singers. Listening to Hugues Aufray sing Bob Dylan and Nana Mouskouri John Denver may bridge the gap and perhaps even inspire some listeners to learn French.

Here are some suggestions that may be helpful to those of you who might like to try creating an all French-speaking radio program:

1. Start modestly with no more than one half-hour at a time. It is difficult to sustain interest for more than that length of time.
2. It would probably be wise to select a time period when you can hope to have the maximum number of student listeners.
3. Your colleagues will probably be happy to lend you whatever records and tapes they have. The regional division of the French Cultural Services and the Canadian Broadcasting Corporation in Montreal would probably also lend material.
4. Since broadcasting exercises a definite fascination, some of your advanced students might be happy to help announce, or even prepare part of a program.
5. Professors in other departments who have had Fulbright or other grants to France or francophone countries might agree to be interviewed.
6. Obtain as much publicity as you can from the student publication as well as the local press; and try

promoting the program in English as well as in French on the station itself.

7. Keep your colleagues informed about the program; they in turn will tell their classes and perhaps even use it in their assignments.

These suggestions may give you the courage to start your own French-speaking program. Good luck to you and to your potential "chers auditeurs et chères auditrices."

University of Massachusetts, Amherst

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### Language Teaching Conference at Northern Iowa

The Department of Modern Languages of the University of Northern Iowa announces a Conference on New Methodologies in Modern Language Teaching to be held October 28-29, 1977, in Cedar Falls, Iowa. Principal speakers at the Conference are Professor Wilga Rivers of Harvard University and Dr. Roland Schäpers, publishing executive at Max Hueber Verlag, Munich, and author of German language textbooks. Papers will be read and there will be a panel discussion. Inquiries should be addressed to Professor Karl Odwarka, Conference Director, Department of Modern Languages, University of Northern Iowa, Cedar Falls, IA 50613.



Professor Wilga Rivers (left) of Harvard University and Mr. and Mrs. F. W. Nachtmann stand in front of the Pavillon de Lully, in the Cour d'honneur of the C.I.E.P. in Sèvres, where the Minister of Education and the F.I.P.F. hosted this reception for all the AATF members attending the 50th Anniversary Convention.

# Pedagogical News and Notes

edited by Alexander D. Gibson

## I.

The May 2, 1977, issue of *U.S. News and World Report* carried this article: "Behind the Push to Revive the Liberal Arts in U.S. Colleges."

It will be recalled that, when Sputnik was launched into space by the Soviet Union twenty years ago, there was much excitement and grave concern in the United States. As a direct result, there developed a curriculum-reform movement which laid great stress on science courses. There was corresponding neglect and decline of the traditional liberal arts. This trend lasted into the 1960s, when college campuses were the scene of protests against the war in Vietnam.

There was a student demand for "relevancy" of subject material and for more freedom in the selection of courses. This often led to a narrow class schedule for the individual, who chose "highly technical, job-oriented courses, as well as whimsical and frivolous subjects." Business, mathematics, and science courses "predominated," to the detriment of languages, literature, philosophy, religion, and natural and social sciences.

Once again an educational fad has run its course, a frequently recurring phenomenon of American education. Now college officials are finding it desirable to resist the "student-designed approach to education." It was found that job-oriented programs were often not successful in aiding graduates to secure employment. Furthermore, "tens of thousands of college students have found that their education is incomplete and lopsided." Colleges are confronted with "growing criticism and discontent," which emanates from alumni, faculty, parents, and students. These groups are expressing growing concern about the "widening gap between 'general' and 'practical' knowledge," and are demanding that degree requirements be re-examined.

Comments about the current academic situation are enlightening, to say the least. President Botstein of Bard College states: "The ignorance among present college students in matters of politics, economics, history, sciences, technology, art, and culture is appalling." President Muller of Johns Hopkins University says: "We are turning out highly technical and highly skilled people who are literally barbarians." President Lockwood of Trinity College (Hartford) comments: "They begin knowing more and more about less and less." In the words of President Jordan of Kenyon College, "Employers want people who know how to think effectively, who are articulate and able to reason . . . It does little good to know a lot about physics, or economics, or medicine, if you know nothing about Socrates or Shakespeare or the Norman conquest, because you won't be able to relate your work to society at large or put it in an historical context."

The president of Dartmouth, John G. Kemeny, comments: "In today's time of rapid change, it is the narrowly focused courses that lose their value fastest.

Three years after a person graduates, in many fields he's going to have to go back for retraining, anyway." Dean Rosovsky of Harvard's faculty of arts and sciences charges "that much of today's education has no 'common denominator' in the liberal arts. Students must have an 'informed acquaintance' with a wide variety of basic subjects before they can be considered truly educated." Professor Williams (history and science) of Cornell observes: "It is going to take more than four years to show a student exposed only to rock 'n' roll that Mozart is better than pop groups and that Shakespeare makes more sense than modern pornography."

The presence of so much smoke indicates that fire is involved. It is so interpreted by many colleges which are taking steps to "revive the liberal arts." Foremost in that drive is the American Association of State Colleges and Universities, which represents over 300 public institutions. It issued a policy statement last February, asking for a "new focus on the humanities."

Among the collegiate institutions which have taken steps in support of that movement are Middlebury College and Stanford University from the private sector. They have reinstated graduation requirements for basic courses in the humanities. Undergraduate education at Harvard is being extensively reviewed by "seven faculty task forces."

At Kenyon College, the return to favor of the humanities is meeting with student approval. One comment from that quarter merits quotation: "The beauty of this approach is the revelation of how each aspect — religion, politics, art, music — reflects and affects other parts of life." This is a refreshing and encouraging comment from an undergraduate. Few could better state the case for the revival of the humanities.

## II.

While preparing the preceding article, we made the fortuitous and timely discovery — in the July 6, 1977 issue of the *Boston Herald American* — of a featured article by Craig R. Charney, a 1977 Brandeis University graduate. Entitled "The Confessions of a College Student," it deals specifically with the role of the humanities in undergraduate education.

Critical of the "almost absolute freedom of curricular choice prevailing at leading colleges today," the writer describes the "patchwork of courses" he was permitted to take at Brandeis, with the result that he knew a lot about a little and had very limited knowledge of "almost everything else." He points out that narrow specialization does not permit one to "establish a coherent intellectual outlook."

The Brandeis graduate describes the background of the current situation, as follows: "The collegiate anarchy of the 1970s is in part a legacy of the 1960s, when college students rebelled against the pedantry and rigidity of what went under the rubric of general education. A few schools dropped requirements outright, like Brown. Many others set up distribution requirements, letting students take any one or two classes of their choice in the humanities, arts, and

sciences In a broader sense, the situation today is a consequence of the general collapse of intellectual authority in the contemporary era."

He states: "What is needed is the re-establishment of liberal education," which he defines as follows: "The distinctive characteristic of liberal education is that it tries to acquaint students in every discipline with the major strands of Western thought . . . Colleges should make sure that they demonstrate some knowledge of the major humanities, sciences, and social studies. Students need the chance to survey each important field, not just a distribution requirement to take a few terms of exotica. Faculty advisers must help students to think out their programs, not just rubber-stamp their course cards, as they do today."

He refers to the current concern at Harvard about this problem, as evidenced by the establishment of a committee which, in the words of Dean Rosovsky, will "determine what common intellectual experience should be required of all students and what particular skills should be expected of all students."

In conclusion, Mr. Charney writes: "What is needed is a balance between classical and modern ideas, between general and specialized learning, between freedom of study and intellectual discipline. The *status quo* gives students the chance to flounder; liberal education would offer them the chance to formulate their own approach to the world."

### III.

A new publication, *Contemporary French Civilization*, made its first appearance last fall. Published triannually (fall, winter, and spring) by the Department of Modern Languages at Montana State University, it is an interdisciplinary journal which is "devoted to the study of French-speaking cultures throughout the world." In addition to publishing articles (French or English) and notes, *CFC* will feature interviews, reviews, and selected annotated bibliographies. Subscription rates are: Individual — 1 yr. \$8.00; Institutional — \$10.00. Subscription correspondence should be addressed to Phillip Grant, Department of Foreign Languages and Literatures, University of South Carolina, Columbia, SC 29208; editorial correspondence should be sent to Bernard Quinn, Department of Modern Languages, Montana State University, Bozeman, MT 59715.

### IV.

A letter from the State University of New York (Albany) announces the award of the Prix LaGrange to Professor Raymond Ortali of that institution by the French Académie des Inscriptions et Belles Lettres. The prize was awarded for Professor Ortali's two-volume critical edition (Didier) of the *Oeuvres poétiques* of the 17th-century French poet Claude Malleville.

### V.

Thanks to Josette Hollenbeck of Appalachian State University, we can announce that the African

Literature Association Conference will be held April 5-8, 1978, at the Boone, North Carolina, home of that institution. Papers should be submitted no later than January 10, 1978. Papers written in English should be addressed to Ahmed al-Haggagi, Department of Philosophy and Religion; those written in French should be sent to Josette Hollenbeck, Department of Foreign Languages, Appalachian State University, Boone, NC 28608.

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### Linguistics Colloquium at Indiana University

A Colloquium, *Issues in French Phonology*, organized by the Department of French and Italian of Indiana University, will be held at the Memorial Union on the Indiana University campus at Bloomington on September 28-29, 1977. There will be four presentations: The Status of the Nasal Vowels; Liaison: Consonant Truncation or Insertion?; The Status of Mute "e"; The Evolution of the Oral Vowel System: Synchrony and Diachrony.

The Colloquium will be followed by the *Conference on the Differentiation of Current Phonological Theories*, September 30-October 1, 1977, organized by the Department of Linguistics of Indiana University.

Additional information on the Colloquium may be secured from Professor Albert Valdman, Department of Linguistics LH 017, Indiana University, Bloomington, IN 47401.

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### 1977 Colloquium on Nineteenth-Century French Studies

The Third Annual Colloquium on Nineteenth-Century French Studies will be held at the Ohio State University on October 14-15, 1977. Those interested in attending may write for registration forms, hotel information, and the conference program from Professor Robert L. Mitchell, Department of Romance Languages and Literatures, Ohio State University, 1841 Millikin Road, Columbus, OH 43210.

### 1978 Colloquium on Nineteenth-Century French Studies

Michigan State University will host the fourth annual Colloquium on Nineteenth-Century French Studies, October 12-14, 1978, at the Kellogg Center in East Lansing, Michigan. Those wishing to submit a paper for consideration should send two copies of a complete, ten-page text by April 15, 1978, to Professor Eugene F. Gray or Laurence M. Porter, Department of Romance and Classical Languages, Wells Hall, Michigan State University, East Lansing, MI 48824. Comparative, interdisciplinary, historical, sociological, semiotic, psychological, philosophical, and art-historical essays are welcome.



## Journal on Language Problems and Planning

*Language Problems and Language Planning* is the title of a journal to be published beginning in 1977 by Mouton & Co. of The Hague and Paris. The editor is Richard E. Wood of Adelphi University, Garden City, N.Y. The purpose of the journal will be to provide a forum for article-length studies, reviews, and review essays on problems and policies associated with language as a social phenomenon. Problems of language diversity, linguistic minorities and their rights, language in education, the standardization and development of languages, the role of language in economic planning, and language-related attitudes and behavior are examples of the topics that the journal will cover. It will particularly emphasize comparative studies, case studies with general significance, and studies of language problems that transcend the boundaries of a single country.

*Language Problems and Language Planning* will be an international journal in every sense. Its editorial committee will represent all parts of the world. The title of the journal will appear in several languages on the cover, and there will be no restriction on the language in which an author may propose a manuscript, except the ability of the editor to find competent reviewers. (Professor Wood himself reads 25 languages.) Summaries in other languages, depending on the desired audience, will accompany articles, and the editorial office will also arrange for any article to be translated into any language for a moderate fee.

An important aim of the journal will be to bring expertise on language planning to countries and groups which need it most but have least access to it otherwise. *Language Problems and Language Planning* is intended not just for social scientists and people actively engaged in language-planning activity, but also for those who face language problems in their work or life and would like to understand better the nature of these problems. With this in mind, a cornerstone of the editorial policy will be that scholarly writing can be scientific and still understandable to non-experts. The subscription price of 30 gld. (\$12.00) per volume (3 issues), about half that of comparable journals in related fields, is also designed to encourage a wide readership.

*Language Problems and Language Planning* will begin publication in early 1977 with a special issue on "Language Problems and Language Planning in the British Isles." With an introductory essay by Michael Hechter (author of *Internal Colonialism: The Celtic Fringe in British National Development 1536-1966*), this issue will contain articles and reviews by Tomás Ó Domhnailláin, John R. Edwards, John Van Eerde, Carl James, Patricia R. Nichols, and Richard E. Wood, on language problems, movements, and policies in England, Scotland, Ireland, and Wales. Special issues with geographical or topical foci will be an occasional feature of the journal in the future as well.

Actually, *Language Problems and Language Planning* (which will probably go the way of most titles and be referred to as *LPLP*) is not a new journal,

strictly speaking. It is the continuation of a journal called *La Monda Linguo-Problemo*, which has been published by Mouton since 1969. Under its new title, the journal will expand its coverage to deal in a major way with language policy, in addition to practical language problems, which have been the focus of attention up to now. The first issue of *LPLP* will bear the number 19 (volume 7, number 1).

Editorial correspondence should be addressed to Professor Richard E. Wood, Department of Languages and International Studies, Adelphi University, Garden City, NY 11530 U.S.A. Subscriptions may be entered with Co-Libri (agent for the publishers, Mouton), Box 482, The Hague 2076, Netherlands. For the convenience of North American subscribers, a subscription agent has been appointed for this journal in the United States: write (and make check payable) to *Language Problems and Language Planning*, Box 105, Pharr, TX 78577.

Professor Wood informs us that a future issue of *LPLP* will concentrate on the francophone West Indies. Submission of manuscripts on this and other topics is encouraged. — Editor.

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## 1978-79 NEH Fellowships in Residence

The National Endowment for the Humanities has announced that its program of Fellowships in Residence for College Teachers will offer sixteen seminars during the full academic year of 1978-1979. These seminars will cover the different disciplines of the humanities and the humanistic social sciences, and will be located at universities throughout the country. Between six and twelve college teachers will be selected to attend each seminar. The maximum stipend for Fellows is \$14,500 plus a moving and travel allowance of \$500 for those who are not commuting from their own homes.

The purpose of the program is to provide opportunities for faculty members of undergraduate and two-year colleges to work with distinguished scholars in their fields at institutions with library collections suitable for advanced research. Through research, reflection, and discussion with the seminar director and their colleagues in the seminar, participating college teachers will sharpen their understandings of the subjects they teach and improve their ability to convey these understandings to their students.

Two seminars for 1978-79 will be of particular interest to teachers of French. Professor Anna Balakian will direct a seminar entitled "From Symbolism to Surrealism" at New York University in New York City, and Professor Henry H. H. Remak will direct another on "European Romanticism and Its Subsequent Cultural Impact" at Indiana University in Bloomington.

Application materials, including descriptions of the seminars for 1978-1979, are available upon request from the Division of Fellowships, National Endowment for the Humanities, 806 15th Street, N.W., Washington, D.C. 20506. The deadline for submission of applications will be November 7, 1977.

