



American Association of Teachers of French

NATIONAL BULLETIN

Volume 15 No. 3 January 1990

Sixty-Third Annual Meeting American Association of Teachers of French

Jointly with the LSU International Colloquium on Culture and the Teaching of French

July 2-5, 1990 (Monday-Thursday)

Sheraton New Orleans Hotel and Towers, New Orleans, LA 70130

Regular Sessions from early morning through early afternoon

Afternoon Workshops: LSU Colloquium; L'Utilisation du Minitel

Emphasis on the Louisiana French Experience, plus traditional sessions on aspects of Francophone culture

This will be only the second national meeting in New Orleans since the Association was founded in 1927

PROPOSALS FOR PROGRAM PRESENTATIONS SHOULD BE SUBMITTED BY APRIL 15, 1990 TO:

Professor Stirling Haig

President, AATF

Department of Romance Languages

University of North Carolina — Chapel Hill, NC 27599-3170

Telephone: (919) 962-0158 or (919) 962-2082, leave message

POTENTIAL EXHIBITORS and CONVENTION PROGRAM ADVERTISERS

should write to the following address for more detailed information:

Mr. Mark A. Knowles

AATF Exhibits

c/o 1990 Annual Meeting

57 E. Armory Avenue — Champaign, IL 61820

Telephone: (217) 383-2842 — FAX: (217) 244-2228

Hotel rates: \$68, single or double, \$78 triple or quad plus 11% hotel tax

Firm Deadline for Pre-registration and Hotel Reservations: June 1, 1990

All current AATF members will receive more complete information and necessary forms in Spring 1990.

Or write to: AATF Convention Registration, 57 E. Armory Ave., Champaign, IL 61820.

COME JOIN US THIS SUMMER FOR A UNIQUE LOUISIANA EXPERIENCE!

Inside this issue...

Minitel and the AATF	3	FLES*	13
ACTFL French Scholarships	4	Student Exchanges	14
NEH Summer Programs	10 and 11	Election Results	16
Other NEH Programs	12		

CHAPTER NEWS

FLORIDA CHAPTER

This is the 6th year that the Florida Chapter of AATF is represented on the CONGRÈS Board (to sponsor the President of the Congrès Board is a great responsibility that is very time-consuming). For 3 out of the 6 years, an AATF Board member sponsored the President of Congrès.

CONGRÈS, or Congrès de la culture française en Floride, is an annual meeting of approximately 1600 students and sponsors from 100 schools throughout Florida. The officers are all high school students and the event is run by the students with the help of their teachers, who serve as sponsors. Students compete for 2 days in *Déclamation, Discours, Pièce* etc. and they are exposed to various aspects of French cultural activities.

A few years ago, the Louisiana AATF Chapter sent a representative to the Congrès and in the following year held the first Louisiana Congrès. We welcome representatives from other states to the 1990 Congrès to be held on March 29, 30, 31 in sunny Orlando. It is always inspiring to see so many young people immersed in the French culture.

The Florida Chapter of AATF also supports the CONGRÈS by providing a \$500 scholarship to a deserving student whose sponsor is a member of AATF.

The Florida Chapter of AATF, for the first time, is offering a scholarship to a university student majoring in French and planning to teach in Florida. Applications are currently being received.

Eliane Kurbegov
President

MAINE CHAPTER

The Maine Chapter of AATF met Saturday, December 2, 1989 at John Martin's Manor in Waterville. The agenda included a presentation by a representative of the Cultural Service of the French Consulate in Boston, followed by a business meeting, buffet luncheon, and a working session incorporating the information received.

Carolyn Eades, cultural attaché, explained the services and materials available through her office. She showed examples of the materials available and left several videos which may be shared by the members of the local AATF. She offered various suggestions for the materials and information about cultural services her office may perform for teachers.

A business meeting followed the presentation. Topics of discussion were the scholarships and programs available through sponsorship by the AATF, plans for an immersion in Québec in the coming summer, as well as several announcements and ideas for future development. Scholarships are available for teachers through the national organization. These are for *stages de formateur*, requiring recipients to share their knowledge gained by presenting workshops to other teachers. The applications for these scholarships must be filed by January 8, 1990. The local AATF also presents the Lauriana Boucher Scholarship to a high school senior who plans to continue his or her study of French or to a college student currently studying French. Criteria and information about the application process for these scholarships are available from Karen Larson. The Grand Concours was discussed. Dana Clinton, from Berwick Academy, has agreed to be contest administrator. Assistants are still needed. NACEL is seeking a coordinator for its program for the State of Maine. Participants in the Québec immersion program of two years ago briefly explained that program. The program is sponsored jointly by AATF and the Québec government. Julie Rand, Sue Leonard, Ann Sullivan and Cathy Charles offered to serve on a committee to organize the immersion for this year, but they would like another volunteer to serve as chairperson. Other matters discussed were: the need to send an officer to represent the AATF at the FLAME

Conference Committee meeting at the end of December; a call to form an activities committee; the need to review and revise the constitution of the local organization.

Following lunch, Theresa Bridges presented materials sent by the Public Affairs office of the Québec Government Office in Boston. Teachers then broke up into groups by levels taught to form a lesson plan incorporating the information and materials presented during the day. Ideas were then shared with the entire group.

Before leaving, participants had the opportunity to apply to the University of Maine to receive .5 CEU credits towards recertification.

Janice L. Clain
Secretary

MEMBERS' NOTES

Michael D. Oates, Professor of French at the University of Northern Iowa in Cedar Falls, received the Nelson Brooks Award for Excellence in the Teaching of Culture at the November 1989 meeting of ACTFL held in Boston.

June K. Phillips, Executive Director of the Tennessee Foreign Language Institute in Nashville and Kathleen M. Rordan, Director of Foreign Languages for Springfield Public Schools in Springfield, Massachusetts have been elected to ACTFL's Executive Council.

AATF NATIONAL BULLETIN

Volume 15 Number 3

January 1990

Editor: Jane Black Goepper, Holmes High School, Covington, Kentucky.

Editorial Assistant: Josiane Leclerc-Riboni, University of Cincinnati.

Reading Committee: Mathé Allain, University of Southwestern Louisiana; Art N. Burnah, Provo High School, Utah; Therese C. Clarke, Williamsville Central School District NY; Gisèle Lorient-Raymer, University of Louisville; Elizabeth Miller, Phillips Brooks School, Menlo Park, CA; Pierre Sotteau, Miami University, Oxford Ohio.

The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 431 Collins Avenue, Cincinnati, Ohio 45202. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, *The French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Second class postage paid at the Champaign, IL Post Office. Office of Publication: 57 East Armory Avenue, Champaign, IL 61820.

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

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

MINITEL AND THE AATF CONNECTION

In Summer 1989, Minitel Net inaugurated its New York "gateway" to the 8000 services offered in France by Télétel, the organization which provides the services viewed on a Minitel terminal. At the same time, Minitel Services Company (MSC) opened access to Minitel Net's gateway through Infonet's telecommunications network of some 150 local access telephone numbers throughout the United States. On Infonet's network, connection time to services is billed to the user's credit card on a sliding rate scale, which currently ranges from \$.12 to \$.53 per minute for Télétel's "grand public" services. The result has been to open access to Télétel throughout the United States at roughly twice the price of access in France. For those living in US localities not having a local access telephone number, long-distance charges to the nearest number will also be incurred.¹

In early 1989, US Videotel (USV) launched in the Houston area its "InterActive Network," a full scale Minitel type operation, offering a series of English language services aimed at the general public. They have just recently opened a similar branch operation in Dallas. USV also provides access to Minitel Net's gateway and most of the general public Télétel services, but for a flat fee of \$.45 per minute in addition to monthly subscription rates. USV is accessible from anywhere in the US but has local access numbers in only Houston and Dallas.² Additional "videotex" experiments, some using the Télétel graphics protocol, are currently in progress or planned for other areas.

These developments in the videotex industry, which cap an experimental phase of about two years, have created exceptional opportunities for the teaching of French in the United States. AATF's Pedagogical Commission has been following Minitel's progress in the US and has been seeking assistance from the French government to train our members in the nuts and bolts of Minitel technology and its potential pedagogical applications. During the 1989 Convention in Paris, the Pedagogical Commission was invited to send a representative to a one-week Minitel workshop in Paris during September organized by Régine Thomas of the Ministère des Affaires Étrangères. I was selected to participate in that workshop and have returned firmly convinced of the potential benefits for our profession. The Services Culturels have been supporting experimental Minitel projects on a limited basis during the past year and intend to increase that support during 1990. The moment has come for full realization of the Minitel's potential as an accessible, affordable, easy, and useful technology for the French classroom in the United States. The moment has also come for AATF to play a major role in developing that potential by providing information, training, and technical support as well as a strong voice for lobbying the industry to respond to our needs.

The Pedagogical Commission is planning two open sessions and a workshop on Minitel technology and applications for the 1990 AATF Convention in New Orleans. The two-part workshop, which will take place on two consecutive afternoons, will be led by French Minitel experts, AATF "Minitélistes" from university and high school levels, and hopefully representatives from the American videotex industry as well. It will concentrate on hardware and software technology and on-line navigation of services with demonstrations and hands-on practice. The open sessions are more general and will be accessible to those with little or no Minitel technical knowledge or experience. Workshop participants should plan to attend the open sessions for essential background information. The tentative schedule and contents of the sessions and workshop are as follows:

Tuesday, July 3, 1990. Morning Open Session.

"The Videotex Phenomenon in France and the USA." Representatives of the videotex industry will be invited to discuss the past, present, and future of the Minitel and other videotex technologies and networks in North America, France, Common Market Countries, and elsewhere. **Afternoon Workshop.** "L'Utilisation du Minitel, I: La Technologie." Two topics will be presented: 1) connection to services from all points in the USA — telephone access

options both local and long-distance, rates, billing, navigation of the gateways; 2) hardware and software use — the Minitel terminal and peripherals, emulation software for PCs (IBM, Apple, Macintosh, Commodore), printing and printers, interfacing with television and VCR, projection with LCD panel and large screen TV projectors, and production of transparencies for overhead projectors.

Wednesday, July 4, 1990. Morning Open Session.

"L'Utilisation pédagogique du Minitel." Presentations will cover subjects such as introducing the Minitel into the curriculum, logistical problems and their solutions, and case studies of successful pedagogical applications. Presenters will include teachers from American high school and university levels as well as French experts. **Afternoon Workshop.** "L'Utilisation du Minitel, II: Les Services." The session will be devoted to consultation of videotex services: basic structures of typical services — electronic mail, chat lines, tree-structured bulletin boards, databases; navigation of sample services; description and exploration of services of pedagogical interest.

It is hoped that a network of "Minitélistes-Consultants," trained in the workshop, can be established throughout the United States, one per AATF chapter, to be available for on-site demonstrations, training, and technical support within the geographical area of their chapter. Chapters are encouraged to start the search and selection process to name their "Minitéliste-Consultant" now and also to offer funding to help defray costs of workshop participation. AATF is currently seeking funds to match chapter contributions for those individuals designated by their chapter as "Minitéliste-Consultant."

In addition to organizing the workshop, the Pedagogical Commission is exploring possibilities for the creation of an AATF on-line service of its own. Service features being considered include a bulletin board for current information concerning the contents and pedagogical uses of Télétel services (contacts have already been established with French experts willing to assist with this feature) as well as hints and news about Minitel technology and products, an electronic mail feature for Minitel technical support (questions from users and answers from experts), and a chat line for "live" student conversations or teacher conferences. With a service of its own, AATF could envision projects — even contests — to encourage exploration of Minitel technology and Télétel services.

On behalf of the Pedagogical Commission, I am currently involved in discussions with members of the American videotex industry concerning several logistical matters of importance to our profession. First, some technological refinements of the Minitel emulation software for PCs are necessary. Several different versions now exist for IBM, Apple, Macintosh, and Commodore, each with its virtues and shortcomings. It appears that most of the desirable features for pedagogical purposes are available (recording, viewing, editing, and printing "screens" as either text or graphics, either singly or in a series) but not in the same version. Second, a billing system suitable to educational institutions must be developed. Finally, there needs to be a configuration of Minitel hardware meeting classroom needs readily available for rent and/or purchase at a reasonable price. Terminal and peripheral configurations suitable for use in the classroom, permitting connection to a television set for group viewing and storing and printing of screens, are easily obtained in France but not in the US. Models with internal 1200/1200 baud modems, which would permit connection to the entire Infonet network in the USA, are also available on the French market. The Minitel models currently in mass distribution in the US have 1200/75 baud modems, which can access Infonet through only twelve major US cities as of now.

I would appreciate hearing reactions to these ideas from AATF members, particularly (1) those desiring to participate in the 1990 Convention workshop, (2) those who have model pedagogical applications they would like to share in the 1990 Convention open session on "L'Utilisation pédagogique", (3) those with suggestions

for the videotex service, and (4) those with suggestions concerning additional logistical problems or solutions. Please contact Townsend W. Bowling, Division of Foreign Languages, University of Texas at San Antonio, San Antonio, Texas 78285.

Townsend W. Bowling
University of Texas at San Antonio

¹Call MSC, (914) 694-6266, to obtain free emulation software, which contains full instructions for signing up on-line for immediate access to French services.

²Call USV's Marie-Anne de Lussy at (713) 840-9777 for information about subscribing to US Videotel's InterActive network. Options include rental of a Videotel Terminal (US version of Minitel) or purchase of emulation software.

ENROLLMENT NOW OPEN FOR NEW AATF EDUCATORS PROFESSIONAL LIABILITY INSURANCE PLAN

A Charter Enrollment Period is currently in progress for AATF's newest Group Insurance Plan: the Educators Professional Liability Insurance Plan. Enrollment closes March 1, 1990.

This new Plan financially helps protect members with up to \$1,000,000 for alleged errors or mistakes in the delivery of — or failure to deliver — professional services... even while tutoring. The Plan pays legal fees and related court costs even if the allegations of a suit are groundless, false or fraudulent.

Educators Professional Liability Insurance provides first dollar coverage with no deductibles required. Additionally, this Plan includes benefits not normally found in most employer's policies. The following is a brief listing of the types of liability lawsuits that would be covered under this new Plan:

- * Failure to educate
- * Alleged sexual misconduct (claims expense coverage provided unless final judgment adverse to Insured)
- * Professional errors and omissions
- * Libel, slander, defamation of character
- * Breach of professional duty

In addition to teachers, coverage may be obtained by faculty members (including Division and Department Chairmen), librarians, research scholars, colleagues and instructional staff members of "educational institutions". Coverage for self-employed consulting and tutorial activities on a part-time basis is provided automatically and at no additional cost.

Insured members will be paid up to \$250.00 for loss of earnings each day they are required to attend a trial, hearing or arbitration proceeding, up to a maximum of \$5,000 for any one series of trials, hearings or arbitration proceedings.

Members will be receiving information about the new Educators Professional Liability Insurance Plan in the mail. For further information, contact the Insurance Administrator: Albert H. Wohlers & Co., AATF GROUP INSURANCE PLANS, 1440 N. Northwest Highway, Park Ridge, IL 60068-1400. Call toll-free: 1 (800) 323-2106. In Illinois: (708) 803-3100.

DEADLINE FOR SUBMISSIONS FOR THE 1989 KENNETH W. MILDENBERGER PRIZE

The Modern Language Association of America announces the deadline for submissions for the Miltenberger prize. This prize is open to nonmembers as well as to members of the Association.

The Committee on Honors and Awards of the Modern Language Association invites nominations for the tenth annual Kenneth W. Miltenberger Prize. The committee solicits submissions for an outstanding research publication in the field of teaching foreign languages and literatures. The prize will be awarded for a work

(book or article) published in 1989. Authors of works nominated need not be members of the Association. In selecting a recipient for the prize, the selection committee will look for evidence of fresh and effective approaches to teaching and for works that are likely to be widely useful. The award, which consists of a check in the amount of \$500, an engrossed certificate, and a year's membership in the MLA, will be announced and presented at the Association's annual convention in December of 1990.

To enter works into competition, send six copies of each work and a letter of nomination indicating the titles submitted, the authors, and the dates of publication to the Kenneth W. Miltenberger Prize, Modern Language Association, 10 Astor Place, New York, NY 10003. Nominations will be accepted until **31 May 1990**. For further information, please call or write Richard Brod, Director of Special Projects, Modern Language Association.

ACTFL FRENCH SCHOLARSHIP PROGRAM

With support from the Cultural Services of French Embassy, ACTFL is pleased to announce a **third year of scholarships for teachers of French**. Thirty scholarships will be available for study at two pedagogical institutes in France during the summer of 1990. The purpose of these scholarships is to provide a group of selected teachers with the opportunity to develop expertise and leadership in two areas of teaching French as a foreign language:

- Institute 1: Teaching French in the elementary grades
- Institute 2: Teaching French for business

Scholarship winners will thus be provided with the necessary skills to develop model programs or teaching units at their home institutions or for their school district.

The 3-4 week seminars will be conducted as an immersion program and will include content-based instruction, field work, and the development of model programs and materials which will serve as resources to other teachers in the United States.

Support is available for tuition and room and board. Transportation costs will be the responsibility of the participants. We encourage all eligible teachers to write for application materials so as to take advantage of this unique opportunity for ACTFL members.

ELIGIBILITY: Institute 1 (Elementary): Applicants must be teachers in a public or private elementary or secondary school during 1990-91.

Institute 2 (Business): Applicants must be teachers of French in a public or private college, university or high school. Teaching Assistants are eligible.

ACTFL membership is required of all applicants.

APPLICATION: Application materials are available from ACTFL. Applicants will need to provide a letter of recommendation from a supervisor, endorsement from their institution, and an essay describing a plan to implement the results of the institute upon their return to their home institutions. **Deadline for submission of applications and supporting documents: March 1, 1990.**

SELECTION: An ACTFL ad-hoc selection committee will review all applications and make recommendations to the French Cultural Services, which will make final selections. Selections will be made on the basis of interest in the project and plans for future implementation and follow-up.

NOTIFICATION: The French Cultural Services will select and notify candidates directly.

**FURTHER INFORMATION IS AVAILABLE FROM ACTFL;
6 EXECUTIVE PLAZA; YONKERS, NY 10701-6801
ATT: ISABELLE KAPLAN**

ACTFL gratefully acknowledges the generosity of the French Embassy for support of this program.

USING APPLEWORKS TO PRINT FOREIGN LANGUAGE ACCENTS¹

AppleWorks (2.1), now distributed by Claris, Apple's software division, continues to be perhaps the best known word processing program ever created. Much of *AppleWorks*' popularity comes from its ability to integrate word processing files, data base files and spreadsheet files. Unfortunately, however, foreign language teachers who use *AppleWorks* to prepare exams and letters in French, or Spanish, or German, etc., have always had to print their files and then fill in the accents with pen or pencil. However, there are three relatively new software programs which allow the printing of foreign language accents while using *AppleWorks*: *The Character Factory*, *EuroWorks*, and *SuperFonts*. With each of these programs, I created files at least three pages in length, printed them at different characters per inch and in different print modes on an ImageWriter II printer without sacrificing printing speed. I was pleased with the results of all three programs; other features and limitations will be mentioned during the description of each program.

The Character Factory (2.2), in its 5.25-inch format (a 3.5-inch disk is also available), is a two-disk set: a program disk and a character disk, already containing French, Spanish and German (as well as math and assorted other) character sets. (The program also allows the creation of entirely new character sets.) The user simply loads an existing set, say the French character set, onto the program disk, and renames the set (e.g., FRENCH.AW). The user then chooses, one by one, the various accented letters and puts them in place of existing keys. For instance, my @ prints an "e" with an acute accent; my # prints an "e" with a grave accent, etc. Depending on how many "regular" keys the user is willing to forgo, the user may have access to quite a few accented characters. I recommend creating a keyboard map, that is to say, deciding how many keys and which ones can be changed over to accented letters before starting the process.

The manual which accompanies *The Character Factory* explains this transfer procedure in clear detail, as well as how to prepare a character set for use, how to elect automatic downloading of the set to the printer, and how to install a custom printer in *AppleWorks*, which is necessary to download the character set. The program supports several popular brands of printers (Apple, Epson, Okidata and Star), as well as other printers which can receive printer control codes. The major disadvantage of this program is that each accented character must be preceded and followed by the two-key stroke which allows either bold-print characters or underlining in *AppleWorks*, but which accesses the special characters in *The Character Factory* program. Because I can do without bold print, but not underlining, I must do a CONTROL + b before and after each and every accented letter. The screen, of course, does not reflect what will be printed. Here's an example of what I see when I type a French sentence with *The Character Factory*: H ^ @ ^ l ^ # ^ ne parle ^ \$ ^ Fran ^ = ^ oise. The hard copy is fine and should be used to proof one's work.

EuroWorks (1.3) is a double-sided 5.25-inch disk with the program on one side and instructions in *AppleWorks* files on the other. Installation instructions are detailed and the user can be typing in any one of four (French, Spanish, German, Italian) foreign languages or English in approximately forty-five minutes. In most cases, the program makes use of existing keys, e.g., ` , ^ and ~; the accent trails the letter a little only on the screen, but is properly placed when printed. Because this method takes care of the grave, acute (the apostrophe-key), tilde and caret, the remaining two marks, the french cedilla and the multi-language dieresis are treated with an all-purpose asterisk. To print the French word for waiter or young boy, the user types *le garc*on* and the correct accented form is

printed. What the user sees on the screen is quite close to what is printed. For instance, the same model sentence as before is: He 'le' ne parle a ` Franc*oise. Proofing could be done before printing. (*EuroWorks* accomplishes its ability to create accents through macros, which, just prior to printing, make some interesting screen displays.)

There are, however, a few limitations to *EuroWorks* the user ought to know. The program runs best on a Seikosha SP-1000AP printer. Nevertheless, it also supports the Apple Scribe, ImageWriter I and II, and the Mannesmann Tally MT85/86 with ImageWriter Interface Module. (As I said before, I used an ImageWriter II, which is the least recommended printer for *EuroWorks* and still found the results to be satisfactory.) *AppleWorks* allows print in bold, underline, superscript and subscript. With *EuroWorks*, depending on foreign language and printer type code, the user may use only one or two of these print options. Furthermore, the user may not mix two non-English languages in one file; the instructions even warn against mixing English and a foreign language, but I have had no problems. Finally, because if the user interrupts a file during printing, there is some "cleaning up" to do before continuing, short files are probably best.

The third way to print foreign language accents while using *AppleWorks* is with one of Beagle Bros' *Time-Out* series called *SuperFonts*. This program comes packaged with both 3.5-inch and 5.25-inch disks. Chapter 2 of the manual explains how to install the *TimeOut* program (included on the *SuperFonts* disks) on *AppleWorks* before using *SuperFonts*, while Chapter 3 is a tutorial on *SuperFonts*. The manual is very well done.

Most of the *SuperFonts* fonts (Chicago, Geneva, New York, etc.) have three distinct character sets; the foreign language characters are found in the first extra character set. To access this set, unfortunately, the user must use a four-stroke command (<x2>) before the accented character and a four-stroke command (<x1>) after it to return to the standard character set. One solution to having to use so many key strokes is to write a macro; two-key strokes, for example, having the same effect as four. Another solution is to use Beagle Bros' *GS Font Editor* to create a printed "e" with an acute accent when the user hits @, a printed "e" with a grave accent when the user hits #, etc (Don't be fooled by the name GS: it runs also on the IIc, c+ and e; 128K and a mouse are required.). The instructions for the *Font Editor* are very specific, and the benefits are well worth the effort. This is my personal choice. For example, *SuperFonts*, modified or unmodified, has several interesting font styles (shadow, inverse, outline, and italic), as well as all the normal *AppleWorks* print options of bold, underline, subscript and superscript; there is no need for "characters per inch" because *SuperFonts* are proportionally-spaced fonts and the user just chooses a different size character set of the same font. And finally, *SuperFonts* lets the user print to the screen before printing at the printer and put Hi-Res or Double Hi-Res graphics in a file.

The Character Factory, \$24.95.
2310 Oxford Road
Tallahassee, Florida 32304
1 (800) 627-3836

EuroWorks, \$20 for one foreign language, \$30 for all four.
S. A. AuTeur Company
PO Box 7459
Beaverton, Oregon 97007
(503) 645-2306

TimeOut SuperFonts, \$69.95.
GS Font Editor, \$49.95
Beagle Bros, Inc.
6215 Ferris Square, Suite 100
San Diego, California 92121
1 (800) 345-1750

Lyle R. Polly
Southwest Missouri State University

¹To access the several foreign language characters available in the international character set of most dot matrix printers, see: Warren Williams, "Using *AppleWorks* in Foreign Languages," *AppleWorks Forum* 3, May 1988: 7-12, or Leo C. Curran, "AppleWorks Does Foreign Languages," *The Modern Language Journal* 73 (1989):66-70.

CORRECTION

It was inadvertently reported in the September 1989 issue (15.1.17) in the article "Rendez-vous à Québec" that Linda Wallinger of Virginia was not a scholarship holder (see photo caption). That information is incorrect, Linda was indeed an AATF scholarship holder. Our apologies!

PREMIÈRE RÉUNION À QUÉBEC DES COMMISSIONS D'ÉCHANGES CULTURELS DE LA NOUVELLE- ANGLETERRE

Les Commissions d'échanges culturels des États de la Nouvelle-Angleterre, réunies pour la première fois à Québec à l'initiative du Secrétariat permanent des peuples francophones et de l'Action pour les Franco-Américains du Nord-Est (Act.FANE), ont terminé leur rencontre de trois jours par une déclaration à l'intention des Premiers ministres des provinces de l'Est du Canada et des Gouverneurs des États de la Nouvelle-Angleterre. Les Commissions invitent le gouvernement du Québec, "seul gouvernement francophone en Amérique du Nord", et les États de la Nouvelle-Angleterre à "renforcer" leur coopération notamment dans les domaines de la culture, des arts, des sciences, de l'histoire et de l'éducation.

Cette réunion a permis aux Commissions d'échanges culturels chargées dans leur État respectif de promouvoir le fait français, et, composées en grande partie de Franco-Américains, de connaître les ressources du Québec dans les secteurs du livre, du manuel scolaire, du logiciel (didacticiel), des journaux et périodiques, du disque et de la vidéo.

Les participants ont pu rencontrer des représentants de l'entreprise privée dans le domaine des industries culturelles de même que des ministères des Affaires internationales, de l'Éducation, des Affaires culturelles et des Communications.

Les membres des diverses Commissions présentes à Québec ont convenu de tenir leur prochaine réunion en parallèle à la 18^e Conférence annuelle des Gouverneurs de la Nouvelle-Angleterre et des Premiers ministres de l'Est du Canada, qui aura lieu à Mystic au Connecticut en juin 1990.

Enfin, la délégation américaine a fait valoir que le million de descendants d'émigrants canadiens-français en Nouvelle-Angleterre constituait un marché potentiel important pour les produits culturels francophones.

STAGE D'ÉTÉ À L'ALLIANCE FRANÇAISE DE PARIS

Le stage de juillet 1989 à l'Alliance Française de Paris a attiré deux professeurs de français langue étrangère de cinquante-deux pays du monde. Nous étions 140 stagiaires à suivre des cours de 8h45 jusqu'à 18h pendant quatre semaines lors du Bicentenaire de la Révolution française. L'administration a choisi les meilleurs professeurs de Paris pour notre programme qui nous offrait un embarras du choix. Nous ne pouvions pas tout faire, et comme tout était d'excellente qualité, nous aurions aimé tout faire!

Voici la liste des cours qui nous a été présentée le jour de notre inscription: panorama de la didactique du français langue étrangère à travers l'analyse de manuels; phonétique; atelier de Suggestopédie; initiation au traitement de texte; le travail avec le groupe; la grammaire; le document vidéo; la didactique; la créativité; les tests de contrôle; le théâtre; la méthodologie de la littérature; le document authentique; la reformulation en classe de langue; l'orthographe; la chanson; la méthodologie de la civilisation; l'observation de classe (sur vidéo); les outils techniques; le Télématique; l'exploration culturelle de Paris; les rencontres avec les éditeurs de manuels scolaires. Si je donne ces précisions c'est que les renseignements de Paris ne mentionnent pas tous ces choix; ce n'est qu'en arrivant que les stagiaires découvrent les possibilités.

L'atelier de Suggestopédie a présenté un vrai défi à ceux qui s'attendaient à un manuel scolaire contenant toutes les activités déjà établies. Si l'on veut suivre l'initiation au traitement de texte il vaut mieux savoir taper à la machine. Le cours sur le document vidéo a attiré beaucoup de monde, même si l'équipement n'est pas encore disponible dans plusieurs pays de l'est. Le professeur a très clairement présenté l'évolution des méthodes d'enseignement dans le panorama de l'histoire de la méthodologie. Le cours sur la chanson enseigné par une chanteuse professionnelle nous a obligé à créer nos propres chansons en groupe. La méthodologie de la civilisation nous a beaucoup appris sur les élections en France et en Europe. Grâce au cours sur l'exploration culturelle de Paris, nous avons vu les Jardins du Luxembourg, la Cité de la Villette, le musée d'Orsay, et les quartiers de Saint-Germain et de l'Odéon. Tous les stagiaires étaient également impressionnés par leur choix de cours.

Deux dîners et deux réceptions nous ont offert l'occasion de mieux connaître nos professeurs et les autres stagiaires. Comme les professeurs pouvaient suivre des cours pour l'enseignement «adulte» (pour les adultes et les adolescents) ou «précoce» (pour l'enseignement aux très jeunes enfants — FLES* aux États-Unis), nous avons souvent rencontré de nouveaux visages dans nos cours.

De mon expérience, ce stage était de loin le meilleur que j'ai suivi. Non seulement nos cours étaient-ils bien préparés, mais nous avions accès au Centre de la Documentation Pédagogique (CDP) où nous pouvions faire jusqu'à cinquante photocopies. Les livres et les périodiques dans cette salle étaient si utiles pour mes recherches que j'ai essayé d'y passer autant de temps que possible. Leur banque de documents authentiques, faite par une équipe de professeurs de l'Alliance Française était riche en idées, pages publicitaires, et idées pour l'animation d'un cours de français. Leurs bibliothécaires étaient à notre disposition pour nous aider, soit avec l'écrit, soit avec ce qui se trouve sur le Minitel. C'est un excellent lieu de travail, de soutien pour des recherches, et d'inspiration, car ils ont des matériaux que nos bibliothèques dans nos écoles publiques ne peuvent pas offrir: des abonnements à plusieurs publications pédagogiques.

Je me suis d'abord demandé: Comment faire tous ces cours en juillet et trouver le temps de lire? Comment assister aux

Continued on page 10

MEMORY FRANCE:

JEU DE SOCIÉTÉ ET MINI-COURS DE CIVILISATION.

Parmi les jeux de société, les jeux de mémoire *Memory Ravensburger* se sont taillés un beau succès dans le monde entier. Chaque jeu contient un nombre de cartes illustrées sur un thème choisi, toutes imprimées en double. Après avoir battu les cartes, on les dispose au hasard, face cachée, sur une table. Chaque joueur (de deux à dix personnes) soulève à tour de rôle deux cartes au hasard dans le but de tomber sur une paire. Les cartes retournées sont vues par tous et à nouveau cachées: si l'on a bonne mémoire, on se souvient de leur emplacement et, lorsque vient son tour et que l'on retourne une carte déjà vue quelque part, on peut les marier et ainsi prendre le pli. Le gagnant est celui qui rassemble le plus grand nombre de paires. Il existe plusieurs versions du jeu *Memory* et celle que nous intéressent aujourd'hui est la version *Memory France*, ainsi décrite dans le dépliant qui accompagne le jeu:

«Les images, au nombre de 50, représentent les particularités les plus typiques de notre pays. Ces images ont été sélectionnées afin d'obtenir un ensemble représentatif de la France, sur les plans culinaires, touristiques, artistiques, historiques et géographiques.»¹

Notons que ce jeu se vend à \$16.95 aux États-Unis et peut se commander chez les libraires spécialistes de livres étrangers.

Le propos de cet article devient clair: il s'agit de montrer comment exploiter ce jeu pour en faire non seulement une introduction au cours de civilisation comme le suggèrent J.C. Beacco et S. Lieutaud dans leur manuel *Tours de France*² mais un mini-cours de civilisation basé sur les 50 cartes du jeu et leurs doubles, dont on trouvera l'inventaire en appendice.

Quelle que soit la manière par laquelle on présente le jeu à la classe (en faisant d'abord une partie de *Memory France* pour faire voir toutes les cartes et faire naître un peu de curiosité ou en procédant d'emblée à une distribution des cartes), la première tâche est celle de faire décrire l'image représentée.

La difficulté varie: je pense par exemple aux gros plans du fromage de Roquefort (taches vertes sur fond crème) et du nougat de Montélimar (taches brun clair sur fond blanc) qui ne seront peut-être pas très évidents pour tous. Dans ce cas-là, il est toujours possible de poser des questions au professeur; là encore le jeu continue car le professeur ne peut répondre que par oui ou par non à des questions commençant par *est-ce que*: est-ce que ça se mange? ça bouge? etc....

Après la description, vient le travail de recherche. Chaque étudiant ou groupe d'étudiants doit faire une enquête sur la ou les cartes que le professeur a distribuées. On peut, bien sûr, laisser la bride sur le cou à tous, mais l'on obtient de meilleurs résultats en donnant une liste de questions à élucider. Par exemple au sujet du *drapeau français*: que représentent les 3 couleurs? date de l'origine du drapeau tricolore? fêtes nationales et hymne national, les grandes victoires françaises, l'armée française, la France et l'Europe, le nationalisme, l'ancien empire colonial français, etc.... Le professeur se laisse guider par le niveau linguistique de ses étudiants et le niveau de leurs connaissances générales. Il est parfois utile d'indiquer une petite bibliographie concernant le sujet (pages de manuels scolaires ou d'encyclopédie, de courts articles empruntés à des anthologies culturelles) ou de partager avec tous les documents authentiques que l'on a à sa disposition (plan et ticket de métro, par exemple).

Pour s'assurer que chacun profite du travail des autres, il est facile de redistribuer aux étudiants les cartes une fois commentées et d'interroger les personnes à qui elles ont échu; il est plus amusant de laisser mener cet interrogatoire par les présentateurs eux-mêmes, qui se révèlent souvent plus exigeants que le professeur!

Pour ceux qui préfèrent l'action avant tout, pourquoi pas organiser une chasse au trésor? Qui pourra se procurer les objets représentés sur les cartes? Cela est tout à fait réalisable, quelle que soit la ville où l'on se trouve, si l'on accepte une photo, une page de journal, une carte postale ou une publicité mentionnant l'objet en question. Dans le cas de la plaque de notaire, on peut même accepter un paragraphe contenant la description d'une étude de notaire!

Mais, trêve de jeux! Il est temps de progresser au-delà d'un niveau purement descriptif: par exemple, on demandera un effort de classement en proposant d'abord de rassembler les images qui se trouvent sous différentes rubriques: culinaires, artistiques, historiques et géographiques, que les auteurs de *Memory France*¹ nous disent avoir illustrées.

On se posera ensuite la question de savoir si ces rubriques suffisent et sinon, quelles rubriques faudrait-il ajouter pour placer les images qui restent orphelines? par exemple les auteurs de *Tours de France*² suggèrent de regrouper les vignettes qui représentent des institutions. Ou bien encore les étudiants peuvent se voir confier la liste des 50 images et être chargés de les classer eux-mêmes. Ce classement peut se faire par thème, ou selon la renommée des choses représentées, allant des plus connues au moins connues. On peut aussi effectuer cette classification en adoptant un certain point de vue: celui d'un bon vivant, d'un collectionneur, d'un professeur d'histoire ou d'un simple touriste.

Il est intéressant de demander à une classe avancée de justifier l'inclusion de certaines cartes: pourquoi une plaque de notaire? (rôle du notaire et de la paperasserie administrative, place des professions libérales, les classes bourgeoises et la transmission du patrimoine: contrats de mariage et successions, etc...). On peut aussi s'interroger sur les raisons pour lesquelles ces 50 images sont jugées par l'équipe de *Memory* «les plus typiques de notre pays»: sont-elles typiques de l'image que les Français veulent donner d'eux-mêmes, ou de l'image que d'autres se sont faite de la France?

Finalement, on demandera à la classe de préparer une autre version du jeu: quelles cartes faudrait-il ajouter? (une bouteille de Perrier, ont dit mes étudiants, un portrait de Jeanne d'Arc et un flic!) ou retrancher (trop de timbres-postes!). Avec des étudiants avancés, nous nous sommes bien amusés à faire une édition sauvage de *Memory France* qui prenait le contre-pied de chaque image: une publicité de la lutte anti-tabac répondait au paquet de Gauloises, une enseigne de fast-food remplaçait la baquette de pain et une combinaison anti-radioactive prenait la place du casque de pompier!

Toutes les stratégies proposées ci-dessus ont été testées en classe. Leur succès dépend d'une préparation intensive qui permet de délimiter clairement l'objectif approprié à chaque public, ainsi que la meilleure façon de l'atteindre. Il faut aussi passer du temps à rédiger des questions et rassembler des notices bibliographiques et des documents.

Par le biais de ce jeu, on obtient la satisfaction de démontrer et d'encourager l'importance du repérage et du déchiffrement des signes qui jalonnent la vie quotidienne à la française. Comme les petites cartes de couleurs ne peuvent faire oublier qu'il s'agit d'un jeu, les cinquante signes en question ne sont pas érigés en vaches sacrées: au cours de la discussion en classe, leur sélection en aura paru, du moins on l'espère, trop arbitraire et incomplète et aura donc servi de mise en garde très concrète contre les dangers d'une stéréotypie systématique.

Pour ceux que rebute ce travail de préparation, un dernier

Continued on page 14

PARIS ET L'AUTOMOBILE¹

Les statistiques disent qu'il y a 4 100 000 voitures immatriculées° dans la région parisienne. De ce chiffre° 600 000 voitures appartiennent aux Parisiens mêmes. Et il y a seulement 720 000 places de stationnement à Paris. De ces places 240 000 sont aux bords des rues, les autres se trouvent dans des parcs de stationnement privés et payants. Cela laisse un grand nombre de voitures sans place! Et la circulation° a augmenté de 3% l'an dernier. Comment trouver une solution au problème?

Il est impossible de créer de nouvelles rues en surface sans défigurer la ville. Et sous la surface il y a déjà trop de circulation de trains, du Métro, du RER°, et de voitures (on peut peut-être faire une route souterraine à péage° sous le périphérique° à l'est et au sud car il est déjà presque arrivé au point de saturation). Qu'est-ce qu'on peut donc faire?

Le Maire de Paris, Jacques Chirac, a proposé des solutions qui peuvent améliorer° la situation. Il veut créer des «axes rouges», de 300 kilomètres de grandes voies° de transit où le stationnement sera interdit de même que sur quelques rues secondaires. Il veut enlever les voitures de ceux qui stationnent illégalement — 63 000 voitures le jour et 68 000 la nuit! Avec ces deux mesures on regagnera pour la circulation une surface qui égale 100 000 places de stationnement.

Mais où est-ce que les propriétaires de ces 100 000 voitures les gareront°? Il faut trouver une solution parce que les forces de police affectées° à la circulation augmenteront. Ces forces enlèveront les voitures stationnées illégalement et les mettront en fourrière°. Les procès-verbaux° se multiplieront et, où la loi le permet, les propriétaires de voitures perdront leur permis de conduire.

Le Maire de Paris a décidé aussi d'augmenter le prix des parcmètres° jusqu'à 10 francs de l'heure dans certains quartiers pour encourager les gens à mettre leurs voitures dans les parkings souterrains. Le tarif que les résidents doivent payer pour garer leurs voitures augmentera aussi, jusqu'à 20 francs par jour dans certains arrondissements.

Le Maire promet que les bus vont mieux circuler à cause de ces mesures et il promet aussi de faire construire 5 000 places de parking souterrain chaque année.

¹Adapté d'un article «Circulation à Paris: Sauve qui peut!», *L'Automobile* Novembre 1989: 10.

NOTES DE VOCABULAIRE

- °immatriculées: registered, licensed
Chaque voiture a une plaque d'immatriculation qui porte le numéro du département.
- °chiffre: number
Il y a des chiffres arabes: 1,2,3,4,5,6,7,8,9,0; et des chiffres romains: I, V, X, L, C, D, M.
- °circulation: traffic; the possibility to come and go on roads and highways
La circulation est difficile dans les grandes villes.
- °RER: Réseau exprès régional: rapid transit network of trains linking Paris and some outer suburbs
Je vais prendre le RER pour aller à Saint-Germain-en-Laye.
- °une route à péage: toll road; un péage: toll booth
Nous arrivons au péage où nous devons payer.
- °le périphérique: outer beltway
Le boulevard périphérique entoure Paris de l'est au sud à l'ouest au nord à l'est.
- °améliorer: improve
Les hommes ont toujours cherché à améliorer leur condition.
- °une voie: route, passageway, lane
Sur les routes importantes il y a souvent des voies limitées aux autobus et aux taxis.
- °garer: to park
Souvent les Parisiens garent leurs voitures, illégalement, sur le trottoir.
- °affecté: assigned
Les revenus de la loterie sont affectés à l'éducation.
- °la fourrière: impoundment lot or garage
La police met les voitures qu'elle enlève en fourrière.
- °un procès-verbal: hearing in court
L'homme est convoqué au tribunal pour un procès-verbal parce qu'il a stationné sa voiture sur le trottoir.
- °un parcmètre: parking meter
Il faut mettre de l'argent dans la parcmètre.

QUESTIONS SUR LE TEXTE

1. Combien de voitures circulent dans la région parisienne?
2. Combien de places de stationnement y a-t-il à Paris?

CLASSROOM ACTIVITIES THAT WORK

GROUP APPROACH TO TWENTIETH CENTURY FRENCH DRAMA

Given the time constraints of an already overloaded curriculum, a feasible solution has been found to the pervasive problem of how to expose upper level French students to Twentieth Century drama. Today's college-bound high school seniors, predictably efficient in oral proficiency skills, must strive to augment their knowledge of world literature as well. Today's high school teachers, bound by limited budgets which prohibit the purchase of multiple texts, may still triple or quadruple the experiential base of French V students by designing thematic units. Students simultaneously read a variety of classic texts in separate groups, coming together for introductory and concluding discussions, as follows.

The unit is most effectively initiated in the spring when a sense of accomplishment has already been discerned by the students, when the four primary language skills have long been incorporated and the class, conducted entirely in French, is at its peak for the year. Because the focus of the teacher is the teaching and learning of the Theatre of the Absurd, the theme and genre of the project is inherent in the title. The class is divided into three groups: The first group is to read Ionesco's *Rhinoceros*, the second, Beckett's *En Attendant Godot*, and the third, Ionesco's *La Cantatrice Chauve* and *La Leçon*. A sense of ownership on the part of the students emerges, because, following the teacher's large-group historical and literary introduction, she permits students to select their own preferences among the three texts.

After the selection of leaders, the groupings begin with a day of oral readings with their teacher circulating and assisting each group. Subsequent days are spent in group discussion, acting out a portion of the plays, journal writing on teacher-selected daily topics (such as character sketches or dialogues between two characters), analysis of the humor inherent in each of the plays, etc. Nightly reading assignments are de rigueur, with sporadic nightly writing assignments such as plot summation, thematic analysis, etc. The response of the class is most encouraging as the groups get into closely-knit teams, who can continue to interact informally with the other groups in comparing and contrasting the humor, subject, or dramatist of their particular play. The biggest obstacle for the teacher is to keep up with essentially three "preparations" for the day's class. A myriad of composition topics come to mind after the completion of the plays. The assignment requires each student to write a paper about a different aspect of the play he has read. In a class of 25, the responses are 25 fascinating papers to read, the payoff for the teacher's three-fold preparation!

The students are exposed to Twentieth Century French drama in an experiential, fun manner. They speak, act, argue, question, write, and read daily, in French. They employ the process-writing approach to enhance their papers, and through large-group sharing, they learn about three different texts, four plays in all. The teacher instills ownership, enthusiasm for French drama, and overcomes as best as possible, the time limitations of the French V curriculum without resorting to an often cursory anthology approach. The Theatre of the Absurd unit whets the students' appetites for a group approach to the study of French masterpieces of any century such as Molière, Racine, and Corneille.

Sarah Berk
Parkway North High School
St. Louis, MO

3. Combien de voitures ne trouvent pas de place pour stationner?
4. Quels problèmes rencontre-t-on quand on cherche une solution à ce problème?
5. Quelles solutions est-ce que Jacques Chirac a proposées?
6. Quelles seront les conséquences si on continue à garer illégalement sa voiture?
7. Comment le Maire espère-t-il faire choisir les parkings souterrains au lieu des places en surface?
8. Quels résultats de ce programme le Maire promet-il aux Parisiens?

PROJETS

1. Découvrez combien de voitures sont immatriculées dans votre ville ou région. Ensuite découvrez combien de places de stationnement existent au centre de votre ville. Quels sont les plus grands problèmes de circulation dans votre région et comment propose-t-on de les améliorer?
2. Proposez des solutions aux problèmes de circulation dans votre ville ou région.
3. Proposez des solutions aux problèmes de circulation dans Paris.

NOTE AUX PROFESSEURS

Les temps des verbes utilisés dans ce passage sont le *présent de l'indicatif*, le *passé composé*, le *futur proche*, et le *futur*.

Nous avons traduit les expressions les plus difficiles et aussi les éléments culturels tout en donnant une phrase d'exemple en français.

Les sujets des projets ne sont que des suggestions; il y a beaucoup d'autres possibilités pour lier les acuités françaises et américaines, pour montrer que ces problèmes ne sont uniques ni à la France ni aux États-Unis. Ces sujets peuvent être exploités ou à l'écrit ou à l'oral. Pour les renseignements sur les immatriculations, les élèves peuvent s'adresser au "Bureau of Motor Vehicle Registration" de leur "county" ou de leur ville. Pour les renseignements sur les problèmes de circulation et sur les remèdes proposés, ils peuvent s'adresser au "Division of Traffic Engineering" de leur "county" ou de leur ville.

JBG

NEH SUMMER SEMINARS FOR SCHOOL TEACHERS

The National Endowment for the Humanities is pleased to announce the continuation of its Summer Seminars for School Teachers program for the summer of 1990. Summer Seminars for School Teachers bring together groups of fifteen selectively chosen teachers for intensive collegial study of major texts in the humanities for periods of four to six weeks at appropriate academic sites throughout the United States and, occasionally, abroad. Seminar directors are competitively chosen from among the nation's scholar-teachers at academic institutions of every size. In the summer of 1990, fifty-eight seminars will be offered in all the disciplines of the humanities.

Summer Seminars for School Teachers provide teachers a unique opportunity for advanced study. The fifteen individuals selected to participate in each seminar will work under the direction of an accomplished teacher and active scholar in an area of mutual interest. Participants will study seminal works in the humanities, exploring them in a systematic and thorough way. Through reading, writing, reflection, and frequent discussion — formal and informal — seminar participants will increase their knowledge and enhance their ability to impart an understanding of the humanities to their students.

These seminars are especially designed for this program and are not intended to duplicate courses normally given by graduate departments. Although graduate credit will not be given, upon completion of the seminar each participant will receive a certificate and a statement from the director specifying the equivalency of the seminar to graduate course credit. There will be a wide choice of subjects and areas covered. The topics are designed not only to appeal to teachers whose specific field is covered by a seminar, but to be of general interest to teachers in many fields. Although problems in conveying to students an understanding of the material studied in the seminar may naturally be discussed from time to time, the planning of curricula and other pedagogical concerns are not central to the purpose of the program.

Teachers selected to participate in the program will receive a stipend of \$2,000, \$2,375, or \$2,750, depending on the length of the seminar. The stipend is intended to cover travel expenses to and from the seminar, books and other research expenses, and living expenses for the tenure of the seminar.

While seminars are designed primarily for full-time or regular part-time teachers at public, private, or parochial schools, grades 7 through 12, other school personnel, K-12, are also eligible to apply.

Interested applicants may obtain a more detailed description of the seminars, by writing to the seminar directors at the addresses listed below. **Applicants may apply only to one seminar.** However, applicants may write to more than one seminar director for information. Applicants who apply to more than one seminar will not be eligible for a place in any seminar. The director and a selection committee will decide who will attend the seminar. Therefore, the complete application should be mailed directly to the seminar director and should be **postmarked no later than March 1, 1990.**

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the director, Office of Equal Opportunity, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

SEMINARS OF POTENTIAL INTEREST

Heather M. Arden Department of Romance Languages and Literatures University of Cincinnati Cincinnati, OH 45221	<i>The Romance of the Rose:</i> Love, Nature, and Reason in Medieval Literature July 16-August 10, 1990 (4 weeks)
--	--

Harry M. Clor Department of Political Science Kenyon College Gambier, OH 43022 Patrick G. Henry Department of Foreign Languages and Literatures Whitman College Walla Walla, WA 99362	Alexis de Tocqueville on Modern Democracy and Human Well-Being July 2-August 3, 1990 (5 weeks) Montaigne's <i>Essays</i> July 2-July 27, 1990 (4 weeks)
--	--

Lewis Kamm Department of Foreign Literature and Languages Southeastern Massachusetts University North Dartmouth, MA 02747 Walter G. Langlois Department of Modern Languages Box 3603 University of Wyoming Laramie, WY 82071	Balzac and Zola: Esthetics and Ethics (In French) June 25-August 3, 1990 (6 weeks) The Novelist André Malraux, Witness to an Age in Crisis: Adventurism, Revolution, and Antifascism July 2-July 27, 1990 (4 weeks)
---	---

Thomas V. Morris Department of Philosophy University of Notre Dame Notre Dame, IN 46556	Pascal's <i>Pensées</i>: Faith, Reason, and The Meaning of Life July 9-August 3, 1990 (4 weeks)
--	--

Marcel Tetel Department of Romance Studies Duke Station 4666 Duke University Durham, NC 27706	French Renaissance Humanism: Rabelais, Marguerite of Navarre, Montaigne June 25-August 3, 1990 (6 weeks)
--	--

Mary Ann F. Witt Department of Foreign Languages and Literatures North Carolina State University Raleigh, NC 27695-8106	Theatricality and Reality in Modern European Drama: Pirandello, Brecht, Sartre, Genet June 25-August 3, 1990 (6 weeks)
--	--

FRANÇAISE DE PARIS STAGE D'ÉTÉ À L'ALLIANCE

Continued from page 6

cours et visiter des musées? Enfin, à Paris, votre temps est si précieux que vous ne vous arrêtez pas de courir. J'ai réussi à visiter plusieurs endroits que je tenais à voir, en bien utilisant les soirs et les weekends: le musée d'Orsay, le nouveau Louvre; Giverny; Chartres en visite guidée par Malcolm Miller; le Cité des sciences de la Villette; les tombes de Simone Signoret, Molière et La Fontaine au cimetière Père Lachaise; la Bibliothèque nationale; la Sainte Chapelle; des films, des pièces de théâtre; et même le Congrès de l'AATF au Palais des Congrès, une visite du journal *Le Figaro* et de l'Hôtel de Ville avec l'AATF; et les feux d'artifice du 14 juillet vus d'un pont au Quartier Latin.

Je vous conseille d'assister au stage d'été de l'Alliance Française de Paris; vous ne ferez mieux nulle part. Je tiens à remercier l'Alliance Française des États-Unis de leur soutien pour réaliser ce rêve d'étudier à Paris. La haute qualité des cours, et la possibilité de profiter de nombreuses activités culturelles lors du Bicentenaire font un tout qui m'a beaucoup aidé dès la rentrée 1989-90.

Susan Redd
 Mt. Vernon High School
 Mt. Vernon, WA

NEH SUMMER SEMINARS FOR COLLEGE TEACHERS COMPETITION FOR 1990

The Summer Seminars for College Teachers Program, offered by the National Endowment for the Humanities, provides college teachers, independent scholars, and other scholars, such as archivists, curators, editors, and librarians, a unique opportunity for advanced study or research in their own fields or in fields related to their interests. During the summer, the twelve scholars selected to participate in each of the seminars will work together in an area of mutual interest under the direction of a distinguished scholar and teacher. Seminar participants, who will have access to the collections of a major library or museum, will discuss a body of common readings with their colleagues in the program, prepare written work, and, outside the seminar, pursue individual research or study projects of their own choosing and design. Through research, reflection, and frequent formal and informal discussions with the seminar director and with other scholars from across the country, seminar participants will increase their knowledge of the subjects they teach and enhance their ability to impart to others an understanding of their disciplines and of the humanities in general.

The seminars are especially designed for the Summer Seminars for College Teachers Program and are not intended to be identical to courses normally offered by graduate departments, nor will graduate credit be given for them. Seminar topics are broad enough to accommodate a wide range of interests while remaining central to the major ideas, texts, critical concerns, and approaches of the humanities. The focus of each seminar is substantive rather than pedagogical, reinforcing the participants' commitments to teaching and to research. In many cases the seminar is designed to be interdisciplinary, and participants need not be specialists in the particular subject of the seminar. Seminars are six or eight weeks in length.

Beyond the work of the group, each participant will undertake an individual research project or a program of intensive reading under the guidance of the director. This project may or may not be directly related to the seminar topic. A tentative plan of research or study for the seminar is a required part of the application, but participants will be able to change or amend their projects with the guidance of the director once the seminar has begun. In many cases, the individual projects will tie into the work of the seminar and serve as bases for discussion and written assignments.

Particular seminars will vary in their research emphases, some focusing on individual reading or research projects, others concentrating more exclusively on the work of the seminar itself.

Participants in the program's eight-week seminars will receive a stipend of \$3,500, while those in the six-week seminars will receive \$2,750. The stipend is intended to help cover travel expenses to and from the seminar location, books and other research expenses, and living expenses for the tenure period.

Participants are required to remain at the seminar location until the final meeting of the group and to spend full time on individual study for the entire tenure period.

The program is intended to serve those whose primary duties involve teaching undergraduates, but other persons, such as independent scholars and scholars employed by museums, libraries, historical societies and like organizations, qualified to do the work of the seminar and make a contribution to it, are also eligible and encouraged to apply. Preference is given to those who have not recently had the opportunity to use the resources of a major library or who have not had significant released time for independent study and professional development. Applications from members of Ph.D.-granting depart-

ments are normally not eligible. The Endowment encourages applications from faculty at historically black colleges and universities and from two-year colleges.

Applicants must have completed their professional training by March 1, 1990. Although an applicant need not have an advanced degree in order to qualify, **neither candidates for degrees nor persons seeking support for work leading toward a degree are eligible.** Individuals should not apply to seminars directed by either their dissertation advisers or faculty at their own institutions.

An individual may apply to no more than two seminars in any one year. Persons found to have applied to more than two will not be awarded a place in any seminar. College teachers who participated in NEH Summer Seminars in 1987 or earlier are eligible to apply for 1990, but those who attended seminars in 1988 or 1989 are not eligible.

Applications from prospective participants must be filed by March 1, 1990. The announcement of awards will take place on March 29, 1990

Seminars of possible interest to teachers of French are listed below. Requests for detailed information may be obtained by writing to the seminar director. Requests for other information should be addressed to: Summer Seminars for College Teachers, Room 406, Division of Fellowships and Seminars, National Endowment for the Humanities, 1100 Pennsylvania Avenue NW, Washington, D.C. 20506

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap or age.

SEMINARS OF POTENTIAL INTEREST

- | | |
|---|---|
| <p>Robert G. Calkins
Department of the History of
Art
35 Goldwin Smith Hall
Cornell University
Ithaca, NY 14853</p> | <p>Narrative and Synthesis in
Medieval Book
Illumination
June 18-August 10, 1990</p> |
| <p>Richard D. Leppert
Department of Humanities
Ford Hall 314
University of Minnesota
Minneapolis, MN 55455</p> | <p>Music and Society, 1700-1910
June 18-July 27, 1990</p> |
| <p>Hans Aarsleff
Department of English
Princeton University
Princeton, NJ 08544</p> | <p>Reflections on Language
and Human Nature: Locke
through Romanticism
June 25-August 17, 1990</p> |
| <p>François Rigolot
Department of Romance
Languages and Literatures
Princeton University
Princeton, NJ 08544</p> | <p>Modern Critical Theory and
French Narrative
June 25-August 17, 1990</p> |
| <p>Micahel Shapiro
Department of Slavic
Languages
Box E
Brown University
Providence, RI 02912</p> | <p>Semiotic Perspectives on
Language and Verbal Art
June 11-August 3, 1990</p> |
| <p>Thomas N. Bisson
Department of History
Harvard University
Cambridge, MA 02138</p> | <p>Power and Society in
Medieval Europe
June 25-August 17, 1990</p> |

E. William Monter
Department of History
Northwestern University
Evanston, IL 60208

Robert Wohl
Department of History
6265 Bunche Hall
University of California,
Los Angeles
Los Angeles, CA 90024

Stephen McKnight
University of Florida
2311 SW 43 Place
Gainesville, FL 32608
(904) 392-0271

Albert R. Ascoli, David
Quint
Department of French and
Italian
Kresge Hall 152
Northwestern University
Evanston, IL 60208
(609) 258-4129

**Church, State, and Moral
Control in Early Modern
Europe**
June 25-August 17, 1990

**Culture and Politics in
Europe in the Era of the
Liberal Crisis, 1880-1945**
June 25-August 17, 1990

**Science, Religion, and
Society in Early Modern
Europe**

**From Ariosto to Tasso:
Genre and History in the
16th Century**

academic libraries, archives, or museums. A recipient may enroll in as many as two college courses or other educational programs during the tenure of the award (provided such course work is directly relevant to the proposed project). Or a recipient may work alone in his or her own setting. In any case, the focus of the year's activity should be intensive study on a well-defined topic in the humanities.

Any project in the humanities is eligible for support under the Teacher-Scholar Program. The Endowment does not support projects in the creative or performing arts, however, or projects that are concerned primarily with educational theory, educational research, educational psychology, school management, child development, counseling, or the acquisition of basic skills.

Teachers may apply for a teacher-scholar award if they

1. are employed full-time in elementary, middle, or high schools and have teaching responsibilities primarily in the humanities;
2. have completed at least three years of full-time teaching at the time of application and intend to return to teaching for at least two years after completing the project;
3. are U.S. citizens or foreign nationals who have been residents of the United States or its territories for at least three years immediately preceding the time of application. American citizens who are full-time teachers of American students abroad may also apply.

Guidelines and application forms for the NEH/Reader's Digest Teacher-Scholar Program will be available by February 1. To request these guidelines and forms, please write or call

Teacher-Scholar Program
Division of Education Programs, Room 302
National Endowment for the Humanities
1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506
(202) 786-0377

TEACHER-SCHOLAR PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS

As a part of its effort to improve the content and quality of humanities education in the nation's schools, the National Endowment for the Humanities, in partnership with a fund established by DeWitt Wallace, founder of Reader's Digest, has instituted a program for elementary and secondary school teachers. Under the Teacher-Scholar Program, fifty-three teachers will receive support for an academic year of full-time independent study in history, literature, foreign languages, and other disciplines of the humanities.

In the act establishing the Endowment, the term *humanities* includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

The Teacher-Scholar Program is governed by the conviction that students benefit most when teachers have a mastery of their disciplines and are themselves actively engaged in learning. The program is therefore designed to give recipients an opportunity to spend a year increasing their understanding of texts, topics, and issues central to the subjects they teach.

The program allows for one award in each state, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands and is intended to replace the applicant's academic-year salary or supplement sabbatical pay up to the amount of the academic-year salary. The stipend may be as high as \$27,500 and may be supplemented by other grants or sabbatical support to equal the recipient's salary. There will also be an award of \$500 to purchase books for the teacher's school and a \$500 honorarium for a mentor, should the recipient elect to work with an expert in the field of his or her study.

The Teacher-Scholar Program focuses on rigorous academic study, with particular emphasis on the examination of significant issues and important primary and secondary works central to one or more of the humanities disciplines. A recipient may establish a working relationship with nearby scholars,

NEH RESEARCH CONFERENCES 1989-90

The Division of Research Programs announces twenty-eight research conferences in 1989-90 that are being supported by the National Endowment for the Humanities. These conferences are designed to advance scholarly research in the humanities. Many but not all of the conferences are open to application for subsidized participation. In most cases observers are also welcome. Those interested in additional information should call or write the conference project directors. Proceedings of conferences that have already taken place can also be obtained from the project directors.

CONFERENCES OF POTENTIAL INTEREST TO TEACHERS OF FRENCH:

Ronald M. Peterson
Committee on Montesquieu
and the American
Constitution
112 Harvard Avenue,
Suite 112
Claremont, CA 91711
(714) 624-6231

**Montesquieu and the
Birth of the American
Constitution**
February 20-22, 1989
Huntington Library,
San Marino, CA

Ulrich G. Langer
1220 Linden Drive
618 Van Hise Hall
University of Wisconsin
Madison, WI 53706
(608) 262-5937

**What is Literature?
France 1100-1600**
October 6-8, 1989
University of Wisconsin
Madison

NEED HELP WITH FLES* PROGRAMS?

In order to respond to the needs of teachers, administrators, parents, teacher trainers and others, the NATIONAL FLES* COMMISSION OF A.A.T.F. provides assistance in the following ways:

- assistance with FLEX, Sequential FLES or Immersion
- on-site visits to schools and school districts
- assistance in the evaluation of programs
- custom-tailored workshops to meet specific needs
- a FLES* Information Packet
- previous reports available from National AATF Headquarters, 57 E. Armory Avenue, Champaign, IL 61820.
 - The People Factor in FLES* Programs*, \$8.00
 - So You Want to Have a FLES* Program*, \$7.50
 - The FLES* Sampler of Activities*, \$5.00
 - The Many Faces of FLES**, \$5.00
- an annual report to AATF on a topic or topics of interest to the profession
- attempt to get consensus on professional concerns, such as teacher standards, and other issues
- additional assistance, as needed.

For additional information about the work of the NATIONAL FLES* COMMISSION of AATF, please contact the chair, Dr. Gladys Lipton, UMBC - MLL, Baltimore, MD 21228, (301) 455-2109.

DEFINITIONS AT A GLANCE

FLES*: overall "umbrella" term for all types of elementary school foreign language programs.

FLEX: An introduction to one or more foreign languages, with few language skills expected. Very limited fluency with a once or twice a week program which emphasizes cultural awareness.

FLES (Sequential): An introduction to one foreign language for two or more years, with a systematic development of language skills (listening, speaking, reading, writing and culture) within the parameters of themes, topics or content areas. Good fluency is expected if scheduled 5 times a week (30 minutes a day) for four or more years.

Immersion: Use of the foreign language throughout the school day by teachers and students, for teaching the various subjects of elementary school curriculum. Fluency in the foreign language is expected after four or more years in the program.

ANNOUNCING THE NATIONAL FLES* INSTITUTE FOR JULY 1990

The National FLES* Institute will be held again this summer at the University of Maryland/Baltimore County. It will be held from July 8 to 14, 1990.

Directed by Dr. Gladys Lipton and Dr. Robert Sloane, of the University of Maryland-Baltimore County's Modern Language Department, the Institute will train teachers of French and Spanish at the FLES* and Middle School levels in contemporary culture and methodology. Dr. Lipton will present the FLES* methodology. The participants will have access to the technological equipment of U.M.B.C., as well as to the extensive FLES* Materials Resource Center.

The content of the Institute will focus on all types of FLES* programs, including Sequential FLES, FLEX and Immersion.

Interested teachers, supervisors, teacher trainers and state foreign language specialists should write for applications after January 15, 1990 to:

Dr. Gladys Lipton
UMBC - MLL
Baltimore, MD 21228

The deadline for receipt of applications will be **April 15, 1990**.

WORKSHOPS IN TELEPHONE-ASSISTED LANGUAGE INSTRUCTION

Leon Twarog at The Ohio State University has received a grant from the Annenberg CPB Project in Washington, D.C. to support a training program in Telephone-Assisted Language Instruction for foreign language faculty members. Faculty members will get 200 minutes of telephone tutoring in Russian, Polish, Czech, Hungarian, or Japanese, and then attend one of five workshops scheduled in conjunction with national FL meetings. Major topics for discussion at the workshops will be methodology, results to date, start-up costs, operational costs, potential clientele, record-keeping, and cost-effectiveness.

Workshops will be conducted by Leon Twarog, the initiator of the Telephone-Assisted Language Program at The Ohio State University, and by Martha Pinter, Supervisor of the Program.

Two workshops are scheduled for Saturday evenings and Sundays from 9:00 AM to approx. 3:00 PM. The first will be held in conjunction with the Northeast Language Conference, in New York City April 21-22, 1990 and the second with the Pacific Northwest Council, in Portland, OR, May 5-6, 1990. The all inclusive cost for 200 minutes of telephone tutoring, all materials, and one lunch is \$250. For the first 50 registrants the cost will be \$150. (\$100 subsidy provided by the Annenberg Grant). Cost of workshop alone (without the instruction component): \$60, including lunch. For information call toll free 1 (800) 323-3608 or (614) 292-2386 or call Prof. Twarog at (614) 292-6733.

WORKSHOPS FOR ADVANCED PLACEMENT TEACHERS

In conjunction with the Middle States office of the College Board, workshops for Advanced Placement teachers of French, Spanish, and Latin will be held from July 30 to August 3, 1990 at La Salle University, Philadelphia, PA. The workshops are offered for three graduate credits in education. Room and board is available on campus with either double room accommodations or single rooms. Registration deadline is **June 13, 1990**. For more information, write to Brother Lawrence Colhocker, La Salle University, Philadelphia, PA, 19141 or call (215) 951-1193.

STUDENT EXCHANGES

The benefits of direct contact between American students studying foreign languages and their peers in foreign countries cannot be overstated, but when the exchange is with students who use the language our students are studying the benefits are even greater. The following are some resources for such exchanges.

Association pour le placement des jeunes dans les familles (APJF), B.P. 213, 92212 St Cloud Cédex, France. Téléphone: 49.11.17.00. This is a non-profit organization whose goal is to place young people in host families as an "au pair", to provide babysitting help and to do some household chores in exchange for room and board plus pocket money. This status is restricted to 18-30 year old students who desire to study in France or another common market country. A high-school diploma is a basic requirement. Write for application forms and for more information.

Nacel Cultural Exchanges, Board of Trade Building #528, 301 W. First Street, Duluth, MN 55802. Telephone: (218) 727-8202. Telex: 4933601. Fax: (218) 727-3503. This non-profit organization provides a total immersion homestay as well as the opportunity to serve as a host family. The program offers opportunities for students as young as age 12 through age 18. Write for booklet that explains the various programs and contains application forms.

Le Club des 4 Vents, 1, rue Gozlin, 75006 Paris, France. This non-profit organization organizes a variety of group exchanges, in particular reciprocal exchanges during the summer for 3 to 4 weeks each. These exchanges are suggested for students 15 to 18 years old.

Échanges France-Amérique du Nord (EFAN), contact Vicki Olson, 104 Shumway, Faribault, MN 55021. Telephone: (800) 828-8960; in France: EFAN, Mme. Claude Cagniard, 12, Avenue de Villeneuve, Gometz-le-Châtel, 91940 Les Ulis, France. Téléphone: 69.07.42.44. Téléc: 643.161. Fax: (1) 42.28.99.46. This non-profit organization arranges home-stay exchanges for students 15-18 years old during Christmas vacation, February (winter vacation in France), Easter and summer. All programs are coordinated with the French academic calendar and students have the opportunity to attend classes in the host country. For more information contact Ms. Olson or Mme. Cagniard.

MISCELLANEOUS

Minitel. If you are interested in buying or leasing a Minitel terminal contact US Videotel, 555 San Felipe, Suite 1200, Houston, TX 77056. Telephone: (713) 840-9777. For information on Minitelnet write or call Minitelnet, 888 Seventh Ave., New York, NY 10106. Telephone: (212) 399-0125. Fax: (212) 399-0129.

Reportage Canada is a French-language publication distributed by External Affairs and International Trade, Canada. It is also available in English under the title *Canada Reports*. Articles treat a variety of topics but usually there is a major theme in each issue. For information contact: La Direction des Services de Communication à l'étranger, Affaires extérieures et Commerce extérieur, Canada, Ottawa, Canada, K1A 0G2. Telex: 053-3745.

Vie pédagogique is a Québécoise publication on pedagogy distributed by La Direction générale de l'évaluation et des ressources didactiques of the Ministry of Education. There are articles on research, techniques, administration, etc. This publication is available without charge from Distribution de Vie pédagogique, Direction des ressources matérielles, ministère de l'Éducation, 1035, rue De La Chevrotière, 6^e étage, Québec GIR 5A5.

MEMORY FRANCE: JEU DE SOCIÉTÉ ET MINI-COURS DE CIVILISATION.

Continued from page 7

mot d'encouragement: pourquoi ne pas organiser tout simplement une bonne partie de *Memory France* dans la salle des professeurs, pour le plaisir combiné de tenter sa chance, stimuler sa mémoire et...impressionner ses collègues par l'étendue de ses connaissances en civilisation!

Nicole Fouleiter-Smith
University of Nebraska-
Lincoln

1. *Memory France* Jeu de société. (Attenschwiller, France: Éditions Ravensburger, 1979).

2. J.C Beacco et S. Lieutaud. *Tours de France, travaux pratiques de civilisation*. (Paris: Hachette, 1985)7-10.

APPENDICE

Inventaire des cartes du jeu.

1. Dentelle au point d'Alençon. 2. Dentelle au point de Chantilly (détail d'un châle ayant appartenu à la Reine Marie-Antoinette) 3. «La Liberté guidant le peuple». Détail d'un tableau d'Eugène Delacroix (1798-1863). 4. Premier voyage aérien réalisé par Messieurs d'Arlandes et Pilâtre de Rozier (1783). 5. Rosace Sud de la cathédrale de Chartres. 6. Plaque de Notaire. 7. Station de métro, Porte Dauphine, par Hector Guimard (1867-1942). 8. Borne kilométrique. 9. Plaque de l'Avenue des Champs-Élysées. 10. Gustave Eiffel. Pilier nord de la Tour Eiffel. 11. Bourriche d'huîtres. 12. Boîte de réglisse Florent. 13. Bouchon de champagne. 14. Fromage de Roquefort 15. Paquet de Gauloises. 16. Café croissant. 17. Calissons d'Aix 18. Pastilles de Vichy. 19. "Les Routiers": restaurant recommandé aux chauffeurs de poids lourds. 20. Drapeau français. 21. Baguettes de pain. 22. Apéricubes "La Vache qui rit". 23. Véritable Brie de Meaux. 24. Nougat de Montélimard. 25. Vin de Bordeaux. 26. Sucres de Rouen. 27. Casque de pompier, 1850. 28. Casque de pompier d'aujourd'hui. 29. Jouet en plomb, 1890. 30. Chalutier breton. 31. Insigne de député, 1950. 32. Croix de la Légion d'Honneur. 33. Calendrier des Postes, 1978. 34. Colonne Morris. 35. «La Marseillaise» de Rude, Arc de Triomphe. 36: Guignol. 37. Poule en chocolat. 38. Santons de Provence. 39. Modèle d'une Traction avant Citroën, 1935. 40. Assiette à la Montgolfière. 41. Timbres-poste. 42. Timbre-poste aux armes de Paris. 43. Boîte aux lettres. 44. Billet de 100 francs, Pierre Corneille. 45. Pièces de monnaie. 46. Timbres-postes anciens. 47. Coq d'église. 48. Poupée bretonne. 49. Jeu de boules. 50. Parfum de Chanel. (*Memory France*) Chaque image est en couleurs et la reproduction est excellente et détaillée.

CALENDAR OF EVENTS

SECOND LANGUAGE RESEARCH FORUM: March 1-4, 1990, Eugene, OR. Information: Hartmut Burmeister, Chair, SLRF, Applied Linguistics, Univ. of Oregon, Eugene 98403. Telephone: (503) 686-3945.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 6-10, 1990, San Francisco. Information: Kathryn Palacios, TESOL, 1600 Cameron St., Ste. 300, Alexandria, VA 22314.

NEW COLLEGE CONFERENCE ON MEDIEVAL-RENAISSANCE STUDIES: March 8-19, 1990, Sarasota, FL. Information: Lee D. Snyder, Medieval-Renaissance Studies, New College of the Univ. of South Florida, 5700 N. Tamiami Trl., Sarasota, FL 34243-2197.

OHIO FOREIGN LANGUAGE ASSOCIATION: March 8-10, 1990, Cleveland. Information: Steve Wagner, Princeton High School, 11080 Chester Rd., Cincinnati, OH 45246.

NEWBERRY LIBRARY: THE FUTURE OF THE MIDDLE AGES: MEDIEVAL FRENCH LITERATURE IN THE 1990s: March 9-10, 1990, Chicago. Information: Peggy McCracken, Center for Renaissance Studies, The Newberry Library, 60 W. Walton St., Chicago, IL 60610. Telephone: (312) 943-9090.

ROUNDTABLE ON LANGUAGE AND LINGUISTICS: March 14-17, 1990, Georgetown Univ. Information: James E. Alatis, School of Languages and Linguistics, Georgetown Univ., Washington D.C. 20057.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with the MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: March 14-18, 1990, Minneapolis. Information: Jody Thrush, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704. Telephone: (608) 246-6573.

FOREIGN LANGUAGE ASSOCIATION OF NORTH DAKOTA in conjunction with CENTRAL STATES CONFERENCE: March 14-18, 1990, Minneapolis. Information: John Ballard, Box 46, Dickinson State Univ., ND 58601.

MINNESOTA COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES in conjunction with CENTRAL STATES CONFERENCE: March 14-18, 1990, Minneapolis.

CALICO '90: March 21-23, 1990, Baltimore. Information: Sheila Vasquez, CALICO, 3078 JKHB, Brigham Young Univ., Provo, UT 84602.

ASSOCIATION FOR LANGUAGE LEARNING: March 23-26, 1990, Univ. of Exeter. Information: Christine Wilding, Joint Council of Language Assns., Marton, Rugby CV23 9RY, England.

AMERICAN COMPARATIVE LITERATURE ASSOCIATION: March 29-31, 1990, University Park, PA. Information: Gerhard F. Strasser, Dept. of Comparative Literature, 433 N. Burrows Bldg., The Pennsylvania State Univ., University Park, PA 16802. Telephone: (814) 863-0589.

EIGHTEENTH ANNUAL FRENCH LITERATURE CONFERENCE: POETRY AND POETICS: March 29-31, 1990, Univ. of South Carolina. Information: Marja Warehouse, Dept. of Foreign Languages & Literatures, Univ. of South Carolina, Columbia, SC 29208.

EASTERN MICHIGAN UNIVERSITY CONFERENCE ON LANGUAGES FOR WORLD BUSINESS: April 4-7, 1990, Ypsilanti. Information: EMU Conference on Language for World Business, World College, 307 Goodison Hall, E. Michigan Univ., Ypsilanti, MI 48197. Telephone: (313) 487-2414.

WICHITA STATE UNIVERSITY CONFERENCE ON FOREIGN LITERATURES: April 5-7, 1990, Wichita State Univ. Information: Ginette Adamson, Dept. of Modern and Classical Languages & Literatures, Box 11, Wichita State Univ., Wichita, KS 67208.

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING: April 5-8, 1990, Albuquerque. Information: Jan Herrera, 13355 Albion Circle, Thornton, CO 80241.

TWENTIETH ANNUAL LINGUISTIC SYMPOSIUM ON ROMANCE LANGUAGES: April 6-8, 1990, Univ. of Ottawa, Canada. Information: Coordinators, LSRL XX, Dept. of Linguistics, Univ. of Ottawa, 78 Laurier East, Ottawa ON, K1N 6N5 Canada. Telephone: (613) 564-4207. LING @ UOTTAWA.BITNET

NORTHEAST MODERN LANGUAGE ASSOCIATION: April 6-8, 1990, Toronto. Information: Christiane Zehl Romero, Dept. of German, Russian, and Asian Studies, Tufts Univ., Medford, MN 02155.

BEFORE 1860: DISCOURSE AND LANGUAGE IN CANADA: April 19-21, 1990, Univ. of Toronto. Information: Germaine Warkentin, Victoria Coll., Univ. of Toronto, ON, M5S 1A1 Canada.

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS IVTH WORLD CONGRESS: April 19-21, 1990, Thessaloniki. Information: Stathis Efstathiadis, P. O. Box 52, Aristotle Univ., 54006 Thessaloniki, Greece.

SOUTHEASTERN NINETEENTH CENTURY STUDIES ASSOCIATION: April 19-21, 1990, Charleston. Information: William J. Lohman, Humanities Div., Univ. of Tampa, 401 W. Kennedy, Tampa, FL 33606.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 19-22, 1990, New York. Information: Northeast Conference, P. O. Box 623, Middlebury, VT 05753.

CONFERENCE ON TWENTIETH-CENTURY FRENCH STUDIES: April 20-22, 1990, Univ. of Iowa. Information: Center for Conferences & Institutes, 249 Iowa Memorial Union, Univ. of Iowa, Iowa City 52242.

CONSEIL INTERNATIONAL D'ÉTUDES FRANCOPHONES: April 20-23, 1990, Martinique. Information: Michel Tétu, CIEF, Dépt. de Littératures, Université Laval, Québec, PQ G1K 7P4 Canada.

SECOND LANGUAGE ACQUISITION AND FOREIGN LANGUAGE LEARNING II: April 26-28, 1990, Urbana. Information: Bill Van Patten, Dept. of Spanish, Italian, and Portuguese, 4080 FLB, 707 S. Matthews, Urbana, IL 61801.

PACIFIC NORTHWEST COUNCIL ON FOREIGN LANGUAGES: May 3-5, 1990, Portland, OR. Information: Ray Verzasconi, PNCF Executive Secretary, Foreign Languages & Literatures, Oregon State Univ., Corvallis Or 97331. Telephone: (503) 754-2289.

CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS ANNUAL MEETING: May 10-12, 1990, Conference Center, St. John's Newfoundland. Information: Ihor Z. Kruk, Pres. CASLT, 369 Montrose St., Winnipeg, Manitoba, R3M 3M1 Canada.

TENTH ANNUAL CINCINNATI CONFERENCE ON ROMANCE LANGUAGES AND LITERATURES: May 16-18, 1990, Univ. of Cincinnati. Information: Josiane Leclerc-Riboni, Conference Chair, Dept. of Romance Languages & Literatures, Univ. of Cincinnati, OH 45221-0377.

MARGUERITE YOURCENAR INTERNATIONAL COLLOQUIUM: May 16-18, 1990, Antwerp. Information: Maurice Delcroix, 59 rue Pere Damien, B-1140 Bruxelles, Belgium.

COMPUTERS AND TEACHING IN THE HUMANITIES: June 23-25, 1990, Fordham Univ. Information: Craig B. Brush, Modern Languages Dept., Fordham Univ., Bronx, NY 10458.

MLA INSTITUTE: CURRENT ISSUES IN FOREIGN LANGUAGE TEACHING: July 8-20, 1990, Middlebury. Information: Foreign Language Summer Institute, MLA, 10 Astor Pl., New York, NY 10003-6981. Telephone: (212) 475-9500.

AMERICAN TRANSLATORS ASSOCIATION: October 11-14, 1990, New Orleans. Information: American Translators Association, 109 Groton Avenue, Ossining, NY 10562.

ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: October 19-20, 1990, Chicago. Information: ICTFL, P.O. Box 5633, Springfield, IL 62705. Telephone: (217) 782-2826.

YOUNGSTOWN CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: October 26-27, 1990, Youngstown, OH. Information: Foreign Language Conference, Dept. of Foreign Languages, Youngstown State Univ., Youngstown, OH 44555. Telephone: (216) 742-3461.

MIDWEST MODERN LANGUAGE ASSOCIATION: November 1-3, 1990, Kansas City. Information: Maria A. Duarte, 302 English and Philosophy Bldg., Univ. of Iowa, Iowa City, IA 52242-1408.

VALDOSTA STATE SCHOLARSHIP APPLICATION DEADLINE NEARS

The Department of Modern Foreign Languages at Valdosta State College invites applications for the 1990 SAFT-America Business Administration/French Scholarship. Deadline is April 1, 1990.

The SAFT-America Scholarship is a three-quarter, full (in-state) tuition, renewable award given annually to a full-time student at Valdosta State College. Tuition includes matriculation and accompanying fees, but does not include dormitory fees, meals, or books. The award amounts to approximately half of the student's expenses at Valdosta State College.

To be eligible for this scholarship, a student must be pursuing (1) a Bachelor of Business Administration degree and (2) a minor or second major in French at VSC.

Application forms are available from C. Lee Bradley, Chairman, SAFT-America Scholarship, Modern Foreign Languages, Valdosta State College, Valdosta, GA 31698. Telephone: (912) 333-7358; FAX: GIST 343-7358

High School seniors as well as college transfer students are encouraged to apply. All application materials (completed forms, transcripts, letters of recommendation) must be postmarked by April 1, 1990.

ELECTION RESULTS

National Headquarters are now in a position to declare the 1989 elections closed. Here are the results:

Vice President: Margot Steinhart (Chicago/No. IL)

Regional Rep. IV (Middle Atlantic): Sr. Mary Helen Kashuba (Philadelphia)

Regional Rep. VI (East Central): George J. Gauthier, re-elected (Ohio)

Regional Rep. VIII (Southwest): David Long (Houston)

Our congratulations and best wishes go to the four winners for a successful and profitable three-year term, 1990-2.

Our thanks go to Josette Smith for 8 years of devoted service to the AATF at the national level, 5 as Reg. Rep. IV and 3 as V-P for scholarships; to Biruta Cap for her 3 years as Reg. Rep. IV; to Maurice Elton for his 6 years as Reg. Rep. VIII; finally, to Jean Amick, Joe Murphy, and Alain Ranwez for their willingness to stand for national office. We hope that any or all of them will make themselves available again at some future date.

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

Second Class
Postage Paid
Champaign, IL
61820