



FROM THE PRESIDENT:

MINNEAPOLIS CONVENTION HIGHLIGHTS

The AATF visited Minneapolis for its 64th annual meeting, the first trip to that city in association history. Convention planning was made difficult this year by both the recession and the anxieties arising from the Gulf War. Moreover, the economy seems to have played an unfortunate role in dampening our numbers if not our spirits. The number of sessions offered in Minneapolis, however, remained steady by comparison with earlier years for by its beginning they were of the same range and number as in New Orleans the previous year. We should all start thinking about next year's meeting in Strasbourg: it promises to be one of our best ever.

The Executive Council met prior to the convention, on July 1 and 2. A full listing of its actions will be printed in the *French Review*, but some of the more important ones may be mentioned here. First, the EC heard from Fred Jenkins, our Executive Director, about the difficult state of AATF finances. Faced with a third straight deficit year (covered until now with income produced by the Endowment Fund) and a predicted shortfall of about \$25,000 for 1992, the EC voted unanimously to raise the dues (for the first time in five years) to \$35 per year. This action was later debated and passed by the Assembly of Delegates. Smaller increases were considered, but fears that they would not solve the budget problem and thus force us to return to the membership for successive hikes persuaded the EC to set the figure at a level that should stick for a number of years. In comparison to other language associations, AATF remains a bargain.

The EC heard reports on the work of its very active Commissions. First, from the Pedagogical Commission, which was wrapping up its work under the leadership of retiring Vice President Pat Cummins. The Telematics Commission, chaired by Townsend Bowling, sponsored two open sessions at the convention, followed by a post-convention workshop ("Introduction to Minitel Technology"). Joe Murphy's Professional Standards Commission reported on its progress and held an open working session on progress toward creating an AATF Professional Teaching Certificate. The Proficiency Commission, chaired by Gladys Lipton, has produced a core bibliography on proficiency (compiled by former VP Ann Tukey Harrison) and has subcommittees gathering information in several areas: model programs, effective testing, curriculum guidelines, articulation, and teacher training.

Sidney Teitelbaum, Director of the National French Contest, reported on the Contest's continuing success; records are broken virtually every year. The test is gradually being revised to conform more closely to current proficiency approaches. The EC voted to increase the prize money next year from 15¢ to 20¢ per student, and two new awards will

be established to honor the best NFC Administrators of the Year, one for large chapters (1,000 students or more enrolled) and one for small chapters (under 1,000). The awards will consist of a plaque and a check for \$100.

The Nominating Committee's recommendations for candidates for the Vice-Presidential election were approved: Michèle Shockey (Gunn H.S., Palo Alto, CA) and Ellen Silber (Marymount College, Tarrytown, NY). Alternate: Pearl Chiari (N. Miami Beach Sr. H.S.). The EC unanimously reelected Fred Jenkins to a new 3-year term as Executive Director.

Editor-in-Chief Ron Tobin and Managing Editor Harriet Stone of the *French Review* were present to report on the association's venerable journal of record. Ron Tobin cited his desire to increase the representation of civilization and pedagogy in the review. Jane Black Goepper's *National Bulletin* is widely appreciated by the membership. All editors received congratulations from the EC on their efforts. Fred Jenkins announced the winners of the Best Treasurers of the Year Awards: Henri Armand of North Carolina (large chapters) and Henri Poirier of Maine (small chapters).

AATF Summer Scholarships: there are 10 winners in Québec, and despite fears provoked by the Gulf War, the full complement of 30 was eventually found for France. VP Margot Steinhart was in France with the *stagiaires*. The EC welcomed to its meetings Claude Kieffer and Jean-Noël Rey, Attachés linguistiques from, respectively, New York and Chicago. M. Kieffer explained the new orientation that the scholarships to France will begin to take next summer and promised to write an article explaining the changes for the *Bulletin*. Meanwhile, AATF will maintain funding for the Summer Scholarships at current levels.

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The EC received the new recruiting brochure ("Why Study French?"), the product of a collaboration between AATF (Chicago Chapter) and the Services Culturels. This was available to our *congressistes* at the registration table.

Regional Representative Fernande Wagman described the serious decline in French enrollments in New York, and presented to the EC the work of the SOS French Committee (co-chairs: Henriette Rattner and Pearl Warner). The committee has mobilized to combat the decline; it organized a meeting of representatives of the concerned educational, business, and cultural communities at the New York Service Culturel in March.

Future convention sites: planning for Strasbourg in 1992 is well underway; the EC confirmed San Diego as the 1993 site, and gave provisional approval to Québec City in 1994 and San Antonio in 1995. The EC also heard invitations from Dallas and Lyon.

The highlight of our opening session was the address by Jacques Soppelsa, the Conseiller culturel adjoint. A former president of the Université de Paris I (Panthéon-Sorbonne), M. Soppelsa delivered a masterly address on "L'Université européenne dans le monde contemporain: l'autonomie des universités." Michel and Fernand Robidoux, father and son guitarist and vocalist, entertained us that Wednesday evening with a wonderful selection of French and Québécois songs and reminiscences. At our Thursday evening reception, M. Soppelsa awarded the Palmes Académiques to our Executive Director, Fred Jenkins. Bravo, M. le Chevalier! A final treat for those who stayed over Saturday night was a marvelous English performance at the Guthrie Theater of Corneille's *Illusion comique*.

As always, it is impossible to cite all the fine sessions the convention offered. (Programs are available from National Headquarters; with your request, please include a 6" X 9" SASE.) A sampling will give an idea of the scope of presentations: "Foreign Languages Across the Curriculum: Theory and Practice," "Le Français en Amérique du Nord," "Conversing in French," "Le Français économique et commercial," "Technology and Language Learning," "La Chanson québécoise," "La Presse et la publicité dans la salle de classe," "Learning Centers in the FLES\* Classroom," "Raising Cross-cultural Awareness," "L'Orthographe réformée," "Table ronde sur l'Europe en 1992." In addition, there were sections on French literature; open meetings of several commissions and a meeting of the Société Honoraire de Français; workshops on AP language, on French song, on translation, on Minitel (plus the post-convention workshop on Minitel technology); sessions on the *Stages d'été* and on Strasbourg.

Strasbourg in 1992! Start planning now!

Stirling Haig  
President

## NOTICE OF CHANGE OF ADDRESS

This summer your editor has moved. Please note the new editorial address for the *National Bulletin*:

Jane Black Goepper  
2324 Park Avenue Apt. 34  
Cincinnati, OH 45206

The telephone number remains the same (513) 861-6928.

All correspondence and submissions should be sent to this new address, effective immediately.

## AATF DUES — IMPORTANT NOTICE! !

At the just-completed Convention in Minneapolis, the Executive Council, supported by the Assembly of Delegates, voted to raise basic dues, beginning 1992, to \$35. The decision was not an easy one and much debate, both pro and con, took place before the vote was taken. Everyone is conscious of the fact that at least some members will be discouraged from joining or renewing by this raise. However, continuing small deficits, as documented in the AATF audit published annually in the April or May issue of the *FRENCH REVIEW*, left us little choice. By way of comparison, the dues of similar FL organizations are as follows: ACTFL, \$65; AATSP, \$35; AATG, sliding scale — \$25 to \$35 — but with most members joining at the upper figure. It was the general feeling of the Council, supported by most Chapter delegates, that the \$35 level still represents a considerable bargain for all of the AATF services offered. Foreign, Canadian, Emeritus, and Student dues will increase proportionately. 1992 dues notices reflecting these changes will be in the mail in September. We appreciate your continuing support of all AATF activities.

F.M. Jenkins,  
Executive Director

## AATF NATIONAL BULLETIN

Volume 17 Number 1

September 1991

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The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2324 Park Avenue, Apt. 34, Cincinnati, Ohio 45206. 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.

# LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

Pour obtenir des informations sur le système éducatif français, l'accès aux universités, les stages linguistiques et pédagogiques en France, les bourses d'été de recyclage, vous pouvez vous adresser au Service Culturel Français de votre circonscription.

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# À LA DÉCOUVERTE DE L'ALSACE, CARREFOUR DE L'EUROPE STRASBOURG — 1992

Sixty-Fifth Annual Meeting, American Association of Teachers of French  
July 18-23, 1992, Strasbourg, France

## Tentative program:

**July 18-19:** Joint sessions of the AATF and the AATG at the Council of Europe. Note: July 20-23, the AATG will continue their meeting in Baden-Baden (Germany)

**July 20-22:** Plenary session at the *Palais de la Musique et des Congrès* followed by varied sessions, workshops, and exhibits at the historic *Palais Universitaire*. Numerous other activities are being planned, including receptions, local visits, and a *Son et Lumière* at the cathedral.

**July 23:** *Journée Alsacienne*, under the sponsorship of the hospitality committee of Alsace — États-Unis. (Tentative plans include a tour of the *Route des Vins*, a visit to the *Écomusée* south of Colmar, and a festive closing get-together with music and folkdancing.)

It is not too early to begin making plans to attend next summer's convention of the AATF! This will be an opportunity to discover (or rediscover) the beauty and dynamism of Strasbourg and the region of Alsace. Thanks to the efforts of the dedicated Hospitality Committee, all participants will return home with a *mallette pédagogique* filled with Alsatian realia which they can share with their classes.



At present, we are arranging a special low-cost housing package. (We also hope to offer special airfares, independent of the housing.) More information will appear in the next AATF Bulletin. However, right now we need your help with our convention planning! It is especially important that we book an appropriate number of rooms since July is high tourist season. Please take the time to complete the following questionnaire.

Name: \_\_\_\_\_

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

Level at which you teach:     FLES     Secondary     University

1. Will you be attending the Strasbourg convention?     yes, definitely     yes, tentatively

2. How will you arrange housing?

I plan to go with the AATF housing package

I plan to make my own hotel arrangements

I plan to stay with friends

3. How will you be traveling?

alone

with others (please mark all that apply:)

a spouse/friend who is also an AATF member

a spouse/friend who is not an AATF member

with children (give ages: \_\_\_\_\_)

If you are coming with children, would you be interested in the following options (for a fee)?

day care (for younger children)

day camp (for older children)

French activities (for older children who have studied French)

4. Would you be interested in staying another week in the area to attend a French immersion seminar?

yes, definitely     maybe     no

5. Would you be interested in participating in a post-conference tour?     yes, definitely     maybe     no

If yes, what areas do you want to visit? \_\_\_\_\_

Other comments and suggestions are welcome. (Please attach another sheet of paper).

Return questionnaires immediately to: Professor Rebecca Valette, Department of Romance Languages, Lyons 311, Boston College, Chestnut Hill, MA 02167

# CALL FOR PRESENTATIONS

Sixty-Fifth Annual Meeting, American Association of Teachers of French  
July 18-23, 1992, Strasbourg, France

Theme: A la découverte de l'Alsace, carrefour de l'Europe

THIS COMPLETED PROPOSAL MUST BE POSTMARKED BY DECEMBER 15, 1991. You will be notified by January 30, 1992, if your proposal has been accepted. Preference will be given to topics relating to the theme of the conference.

NOTE: If you wish to organize a session with several presentations or papers, have each participant fill out the following form and submit all proposals together.

Return this completed proposal to Professor Rebecca Valette, AATF, Department of Romance Languages, Lyons 311, Boston College, Chestnut Hill, MA 02167.

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

Please give both addresses and check which is preferred.

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

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

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

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

Type of presentation:

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

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

Anticipated audience:

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

Interest area: \_\_\_\_ pedagogy    \_\_\_\_ culture    \_\_\_\_ literature    \_\_\_\_ linguistics    \_\_\_\_ other: \_\_\_\_\_

Title and Brief Description: (attach extra sheet, if necessary)

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

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

Because of compatibility problems, there will be no video or computer equipment available in Strasbourg.



## MODERN LANGUAGE ASSOCIATION STATEMENT ON THE CURRICULUM DEBATE

The Executive Council of the Modern Language Association has noted with dismay the recent appearance of a number of books and articles that decry "political correctness" on American campuses. These texts charge that teachers of language and literature, with the support of the MLA, are eliminating the classics of Western civilization from the curriculum and making certain attitudes toward race, class, gender, sexual orientation, or political affiliation the sole measure of a text's value. Some teachers, it is said, intimidate colleagues who do not comply with their own political agendas, and they subvert reason, truth, and artistic standards in order to impose crude ideological dogmas on students. Normally, the MLA Executive Council would not comment on the approaches members use in their scholarly work or classrooms; however, recent statements about the association and its members call for a response.

What are the facts? The Modern Language Association, a century-old learned society, consists of almost 30,000 college and university scholars and teachers of the modern languages and literatures who represent a wide spectrum of histories, interests, scholarly methodologies, and approaches to teaching. In view of their great diversity, it is unreasonable to suggest that they are imposing a monolithic ideology on the college curriculum. Over the last decade, many have introduced new writers and raised new issues in their courses, and there is a lively debate within the field about the proper scope and focus of literary and language studies. But this debate is scarcely unprecedented; it is an extension of the legitimate process that has always made the college curriculum in the United States responsive to the changing interests of society and the changing shape of intellectual disciplines.

What is most disturbing in the attacks against the MLA and individual members is the persistent resort to misrepresentation and false labeling. While loudly invoking rational debate, open discussion, and responsible scholarship, these attacks distort evidence and reduce complex issues to slogans and name-calling. Furthermore, they fail to acknowledge the many differences in philosophical and other positions represented among proponents for curricular change who, whether or not one agrees with them, are raising important questions about culture, language, and society.

Far from having discarded the established canon, most teachers of literature and language today continue to teach the traditional works of Western culture, even as a growing number introduce new or neglected works of Western and other cultures. Instead of attacking traditional works on political grounds, these teachers are reenlivening the study of literature and language by raising challenging questions from new perspectives. Contrary to the charge that such questions and perspectives debase standards, they have stimulated students to think more critically, rigorously, and creatively.

Changes in what we teach our students have never been free of controversy. In this context, it is useful to recall that the Modern Language Association arose in 1883 precisely out of such controversy — the opposition to adding the teaching of English and other modern languages and literatures to a curriculum dominated by Greek and Latin. The teaching of American literature, as distinct from English

literature, evolved after World War I out of a similar dispute, in which many claimed that educational standards were being sacrificed to popular taste. And fifty years ago, there was strong resistance to the introduction into literature classes of writers like Joyce, Woolf, Kafka, García-Lorca, and Faulkner.

Literature has always been a theater of contention over social, aesthetic, and ethical values, and so has the study of literature and language. Recent changes in our culture have intensified these concerns in ways that need to be discussed in a spirit of mutual respect. The Modern Language Association will do everything it can to make the current controversy — at the moment so acrimonious — fruitful and genuinely educational.

Executive Council  
Modern Language Association  
May 1991

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## WOMEN IN FRENCH

**Women in French** is a voluntary organization of individuals who wish to promote research on female Francophone authors, on women in Francophone literatures and in other domains of feminist criticism. An additional purpose of the organization is to share information and concerns about the status of women in Francophone countries and in higher education in the United States. In May of this year, **Women in French** attained allied organization status with the Modern Language Association. Beginning with the 1992 convention in New York, **Women in French** will be eligible to arrange up to two meetings per convention and a social function.

We will be holding our annual meeting this year in San Francisco during the 1991 MLA convention. All are welcome and encouraged to attend. Times and dates will be announced in the *WIF NEWSLETTER* published in November. Officers and regional representatives will be elected at the annual meeting. The current chair of **WIF** is Annabelle Rea, Occidental College, Los Angeles. She also serves as West Coast Representative. Other regional representatives are: Northeast: Roberta Krueger (Hamilton College); Southeast: Celita Lamar (University of Miami, Florida); North Central (and current secretary): Adèle King (Ball State); South Central: Sandra Beyer (University of Texas-El Paso); International: Lynn Kettler Penrod (University of Alberta).

The *WIF NEWSLETTER* is published bi-annually, in February and November. We will publish calls for papers, announcements of conferences, meetings, brief book reviews, bibliographical items, research queries, work in progress statements, and other items of general interest that are sent to us. Send items for the November newsletter by October 30, 1991, to Mary Anne Garnett, Editor, Department of Modern Languages, The University of South Dakota, 414 E. Clark St., Vermillion, SD 57069-2390. The editor retains the right to reduce items to fit the space available. Items may be in French or English.

To become a member of **WIF** and to receive the newsletter, send \$5 dues and your name, address, and institutional affiliation to: Emily Guignon, **WIF** Treasurer, 7827 Davis Drive, Clayton, MO 63105.

## JNCL-NCLIS QUARTERLY SUMMARY

### January – March, 1991

- Worked with appropriate congressional Member and staff, and with the Liaison Group, to combine the Foreign Language Competence for the Future Act, the Global Elementary Education Act and the Access to International Education Opportunities Abroad Act into a new bill — the Global Education Opportunities Act (H.R. 1154 and S. 511).
- Helped draft “Dear Colleague” letters, generated letters of support from the field and made hundreds of calls on behalf of the Global Education Opportunities Act.
- Worked with Senate and House staff on the authorization of the Senate and House literacy bills (S. 2 and H.R. 751) and the passage of the latter. Supported the reintroduction of the National Writing Project (S. 264) and the critical foreign language, the foreign language teacher academy and the writing project provisions of S. 329, the National Teacher Act.
- Provided an analysis of the Administration’s budget request for FY 1992. Met with staff from House and Senate Appropriations Subcommittees, sent memberships alerts and did a mailing on needed increases. JNCL-NCLIS testified before the Senate Subcommittee on April 23 and the House Subcommittee on May 14.
- Began meeting with Congressional staff and dealing with other associations to monitor, react, and suggest changes in Title V and Title VI of the Higher Education Act.
- Collaborated with the House/Senate International Education Study Group to sponsor a National Foreign Language Week program on Capitol Hill attended by over 150 individuals including 60 Congressional Members and Staff. Developed and distributed the first House/Senate International Education Newsletter.
- Facilitated opportunities for House and Senate authorization and appropriations committee staff to visit local school programs in French and Spanish immersion and in Japanese and Russian.
- Monitored and provided information to associations on issues of major concern such as State Legislation Impact Assistance Grants (SLIAG), the budget’s “ability to benefit” provisions, and supplemental appropriations.
- Assisted Rep. Panetta, Chairman of the House Budget Committee, in writing an article on the future of foreign languages in the U.S. by the year 2020. Completed a Resource Guide detailing all federal funding for languages, exchanges, and international education. Updated the Political Advocacy Handbook, and developed materials for a major letter writing campaign at the Central States Conference.
- Edited two issues of *EPIC Events* dealing with such matters as Native American Languages and new English language legislation. Provided materials about language needs in the U.S. to the Government Accounting Office (GAO) at the request of Rep. Don Edwards, Chairman of the House Civil and Constitutional Rights Subcommittee.
- Continued to monitor the activities of the National Governors’ Taskforce on Education and to meet with staff and provide information in support of the objectives relevant to JNCL-NCLIS constituents.

### April – July, 1991

- Worked with House and Senate Members and staff on the Reauthorization of the Higher Education Act. Helped prepare testimony, prepared side-by-side analysis, provided research and background information, and sought and achieved agreement with the Higher Education Taskforce on Title VI. Made suggestions to Senate staff for revisions in Title V dealing with teacher education programs.

- Continued to support the Global Education Opportunities Act which now has 78 co-sponsors in the House and 17 co-sponsors in the Senate. A Senate hearing was scheduled but postponed. Worked with staff to have the teacher education and material development provisions of GEO included in the major Senate Education bill, the Strengthening Education for American Families Act (S. 2). Also worked on the extensive literacy provisions in S. 2 that were passed in the House bill, H.R. 751.
- Worked with Senator Boren’s staff and the Liaison Group for International Exchanges to help create the National Security Education Act creating \$180 million Trust Fund to support undergraduate study abroad, graduate fellowships in return for teaching or federal service, and institutional grants for foreign languages and international studies. Continue to work with appropriate committee members to support passage.
- Facilitated a briefing for Congressional staff by the Department of Defense and the Defense Language Institute on foreign languages and national security, sponsored by the House/Senate International Education Study Group.
- Testified before the House and Senate Appropriations Subcommittees and discussed with appropriate staff increased funding for a variety of programs including Title VI, Foreign Language Assistance, English Literacy, the National Writing Project, NEH, and others. Prepared a comparative analysis of both appropriations bills.
- Contacted Agency staff, Members of Congress and coordinated responses to federal interpretations and regulations that would have restricted and limited the effectiveness and funding for the Foreign Language Assistance Program and the Fund for Innovation in Education. Continued to monitor the Education Department’s implementation of these programs.
- Monitored, dealt with appropriations staff and state delegations, and attempted to preserve funding for State Legalization Impact Assistance Grants. Funding has been carried over into next fiscal year.
- Monitored, tracked and analyzed a variety of bills dealing with the Ability to Benefit, Bilingual voting rights, Soviet and East European Exchanges, promotion of the humanities, study abroad, literacy, and so forth.
- Undertook a research project to ascertain how many pieces of legislation have been introduced since 1981 which pertain to the interests of JNCL-NCLIS members. We identified 2,721 bills or amendments of some relevance. Ninety-four bills have already been introduced in the 102nd Congress. Currently compiling an update of the most important pieces.
- Researched, edited and wrote the 2nd issue of *International Notes*, the newsletter of the House/Senate International Education Study Group. Copies were circulated to every Member of Congress by Senator Dodd and Representative Panetta.
- Staff made presentations at the American Forum, SWCOLT, Eastern Michigan University, the American Classical League, NCLG, GulfTESOL, and the French Consulate in New York. Conducted letter writing campaign at ACL in which 320 letters were sent to Members of Congress. Personally held a fund raiser for Senator Dodd in Connecticut.
- Facilitated and staffed meetings of the Policy Committee and Delegate Assembly. Planned and coordinated a “Legislative Day” on Capitol Hill for JNCL-NCLIS Delegates.
- Continued to edit *EPIC Events*, the Newsletter of the English Plus Information Clearinghouse. Completed the state survey, *Dreams, Realities and Nightmares* and the

Continued on page 8.

## 101 HIGH SCHOOL FOREIGN LANGUAGE TEACHERS RECEIVE ROCKEFELLER FELLOWSHIPS

Foreign languages and international studies have become a critical priority in United States schools. Encouraging and promoting outstanding teachers in these fields is essential if the nation is to prepare young Americans for the 21st Century.

To address this objective, The Rockefeller Fellowship Program, located at Connecticut College in New London, CT, awarded fellowships of \$5,000 each to 101 outstanding foreign language teachers in U.S. junior and senior high schools for the summer of 1991. The awards are used for eight weeks of intensive study and language immersion abroad. This is the sixth year of the fellowship competition. There are now over 600 Rockefeller Fellows in the nation's private and public schools.

This year Fellows studied a total of 10 languages on five continents to strengthen their skills in foreign language teaching. Thirty eight studied Spanish, followed by French (37), Latin (11), German (4), Chinese (5), Russian (2), Hebrew (1), Italian (1), Japanese (1), Portuguese (1). The states with the most fellows are Massachusetts (14), California (10), Ohio (10) and New York (7). Seventy-three of the Fellows teach in public schools and twenty-seven in private schools.

The Fellows pursued study or research according to plans they devised themselves based on individual needs and interests. They are expected to share the benefits of their study with students, colleagues and their community upon their return.

The following AATF members were among the fellowship holders:

Cheryl Benken, Hillsdale, NY: France  
Jean Crawford, Charleston, SC: France  
Linda Danner, Monroe, NC: France  
Marcia Haas, Parker, CO: France  
Judith Hunt, Sandpoint, ID: Africa  
Jane Kauffman, Birmingham, AL: France  
Nancy Lee, Arlington Heights, IL: France  
Jan Marston, Dallas, TX: Africa  
Michael Nettleton, Boulder, CO: France  
Pierrette O'Neal, Bryn Mawr, PA: France  
Tracy Powers, Jamaica Plain, MA: West Africa  
Cherie Rymer, St. George, UT: France  
Jacquelyn Sand, Natick, MA: France  
Rosanne Simon, Charlottesville, VA: Africa  
Mary Sosnowski, Wayland, MA: Canada  
Louise Stowell-Ruzicka, Baton Rouge, LA: France  
Mary Roberts, Miller Place, NY: France  
Ann Sunderland, Independence, MO: Reunion, Mauritius  
Penny Taylor, Denver, CO: Africa  
Ashley Wells, Tuscaloosa, AL: France  
Bernard Flanagan, Boston, MA: France  
Rowena Green, Lexington, KY: France

The following AATF member was selected as an alternate: Mary Jo Purvis, Ft. Wayne, IN.

Anyone interested in applying for the summer 1992 should do so immediately by contacting the local foreign language collaborative or by writing or calling the: NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320. Telephone: (203) 439-2282. **Application deadline: October 31, 1991.** (See related article in next column.)

## NEW NAME AND NEW FUNDING FOR ROCKEFELLER FELLOWSHIPS FOR 1992

A fellowship program funded primarily by the National Endowment for the Humanities with additional support from the Geraldine R. Dodge Foundation is offering summer fellowships to outstanding foreign language teachers in grades K-12. The program establishes a **new generation of the successful Rockefeller Fellowship Program for High School Teachers (1986-1991)** which has helped more than 600 foreign language teachers develop their linguistic and cultural proficiency through individually-designed summer study projects abroad.

The NEH Foreign Language Fellowships carry a stipend of \$3,750 for six weeks of study or research. They are intended to be used **entirely outside the mainland U.S.** in order to afford qualified K-12 teachers an authentic immersion experience and the opportunity to increase significantly their knowledge of foreign languages and cultures.

The next generation of Fellows, beginning in 1992, will expand the horizons of the program by including foreign language teachers in both elementary and secondary schools. A special initiative, funded by the Dodge Foundation, will support fellowships for teachers of critical languages. The program also encourages teachers of more commonly taught languages to carry out projects involving cultures normally under-represented in their classrooms. As the mandate for foreign language instruction extends to the earliest grades and becomes more content-based, the NEH Fellowship Program for Foreign Language Teachers K-12 reaffirms the importance of giving all foreign language teachers the opportunity to increase their linguistic proficiency and understanding of the languages and the cultures they teach.

Basic eligibility requirements include three years experience in foreign language teaching and at least 1/2 time of the full schedule spent teaching foreign languages. Rockefeller Fellows and teachers of ESL and bilingual education are not eligible.

Applications will be judged on the basis of professional qualifications, two recommendations and a 750-word project plan designed by the applicant to meet his/her professional and institutional needs. Projects should show promise of bringing tangible benefits to the K-12 foreign language classroom. Outreach across their school curriculum or to other foreign language colleagues is also expected as part of the outcome.

For further information on eligibility requirements and applications, contact: NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320. Telephone: (203) 439-2282. Application deadline: **October 31, 1991.**

### JNCL-NCLIS *Continued from page 7.*

*Federal Funding Guide.* Organized the latter on disk so that it can be continually updated and revised.

- Worked with staff of the National Education Goals Panel. Coordinated oral and written testimony for a series of regional hearings. Monitored, tracked and attended meetings of the Panel and the newly created National Council on Educational Standards and Testing (NCEST).
- Conducted a survey of national public school foreign language enrollments under a subcontract with ACTFL and began compilation of results. Examined approaches to include new information such as elementary enrollments.
- Provided articles and other material for member newsletters.



# 1992 AATF SUMMER SCHOLARSHIPS

## Preliminary Instructions

**BECAUSE THE SPECIFICATIONS FOR THE SCHOLARSHIPS FOR SUMMER 1992 WILL NOT BE AVAILABLE FROM THE AWARDING MINISTRIES UNTIL LATER THIS FALL, IT IS ABSOLUTELY IMPERATIVE THAT EACH APPLICANT CONTACT THE NATIONAL HEADQUARTERS AFTER DECEMBER 15 TO REQUEST THE FINAL GUIDELINES. You may also write to AATF and ask to receive the final guidelines as soon as they are available for the current stages and/or the new French stage, which will be announced by the French Cultural Services in New York this fall. You will then receive any new specifications which may evolve during the application process.**  
AATF, 57 E. Armory Ave., Champaign, IL 61820;  
Telephone and FAX: 217-333-2842

AATF will award a number of scholarships, which are made available to AATF members by the French and the Québec Governments, for study in Paris and in Québec during Summer 1992. The summer scholarships include:

- (A) Twenty or Thirty scholarships (tentative) funded by the French Government, through the French Cultural Services, and by AATF, for summer study in Paris during four weeks in June-July;
- (B) approximately TEN scholarships (tentative) offered by the Government of Québec for study at Université Laval in Québec City (Ste-Foy) for four weeks in July.

There is no age limit for applying for either the French or the Québec government scholarships. AATF members who are 50 years of age or older and who intend to continue their service to the teaching profession are eligible to apply. Because the French and Québec Government forms require birth dates and place of birth to complete the application process, the AATF application forms will also require this information.

### FRANCE

The French scholarships will include two programs: (1) *stage de formation des formateurs* and (2) a *new stage*, which is currently being designed by the Department of Scientific and Educational Cooperation in Paris. *Stage 1* will take place in Paris and will include a one-week stay with families in the provinces. *Stage 2* is in the planning phase and will be announced by the French Cultural Services in New York this fall. Further details will be available from AATF National Headquarters shortly afterwards. Transportation costs to and from France are incurred by the scholarship recipients, who must arrange their own flights. To help defray the cost of transportation, a stipend of \$400 is awarded by AATF in the fall following the summer program and upon completion of all program requirements and evaluations. The scholarship includes tuition, lodging, most meals, and round-trip transportation between Paris and the host family.

Recipients should also plan to attend the national convention of AATF in Strasbourg, France, between July 18-22. While the dates for the French *stages* are not yet firm, efforts are being made to coordinate the dates of the French scholarship program with the national convention.

#### *Stage #1: Stage de formation des formateurs*

The goal of the *stage de formation des formateurs* is to enhance the skills of teachers who can currently demonstrate

a high level of linguistic competence in French, to supplement their understanding of contemporary Francophone culture, and to prepare them to train other teachers. The ideal recipient will probably have spent time in France and will be prepared to experience French culture in more depth than the French teacher who goes to France as a tourist. The *formateur* should also be open to new experiences and people and be able to interact with colleagues and to sustain conversations and discussions with the French family with whom he/she stays, and be able to function with a good measure of independence and self-initiative. The *formateur* should also have an appreciation of the theoretical as well as the practical applications of pedagogy and culture. The experience in France should be viewed as a global view of a variety of topics, which require the participant to reconsider and to reshape the experience in terms of an American context. The *stage des formateurs* is designed for teachers in a training position at the elementary, secondary or college/university level, i.e., supervisors, student teacher trainers, in-service leaders or conference presenters.

#### *Stage #2: New Stage*

*Stage #2* is a new initiative to encourage a partnership between education and technology. This project is clearly in its incipient phase and will be defined in more detail in a future issue of the *National Bulletin* by Claude Kieffer, Attaché Linguistique for the French Cultural Services in New York. For the second *stage*, the focus of the project will be announced in the fall, but it is anticipated that the emphasis will not be pedagogical or linguistic.

#### *Requirements of the French Government Scholarships*

In applying for the French Government Scholarships, the AATF member is asked to design a project which will be undertaken or completed in France. The applicant is free to propose a project with linguistic, pedagogical or cultural implications for the *stage de la formation des formateurs*. This project may be considered in terms of the individual needs of the teacher and of the profession. The statement prepared as part of the application should define the nature of the project as well as the process for carrying it to fruition. One copy of the final project is to be submitted to AATF National Headquarters and will be lent upon request to other association members. To help defray the cost of submitting the project and the ancillary materials, AATF will award a \$50 subsidy upon receipt of the project.

In addition, acceptance of a French Government Scholarship commits the recipient to conducting at least two training workshops and/or speaking at foreign language conferences at local, state, regional or national levels within the next year.

### QUEBEC

The purpose of these ten scholarships is to introduce the American teacher of French to the literature, language, and culture of Québec and to the pedagogy of teaching French as a second language. Recipients will take two or three courses at Université Laval in a suburb of Québec City. Tuition is covered for the full session, as well as room and board, excluding lunches, with families in Québec City, plus some cultural activities. Academic credit (6 semester hours) is awarded upon completion of the four-week program. Transportation costs to and from Québec are incurred by the scholarship recipients, who must make their own travel arrangements.

Recipients are encouraged to conduct workshops and/or

speak at foreign language conferences to share their experiences and materials. In addition, National Headquarters would be pleased to accept projects or units of study that might be shared with other AATF members.

### GENERAL GUIDELINES FOR SCHOLARSHIPS

The summer scholarship programs are intensive in nature and are designed to immerse the recipient in the language and culture of the selected country. As such, family members may not accompany the recipient during the four-week program. The recipient should be in good health and be willing to accept significant demands on his/her time and energy level. The programs are not designed as a holiday and do not permit much free time. The recipient should be prepared to attend all classes and activities and to participate in individual and group projects. Because of the program demands, scholarship recipients are encouraged to extend their stay beyond the time of the program to complete individual and professional projects. The cost of the extended stay is borne by the scholarship recipient.

While the scholarships cover most of the expenses in the host country, the recipient should be prepared to supplement the allowance for food, perhaps \$100 in France. Because of the unparalleled opportunities to participate in cultural events and to procure materials and books, the recipients should budget for these additional expenses in addition to transportation costs. While not required, the French Government recipients are encouraged to consider taking a video camera. All recipients should have a camera, several rolls of slide film, a high-quality cassette recorder and a number of blank audio cassette tapes for their *stage*. In Québec, recipients should budget about \$100 for additional cultural activities and enough money for lunch each day.

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

A number of factors will be weighed in the selection process: level of linguistic competence, geographical representation, clarity and specificity of the statement of benefits to the applicant, evidence of professional commitment (local, state, regional, and national), future career plans in education, letters of recommendation, teaching assignment (number of classes in French and number of students), and past travel, study or residence in a Francophone country. For those applying for a scholarship to France, the statement of a project to be undertaken or completed in France will also be considered.

### SCHOLARSHIP ELIGIBILITY FOR FRANCE AND QUEBEC

Applicants must be teachers of French in elementary or secondary schools or in a college or university, including the rank of full professor, for the 1992 scholarship year. Applicants must be engaged currently in teaching and plan to continue teaching French during 1992-93 and beyond. Applicants must be U.S. citizens by birth or by naturalization. They must also be members of AATF in good standing, as of January 1, 1992. Everything being equal, preference will be given to applicants who have been members for at least two

consecutive years, i.e., since January 1, 1990. There is no longer a maximum age requirement for application, although the French and Québec Governments still require the date of birth of scholarship recipients.

### INELIGIBILITY FOR AN AATF SCHOLARSHIP

The following are ineligible to receive a scholarship awarded by AATF: (1) current AATF Chapter Presidents; (2) recipients of previous AATF and/or French or Québec Government summer study scholarships or *stages* since 1987; (3) native speakers of French from any Francophone country (exceptions will be made only for those who came to U.S.A. as children and whose linguistic competence in French cannot be qualified as native or near-native); (4) recipients of other awards for simultaneous summer study or those with any kind of work commitment abroad; (5) non-U.S. citizens.

### APPLICATION

Teachers interested in applying for **France: Stage de la Formation des Formateurs** or for **Québec** scholarships should use the blank printed in the September 1991 issue of the *National Bulletin*. Applicants may also obtain the necessary form from their AATF Chapter President, their Regional Representative, or from National Headquarters.

The completed form must be accompanied by two letters of recommendation: one from the principal, dean or department chairman and one from someone who knows the candidate and his/her work well. Since these letters of recommendation are taken into very careful consideration during the selection process, they should contain a serious evaluation of the applicant's professional and personal qualities. **Recommenders are asked to send three copies in addition to their original letter of Recommendation.**

The application form, a recorded audio tape (see application form for details) and the two letters of recommendation must be returned to the Chapter President not later than **FRIDAY, JANUARY 10, 1992**. Late applications will not be considered. Applicants should verify with their recommenders and their Chapter Presidents that the appropriate letters have been sent and received. Each chapter will submit the applications from all qualified candidates to its Regional Representative, who will, in turn, send all qualified nominations to the National Chairman.

**Applicants must send three copies of the application in addition to the original form and accompanying documentation to their chapter president. Only one audio cassette (standard size) is required.**

**Those interested in applying for the new French stage must contact AATF National Headquarters in writing to request that information be sent as soon as it is available. Application forms for the new stage (Stage #2) will be due to AATF Vice-President Margot M. Steinhart by February 25, 1992.**

**DEADLINES: France (Formation des formateurs) and Québec Scholarship Applications**

January 10, 1992: Applications must reach Chapter Presidents  
February 4, 1992: Chapter deadline to Regional Representatives

February 25, 1992: Region deadline to National Chairman  
April 7, 1992: Scholarship recipients notified

Additional information may be obtained from **Margot M. Steinhart**, AATF Vice-President in charge of Summer Scholarships:

Barrington High School  
616 West Main Street  
Barrington, IL 60010  
708-381-1400  
(FAX: 708-304-1847)

2535 Bel-Air Drive  
Glenview, IL 60025  
708-724-3749  
(7:00 - 9:00 p.m. CST)

## AATF SUMMER SCHOLARSHIPS 1992 APPLICATION FORM

N.B. Only applications of U.S. citizens by birth or naturalization can be considered. There is **no maximum age limit** but date of birth is required by the agencies administering the scholarship programs in France and in Québec.

Please read the description of the available scholarships and contact National AATF Headquarters after December 15 to verify changes in the scholarship program **BEFORE COMPLETING THIS FORM**. Please type all information on the form. When completed, return your **ORIGINAL application PLUS THREE COPIES** to your CHAPTER PRESIDENT, by **Friday, January 10, 1992**.

Name \_\_\_\_\_  
Last First Middle Maiden

Address \_\_\_\_\_  
Number and Street City State Zip

Telephone: Home \_\_\_\_\_ Best time(s) to call \_\_\_\_\_  
Office \_\_\_\_\_ Best time(s) to call \_\_\_\_\_

FAX number: \_\_\_\_\_ (Indicate institution \_\_\_\_\_ or home \_\_\_\_\_.)

Institution of employment \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Level of French taught: Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ Post-secondary \_\_\_\_\_

In 1991-92: Number of French classes \_\_\_\_\_ Number of French students \_\_\_\_\_

French classes taught \_\_\_\_\_

Other subjects taught \_\_\_\_\_  
\_\_\_\_\_

AATF Chapter \_\_\_\_\_ President \_\_\_\_\_

Continuous member of AATF for \_\_\_\_\_ years, including 1992 (Preference is given to those with two or more years of consecutive membership.)

U.S. citizen  Yes  No Place of birth \_\_\_\_\_  
(city, state, country)

Date of birth \_\_\_\_\_ (day, MONTH, year) Age as of 1 July, 1992 \_\_\_\_\_

### SCHOLARSHIP: Please make only ONE choice of scholarship.

FRANCE: \_\_\_\_\_ *Formation des Formateurs*  
(Applicants for the new French **stage** must request a separate application from National Headquarters after December 15 or request that an application be sent as soon as the stage has been defined by the French Cultural Services in New York. You may apply for both of the French **stages** in 1992.)

QUEBEC: \_\_\_\_\_  
If offered, would you be willing to accept the scholarship in the other country? \_\_\_\_\_  
*(Preference is given to those who have not received a scholarship/fellowship since 1987.)*  
Have you ever received an AATF Summer Scholarship? Yes \_\_\_\_\_ No \_\_\_\_\_  
(If yes, year \_\_\_\_\_)  
Have you ever received a scholarship from the French or Québec Governments? Yes \_\_\_\_\_ No \_\_\_\_\_  
(If yes, year \_\_\_\_\_ ; location \_\_\_\_\_)  
Have you ever received a scholarship/fellowship for study in a Francophone country? Yes \_\_\_\_\_ No \_\_\_\_\_  
(If yes, year \_\_\_\_\_ ; location \_\_\_\_\_)  
Have you ever applied for an AATF Scholarship? Yes \_\_\_\_\_ No \_\_\_\_\_  
(If yes, year \_\_\_\_\_)

Please respond to the following questions on a separate sheet. Indicate your name at the top of each page.

## I ACADEMIC BACKGROUND

A. Institutions (list all colleges/universities attended.)

Semester/Quarter credit hours in French

Degree (Type and major)

Inclusive dates

B. Travel, study, and residence in Francophone countries (List all experiences.)

Inclusive dates

Location

Purpose

## II TEACHING EXPERIENCE

Years (inclusive dates)

Institution

Location (City, State/Country)

## III CURRICULUM VITAE SUPPLEMENT (Optional)

List any other professional contributions or activities which have not been indicated in your application.

## IV RECOMMENDERS

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

## V ESSAYS

A. Describe your immediate and long-range professional plans as a teacher of French or supervisor. Answer in English.

B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français.

C. (*Applicants for a French Government Scholarship only*)

Describe a linguistic, pedagogical or cultural project that you envision undertaking or completing during your stay in France.

## VI RECOMMENDATIONS

A. Request TWO recommendations, one from your principal/dean or department head and one from another person who is familiar with your work and ability. The recommendations should address the following:

1. your contributions to your institution and to the profession
2. your interaction with students, colleagues, and others
3. your flexibility and openness to new experiences, increasing demands, and change
4. your linguistic competence, if applicable

B. Have your recommender send the original letter PLUS THREE COPIES directly to your Chapter President. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline.

## VII AUDIO CASSETTE RECORDING

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

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

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

**N.B. ALL MATERIALS, original application form, 3 copies of the application form, 2 letters of recommendations with 3 copies, and one audio cassette recording, are to be sent to the CHAPTER PRESIDENT.** However, members of the Chicago/Northern Illinois Chapter are to send materials to Mrs. Jane Castle, 402 Stanton Lane, Crete, IL 60417.

# FLES NEWS

## ANNOUNCING A NEW REPORT OF THE NATIONAL FLES\* COMMISSION OF AATF

A new report, written by members of the National FLES\* Commission of AATF, and edited by Gladys Lipton, is available to the profession.

This report is entitled *Implementing FLES\* Programs*, including Sequential FLEX, FLES and Immersion. Members of the Commission have delved into the different ways of implementing programs on a district-wide basis and in the FLES\* classroom. Practitioners will benefit from the variety of ideas and practical solutions to some of the important issues in the field of foreign languages, K-8. The report, and other reports of the National FLES\* Commission of AATF, are available from AATF, 57 E. Armory Ave., Champaign, IL 61820.

## MEMBERS OF THE 1990-1991 NATIONAL FLES\* COMMISSION ARE:

Harriet Barnett, NY	Gina Jordan, MI
Carol Bickford, ME	Dora Kennedy
Christine Brown, CT	Philip Korfe, SD
Myriam Chapman, NY	Katherine Kurk, KY
John Darcey, CT	Gladys Lipton, MD
Astrid DeBuhr, MO	Maureen Regan-Baker, NY
Donna Driscoll, MA	Mary Sosnowski, MA
Juliette Eastwick, MD	Elizabeth Tomlinson, MD
Marilyn Eisenhardt, MI	Jerry Toussaint, NC
Paul Garcia, MO	Phyllis Whitten, MA
Virginia Gramer, IL	Patricia Davis Wiley, TN
Audrey H.-Boynton, NC	Maria Wilmeth, VA
Marion Hines, Wash. DC	JoAnn Wilson, MI
Kathleen James, MD	Barbara Young, MI

For those interested in the work of the Commission, and for those AATF members who would like to become members of the National FLES\* Commission of AATF, write to Chair, Dr. Gladys Lipton, UMBC-MLL, Baltimore, MD 21228.

The National FLES\* Commission of AATF can provide:

- assistance with FLEX, Sequential FLES, and Immersion
- on-site visits to schools and school districts
- assistance in the evaluation of programs
- custom-tailored workshops to meet specific needs
- reports available from: A.A.T.F., 57 E. Armory Dr., Champaign, IL 61820:

<i>Implementing FLES* Programs</i>	\$8.00
<i>Innovations In FLES* Programs</i>	\$8.00
<i>People Factor In FLES* Programs</i>	\$8.00
<i>So You Want To Have A FLES* Program!</i>	\$7.50
<i>The FLES* Sampler Of Activities</i>	\$5.00
<i>The Many Faces Of FLES*</i>	\$5.00

- preparation of an annual report to AATF on a topic(s) of interest to the profession

- attempting to get consensus on professional concerns
- additional assistance, as needed

For additional information about the work of the National FLES\* Commission of AATF, please contact the Chair, Dr. Gladys Lipton, University of Maryland/Baltimore County, Dept. Modern Languages, Baltimore, Maryland 21228, 301-455-2109 or 301-231-0824.

## NEW FRENCH RECRUITING FLYER READY FOR DISTRIBUTION

Under development for the past two years through the cooperation of the French Cultural Services and a special Committee of the Chicago/No. Illinois Chapter, our new multi-color flyer — entitled “French is more than...” — is now ready for distribution to interested parties, in particular Chapter officers and individual members wishing to distribute it to junior or senior high school students and School Counselors/Advisors. The general theme conveyed on the cover is this: familiarizing oneself with the French language and Francophone cultures is more than the standard clichés in the minds of many American adolescents — the Eiffel Tower, sidewalk cafés in Paris, miniskirted waitresses, the métro, couples embracing on the rear platform of a bus, etc. The drawing depicting this scene was conceived and executed by the famous French cartoonist, Cabu. The flyer opens up to a map of the world superimposed with the names of the 44 countries where French is spoken as a first or second language. Small cartoon figures (by Fournier) dot the map, representing some of these countries. The conclusion is, of course, that “French is a world language, spoken and studied on every continent”. Opened up entirely, the flyer then displays 7 photos with brief commentaries: the newness of France is spotlighted (the pyramid at the Louvre, the TGV, Minitel), as well as some of the advantages to be drawn from studying French (global understanding, learning of new skills, experiencing another culture first-hand, improving test scores). Finally, connections between the U.S. and France are outlined, as for instance the economic ties U.S. and France are outlined, as for instance the economic ties represented by such well known companies as IBM, Cargill, DuPont, Caterpillar, Xerox, General Motors, Michelin, Renault, Bic, and others.

In summary, it is hoped that the flyer will be widely used to publicize the longterm advantages of studying French. This has not been an inexpensive project but is one that the AATF hopes will be persuasive and effective beyond any dollar figure. Funding for the project has come principally from the French Cultural Services, the AATF (through a bequest from late Life Member, Beatrice Soroka), and the Alliance Française.

We will distribute multiple copies to you at no cost, provided you give us the following information: 1. number needed; 2. specific use to which you plan to put them. Our initial plan was to include a sample of the new flyer in this issue of the *BULLETIN* but the cost of doing so proved to be too high. However, if you are interested in seeing a single copy, please send us a postcard and we will mail one to you.

F.M. Jenkins  
Executive Director

## FULBRIGHT TEACHER EXCHANGE PROGRAM

The U.S. Government's international educational exchange program, widely known as the Fulbright Program, is designed, in the words of legislation updated in 1961, "to increase mutual understanding between the people of the United States and the people of other countries..."

Grants are awarded to U.S. students, teachers and scholars to study, teach, lecture and conduct research abroad and to foreign nationals to engage in similar activities in the United States.

Individuals are selected on the basis of academic or professional qualifications and potential, plus ability and willingness to share ideas and experiences with people of diverse cultures.

The Fulbright Program is administered by the United States Information Agency (USIA) under policy guidelines established by the J. William Fulbright Foreign Scholarship Board (BFS) and in cooperation with other federal agencies and a number of private organizations.

The Fulbright Teacher Exchange Program involves one-on-one exchanges each year of more than 450 U.S. elementary, secondary and postsecondary educators with foreign educators. The program operates between the United States and approximately 29 countries worldwide including Belgium, Luxembourg, Canada, France, and Senegal.

Participation is open to faculty at all levels: elementary and secondary educators; college instructors; and assistant, associate, and full professors. Applicants must be currently teaching. Three years' full-time teaching experience is required for the Exchange Program; two-years' full-time teaching experience for Seminar participation. U.S. citizenship and a bachelor's degree are required.

For more information and applications for the 1992 academic year contact: Fulbright Teacher Exchange Program, 600 Maryland Ave. SW. Room 142, Washington, DC 20024 or call (202) 382-8586. **Note: the deadline for applications is October 15, 1991.**

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## AATF CERTIFICATE OF MERIT ON THE WAY

At the annual conference in Minneapolis, Dr. Joseph Murphy reported on the Professional Standards Commission's 1990-91 activities and announced goals for the new year. The Commission undertook two major projects last year: (1) a questionnaire to members on the possible creation of a certificate of merit and (2) analysis of the NTE French exam as an assessment tool.

### Questionnaire Results (see NB, Sept. 1990:16.1.10)

*Note: Members who have not yet completed the questionnaire may still do so since data-collection is an on-going part of the certification process. Copies may be obtained from the National AATF Office or from the Commission Chair, Dr. Joseph Murphy, Dept. of Foreign Languages, Chitwood Hall, WVU, Morgantown, WV 26506.*

According to the AATF membership, the three most important goals of professional certification are: (1) raising standards within the profession, (2) improved professional performance, and (3) uniformity of standards. Members strongly support the creation of a certificate — 70% in favor,

10% opposed, 20% unsure. With respect to certification competencies, they overwhelmingly support oral proficiency (99%), listening comprehension (98%), reading skill (97%), and writing skill (96%). They also endorse cultural competence (95%) and methodology (75.7%). A smaller majority supports a literary component (66.4%). There is also solid support for evaluating teaching performance (81.9%).

On the question of appropriate evidence types, members favor some combination of standardized testing (81.2%), essay or problem questions (84.5%), course work (80.4%), direct observations of teaching (74.2%) and audio tapes (91.8%). Somewhat more skepticism was expressed with respect to videotaped lessons (61.6%), oral proficiency interviews (50.8%), work samples (50.8%), written testimony from peers (53%), and written testimony of a superior (53%). There is a highly negative view (37% in favor) of student evaluations as an assessment measure.

A clear majority (72.6%) favor creation of a certificate for both beginning and advanced teachers. A significant minority (35.2%) believe it should be permanent while 51.2% favor renewal every five years. Other time periods were suggested also.

### AATF Standards and the NTE Test

At the ACTFL Conference in Nashville, Commission members engaged in a long work-session analyzing the "fit" of the current NTE French test and AATF competencies. Denise Asfar of ETS provided test materials and had the results tabulated by ETS. In general, the current NTE French test is only a partially useful tool for measuring AATF competencies. For the receptive skills of Listening Proficiency (Standard I-C) and Reading Proficiency (I-D), some of the Listening section and virtually all of the Reading section would be appropriate measures. Writing is only indirectly measured and speaking is not measured at all. The Culture Section of NTE would be appropriate as a measure of cultural information (Standard II-B). However, sociolinguistic ability (Standard II-A) is only slightly measured.

Standards IV-B and IV-C (Lexicology, Morphology, Lexicography, and Syntax) are directly measured by the Structure and Style sections of the test. Phonetics and contrastive analysis are slightly treated, while language acquisition, teaching methodologies and discourse analysis (Standards IV-G and IV-H) are not measured.

The NTE French test will be revised in the near future with the AATF competencies in view. It is expected that the NTE French test will be used as one type of evidence in the portfolio of a candidate seeking AATF certification.

### Agenda for 1991-92

The coming academic year promises to be a pivotal one in the creation of an AATF certificate of merit. The Commission will examine the histories of other professional organizations that have professional certificates. It will select from its comprehensive "Syllabus of Competence" minimal areas of knowledge and skill and identify types of evidence for such competencies. It will prepare a spate of administrative details associated with professional certification. Most importantly, it will continue consulting ETS and the AATF membership for advice and counsel on the process.

Joseph Murphy  
Chair, Professional Standards Commission

# STRASBOURG:

## HOME OF THE COUNCIL OF EUROPE

Strasbourg, while not a capital, is nevertheless the home of an international institution, the Council of Europe.<sup>1</sup> Because the United States is not a member nation, the Council of Europe is not well known in this country. Apart from the work of the Council in efforts to further international understanding it has undertaken extensive work in language education.

The Council of Europe was founded after World War II to reconcile peoples and nations. It stemmed from a suggestion by Winston Churchill in 1943 that, in addition to the proposed United Nations, regional councils be set up to deal with the problems facing the world after the war. The statute was signed on May 5, 1949 by the ten founding states. By unanimous agreement Strasbourg was chosen for the headquarters of the organization. The two official languages of the Council are English and French.

The major goals of the Council are: to work for greater European unity; to uphold the principles of parliamentary democracy and human rights; and to improve living conditions and promote human values. Since 1949 the Council has grown to include 21 countries representing practically the whole of non-communist Europe, with some 400 million citizens. The Council works through two main organs; the Committee of Ministers, that is, the 21 Foreign Ministers, and the Parliamentary Assembly. Among the Council's major concerns are Human Rights, Social and Economic Questions; Health; the Environment and, last but not least, Education and Culture. The Council prides itself on having pioneered the concept of "permanent education," that is, of not confining education to the early years but covering the whole life span.

At the elementary school level the Council seeks to apprise member states of recent innovations in teaching; at the moment, the emphasis is on the introduction of computers into primary schools. In a time of high youth unemployment among many member nations, the Council's efforts at the secondary school level have been directed at providing young people with the knowledge and skills to cope with a world characterized by constant and rapid change, reflecting the philosophy that education plays a key role in the functioning of democracy. The Council's Standing Conference on University Problems concentrates on three main areas: higher education and research policies; the mobility of students, teachers and researchers; and the encouragement of inter-university cooperation within Europe and between Europe and other parts of the world. Currently the committee is working on the thorny problem of degree equivalencies in preparation for 1992 when member states are slated to receive one another's students and provide credit for study undertaken. Because of the Council's ongoing concern with cultural democracy, its current projects include the evaluation of the role of public authorities in cultural development and the impact on creativity and cultural identity of products of the "cultural industries," that is books, films, television and radio programs.

Assuredly, one way of deepening understanding among peoples is through fostering more effective communication in other languages. The Council's work on learning and teaching modern languages for communication has been

highly influential. In particular, its system of setting objectives for basic language learning ("Threshold levels/niveaux seuils") based upon learner needs and motivations has been most successful. A recent Council educational conference, held in Strasbourg in March 1988, was devoted to the challenge of diversity in language learning. The conference examined the results of its ongoing major project (Project 12), devoted to languages, and noted both the successes and the ongoing areas of concern. The latter included: the continuing disparity between the initial training of language teachers — often decades ago — and the new approaches and technologies being introduced in school systems; the growing demand for foreign language courses for "non-specialist" students, linked to increasing mobility; and the language capacity of migrants, viewed as a valuable instrument of economic and cultural exchange. The conference stressed the importance of leaning at least two foreign languages as part of both formal schooling and post-school education.

Continued assistance was suggested for programs introducing foreign languages at the primary level. On more advanced levels the Council urged special attention for vocationally oriented education and for schools for adult education. Language should play a major role in all the programs. The March 1988 conference further advocated promoting case studies of innovative educational practice so that many teachers could profit from these "success stories."

The Council's many years of reflection and research on the problems of language training can be utilized by American teachers of French in their ongoing concern with the state of language instruction in the United States. The Council publishes accounts from all its conferences and issues regular reports from its various standing committees on language education outlining their findings and recommendations.<sup>2</sup>

While attending the AATF meeting in Strasbourg members may wish to examine the Council's two general services that provide information and documentation to policy makers, research workers and educators in a number of fields, including language instruction. The Documentation Centre for Education in Europe, a library open to the public, deals with written inquiries: the European Documentation and Information System for Education (EUDISED) is a database with online computer access provided by the European Space Agency Information Retrieval Service. Further, the Council of Europe also publishes a bi-lingual journal *Modern Languages/Nouvelles européennes* detailing its projects and activities. In short, the Council of Europe has important resources concerning language instruction in addition to its ongoing projects.

Margaret Collins Weitz  
Suffolk University

<sup>1</sup>An earlier version of this article was presented at the national AATF meeting held in Boston in 1988. Material on the Council of Europe is based upon a period spent at the Council in 1988 as a Professor-in-Residence.

<sup>2</sup>Reports can be obtained by writing directly to the Sales Agents of the Council of Europe (F 67006 Strasbourg Cédex) or to the Manhattan Publishing Company (1 Croton Point Ave. P.O. Box 650, Croton, NY 10520).

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Send orders, prepaid, to: AATF, 57 E. Armory Ave., Champaign, IL 61820

## **NATIONAL ACHIEVEMENT TESTS REVEAL OTHER COUNTRIES' HIGH STANDARDS**

National tests in other industrialized countries set high standards for academic achievement, while the United States has no equivalent exam, according to National Endowment for the Humanities (NEH) Chairman Lynne V. Cheney in a report released this May. *National Tests: What Other Countries Expect Their Students to Know* presents excerpts from achievement tests given to secondary school students in France, Germany, Great Britain, Japan and the European Community schools.

*National Tests* reveals that students in other industrialized nations must answer detailed questions on history and other humanities subjects.

In Germany, for example, students are asked to describe the role and significance of Robespierre in the French Revolution. Japanese students must be able to identify European thinkers such as Euclid, Ptolemy, Bacon, Newton and Locke. British students are asked to write an essay arguing whether Woodrow Wilson was "unbelievably naive" or "a dogged man of principle."

"One of the most important points implicit in the tests... is the degree to which other nations have identified the humanities as a source of strength," said Cheney in the introduction to *National Tests*. "The high expectations they have are manifest in the demanding questions they ask, not only about their own history and culture, but those of other societies."

The major U.S. examinations for college entrance, the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT), measure aptitude rather than achievement.

Cheney said these American tests deliberately avoid assessing factual knowledge that a student might have learned in the classroom. "Our most common, high-stakes examinations are divorced from the classroom study of subjects like history. They do little to advance the notion that hard work in school matters."

Unlike aptitude tests, achievement tests convey the idea that mastery of school subjects is important and makes students accountable for what they have learned, according to Cheney. A national system of tests, she said, would also make it possible to compare one school's performance with that of other schools across the country.

Although some countries with national examinations — such as France and Japan — have rigorously defined national curricula, such a structure is not a prerequisite for a national test. Although Great Britain has had a system of national exams in place for years, it is only now developing a national curriculum related to the exams. In Germany, each individual state develops its own curriculum for its *Abitur* examination.

The experience of other countries shows that "even when curriculum and assessment are under local authority, a national examination system is possible," Cheney said. "A national system of achievement testing need not entail a national curriculum. Indeed, it need not entail a single examination for everyone."

To obtain single copies of *National Tests: What Other Countries Expect Their Students to Know*, contact the Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Telephone: 202/786-0438.



## CHAPTER NEWS

### HOUSTON

The following article appeared in the newsletter of l'Alliance Française de Houston:

#### AATF American Association of Teachers of French

On Saturday, January 26 the Alliance Française in conjunction with the AATF (American Association of Teachers of French) hosted an in-service day for high school teachers. The theme was "Expanding Horizons in Teaching French" and addressed three issues: preparing students adequately for success in college, motivating students in the classroom, and gaining access to cultural resources in Houston. The program began with a panel of representatives from the University of Houston, Rice and Houston Community College. A session on motivating in the classroom followed, featuring high school teachers discussing techniques they used. Ms. Geneviève Lessieux, winner of a scholarship last year from the French government, gave a special presentation sharing techniques she learned last summer. Highlights of the program were a keynote address by Ann Holmes, Critic-at-Large of the *Houston Chronicle*, along with representatives of the Houston Grand Opera, the Houston Symphony, the Society for the Performing Arts, Young Audiences, as well as others...

In addition, the annual Spring meeting was held at the Sofitel on April 27, 1991. French teacher Julie Esser from Austin High School spoke on "La Vie scolaire au Cameroun." Her very interesting and informative talk and slide presentation based on her experiences as a Peace Corps volunteer several years ago made us feel better acquainted with one part of "La Francophonie."

At the meeting we also had a report from our "miniteliste" Loanna Chance, and recognized several award winners: Gerri Manlove, Waltrip Senior High School, who was named French Teacher of the Year for 1991 by the Texas Foreign Language Association; Laura Heller, Cy-Fair High School, who won three scholarships for summer study in France: a stipend from Bryn Mawr, a scholarship from l'Alliance Française and a "formateur" scholarship from the AATF (which she had to decline); Joanne Jenkins, Northbrook High School, who won an award for summer study in France from l'Alliance Française; and Carolyn Jacobs, Houston Community College, who won an AATF award from summer study in Québec.

Carolyn Jacobs  
Secretary

### NORTHERN CALIFORNIA

On Saturday, April 13, one hundred twelve French teachers from Northern California (plus three from San Diego) participated in the AATF-NC's annual *Journée de printemps* at San José State University. The program was entitled *La Francophonie: une langue, plusieurs regards*.

The program began with a round table discussion, led by Bernard Moreau, Attaché Linguistique from the Bureau d'Action Linguistique in San Francisco. The participants were Sylvie Kandé, representing le Sénégal, Angela Elsey, representing Louisiana, Monembo Tierno Diallo,

representing la Guinée, and Danielle Trudeau, representing le Québec. The questions addressed were: What is Francophonie? What is a Francophone writer? What are the ties between Francophone writers and France? What are the relationships between the Francophone culture and the French language?

After the round table discussion, participants were able to select three of six one-hour workshops. These included: "Le Français en Louisiane" — Angela Elsey, UC Santa Cruz; "Comment utiliser les contes africains dans la classe de français" — Vida Bertrand, Stanford University; "L'Evolution de la mythe de la mère dans la littérature africaine francophone" — Sylvie Kandé, Stanford University & College of Notre Dame; "La Francophonie pour les classes élémentaires et *Junior High*: l'Afrique francophone et ses ressources" — Frank Price, Petaluma Jr HS; "Le Madagascar: sa place et sa contribution à la francophonie" Jean-Marie de la Beaujardière, Consul Honoraire du Madagascar; "Souvenirs de la Guinée" — Monembo Tierno Diallo, Stanford U. Each of these workshops was filled beyond capacity.

Thanks to Bernard Moreau, there were two special speakers: Dominique Gallet, President of the Institut pour la Coopération Audio-Visuel Francophone, who told about the work of the institute and Monique Hugon who shared the work she does with CLEF, the Club des Lecteurs d'expression française.

During the day, participants were also able to browse among two exhibits: one of old French books, another of books on Francophone countries. In addition, there was an exhibit of *panneaux* outlining Francophone countries and their writers.

The day was conducted completely in French. At lunch and during the reception at the end of the day, participants were able to spend time in further discussion of the topic with the speakers and guests, as well as to socialize with colleagues. The final activity of the day was a film, *Un amour à Paris*, a story of the problems of Algerian émigrés in Paris.

This was our most successful Journée de Printemps ever. We are deeply grateful to all the speakers, who gave of their time and knowledge freely and willingly; to Bernard Moreau who worked tirelessly to prepare the round table discussion; and to our Vice-President, Dominique Van Hoof, without whose contacts and work at SJSU, we would not have had a site for our program. Finally, we extend our thanks to our participants who gave up a most precious Saturday, proving their deep interest in La Francophonie.

### MARYLAND

Highlights of the past academic year for the Maryland Chapter of AATF included a workshop on MINITEL, the French contest, and an awards banquet at which contest winners were honored.

As part of the annual celebration of National Foreign Language Week, the chapter presented a workshop led by the chapter Vice-President and MINITEL liaison, Mr. John S. Harrison. The response on the part of the participants was so enthusiastic that the chapter plans to sponsor a similar presentation during the 1991-92 academic year.

The National French Contest administrator, Mrs. Lorna D. Wingate (who is also chapter Secretary-Treasurer) again coordinated a very successful program, which culminated in the annual Awards Luncheon. At the

luncheon, local, regional, and national winners, along with their parents and teachers, were recognized and received awards and prizes.

The chapter President, Dr. Carleen S. Leggett, and Past President, Dr. Sandye Jean McIntyre, II, represented the chapter at the annual national meeting in Minneapolis. They also presented a workshop titled "Teaching French through Dramatic Presentations," which was very positively evaluated by those in attendance.

At the final business meeting of the academic year, the current members of the Executive Committee of the Maryland Chapter were elected to continued service for the 1991-92 term.

Carleen Leggett  
President

## WISCONSIN

The Wisconsin Chapter announces its Distinguished French Educator Awards for 1991. Elizabeth Patterson, who has taught French for twenty-one years at Janesville Craig High School; Grace Wagner, of Madison West High School, who teaches the only Advanced Placement Course in French in Wisconsin; and Karen Woodward, University of Wisconsin-Eau Claire, who works especially in the area of computer applications in foreign language teaching are the 1991 recipients of this award.

The Chapter also awarded a Certificate of Recognition to Margaret Bussone, Homestead High School, Mequon; Margaret Jonas, Lancaster High School; Janet Klausmeier, Orchard Ridge Middle School, Madison; John Magerus, University of Wisconsin-LaCrosse; and Richard Stowe, Lawrence University, Appleton.

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## CALLS FOR PAPERS

**The Ninth Southeast Conference on Foreign Languages and Literatures, February 27-29, 1992.** Abstracts should be sent by October 15 to Hilda Lopez-Laval, Foreign Languages, Rollins College, Winter Park, FL 32789.

**The Ninth Annual Wichita State University International Conference on Foreign Literature** is scheduled for **April 9-11, 1992**. The topic of the conference will be "Continental, Latin American, and Francophone Women Writers". For those interested in presenting a paper, the deadline for a one page abstract is October 15, 1991. Complete paper (8-10 pages) must be sent by December 17, 1991 postmark. Papers may be written in English, French, German, or Spanish. For French, Francophone, Italian and German literatures send to Ginette Adamson; for Spanish and Latin American literatures send to Eunice Myers, Department of Modern and Classical Languages and Literatures, Box 11, The Wichita State University, Wichita, Kansas 67208. Phone: (316) 689-3180. Selected papers are published by University Press of America.

**Twelfth Annual Cincinnati Conference on Romance Languages and Literatures: May 13, 14, 15, 1992**, University of Cincinnati. Papers are invited on any aspect of French, Hispanic, Italian, or Portuguese literature, pedagogical approaches of any Romance language or literature, or literary translation. Reading time for all

papers should not exceed *20 minutes*. Please submit three copies of a 300 word abstract, indicating genre, period, or such specific areas as Francophone or Latin American studies, by November 5, 1991. A selection of papers read at the Conference will be published in the *Cincinnati Romance Review*. Send submission and inquiries to: Juanita I. Villena or Anita Süess-Kaushik, Conference Chairs, Department of Romance Languages and Literatures, University of Cincinnati, Cincinnati, Ohio 45221-0377.

**Association for French Studies in Southern Africa 12th Biennial International Conference**, University of Cape Town, **September 9-11, 1992**. Taking cognizance of the rapidly changing Southern African situation, the 12th Conference of the AFSSA has set one main theme: France/Afrique. Proposals for papers will be welcomed on all literary, linguistic and cultural topics dealing with the perception of Africa in France (not excluding Belgium, Switzerland and Quebec) and with the perception of France in Africa (mainly Francophone). The deadline for proposals is December 31, 1991. All correspondence should be directed to Prof. Ph.-J. Salazar, President of the AFSSA, Department of French, University of Cape Town, Private Bag, 7700 Rondebosch, Republic of South Africa. Fax: (21) 650-3726.

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## JOHN CARTER BROWN LIBRARY FELLOWSHIPS

The John Carter Brown Library will award approximately fifteen short- and long-term Research Fellowships for the year June 1, 1992-May 31, 1993. Short-term fellowships are available for periods of two to four months and carry a stipend of \$900 per month. These fellowships are open to foreign nationals as well as to U.S. citizens who are engaged in pre- and postdoctoral, or independent, research. Long-term fellowships, funded by the NEH, are usually for six months and carry a stipend of approximately \$2,400 per month. Applicants for NEH fellowships may not be engaged in graduate work and must be U.S. citizens or have resided in the U.S. for the three years immediately preceding the term of the fellowship.

It should be noted that the Library's holdings are concentrated on the history of the Western Hemisphere during the colonial period (ca. 1492 to ca. 1825), emphasizing the discovery, exploration, settlement, and development of the Americas and all aspects of European relations with the New World, including the impact of the New World on the Old. Research proposed by fellowship applicants must be suited to the holdings of the Library. All fellows are expected to be in regular residence at the Library for the entire term of the fellowship.

For scholars wishing to work at the Library for a period of two to seven weeks, the Library offers travel reimbursement grants of up to \$500.

The application deadline for fellowships during the 1992-93 year is **January 15, 1992**. Applications for Travel Reimbursement Grants are received year round, allowing four months lead time. For further information, write to: Director, John Carter Brown Library, Box 1894, Providence, RI 02912.

## CALENDAR OF EVENTS

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RESEARCH PERSPECTIVES IN ADULT LANGUAGE LEARNING AND ACQUISITION: October 11-12, 1991, Harley Hotel, Columbus, OH. Information: RP-ALLA-91, Foreign Language Center, The Ohio State University, 155 Cunz Hall, 1841 Millikin Road, Columbus, OH 43210-1229. Telephone: (614) 292-4361. FAX: (614) 292-2682.

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS FALL CONFERENCE: October 11-12, 1991, Portland, OR. Information: Lhonda Backman, 6129 Cotton Drive SE, Olympia, WA 98503. Telephone: (206) 459-0046.

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS ANNUAL MEETING: October 13-15, 1991, Concord Hotel, Lake Kiamesha, NY. Information: Albert Martino, Annual Chair, 18 Ritton Street, Sidney, NY 13838. Telephone: (607) 563-8066.

FORTY-FIRST MOUNTAIN INTERSTATE FOREIGN LANGUAGE CONFERENCE: October 17-19, 1991, East Carolina State University, Greenville, NC. Information: Martin Schwarz, Department of Foreign Languages and Literatures, East Carolina State University, Greenville, NC 27858-4353. Telephone: (919) 757-6232/6017/6546.

SOCIÉTÉ CANADIENNE D'ÉTUDE DU DIX-HUITIÈME SIÈCLE: October 17-20, 1991, University of Calgary. Information: Henri Mydlarski, %The Conference Office, The University of Calgary, 2500 University Drive, N.W., Calgary, Alberta T2N 1N4, Canada. Telephone: (403) 220-5300/4001/4002.

SIXTEENTH ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT: October 18-20, 1991, Boston. Information: Boston University Conference on Language Development, Boston University, 138 Mountfort Street, Boston, MA 02215. Telephone: (617) 353-3085. E-mail: langconf@bu-mfl.bu.edu.

LOYOLA FOREIGN LANGUAGE CONFERENCE: BRIDGING THEORY AND PRACTICE IN THE FOREIGN LANGUAGE CLASSROOM: October 18-20, 1991, Baltimore. Information: Foreign Language Conference, Department of Foreign Languages, Loyola College in Maryland, 4501 N. Charles Street, Baltimore, MD 21210-2699. e-mail: MORGAN@LOYVAX1.BITNET. Telephone: (301) 323-1010.

EIGHTH ANNUAL CONFERENCE ADVOCATES FOR LANGUAGE LEARNING: October 18-21, 1991, Sheraton Premiere Hotel, Tysons Corner, VA. Information: ALL, Ellen Boudreaux, President, 6419 Forest Road, Cheverly, MD 20785. Telephone: (301) 773-4088.

1991 ILLINOIS JOINT FOREIGN LANGUAGE CONFERENCE: October 24-27, 1991, Pheasant Run Resort, St. Charles, IL. Information: Susan C. Johnson, LaSalle-Peru Township High School, LaSalle, IL 61301. Telephone: (home) (815) 224-1968.

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA in conjunction with SCOLT: October 24-26, 1991, Raleigh-Durham, NC. Information: Wayne Figart, 204 N. 16th Street, Wilmington, NC 28401.

SOUTHERN CONFERENCE ON LANGUAGE TEACHING in conjunction with FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 24-26, 1991, Raleigh-Durham. Information: Lee Bradley, Valdosta State College, Valdosta, GA 31698. Telephone: (912) 333-7358; FAX 333-7408.

INDIANA FOREIGN LANGUAGE TEACHERS ASSOCIATION: October 25-26, 1991, Indianapolis, IN. Information: Harry Reichelt, Indiana University, Department of German, Cavanaugh Hall, 425 Agnes Street, Indianapolis, IN 46202.

ÉMILE ZOLA, CONFÉRENCE INTERNATIONALE: October 27-29, 1991, Boston, MA. Information: M.E. Fol, 97 Wellesley Avenue, Wellesley, MA 02181.

TEXAS FOREIGN LANGUAGE ASSOCIATION FALL MEETING: October 31-November 2, 1991, Houston, TX. Information: Cathy A. Champagne, Secretary TFLA, 14135 Barrone, Cypress, TX 77429.

FIFTEENTH ANNUAL CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AND LITERATURES: November 1-2, 1991, Youngstown State University, Ohio. Information: Foreign Language Conference, Department of Foreign Languages, Youngstown State University, Youngstown, OH 44555. Telephone: (216) 742-3461.

WISCONSIN ASSOCIATION OF FOREIGN LANGUAGE TEACHERS: November 1-2, 1991, Paper Valley Hotel and Conference Center, Appleton, WI. Information: Patrick T. Raven, WAFLT President, School District of Waukesha, 222 Maple Avenue, Waukesha, WI 53186. Telephone: (414) 521-8876.

MIDWEST MODERN LANGUAGE ASSOCIATION: November 14-16, 1991, Chicago. Information: Maria A. Duarte, 302 English and Philosophy Building, University of Iowa, Iowa City, IA 52242-1408.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: November 23-25, 1991, Washington, DC. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801.

MODERN LANGUAGE ASSOCIATION: December 27-30, 1991, San Francisco. Information: MLA, 10 Astor Place, New York, NY 10003-6981.

ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: WINTERFEST, "THAT WELCOME WEEK-END GETAWAY": February 14-15, 1992, Stephen Decatur High School, Decatur, IL. Information: Susan Leibowitz, Glenbrook South High School, Glenview, IL 60025. Telephone: (home) (312) 549-7517.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 2-8, 1992, Vancouver. Information: TESOL, 1600 Cameron, Suite 300, Alexandria, VA 22314. Telephone: (703) 836-0774.

COLLOQUE VIAN-QUENEAU-PRÉVERT: March 12-14, 1992, University of Victoria, Victoria, B.C. Information: Marc Lapprand, Dept. of French Language and Literature, Univ. of Victoria, P.O. Box 3045, Victoria, B.C. V8W 3P4, Canada. Telephone: (604) 721-7372. FAX: (604) 721-8653.

OHIO FOREIGN LANGUAGE ASSOCIATION ANNUAL MEETING: March 12-14, 1992, Cincinnati, OH. Information: Barry Thomas, Dept. of Modern Languages, Ohio University, Athens, OH 45701.

EUROPE 1992, CHALLENGES OF CHANGE: March 19-21, Greenville, NC. Information: Martin Schwarz, Department of Foreign Languages and Literature, East Carolina University, Greenville, NC 27858-4353.

BETWEEN HISTORY AND LITERATURE: ROMANCE REPRESENTATION OF NEW WORLD ENCOUNTER (1492-1992): April 2-4, 1992, Notre Dame, IN. Information: JoAnn DellaNeve, Chair, Dept. of Romance Languages and Literatures, University of Notre Dame, Notre Dame, IN, 46556.

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 9-12, 1992, Dearborn, MI. Information: Jody Thrush, Madison Area Technical College, Madison, WI 53704. Telephone: (608) 246-6573.

## 1991 ACTFL FRENCH SCHOLARSHIP WINNERS

This year the Cultural Services of the French Embassy again provided support for two ACTFL Institutes. Fifteen faculty from secondary and post secondary institutions attended an Institute in Business French at the Chambre de Commerce et d'Industrie in Paris. Twelve participants from elementary and middle schools attended the Louisiana State University's Institute in French and Francophone Children's Culture and Literature.

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. Upon their return the participants are expected to organize presentations to share the result of their work with their colleagues. If you are interested in having the participants give a presentation, please contact ACTFL headquarters for complete information.

This year the following candidates were selected to participate:

### **Business French Institute**

#### **Chambre de Commerce et d'Industrie de Paris**

Kathryn Atkins — University of Tennessee, Knoxville  
Margaret Clark — Eaglecrest School, Aurora, CO  
Linda Clemente — Ripon College, WI  
Betty Clough — Sidney Lanier High School, Austin, TX  
Marta Gomez Diaz Djalali — University of South Carolina, Columbia  
Richard Dusterberg — University of Cincinnati, OH  
Joyce Goodhue — Cherry Creek High School, Englewood, CO  
Eva Nicole Meyer — Indiana University-Purdue, Fort Wayne  
Gina Miller — Foothill College, Los Altos Hills, CA

Linda Wilson Nodjimbadem — University of Texas, El Paso  
John O'Donnell — Wylie E. Groves High School, Birmingham, MI  
Raymond Pelletier — University of Maine, Orono, ME  
Sharon Ulrich — University of Delaware, Newark  
Francoise Watts — Randolph Macon Woman's College, Lynchburg, VA  
David Wolfe — Moorestown TWP Public Schools, NJ  
Accompagnatrice — Isabelle Kaplan — Williams College, MA

### **French and Francophone Children's Literature and Culture Louisiana State University**

Mary Beth Barsch — East Hills Elementary School, Pittsburgh, PA  
Alice Cataldi — Milford High School, DE  
Carol Church — George Washington High School, Danville, VA  
Randall Gordon — DeSoto Middle School, Arcadia, FL  
Amparo Humphrey — Hodgkins Middle School, Denver, CO  
Judith Johnson — John Amesse Elementary School, Denver, CO  
Susan Schaeffer — Evansville Day School, IN  
Linda Schroff — Nimitz Middle School, Tulsa, OK  
Michele Snitkin — East Lyme High School, CT  
Valerie Stones — St. Edmund's Academy, Pittsburgh, PA  
Veronica Wroblewski — Elliott Elementary School, Westland, MI  
Joy Young — Charleston Day, School, SC

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**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
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