
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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AATF ELECTIONS

The Constitution of the AATF calls for the election of a president every three years and of one of the three vice-presidents every year. Members will receive ballots in the fall mailing for the election of a new president to succeed Professor Morot-Sir, whose terms expire on December 31, 1976. For your information we present the following brief portraits of the four nominees for these national offices: Jack Kolbert and Anne Slack, candidates for president, and Dorothy Brodin and Georges Joyaux, candidates for vice-president.

JACK KOLBERT



Dr. Jack Kolbert is currently professor of French literature at the University of New Mexico and also serves as president of the City Council of Albuquerque. He received his B.A. magna cum laude in 1948 at the University of Southern California and his M.A. in 1949 from the same University. From 1949-51 he did post-graduate study

at the University of California at Berkeley.

He has a Certificate in Philosophy and Aesthetics from the University of Paris and a Ph.D. from Columbia University (1957). He has been a member of the French faculty of the University of Southern California, the University of California at Berkeley, Columbia University, Wesleyan University in Connecticut, and the University of Pittsburgh. Since 1965 he has been at the University of New Mexico. Dr. Kolbert has also held appointments as visiting professor at the University of Kansas, California State University at Los Angeles, and Pomona College.

His honors include a predoctoral and postdoctoral Fulbright Fellowship and a number of fellowships given by Columbia and the University of Pittsburgh. He has also been cited by the governors of Pennsylvania and New Mexico for distinguished service to these states. The French government has twice honored him with decorations: in 1965 as Chevalier des Palmes Académiques and in 1975 with promotion to the rank of Officier.

Dr. Kolbert is a member of Phi Beta Kappa, Phi Eta Sigma, Phi Kappa Psi, Pi Delta Phi, Sigma Delta Pi

(Spanish), Omicron Delta Kappa (Leadership), and Sigma Delta Chi (National Journalism).

He was formerly a member of the National Selection Committee for Fulbright Awards in France and for the Woodrow Wilson National Fellowship Foundation at Princeton, New Jersey. From 1968 to 1975 he served on the National Executive Committee of the AATF as regional representative for Region VIII. Since 1969 he has served as honorary consul for the French Republic in New Mexico.

Dr. Kolbert has been a special consultant for FLES in the Pittsburgh metropolitan area and is a member of the executive boards of a number of hospitals, national societies for public officials, university presses, and the Chamber of Commerce.

He has published four books, and 150 articles, prefaces, and reviews on both sides of the Atlantic. He recently completed a booklength manuscript on André Maurois and another on Camus. Currently he is under contract to produce a book on the literary criticism of Albert Thibaudet.

ANNE SLACK



Anne Slack is currently lecturer in Romance languages and literatures at Harvard University. She received the Licence ès-Lettres from the University of Algiers in 1945. From 1951 to 1959 she was first a teacher in the Brown School in Schenectady, New York, and then coordinator of FLES in the Schenectady Public Schools

and an instructor in the in-service training program for teachers of French at Union College. During this period Mrs. Slack also became teacher-producer of "Fun with French" on WRGB-TV.

From 1959 to 1968 Mrs. Slack was the author and TV/film teacher of "Parlons français," a program broadcast by NET in the U.S., Canada, and Great Britain. The program was funded by a grant from the Ford Foundation to the Modern Language Project of the Council for Public Schools in Boston, of which Mrs. Slack was associate director and, from 1963, director. She continued to serve the Modern Language Project

as a free-lance consultant on foreign languages and audio-visual instruction until 1970, when she was named lecturer in French at Boston University. She leaves Boston University for Harvard in September 1976.

Anne Slack has also served on the staff of NDEA and EDPA Summer Institutes in Toulouse and Rennes, Carlton College Summer Institutes for Secondary Teachers of French, and working committees of the MLA and the Northeast Conference. Besides giving lectures and conducting workshops at conventions all over the U.S., Canada, and Great Britain, she has authored, produced, and hosted weekly French radio broadcasts in Boston and been a member and vice-chairman of the Advisory Committee on Foreign Languages for the Massachusetts Department of Education.

Honors accorded to Mrs. Slack include decoration by the French government as Chevalier de l'Ordre National du Mérite and as Officier des Palmes Académiques, honorary membership in Phi Sigma Iota, and articles about her career and TV programs in twenty or more major American, Canadian, British, and French publications.

In 1976 Mrs. Slack has served as general co-chairman for "La Semaine Française de Boston" in honor of the Bicentennial and President Giscard's official visit, and as the AATF and Boston University pedagogical evaluator for the Summer Institute for French Teachers in Avignon. She is currently working on a two-year course for high schools called *French for Communication* to be published by Houghton-Mifflin.

AATF members know Anne Slack especially as editor since 1968 for "Le Coin du Pédagogue" in the *French Review*. She has been on the *FR* editorial staff since 1965, is past president of the Eastern Massachusetts Chapter of the AATF, and since 1971 has served as national vice-president.

DOROTHY BRODIN



Dr. Dorothy Brodin is currently professor of French at Lehman College of the City University of New York. She spent her early childhood in France and at the age of four was fluent in French and English. After attending high school in New York she began undergraduate studies at Bryn Mawr College. For her junior year she was

awarded an IIE Fellowship in France and in 1936 earned a diploma at the Université de Poitiers. She spent the next academic year in Paris and earned a certificate at the Faculté des Lettres, Université de Paris, in 1937. Returning to Bryn Mawr, she received the B.A. with Honors in Medieval French in 1938.

Dr. Brodin's first teaching position was a temporary one at Manhattanville College, which she filled at the request of Jacques Maritain, for whom she was doing translation and secretarial work at the time. After that

experience, she enrolled at Columbia and completed the M.A. in 1943. There followed eighteen years teaching French at Hunter College High School. In 1955 she was awarded a Ford Foundation grant for a year's study of language teaching in the U.S. and France, with emphasis on courses for the gifted. She also spent a year as TV teacher on station WPIX in New York.

In 1961 she moved to teaching at Hunter College and in 1963 completed the Ph.D at Columbia. When Hunter College split in two, Mrs. Brodin cast her lot with Lehman College in the Bronx. At the same time she was teaching English literature in *terminale* at the Lycée Français de New York. She has also taught summer courses at McGill University in Montréal.

Professor Brodin was decorated by the French government as an Officier des Palmes Académiques in 1971. The New York State Association of Foreign Language Teachers has twice honored her: as distinguished teacher in 1973, and for leadership in 1975. She is an elected trustee of the Ecole Libre des Hautes Etudes, and in 1973 she shared an award from the Académie Française with Pierre E. Brodin for *Présences contemporaines, Auteurs français du XXe siècle*. She was co-chairman of the New York City French Language Week in 1975 and in 1976, and as such she received a medal from the city of Paris.

Professor Brodin has long been active in the Metropolitan Chapter of the AATF, serving on its Board of Directors from 1958 to 1970, as its vice-president from 1970 to 1974, and as president since 1974. She has also served as regional representative from Greater New York from 1971 to 1976.

GEORGES JOYAUX



Dr. Georges Joyaux is currently professor of French, comparative literature, and African studies at Michigan State University. After attending elementary and secondary school in France — he holds the Baccalauréat Mathématiques, the Baccalauréat Philosophie, and the Certificat d'Aptitude Pédagogique from the Uni-

versité d'Aix — he did graduate work for the M.A. (1947) and the Ph.D. (1951) at Michigan State.

First appointed instructor there in 1948, he had by 1960 attained the rank of professor. He had begun his teaching career, however, in 1945 in an elementary school in Menton, France. His service to Michigan State includes three years as director of the French program, plus two years as director of French for the university's first residential college. In 1966 he directed the Summer Abroad Program in Lausanne, and in 1968 and 1971 the Summer Abroad in Paris.

Dr. Joyaux's fields of specialization are twentieth century French literature and literatures of the French-speaking world, but he has also taught French language

at all levels. In the summers of 1960 and 1961 he organized and directed a National Defense Foreign Language Institute for Public School Teachers of French and Spanish with the support of the U.S. Office of Education. He also organized and directed a Foreign Language Honors Institute for High School Students in French and Spanish during summers from 1959 to 1963. Since 1964 he has spent semesters as a visiting professor at the University of Arizona, McGill University in Montréal, and the University of Hawaii.

His honors include grants from the Rockefeller Foundation, the American Philosophical Society, and the All-University Research Fund. He was awarded a Guggenheim Fellowship in 1957-58. The French government decorated him as Chevalier des Palmes Académiques in 1962 and promoted him to Officier in 1975. He is also a member of Phi Kappa Phi and Phi Sigma Iota. He is active in over fifteen learned and professional organizations. Professor Joyaux is past president of the Michigan Foreign Language Association and is vice-president of the National Federation of Modern Language Teachers Associations for 1976-77.

Dr. Joyaux is on the editorial boards of *The Centennial Review* and *The Franco-American Review*. He has written some fifty reviews for professional journals including the *French Review* and the *Modern Language Journal*. He has published eleven editions, translations, and original works treating various aspects of literature and civilization. He has also published nearly fifty articles and read over thirty papers at learned organizations.

Long active in the AATF, Professor Joyaux was president of the Michigan Chapter from 1966 to 1968 and is currently regional representative for Region VI (1972-77).

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THE WESTCHESTER-PARIS STUDENT EXCHANGE PROGRAM

Harriet Friedlander, Joseph Herney, Geraldine O'Neill

The idea of a French-American, house-to-house, school-to-school student exchange is scarcely a new one. Many such programs are offered to high school students, largely under American auspices. But when, last August, a French schoolteacher of English made a special trek to a Chappaqua garden in Westchester County to request of an American schoolteacher such a program, the initiative came, this time, from east to west.

The English Department of the Parisian Lycée Jacques Decour had previously had exchanges with England, but in this, the Bicentennial year, they were eager to try a pilot exchange program with an American high school.

Fortunately, many of the French teachers in Westchester county had had a history of working together in experimental projects and, through the very active local chapter of the AATF, had offered such events as the *Fête française*, the *Festival printanier*, and, of course, the National French Contest to stimulate interest in French language learning. Therefore, it was natural to turn to this organization as the sponsoring agent for a pilot exchange program — the ultimate in providing relevance for foreign language learning. Since the French student contingent was limited to forty students, it was decided to choose the forty reciprocal American students from the four high schools showing immediate interest and administrative support: Briarcliff, Chappaqua, Edgemont, and Pelham.

This same phenomenon of cooperation occurred in Paris when Monique Torcq and Thérèse Lagarde, English teachers at Decour, contacted Yvette Betsch, an English teacher at the Lycée Edouard Branly in the Parisian suburb of Nogent, to suggest a pooling, similar to the American plan, of staff, resources, and students. Backed strongly by M. René Alexandre, Proviseur of

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Decour and Secrétaire-Générale de l'Association des Proviseurs de Paris, the French proceeded to arrange for an official twinning through the Ministère de l'Éducation — an agreement which permits the French to request governmental financial subsidies.

The Americans, who cannot apply for governmental funding, were fortunate in having their own benefactor, the National AATF, which contributed monies to defray group financial expenses above and beyond the \$435 paid by each American participant.

Once the initial plans were laid, AATF member Harriet Friedlander went to Paris and explained the program to the interested parents from both *lycées*. She presented a multimedia program of slides, tapes, maps, and printed materials prepared by the American students to describe their schools and community.

It was thought at first that selection of students and liability insurance for the chaperones might prove to be problems unless handled under the umbrella coverage of the AATF Westchester Chapter. Therefore, announcements of the proposed exchange were made at approximately the same time, early November 1975, in the form of a letter on AATF letterhead, to parents of interested students. At meetings at the four high schools, it was explained that students would be selected for the trip on the basis of the following criteria: recommendation by their French teacher, permission from all their other teachers to miss nine days of school, and date of application. They also had to agree to accept a French student at their home for an equivalent amount of time. Generally applications were limited to junior and senior students, although some sophomores also applied. The number of places available for each of the four schools was approximately the same although in the final selection procedures it turned out that Chappaqua, with the largest number of applicants, took twelve students, Briarcliff ten, Pelham ten, and Edgemont eight.

Student reaction to the selection procedures was interesting and in some cases revealing. They felt that they had been very carefully selected and therefore held a certain responsibility to be a credit to their schools and themselves, especially during the overseas portion of the trip.

School boards, at least in the Westchester region, have more and more frequently been reluctant to allow teachers and students to travel for fear — quite real — of accidents and resulting lawsuits. Their insurance costs have skyrocketed in the past years and, especially in areas where budgets are quite tight, they are reluctant to assume any additional responsibilities. Realizing this, the local chapter assumed responsibility for insuring the three chaperones who accompanied the group and paid part of the premium from its treasury. The four participating schools paid for the remainder of the premium in a variety of ways. Chappaqua and Briarcliff were able to convince their respective school business officers to assume the cost. Beverly Adams, who organized the trip from Edgemont but could not accompany the group, held a Mardi Gras festival, and the fourth school, Pelham, sold doughnuts and coffee in the mornings. Since the policy was written in the name of the AATF Westchester Chapter, the individual schools were relieved of

those responsibilities which they had hesitated to assume.

Planning for the French students' visit to the U.S. proved to be a major feat of organization and control, some of which worked well, some of which had less than enthusiastic success. Corresponding weekly with Mmes Torcq and Betsch, it was decided that while the French students were here, they would attend classes at the respective schools on Monday, Wednesday, and Friday. Tuesday and Thursday would be reserved for excursions to New York City and the surrounding areas. While there is enough in these areas to provide interesting visits for every day, it was agreed that the real purpose of the exchange was to have the visiting students become involved in school and student life. By popular acclaim the four-day visit to Washington, D.C., was declared the best. The French students paid for these excursions themselves, but all land arrangements were made by the American teachers.

However, the school participation, which should have been the heart of the program, proved to be the most difficult aspect. At each school the French students were received differently. At some, they were given only the opportunity to follow the schedule of their correspondent. At others, programs were planned for them based on their expressed wishes during the first days. Both presented problems. When the students followed exactly their correspondent's schedule it soon became apparent that while they might be sharing three weeks of their lives, their interests were not necessarily identical. Therefore, it became difficult for the visiting students to remain interested and, more often than not, they would simply not appear in class. For those who had a choice, choosing courses at a strange school, courses with names like Gallimaufry, was impossible. "We are not used to choosing," said one French girl, "and therefore we didn't know how. So we just didn't choose anything." The most popular selection seemed to be the school cafeteria where a great many of the French spent a good deal of their time. This probably bothered the chaperones and teachers more than the students, who found the relaxed atmosphere of the schools and the openness of the cafeteria fascinating.

At the end of the three-week stay, it was apparent that while the French students did not (would not) attend all classes, there were some which interested them and from which they gained a great deal. They enjoyed the English and social studies classes and were fascinated by the French classes. Some attended other language classes which they were also taking at home. They expressed the desire to have some special instruction in conversational English, for which they felt a great need. Perhaps what was most encouraging were the reports given by their own English teachers upon their return. "The change was amazing," they said, feeling that whatever the exposure, they had indeed learned a great deal. They even picked up "un joli petit accent américain," according to one.

If the school relationship was less than perfect, the home stay proved to be eminently successful. "There is more of everything," said one French boy. "The French have one TV, one car, one cat. You have three of everything." They felt very much welcomed in their American

families, as evidenced by the tears on both sides the day of their departure. The extent of that welcome is perhaps best noted in the number of families who have already planned to see each other again as early as this summer, either here or in France.

On April 10, the mass transfer — eighty in all to Paris — began at the Air France terminal in New York. Overnight the tables were turned as the families of the French teenagers now became the hosts and — trepidation in Westchester hearts — it was English that became *défendu*.

Twenty-six of the Americans (a mixed group from all four schools) lived with families of students who attended the Lycée Branly in Nogent. To the Americans' delight, the suburb is only fifteen minutes from Paris via the Métro and the fast new RER. "I was afraid it would be in the sticks like Chappaqua," said one boy. The other fourteen Americans attended classes with their French hosts at the Lycée Decour in Montmartre. Built in 1873, this lycée has a history of illustrious alumni. Its Montmartre location provided a marvelous contrast to the pastoral suburbs of Westchester.

And for the American chaperones, the tables were also turned. It was now the French teachers who were the hosts and planners of school schedules and organizers of excursions. Geraldine O'Neill from Chappaqua was the resident chaperone for the Lycée Decour and was lodged on campus and Kathy Cazana of Pelham and Joseph Herney of Briarcliff were housed with families in Nogent.

The Americans all seemed to adapt very easily to the French manners, cooking, and living accommodations. They quickly became a part of their French families and only one or two changes were made in the original assignment of French families. Reactions to the traditionally super-private French family life included:

...but they conserve food. My French mother calculated to the gram what the family needed for a day and she went out and bought just that. We hardly had any leftovers.

I told my French family that my real family recycles bottles and newspapers, and they thought it was weird...

And the gardens — if the French have two square feet, they plant flowers.

The public rudeness of the Gauls was another matter. "The French should learn one thing," said a boy who got stung, "manners." But everyone admired the French habit of shaking hands or kissing when meeting friends, and words like uninhibited, freer, and candid passed among the Americans during their stay. "The French aren't afraid to say what they think," said one girl. "Sentiments are spoken freely."

One aspect of French culture to which the Americans became easily acclimated was the food. What they quickly learned, to their pleasure, is that the excellent cuisine makes snacking redundant. "When I sat down to dinner with my family the first day," said a Briarcliff girl, "they brought out plates with a few sardines and ham on them. I thought, 'Boy, I'm going to starve in France if this is what they eat.' Then they brought out the next course, and the next..."

The teachers at both French schools were very hospitable to the American visitors, freely opening their

classes to them, allowing them to participate in discussions in English, French, and history classes. Special programs were created also; the staff at Decour prepared a series of special French conversation classes and at Branly a special lecture was prepared to acquaint them with various regions of France through the use of slides and visuals. Both teachers and students served as visiting "English-speaking source-materials" and took part in English classes. There was a definite emphasis on this educational aspect of the exchange, and the major thrust of the program on both sides of the Atlantic was in this area.

Because it was the year of the American Bicentennial, the French government had allocated funds to be used in entertaining American visitors and in helping to celebrate our two-hundredth anniversary. A tour of the Hôtel Lauzun and the subsequent buffet lunch at the Hôtel de Ville were arranged by M. Alexandre through the Sous-préfet of the city of Paris. It was the Sous-préfet himself who received the American students, their chaperones, the French *provisseurs*, and *professeurs*.

In addition to the reception at the Hôtel de Ville, a series of other excursions and official receptions was scheduled. The private rooms at the Sorbonne were opened following a tour of the college led by the rector and his staff; the Mairie at Nogent held an official welcome; M. Alain Poher, Président du Sénat and twice interim Président de la République, received the Americans at his residence on the grounds of the Palais du Luxembourg. Indeed, the French made very sure their visitors never had an idle moment!

At the end of the three-week stay, an optional three-day tour had been arranged to Bretagne and the Loire valley. Thirty-one students participated, and those preferring to remain in Paris stayed with their host families.

The 1976 pilot AATF program will be continued and expanded in 1977 to include additional French and American high schools. The basic framework which was judged so successful by both French and Americans will be modified to include a chaperone from each participating school to supervise his own students.

Six weeks of living one-to-one produced merriment, shock, surprises, temper, friendship, vastly improved language skills, and a glimmer of the role that languages play in the humanities. Adolescents had a privileged opportunity to live in a foreign culture, to use their foreign language skills, and to bring back to their own classrooms the excitement of foreign language learning. Most importantly, they were stimulated to look at their own lives with a changed perspective.

Westchester, New York

NYS AFLT Workshop

A Public Relations Workshop sponsored by the New York State Association of Foreign Language Teachers (NYS AFLT) will be held on Sunday, October 17, 1976, at the Concord Hotel in Kiamesha Lake, New York. This workshop immediately precedes the opening of the annual meeting of NYS AFLT. For further information contact Robert J. Ludwig, 1102 Ardsley Road, Schenectady, NY 12308.

BLUE-JEANS FRANÇAIS OU BLUE-JEANS AMÉRICAINS?

Monique Torcq

Des grappes de jeunes en blue-jeans, montant les marches du métro à la station Anvers, bavardant et plaisantant... en français et en anglais, se dirigeant, avec assurance et nonchalance, non vers le Sacré-Coeur... mais vers le Lycée Jacques Decour — ce ne fut pas sans surprendre quelques observateurs non avertis qui, après s'être perdus en conjectures sur l'identité de ces adolescents, apprirent qu'il s'agissait du groupe franco-américain de "pionniers" du jumelage effectué entre le Lycée J. Decour de Paris et le Lycée E. Branly d'une part et un groupement d'écoles américaines de l'Etat de New-York d'autre part.

Tout de suite les jeunes Américains — avec un pourcentage féminin agréablement étonnant dans ce vieux lycée où, depuis un siècle, l'élément masculin, après avoir été exclusif, n'a pas encore cessé de dominer — ont été "adoptés." Discrets, gentils, bien élevés, ils se sont adaptés sans problèmes. Si l'intérêt qu'ils montrèrent pour les cours fut un peu au-dessous de ce qu'espéraient de part et d'autre les organisateurs — des professeurs bien sûr! — ce fut sans doute compensé par celui qu'ils montrèrent, sans défaillance, pour la ville et ses activités.

Les familles françaises, un peu inquiètes parfois de voir ceux dont elles se sentaient responsables échapper à leur contrôle, reconnurent qu'ils avaient su faire preuve d'un remarquable esprit d'organisation, se dirigeant et se "débrouillant" comme de vrais Parisiens, voire comme de vrais "banlieusards" pour certains d'entre eux.

C'est peut-être cet aspect de prise en charge personnelle qu'il faudra également retenir du séjour des Français aux U.S.A. comme étant le plus fructueux et le plus durable. De l'avis même des intéressés, après le choc de l'arrivée où il a fallu, tout à la fois, comprendre, se faire comprendre, et choisir dans un "menu scolaire" ce qu'on avait envie de faire, c'est cette possibilité de "s'en sortir tout seul," d'établir son propre rythme d'activité qui a été la plus enrichissante.

Les écoliers français ont apprécié la multiplicité des activités offertes à l'école, apparemment sans discrimination de valeurs — travaux manuels, éducation musicale ou sportive tout aussi estimés que les maths ou les langues, avec des installations qui faisaient parfois rêver! "Moi qui ne suis pourtant pas un 'fana' de l'école," nous a dit, au retour, un élève de seconde, "j'y serais bien allé plus souvent encore." Peut-être faut-il noter que la possibilité de faire un petit stage à la cafétéria entre deux cours — délice inconnu à Jacques Decour! — n'a pas été sans ajouter au charme de la *high school*.

Si l'on fait une exception pour la visite de quatre jours à Washington qui fut un franc succès, et la pittoresque après-midi à Pound Ridge Reservation où le naturaliste, M. Shoumatoff, dont l'érudition n'a d'égale que la cordialité, qui a réuni tous les suffrages, ce sont les sorties "en groupe" qui ont été le moins prisées. Voici ce qu'en dit un élève: "Bien sûr nous comprenons que les profs aient tenu à nous faire voir certaines choses et, finalement, nous sommes contents d'avoir fait plusieurs

sorties dans New-York mais, plus que la Statue de la Liberté ou même les musées ce qui nous intéressait c'était de voir vivre les gens."

Peut-on les blâmer d'avoir voulu se démarquer des touristes et d'avoir profité de cette occasion unique qui leur était donnée pour tenter de se débarrasser des idées toutes faites, des clichés, et de se construire une opinion personnelle, objective, fondée sur l'observation et une expérience propre? Certainement pas et, tout limités et fragmentaires qu'ils soient, les commentaires faits, spontanément, par certains élèves, au retour, témoignent d'un réel effort dans ce sens:

"J'ai eu l'impression de changer de monde; pas de pays, de monde — et il m'a fallu quelque temps pour concilier deux aspects qui me semblaient contradictoires et qui existent bien ici: l'Amérique, modèle et espoir des sociétés capitalistes, et aussi le pays le plus accueillant que je connaisse."

"J'ai été frappé par le côté à la fois agréablement décontracté et scolairement très structuré de la vie des jeunes."

"... peu d'imprévu, satisfaction évidente de leurs conditions de vie qui, là où nous étions, sont, il est vrai, particulièrement bonnes et tentantes."

"J'ai été étonné de trouver les jeunes de mon âge très peu sensibilisés à la politique et peu portés aux discussions."

"L'impression qui me reste de ce séjour est celle d'une expérience très positive, tant du point de vue linguistique que pour la connaissance d'un pays dont on parle tant actuellement."

"J'ai fait d'intéressantes découvertes au sujet de l'éducation et des méthodes scolaires: enseignement plus individualisé et grande liberté de choix parmi un bon nombre de matières."

Les parents ont bien senti l'impact de cette expérience, qui ont trouvé que leurs enfants avaient "gagné en maturité." Ils ont été unanimement satisfaits et certains envisagent de renouveler l'échange à titre personnel.

Et les professeurs? Ils ont signalé que les élèves qui avaient participé à l'échange avaient gagné en assurance, qu'ils avaient fait, devant leurs camarades, des compte-rendus de leurs séjours — avec photos et documents à

Opportunities Abroad for Teachers, 1977-78

Opportunities to attend a summer seminar or to teach abroad will be available under the Fulbright-Hays Act for the 1977-78 school year.

Elementary and secondary teachers, college instructors, and assistant professors are eligible to participate in the teacher exchange program. Basic requirements are: U.S. citizenship, a bachelor's degree, three years of teaching experience for one-year positions, and two years of experience for seminars. As most of the positions are on an interchange basis, applicants must be employed currently. Seminars for current teachers of art, the classics, German, and world or Asian history will be held in 1977.

Application should be made before November 1, 1976. A brochure and application forms may be obtained in September by writing to Teacher Exchange Section, Division of International Education, U.S. Office of Education, Washington, DC 20202.

l'appui. Les professeurs d'anglais ont constaté une nette amélioration, surtout pour la compréhension et l'expression orale.

Tout cela ne peut que nous encourager, nous, professeurs de langues, à poursuivre cette expérience: des élèves ont compris que les efforts faits pour apprendre une langue n'étaient pas stériles puisqu'ils permettaient la communication avec des étrangers... qui de ce fait cessaient de l'être; que la classe, avec son cadre qui peut paraître contraignant, ses matériaux qui sont limités, peut être acceptée comme préparation à des expériences vécues "sur le terrain."

Si leur volonté de progresser dans la langue étudiée est stimulée par leur désir de mieux connaître ce peuple, cette culture qu'ils viennent de découvrir; s'ils deviennent conscients du fait que les différences ne se situent pas forcément sur une échelle de valeurs, mais peuvent être source d'enrichissement et de complémentarité, alors, en plus des satisfactions professionnelles, nous aurons la joie d'avoir oeuvré sur la route de l'entente et de l'amitié.

Lycée Jacques Decour, Paris

THE TRAINING OF BILINGUAL AND FLES TEACHERS IN LOUISIANA

John F. Kunkle

Since 1968, when the Louisiana legislature created the Council for the Development of French in Louisiana (CODOFIL) and mandated the teaching of French in elementary schools, Louisiana has been faced with the need to prepare teachers of French for the elementary school level. Since 1970, five parishes (counties) in the French-speaking area of Louisiana have had federally funded bilingual programs. This, too, has created the need for teacher training programs.

Although prior to 1972 only one university in the state had a second language option or minor for elementary education majors, it was a 4½- to 5-year program and few students enrolled. In 1972, four state universities and the Foreign Language Section of the State Department of Education developed competency-based teacher-training for the teacher of French at the elementary school level: the Second Language Specialist (SLS) certification program. Open to certified elementary teachers and to certified secondary foreign language teachers, the program consists of 24 semester hours of work in the areas of language, applied linguistics, children's literature, and civilization. At the completion of the program, the four-skill MLA Teacher Proficiency Tests are administered, with statewide norms closely approximating the national recommended norms. Normally the program requires two academic years of evening or late afternoon courses, plus two summers in intensive four-week institutes. Completion of the program carries with it a pay raise equal to 80 percent of the raise given for completing the next step on the state teachers' salary schedule. The in-service program is offered by eight Louisiana universities at present and will be available in seven more in 1976-77.

This Second Language Specialist (SLS) program has also been the point of departure for the in-service training of bilingual teachers. Even before the establishment of the National Bilingual Bicultural Resource Center at the University of Southwestern Louisiana in 1975, the local bilingual programs had enrolled their teachers in the SLS program so as to comply with the in-service requirement in the federal funding formula. The SLS program is supplemented by practica and workshops designed more specifically for bilingual programs and often team-taught by local bilingual personnel and university faculty. Obviously, it is in the area of teaching content in the second language that few university personnel have had training, and thus a team approach helps overcome that difficulty. For the bilingual programs, the methodology course(s) also take on a slightly different character than when they are offered as French-as-second-language methods only.

Since 1975, the in-service courses for the bilingual programs have been offered under the auspices of the National Bilingual Bicultural Resource Center (NBRC), with the faculty of the Foreign Language Department teaching most of the courses, as well as those for the SLS program. The NBRC is also developing bachelor's and master's programs in bilingual education which are designed to meet the needs of programs in a fourteen-state area.

The phenomenon of the French language in Louisiana is a most challenging one for foreign language instructors, and the resurrection of the French language involves many of us in a wide variety of roles. Because of the desire to expose as many elementary school students as possible to French instruction, before the state had certification programs for SLS or bilingual teachers, it was necessary to "import" teachers from France, Belgium, Switzerland, and Canada. Now that Louisiana is beginning to train its own teachers, the number of foreign teachers (Associate Teachers of French) will begin to diminish. There are presently some 90 Louisiana Second Language Specialists, with another 100 or so scheduled to complete the certification program by the beginning of the 1976-77 school year. Through these teachers and the 300 Associate Teachers of French from abroad, French is being taught to approximately 60,000 Louisiana elementary school students.

In 1975, the Louisiana legislature passed, with one dissenting vote, an act which authorized all public school systems in the state to initiate second language programs in 1976-77. These programs are to begin in grade one and to progress upward each year to grade twelve. If by May 30, 1976, such programs have not been voluntarily initiated, then upon presentation of a petition signed by 25 percent of the parents of a particular school, the local school board must provide a program in the second language requested.

These are exciting times for French teaching in Louisiana. We hope we can overcome the legacy of several generations of punishment for speaking French in schools, and create schools where French is spoken at every grade level.

University of Southwestern Louisiana

LE FRANÇAIS TEL QU'ON LE PARLE A LA MARTINIQUE

Simone Morin

(The author of the following article is a young French woman, mother of two children, who lives with her businessman husband in Martinique and gives private English lessons to hotel employees and others. Professor Nachtmann, executive secretary of the AATF, made her acquaintance when he visited her English classes at the Hôtel Méridien in Fort-de-France last year. She became a member of the AATF last January, and after reading Professor Nachtmann's impressions of Martinique in the first issue of the *AATF National Bulletin*, was inspired to write these additional notes on the history and language of the island, presented from the viewpoint of a French resident.)

La Martinique est un département français au même titre que la Guadeloupe, la Guyane, et la Réunion. Un rappel rapide des grandes dates de l'histoire de la Martinique aidera à mieux comprendre l'évolution du langage dans cette île antillaise. Découverte par Christophe Colomb en 1502, la Martinique devient colonie française en 1635. Elle est alors peuplée de Caraïbes. Dès 1670, il faut faire appel à la main-d'oeuvre servile venue d'Afrique pour les sucreries et les cultures tropicales.

Au moment de la Révolution Française, l'île est confiée aux Anglais jusqu'au retour des Bourbons. Il y a occupation de la Martinique par les Anglais de 1809 à 1815. L'abolition de l'esclavage date de 1848, et elle est en grande partie l'oeuvre de Victor Schoelcher, homme politique français aux idées républicaines connu pour sa propagande anti-esclavagiste. Après l'abolition de l'esclavage, il a fallu faire venir de la main-d'oeuvre indienne qui remplaçait les esclaves dans les travaux de la terre. La Martinique devient département français d'outre-mer en 1946, et la départementalisation est renforcée depuis l'arrivée du Président Giscard d'Estaing au pouvoir.

La langue française, apportée dans l'île par les colonisateurs, y a été mise en contact avec de nombreuses populations: africaine, anglaise, indienne, et espagnole. Ceci explique les modifications apportées aux tournures strictement françaises, au sens restreint de "métropolitaines." Le créole est l'ensemble des langues parlées aux Antilles, Guyane, Louisiane, Maurice, et Réunion. Il s'est formé surtout à partir du français mais aussi de l'anglais, de l'espagnol mais aussi de l'africain. Il supprime les /R/. Pour ne citer qu'un exemple, le mot "confiture" se dira en créole "confitù." Le créole supprime aussi les prépositions et les conjonctions. Il n'y a ni genre ni nombre en créole.

Tout Antillais parle créole, même les jeunes. Certaines personnes âgées ne parlent que le créole. A l'inverse des patois métropolitains, le créole n'est pas en voie de disparition; au contraire même, une poésie créole est en train de se développer et de nombreux écrivains martiniquais le préfère au français pour sa richesse en images et en périphrases.

Le créole est le même dans les îles avec toutefois des variantes. Il reste donc très compréhensible d'une île à l'autre. Un Martiniquais à Sainte-Lucie se fera comprendre en parlant créole. C'est peut-être une des raisons pour laquelle les Martiniquais sont si peu enclins à

parler anglais. Nous citerons Jean Raspail dans *Secouons le cocotier*: "Le créole est le plus grand ennemi de la langue française, et le plus lourd handicap que rencontrent les jeunes antillais." Il est bien évident qu'étant donné ce contexte le français parlé aux Antilles est modifié par de nombreux particularismes, et nous allons en citer quelques-uns.

Certains termes français sont utilisés ici pour des raisons politiques. Ainsi on parlera toujours de la "Métropole" pour désigner la France, l'Hexagone. Il faut surtout penser que la Martinique fait partie de la France. Il y a le même phénomène également en Corse, où l'on parle alors de "continent" et non pas de "France." Ainsi les Blancs venus travailler en Martinique seront appelés des "éloignés" et non des "expatriés" (Békés-France) comme l'on dit dans les anciennes colonies françaises en Afrique.

On utilise ici couramment des termes qui paraissent un peu désuets ou très administratifs. Par exemple, on dira "une servante" pour désigner ce qu'en Métropole on appelle "une bonne." La servante à la journée est la femme de ménage venant travailler tant d'heures par jour. De même, pour désigner les autres villes que Fort-de-France, on dira "les communes." Si l'on dit de quelqu'un qu'il habite "en commune," cela signifie qu'il habite à la campagne, dans un village. En Métropole, ce terme est utilisé dans les documents administratifs, code de la route ou autre.

Des termes spécifiques à l'île doivent être traduits aux touristes même français. Il y a, par exemple, le terme de "Béké" pour désigner les Blancs qui sont en fait les descendants des anciens colons. L'origine de ce terme n'est pas connue de façon certaine, mais on suppose qu'il vient de l'expression "ben quoi" que les maîtres disaient à leurs esclaves quand ils avaient fait des fautes.

De nombreuses expressions, bien françaises, sont utilisées ici dans un autre sens que leur signification initiale. Ce changement est bien souvent dû à l'interprétation antillaise de ces expressions et révèle parfois le côté enfantin et plaisant de l'Antillais. Par exemple, on dira d'un enfant qui est turbulent et qui fait des saletés: "Il fait du commerce." L'idée populaire a retenu de la conception du commerce le fouillis, le bazar, le désordre dont souvent le commerçant était effectivement entouré.

Ce qui est pourtant le plus frappant dans les particularités de langage à la Martinique, ce sont les expressions et constructions anglaises. Il ne faut pas oublier que l'île a vécu sous occupation anglaise. La Martinique est entourée d'îles anglaises comme Sainte-Lucie, la Dominique, Barbades, Trinidad, et Saint-Barthélemy, qui ne sont pas loin. Les échanges soit commerciaux, soit culturels sont fréquents entre ces îles.

Ainsi donc, on remarquera dans le français de la Martinique les fréquentes expressions "pour vous," "pour moi," etc. Il est courant d'entendre dire "je vais faire cela pour vous" au lieu de "je vais vous le faire." Il est en effet curieux de voir que c'est la traduction littérale de la construction anglaise "I'll do it for you." Encore, on dira ici "je le porte pour vous" que l'on traduirait en français classique par "je vous le porte." On peut penser que la sensibilité antillaise est pour beaucoup dans le fait d'avoir retenu cette expression. Ici toute relation est très vite personnalisée et même sensibilisée.

Une autre construction très anglaise et couramment utilisée aux Antilles est la suivante: "He makes the children sing." Cette tournure est particulièrement difficile à faire adopter par les enfants français de Métropole et est une construction sur laquelle les grammaires anglaises insistent beaucoup. Ici, cette construction est usitée sans problème en français. Il est courant d'entendre dire "il fait les enfants chanter" et non "il fait chanter les enfants," ce qui devient très curieux parfois. Comparez "elle donne le bébé à manger" et "elle donne à manger au bébé."

Certains mots anglais sont utilisés en créole, tels que "tray" qui représente le plateau pour porter les marchandises, et "roll" (le rouleau), qui est devenu également un mot créole. Et pour finir en gaieté, disons que le nom du célèbre rythme antillais "La Biguine" viendrait du verbe anglais "to begin."

A part ces quelques particularismes locaux, le français employé en Martinique est tout à fait correct. L'étranger peut avec profit effectuer un séjour linguistique dans l'île, ce qui lui permettra de voir un aspect de la culture française un peu méconnu. Il pourra aussi, s'il est curieux, s'initier au créole qu'il aura souvent l'occasion d'entendre. Il verra de cette manière comment la culture française a été transplantée dans des îles américaines peuplées d'une population hétérogène.

Fort-de-France

CONTINUING EDUCATION POLL IN FRENCH AT MIAMI UNIVERSITY

Stanford Luce

Several years ago I sent an inquiry to the School of Business here at Miami, asking what sort of language program would be most worthwhile to students interested in international marketing. This country's balance of trade was way into the red at the time, and I made the point that it was easy to buy in English from foreign countries, but that selling required sound knowledge of the language and the culture. The dean replied with good news and bad news. Yes, he recognized the value of my letter, but alas, the demands of business courses left no time for developing additional skills, especially such extensive ones as language.

Then in the March 1976 *French Review* I noted the letter by Doris T. Stephens about the potential of continuing education programs, where languages do have a beneficial role to play. At that moment the French Department here had just approved my polling a large number of people about their language interests and/or needs in the foreseeable future. From a practical point of view, scheduling classes with this knowledge in hand could increase our class enrollments and our teacher effectiveness by reaching the largest possible public.

A questionnaire was prepared, seeking information on the best scheduling, the most wanted programs, skills, areas, from the traditional literature and culture to the

language of diplomacy, commerce, media writing or to pedagogy. It was addressed to those seeking to enhance their professional or personal worth in a tight job market. The point was made that foreign languages, like cars and houses, need constant maintenance, that they represent too much of an investment to be allowed to fall into disrepair. These letters were sent out to some 3,500 adults, mostly in continuing education in the tri-state area of Kentucky, Ohio, and Indiana, but including a broad sample across the country. Language majors on campus were also encouraged to respond as they envisioned their needs to be.

This article is, then, a follow-up to the Stephens letter. Most of the replies are now in — the off-campus total is just over 100. It should be of interest to other departments for purposes of comparison if similar polls have been taken, or for a rough guideline to use in developing courses in continuing education.

As for scheduling during the school year, evening classes and weekend workshops were favored. In the summer, respondents preferred one- or two-week courses in June. Of greater interest were the types of courses rated. Active language skills, speaking, writing, and translation, were first (over 100). Cultural programs both here and abroad were next (65), with a desire for history, art, films, philosophy, contemporary lifestyle, and media communication. A weak third place went to reading courses (40); although literature and the humanities did fairly well, readings in the sciences had very few takers.

Among proposed new courses, interest was fairly well spread over business and marketing, diplomacy and foreign affairs, media techniques and pedagogy, in that order. Some thirty-five chose business and marketing, thirty diplomacy. On-campus responses did not vary significantly from the results shown above.

Because of these findings, the department feels better prepared to change its advanced language courses, for instance, to more attractive time-slots for the non-campus students. Interestingly enough, there were only three requests for beginning French! A reading skill course, already being offered to doctoral candidates in other disciplines, could be conducted one evening a week to allow community members easier access to it. New courses — business and marketing especially — might be offered to see how closely choices on a questionnaire correspond to commitment in real life. Self-supporting workshops in teaching materials and methods, in specialized vocabularies, in business letter writing, etc., will likely give our department a helpful boost in enrollment — and a greater sense of service.

A most important by-product of the questionnaire is a list of interested adults, with addresses, whom we can easily contact to share information on our new directions. On this list are some thirty people who want to be included next year in plans for our six-week summer abroad program in Orléans. So, interest there is! I can recommend the use of a poll such as we used for alerting interested people to the available programs on and off campus.

Miami University

Attention Principals and Department Heads!

List your French vacancies with the AATF Placement Bureau. You need not be a member of the AATF to use our services, for which there is no charge. We can help you find qualified teachers of French language, literature, and civilization for part-time or full-time positions. The AATF Placement Bureau is the only agency in the United States engaged exclusively in placing teachers in French-teaching positions. Telephone or write Director, Placement Bureau, American Association of Teachers of French, 57 East Armory Avenue, Champaign, IL 61820.

TESTING COLUMN

Setting General Course Objectives

At the beginning of the school year, every teacher should define the general objectives of his or her courses. Each of these general objectives is then assigned a weight proportional to its relative importance in the course.

The concern of the teacher at this point is not the definition of specific short-range goals or the elaboration of performance objectives, but the determination of the general parameters of the course. By extension, the teacher will be determining in advance the manner in which final grades will be assigned.

The first step is to establish the relative importance of what Wilga Rivers has so aptly termed *skill-getting* and *skill-using* activities. The skill-getting aspect of the course includes the control of the sound system and the writing system, the acquisition of new vocabulary, and the mastery of grammatical patterns. The skill-using portion of the course focuses on real communication — understanding what others have said or written and expressing one's own ideas orally and on paper.

For each of the four skills — listening, speaking, reading, writing — it is necessary to distinguish between the skill-getting portion of the course and the skill-using activities. All teachers will insist that the skill-using objectives embody the desired outcomes of the language course: students study a language in order to be able to use it. But teachers also know that in practice there are so many elements of language (new sounds, new vocabulary, new grammar) to be presented that little time is left for free expression. In other words, the skill-getting activities proliferate, and the skill-using activities get pushed aside. In extreme cases, the students' grades at the end of the semester reflect their progress in skill-getting only, and completely neglect skill-using abilities.

There is no optimum balance between skill-getting and skill-using objectives in a language course, and each teacher should feel free to set up his or her own objectives (in consultation with the students, if desired). For example, one might use the following divisions:

First-year course: 80 percent skill-getting, 20 percent skill-using.

Second-year course: 67 percent skill-getting, 33 percent skill-using.

Third-year course: 60 percent skill-getting, 40 percent skill-using.

The second step is to establish the relative importance of the objectives in each of the above two categories. In the skill-getting area, the teacher must determine how much emphasis is to be placed on pronunciation, spelling, vocabulary, and structure, respectively. Furthermore, the teacher must determine the relative weights assigned to the spoken and the written language. For example, here is a possible breakdown for a first-year class:

80% skill-getting:	{	10% pronunciation — speaking
		10% spelling (from prepared dictation) — writing (and listening)
20% skill-using	{	20% vocabulary: {
		5% listening
		5% speaking
		5% reading
40% grammar:	{	5% writing
		5% listening
		15% speaking
		5% reading
5% written composition — writing	{	15% writing
		15% writing

In the above breakdown, about 60 percent of the emphasis is on the spoken language, and 40 percent on the written language. This proportion should be reflected in the class activities and in the manner in which grades are assigned. Active control of grammar (via speaking and writing) is more heavily stressed than recognition of forms (listening and reading).

At the beginning of the year, it is a good idea to discuss these general course objectives with the students. In this way the class will recognize the organization of the course and will understand the interrelationship among the various components of the program.

(In the next issue of the Bulletin, we will present suggestions for the preparation of a testing program and the evaluation of student performance with respect to these general objectives.)

Rebecca M. Valette

The AATF Testing Commission is preparing a *Handbook for Teachers on the Annual French Contest*. We would like to hear from you:

Do you have suggestions about how to place students fairly?

...how to organize the local contest?...how to prepare students?

...how to publicize the results?...how to increase participation?

Send your suggestions and views to Rebecca M. Valette, 16 Mount Albernia Road, Chestnut Hill, MA 02167.

USING LANGUAGE PLACEMENT TEST RESULTS AS A PR INSTRUMENT

William J. Beck

While the present call for a return to the basics at all levels of education would appear to augur well for foreign languages, we must continue to make every effort to present our discipline in a favorable light. Whether we like it or not, everything in the United States must be sold — didn't an American President say that the business of America is business? — and this includes the study of foreign languages. It is not enough for the members of the profession to remain convinced, or even smug, that we have a good product, and that students with common sense who know this will choose accordingly. Today's college student is overwhelmed by a panoply of offerings, and some of them are excellent; others have fancy names which belie the contents within; still others promise little and deliver less. In order to attract and hold students, we must endeavor to recognize those who do well on language placement tests, and additionally, we must see to it that all of our students know the reason for, and the value of, foreign language study.

At Virginia Commonwealth University in Richmond, Virginia, the foreign language placement tests in French, German, and Spanish are given twice a year in the months of June and July during the freshman SOAR Program (Student Orientation and Registration), and again early in January before the opening of the spring term. All of our placement tests were constructed by members of the department, and they have been refined and improved through the years. There are both oral and written parts in the examination, and after careful evaluation by a professor, the student's strengths and weaknesses are discussed with him. Finally, he is informed what his options are concerning language choices which would be most useful in his projected major and career.

Students are not penalized because they have performed poorly, and they may take an elementary course for credit regardless of the number of high school years devoted to the study of the language. There are those who will feel that this system is too generous. Years of experience, however, have taught us that it is more unfair to penalize students for what they have not learned; the psychological harm done to the student — and to the profession — is immense. Since there is a language requirement through second-term intermediate for B.A. students, but no entrance requirement for incoming freshmen, it was judged wise to place students according to their ability rather than the number of years they have studied a language, a figure which in itself is pretty meaningless.

About 15 percent of the 500 students who take the placement test are placed in advanced language courses, and it is possible in this way to "place out" of the language requirement. Students are always encouraged, however, to continue language study beyond the mini-

mum requirements. Once the list of advanced places is established, a personal congratulatory letter from me, in my capacity as department chairman, and in the name of the foreign language faculty, is sent to each student who has placed into any course beyond the 101-102 level. This letter is sent to the student's home and, after the first paragraph, which is congratulatory, informing him that he is one of the students that did well, there is the following suggestion: "May I take this occasion to remind you that a knowledge of a foreign language can be of immense benefit both intellectually and esthetically, as well as financially, in no matter which career you eventually find yourself. Regardless of what major you choose, your knowledge of a foreign language will be of inestimable help and satisfaction. Continue your study with as many advanced courses as your schedule permits." The rest of the letter is devoted to a description of our five study and travel abroad programs in Paris, Perugia, Munich, Malaga, and Mexico City, along with announcements of new courses and developments in the department for the upcoming academic term. Each congratulatory letter is accompanied by a department brochure which outlines some of the other activities and describes the requirements for the major. A similar letter could be sent to the student's high school teacher.

The promotion of foreign languages is not over after the mailing of the congratulatory letter and other material. With the beginning of classes in the fall and spring terms, each language student is given a brief three-page document by his professor which consists of a short one-page letter from me welcoming him to our department and to the study of foreign languages, along with a description of the broad categories of department offerings: 1) basic language courses and 2) literature and culture courses. In addition the letter tries to answer some of the persistent questions concerning language study and its place and role within the total framework of the university curriculum. Along with this letter are two pages entitled "Suggestions on How to Study a Foreign Language," written by two members of the department; the latter pages contain very useful and helpful insights into successful foreign language study. All professors spend at least ten to fifteen minutes at the beginning of each period for the first week of class discussing this material; students are encouraged to participate, offering their own experiences and suggestions for facilitating study, as well as citing excellent reasons for undertaking language study. There may always be several students who voice objection to language class; it is respectfully suggested that teachers not get involved in a verbal exchange. Generally, the convinced and motivated students in the classroom will present very good reasons for language study, and the skeptical are more likely to be persuaded by them rather than by the teacher.

The congratulatory letter to those who have earned advanced placement, as well as the document with suggestions for language study, are both devices to encourage and to reward students for achievement, to place language study in proper perspective, and to educate students more fully concerning the rationale for language and literature courses. These are the areas where

I believe we as language teachers have not been fully successful. Possibly because of the nature of our discipline, we tend to criticize, whether it be accent, grammar, word usage, etc., rather than to praise serious and sincere efforts. In addition to doing so during classroom performance, here is our opportunity at the beginning of the year to reward students for their accomplishments. Furthermore, we have to, and we can, justify language study; we have as much — and more — to offer as, say, English. A period of open, honest, and forthright discussion at the beginning of the term can help to clear the academic air.

The above suggestions are two more ways not only to increase the number of convinced language students in our classrooms, but also to educate students to the value, place, and relevance of foreign language courses in both the curriculum and their lives. I would be happy to share the above documents and experiences with interested language teachers.

Virginia Commonwealth University

IN MEMORIAM: PAUL PIMSLEUR

It was with a great sense of loss that we learned recently of the untimely death of Paul Pimsleur, one of the most innovative, talented, and dynamic members of the language-teaching profession. Only forty-eight years old, Mr. Pimsleur suffered a fatal heart attack on June 22, 1976, in Paris, where he had been visiting professor at the Institut des Professeurs de Français à l'Étranger of the Sorbonne for the past two years. Since 1970 he had been a professor of French and languages education at the State University of New York at Albany.

Those of us who enjoyed the privilege of studying under Paul Pimsleur will always remember him as a man who possessed an intelligence, a personal concern for students and colleagues, and a genuine enthusiasm which one rarely encounters. These same qualities permeate his work, as all who have taught from his widely used textbook, *C'est la Vie: Lectures d'aujourd'hui*, will testify. His pioneering work in psycholinguistics and testing methods will continue to influence the direction of language study for a long time to come.

Paul Pimsleur earned his M.A. and Ph.D. in French from Columbia University, and was later awarded an M.A. in psychology from Columbia. He taught at UCLA, where he created and directed the French Department's language laboratory. From 1961 to 1970 he directed the Listening Center, a computer-controlled language laboratory, at Ohio State, where he also taught courses in modern languages, testing, statistics, and the psychology of language learning. His Pimsleur French Proficiency Tests, his numerous publications, and his participation in professional meetings and language institutes earned him an international reputation.

Paul Pimsleur's sudden death comes as a shock to us all. As his colleagues, students, and friends, we can only express our gratitude for his many contributions to our profession and our profoundest sympathy to his family.

Ken Broadhurst

EDITOR'S COLUMN

JOURNÉES PÉDAGOGIQUES: SEVRES 1976

The Fédération Internationale des Professeurs de Français sponsored its *Journées pédagogiques* June 25 and 26 at the Centre International d'Études Pédagogiques de Sèvres. The unprecedented heat of late June did not preclude an active and enjoyable two days of discussion and debate. The *Journées pédagogiques* served as something of a springboard for the international congress to be held in France next summer. Bringing together French teachers from all over the globe, the *Journées pédagogiques* gave opportunity for brainstorming and for the sharing of pedagogical interests and concerns generated by the demands of differing educational goals and policies at local and national levels. The difficulties of planning profitable meetings for such a varied audience cannot be overemphasized, and certainly one of the most welcome aspects of the *Journées* was the informal contact afforded colleagues from strikingly different cultures, professional backgrounds, and teaching circumstances.

The *Journées* were divided into three half-day sessions. The first session was devoted to group discussions of methodology following an initial presentation by Monsieur Daniel Coste of the Ecole Normale Supérieure de Saint-Cloud. Reports from the discussion leaders tended to confirm the impression of a general reluctance among participants to endorse a given methodology. There was, instead, great emphasis placed upon the importance of knowing one's students and adapting one's teaching techniques accordingly.

The second session was devoted to the *Diversité du français: langue de communication*. Presentations were given by Mme Andrée Tabouret-Keller (Université Louis Pasteur, Strasbourg), M. Claude Burgelin (Université Lyon II), and M. Jacques Cortes of the CREDIF. The editor personally found this session to be among the most profitable, since it brought together not only the problems facing second-language instruction, but also those confronting native language teachers in France: "what" French should be taught to whom? The concern for "authenticity" of language and interest in French for special purposes brought suggestions from the floor that French pedagogical and resource centers produce more lively and varied audio-visual materials and concern themselves less with total programs.

Bridging the second and third sessions was an evening of excellent films devoted to *cultures d'expression française*. The third session itself was bipartite. Part I was a demonstration of a slide project realized by CIEP *stagiaires* from the Mideast and Far East for use in beginning classes in their own countries. There was lively reaction from the floor arising from questions about the pedagogical principles behind the "watering down" of the original French recorded to accompany the slides versus "authenticity" of language, as well as from questions about the sociological implications of material chosen for the classroom — how one perceives a foreign culture from material chosen, and, indeed, what in-

sights into one's own culture might be gained. Without attempting to resolve these questions, the *stagiaires* and their leader answered by returning to the question of level and audience. Part II was the presentation of the rationale for the selection of works for and the publication of the new anthology edited by the FIPF (see the April *Bulletin*), including a spirited reading and discussion of some of the pieces included.

An afternoon wrap-up session gave more formal opportunity to hear participants describe the particular state of French as a second language in their countries. It appears that, despite virtually universal economic and curricular problems, French is holding its own.

A full report of the *Journées pédagogiques*, including the texts of the major presentations, is planned by the FIPF. The discussions and questions provoked at Sèvres provided ample fuel for future international meetings at which we can all profit from the sharing of insights arising from greatly diversified sources.

There is little question that the French government is continuing to stimulate and support the study of French abroad. Those of us who attended the *Journées pédagogiques* can attest to the contribution being made by the Bureau of the FIPF and the staff of the CIEP toward the strengthening and enrichment of French programs *à l'étranger*.

In future issues, we will provide information concerning services available from Sèvres — both from the CIEP and from the BELC resource center housed in the same building.

AATF members attending this year's *Journées pédagogiques* were: Dorothy Brodin, Lehman College, City University of New York, New York, NY; Anthony DeDomenico, Medford High School, Stoneham, MA; Sergine Dixon, Rye Country Day School, Rye, NY; Hester Hastings, Randolph-Macon Woman's College, Lynchburg, VA; Denyse Marchesseau, College of William and Mary, Williamsburg, VA; Alberto Marzo, Aurora High School, Aurora, IL; Andrée Penot, State University of New York, Fredonia, NY; Stanley Shinall, University of Illinois, Urbana, IL.

S. I. Shinall

SUGGESTED TRANSLATIONS FROM FRENCH

A few books by French thinkers appeared in 1975 that would make valuable contributions to our re-examination of American values. They are all personal statements, controversial, yet they all converge upon the commitment to an open society. Among them:

La Culture et le pouvoir (Editions Stock) by Paul-Henry Chombart de Lauwe, director of an interdisciplinary research center, who takes his bearings realistically to aim at a socialist ideal of cultural development — to harness the power of technology.

La Révolution parallèle (Editions du Seuil) by Pierre Emmanuel, poet, reformer of education, member of the Académie Française until he resigned in 1975 to protest the election thereto of a onetime collaborator with the Nazis.

Ce que je crois (Editions Bernard Grasset) by "Vercors," who wrote *The Silence of the Sea* early in the Résistance against the occupation; currently winning new success as a dramatist, ingeniously dramatizing the question of what constitutes the humanity of the human race.

Ce que je crois (likewise in the series of Grasset books with this title) by Maurice Clavel, an intellectual communist now highly critical of communism; perhaps the turning point in the nature and status of communism in France.

De la croissance économique au développement humain (Editions du Seuil) by Jacques Robin, M.D., pharmaceutical executive and organizer of a "Group of Ten" distinguished French social scientists writing individually on aspects of the emerging industrial culture and society.

Pour une autre société (Petite Bibliothèque Payot) by Gérard Mendel, psychiatrist, writer on adolescence and childhood, editor of Payot's "Collection Sciences de l'Homme."

These books have promptly done well in France because their authors are known there. In the English world, Vercors may have sufficient of this advantage, and once a first book of the sort is discovered to be exciting a series might help to market both that book and its successors.

An American reading public tired of the commercialized phase of the Bicentennial may be ready for a more thoughtful stock-taking as we approach the anniversary of the crucial French entry into the Revolution, 1778. But even on the cynical theory that chronic corruption is punctuated by a house-cleaning mood at fifty-year intervals, the present concern is good for a few years; and it is increasingly apparent that we have one future if we contrive a concerted effort of the few self-governing peoples, another future if we don't.

The expense of a good translation is a problem. For an interested publisher, my AATF commission might try to find one or more graduate degree candidates who could combine a reasonable subsidy with credit for a research project.

Howard Lee Nostrand
Chairman, AATF Commission on Ethnography
Professor of Romance Languages and Literature
University of Washington
Seattle, WA 98195

Professor Nostrand would also like to call to your attention the volume of the publication *Modelle für den neusprachlichen Unterricht: Französisch*, subtitled *Négritude* (Frankfurt-am-Main: Verlag Moritz Diesterweg, 1976). This volume is devoted to problems of French colonialism and Black French literature and will interest those whose programs include courses in this area.

— Editor

FRANÇOIS TRUFFAUT AND MARC BLANCPAIN NEW HONORARY MEMBERS OF THE AATF

At the annual convention, the Executive Council of the AATF singles out certain distinguished members of the teaching profession or the francophone world to whom it offers honorary membership in the AATF. Nominees at the meeting in New Orleans in December 1975 included film director François Truffaut and Executive Secretary of the Alliance Française Marc Blancpain. Below are reprinted the gracious letters of acceptance which these two distinguished personalities wrote to Professor Douglas Alden, president of the AATF, in response to his letter inviting them to become honorary members.

Paris, le 6 avril 1976

Cher Monsieur,

C'est bien volontiers que je vous donne mon accord pour ajouter mon nom à celui des membres honoraires de votre association.

Ayant les pires difficultés à apprendre l'anglais, je me sens naturellement plein d'amitié pour les Américains qui entreprennent l'étude du français.

Je serais très heureux de recevoir vos publications, mais principalement the *French Review*.

Je vous prie de me croire sincèrement vôtre,

(signed) François TRUFFAUT

Paris, le 2 avril 1976

Monsieur,

Je réponds avec un long retard à votre aimable lettre du 20 mars; j'étais absent de France et vous prie de me pardonner.

Croyez que je suis fort sensible à l'honneur que veut bien me faire l'American Association of Teachers of French et que c'est avec joie et fierté que j'accepte de figurer sur la liste des membres honoraires.

Je vous prie de croire, Monsieur, à l'expression de mes sentiments distingués.

(signed) Marc BLANCPAIN

Congress of Second-Language Teachers in Peru

The Universidad Nacional de Trujillo (Peru) and the Peruvian Association of Language Teachers is organizing the First Congress of Second-Language Teachers of the countries of the "Andres Bello Convention" (Venezuela, Colombia, Chile, Peru, Bolivia and Ecuador) to be held February 7-12, 1977, in Trujillo, Peru. North American language teachers are cordially invited to attend. Further information may be obtained by writing to Ernesto Zierer, Jefe del Dpto de Idiomas y Lingüística, Universidad Nacional de Trujillo, Trujillo, Perú.

New Executive Secretary Sought by Central States Conference

The Central States Conference on the Teaching of Foreign Languages announces a vacancy in its salaried position of executive secretary beginning May 1, 1977. The position is described as follows in the conference bylaws:

"The Executive Secretary shall be appointed by the Board of Directors for a two-year term. He shall maintain permanent records of the Corporation and an office for the same. His duties shall be as assigned by the Board of Directors. He shall, in addition, be custodian of and receive and disburse money, bonds, notes, and other securities and properties of the Corporation. The Executive Secretary shall give a bond when required by the Board for the official business of the Corporation. He shall receive such compensation and shall dispense such office accounts as shall be approved annually by the Board of Directors."

Some of the major duties assigned by the Board of Directors to the executive secretary include hotel negotiations, advertising, conference exhibits, and the printing and mailing of the program booklet.

Nominations should be sent as soon as possible to and must be received by October 1, 1976, by Robert C. Lafayette, School of Education, Room 330, Indiana University, Bloomington, IN 47401.

Individuals nominated will be sent specific information concerning the position and asked to submit personal papers by October 15, 1976. The Board of Directors expects to interview the top candidates during the 1976 ACTFL meeting in New Orleans and make a final choice soon thereafter.

Concours Radiophonique

La Communauté Radiophonique des Programmes de Langue Française a décidé d'organiser, sous le titre "Richesse et diversité de la langue française," un concours international d'enregistrements sonores réservé aux jeunes qui, à travers le monde, apprennent le français. Aucun thème n'est fixé pour les enregistrements, qui seront évidemment fondés sur l'emploi de la langue française — obligatoirement. La CRPLF vous demande de bien vouloir encourager vos élèves à effectuer le plus d'enregistrements possible, de les inciter au travail, les épauler éventuellement, mais sans plus — et avant la date limite, le 31 octobre 1976.

A titre de prix, des séjours gratuits d'une semaine, voyage compris, dans un des pays membre de la CRPLF (France, Canada, Belgique, Suisse) seront offerts aux trois gagnants, à leur représentant légal ou autre personne responsable qui accompagnera chaque gagnant, et, finalement, à l'enseignant qui aura collecté auprès de ses élèves le plus grand nombre d'enregistrements.

Pour tous renseignements complémentaires, veuillez vous adresser au Concours CRPLF, Relations Internationales de Radio France, 116, ave du Président Kennedy, 75786 PARIS — CEDEX 16, France.

Musical Plays for Beginning French Students

DramaDaries Unlimited have introduced a new idea for beginning French students. They have published several French musical plays — all with original dialogue and catchy songs. The plays are short and simple to produce, and are definitely understandable to a non-French-speaking audience through dialogue, narration, songs, props, gestures, and pantomime.

Their repertoire so far includes *Monsieur Jacques*, which is adapted from *Le Poulet* by Robin Fox and tells the amusing story of a young boy's ingenious scheme to rescue his pet rooster from the family dinner table. *Châteaubriand à la Mode* presents "The Emperor's New Clothes" by Hans Christian Anderson, a traditional favorite for all ages. The most recent addition to the repertoire is *Le Petit Jongleur*, a dramatization of the charming medieval legend which tells the story of Barnaby, the little juggler who inspires a miracle at Christmastime.

The idea of using a musical language play as a teaching and learning device is unique and exciting and adds a fresh approach to a beginning language class. These plays provide students with an opportunity for conversation and song (such as "Le Poulet Rag" and "Bastille Boogie"). The dialogue and songs are fun and create a special spark and enthusiasm for French in actors and audience alike.

Schools which have presented these French musical plays in the past few years have sent back very enthusiastic reviews. Wheeling Country Day School reports: "*Monsieur Jacques* was a howling success, and I've already seen marvellous results in the day-to-day French assignments of these children — their vocabulary and fluency have just blossomed." And Roland Park Country Day School in Baltimore says: "I was delighted to find a play of such quality which was simple enough for elementary students. I consider it a worthwhile, fun, and exciting supplement to the French curriculum in the Lower School this year."

A free illustrated brochure of these language plays can be obtained from DramaDaries Unlimited, 287 West Laurel Avenue, Lake Forest, IL 60045.

1977-78 Fellowships in Residence for College Teachers

The National Endowment for the Humanities has announced that its program of Fellowships in Residence for College Teachers will offer sixteen seminars during the full academic year of 1977-78. These seminars will cover the different disciplines of the humanities and the humanistic social sciences and will be located at universities throughout the country. Between six and twelve college teachers will be selected to attend each seminar. The maximum stipend for fellows is \$14,500, plus a moving and travel allowance of \$500 for those who are not commuting from their own homes.

The purpose of the program is to provide opportunities for faculty members at undergraduate and two-year

colleges to work with distinguished scholars in their fields at institutions with library collections suitable for advanced research. Through research, reflection, and discussion with the seminar director and their colleagues in the seminar, participating college teachers will sharpen their understandings of the subjects they teach and improve their ability to convey these understandings to their students.

Information about the seminar topics, directors, and locations for 1977-78 will be available upon request after September 1, 1976, from Division of Fellowships, National Endowment for the Humanities, 806 15th Street N.W., Washington, DC 20506.

The deadline for submission of applications will be November 8, 1976.

Youthgrants

Through its program *Youthgrants in the Humanities* the National Endowment for the Humanities offers young people — those both in and out of school — an opportunity to explore their own interests in the humanities and to enlarge their education and social experience. The individual, whether analyzing a treatise or applying historical and philosophical knowledge to serious contemporary issues, can develop initiatives useful to him throughout his life and come to comprehend the many ways in which the humanities can broaden his understanding and assist in enjoyment of the world.

To be considered for a Youthgrant award, a proposed project must meet three basic conditions:

1. The project must relate in a clear way to the humanities;
2. The project must have a clear purpose, a carefully defined scope, an identifiable end product, and a high promise of helping individuals develop their critical faculties;
3. Although adults may be involved (and are encouraged to serve) as advisors or consultants, young people must carry the major responsibility for the project's initiation, development, and execution.

Applications for a Youthgrant award may be submitted by:

1. Any American citizen,
2. Any foreign national applying through an American nonprofit organization,
3. Any group of such persons, or
4. Any American nonprofit organization acting on behalf of young people.

The director of the project for which an application is made should preferably not be over thirty at the time the grant is awarded, and priority will be given first to projects by young people of high school and college age and others who have not completed professional training.

For projects beginning after April 1, 1977, applications should be postmarked no later than November 15, 1976. Write for the brochure *Youthgrants* and further information to: Youthgrants in the Humanities, National Endowment for the Humanities, Washington, DC 20506.

New Head of French Department at University of Illinois

The French Department at the University of Illinois at Urbana-Champaign, with which the National Office of the AATF maintains close ties through the executive secretary, the editor of the *National Bulletin*, and their staff, is pleased to announce that Dr. Paul A. Gaeng has accepted the headship effective fall semester 1976. Dr. Gaeng comes to the Urbana campus from the University of Cincinnati, where he has been professor and head of Romance languages and literatures since 1972.

Dr. Gaeng, a Swiss-born U.S. citizen, holds the Baccalauréat in Humanities from the Kantonales Realgymnasium in Zurich, the Diploma as Interpreter from the University of Geneva, and the M.A. (International Law and Relations) and Ph.D. (Romance Philology) from Columbia University. He has taught at Hofstra University, Montclair State College, Queens College, Columbia University, and the University of Virginia, as well as at Cincinnati.

Dr. Gaeng's research interests have focused on Late Latin and Early Romance languages. He has authored numerous articles and reviews for professional journals. Among his books are *Introduction to the Principles of Language* and, with Mario Pei, *The Story of Latin and the Romance Languages*. He was recently decorated with the Croix de Chevalier de l'Ordre des Palmes Académiques by the French Ministry of Education.

Rencontre AUPELF 1977

L'Association des universités partiellement ou entièrement de langue française annonce la Deuxième Rencontre Mondiale des Départements d'Etudes Françaises (STRASBOURG, 17-23 juillet 1977) qui se propose de mettre en lumière les aspects authentiquement novateurs de l'enseignement et de la recherche, et leur portée dans l'évolution des études françaises.

Pour tous renseignements complémentaires, écrire au Secrétariat général de l'AUPELF, Boîte postale 6128, Université de Montréal, Montréal, Canada H3C 3J7.

Second-class
postage pending
Urbana, Illinois

CEEB Guide to Examinations in French

This guide describes the examinations in French available from the College Board and explains how the tests compare to each other. It gives information about their uses, the groups for whom they are intended, and sources of more detailed descriptions of each examination. Also included is information on faculty involvement in the development of the exams and on the characteristics, format, dates, and places for each examination. The *Guide* is available free of charge from College Board Publication Orders, Box 2815, Princeton, NJ 08540.

1977 Summer Seminars for College Teachers

The National Endowment for the Humanities has announced that its program of Summer Seminars for College Teachers will offer approximately seventy-five eight-week seminars during the summer of 1977. These seminars will cover the various disciplines of the humanities and the humanistic social sciences and will be located at universities in all regions of the country. Twelve college teachers will be selected to attend each seminar, and participants will receive a stipend of \$2,000 for a tenure of two months plus a housing and travel allowance of up to \$300.

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

Information about the seminar topics, directors, and locations for 1977 will be available upon request in early December 1976 from Division of Fellowships, National Endowment for the Humanities, 806 15th Street N.W., Washington, DC 20506.

The deadline for the submission of applications will be March 15, 1977.

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American Association of Teachers of French
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