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# AATF National Bulletin

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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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**AATF Commission on Overseas Programs:**

## The Aberdeen—L'Union Exchange

“Nous nous sentons très près les uns des autres; malgré l’océan, qui nous sépare, nous sommes heureux de constater qu’il n’y a aucune différence entre nous; c’est l’amitié et la gentillesse qui nous unissent.”

Ethel Sellman

“What a great thing you have done for these young people. Perhaps it’s one of the greatest of all influences in their lives. . .”

*(continued next page)*



Aberdeen and L'Union students on a picnic near Toulouse, July 4, 1976.

## Aberdeen-L'Union (from p.1)

Thus wrote a French parent from L'Union and an American parent from Aberdeen, Maryland. We began our exchange between Aberdeen High School and the Collège d'enseignement secondaire Georges Chaumeton in L'Union in October 1970 through my cooperation with Madame Gisèle Lafuste, who teaches English there. Students from the two schools have been twinned these past seven years.

The project has, from its inception, been a class exchange project as well as an individual student exchange project. Class gifts, such as records, tapes, flags, and slide sets with scripts, have been given and received. In March 1972, after almost two years of becoming friends through letter-writing, the first group of thirty French pupils and Madame Lafuste arrived in Aberdeen to stay in the homes of their correspondents. Another teacher from L'Union and the two husbands accompanied the group. That week before spring vacation the French guests attended classes, visited the community and state, and participated in the American way of life. The second week found them touring the White House and the Capitol in Washington, as well as being greeted by the governor and senate in Maryland. Family trips took them to other spots of interest, including New York, the seashore resorts, and the Amish country.

The twinning began as the project of a relatively small group, but it spilled over into the entire school, the town, the county, and beyond. Subsequent groups of French students have made visits to other schools in the area; to the fire department, the police department, the Aberdeen Proving Grounds; to the churches; and to numerous business establishments. Coca-Cola has welcomed them; McDonald's has invited them for lunch; the merchants of Harford Mall have been their hosts for breakfast. The Jaycees and Jaycee Wives honor them with a dance. They are the guests of the Lions and Lionesses for dinner.

All of my students in French, whether they have a correspondent or not, are involved as actively as they wish to be. I have always been concerned with providing opportunities for every student to profit from the program. When letters and gifts are received, they are usually brought to the classroom to be shared with the whole class. Preparing publicity, planning the welcome and the excursions, acting as student guides, writing thank-you letters, as well as participating in planned activities at school and elsewhere—these are done by both host students and non-receiving students.

A headline in the Toulouse daily paper when the first group returned home translated: "A Twinning which Resembles a Fairytale—Class Visits the White House." The article began:

"From the mayor to the senator, including school officials, the authorities gave such a warm welcome to the young ambassadors from the Southwest who had never hoped for so much . . . American hospitality is not an empty word."

As the French families prepared for the return visit of the Aberdeen students, one mother wrote: "I want their [the Americans'] enthusiasm for France to be equal to that of our young people for America and the Americans." That wish was realized in June 1972 when 35 students shared *la vie quotidienne* with the French families, arriving in time for the last week of school at L'Union. How? Days at the C.e.s.; a lovely reception at the school with the *inspecteurs* of the district and the region; an impressive reception at the town hall hosted by the Mayor and Council, who presented the group with a beautiful French flag; delightful afternoon and evening parties in people's homes (everyone wanted to meet the Americans); all-day excursions to Carcassonne and to Rocamadour to note the riches of the past; a guided tour of Toulouse, where the very old and the modern are found side by side; a visit to the historic Capitole of Toulouse, where the host, the assistant mayor, was astounded by the pertinent questions asked by the American pupils as they learned about this city of 450,000. There were also visits to various business establishments: Sud-Aviation, builders of the Concorde; *La Dépêche du Midi*, the daily paper; a wine and fruit cooperative; and a perfume factory. These were included in the planned program for all. Numerous and varied trips with families were made on weekends: Albi, Gorges du Tarn, the Mediterranean, Spain, Lourdes, Andorra. In the time between, the Americans shared in family life. They did errands in the villages. They talked, and talked, and talked. On the last evening a gala farewell party was held at the Mairie. Every family involved, and many others, were at the railroad station the next morning for the emotion-filled departure.

Then, for three unforgettable days in Paris, the group of Aberdeen students found their textbook illustrations come alive before their eyes: la Tour Eiffel, l'Arc de Triomphe, le Louvre, Montmartre, Sacré-Coeur, Notre Dame, the Latin Quarter, Paris by night from the Seine on a *bateau mouche* and from the Eiffel Tower, getting

around by metro. Another day everyone marvelled at the Palais de Versailles and its gardens. Paris was wonderful, but the students preferred L'Union and Toulouse. The kindness of the people there will never be forgotten.

Since those first exchange visits, three more groups of students have become acquainted through letters and through visits. The twinings do not terminate with the return home. Families continue their contacts. Other members of families have made visits. "There will always be a place for all of you in our home," wrote a French mother to an Aberdeen family. Some Aberdeen students have made return trips to their French homes; others hope to do so.

Arrangements for this *jumelage* and all the activities are made by myself and a colleague, Thomas R. Baine, who teaches social studies at Aberdeen, and by Madame Lafuste and her colleague at l'Union, Madame Anne-Marie Grimal. For the Aberdeen group, a local travel agency implements the desired arrangements. Many of the students earn their money with their summer and after-school jobs. Every effort is made to keep expenses at a minimum in order for more students to be able to experience the *séjour* in France. The cost has gone up from \$330 in 1972 for the 18-day trip to \$652 in 1976 for 23 days. The increase is of course mainly due to higher airline fares. The cost for June 1978 has not, at this writing, been determined.

From the moment the French pupils get off the bus that brings them from the airport in New York, until three weeks later at the end of spring vacation when they board the bus for New York and their return flight, they are guests, receiving the cordial hospitality of their correspondents and the people of Aberdeen. This hospitality is reciprocated at the end of June the following year when the Aberdeen group leaves the train at Toulouse for their 18- or 19-day visit *en famille*. The American students have a 3- or 4-day visit in Paris before returning.

Some first-year students have pen-pals in L'Union; they are anxious to be a part of the *jumelage*. However, it is with second-year students that most of the twinings are developed. It is then that plans are begun: "When you are here in Aberdeen, we . . ." or "I want to come to L'Union next June, but I must find a job . . ." The correspondents who are well acquainted in advance seem to profit the most from the *séjour* in the other country. Likewise, the student who has been studying the language successfully for three years is usually adequately equipped to function in the foreign culture.

Occasionally, some highly motivated second-year students are ready for the exchange experience. At Aberdeen, Mr. Baine and I reserve the right to accept students for the exchange visit, that is, students who demonstrate the responsibility and the maturity necessary for such an experience. Students and parents who receive French students in their homes and those whose son or daughter wishes to go to France must meet several times in orientation sessions which we direct.

The pupils who make the visit are by no means the only ones who benefit from the learning experience. The development of attitudes and appreciations is seemingly limitless. All the students, French and American, have the opportunity to develop greater pride in their heritage and way of life as they share them with their counterparts from the other country.

In 1974, Mrs. Richard Nixon, then First Lady, applauded the project when she wrote:

"This has been an exciting and worthwhile program for it gives both your American students and their French pen-pals an opportunity to communicate and develop friendships . . . They are indeed contributing significantly to our campaign for international peace and understanding."

By the time this appears in the *Bulletin*, only the details will be left to do. The Apex tickets for the 1978 *séjour* in France will have been written and the ground arrangements confirmed. The thirty Aberdeen students have known their host families in L'Union long enough to have exchanged numerous letters and photos. Each morning another day is marked off the countdown to June 18 on the chalkboard. ■

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## 1978 AATF Convention

AATF will hold its annual convention for 1978 in Chicago, November 23-25, in conjunction with the 1978 ACTFL convention. In addition to the regular convention program, AATF will sponsor the following two pre-convention workshops:

### Workshop on Culture

A workshop for teachers of French at the junior-high and high-school levels will be chaired by Professor Edward Allen, Foreign Language Education, Ohio State University. Professor Allen was, in the summer of 1977, director of an NEH Summer Institute on Interdisciplinary Studies. Twenty-four teachers of French and twenty-four teachers of Spanish attended this NEH Institute and prepared cultural materials for advanced French and Spanish classes. This pre-convention workshop is scheduled to take place on Wednesday, November 22, 1978.

### Workshop: Un niveau seuil

En 1971 le Conseil de l'Europe a commencé d'élaborer un vaste projet d'apprentissage des langues vivantes par les adultes (ce qui comprend les étudiants) selon le principe des unités capitalisables. Le document de base, *Threshold Level*, appliqué à l'anglais, a été proposé par le linguiste J.A. Van Ek. Ensuite, *Un niveau seuil* a été développé pour le français, et des documents semblables l'ont été pour l'allemand et l'espagnol. Nous nous proposons dans cet atelier de présenter aux professeurs de français *Un niveau seuil*.

Ce document représente une étape fondamentale dans le développement de la pédagogie du français langue étrangère. Il est impossible de le résumer en quelques lignes (il a 663 pages grand format et pèse plusieurs kilos!) et

il faudra attendre le numéro de septembre pour s'en faire une idée plus précise. Disons seulement pour l'instant qu'il s'agit "d'un instrument de référence indépendant d'un cadre institutionnel donné qui s'efforce de prendre en compte une certaine diversité des apprenants concernés par l'accès à une compétence minimale de communication." Cet instrument, et donc l'atelier qui lui est consacré, s'adresse avant tout aux responsables des programmes de langue et aux auteurs de cours ou de manuels. Tout "coordinateur" de langues responsable de l'enseignement du français (soit dans un Etat, soit dans un système scolaire, soit dans un établissement universitaire) ne peut plus désormais ignorer ce document essentiel.

C'est donc essentiellement pour eux (et pour tous les linguistes qui s'intéressent à la didactique) que l'AATF organise cet atelier et fait venir de France pour l'animer Louis Porcher qui, en tant que directeur du Centre de Recherches pour l'Enseignement et la Diffusion du Français, a été membre du groupe d'experts auxquels le Conseil de l'Europe a fait appel. Louis Porcher connaît bien le public des professeurs américains de français puisqu'il a déjà consacré un séminaire au *niveau seuil* dans le cadre de l'Ecole Française de Middlebury pendant l'été 1977.

Retenez donc bien la date—21 novembre—de cet atelier qui promet d'inaugurer brillamment le congrès de Chicago.

Jean Carduner  
Vice-President, AATF

Look for more details on these two workshops and on the 1978 convention in the September 1978 issue of the *Bulletin*. ■

## ACTFL Confers Steiner Award on AATF Members



Robert J. Ludwig

At the 1977 ACTFL convention last Thanksgiving in San Francisco, two long-time AATF members were honored with the first annual Florence Steiner Award for Excellence in Foreign Language Teaching. In the secondary school category, the winner was Robert J. Ludwig, Chairperson of Foreign Languages at Mt. Pleasant High School in Schenectady, New York. For college teaching, the winner was Professor Wilga M. Rivers, Coordinator of Language Instruction at Harvard University. Congratulations to these two members of the Association on this much-deserved recognition of their outstanding contributions and leadership in the field of foreign language teaching! ■



Wilga M. Rivers

## A Message from Jane Bourque, 1978 President-Elect of ACTFL

January, the month in which newly-elected officers of ACTFL assume their responsibilities, and the month in which this message to all foreign-language teachers is being written, was named after the ancient Roman god of beginnings, Janus. Because his chief function was as guardian of gates and doors, Janus was represented with two faces looking in opposite directions. Assuming that he could turn his head from side to side, Janus would probably have concurred with the following advice from the late John F. Kennedy: "Look back not with regret; look forward not with fear; but look around you with awareness." These words carry deep meaning for all of us in the profession. One more note on Janus, which makes him an appropriate symbol for language teachers: he was also considered the custodian of the universe!

As for looking back, of course we may be allowed some regrets. But we have much to satisfy us, too. While rejecting the unrealistic goals that have sometimes been set for language teachers, one is reminded of the following achievements:

1. There has been increased awareness of the importance of teaching the use of language rather than overemphasizing its analysis.
2. There has been increased interest and activity in the cultural aspect of language.
3. Language teachers have taken the responsibility for building on their backgrounds and improving their techniques, revealing a new wave of professionalism.
4. We are reconsidering the language requirement at all levels. The newly-appointed president of Yale University, A. Bartlett Giamatti, said in a recent interview: "I'd like to see at least a conversation about the virtues of some kind of foreign-language requirement." (*The New York Times*, Sunday, December 25, 1977).

Yes, let us look back, not with regret, but with pride in what has been accomplished so far.

Let us look forward, not with fear, but with anticipation. Appreciation for language ability is on the upswing. Although some budget-conscious groups are still looking to "take out anything that isn't nailed down" by requirements, other institutions and agencies are coming up with new and exciting programs in language. Enrollments are increasing again in some areas. In some towns, parents are even helping to convince administrators that language is "one of the basics." Our national and regional and state conferences are offering us more help than ever before, through their workshops and publications. The national



Jane Bourque has been a member of AATF since 1957. We congratulate her on her election and wish her the greatest success.

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government is coming under pressure—the State Department's face was very red recently when its Polish interpreter for President Carter received international notoriety, and the President himself is appointing a Commission on Language and Area Studies.

Finally, then, let us look around us with awareness. If I may be allowed to repeat what I said in my statement as a candidate for the office of President-Elect of ACTFL, the importance of language study has already been proven. The issue today is how to take advantage of the many opportunities that await us for increasing our professional strength and the impact of our educational efforts. Some of these opportunities are: the rise of ethnic consciousness; legislative support for multilingual programs; the demand for accountability; the back-to-basics movement; and information coming from adjacent disciplines concerning maturational changes in language-learning ability.

Priorities for ACTFL, as the leader in the field of language teaching, are: expanded public relations; cooperation with other language organizations; acceptance of the responsibility for setting and maintaining standards; application of the results of research; and an enlightened membership. Our ideas will work if we do ■

## Commission on French Culture and Ethnography

Professor Howard L. Nostrand, Chairman of the AATF Commission on Culture and Ethnography, brings to your attention the following four items. The first is the report of a recent participant, Judith Taybi of Missoula, Montana, in the Commercial French program sponsored by the *Chambre de Commerce et d'Industrie de Paris*. Accompanying her report is an outline of the pedagogical programs of the *Chambre de Commerce*. The third item describes the facilities of the *Musée national des Arts et Traditions populaires*, which Professor Nostrand considers "une mine d'or sur la culture française." And the final item is Professor Nostrand's appeal, on behalf of his commission, to AATF members for help and information in compiling a repertoire of bibliographical sources on contemporary France.

### I

#### ✶ → Six Weeks in Paris for *La Langue française des affaires*

Judith Taybi  
Sentinel High School

For the past three years I have been interested in exploring the career possibilities available to foreign language students who combine their study of languages with complementary subject areas, most notably those skills which are ancillary to business and finance.

Therefore, when I received information last winter from Maureen Curnow at the University of Montana regarding courses in Commercial French which were to be offered in Paris this past summer, it seemed almost too good to be true. The cost, however, was nearly prohibitive. Another possible barrier was that the course was specifically designed for university professors, but I went ahead and applied anyway.

To my considerable surprise, I received an immediate response in which I was not only accepted for the program but offered a substantial scholarship as well. Thus I was duly enrolled in courses at the *Centre Malesherbes*, otherwise known as the *Centre Parisien de Management /Malesherbes*, a school under the direction of the *Chambre de Commerce et d'Industrie de Paris*. Frankly, at this point, I had no idea what to expect.

The six-week course exceeded my wildest hopes and expectations and I am still reeling from my attempts to assimilate the tremendous amounts of information to which we were exposed. Classes began July 4, and ran through August 12. There were nine participants who began the six-week program, but three dropped out for various reasons, so we were a select group of six with all the resources of the *Chambre de Commerce* at our disposal. The final group included three Americans, one Danish professor, one Frenchman teaching at the University of Braunschweig in Germany, and one Iranian professor of economics from Teheran whose former economics professor at the Sorbonne was none other than Raymond Barre!

The course, which was scheduled to last from 9:30 to 4:30 each day Monday through Friday, was taught by economists, journalists, businessmen, labor representatives, politicians, sociologists, and city planners. In this fashion, we received an extremely privileged view of French society today. All classes were conducted entirely in French. Indeed, one of our speakers, an *auditeur* of the *Conseil d'état* spoke the most rapid French I have ever heard. Unfortunately he was the one speaker who preferred not to be taped.

Some of the topics covered included: "La France dans la crise économique mondiale;" "La politique actuelle du gouvernement;" "Le syndicalisme français;" "Le patronat français;" "La protection sociale;" "Les problèmes du monde étudiant;" "L'inflation;" "Les entreprises publiques;" "La planification française;" "Les réformes sociales dans l'entreprise;" "La réforme Haby;" "Le commerce extérieur;" "La C.E.E.;" "La politique monétaire;" and "Les investissements." There were many, many more, and since each speaker was not only an expert in his field, but willing to answer any questions, we usually exceeded our scheduled day. Sometimes our informal discussions also led to impromptu changes in or additions to the schedule. Once, for example, M. Trnka, a deputy in the *Assemblée nationale*, offered us a personally guided visit to the *Palais Bourbon*. There we viewed an exposition on "La francophonie," noted the Delacroix ceilings, and actually sat in the red plush seats while he took the speaker's place—to the absolute horror of the guards. During that same visit we were nearly uninvited guests at a reception given by President Giscard d'Estaing in honor of the delegates to the conference on "La francophonie." The guards allowed us to see the reception tables, with hors-d'oeuvres and pastries piled high in fantastic display, but hustled us rapidly out of view of the President.

Another discussion led to a visit to the headquarters of the *Chambre de Commerce et d'Industrie de Paris*, ave. Friedland. There we were treated to the huge and elegant reception salons where foreign heads of state and top trade officials are received. We had one lecture there in the "Renaissance Room" where we sat around a huge conference table and wrote on leather portfolios.

The program also included a series of study visits to the *Défense*, the *Bourse*, and the new city of *St-Quentin-en-Yvelines*. The highlight of the study tours was our two-day visit to the *Argonne-Champagne* region where we saw at first-hand local attempts to create social, cultural, and economic identities which were not totally controlled by Paris.

We were favored on this tour by the presence of M. Laurent, a retired member of the *CCIP*, who remains an honorary director. His enthusiasm, love for, and knowledge about the region made the trip an unforgettable experience.

The *Chambre de Commerce* intended this course to be an orientation to French economic life and a means of promoting French as a viable and important language of commerce. They tried to help us see the possibilities available to a person who, with a good or even average command of the French language, possesses a business specialty as well. To these ends they offer an *Examen du français commercial*, whose diploma is recognized in French by the Ministry

of National Education, as well as by French enterprises, both those in France and those which are abroad.

It should be noted that the *Alliance Française* also offers a course in Commercial French. Their diploma does not reflect a comparable level of economic and linguistic competence.

The course offered through the CCIP, and which we can effectively simulate here in the United States to prepare those of our students

(continued next page)

## Actions de la Chambre de Commerce et d'Industrie de Paris pour la promotion du français commercial

Depuis plus de vingt ans, la Direction de l'Enseignement de la Chambre de Commerce et d'Industrie de Paris n'a cessé de prouver que le français est une langue vivante, moderne, s'adaptant avec aisance à la vie économique.

La Chambre de Commerce et d'Industrie de Paris fournit la preuve de ses efforts dans les actions suivantes:

- l'examen de "Français commercial" pour étrangers;
- les séminaires et les journées de rencontre-débat pour professeurs et cadres étrangers au Centre Parisien de Management;
- les séminaires et séances pédagogiques pour professeurs et étudiants étrangers, organisés à l'étranger;
- le bulletin de liaison *Le Français Commercial*;
- la consultation, l'animation, les conseils pédagogiques.

Voici des précisions les concernant:

La Chambre de Commerce et d'Industrie de Paris organise l'examen de "Français commercial" à l'intention des étrangers de toutes nationalités. Cet examen a pour but de sanctionner de bonnes connaissances de la langue française appliquée à l'environnement économique français.

Un diplôme est remis aux candidats ayant satisfait aux épreuves de l'examen.

Le certificat de "Français commercial" peut permettre une promotion dans le cadre d'une situation déjà existante; les connaissances acquises sont immédiatement applicables dans les différents services de l'entreprise.

Ces différentes raisons peuvent inciter des professeurs de français à créer une préparation au sein de leur établissement et à encourager leurs élèves à se présenter à l'examen de "Français commercial".

Les échanges internationaux se développant d'une façon irréversible, le lauréat du diplôme de la Chambre de Commerce et d'Industrie de Paris peut espérer se voir attribuer un poste prioritaire

dans le cadre d'une entreprise en relation avec des pays francophones.

L'examen est préparé en France et à l'étranger dans de nombreux centres, au sein d'organismes nationaux ou locaux tels que centres culturels, instituts de langue, Alliances Françaises, universités, etc. La Chambre de Commerce et d'Industrie de Paris reste en relation constante avec ces centres afin de leur apporter, si le besoin s'en fait sentir, toute l'aide qu'ils peuvent en attendre: documentation, aide pédagogique, animation sur place de séminaires pour professeurs . . .

Pour permettre aux professeurs étrangers enseignant le français d'actualiser leurs connaissances, la Chambre de Commerce et d'Industrie de Paris organise, dans le cadre du Centre Parisien de Management, des séminaires de Français des Affaires. C'est ainsi que dans le cours de l'été 1978, trois cycles de perfectionnement seront organisés:

- un séminaire intensif du 3 au 8 juillet 1978;
- un séminaire de trois semaines;
- un séminaire de six semaines.

Une liaison a été établie entre la Chambre de Commerce et d'Industrie de Paris (organisateur de l'examen, professeurs, correcteurs) et les centres de préparation sous la forme d'un bulletin, *Le Français Commercial*. Quelques-unes de ses rubriques concernent directement la méthode de préparation, les épreuves écrites et orales, les corrections. Des articles sont consacrés à l'économie française permettant aux professeurs éloignés d'actualiser leur enseignement. Outre ces différents sujets, nous présentons une sélection d'ouvrages susceptibles d'intéresser les professeurs dans leur enseignement. Des analyses ou compte-rendus d'ouvrages peuvent être également présentés.

La Direction de l'Enseignement diffuse gratuitement ce bulletin à toute personne qui en fait la demande au Secrétariat de l'Examen de Français Commercial, 14, rue Chateaubriand, 75008 Paris, France. ■

who are interested in preparing for the test, stresses knowledge of the French language, economic geography (with particular emphasis on that of France), general secretarial techniques, and knowledge of economic law and rights in France.

We spent the first three weeks of our six-week session in class. Parallel to our course, the *Centre* offered a three-week course which did not cover commercial and economic topics to the same depth. There were twelve participants in the three-week session. Since we occasionally had joint sessions, and always had *déjeuner* together, we became friends, and it was sad to see them leave.

Only one member of that group was an American. The rest came from Sweden, Austria, Spain, Brazil, Iran, Iraq, and Great Britain. One of my fringe benefits was the large number of international acquaintances I gained.

The fourth week, we were sent into selected enterprises in groups of two. Our "German" did a solitary study of the road network. Grete Duva from Denmark and I chose to work at Saint-Gobain Industries. We were assigned to the Insulation Division, and we did a study of the problems of communication within a large company. Saint-Gobain Industries is the major part of the holding company of Saint-Gobain-Pont-à-Mousson, which is the largest private company in France, with 150,000 employees. Our contact, Mme Rain, not only arranged interviews with various VIPs (a feat in itself since many had taken advantage of *les grandes vacances*), chauffeured us around personally, and above all, became a friend. Grete and I were invited to her home for dinner. The other two professors did a study on the problems of launching new textbooks and worked with the Bordas-Dunod publishing company. The final two weeks were spent in classes and study hours.

On weekends, we benefited from specially arranged excursions, which became more "family" trips due to the size of our group. Thus I saw such places as Port-Royal, Chartres, Senlis, Chantilly, Royaumont, Vaux-le-Vicomte, Fontainebleau, Barbizon, and the châteaux of Blois, Chambord, and Chenonceaux. We were accompanied by a lecturer in art history from the Louvre whose knowledge of everything from the pyramids to the Empress Eugénie was phenomenal. He is also a ballet critic, and since the American Ballet Theater came to Paris this summer to perform in the *Cour Carrée* of the Louvre, it was especially interesting to hear his comments on the styles of Makarova and Baryshnikov.

I only regret that I did not have a much better background in economics. Luckily I did profit from an excellent course in Consumer Economics before leaving. However, all our lecturers realized that this was a new field for most of us

and took great pains to be as clear and kind as possible.

This is a general summary of the course and my summer. I could continue at great length with lyrical descriptions of Paris itself, the 17<sup>e</sup> *arrondissement* where I lived, the many sights, plays, and spectacles I viewed, and above all, the kindness of the Parisians, especially Mlle Bouton and those who worked with her in designing the course. They all worked very hard to implement our every desire and suggestion into the program.

I will be glad to furnish further information about the course to anyone who desires it. Information may also be obtained directly from: Mlle Renée Bouton, Centre Parisien de Management/Malesherbes, 108, boulevard Malesherbes, 75017 Paris (Tél. 766-51-34). ■

(Reprinted from the *MALT Bulletin*, Fall 1977)

## II

### Le Musée national des Arts et Traditions populaires et le Centre d'Ethnologie française

Le Musée national des Arts et Traditions populaires a été créé en 1937, à partir des collections françaises du Musée d'Ethnographie du Trocadéro, les collections étrangères étant attribuées au Musée de l'Homme.

C'est un musée-laboratoire ayant pour discipline de base l'ethnologie de la France. Il répond à la définition de musée par la conservation, la mise en valeur et la présentation de collections, à celle de laboratoire par ses activités de recherche scientifique. Ces deux fonctions, muséologique et de recherche, sont étroitement liées, car si la recherche scientifique s'appuie sur l'examen des objets conservés, elle permet, inversement, de collecter des objets à la source, et de réaliser études, photos, films et phonogrammes qui viennent enrichir les fonds documentaires.

Son statut est celui d'un Musée national dépendant de la Direction des Musées de France (Ministère de la Culture et de l'Environnement) articulé à un laboratoire associé au Centre national de la recherche scientifique (Secrétariat d'Etat aux Universités) sous le nom de Centre d'Ethnologie française.

Le développement des collections de l'établissement, l'extension de ses services et de ses activités de recherche ont motivé, en 1969, son transfert dans ses nouveaux locaux de la route du Mahatma Gandhi, puis sa décentralisation au niveau régional: depuis 1974, une annexe corse du Musée est en place aux Milelli (Ajaccio); depuis le 1<sup>er</sup> janvier 1977, une annexe du laboratoire fonctionne à Marseille, à laquelle, on l'espère, s'adjoindra bientôt une autre annexe du Musée; enfin, 4 000 mètres carrés de locaux sont en cours d'installation à l'Abbaye de Saint-Riquier (Somme): salles d'exposition, locaux



d'accueil et d'hébergement, réserves destinées à abriter certaines collections du Musée dont le siège parisien est devenu trop étroit.

Le Centre d'Ethnologie française dispose donc de bâtiments, d'installations, de dispositifs de documentation et de moyens pratiques à l'échelle d'un organisme national investi d'une mission de service public. La variété et le nombre de ses collections—qui se chiffrent par centaines de milliers—tendent à en faire une véritable banque de données ethnographiques sur le domaine français.

De façon générale, la quantité de données recueillies et conservées par le Musée national des Arts et Traditions populaires est si grande que l'établissement, dont le service informatique dispose d'un terminal d'ordinateur, a dû constituer divers catalogues sur fichiers informatiques. Le système descriptif des objets domestiques, par exemple, a permis le traitement de près de 10 000 objets. D'autres systèmes sont en cours de constitution pour les affiches, les estampes, l'outillage agricole, etc.

Le Musée national des Arts et Traditions populaires dispose de deux galeries d'exposition permanente et d'une galerie d'exposition temporaire. La galerie culturelle, notamment, présente, sur 2350 mètres carrés, près de 5 000 objets. A travers ceux-ci, son propos est de reconstituer et de faire revivre, grâce à de nombreux montages audio-visuels, certains aspects de la vie et des métiers des provinces françaises. En particulier, cet objectif a été atteint avec bonheur dans six "ensembles écologiques" où les objets sont intégrés dans leur espace culturel ancien: les outils dans l'atelier du tourneur sur bois ou du forgeron, le mobilier dans l'intérieur de Basse-Bretagne, etc. Ces galeries attirent actuellement 160 000 visiteurs par an.

Par ailleurs, le Centre d'Ethnologie française, que dirige M. Jean CUISENIER, directeur de recherche au C.N.R.S. et Conservateur en Chef du Musée, conduit une série de programmes de recherches et de publications sur notre patrimoine culturel, parmi lesquelles on peut citer: l'Architecture rurale française (collection de 22 volumes dont 3 parus), le Mobilier rural traditionnel, le Conte populaire, etc.<sup>1</sup> La bibliothèque du Centre comporte plus de 50 000 ouvrages relatifs à l'ethnologie de la France et son fonds est constamment accru par les publications les plus récentes.

Enfin, le Centre d'Ethnologie française publie également une revue trimestrielle: *Ethnologie française*. Il organise et soutient des congrès, des colloques et séminaires internationaux, des tables rondes et des stages de perfectionnement

<sup>1</sup>Centre d'Ethnologie française (Laboratoire associé no. 52 au Centre national de la Recherche scientifique). *Rapport scientifique sur les activités de recherche: Compte rendu pour les années 1976-77; programme pour les années 1978-81*. Paris: Musée national des Arts et Traditions populaires, 1977.

pour les spécialistes de son domaine (1550 journées en 1976).

Toutes ces activités portent sur un domaine commun: les sociétés de culture et d'histoire françaises. Elles sont ordonnées par un même problème: la formation, la transmission et la transformation des patrimoines. Elles procèdent d'une même interrogation: qu'advient-il, en des sociétés en mutation rapide comme les nôtres, de l'héritage anonyme des générations et des siècles passés? Quelles sources cet héritage fournit-il au renouvellement des formes de notre culture? Quelle matière offre-t-il au développement des finalités lointaines de notre société? ■

### III

#### Toward Bibliographical Control

The AATF Commission on Culture and Ethnography selected as its first project a volume by French writers on "La France en mutation, 1955-" treating aspects that range from population policy (Alfred Sauvy) and the economy (André de Lattre) to gastronomy, the language, and literature. A bibliography will feature access to periodicals through the serial bibliographies.

With this ready for publication, the commission started a project aiming to simplify access to the scattered bibliography on contemporary France. A session in the AATF meeting at Paris, June 27, 1977, brought together teachers and social scientists to discuss needs. On July 1, representatives of eleven main French bibliographical services met with the chairman of the commission and agreed in principle that coordination of their thesauri was desirable, not only nationally, but using as far as practicable Jean Viet's new edition of the Council of Europe *Macro-Thesaurus*.

As a first step, the July 1 conferees agreed to contribute to an article or bulletin in two parts, (a) sources of ready-made documentation and (b) bibliographical sources for research. Mr. Christian Le Cléach of the Ministry of Foreign Affairs has the text nearly completed, for publication with the help of the French Cultural Services in New York.

AATF members are invited to help with the next step, more difficult but of potential value to them. The conferees asked the commission chairman to begin a bulletin or newsletter such as to stimulate progress toward unifying or at least simplifying access to the references now dispersed in so many bibliographies, data banks, and research centers. What are the most urgent needs of researchers? What descriptors, now lacking, are most wanted? What coordination is practicable?

Proposed entries for circulation to researchers and bibliographical services should be sent to Professor Howard L. Nostrand, Department of Romance Languages, GN-60, University of Washington, Seattle, WA 98195, telephone (206) 543-2058, for inclusion in the incipient bulletin. ■

## AATF Delegation Visits Quebec

F.W. Nachtmann  
Executive Secretary

On January 15, five members of the AATF Executive Council traveled to the city of Quebec as guests of the provincial government to discuss the scholarships which Quebec is offering to AATF members in the summer of 1978. President Anne Slack headed the delegation, which also included Vice-President Jean-Charles Seigneuret, the newly elected Vice-President Jean Carduner of the University of Michigan (Vice-President in charge of scholarships), Executive Secretary F. W. Nachtmann, and Regional Representative for Region IX (Pacific) Marie Goff-Tuttle. The visit was arranged by Monsieur Jean-Paul Massicotte of the Direction des Affaires Educatives of the Ministère des Affaires Intergouvernementales. The visitors conferred both with the ministerial authorities and with administrative officials of Laval University, where the scholarship winners will study. (Announcements of these scholarships and application forms have appeared in previous issues of the *AATF National Bulletin*.)

The Quebec officials, both in the ministry and at the university, were extremely gracious and hospitable to their AATF guests from the United States and impressed them also with their organization and efficiency. Laval University has had much experience in offering courses to anglophones and will undoubtedly provide a

very enriching experience for the AATF scholarship winners who will study there. As a result of this conference it was learned that the scholarship winners, in addition to the program announced earlier, will have a much wider choice of courses to choose from, depending on their individual level of proficiency. ■



Anne Slack, seated, with, from left to right, Marie Goff-Tuttle, Jean-Charles Seigneuret, and Francis W. Nachtmann.

## Testing Column

Cathy Linder, Co-Chairperson  
AATF Testing Commission

### AATF *Grand Concours Handbook*

The Testing Commission, under the direction of Gary Rossi, is currently assembling a manuscript for a handbook on the AATF *Grand Concours*. In addition to containing a descriptive outline of the *Concours*, the handbook will also include practical suggestions from French teachers for making these competitions an even more successful means of promoting excellence in French instruction.

Some of the strong points of the *Concours* include being a means of increasing and maintaining language enrollments, and promoting cultural activities. In the handbook, there will be suggestions from experienced teachers and administrators on how to publicize the *Concours*, and on how to prepare students for participation in this annual event.

Most of the material for the handbook was

provided by the administrators who responded to a questionnaire prepared and sent out by Mr. Rossi. The questionnaire was formulated to determine, among other things, whether or not the *Concours* classification system according to language level is clear, whether the subject matter of the tests reflects the material that is taught in French courses, and to what extent it does. Any teachers or administrators who have participated in the *Concours* in the past, as well as anyone who is considering entering students for the first time, will certainly profit by owning a copy of this soon-to-be-released handbook. If production goes according to schedule, the final manuscript should be compiled by May, and the handbook should appear within a year. Anyone who feels that he or she has any information or comments about the *Concours* which could be helpful or useful to fellow French teachers should send a letter to Gary Rossi, c/o Main Library, Mansfield State College, Mansfield, PA 16933. ■

## Middlebury Civilization Workshop 1977: A Report

Joan Fontanilla, Chairperson  
AATF Commission on  
Overseas Programs

Last summer the French School of Middlebury College in collaboration with the French Cultural Services organized a civilization workshop that seemed designed especially for teachers involved in many school-related activities and unable to keep up with the complex changes taking place in France today. For me the concept sounded perfect: an intensive two weeks with qualified specialists from France, limited enrollment, and the possibility of graduate credit, all for \$330.

What helped to make this *stage* unique was the presence of the particular French people involved. Our three *animateurs* were M. Jean-Pierre Azéma, professor of history and specialist in contemporary France at the Institut d'Etudes Politiques; M. Jean-Marie Domenach, writer and journalist, formerly the director of *Esprit* and now with the Editions du Seuil; and Mme Claude du Granrut, formerly Secrétaire Générale du Comité du Travail Féminin au Ministère du Travail, now in a similar position working with the handicapped.

The varied interests and experiences of the three *animateurs* were reflected in the subjects they presented and discussed: France politically and historically from the late 1930's until now; Gaullism in France today; *la Droite; la Gauche; la politique sociale et familiale*; the great ideological debates; France in the world; demography and family structure; social classes; intellectuals in France; the economic situation; Catholics in France; education; *la condition féminine*; and the media. Their *exposés* were rich in detail, in personal anecdotes involving De Gaulle and Sartre on occasion, and in expressions of genuine concern for the future of France and her people. I knew that I was with *la crème de la crème*.

The strength of the workshop, however, went beyond the knowledge and background information that the French brought to us. It seemed that each *animateur* was personally dedicated to our learning and understanding of France and was willing to continue discussions after class. This happened especially at mealtime when we *stagiaires* felt free to ask all sorts of questions, whether related to the *exposés* or not. Our *animateurs* answered candidly about their lives and beliefs. The relaxed atmosphere and friendly feeling among us all definitely contributed to the success of the *stage*.

Two other impressive aspects of the workshop were its compact structure and its informal connection with the French School. The schedule

of a typical day began around 7:30 a.m. in the cafeteria. A few participants chose to eat quickly and to audit an 8:00 class in the French School. Most of us preferred a leisurely breakfast before the rigorous period of note-taking and concentration from 9:00 to 12:30. The two morning *exposés* were followed by lunch, another ninety-minute *exposé* at 2:00, and finally a round-table discussion where all three *animateurs* were present. Supper was always at 5:30. Every other day in the auditorium one of our specialists gave a lecture, after which anyone could question and challenge the speaker. After witnessing many interactions between the professors of the French School and our *animateurs*, I could see that the quality of the instructors, like Michel de Certeau and Claude Abastado, at Middlebury during the summer justifies the school's remarkable reputation.

The third important aspect of the *stage* was that, despite its ready-made French atmosphere where "seul le français est toléré," Middlebury is not France. Temptations did not arise to shop in quaint places, to visit cathedrals and historic sites, nor to eat in little restaurants. We were literally free to decipher notes, learn new vocabulary, and really focus on the *raison d'être* of the workshop, that is, to begin to unravel the pieces that would help us understand contemporary, complicated France. Our one spare hour during the day could be spent in the Librairie Française buying books, in the library reading, or just relaxing. The required paper, though short, took up most of the weekend.

Last but not least was the quality of the participants, conscientious, hard-working, and humorous. Some had taught courses new to me; others were in interesting schools. In any case, I plan to visit several of them this spring to continue the brief but important professional and personal contact.

In conclusion, I would like to thank Professor Jean Carduner, Director of the French School, and the French Cultural Services for having made the whole inspiring experience possible. While it is true that those forty-six breathtaking hours in the classroom filled my notebook and many tapes with names, statistics, events, bibliographies, philosophies, and more, those three *animateurs* gave me something more valuable: the desire, and the courage, really, to try to keep abreast of events in France. However, whether my diligent reading be of *Le Nouvel Observateur*, *Le Monde*, or *Le Point*, the *stage* of 1977 will always remain unique. ■

## Pedagogical News and Notes

Edited by Alexander D. Gibson

A January editorial in the *Boston Herald American*, entitled "Reading and Writing," reports that the U.S. Census Bureau has compiled statistics that "one out of every five young adults graduating from high school today is functionally illiterate, i.e., unable to fill out—unaided—an insurance application form or an income tax return."

The same study shows that forty-six per cent of our citizens "watch television instead of reading" and "only ten per cent find reading more enjoyable than watching television." (Has that distraction become a national obsession, to the detriment of reading?—Ed.)

The editorial reports that a Gallup Youth Survey indicates students are more upset about the "poor quality of today's school teaching than are the teachers and the principals." Sixty-three per cent of the students questioned "protest the awarding of a high-school diploma not validated by success in a standard nation-wide high-school final examination." One sixteen-year-old student stated that "the failure of the school authorities to teach the fundamentals of learning is a national disgrace." (There are countless adults who share her candid appraisal and indictment.—Ed.)

The survey shows that "only seventeen states require some form of minimum literacy competence for a high-school diploma."

I support the recommendation of the *Herald American* editorialist that "something drastic must be done immediately by school authorities everywhere to tighten and raise the standards of teaching and studying in our public-education system."

It is also my opinion that many parents, many teachers, and many administrators are shockingly neglectful of their duties if they allow—or encourage, directly or indirectly—children and teen-agers to engage in the passive visual exercise of watching television programs, many of which are of dubious value, instead of learning to speak, read, and write their language effectively.

### II.

French teachers who like an interdisciplinary approach to the teaching of the humanities will do well to read an excellent article, which appeared in a recent *Services Culturels* publication, *France-Education* (No. 10, janvier 1978). Entitled "1978: Bicentenaire de l'alliance de la France et des Etats-Unis," it was written by French Senator Jacques Habert, formerly professor at the *Lycée Français de New-York*, former editor of *France-Amérique*, and author of *La Vie et les voyages de Jean de Verrazane*. Informative and well written, it provides an admirable summary of the developing relation-

ship between France and the rebellious American colonies in the Revolutionary War period between 1775 and 1781. In addition to providing good reading for history buffs, it lends itself particularly well to classroom reading and discussion and can be used advantageously in a joint American History and French project.

M. Habert traces the various stages in the cordial rapport between the government of Louis XVI and the Continental Congress, which became an alliance in February 1778, an *entente cordiale* which was a basic element in the success of the American colonies in their struggle against the Mother Country.

Starting with the secret measures initiated early in 1776 by Vergennes, Minister of Foreign Affairs, and Beaumarchais, the playwright, with the approval of Louis XVI, to supply arms and munitions to the embattled colonials, it carries us through the war years. It features the arrival of French military engineers in 1776 and of distinguished volunteers like Pierre l'Enfant and Lafayette in 1777, and the signing of the Treaty of Alliance in 1778. Then follows—that same year—the arrival of a French fleet under the command of Admiral d'Estaing, ancestor of French President Giscard d'Estaing. Its maneuvers off our Atlantic Coast and in the Caribbean upset British strategy. Then occurred—in 1779—the coordinated but abortive French-American land and sea attack on British-held Savannah. The arrival of General Rochambeau and a French army at Newport, Rhode Island, in 1780 greatly improved American military fortunes. The march of that army to a junction with Washington's forces near New York and then on to Yorktown was an epic in itself.

There, supported and protected by De Grasse's French fleet, the combined American and French troops were able to force the capitulation of beleaguered Cornwallis in 1781.

It is a gripping and moving story that should fascinate students of American history, young and old, and it is one that is ideally suited to a fruitful historical-linguistic project, a real interdisciplinary nugget.

### III.

We have received a communication from the National Assessment and Dissemination Center (E.S.E.A., Title VII) informing us that its quarterly publication, *The Bilingual Journal* (\$5.00), may be obtained from the Center, Lesley College, 9 Mellen Street, Cambridge, MA 02138. Resource materials may be obtained from 385 High Street, Fall River, MA 02720.

### IV.

Teachers who are interested in bilingual education should read three papers on "Pre-school Bilingualism," presented at Atlanta in 1976 and reproduced in the September 1977 issue of *Hispania* (pp. 527-535). The titles and the authors

are: "Historical Background," by Theodore Anderson, University of Texas at Austin; "Preschool Literacy in Spanish," by Chester Christian, Texas A & M University; and "Acquisition and Learning in Early Reading," by Robert Lado, Georgetown University.

#### V.

The November 1977 issue of the *Modern Language Journal* includes "List No. 18 of ERIC Documents on Foreign-Language Teaching and Linguistics" (pp. 340-63). The collections of this valuable series are found in microfiche form in many university education libraries. Microfiche and/or hard copy reproductions of most documents listed in the abstract journal, *Resources in Education (RIE)*, may be obtained from the ERIC Document Reproduction Service, Computer Microfilm International, Inc., Box 190, Arlington, VA 22210.

#### VI.

With respect to the enrollment of students in Latin courses, the *Wall Street Journal* (January 10, 1978, p. 1) has both discouraging and encouraging information. On the pessimistic side, Latin has recently been eliminated by a Phoenix, Arizona, school district. In a San Diego district, "Latin enrollment has declined from more than 1000 ten years ago to 217." A Catholic school official in Boston reports that "the diminution continues." On the optimistic side, Latin enrollment at Pennsylvania State University has risen from 60 in 1973 to 95 and "students were turned away from beginning Latin courses last fall, for lack of space." At Yale, "enrollment in basic Latin courses tripled to 210 in seven years." At Elgin, Illinois, "Notre Dame High School resumed teaching Caesar's language recently after a five-year hiatus." Observers attribute this favorable trend to the "back to basics" movement and to a "growing view that Latin enhances the study of English."

On balance, I regard the revival of interest in Latin in two large universities as the more significant trend. It is, I hope, an indication of the incipient and perhaps growing revival of the humanities in the collegiate institutions. Such a revival could encourage and produce a similar movement in the secondary schools. *Spero meliora.*

#### VII.

The Exxon Corporation has, as reported in *The Bulletin* (a Dartmouth College publication) of January 1978, recently "contributed over \$100,000 to produce a documentary film on the language-teaching methods of Professor John Rassias, Romance Languages, Dartmouth, and to sponsor workshops in Hanover for Exxon-chosen faculty members from other colleges to help them strengthen their teaching methods."

Attracted by the dynamic and effective techniques employed by Professor Rassias, Dartmouth students are enrolling in foreign-

language courses in greatly increasing numbers and many are going abroad to some twenty cities to further their studies in the language field.

The Intensive Language Instruction techniques used by the energetic Dartmouth professor have received much publicity in *Time* (August 1976), *Newsweek* (December 1977), *The New York Times* (Education Section, January 8, 1978), *Yankee* (September 1977), and numerous regional newspapers. When not in Hanover, the able and colorful professor is in Africa helping Peace Corps workers to learn languages. *Vive Rassias!* ■

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### Weekend en Normandie

A l'occasion du Congrès de l'AATF à Paris, trente professeurs américains ont passé un weekend en Normandie.

Après un après-midi de travail au Centre d'Etudes Franco-Américain de Fauguernon, ils ont participé à une réception à laquelle étaient conviées les familles du Rotary Club local qui les recevaient chez elles. Le lendemain ces professeurs et les étudiants du stage accéléré d'été visitaient la côte normande (Honfleur, Deauville, Omaha Beach, Bayeux. . .)

Il a été décidé de répéter cette opération chaque année pendant le premier weekend de juillet.

L'invitation s'adresse à tous les enseignants de français nord-américains de passage en Europe. Les seuls frais à prévoir sont ceux de l'aller et retour Paris-Lisieux par le train (1h30; U.S. \$16.00).

Pour tout renseignement écrire à FASC, Manoir de Fauguernon, 14100 Lisieux, France. ■

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### International Listing of French Departments

The National Office has recently received from AUPELF (Association des universités partiellement ou entièrement de langue française) a very valuable research tool: the preliminary edition of a *Répertoire des départements et centres universitaires d'études françaises* listing nearly 1,300 French departments worldwide, over 300 of which are associate members of AUPELF. A more complete and detailed first edition of the *Répertoire* is now being prepared by the AUPELF staff in Montreal. Inquiries and information concerning this project should be addressed to AUPELF, Service des études françaises et du dialogue des cultures, B.P. 6128, Université de Montréal, Montréal, Canada H3C 3J7. ■

# La Bande Dessinée, auxiliaire pédagogique

## Communication des Services Culturels de l'Ambassade de France

André Gadaud, Conseiller Culturel  
Michel Domaine, Conseiller Pédagogique

### Introduction

La bande dessinée semble être un des moyens de communication de masse les plus aptes à l'enseignant pour faire accéder ses élèves à la connaissance d'une réalité française trop souvent basée sur l'imagerie officielle.

A vocation récréative, les *comics* ont l'avantage de ne pas avoir été conçus à des fins didactiques. Les informations qu'on y trouvera seront ressenties comme *involontaires* donc *révélatrices*. Toujours caricaturales, elles permettent, en outre, pour qui sait voir, d'aller saisir les traits les plus caractéristiques des lieux, situations ou des faits évoqués. L'introduction et la manipulation de bandes dessinées d'expression française dans la classe devraient donc permettre aux professeurs une percée pédagogique sinon toujours aisée du moins motivante.

### Raison d'être de la bande dessinée

Il faut entendre par littérature d'expression graphique une savante combinaison image-texte par laquelle "le langage ne joue plus que le rôle exactement borné qu'il joue dans la vie: celui de la parole" (Evelyne Sullerot).

Il est évident que l'effort ambigu de la bande dessinée pédagogique n'a guère de séduction pour les dessinateurs qui se veulent avant tout des auteurs et qui rappellent, fort à propos, que la bande dessinée est un art et non un langage.

Néanmoins, bien que la raison d'être des bandes dessinées soit de *distraindre* on peut être tenté de les utiliser comme moyens d'enseignement. Il faut manoeuvrer avec précaution: les lecteurs, spécialement les jeunes, se révèlent vite allergiques à toute bande dont le contenu apparaît comme trop didactique.

Cependant une bande dessinée peut être instructive . . . par la bande. Comment donc passer une information à travers ces histoires en images? Il existe un art de *savoir voir* et de *savoir faire voir*. Il faut retenir, au niveau de la bande dessinée, qu'il peut y avoir, grâce à ce qu'on pourrait appeler une "vision inconsciente" (sensations visuelles enregistrées mais que l'esprit ne perçoit pas, n'analyse pas), bien des messages pédagogiques perceptibles sans qu'il soit besoin de souligner lourdement ce que l'on veut faire retenir.

### La bande dessinée au niveau 1

En didactique des langues, au niveau 1 (initiation), l'utilisation immédiate des bandes dessinées du commerce est rendue pratiquement impossible par la présence d'énoncés écrits. Il

existe bien des bandes dessinées "muettes", mais elles manifestent une tendance caricaturale et/ou allusive nécessitant une compétence socio-culturelle que le débutant ne possède pas nécessairement.

Il existe, cependant, entre autres, le *Parler et écrire avec la bande dessinée* de G. Rollet. Son but est d'aider les élèves à s'exprimer et à communiquer aussi spontanément et librement que possible en français. Il évite aux débutants, lorsqu'ils sont peu entraînés à s'exprimer oralement, le problème d'invention qui se pose à eux lorsqu'on leur demande d'imaginer une histoire originale ou encore de dialoguer à partir d'une situation préalablement mise en place.

Les élèves, guidés par les dessins, peuvent concentrer leur attention sur la mobilisation des moyens d'expression dont ils disposent et sur leur emploi. Grâce aux différents exercices, ils seront amenés à décrire les images, à enchaîner les moments de la situation, à faire parler les personnages.

### La bande dessinée au niveau 2 et au-delà

C'est à partir du niveau 2 que les bandes dessinées commerciales--et particulièrement les bandes muettes--peuvent être utilisées à des fins pédagogiques, comme motivation à l'expression orale ou écrite, comme point de départ d'une recherche des traits socio-culturels (explication des éléments allusifs, des raccourcis, des implications, etc.).

Comment transmettre le contenu culturel véhiculé par la bande dessinée? Plus qu'à un problème de connaissance ou de reconnaissance, le professeur est en réalité confronté à une problématique de la lecture de l'image. Le contenu culturel évident une fois épuisé (*l'énumération*), restera à faire surgir les soubassements idéologiques qui permettent aux images de fonctionner comme les repères du discours latent au sein duquel nous nous reconnaissons, nous autres Français. En d'autres termes, c'est l'état de la *connivence* intra-culturelle qu'il faudra desserrer pour faire accéder les élèves étrangers aux références nationales.

Les bandes dessinées doivent être utilisées comme sources documentaires certes, mais aussi comme révélateur de nos désirs, craintes, et phobies.

S'il est légitime, recommandable, et inévitable de s'attacher aux contenus évidents et latents des bandes dessinées, l'idéal, à un certain niveau, sera d'amener la classe à faire le lien entre ce

qu'elle peut voir et lire et la nécessité (logique, narrative, culturelle, commerciale, etc.) qui modèle les contenus de cet art. Autrement dit, faire que les élèves ne parlent pas seulement de la bande dessinée mais sur la bande dessinée.

### Quelles bandes dessinées choisir?

-La collection des *Tintin* de Hergé, et plus particulièrement "Les Bijoux de la Castafiore", dont l'intérêt documentaire sur la France et les habitudes des Français est grand (la T.V., le tiercé, la presse à sensation, etc.) Les gags sont nombreux dans cette étude approfondie sur la vie quotidienne, au jour le jour. (Les autres albums d'Hergé sont beaucoup plus cosmopolites.)

-La collection des *Astérix* de Uderzo et Goscinny-bien que jeux verbaux, sophismes, parallèles, allusions risquent de gêner la communication.

-Claire Bretécher: *Salades de saison* ou *Les Frustrés*. Matériel simple et spirituel; les paroles de héros grincheux qui exhalent leurs ressentiments dans le plus pur style parlé "reçu" forment un corpus particulièrement adapté pour qui aura le souci d'examiner les tics linguistiques des Français.

-Greg: *Achille Talon*. Discours sophistiqué. Baroque verbal.

-Peyo: *Les Schtroumpfs*. Le mot "schtroumpf" revient sans cesse et joue, en référence à notre idiome, le rôle de passe-partout, un peu comme notre "truc" ou "machin". Seul l'entourage linguistique de ces unités permet d'en diversifier le sens. Instrument de mesure pour faire comprendre à un élève ce qu'est la valeur d'un mot. L'étude de la distribution des mots énigmes pourra même faire l'objet de développements sur la notion d'entourage syntaxique.

-Mandryke: *Le Concombre masqué*. Permet de tester la compétence d'étudiants déjà rodés aux mécanismes du français.

-Cabu: *Le Grand Duduche*.

-Reiser: *Mon Papa; Ils sont moches*.

-Reiser et Pouzet: *L'Histoire de France en 100 gags*.

-Fred: *Les Philémon et Le Petit Cirque*

-Charmoz: *Les Francémoyens*.

-Sempé: *Rien n'est simple; Tout se complique; L'Ascension sociale de Monsieur Lambert*. Et bien entendu, l'extraordinaire *Petit Nicolas*.

Toutes ces bandes ne sont utilisables qu'en fonction de l'âge, de la compétence, et des intérêts des élèves. C'est au professeur de faire son choix et d'en tirer le maximum de profit.

### Conclusion

*Astérix* ou *Tintin* ne sont ni des textes illustrés, ni des dessins animés (encore moins du pseudo-cinéma) dont on aurait figé quelques photographies, mais une certaine combinaison de vignettes (dotées ou non de ballons) organisées de telle façon que s'opère un équilibre entre l'action et la narration. Suite de moments devant

faire image, les bandes dessinées offrent comme de longues suites de choix. L'éviction des temps morts, la présentation d'un monde fatalement idéalisé orientent l'analyste vers l'une des dimensions majeures des *comics*: l'exagération.

Livrée à la sagacité d'étudiants étrangers, la bande dessinée s'affiche aussi comme le lieu privilégié d'une série de tensions entre langue et parole. Abordée sous l'angle de l'art populaire, la bande dessinée aura toutes les chances de faire accéder les "francisants" aux grands schémas qui structurent nos mentalités.

Malheureusement, peu d'expériences suivies ont été faites en ce qui concerne les bandes dessinées construites directement à des fins pédagogiques. Compte tenu de leur parenté avec le film fixe, il est certain pourtant qu'elles pourraient constituer une technique d'appoint intéressante.

### Sources bibliographiques

Blanchard, Gérard. *Histoire de la bande dessinée*, Marabout/Université.

*Le Français facile en bandes dessinées*. Hachette.

Fresnault-Deruelle, Pierre. "La Langue des bandes dessinées et leur contenu culturel," *Le Français dans le Monde*, No. 98.

Rollet, Georges. *Parler et écrire avec la bande dessinée*. Hachette.

Rollet, Georges. "Des bandes dessinées... pourquoi?", *Le Français dans le Monde*, No. 107.

"Utilisation pédagogique de la bande dessinée," *Media*, No. 29. ■

### Tour Escorts Needed

Openings for 1-2 Tour Escorts to accompany county government officials' two-week tour to France in mid-July 1978. All expenses plus \$800 stipend. Qualifications: knowledge of French language and culture, group/adult leadership experience, study or travel in France, and expertise in some aspect of local government (legal system, planning, government structure, health and welfare services, etc.) Send vita to Alice Ervin at Academic Travel Abroad, 1346 Connecticut Avenue N.W., Washington, DC 20036.

Academic Travel Abroad, which arranges educational foreign study programs for universities, museums, and professional groups, will also have leadership positions available for a museum tour in early September. ■

## Planning Awards for NEH Youth Projects

The National Endowment for the Humanities has announced Planning Awards for NEH Youth Projects, which will provide planning support of \$2,500 to as many as 100 organizations. These awards are designed to encourage the development of exciting and innovative humanities programs for youth.

The Endowment is making the Planning Awards because a period of careful preparation is often essential to developing successful resource materials, outreach programs, group research projects, workshops, media projects, and other activities in the humanities. The Planning Awards will provide funds for necessary staff, consultants, travel, and resources during this important developmental phase.

Planning Awards for NEH Youth Projects can creatively utilize and link community resources. Professionals in youth programming can work together with humanists such as university professors and museum curators to plan projects that will involve large numbers of young people in humanities activities during after-school hours, weekends, and vacations. Projects should be designed to operate at a relatively low cost per participant and may take place on a national, regional, or local level.

Planning Awards must focus on the disciplines of the humanities, which include, among others, history, philosophy, literature, history and criticism of the arts, and those aspects of the social sciences employing historical or philosophical approaches.

Organizations should consult with humanists in planning for an NEH Youth Project. For example, an historian or archaeologist could help to design a project in regional history; a philosopher could work with a youth programming staff to develop resource materials for a project in ethics; or an anthropologist or ethnic historian could suggest ways of introducing children to the range of subcultures and ethnic traditions alive in their locality.

Some of the Planning Awards will result in subsequent proposals to the Endowment for implementation funds.

Institutions and organizations eligible to apply for Planning Awards include non-profit civic, cultural, educational, media, and youth groups. Individuals may also apply, provided they have the sponsorship of an organization.

The application deadline is June 1, 1978, for Planning Awards to be announced in October. The awards will be made for a period of up to twelve months.

For additional information write to: Planning Awards for NEH Youth Projects, Office of Youth Programs/Mail Stop 103, National Endowment for the Humanities, Washington, D.C. 20506. ■

## Informations S.O.D.E.C.

The Service de Documentation at the Centre International d'Etudes Pédagogiques at Sèvres is providing us with its periodic lists of articles found in a number of newspapers (dailies, weeklies, monthlies), magazines, and bulletins covering a vast range of topics of interest to students and researchers of the francophone world. It is our intention to publish these lists in combined form, and since we are now beginning to receive them airmail, we will be able to deliver them much more rapidly in future numbers of the *Bulletin*. We are extremely grateful to S.O.D.E.C. for permitting us to reprint their lists.-Ed.

### Généralités:

*Le Figaro* 15/19.11.77

"France: la crise des idées dominantes"  
par J. FOURASTIE

*Le Quotidien de Paris* 25.11.77

"Une certaine idée de la France"

### Alimentation:

*Le Nouvel Observateur* 28.11.77

"Français quand vous mangez . . ."

### Artisanat

*Le Quotidien de Paris* 18.11.77

"L'artisanat d'art parisien agonise"  
par A. VINCENOT

### Culture:

*Le Magazine Littéraire* septembre 77

"20 ans de philosophie en France"

*Le Point* 10.10.77

"L'amour, la mort et Greco"  
par H. DEMORIANE

*Le Nouvel Observateur* 31.10.77

"Les forçats du réveil-matin: Europe n°1, RTL, France Inter"

par J.F. JOSSELIN

*Nouvelles de France* 1.11.77

"Les Français et la Télévision"

*L'Express* 21.11.77

"RTL: une radio pour ses auditeurs"  
par J. FARRAN

*L'Express* 5.12.77

"La radio des nuits blanches"  
par J. REMY

*Le Monde* 7.12.77

"La radio-télévision, 3 ans après la réforme"

*Le Monde* 12.12.77

"Trois années dans la vie de quatre sociétés: TF1, Antenne 2, FR3, Radio France"

*L'Humanité* 13.12.77

"Le carnaval n'est plus ce qu'il était"

### Démographie:

*Le Monde* 14.12.77

"Pour la première fois depuis 6 ans, le nombre des naissances a augmenté en France en 1977"



### **Economie:**

- Cahiers Français* juillet 77  
"Le VII<sup>e</sup> plan"  
*Le Matin* 28.9.77  
"Le dossier complet des nationalisations"  
*Le Point* 24.10.77  
"Les atouts de la France"  
*Le Monde* (dossiers et documents) Novembre 77  
"L'injustice fiscale"  
*Le Matin* 5.11.77  
"Prix: le hit-parade de la vie chère"  
*L'Express* 7.11.77  
"La vérité sur l'argent des Français: entretien avec R. LATTES"  
*Le Quotidien de Paris* 9.11.77  
"Commerçants: la fronde devient politique"  
*J'Informe* 10/14.11.77  
"Impôts: pourquoi la France étouffe sous la fiscalité"  
*Le Monde* 23.11.77  
"Les revenus des Français"  
par A. VERNHOLE  
*Le Quotidien de Paris* 29/11.6/12.77  
"La forêt, quart de la France"  
par B. CHAPUIS

### **Enseignement:**

- Le Monde* 5.10.77  
"Les loupés de l'école"  
par B. FRAPPAT  
*Le Nouvel Observateur* 10.10.77  
"Un bac à l'économie: une semaine dans une terminale B"  
par G. PETITJEAN  
*La Vie* 11.10.77  
"Etudiants: la peur de l'avenir"  
par J.P. CORCELETTE

### **Femme:**

- Le Matin* 10.11.77  
"Le travail des femmes: lorsque l'enfant paraît"

### **Information:**

- Presse Actualité* septembre 77  
"J'Informe"  
*Presse Actualité* septembre 77  
"Les quotidiens du Nord"  
*Le Quotidien de Paris* 19.9.77  
"Un nouveau quotidien du soir: J'Informe"  
*J'Informe* 29/30.11.77  
"Ces journalistes qui écrivent tous les jours l'histoire"  
par J. THEUNY  
*Presse Actualité* décembre 77  
"Le tirage et la diffusion des périodiques"

### **Institutions:**

- L'Express* 19.9.77  
"A quoi sert le Sénat ?"  
par Pierre BROSSETTE  
*Le Figaro* 26.9.77  
"Sénatoriales: la majorité a bien résisté"  
par P. THIBON  
*Le Monde* 27.9.77  
"Le renouvellement du Sénat"  
par R. BARILLON  
*Le Monde* 7.10.77  
"Le Sénat après la consultation du 25 septembre 1977"

### **Jeunesse:**

- Le Quotidien de Paris* 28.9.77  
"Les étudiants 77"  
par V. LEJEUNE  
*Le Monde de l'Education* octobre 77  
"Qui sont les étudiants?"  
*L'Express* 24.10.77  
"La ville contre l'enfant"  
par M. JOUANEN

- La Santé de l'Homme* octobre 77  
"La presse enfantine"  
*J'Informe* 8.10.77  
"40% des chômeurs ont moins de 25 ans"  
par A. GUEDE  
*La Vie* 25.10.77  
"L'enfant dans la ville, le bonheur quand même"  
par P. DEMENET  
*L'Humanité* 31.10.77  
"Grandir à la Grande Borne"  
par M. NOUAILLE et A. ROCCATI  
*Le Figaro* 8/9.11.77  
"La jeunesse, une cible pour les sectes?"  
par S. CHAUVEL-LEROUX  
*Les Amis de Sèvres* septembre 77  
"La presse des adolescents"  
*Le Monde de l'Education* novembre 77  
"L'enfant et la ville"  
*J'Informe* 10.12.77  
"Jeunesse et télévision"  
par P. EMMANUEL

### **Loisir:**

- La Vie* 5.7.77  
"Vacances: ceux qui restent . . ."  
par F. de LAGARDE  
*Le Point* 7.11.77  
"La fringale des congés"  
par C. SALES

### **Médecine:**

- Femmes d'Aujourd'hui* octobre 77  
"La santé des Français"  
par R.P. ALIE

### **Paris:**

- Les Nouvelles Littéraires* 25.8.77  
"Bistrot: il n'y a plus d'après"  
par P. SANSOT

### **Politique:**

- Le Monde* 15.9.77  
"Le P.R. deuxième parti de France?"  
par N.J. BERGEROUX  
*Le Matin* 26/30.9.77  
"Voyage à l'intérieur des partis: P.R., R.P.R., M.R.G.,  
Ecologistes, P.S., P.C."  
*J'Informe* 29.9.77  
"Le C.D.S. pour un régime présidentiel"  
par S. DUHAMEL  
*Le Monde* 4.10.77  
"L'Extrême Gauche à la recherche de l'Union de la  
Gauche"  
par J.M. COLOMBANI  
*Le Matin* 27.10.77  
"CGT-CFDT: ce qui les unit, ce qui les sépare"  
*Politique-Hebdo* 24.10.77  
"Les écologistes face aux urnes"  
par C. BORIS  
*Le Figaro* 4.11.77  
"Grandeur et misère du centrisme"  
*Le Monde* 9.11.77  
"Trois ouvrages sur J. CHIRAC et le R.P.R."  
*J'Informe* 10/19.11.77  
"Les vrais rouages des états-majors politiques: P.C., P.S.,  
P.R., C.D.S., Radicaux, R.P.R., M.R.G., Extrême Droite,  
Extrême Gauche, P.S.U. . . ."  
*Le Sauvage* novembre 77  
"Pour une majorité écologique"  
par B. LALONDE  
*Le Sauvage* décembre 77  
"Le R.P.R. et les diables verts"  
par F. SIMPERE  
*Le Matin* 9/10.12.77  
"Radicaux de Gauche: un mouvement composite"  
par D. BUFFIN

## Politique (suite)

*Le Monde* 15.12.77

"Les dissensions au sein du courant écologiste: front uni ou front autogestionnaire"  
par J.M. COLOMBANI

## Pollution:

*Le Point* 10/24.10.77

"Les villes les plus écologiques de France"

## Publicité:

*Le Quotidien de Paris* 22/23.11.77

"Les publicitaires sur le sentier de la guerre électorale"

## Régions:

*Le Monde* 24.9.77

"Septembre a oublié le Quercy"  
par J.M. DURAND-SOUFFLAND

*Le Quotidien de Paris* 29.9.77

"4 millions en 1985: les touristes menacent la Corse"  
par E. JOURAND

*Le Monde* 26.10.77

"7 cultures minoritaires: Occitanie, Catalogne, Alsace et Lorraine, Pays Basque, Flandre, Corse, Bretagne"  
par J.B. RICHARDOT

*Le Monde* (dossiers et documents) octobre 77

"La région Rhône-Alpes"

*Ouest France* 13.10.77

"La Périgord"  
par P. KAIROUAN

*Le Monde* 27.10.77

"La région Nord-Pas-de-Calais et les relations trans-Manche"

*Le Monde* 9.11.77

"Alpes du Sud, Alpes en friche: tant qu'il n'y aura pas d'hommes"  
par F. GROSRICHARD

*Le Monde* 19.11.77

"La Gascogne pour lire l'histoire de France"  
par A. SEVERAC

*Antirouille* Novembre 77

"Corse: ils se battent pour vivre chez eux"

*Le Monde* 22/27.11.77

"Une semaine avec Provence, Alpes, Côte d'Azur"

## Religion:

*La Vie* 1.9.77

"Les jeunes croient-ils en Dieu?" sondages IFOP 1957, 1967, 1977.  
par J.C. PETIT et P. GENET

## Sciences:

*Le Point* 31.10.77

"France: la recherche, pour quoi faire?"  
par J.P. ADINE

*L'Express* 28.11.77

"Les Français devant la science"  
par A. DUPAS

## Société:

*Les Nouvelles Littéraires* 15.9.77

"Qui sont les marginaux?"  
par L. BERNARD

*Le Point* 10.10.77

"Immigrés: Babel à Belleville"  
par C. PIERRE

*L'Humanité* 17.10.77

"Les immigrés de la solitude"  
par F. BENOIT

*Le Matin* 18/19.10.77

"Etre étranger à Paris"  
par H. CHABALIER

*Le Monde* 23.10.77

"La santé mentale des Français: tous aliénés"  
par D. KARLIN

*Nouvelles de France* 16.10.77

"La bande dessinée, phénomène culturel français contemporain"  
par C. POSLANIEC

*Le Nouvel Observateur* 31.10.77

"Les Français et la mort"  
par E. et A. BURGUIER

*L'Humanité* 3.11.77

"Avoir 20 ans à Fleury Mérogis prison modèle"  
par R. CREMIEUX

*J'Informe* 3.11.77

". . . la famille française se porte encore bien"  
par E. SHORTER

*Le Point* 21.11.77

"Loto, le raz de marée"  
par J.M. GOUREVITCH et R. MIHAIL

*L'Express* 21.11.77

"Que vaut l'armée française?"  
par J. DUMOULIN et M. LABRO

*Autrement* Novembre 77

"Culture immigrée"

*Informations Sociales* juin 77

"Les rôles au sein du couple—les relations entre générations"

*Elu Par Vous* 30.11.77

"La petite histoire du 9<sup>e</sup> art: la B.D."  
par A. MANEVY

*Le Monde* 4.12.77

"Racisme: lectures sur des murs blancs"  
par T. BEN JALLOUN

*Le Figaro* 6.12.77

"Loto: le rêve doré de 6 millions de Français"  
par G. JOUENE

*Le Figaro* 6.12.77

"Pour 2 millions d'handicapés: le droit à l'égalité"

*L'Express* 28.11.77

"Les handicapés dans la ville: la vie quotidienne d'un handicapé"

par F. RIVAUD

*Le Figaro* 10.12.77

"Les hell's angels' de Billancourt: la délinquance à l'américaine"

par G. PONS

*J'Informe* 14.12.77

"La bande dessinée pénètre la politique en force"  
par M. LOHSE

## Technique:

*Que Choisir* juillet 77

"Nucléaire: le face à face"

*Okapi* 1.11.77

"Le nucléaire c'est quoi?"

## Transport:

*Le Monde* 9.12.77

"R.E.R.: le métro de la nouvelle génération"

*France-Soir* 9.12.77

"La grande fête du R.E.R."  
par C. YELNICK

## Travail:

*Le Nouvel Observateur* 26.9.77

"Histoire de quatre salariés"

*Nouvelles de France* 1.10.77

"La population active en France"

*Le Matin* 14.10.77

"Région par région, l'évolution du chômage"  
par Pol ECHEVIN

*Le Monde* 23.11.77

"Les aides aux jeunes chômeurs"  
par B. LE GENDRE

*J'Informe* 23.11.77

"Interview de J. BORNARD, secrétaire général de la CFTC"  
par A. GUEDE

## Travail (suite)

- L'Ecole des Parents* Novembre 77  
"Je suis chômeur . . ."  
par G. SIMON et M. de WILDE
- Pourquoi?* Novembre 77  
"Les immigrés et le chômage"  
par P. LANGLOIS
- Informations Sociales* septembre 77  
"Famille et entreprise" (Vie familiale et professionnelle)
- Le Nouvel Observateur* 5.12.77  
"Tu travailleras de tes mains"  
par G. BONNOT

## Urbanisme:

- Elle* 17.10.77  
"Vivre dans les tours"  
par A.M. VINCENSINI
- Le Quotidien de Paris* 5.11.77  
"Cergy Pontoise au quotidien"

## Vie (mode de):

- L'Express* 19.9.77  
"Le bonheur et les Français"
- Nouvelles Littéraires* 11.8.77  
"Qu'est-ce qui fait 'flipper' un môme de la banlieue nouvelle"  
par M. LAIK
- J'Informe* 6/11.10.77  
"Les nouveaux couples"
- Le Matin* 7/12.11.77  
"Les styles de vie des Français"
- Le Sauvage* novembre 77  
"Lumières tièdes sur La Rochelle"  
par J.L. HUE
- L'Humanité* 10.12.77  
"Pauvre week-end"  
par R. PICHELIN
- Ecole Ouverte* décembre 77  
"C'est la fête"

Cette documentation a été établie par Richard NAHMIA et Marie-José LEROY, Service S.O.D.E.C., Centre International d'Etudes Pédagogiques, 1, rue Léon-Journault, 92310 SEVRES, France. ■

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## Calendar of Upcoming Meetings

### International Reading Association

Dates: May 1-5, 1978. Place: Houston, Texas. Information: International Reading Association, 800 Barksdale Road, Newark, Delaware 19711.

### New York State Association of Foreign Language Teachers Colloquium

Date: May 5, 1978. Place: Cazenovia, New York. Information: Robert Sherburne, 2 Evergreen Lane, Cazenovia, New York 13035.

### Canadian Association of Second Language Teachers—British Columbia Association of Teachers of Modern Languages

Dates: May 5-6, 1978. Place: Vancouver, Canada. Information: Genevieve Pfeiffer, Langley School Board, 222 59 H8th Avenue, Langley, British Columbia V3A 377 Canada.

### Pennsylvania State Modern Language Association

Date: May 6, 1978. Place: Chester, Pennsylvania. Information: Robert Melzi, Humanities Department, Widener College, Chester, Pennsylvania 19013.

### California Linguistics Association

Dates: May 6-7, 1978. Place: Northridge, California 91330. Information: Iris Shah, Department of Linguistics, California State University, Northridge, California 91330.

### Second Annual Symposium on Comparative Literature and International Studies

Dates: May 6-7, 1978. Place: Monterey, California. Information: Elizabeth W. Trahan, The Foreign Studies, 425 Van Buren Street, Monterey, California 93940 (Phone: 408-649-3113).

### Fourteenth Colloquium of AIMAV (Association Internationale pour la Recherche et la Diffusion de Méthodes Audio-Visuelles)

Dates: May 7-13, 1978. Place: Brussels, Belgium. Information: AIMAV Colloquium, c/o Francisco Gomes de Matos, Instituto de Idiomas Yazigi, Avenida 9 de Julho, 3.166, Sao Paulo, Brazil (Telephone 287-4611).

### Winthrop Symposium on Modern Continental Writers: Proust, The Art of the Proustian Novel Reconsidered.

Dates: May 11-12, 1978. Place: Winthrop College, Rock Hill, South Carolina. Information: Lawrence D. Joiner, Department of Modern and Classical Languages, Winthrop College, Rock Hill, South Carolina 29733 (Phone: 803-323-2231).

### Fourth Annual Minnesota Conference on Language and Linguistics

Dates: May 12-13, 1978. Place: Minneapolis, Minnesota. Information: Kathleen Houlihan, Department of Linguistics, University of Minnesota, Minneapolis, Minnesota 55455.

### Connecticut Council of Language Teachers

Date: May 1978 (specific date to be announced). Place: New Haven, Connecticut. Information: John M. Darcey, 211 Steele Road, West Hartford, Connecticut 06117.

### 1978 Summer Seminar East: Association of Departments of Foreign Languages

Dates: June 5-9, 1978. Place: Albany, New York. Information: ADFL, 62 Fifth Avenue, New York, New York 10011 (Phone: 212-741-5592).

### Annual Conference of the National Association for Foreign Student Affairs

Dates: June 12-August 5, 1978. Place: University of Illinois, Urbana, Illinois. Information: Linguistic Society of America, 1611 North Kent Street, Arlington, Virginia 22209.

### Multi-Media: An International Exhibition; International Symposium: Educational Television: Technique and Art; International Symposium: Technical Media in Teaching Languages

Dates: June 21-25, 22-23 and 24-25, 1978 (respectively). Place: Klagenfurt, Austria. Information: Internationale Wissenschaftliche Woche, Bildung im Zeitalter der Technik, Universität für Bildungswissenschaften, Universitätsstrasse 67, A-9010 Klagenfurt, Austria.

### 1978 Summer Seminar West: Association of Departments of Foreign Languages

Dates: June 26-30, 1978. Place: Irvine, California. Information: ADFL, 62 Fifth Avenue, New York, New York 10011 (Phone: 212-741-5592).

### Linguistic Society of America Summer Meeting

Dates: July 28-30, 1978. Place: University of Illinois, Urbana, Illinois. Information: Linguistic Society of America, 1611 N. Kent Street, Arlington, Virginia 22209.

### Seventh World Congress on Reading

Dates: August 1-3, 1978. Place: Hamburg, West Germany. Information: International Reading Association, 800 Barksdale Road, Newark, Delaware 19711.

### First International Congress for the Study of Child Language

Dates: August 7-12, 1978. Place: Tokyo, Japan. Information: Fred C. C. Peng, International Christian University, 10-2, 3 Chome, Osawa, Mitaka, Tokyo 181, Japan.

**Fifth International Congress of Applied Linguistics**

Dates: August 21-26, 1978. Place: Montreal, Canada. Information: Jacques D. Girard, University of Montreal, Box 6128, Station "A," Montreal, Quebec H3C3J7. (Phone: 514-343-7393).

**Fourth World Congress of the Fédération Internationale des Professeurs de Français**

Dates: August 27-September 1, 1978. Place: Bruxelles-Louvain-Neuve, Belgium. Information: AATF, 57 East Armory Avenue, Champaign, Illinois 61820.

**International Conference on the History of Linguistics**

Dates: August 28-31, 1978. Place: Ottawa, Ontario, Canada. Information: E. F. K. Koerner, Department of Linguistics, University of Ottawa, Ottawa, Canada, K1N 6N5.

**International Federation for Modern Languages and Literature**

Dates: August 28-September 2, 1978. Place: Aix-en-Provence, France. Information: André Rousseau, XIVe Congrès FILLM, Département de Littérature Comparée, Université de Provence, 29 Avenue R. Schuman, 13621 Aix-en-Provence, France.

**Phonetics Colloquium**

Dates: September 25-27, 1978. Place: Reading, England. Information: Peter Roach, Faculty of Letters and Social Sciences, University of Reading, Whiteknights, Reading RG6 2AA, England.

**Creatures of Legendry: An International Symposium (Literary or Folkloristic Aspects of Legendary Creatures, Ancient or Modern)**

Dates: September 28-October 1, 1978. Place: Omaha Hilton, Omaha, Nebraska. Information: Richard S. Thill, University of Nebraska at Omaha, Box 688, Omaha, Nebraska 68101 (Phone: 402-554-2391).

**Third Annual Boston University Conference on Language Development**

Dates: September 29-30, 1978. Place: Boston, Massachusetts. Information: Language Development Conference, Box F, Boston University, Boston, Massachusetts 02215 (Phone: 617-353-3085). ■

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Assistant Editor: Ken Broadhurst

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We continue to solicit your contributions in the way of announcements, short articles, program descriptions, etc., and we call your attention to the deadlines for submitting copy to next year's Bulletin issues. July 15 for September; September 15 for November; November 15 for January; February 15 for April. -Editor

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