
AATF National Bulletin

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH VOLUME 3, NUMBER 3 JANUARY 1978

Été 1977: La Garden Party de M. Faure à l'Assemblée Nationale



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In the September 1977 *Bulletin*, Executive Secretary Nachtmann reported that the most extraordinary event which the AATF Executive Council participated in during the 1977 Convention in Paris was the annual Garden Party at the National Assembly hosted by M. Edgar Faure. Recently, AATF Vice-President Jean-Charles Seigneuret informed the National Office that the photograph reprinted above had appeared on July 7, 1977, in the Paris newspaper *La Minute*. Subsequently, Professor Nachtmann was able to obtain a copy of it through French friends. Pictured, seated left to right, are M. Raymond Barre, Premier Ministre; M. Edgar Faure, Président de l'Assemblée Nationale; Mme Lucie Faure, écrivain (deceased since the photo was taken); Mme Barre, and M. Valéry Giscard d'Estaing, Président de la République. Also present, but not pictured, were Mme Giscard d'Estaing and M. Alain Poher, Président du Sénat. This distinguished assemblage was, to quote the writer for *La Minute*, "bien en vue sur une pelouse, et dégustant foie gras et melon glacé au milieu d'une cohue caquetante et rigolarde qui les observait comme des bêtes curieuses" and protected by "un cordon d'huissiers vêtus de noir comme des croque-morts qui avait mission de tenir la foule à distance respectueuse. . ." Directly behind Mme Faure we see Professor Nachtmann and, to his right, Professor Gathercole, former AATF Regional Representative from the Middle Atlantic Region.

The AATF National Bulletin

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Assistant Editor: Ken Broadhurst

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New Chapter Officers

The National Office has recorded the following changes in the roster of AATF Chapter Officers since publication of the last update in the November 1977 *AATF National Bulletin*. Please refer to the AATF Directory in the May 1977 *French Review* (Vol. 50, No. 6) for addresses.

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AATF Election Results Announced

The AATF held elections last fall for four seats on the Executive Council. Every year one of the three vice-presidential positions comes up for renewal, and three of the nine Regional Representative posts are filled. Each term is for three years, and the successful candidate assumes office as of January 1, 1978. The Vice-President is elected by the membership at large; each of the three Regional Representatives is elected by the AATF members living in the Region concerned. Jean-Charles Seigneuret, Vice-President in charge of elections, has announced the following results:

In the vice-presidential contest between Georges Joyaux of Michigan State University, the incumbent filling out an appointive term, and Jean Carduner of the University of Michigan, Jean Carduner is the winner.

In Region IV (Middle Atlantic) there was a four-way contest between Jean-Max Guieu of Georgetown University, Washington, D.C.; Cecile E. Noble of Virginia Commonwealth University; Larry Simmons of Germantown Friends School in Philadelphia; and James Palmer Ward of Stuart High School in Virginia. Larry Simmons is the winner.

In Region VI (East Central) there were three candidates: Mya Bruno of the Detroit School System; Donald Greenham of the Canton Ohio School System, currently serving out an appointment to the Regional Representative post; and Edward W. Najam of Indiana University. Donald Greenham is the winner.

In Region VIII (Southwest) there was again a four-way contest: Rolande L. Leguillon of the University of St. Thomas in Houston, the current Regional Representative who is a candidate for re-election; Kai-Ho Mah of Colorado State University; John L. Schweitzer of Oklahoma State University; and Claude-Marie Senninger of the University of New Mexico. In this election no one candidate received enough votes to win according to the AATF By-Laws, and so there will have to be a run-off election between the two top candidates. The two highest vote-getters were Rolande L. Leguillon and Claude-Marie Senninger. The run-off election is taking place as this announcement goes to press, and the result will be published later.

AATF Société Honoraire de Français

The Société Honoraire de Français for secondary schools can make an invaluable contribution to your school. It gives recognition to outstanding scholastic achievement in French, stimulates the interest of students, and promotes higher standards of scholarship.

Chapters may be organized at any time. For information or installment of a chapter, write to Stephen Foster, Secretary-Treasurer, Société Honoraire de Français, Department of French, 618 Van Hise, University of Wisconsin, Madison, WI 53706.

1978 AATF FLIGHTS TO FRANCE

	<i>Adult</i>	<i>Child</i>	<i>Tax per person</i>	<i>Final payment due:</i>
Affinity Flight No. 1 Dates: May 25-August 18 Chicago/Paris/Chicago (direct flight)	\$677	\$334	\$3.00	April 25
Affinity Flight No. 2 Dates: June 15-August 15 New York/Paris/New York (Infant fare is \$10 on the above flights.)	\$601	\$300.50	\$3.00	May 15

Payments: The request for a reservation must be accompanied by the application form and a deposit of \$100.00 per person. Full payments are due as indicated above. Checks should be made out to *AATF Flights to France* and should be mailed to the address indicated at the bottom of this page.

Tickets: Tickets for Affinity flights will be available ten to fifteen days prior to departure and will be mailed directly to the address indicated by the passenger on the application form. If the passenger prefers, the tickets can be left at the Air France ticket counter in the airport of departure.

These fares are based on current tariffs and are subject to change and governmental approval April 1, 1978.

To obtain the special fares accorded to Affinity groups, there must be a minimum of forty adult fares or equivalent. If you are interested in one of the AATF flights, please let us know promptly, because we must have assurance, well in advance of departure date, of reaching the minimum.

APPLICATION FOR PASSAGE

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(Please print your name in full as it appears on your passport)

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 Attn: *Flights to France*
 57 East Armory Avenue
 Champaign, Illinois 61820

(Signature of applicant) (date)

AATF Testing Commission

AATF Testing Commission Clearinghouse

Cathy Linder

For any teacher who is interested in locating material related to the testing of French, the AATF Testing Commission has set up a Testing Clearinghouse, under the direction of the Commission Chairman, Robert Vicars. Although it is not a "lending library", the Clearinghouse has a store of bibliographical information which it will furnish, free of charge, to members of the AATF. Upon request, teachers will also be referred to places that furnish rather specialized testing information (tests which evaluate teachers' language proficiency, for example, or tests which evaluate students' language competence), and are advised as to how they can get information about research projects that are currently underway in the domain of testing. In addition, teachers can find out where to procure tests for each of the four skills, including tests on oral communication.

If you have questions on any facet of testing, address your inquiries to the AATF Testing Clearinghouse, Professor Robert E. Vicars, Director, Millikin University, Decatur, IL 62522.

AATF Committee Meets for Convention Planning

At the meeting of the AATF Executive Council in Paris last June, the members voted to authorize President Anne Slack to assemble a special committee to assist her in planning the AATF annual conventions for 1978 and 1979. On November 25-26 Mrs. Slack summoned a group of six to help her with the planning: Former President Douglas W. Alden, Vice President Dorothy Brodin, Executive Secretary F.W. Nachtmann, *French Review* Editor Stirling Haig, and Regional Representatives Helen Cummings and Estella Gahala.

The conference took place at the Sheraton-Commander Hotel in Cambridge, Massachusetts. In making its recommendations the committee took into consideration the collective comments on the questionnaires returned by the AATF members who had attended the convention in Paris, and also the special circumstances of the next two conventions. In November 1978 the AATF will meet with ACTFL in a two-day convention in Chicago, and the 1979 convention will be held in Martinique during the last week of June.

Following the meeting in Cambridge the committee had dinner with M. and Mme Gaston Harvey. M. Harvey is the Quebec Cultural Attaché in Boston.

I.I.E. French Language Teaching Assistant Program

The Institute of International Education and the Bureau of Educational and Cultural Affairs of the Department of State invite your participation in the French Language Teaching Assistant Program for the academic year 1978-79. The program is administered in cooperation with the Office National des Universités et Ecoles Françaises in Paris.

The purposes of the program are: 1) to help U.S. institutions broaden and enrich their French teaching capabilities through the use of the native speaker — students on the American campus are offered daily encounters and interaction with a foreign language and culture from a native informant close to their own age; and 2) to permit French university students in English and American studies to spend a year in the United States working in their specialty.

Candidates for assistantships are chosen by personnel of the Office National possessing a thorough knowledge of the American system of education and considerable experience in the exchange of language teaching assistants. At I.I.E. in New York, the final selection of students is made according to the student's background and experience, and the particular needs of the U.S. Institution. French students selected to participate in the Program range from those holding the *Diplôme universitaire* to those holding the *Maitrise d'anglais*.

The participating U.S. institution may be a private or public school, college, or university. Each institution defines the assistantship to match its own needs. The incoming French assistant may have classroom responsibilities including teaching of grammar, literature, or civilization courses, holding conversation groups, or assisting in language laboratories; they may direct tutorial sessions or animate a French house or club. Frequently their responsibilities encompass a combination of tasks. The award made by the institution to the assistant usually includes room, board, tuition and fees for study, and a monthly stipend. The stipend, or pocket money, offered often depends upon the cost of living in a given area. Flexible arrangements in all these areas, including homestays in lieu of room and board, can be worked out on an individual basis.

Approximately thirty-five to forty-five French university students have been assisting in language departments each year since the Program's inception in 1968. They have been in all areas of the United States, from large urban centers to small rural towns. With advance planning, an assistant can usually be found to meet almost any need or requirement.

Detailed information on this Program can be obtained from the French Language Teaching Assistant Program, Orientation and Enrichment Programs, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

The French Major: A Reassessment

Gifford P. Orwen

Inevitably from generation to generation the specifications for a well-trained French major change. What represented the *beau idéal* in the 20's would doubtless prove quite inappropriate—indeed inadequate—for present-day exigencies. Even within the past decade the picture has modified considerably. Today as the study of French wanes, as school boards oppressed with mounting budgets and considerations of practicality threaten further cutbacks, and as the licensing agencies of the state give critical appraisal to teacher-training programs in the colleges, it behooves us to reconsider very thoughtfully our aims and objectives in preparing a French specialist, or for that matter, any other language specialist. What skills and background should we provide for the young person who in a mere four years may begin a career in a high-school classroom, as a business trainee destined for an overseas job, or as a candidate for an advanced degree in a respectable graduate school?

High school preparation, as the American public is becoming all too well aware, is no longer the equal of what it was a few years ago in terms of general culture, of a sense of grammar, of some historical perspective and a rudimentary familiarity with world classics. The young matriculate usually arrives, it must be added, quite oblivious of good study habits and unaccustomed to very much discipline. The high school, of course, cannot fairly be designated as the arch villain. The elementary school, a generation or so of complacent and uninformed parents, and TV are no less the culprits. The dismal fact remains that so long as the colleges and universities receive a fifth-rate product, their contribution in turn can be little better than third-rate. Inevitably the pendulum will swing, but in the interim the college language department is confronted with a situation which requires some reassessment of its goals as well as very efficacious use of its resources.

Frequently it is in very obvious areas that considerable improvement can be effected. With time of the essence, how many of us can truthfully claim that we make optimum use of the hours at our disposal, that lessons are carefully planned and semester schedules duly met? With a plethora of attractive books at our disposal it is also time to review critically our teaching materials to insure that they utilize the most effective pedagogical procedures, and that texts reflect good literary and cultural values as opposed to the cute and topical.

As to objectives, we have every right to expect correct pronunciation and the ability to sustain a simple conversation with comfortable fluency and without egregious syntactical errors. These skills proceed, as we are all aware, from consistent exposure to the language. No one can reasonably object to an occasional foray into English for expediency's sake, but any teaching staff should condition itself to the assiduous use of the foreign language. Though communication be limited in scope and couched in the

most uncomplicated terms, at least the foreign tongue—and not English—is the medium. Happily one cannot retrogress, and as contact hours continue, vocabulary is gradually extended and aural/oral familiarity expanded. Then small miracles do occur.

As far as pronunciation is concerned, there is no excuse for sloppy and grotesque diction. The difficult sounds of French which are so alien to the speaker of English can, at least, be very closely approximated. To this end a phonetics course, complete with physiological explanations, diction exercises, taping and listening, plus the same type of diligent, individual coaching that a voice or ballet teacher is expected to accord his pupils, affords the best corrective. In this connection, better exploitation of the language laboratory can usually be achieved as well. While this is a topic for special consideration it merits passing mention. How many of us have actually listened to the tapes which come with a given text? Some are deadly. Supplementary materials developed by the staff can enhance the tape library. Surely occasional use of music, drama, poetry and such, culled from the abundant commercial materials now available is desirable in ten- or fifteen-minute doses simply to enlarge the auditory spectrum.

When French remains essentially the medium of communication in the grammar, civilization and literature courses, the foundations for comprehension and speaking should be solidly in place. The so-called "conversation course" whose goal is to provide more extended and varied opportunities for speaking, if well structured, can then better fulfill its goal. As most of us realize, however, to stimulate conversation in a classroom is not the easiest of tasks. Regardless of the text employed, it requires ingenious preparation and enthusiastic participation on the part of the instructor to keep such a course moving, as well as strictly limited enrollment if each student is to have "son tour à briller."

Unquestionably the most effective shot-in-the-arm for oral improvement is the sojourn abroad which has now become much more accessible to the average student. Ideally it should be a semester, or a year, spent under the auspices of one of the many fine programs now available. Despite rising prices the vast majority of these plans are scaled to the pocket book of the normal undergraduate, and usually represent no more than the regular college expenses plus minimal travel costs. Furthermore, if such a sojourn becomes an accepted part of the foreign language major, and is planned for intelligently, it can usually be accommodated in the overall budget provided reasonable economies are observed during the first and second years of college. No one can gainsay that for a few the extra expense will prove prohibitive. In such cases the alternative of a summer session abroad or at a Canadian university may prove feasible. The experience, even if of shorter duration, is becoming a necessity. The contact with the foreign culture, the opportunity to use the language in a normal, workaday context, travel options and the like, offer the student a unique opportunity.

The next objective surely must be a respectable

knowledge of the structure of the language, call it grammar or what you will. No linguistic competence is possible without it. College classes are badly handicapped by the presence of students who have had absolutely no brush with English grammar, to whom the terms "noun", "verb", and "adjective" are completely meaningless. Grammatical principles are simply generalizations which provide a short-cut for the intelligent learner. Furthermore, there is no efficient way of teaching literate adults if standard grammatical terms cannot be employed. A decently prepared French major cannot ignore the partitive or confuse verb tenses. The net result is that we should offer no-nonsense grammar courses at two or three levels, and presumably we shall still have to provide "mini" courses in basic English grammar.

Indubitably the succeeding objective should be a minimal knowledge of the culture of the country—its geography, the broad outlines of its history, not especially in terms of dates, battles and monarchs, but rather a clear sense of its development. Definitely there should be an awareness of how the Renaissance differed from the Middle Ages; some basic appreciation of the brilliant 17th century, of the major factors which brought about the remarkable changes in the 18th. In the more heterogeneous 19th century, one should at least be able to identify and place the Romantic and Realist schools and have a superficial familiarity with subsequent movements which lead to the present day. Surely this is not too much to ask of a secondary school teacher, who will inevitably be called upon to comment upon the passing scene in France; who inescapably in his dealings with students must treat or identify Napoleon, the Bastille, l'Île de la Cité, Brittany, the Midi, Renoir, Debussy, to say nothing of scores of other names and facts encountered daily in our own press. The burden, incidentally, does not necessarily fall upon the French Department. It is a rare institution whose Art, History and Music Departments do not offer appropriate electives which complement the language studies. The same informational background is no less important to the student who is drawn to government or business. He can be reasonably certain that his French counterpart not only will handle English more than adequately, but will be entirely abreast of the American scene. Imagine, to reverse the situation, a Frenchman presuming to instruct *lycéens* in English, who could not place Washington, Jefferson or Lincoln; to whom the names Niagara Falls, the Golden Gate or the Statue of Liberty evoked no response, who thought the Civil War occurred in the 17th century and who had never heard of Whistler, Calder, or Gershwin.

In the area of literature, we must surely require some acquaintance with the giants of French letters, so many of whom figure in world literature as well. Can a tolerably prepared teacher venture into a classroom never having heard of François Villon, unable to identify *Le Bourgeois Gentilhomme* or *Candide*, supposing that Hugo reigned in the 18th century, and being quite unable to proffer the most superficial comment upon Gide, Camus, or Sartre. We have acceded too much in recent years to student whims, to

calls for a reduction of requirements and standards usually in the name of that bogey called "relevance". The results, as we all know, have been appalling. Today we are dealing increasingly with superbly trained nationals from many other lands and we are no longer able to meet them on an equal footing. All indications suggest that the Ugly American is again emerging, insensitive to the mores of other cultures, more insular and simply less able to cope with the problems of a society of nations.

Colleges are still the repository of the best of Man's thoughts and accomplishments, and their responsibility is to pass on this precious legacy to succeeding generations. To this end they should support excellence unswervingly and resist ruthlessly the advance of the barbarians. Discreet attention can, of course, be paid to pragmatic concerns, to the linguistic needs of such professions as nursing, welfare, business, and the like. If the student has a good linguistic foundation then such details pose no problems; but in a college worthy of its name, these should remain peripheral and not main concerns. Otherwise, why not Berlitz?

State University College at Geneseo, N.Y.

Publications from the ERIC Clearinghouse on Languages and Linguistics

Certain documents from the ERIC/CLL Series on Languages and Linguistics are available from the Clearinghouse in bound, printed form. Orders for these should be sent prepaid to 1611 North Kent Street, Arlington, VA 22209. The five publications listed below might be of particular interest to teachers of French:

- No. 36 *American Doctoral Dissertations in Foreign Language Education, 1964-74: An Annotated Bibliography*, by David Birdsong. ED 125 269. (\$2.50)
- No. 47 *Feature Films in Second Language Instruction*, by Hart Wegner. ED 136 585. (\$2.50)
- No. 48 *Projecting a Better Image: Slides and the Foreign Language Teacher*, by Alan Galt. ED 136 559. (\$2.50)
- No. 50 *Computer-Assisted and Programmed Instruction in Foreign Languages: A Selected, Annotated Bibliography*, by David Birdsong. ED 138 087 (No charge)
- No. 51 *Foreign Language Instruction and Career Preparation: A Selected, Annotated Bibliography*, by Ernest J. Wilkins et al. ED 138 113. (Available only through the ERIC Document Reproduction Service)

These same titles plus many others are also available in microfiche or Xerox copy form from the ERIC Document Reproduction Service. Write to User Services at the Clearinghouse for further information.

Increasing Student Participation in Conversation Classes

Carole Deering Paul

Those of us who have taught conversation classes know the great potential these courses have of being highly creative teaching experiences as well as excellent opportunities to interest students in a foreign language. We also know, however, that these classes are ones in which students easily succumb to insecurity, silence, and boredom. Having had to contend with these problems, I would like to offer some suggestions that I have found useful in keeping the class interested and interesting.

I. Insecurity

Especially in the initial weeks of a course it is important to make the students feel secure. Some steps in this direction include beginning the class with some easy questions and answers. If the students are able to comprehend and respond to these initial questions they will feel confident in responding to the more difficult ones later on. One of the major sources of insecurity is fear of making mistakes when speaking. This problem is a delicate one. I think the best solution — perhaps the most difficult one for the teacher — is simply to avoid correcting mistakes unless they are major grammatical errors. A teacher who constantly corrects will only discourage the students from speaking. The solutions to the insecurity problem all involve giving students as much positive reinforcement as possible.

II. Silence

This is no doubt the worst problem in a conversation class. Without student participation, conversation is impossible. The teacher must make students feel that they have the major responsibility for conversing. One way to get this point across is to assign a high percentage of their grade to class participation. If their grade depends upon it, they will usually speak. Those students who do not talk should be called on. For extremely shy students, it sometimes helps to divide them into small groups. In these smaller groups they have to talk, whereas in a large class setting they can often get by without participating. Finally, let the students talk; it is very easy for the teacher to monopolize the class by answering his/her own questions rather than requiring the students to respond.

III. Boredom

Part of the solution to this dilemma lies in the way class time is used. Varying the order and the type of work done in class as well as the order in which students are called forces the students to pay attention. The class should be kept moving quickly. Students should respond quickly; the teacher should

move on to another student if the answer is not given rapidly. Probably the greatest aid in combatting boredom is to vary the types of teaching techniques you use.

IV. Teaching Techniques

For the exposition of vocabulary lessons, the main teaching aid I use are *transparencies*. Make one transparency with a drawing of the vocabulary items, then add an overlay with the French words that correspond to the different objects in the drawing. Students seem to pay more attention than if they just open their books and follow along as you read the new vocabulary. Another technique that is very effective also relies on visuals. BFA puts out a series of *cartoons* without dialogue entitled "La Famille Carré." Students see the film, then each group is asked to create the dialogue for the situation depicted in the film loops. More commonly used teaching techniques such as *skits* are also good ways to have students practice vocabulary. All too often, however, skits can be a waste of time. One way to prevent this is to tell the students they will be graded on the amount of new vocabulary they include in their skits. Require them to introduce at least one item that stresses cultural differences in their skits. *Interviews* and *debates* are examples of traditional techniques that work especially well if they are directed. In addition to interviews with the teacher and cultural and political heroes of the French culture, have them set up interviews and debates with literary characters. Let Emma Bovary and Meursault debate on the purpose of their lives or have the students conduct an "on the spot" interview with Julien Sorel.

V. Secondary Techniques

Shorter teaching techniques are helpful when the class seems to be lagging. A number of these ideas come from the text that I have used for my course, Y. Lenard and R. Hester's *L'Art de la Conversation* (New York: Harper & Row, 1967). I have a series of *abstract designs* and *paintings* (Vasarely, Braque, etc.) that I have students react to and that may also be used as the basis for a story. *Line drawings* and *pictures* may be used in the same ways. *Stories* may also be constructed by giving the students the beginning and the ending sentences of a situation. *Poems* can be written by giving the students three or four words selected from the vocabulary lesson and combining them with past participles to form the final rhyme. Students are usually always familiar with current popular recordings; have them take their favorite *song* and write French lyrics. This should not be a translation but the creation of new lyrics; you might even require them to introduce some cultural elements in the songs. *Extemporizations* are an excellent way of keeping the class moving. Give the students no more than a few minutes to prepare some topic related to the vocabulary lesson.

I hope that these suggestions will be helpful in keeping your conversation classes enjoyable and in making them more successful learning experiences.

Illinois Wesleyan University

La Musique acadienne: Coup d'oeil sur le "Sud de la Louisiane"

Guy A. Navarro

Selon M. Revon Reed, auteur acadien, l'âme du "Cajun," c'est sa musique. En effet, depuis 1754, année où sont arrivés en Louisiane les premiers Acadiens de la Nouvelle-Ecosse, la langue française s'est transmise de façon orale. Les chansons ont été presque le seul véhicule par lequel les traditions acadiennes nous sont parvenues.

En Acadie, on aime chanter et danser; tout le monde danse et chante depuis plus de 200 ans. Et l'on a toujours le "fais dodo" tous les samedis à Mamou, petite ville typique au coeur de l'Acadie. Du vieux grand-père au plus petit enfant, tous s'amuse comme des fous. On met les bébés au lit et on leur dit de faire "dodo" qui est le langage des petits pour "dormir."

Qu'est-ce que c'est exactement que cette musique acadienne? C'est tout d'abord une musique folklorique. On chante ses joies, ses amours, ses chagrins, ses ennuis, ses peines et sa fierté. Mais c'est aussi une musique de danse. On y entend des rythmes de valse, de polka, de mazurka et de quadrille. On y trouve des influences canadiennes, antillaises, noires et américaines ainsi qu'européennes. Il y a aussi l'influence du "jazz" et des "blues." De ce mélange résulte une musique qui est unique au monde.

Au début, les instruments de musique étaient rares. On se servait de n'importe quoi pour battre la mesure, des cuillères, des planches, des morceaux de bois et bien sûr, on tapait du pied et on chantait. Aujourd'hui, on se sert de guitares, de violons, d'accordéons, de triangles (le p'tit fer), d'harmonicas (quoique ceux-ci commencent à disparaître), et même de planches à laver; et l'on chante toujours. Il est intéressant de noter que l'accordéon dont on se sert n'est pas l'accordéon chromatique à touches de piano et à 120 basses, mais plutôt le petit accordéon diatonique importé par des immigrants allemands pendant le XIX^e siècle. C'est peut-être l'instrument le plus important des petits orchestres acadiens de quatre à six musiciens que l'on entend de nos jours.

Comme toute musique traditionnelle folklorique, la musique acadienne est de forme assez simple. Voilà pourquoi l'accordéon diatonique est si populaire chez les Acadiens. On ne peut en jouer que sur trois accords, ce qui s'harmonise très bien avec les chansons "cajun." En plus, il est petit et léger, facile à transporter de café en café. Il est solide. Il est d'un timbre tout à fait différent de celui du violon.

Lisons maintenant les paroles de quelques chansons acadiennes, transcrites de manière à conserver la saveur du langage louisianais. Dans la première, remarquez que le chansonnier n'a pas perdu cet esprit grognard tout français. Il se plaint de son prêtre et se lamente de sa pauvreté.

Je veux me marier

Je voudrais me marier
Mais la belle veut pas, aïe!

La belle veut
Mais les vieux veulent pas.

O les vieux veut
Mais j'ai pas d'argent!

J'ai pas d'argent
Mais les poules pondent pas, yaïe!

O les poules pondent
Mais le prêtre veut plus!

Ayant appris que les poules pondaient, le prêtre a augmenté le prix des noces. Les strophes se répètent et l'on joue de belles petites "tournures" entre elles.

Il y a beaucoup de vérité dans la valse suivante que je paraphrase à peu près de cette façon: "Tu m'aimes parce que tes parents ne m'aiment pas. Je souffre à cause de ta révolte contre ta famille. Maintenant tu vas souffrir à ton tour."

La valse du Bayou Tèche

Si t'aurais voulu m'écouter, chère,
Toi, tu serais là-bas au Bayou Tèche
Avec ton nègre, chérie.

T'as écouté ton papa et ta maman, chère.
Les embarras à ton papa et ta maman, chère.

C'est la cause, chère, que tu vas
Avec ton nègre aujourd'hui, aïe'.

Moi, je connais tu vas pleurer,
Ça m'a fait yé-yaïe!
Faute les misères-quoi t'après
Faire à ton vieux nègre, chère.

Je suis parti m'en aller courtoiser,
Tu seras toi toute seule,
Et je vas te mettre dans les chemins
Avec ta valise, yé-yaïe!

Un fait sympathique dans les rapports humains acadiens est l'appellation d'un être cher par le mot "nègre." C'est une expression de tendresse qui n'a pas du tout ici de sens péjoratif. Par exemple, les mamans acadiennes appellent leur petit bébé "mon p'tit nèg'."

Dans la chanson suivante, un homme quitte sa "chère amie" pour une raison bien différente. La vie est souvent rude dans les "bayous." Même les femmes n'y sont pas à l'abri des petits péchés quotidiens. Quelques-unes se mettent à boire, à fumer et à jouer aux cartes. Cela ne plaît pas à leurs hommes qui se cabrent.

La femme qui jouait les cartes

Vois, ma fille, quoi c'est mal je vas faire
Pour te donner de l'argent pour toi garder,
Chère petite blonde.
Tu joues aux cartes, et tu bois whiskey,
Tu fumes des cigarettes, tu devrais pas.
Ça fait pas rien.

Quand je t'ai demandé pour tu quittes tout ça
Tu m'as répondu tu préférerais me quitter, moi,

Mais ça, c'est dur. Fais pas ça!
J'ai fait mon idée en faisant mon paquet
Que moi, j'aurais quitté pour m'en aller.
C'est pour toujours!

Les Acadiens ont toujours mené une vie pénible. Ils ont été longtemps isolés à l'autre bout du monde. On arrivait rarement à un âge très avancé et on pensait souvent à la mort. Le mot "mais" qui apparaît trois fois ici n'a pas de signification par lui-même. Dans le langage local, on dit souvent "mais" comme l'on dirait "euh."

La valse qui m'a porté à ma tombe

Ton papa et ta maman m'a toujours dit, chère,
Je préparais mais ton cercueil, ma malheureuse.
Là je suis venu à la maison, jolie fille, chère,
Joli coeur, ma malheureuse, moi je reviens.

Ton papa et ta maman m'a toujours dit, chère,
C'est pareil, beaucoup mieux mais c'est de voir
Ton cher cercueil venu cherché mais dans la porte,
chère,

Dans la porte de ta maison, ma malheureuse.
Quel espoir et quel avenir que moi je peux avoir,
chère,

Si je te vois mais t'en aller, c'est pour toujours.

Dans la terre, c'est pour toujours, jolie fille, chère,
Quel espoir et quel avenir, moi je peux avoir?

Les chansons précédentes sont toutes tirées des enregistrements *Louisiana Cajun Music*; Volume 1: *First Recordings, the 1920s*; and Volume 2: *The Early 30's*; Old-Timey Records, Box 9195, Berkeley, CA 94709. On peut en faire la commande chez Floyd's Record Shop, P.O. Drawer 10, Ville Platte, LA 70586. Celui-ci a un choix très complet de disques acadiens, des premiers enregistrements aux toutes dernières chansons très modernisées de Nancy Tabb Mercantel.

Si ce petit article a éveillé votre curiosité pour notre belle Louisiane et que vous désirez mieux connaître la façon de vivre de ce peuple sympathique afin de venir un jour le visiter, il y a l'excellent petit livre de M. Revon Reed (*Who's Who in America*, Vol. 36) en français-acadien, facile à lire, plein de renseignements sur la vie, les métiers, les langues, les personnages, les villes, la musique, les faiblesses et les contes acadiens: *Lâche pas la patate: Portrait des Acadiens de la Louisiane* (Montréal, Québec: Editions Parti pris, 1976, 143 pages, \$6.00.) En anglais, il y a, de M. Pierre Daigle: *Tears, Love and Laughter: The Story of the Acadians* (Church Point, Louisiana: Acadian Publishing Enterprise, 1972.)

La liste suivante d'enregistrements de musique typiquement acadienne plaira au lecteur intéressé. Les noms entre parenthèses sont les marques des maisons d'édition des disques. Balfa Brothers play Traditional Cajun Music (*Swallow Records*); Louisiana Cajun Music from the Southwest Prairies (*Rounder*); Harry Oster: Folk Songs of the Louisiana Acadians (*Folk Lyric*); Ambrose Thibodeaux: That French Acadian Sound (*La Louisiane*); Les Haricots sont pas salés (*Expression spontanée*); A Tribute to the Late, Great Lawrence Walker (*La Louisiane*); Iry Lejeune: The Greatest (*Goldband*).

University of Southwestern Louisiana

AATF Commission on Overseas Programs

Joan Fontanilla

With this column, we are publicly re-activating the AATF Commission on Overseas Programs for Secondary School Students. We know that student exchanges are taking place in various parts of the country, and that many schools would like to know about these programs. We hope, therefore, that, through this column, teachers currently involved in student exchanges will share the necessary details, as well as the educational and cultural benefits for students, families, and communities on both sides of the Atlantic, of exchange programs. Please feel free to ask questions, give suggestions, and/or tell about your student exchange by writing to Joan Fontanilla, Chairman, AATF Commission on Overseas Programs, Stanley Road, Marblehead, MA 01945.

International Grass-Roots Exchange

Several years ago, Lee Fich of Saugus High School in Massachusetts encouraged her students to write letters to the students of her friend, Geneviève La Grange, in Ivry, just south of Paris. Their correspondence was so mutually rewarding that the American teacher decided to take a group of her students to Ivry in April, 1975. They participated in family life, attended school with the pen-pals, and toured Paris. The trip was successful, and the enthusiasm contagious. In late August the French returned the visit and were welcomed by the families whose children had already been treated royally in France.

This simple concept has since been expanded to include several other communities in the Boston and Paris areas. Beverly, Concord-Carlisle, Marblehead, Masconomet, and Winthrop schools each paired up with a *lycée* in the Académie de Créteil. By banding together, the American schools have been able to charter a plane directly to Paris and back. This has kept costs to a minimum: \$325 airfare plus \$75 spending money for two weeks. In most other respects, the schools have functioned independently and have thus been able to decide individually what to do and when, both in France and in the United States.

Some of the activities organized for the group of French students who visited the Boston area in November 1977 were a State House welcome by Senator Saltonstall; visits to Boston, Cambridge, and New York; field trips with their American families to the New England coast, the White Mountains, and Sturbridge village; football games, rock concerts, a barn dance, pizza parties, and potluck suppers. In addition to sightseeing and socializing, the students attended some regular classes and spoke with French language classes and clubs. Some even helped present grammar and literature lessons. Special school programs during the visit included band and choral concerts, discussions with native American and Black students from Boston, and a soccer game which the Americans won! Activities organized for the group of

French students who came over during the summer of 1976 included attending a Boston Red Sox baseball game, a trip to Cape Cod, pool parties, and a lot of sailing.

On two trips to France, our American students have spent several days traveling in Normandy, in the Loire Valley, and in Champagne, and many more exploring Paris and Versailles and attending classes. Official receptions and visits to the Opéra, to the nearby *drugstore*, and to an Olympic training site have been arranged especially for us. Excursions which have brought together the French and the Americans have been most successful, whether they have been visits to a farm, a small village, or a nearby *château*.

Each year our schools seek to improve the quality of the activities planned by asking more faculty and students, families, and community organizations to participate. By visiting places in small groups, with family or friends for example, a student can better

concentrate on and appreciate works of art, sports events, or historical monuments. More preparation here and there, before the trip, to familiarize students with history and art can involve teachers who specialize in those areas. Also, by contacting local groups for contributions and by speaking at their meetings, we build up more support and acquaint the general public with our exchange program. This broad base of interested and involved staff, relatives, and citizens enriches the whole exchange.

We consider, however, the experience of living in the home the most important aspect of our program. Away from Americans, our students must try harder to survive in a foreign language, to adapt to a different culture, and to examine personal values.

Beyond the traditional vocabulary instruction, number review, and public transportation and money explanations, we hold many meetings designed to lessen culture shock. We discuss differences in the use of water, electricity, and the telephone in relation to the home-stay. We encourage students to think and talk about food and eating habits, clothing and its care, cars and driving, education and our specific *lycée*, the house or apartment and its unique elements, family life and how the American can be a part of it, and the new community and its political and economic sensitivities. Thus, awareness and appreciation of another way of life are attainable goals in our exchange program.

So far, family-student relationships have been very successful. A quick survey of the students showed that, besides open space and the relaxed atmosphere, the French students will most miss their family and friends in the United States and the kindness that they encountered. A typical example of more than "good will" took place at the airport last year, prior to the departure of the French group. An American father said rather pensively that he felt that a member of his family was about to leave and go live in faraway France. Despite that feeling, he and his family acquired a new French daughter the following year!

In addition to all the cultural, social, and personal advantages, living in a family also permits rapid yet long-lasting language acquisition. Total immersion in the language with the family, especially during long weekends, requires that the student understand and speak in real situations. One American girl will never forget being asked if she would like to wash her face in the toilet! After much laughter, her family explained the difference between *faire la toilette* and *les toilettes*. The French students learned new vocabulary too: "a drag," "a fireside chat," "to blow his mind," "cute," "lobster," and "right on."

Students keep notebooks of new expressions and structures to be shared upon their return to the foreign language classroom. Not only does this allow for spelling correction and reinforcement for the student, but it also permits the teacher, generally not so exposed to youthful speech, to collect many new expressions. Post-trip meetings, pre-hosting meetings, and hosting all make for extra opportunities for more use of French.

We emphasize language learning and the time spent



Marblehead and Bondy students pressing cider in an old New England cider press.

in the *lycée* as official compensation for missing five days of school in the States. Students usually follow the host's schedule for a day or two, answer questions in English classes, and then select some classes to return to. Teachers involved need release-time to choreograph these movements and to insure staff cooperation when interruptions occur. It is important to be able to see the differences between our school systems in discipline, organization, classes, expectations, and activities. There are always interesting reactions and animated discussions after visiting the school.

Besides being such a powerful learning experience, the school visit also allows us to reach a great number of people who are not directly involved in the exchange. In Marblehead, for example, a total of about eighty families have participated; but, through the school year year, about three hundred French language students alone come in contact with and have a chance, if they dare, to speak to the visiting French students. In addition, fund-raising events such as car-washes and bake-sales help make the school community realize that "the French are coming."

The exchange needs to encompass more than just students and teachers in order to remain viable. School, families, and the entire community should feel its impact and should benefit from new people and new ideas. We know that the exchange is a success locally when a store-owner, "uncle" of a French student, says: "Oh, yes, it's great, but when are you going to organize an exchange for adults?"

A New Alternative For An M.A. in French

The Summer Institute of French Language and Culture of the University of California, Santa Barbara, has recently launched a new three summer Master's program, primarily for secondary school teachers who cannot pursue their studies during the regular academic year. Its curriculum, designed to offer an alternative to the traditional emphasis on literary analysis and criticism, grew out of often repeated complaints by graduate students. Many of them say that the training they receive is not relevant to what will be their primary professional activity, namely the teaching of the language. The stringent requirements in literature force them to abandon prematurely the type of study that would lead to a high degree of competence in the language, and this is equally true of undergraduate studies. The result is that everyone, students and professors alike, is far less than satisfied with their mediocre mastery of the language but nothing is ever done about it, and as time passes bad habits of pronunciation, grammar, and idiom become increasingly rigid. On the other hand the thrust of most courses in literature does not provide material of the type that could be passed on to secondary school students and that they would find interesting. If literature were treated primarily as an expression of the life of the country to which its authors belong, it would have greater relevance in the

context in question but still would not give a rounded picture of the country's culture for the simple reason that a nation expresses itself in a multitude of complementary modalities. Its music, its fine arts, its social and political institutions, its explorations, foreign involvements, science and technology, education, sports, and other activities all combine to define what constitutes the man and the nation. Aside from its intrinsic value, a curriculum that includes studies in these areas is bound to give secondary school teachers the type of material that will make foreign language study at that level infinitely more palatable and would certainly encourage more of them to continue foreign language studies in college.

The creation of the UCSB Summer Institute of French Language and Culture gave its creators (a group of former colleagues of the famous *Ecole Française* of Middlebury) the opportunity to implement these ideas. The result is a program of French studies that could well set the pattern for future changes throughout our college and university systems. Of course the traditional program of studies is excellent for the minority of those who intend to make a specialization in literature their life-long career, but foreign language departments must diversify to meet other needs as well. In the future, they will have to offer several alternate "tracks": literature, language and linguistics, language and culture and so forth.

five courses in each area (40 units) but have no thesis to write—this is in contrast to the usual 36 units plus thesis. The language courses include Phonetics, French Linguistics (the grammar of the spoken language), Advanced Conversation, and two of three courses in written French (Advanced Grammar, Advanced Stylistics, and Literary Translation), the choice depending on individual needs. Required courses in French culture include Civilization, Fine Arts, Music, French Literature and Society, and a Seminar on a Selected Topic. Actually there are more options than the course titles indicate. The topics of the course in Civilization, Literature, and the Seminar vary from one year to another. Last summer, the Civilization course was on the history of ideas in France from 1850 to the present. The first course in literature, scheduled for the coming summer, will deal with the theme of the city and urbanism as expressed in the great literary works of the 19th century. The special seminar will cover a wide range of subjects from one session to another, including all of those listed earlier.

Undeniably the Institute has the advantage of an all-French teaching staff, most of whom come from France just for the summer session, plus a number of time-tested traditions, such as the no-English rule, that were developed at Middlebury. Finally, a complete program of extra-curricular activities (plays, concerts, films, lectures, social events, etc.) round out the student's life at the Institute. If the reactions of the students, most of whom are experienced secondary school teachers of French, are any indication, the UCSB Summer Institute of French Language and Culture is on the right track.

Pedagogical News and Notes

edited by Alexander D. Gibson

I.

One of our leading public relations experts, Edward L. Bernays, who recently addressed a Massachusetts meeting of the National School Public Relations directors, challenged his audience to establish a project to get the American public to realize the importance of a "return to the teaching of basic skills in schools" and "to make sure school systems follow their mandate" for such a return. Mr. Bernays' address was reported in the *Boston Herald American* of November 13, 1977.

The well-known publicist based his call for such action on a survey he sent to five college presidents (Mayer of Tufts, Bernstein of Brandeis, Chandler of Williams, Ward of Amherst, and Knowles of Northeastern) and four editors of educational journals (*Today's Education*, *American Education*, *Association of University Women's Journal*, and *Xerox Educational Publications*).

The educators and editors were asked to "list the most pressing problems in American education. The majority cited the need to teach basic skills." The problems underscored by the authorities consulted are:

1. Failure of schools to teach with sufficient mental discipline the fundamental skills required by a knowledgeable person.
2. The need to achieve basic competency in reading, writing, logical reasoning, oral expression, and mathematics.
3. Lack of good teaching.
4. Inadequate school funding.
5. The need to toughen students intellectually.
6. Sexism and sex-role stereotyping in the nation's schools.
7. The need not to neglect other areas, such as humanities, art, music, creative writing, and literature in improving education toward basic skills.

Some specific comments:

Jean Mayer, Tufts: "The most pressing problem for solution facing public school education is a return to teaching basic skills in English, math, and a foreign language so that we do not have to provide what basically are remedial courses in universities. Another reform is in teaching American and world history so young people . . . do not continue to display a complete ignorance of the past."

John W. Ward, Amherst: "Good teaching: by which I mean leading young people to take their own minds seriously, to discover that the questions they ask of their intellectual and personal experience are questions [for which] they must accept the responsibility of answers . . . , to find out what they have to know in order to know what they are talking about."

Gregory Coffin, public school expert representing Knowles of Northeastern: "We need to demand maximum competency requirements for junior and senior high school graduation. When 47 per cent of the

17-year-olds in this country cannot read and understand English well enough to follow the instructions on a parking ticket, public education is in trouble. No wonder unemployment is high. People who cannot read help-wanted ads and fill out application blanks may never get jobs. The high school has lost its meaning. Passage from junior high is no longer a rite signifying the young adolescent's ability to read, write, and figure. Grade-to-grade promotions should be based on measurable achievement."

William A. Horn, editor of *American Education*: "We need installation of mental discipline . . . by which I mean that education is not all fun and games and should not be presented as such. Students must be toughened intellectually. Sloppy work should not be rewarded with "A" grades merely to move students along the assembly lines."

II.

A Hollins College publication (*The Bulletin*, September 1977) reports the installation of a "new academic program which has already gained the attention of an advocate of core curriculum at Harvard University. The Hollins program, called the Liberal Studies Curriculum, gives structure to the elective courses of a liberal arts education. Already it has nearly 11 per cent of this year's freshman class enrolled. The program prescribes courses and sponsors extracurricular activities to help students assimilate, integrate, and put into perspective the material from the wide range of liberal arts courses at Hollins."

III.

Among the "Professional News" items in the May 1977 issue of *Hispania* (p. 340), we find one pertaining to bilingual education in Peru. The Peruvian government "has mandated bilingual education for the entire country." This step is being taken because the Peruvian population "contains a large proportion of Quechua and Spanish-Quechua bilingual speakers." One purpose is to "increase appreciation of Andean culture." A radio-transmitted course in Quechua is being prepared and "bilingual education programs have been started in four regions."

IV.

The September-October 1977 issue of *The Modern Language Journal* provides these timely items: 1) a calendar of language conferences for the current academic year (pp. 268-9); 2) a list of career information booklets available for purchase from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (p. 275); 3) information about study and teaching opportunities abroad may be obtained from the Teacher Education Section, Division of International Education, U.S. Office of Education, Washington, DC 20402 (pp. 274-5). Brochures and application forms for 1978-79 should be obtained in September 1978.

1978 Summer Seminars for College Teachers

The National Endowment for the Humanities has announced that 122 seminars in all disciplines of the humanities and the humanistic social sciences will be held during the summer of 1978 under the aegis of its program of Summer Seminars for College Teachers. Twelve college teachers will be selected to participate in each seminar, and participants will receive a stipend of \$2,500 to assist in covering living expenses, the purchase of books and other research expenses, and the cost of travel to and from the seminar location.

The purpose of the program is to provide opportunities for faculty members of two-year, four-year, and five-year colleges to work under the direction of a distinguished scholar and to have access to the collections of a major research library. Participants will examine a body of common readings with their colleagues in the seminar, prepare a written report, and, outside the seminar, will pursue an individual project of their own choosing and design. It is hoped that through research, reflection, and frequent discussions with the seminar director and with other teachers from across the country, participants will expand their knowledge of the subjects they teach and improve their ability to impart an understanding of these subjects to undergraduate students.

To be eligible, applicants must be teaching either full-time or part-time at a private or public undergraduate institution or at a junior or community college. Preference will be given to those who have been teaching for at least three years and who have not recently had the opportunity to use the resources of a major library. Faculty members of departments which offer a doctorate will normally *not* be eligible for this program.

A selected list of seminars scheduled to be held in French and in comparative literature appears below. For detailed information on particular seminars and for application instructions and forms, please write to the seminar directors at the addresses indicated. For a complete list of seminars to be offered in 1978 across all disciplines, please write to the Division of Fellowships, National Endowment for the Humanities, 806 15th Street N.W., Washington, DC 20506.

The application deadline is March 13, 1978.

Poem and Metapoetics: Theory, Theme, and Text

Director: Mary Ann Caws
Ph.D. Program in Comparative Literature
Graduate Center, CUNY
33 West 42nd Street
New York, NY 10036

Interrelations of Renaissance Literature and Art

Director: Robert J. Clements
Department of Comparative Literature
New York University
New York, NY 10003

Stability and Change: The Enlightenment in Western Europe

Director: Otis E. Fellows
516 Philosophy Hall
Columbia University
New York, NY 10027

Theory of the Comic and the Art of Comedy

Director: Marcel Gutwirth
Department of French
Haverford College
Haverford, PA 19041

The Poet-Critics

Director: Lawrence Lipking
Department of English
Princeton University
Princeton, NJ 08540

Literary and Philosophical Movements in Twentieth-Century France

Director: Edouard Morot-Sir
Department of Romance Languages
University of North Carolina
Chapel Hill, NC 27514

The Spirit of Truth: Interaction of Myth and Culture in Medieval Narrative Literature

Director: Stephen G. Nichols, Jr.
Department of Romance Languages
Dartmouth College
Hanover, NH 03755

Modern Historical Tragicomedy: Texts and Contexts

Director: Paul Hernadi
Department of Comparative Literature
University of Iowa
Iowa City, IA 52242

The North American Experience: Canada and The United States

Directors: Russel B. Nye and Georges J. Joyaux
Canadian-American Program
Michigan State University
East Lansing, MI 48824

The Classical Tradition in European and American Drama

Director: Thomas G. Rosenmeyer
Department of Classics
University of California
Berkeley, CA 94720

Modern Criticism Between Culture and System

Director: Edward W. Said
Department of English and Comparative Literature
Columbia University
New York, NY 10027

Contemporary Theories of Literature and Society

Director: Jeffrey L. Sammons
c/o Yale University Summer Term Office
1604A Yale Station
New Haven, CT 06520

Patterns of French Behavior Today

Director: Laurence Wylie
Professor of the Civilization of France
1540 William James Hall
Harvard University
Cambridge, MA 02138

Les Colloques d'Identité Culturelle et Francophonie dans les Amériques

Albert Valdman

Ce n'est que depuis très peu que l'on assiste à un renouveau de l'intérêt dans les variétés locales du français et dans les littératures d'expression française des Amériques. Ces littératures comprennent des textes en français "standard" aussi bien que des textes vernaculaires tels que les écrits en joual ou en créole. Des problèmes de psycholinguistique et de sociolinguistique ont attiré l'attention des chercheurs sur les innombrables manières selon lesquelles fonctionne le bilinguisme entre francophones et anglophones d'une part, et entre francophones et créolophones de l'autre. On assiste, surtout au Canada, à des tentatives visant à élargir le domaine d'usage du français et à le protéger, dans un contexte culturel anglo-américain, contre des interférences. D'autre part, aux Antilles, le créole français a fini par symboliser l'identité nationale antillaise. Si le créole français ne remplace pas encore entièrement le français, beaucoup d'Antillais aimeraient du moins voir coexister les deux langues, et ceci jusque dans les domaines traditionnellement réservés exclusivement au français. Au Canada, on observe un mouvement semblable. L'emploi du joual y sert à exprimer l'identité régionale québécoise.

En littérature, l'emploi important des variétés vernaculaires du français se reflète dans les textes créoles des Antilles et dans les écrits en joual du Québec. Ayant reconnu l'importance des problèmes d'identité régionale ou nationale qui dérivent des thèmes de ces littératures, beaucoup de chercheurs soulignent le besoin d'études sérieuses dans ce domaine.

Le corpus des littératures en créole et en joual, peu connu encore, reflète la culture et le dynamisme social de groupes minoritaires en Amérique. Ce mouvement littéraire coïncide avec certains développements historiques, politiques, et sociologiques actuels, développements qui visent à l'affirmation d'une identité propre à diverses minorités pour qui le français—ou une variété de français—est le véhicule de toute communication sociale.

Bien que plusieurs organisations professionnelles canadiennes et américaines aient tenu des colloques sur divers aspects de la langue et de la littérature françaises en Amérique, il manque toujours des contacts continus et réguliers qui permettraient aux chercheurs, aux pédagogues, et aux responsables gouvernementaux des programmes de langues non seulement de passer en revue les travaux récents de recherche et de développement dans ce domaine, mais aussi d'en évaluer l'importance et de prévoir la direction de tout développement postérieur.

C'est à ces fins qu'ont été organisés les Colloques Identité Culturelle et Francophonie dans les Amériques (ICFA): le premier s'est tenu à Indiana University, Bloomington en mars 1973, le second à Dalhousie University, Halifax, Nouvelle Ecosse en

avril 1974, le troisième à Glendon College, York University, Toronto, sous les auspices des différentes universités et avec le concours de divers organismes canadiens (le Conseil des Arts, le Secrétariat d'Etat, le Ministère des Affaires Extérieures) et français (Haut Comité de la Langue Française, Services Culturels du Ministère des Affaires Etrangères).

Objets des Colloques

On estime qu'il y a, en Amérique du Nord et aux Antilles, plus de quinze millions de personnes qui connaissent certaines variétés de français apprises à la maison plutôt qu'à l'école: au Canada, aux Etats-Unis, et aux Antilles, on compte plus de neuf millions de personnes qui se servent de diverses variétés de français: il faut y ajouter, pour les Antilles, plus de cinq millions de personnes qui parlent créole. Il est étonnant que les centres nord-américains de recherche et d'enseignement de la langue et de la littérature françaises ne se soient pas intéressés davantage aux multiples problèmes de recherche et de développement que représente la survie du français dans ce continent. Etant donné l'existence, dans les communautés francophones des Amériques, d'une culture, d'une langue, et d'une situation économique, politique, et sociale bien distinctes, on s'étonne encore plus que ces données n'aient pas encore été incorporées dans le matériel pédagogique destiné à l'enseignement du français langue seconde. A part la description scientifique de la langue et de la culture des communautés francophones établies dans les Amériques depuis des siècles, la survie du français soulève des problèmes intéressants de bilinguisme, de contacts multilingues, et de continuité linguistique.

Publications

Les Actes d'ICFA I (Indiana University) sont parus aux Presses de l'Université Laval (Publications du Centre International pour le Bilinguisme) et contiennent les articles suivants: *Joual et français au Québec*, Normand Beauchemin; *Note sur les rapports entre le français et le franco-québécois*, Jean-Claude Corbeil; *Voyelles et consonnes du français québécois populaire*, Laurent Santerre; *Some Issues in Bilingual Education in Canada*, Merrill Swain; *Franco-American Language Maintenance Efforts in New-England: Realities and Issues*, Donald G. Dugas; *Bilingual Education: A Program in New England*, Omer Picard; *Bilingual Education and Language Maintenance in Acadian Louisiana*, Ruth Bradley; *Le programme Codofil d'enseignement du français dans les écoles élémentaires en Louisiane*, Jan Lobelle; *Discreteness and the Linguistic Continuum in Martinique*, Claire Lefebvre; *Français régional et créole à Saint-Barthélemy (Guadeloupe)*, Gilles R. Lefebvre; *The Saint Martin Creole Copula in Relation to Verbal Categories*, Raleigh Morgan, Jr.; *Vers la standardisation du créole en Haïti*, Albert Valdman; *Ecriture et histoire: essai d'interprétation du corpus littéraire du Québec*, Jean-Marcel Paquette; *Le phénomène de la poésie dans le Québec contemporain (1945-1970)*, Clément Moisan; *Poétique et inconscient*

martiniquais, Edouard Glissant; *La diffusion de la littérature antillaise en France et la situation de l'écrivain*, Jacques Howlett; *La fonction anti-idéologique du héros dans le récit haïtien*, Maximilien Laroche; *L'univers antillais dans l'oeuvre poétique de Saint-John Perse*, Daniel Racine.

Les Actes d'ICFA II (Dalhousie University) viennent de paraître et sont disponibles moyennant la somme de \$5.15 adressée à Committee for Research and Development in Language Instruction, Lindley Hall 019, Indiana University, Bloomington, IN 47401. Les 190 pages de ce volume comprennent: *Le Conseil des Arts et la francophonie canadienne dans le contexte nord-américain*, André Fortier; *De l'Utilité du français au Québec*, François-Albert Angers; *Le Maintien du français dans les Amériques moins le Québec: Problèmes d'utilité*, Albert Verdoodt; *Maintien du français et problèmes de motivation dans les minorités francophones du Canada*, Bernard Saint-Jacques; *Mythes et réalités dans la littérature antillaise d'expression française*, Jacques Howlett; *La Figure du sujet dans le Roi Moko de Rassoul Labuchin*, Maximilien Laroche; *Identité culturelle, francophonie et enseignement du français en milieu plurilingue*, William Francis Mackey; *Le statut du créole et les problèmes d'instruction primaire en Haïti*, Albert Valdman; *L'Ethnopolitique dans la littérature québécoise*, Jacques Cotnam; *L'Ethnopolitique dans les littératures acadienne et québécoise*, Alain Rey.

Les Actes d'ICFA III, le plus important des trois colloques par la portée et le nombre des communications, sont en voie de publication à Glendon College (s'adresser à Alain Baudot, Directeur, Programme des Etudes Pluri-disciplinaires).

Colloquium at Vanderbilt

A colloquium, *Le Surnaturalisme français : de Baudelaire au surréalisme*, sponsored by the W.T. Bandy Center for Baudelaire Studies and the Department of French and Italian of Vanderbilt University, will be held on the Vanderbilt campus in Nashville, Tennessee, March 31 and April 1, 1978. Speakers and participants will include Professors P. Bénichou (Harvard), G. Brée (Wake Forest), M. Eigeldinger (Neuchâtel), J. Gaudon (Yale), J. Guillaume (Namur), J.H. Matthews (Syracuse), M. Milner (Dijon), E. Morot-Sir (University of North Carolina), H. Peyre (City University of New York), C. Pichois (Vanderbilt), and A. Sonnenfeld (Princeton).

Papers and topics will include Baudelaire, Nerval, Hugo et le surnaturalisme, Baudelaire and English Poets, Mallarmé, Huysmans, Apollinaire, le surréalisme. In addition, a roundtable will bring together three French poets, M. Deguy, J. Pérol, and J. Roubaud, discussing "Présence de Baudelaire dans la poésie française contemporaine."

Information may be obtained from Professor Jean Leblon, Chairman, Department of French and Italian, Vanderbilt University, Nashville, TN 37235.

Summer Program in New Mexico

This summer the University of New Mexico will sponsor a French Summer School at Taos, New

Mexico, between June 9 and July 123. The program will provide a "total immersion" for college students with at least four semesters of French and a limited number of advanced High School students.

This summer program will be interdisciplinary, including language, literature, civilization, and history. It will stress the French culture and literature of the Americas as well as that of France.

The normal course load will be 8 credits. Tuition and fees will amount to \$210.00, room and board \$462.00. The school will be housed in a ski lodge with a European chef and excellent recreational facilities. Very limited scholarship assistance may be available. Please address all inquiries to Professor Claude-Marie Senninger, The French Summer School of New Mexico, Department of Modern and Classical Languages, Ortega Hall, The University of New Mexico, Albuquerque, NM 87131

Louisville Intensive Summer Language Institute

The University of Louisville is pleased to announce an Intensive Summer Language Institute for Teachers and Advanced Students of French and Spanish. The Institute, to be held on the lovely Shelby Campus of the University, is designed as a total live-in "immersion" experience for four weeks (June 26-July 21, 1978). Participation in the Institute carries eight (8) graduate semester hours of credit and each participant will register for two courses: "French/Spanish Oral Practice" (with two levels: intermediate and advanced) and "The Contemporary Life of French/Spanish-Speaking Peoples". Afternoons will be free for study, exploration, group activities, singing, theatrical productions, etc. French and Spanish films will be shown evenings. Participants must agree to use only the target language on campus during the month-long Institute.

All participants will live in air-conditioned dormitory rooms and receive meals on the Shelby Campus. Fee for the month-long program is \$275.00 plus minimal costs for room and board.

Applications and further information may be obtained from the Institute Director, Professor Howard B. Altman, Department of Modern Languages, University of Louisville, Louisville, KY 40208. A maximum of 25 participants in each language will be accepted, on a first come-first served basis.

Conference on Malraux at Hofstra

A two-day conference on the life and work of André Malraux will be held at Hofstra University, Hempstead, Long Island, New York, on March 10 and 11, 1978, under the joint sponsorship of the Hofstra French Department and the journal *Twentieth Century Literature*. The program will include invited speakers presenting original papers, films, and an exhibit featuring rare Malraux manuscripts and editions of his books from the renowned collection of Walter Langlois.

For further information, write to Professor Avriel Goldberger, French Department, Calkins Hall, Hofstra University, Hempstead, NY 11550.

Contemporary French Civilization

Contemporary French Civilization, now in its second year of publication, is an interdisciplinary journal devoted to the study of French-speaking cultures throughout the world. The Fall 1977 issue contains a special section on Quebec featuring "Québécois ou Canadien Français: note sur l'identité québécoise et la fortune d'un vocable," by Robert Major; "Quebec's International Future," by D.M. Page; and "A Roundtable Discussion on the Future of Quebec," with panelists from Canadian and U.S. institutions. Also included in this issue are "France and Its Jews in World War II," by Barnett Singer; "André Malraux's Film *Espoir*," by John Michalczyk; "Lectures poétiques et sociales de la négritude," by Femi Ojo-Ade; "French Women in Language Textbooks," by Thérèse Bonin and Judith Muyskens; and a *CFC* interview with Jacques Kosciusko-Morizet, French Ambassador to the United States.

Contemporary French Civilization is published three times a year. Editorial and business correspondence should be sent to *CFC*, Department of Modern Languages, Montana State University, Bozeman, MT 59717.

NEH Research Materials Survey on French Language and Literature

The Research Materials Program of the National Endowment for the Humanities is currently sponsoring a survey of research tool needs in French language and literature. The survey intends to discover which basic reference works are viewed as missing and needed by a significant segment of the professional community and in what general order of priority.

A representative segment of scholars of French language and literature has been polled for specific titles and studies, and a questionnaire is now being prepared for mailing in March 1978 to the profession. Respondents will be asked to comment on the data

received from the first polling and to add further items and suggestions.

Results of the survey will be publicized in the *French Review*, at the national meetings of the American Association of Teachers of French and the Modern Language Association, and communicated directly to colleagues on request. This publicity will be aimed at generating proposals and at stimulating work on research tools essential to the study of French language and literature.

The project director, Jean-Charles Seigneuret, Washington State University (Pullman, Washington 99164), and his consultants, Gérard Brault, Pennsylvania State University; Germaine Brée, Wake Forest; Richard Brooks, CUNY; Judd Hubert, U. of California, Irvine; and Charles Osburn, Northwestern, urge you to participate in this survey and seek your suggestions and advice.

FIPF Bulletins Available

The third world congress of the Fédération Internationale des Professeurs de Français (FIPF) was held in New Orleans in 1975, meeting jointly with the AATF annual convention. A year after the congress, when the two-volume *compte rendu* of the proceedings was published, the FIPF headquarters at Sèvres, France, sent copies to the AATF National Office for distribution to the chapters. The two volumes are titled respectively: *FIPF Bulletin* 12-13 and *FIPF Bulletin* 14-15.

The bulletins were distributed as requested, with extra copies going to those chapters that had contributed financially to the support of the convention. The AATF National Office still has some thirty copies of the two-volume set, and AATF members whose names are on the roster of those attending 1975 convention may have them for payment of 75 cents for postage and handling. Requests should be directed to AATF National Office, 57 East Armory Avenue, Champaign, IL 61820.

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