

DOCUMENT RESUME

ED 134 001

FL 008 310

TITLE CFLTA Kiosk of Foreign Language Aids, Vol. II.
 INSTITUTION California Foreign Language Teachers Association.
 PUB DATE Apr 76
 NOTE 57p.; Not available in hard copy due to marginal legibility of original document
 AVAILABLE FROM Mrs. Susan Lister, Editor, CFLTA News, P.O. Box 5995, San Jose, California, 95150 (\$3.25)

EDRS PRICE MF-\$0.83 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS *Audiovisual Aids; Bilingual Education; Career Opportunities; Class Activities; Classroom Environment; Classroom Games; Classroom Materials; Cultural Activities; Educational Equipment; Films; Filmstrips; French; German; *Instructional Aids; Instructional Materials; Italian; *Language Instruction; Language Teachers; Maps; Modern Language Curriculum; Periodicals; *Resource Guides; *Resource Materials; Russian; *Second Language Learning; Spanish; Summer Workshops; Teacher Developed Materials; Teaching Methods; Textbooks

ABSTRACT

This document is a collection of articles on foreign language education from both state and national sources. The articles deal with trends in the field, resources for the foreign language teacher, creative student work and audiovisual teaching aids. The volume is divided into the following sections: (1) general language (including the articles "The Foreign Language Teacher as a Multi Cultural Educator - Promises, Pitfalls and Preparation," by Frederick Jenks and "An Outline of Methods and Materials for Presenting Culture in the Classroom," by Marianne Harvey); (2) Spanish (lists of materials for classroom use, including games, books, films, posters, records, slides, travel guides and maps, comics, paperbacks, etc.); (3) French (including an article by Kay Flanagan, "Toward Free Conversation in the Classroom"); (4) German (including a long list of classroom projects); (5) Russian; (6) Latin; (7) Miscellaneous; (8) Italian; (9) Oriental (including a list of publications concerning Vietnamese refugees in the United States); (10) Summer Workshops; and (11) Contributors' List. (CFM)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

CFLTA

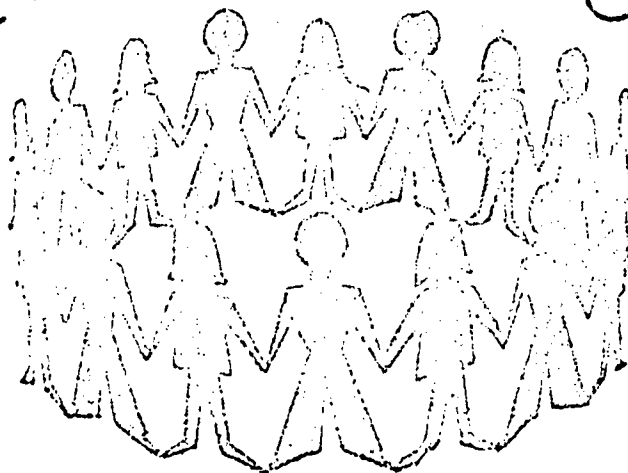
KIOSK

OF

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FOREIGN LANGUAGE



AIDS

VOLUME II

APRIL 1976

KIOSK INDEX

GENERAL LANGUAGE	(green)	pages 1-14
SPANISH.....	(gold)	15-26
FRENCH.....	(blue)	27-36
GERMAN.....	(tan)	37-42
RUSSIAN.....	(pink)	43-44
LATIN.....	(gray)	45-47
MISC.....	(gray)	48
ITALIAN.....	(white)	49
ORIENTAL.....	(white)	50
SUMMER WORKSHOPS.....	(white)	
CONTRIBUTORS' LIST.....	(white)	

The CFLTA KIOSK of Foreign Language Aids is an extensive collection of informative articles in the foreign language field from both State and National sources. Articles concerning trends in the field, resources for the foreign language teacher, outstanding creative student work and lists of audio-visual teaching aids have been selected and compiled by CFLTA News Editor and Spanish Teacher, Susan Lister.

This mimeographed booklet is available free to CFLTA members attending the April Conference in San Jose. Non-members attending may purchase copies @ \$2.00 saving postage and handling costs.

Reciprocal editors and contributors receive a complementary copy. Contributions are welcome for next year's KIOSK may be sent at any time to:

Susan Lister
P.O. Box 5995
San Jose, CA 95150

KIOSK ORDER FORM

NAME _____ AFFILIATION _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

_____ CFLTA member (\$1.00 for postage and handling)

_____ Non-members (\$3.00-\$2.00 plus \$1.00 postage and handling)

_____ Number of copies desired

_____ Total enclosed (Make checks payable to CFLTA)

MAIL TO:

Susan Lister
P.O. box 5995
San Jose, CA 95150

(PROMISES, PITFALLS, AND PREPARATION) by Frederick L. Jenks, Florida State University

The rapidity of changes around us - political, social, philosophical and economic in nature - has altered our lives drastically in the past fifteen years. Perhaps nowhere is this more obvious than in our educational institutions. The barrage of criticism currently directed toward education is a visible and audible indication of wide dissatisfaction with the curriculum and content. For years, foreign language educators represented one of the weak flanks in the curriculum and, in my opinion, were attacked unduly. However, having been forced to seek responses and counter-proposals to the pervasive negativism of the public that we serve, our own self-examination has brought us to a watershed - a point where we can renew others' confidence in our mission, capabilities, and earnestness. It is now the turn of teachers of reading and other basic skills to react in a sincere manner to the contemporary "Three R's Crisis." Indeed, all educators must come to grips with a three-pronged threat and convert it to our guiding companion. The components are (1) teaching the content of our selected field so that students learn the requisite skills, (2) developing in students a knowledge, awareness, and understanding of social realities, and (3) accomplish the first two while stimulating the interests of students to learn today and build upon that learning tomorrow. I am convinced that we second language educators are among the chosen few who can respond swiftly and validly by becoming, as Lambert states, "people educators." It is to this proposition that the following words will apply.

What is a foreign language educator? It is a person who knows more than one language who has reached out intellectually to communicate with another group of humans who has read and dissected a second body of literature, who believes that knowing one language is as sterile as knowing one melody. It is a person who strives to accept others as world-peers, (who hopes to be accepted as an equal in return), who has taken the tough initiative to adopt or accept new ways and new ideas by setting aside the blinders of ethnocentrism and isolationism. It is a courageous person who has taken up the challenge - one that is rarely met - to become bilingual, bicultural and, thereby become the possessor of dual (rather than split) personalities. In this last regard, all but those who have lived or been raised in a bilingual bicultural atmosphere are acutely aware that they will spend their professional lives in a state of becoming rather than one of being. It takes an especially flexible yet committed individual to accept this challenge, to pursue a career in which total achievement is so elusive and perfect accomplishments by students are almost unheard of.

The second language educator then, shares with America's minority group populations: both are under-employed, viewed with suspicion, considered to be dispensable, under-rated, and unappreciated. The major difference is that we chose our position whereas our racial and ethnic minorities were forced to maintain such positions. The nature of the contemporary educational structure, however, is forcing many language teachers to be viewed by fellow teachers as last vestiges of outdated curricula. Thus, we must again make a choice: do we continue to speak for the rejuvenation of that which we have been doing for so many years or do we seek new professional roles and pedagogical thrusts?

Given this cursive profile of second language educators, with attention to their traits and predicament, it seems logical to me that our route to career fulfillment and valued teaching is parallel to our cerebral interests. That is, LEARNING A LANGUAGE equals LEARNING A PEOPLE, TEACHING A LANGUAGE equals TEACHING A LIFEWAY. Conversely, TEACHING A LIFEWAY equals TEACHING A LANGUAGE. The issue is not merely how do we do this. Neither is it when do we do this. The need is for us to begin doing it regardless of how, where, when or wherefore.

Less than five years ago, I spoke to a group of teachers in San Francisco, stating that we were at the brink of events that would bring foreign study to hundreds of thousands of students yearly. 747's, group air fares, and well-coordinated planning would produce swift immersion in target cultures; inflation and petroleum pressure

(continued)

dashed that possibility in late 1973 when \$199 round-trip air fares from New York to Europe were only months away from being announced by major passenger lines. At almost the same time, Bilingual/Bicultural education and ethnic heritage education finally received the long-awaited support of Federal funding agencies. Additionally several key publications, most notably Saturday Review and Phi Delta Kappan, Novak's book The Unmolttable Ethnics and other timely works exposed many truths about the diversity that exists within our macro-culture - truths about ourselves!

This mixture of circumstances pointed the way for language teachers to look inward in order to practice their profession. These events provide second language educators with the societal support necessary to activate a curriculum that consists of languages, ethnic studies in America, and cultural studies of a global nature. In so doing we are also correlating our efforts to form a new pedagogical role for ourselves with the Bicentennial themes of "unity through diversity" and "one nation, many voices." Thus, the time is very ripe for us to focus in on stateside language and living as a major component of the studies offered under the rubric of "foreign language teaching." We could spearhead that curriculum. Moreover, we SHOULD spearhead it!

Since we are already involved in the teaching of languages and are aware of the stuff that this task is made of, let us move our thoughts to our macro-cultural concerns - foreign cultures. Most teachers realize, if they dig deep inside themselves, that their initial excitement in learning a second language was spawned by a desire to learn about "different" people. The fascination broadened as each of us became more exposed to routes by which others dealt with life's mazes. The mystery derived from learning that their chosen solutions - alien to our system of logic (and therefore soon to suspicion at first) - worked well for them in spite of its seemingly faulty derivation. In other words everybody makes it through life somehow and, to quote any adolescent, "That's what it's all about, man."

Culture isn't a Friday class function any more than it is Friday function for the people who live within the culture. Without daily implications in life as well as in the classroom, the words that are spoken or the words printed in the textbook merely lay there in state. It takes knowledge of the ways of people from other backgrounds to blow down the walls of insulation that surround each of us - walls on which many have unknowingly written, "my kind is the best kind." Only by the prudent application of techniques by us and other social science educators can we bring the reality of human interdependence before young students. Knowledge of the foreign language plus open eyes and ears during cross-cultural contacts (or simulated contacts) are, simply stated, indispensable characteristics of the person who deals with life beyond his or her own neighborhood.

As Elizabeth O. Pearson suggests, students must prove their own cultural attitude at the beginning of language study by responding to questions like:

- a. How do you react when you hear someone speaking a foreign language?
- b. How do you feel when a new student from a different cultural background is assigned a seat next to you in class?
- c. Are you aware of the presence of persons with a racial background different than yours? What do you think about when you recognize this awareness?
- d. How do you feel when you are visiting someone with customs or traditions different from you?

These responses should be filed in a place where others will have no access to them. It may be taken out months later so that students may note any change of feelings. If they say they've changed, we teachers had best get busy deciphering the problems and discussing them with other teachers. (Note that concerned teachers since, regrettably, the profession is not without its own ethnocentric, mono-cultural cretins.) It is definitely our task to provide instruction that will assist students in developing realistic feelings about "different" people so that, if they are to be turned off linguistically, it will be when they hear or read such expressions as "waste the village" or "rope-quaths" rather than a simple "Buenas noches" or "Coment vas-tu?"

As for ethnic studies in America, this may be the key to social tranquility plus tactile, germane, second language experiences for our students. Given the fact that there are as many as 15,000,000 Spanish-speaking residents in this country, plus many

(continued)

millions whose first language is neither English or Spanish, it boggles the academic mind to realize that we haven't reached out to communicate with ourselves. Perhaps it will take inflation and petroleum shortages to force us to focus in on the riches in our own communities. How have we been able to sincerely promote the study of second languages while hiding our ancestors, neighbors, and ourselves? Language teachers must share the blame for failing to accelerate the recognition of the healthy and active minority segments whose daily language is our classroom language. Let's be swift to proclaim that we are either as Strasheim says, authentic ethnics by birth or origin, professional ethnics by our allegiance to the teaching of another language and culture, or empathic ethnics due to our eagerness to relate to the woes and smiles of our neighbors. A language teacher is a Multi-ethnic! A language student is but a person en route to multiethnicity.

How does one prepare for the role of multi-cultural ethnic educator? Assuming that our professional education officially begins in college and extends throughout our career, I propose the following:

- a. EVERY foreign language department provide not one but multiple courses for all majors, the courses focussing on stateside language usage, or neighboring dialects "Oral language usage of Mexican Americans, Puerto Ricans, Cuban-Americans, Franco-Americans, Pennsylvania Dutch, etc." How about "Haitian or Caribbean French," "African French," or "Quebecois French?" To a language teacher, a professional in need of day-to-day survival skills, the ability to interpret and speak Mexican-American Spanish far transcends the need for a course in the drama of any century.
- b. Student teaching in the foreign language certification sequence isn't an experience that should be confined to the public school classroom. At Florida State, we have had great success by permitting seniors to Intern at a bilingual school in Medellin, Columbia. We send mostly elementary education majors there to do student teaching. However, every quarter that we sent a foreign language student, she was rated as the best teacher of the entire group. No elementary education methods courses on their transcripts, but solid foreign language skills and educational methodology work were more than sufficient to promote successful teaching. This positive experience is destined to be matched as we strive to place E.S.L. and foreign language interns into elementary schools for migrant children in Florida.
- c. At the undergraduate level, foreign language departments, in cooperation with social science, social studies education, and foundational studies (educational philosophy, psychology, etc.) departments, should construct more fitting courses with cross-cultural skills, communication exercises and strategies, and ethnic history as replacements for the oft-criticized general foundation courses or required history classes.
- d. Last year when Dr. Karl Openshaw accepted the position of Dean of the School of Education of the University of Colorado, he proclaimed his belief that EVERY future teacher should undergo a cultural immersion residency as a prerequisite to graduation. This is but one instance of events that should receive the attention and strong backing of all foreign language teachers on the local scene. I suggest that the fall meeting of the various AAT's and COLORADO CONGRESS place on their agendas the development of a professional position paper that demonstrates the united stance of ALL foreign language teachers on topics as specific as this Dean's statement or as general as Colorado's newly enacted Bilingual/Bicultural Education legislation. WE want to see our profession grow and spread! WE must push!
- e. Foreign students and American students (especially those majoring in a foreign language) should be offered more opportunities to interact.
- f. Language majors and language teachers should promote the development of fairs and or retreats in which ethnic groups display, debate and demonstrate their customs, beliefs, languages and aspirations.

One of our terminal goals, then whether they be in Japanese, Italian, Cherokee, or one of the frequently-taught languages might be that "students demonstrate through words and behavior that they are proud of their past, present, and hopefully their future as a people." Endurance, tolerance, and realistic pride. . all are admirable traits that we can help our students develop as they learn about themselves, their ancestors and a new language.

Remarks from speech delivered to public at the University of Colorado, July 1975

VALUE OF LANGUAGE STUDY

"There are good reasons for studying a foreign language, besides that of gaining access to the ideas and experience of another civilization. These reasons are more subtle and tend not to carry much weight with persons who have merely played around with a foreign language rather than mastering it. The study of another language gives one a deeper insight into the nature of language and of thought itself. A person who grapples with the mysteries of non-correspondence between two different languages is actually coming to grips with basic problems in logic, semantics, analytic philosophy, rhetoric. It doesn't matter a great deal whether he is familiar with and can define those subjects; he is into them - struggling with them - whether he realizes it or not. The net result, provided he goes into the other language deeply enough, is that the experience changes his perceptions - perceptions of his own language and of other things. The old idea that the study of Latin and Greek helps one to know English better is true enough, but most people think that is merely because many English words are derived from or borrowed from those languages. Unless they have personally experienced the process of translating from a foreign language on a fairly sophisticated level, the more subtle benefits of such work are not apparent to them. The basic point here applies to all subjects: familiarity with a subject is not necessarily knowledge of it, and knowledge of it is not necessarily understanding of it; the difference might be called degree of insight.

LEARN A FOREIGN LANGUAGE
COMMUNICATE!

Gerald F. Else; American Classical Scholar
The Lasso, May 1975

TRANSMISSION AND COMPREHENSION

Taken from an editorial by Norman Cousins
In World 10/24/72

"What people and their governments say to each other is inseparable from what they do with and to one another, yet what they say may be poorly said and even more poorly comprehended. This makes for a certain untidiness in human affairs and even for confrontation or collapse.

Communications technology is clearly equal to the needs of world community, but the same cannot yet be said of communications philosophy or even communications systems. The world conducts its complex and volatile affairs with verbal resources far behind its transmission capability. People and nations establish contact far more readily than rapport. The conveyance of human bodies from one part of the world to the other can be accomplished more efficiently and satisfactorily than the conveyance of meaning. An important aspect of the problem, indeed, is that words often arrive long before the ideas they represent.

The multiplicity of languages and the problem of imprecision in transmission transcend the conduct of world politics even though they clearly have a world political effect. This intercourse is most tangibly evident not so much in the circulation of books - even though it would be gratifying to believe the contrary in International Book Year - as it is in the direct exchange of words by people from different countries and cultures. The international convention has become conventional. Today literally millions of people are involved in close range verbal traffic. Almost every day, in different parts of the world, non-governmental people are coming together in international meetings - academicians, scientists, business executives, computer specialists, sanitary engineers, bridge builders, environmentalists, highway engineers, containerization technicians, aviation representatives, architects, psychiatrists, heart surgeons, internists, lawyers, kitefliers, systems analysts, book publishers, hotel managers, futurists, veterinarians, devotees of W.B. Yeats, and people in a thousand other fields.

What all these diverse groups have in common is the problem of making themselves clear. They convene with ease but converse with effort. All men have new physical access to one another, but many of the attitudinal distances remain.

AN OUTLINE OF METHODS AND MATERIALS FOR PRESENTING CULTURE IN THE CLASSROOM

Marianne Harvey
Everett Public Schools

First Year

- A. Dictionary: 1) Students keep track of new vocabulary; 2) Each letter a title page of one work and a picture thereof; 3) Following page is list of new words beginning with that letter.
- B. Family Notebook: 1) Begun at beginning of and kept all year; 2) Student takes on and develops identity of a native family; 3) Additions made as correspond to curriculum; 4) Possible content: ~~Names~~; names and ages of family; address and phone number; food, restaurant menu, pictures of meals for a day labeled; paragraphs on leisure activities, sports, daily routine; house diagram with room and furniture labeled; wardrobe.
- C. Songs: 1) Sing more difficult ones as vocabulary increases; 2) Rounds good for involvement.
- D. Slides: 1) Supplement to the following: food, houses, sports; 2) Vocabulary introduction or basis for a quiz.
- E. Food Sampling: 1) Learn names of meals and place setting - then a day for cooking; 2) Eat European fashion; 3) German typical and easy to prepare: sausage and bread, hot potato salad; 4) Restaurant skit.
- F. Christmas Activities: 1) Students make Christmas symbols (German marzipan figure) 2) Decorate a tree with native-like ornaments; 3) Sing carols, 5-10 minutes a day 4) Party with carols, skits and treats made by students; 5) Observe related days (Nikolaus, Three Kings Day).
- G. Directions and Buildings: 1) Follow dictated routes and find destination on map; 2) Treasure hunt - directions in target language.

Second Year

- A. Sports Events; 1) Learn names of players in soccer, chess, etc.; 2) Play game in language; 3) Oral description of sports event; 4) Role play - sports announcer.
- B. Farming; 1) Slides of native family - vocabulary introduction or oral practice; 2) Build or draw farm and label parts 3) Films on methods.
- C. States: 1) Learn by drawing on map or drawing their symbols.
- D. Geography: 1) General; (a) draw maps of country, label states, rivers, mountains regions, (b) slides characterize differences and similarities of regions - introduction or quiz; (c) study of specific regions, supplement book with slides of vocabulary usage - plan excursion in area draw map, write or tell about activities.

Third Year

- A. Fairy Tales: 1) Read and summarize orally or in writing; 2) Write dialog for filmstrip students are shown; 3) Write and perform skit based on original tale; 4) Students put up bulletin board based on fairy tale; 5) Show series of picture (color book); students write dialog for each; 6) Read dialog of fairy tale for oral comprehension.
- B. Colloquial Language: 1) Slang expressions, Americanisms, proverbs, superstitions 2) Use in sentences; 3) Use in skits; 4) Match phrases to famous people or appropriate situation.
- C. Travel: 1) Acquaint student with travel vocabulary and cultural differences in travel; 2) Include: Basic geography of country, body and medical vocabulary, car parts, passport and visa forms, clothing sizes and shopping, slides and paragraphs of cities and areas (oral comp.), restaurant, hotel, post office; 3) Methods: Slides, dialog memory, filmstrips, documents to fill out, trip to airport customs, skits, role play, oral class presentation.

(continued)

- D. **Cooking:** 1) History and preparation of as well as type of food eaten; 2) Research one area of cooking in small group; 3) Prepare ditto for class - important ideas related to food area and five recipes (area-meats); 4) Dittos compiled in notebook with daily menu and information from questions on general meal etiquette; 5) Unit conclusion - each student has own cookbook; 6) Each group presents how to make one recipe to the class; 7) Cooking demonstrations by natives in the community 8) Slides - show meal content; 9) End of unit - potluck dinner.
- E. **Advertising:** 1) Oral and written vocabulary practice; 2) Activities: Magazine, radio, television ads; billboards, salesmen, store signs; own ad using re-named US product; own ad or billboard inventing product; write and perform radio and TV commercials (video tape); 3) Materials - use ads from native publications, Swiss-American advertising films.

Fourth Year

- A. **Art and Architecture:** 1) History, architectural styles, contemporary artists; 2) Short written selections, filmstrips with German tests each responsible for part of translation, movies of artist's life, individual written and oral reports on artists.
- B. **Christmas:** 1) Dittos on meaning of different Christmas symbols - summarize or answer questions; 2) Prepare report on one area for class; 3) Christmas crossword and word scramble puzzles.
- C. **Language Derivation:** 1) Read history of language and comparison to English; 2) Show: Language tree, old script, old writing; 3) Lists of cognates, words that show language change.
- D. **Short Stories and Poems:** 1) Read, summarize and answer questions - contemporary material; 2) Individual student reads a story, presents content and theme to class in target language; 3) Class arrives at universal themes.
- E. **Other Possible Units:** 1) Native etiquette and customs: science, music, history, schools.

The Forum, Vol VII, No. 2; January 1975

NEW PUBLICATION available from the American Association of School Administrators is intended for school administrators and counselors. AASA Curriculum Handbook for School Executives (1973) contains a chapter on foreign languages contributed by ACTFL. The chapter is entitled "Foreign Language Education," was written by Gladys Lipton and Jerome Mirsky and it covers such topics as:

Major questions about foreign languages
Emerging curriculum concepts
Methods of teaching foreign languages (listening, speaking, reading, writing, and culture)
Emerging administrative procedures
Testing
Basic tenets
Multimedia resources
Scheduling
Coordinating

Order from: American Association of School Administrators (AASA)
1801 N. Moore St.,
Arlington, Virginia 22209

Singles copy: \$6.00
Quantity discounts

LEARN A LANGUAGE
EARN A FRIEND

Iowa F.L. Bulletin, Feb. 1975

9

6.

NO, VIRGINIA, THE REST OF THE WORLD DOES'T SPEAK ENGLISH

Once upon a time - and not so long ago, either - taking a foreign language was something only the college-bound kids did. But it's just not that way anymore. Sure, the college-bound crowd is still taking foreign languages while in high school, but so are lots of others. And here's why, in one four-letter word: JOBS.

That's right, jobs. Jobs in every conceivable field. They're harder and harder to get these days, regardless of whether you go to college or not. And employers, who now have a much wider choice among applicants than they once did, are realizing that an employee who knows a foreign language is a real plus for their businesses.

And talk about immediate employability for high school students and recent graduates! As we approach the American bicentennial in 1976, the number of jobs in the travel industry as a whole is expected to double; yet, of the 65,000 hotels and motel in the United States, only one in fifty is listed by the US Travel Service as having adequately bilingual or multilingual staffs to meet the needs of the crowds of foreign tourists who are expected to be coming to America.

Here's what the executive of New York's Statler-Hilton told the New York Times recently:

I think one of the major criteria in hiring people for the hotel is their knowledge of languages. We now have employees here who speak 36 languages and that isn't an accident. The reception desk has a list of staff, what languages they speak and when and where they work. If we need their help we can get them in seconds.

Indeed, a knowledge of a foreign language can be useful for any job. One language school in the West, for instance, has enrolled doctors, businessmen, lawyers, airline pilots, actors, policemen, nurses, teachers, stewardesses, social workers, and real estate agents!

As you probably see from these few examples, foreign languages are important in America today as they've never been before. Knowledge of a foreign language can be that little extra "plus" that will land you the job you want.

Think about it . . . then see your counselor.

This information has been taken from a 31 page booklet, "Foreign Languages and Career" by Lucille J. Honig and Richard I. Brod, published by MLA. It should be very useful to both teachers and guidance counselors since it is very specific in its information. Under two main headings - "Language as an auxiliary skill" and "Language as a primary skill" - it gives details as to requirements and opportunities in many fields. For information, write to: Modern Language Association, 62 Fifth Ave., N.Y., N.Y. 10011. The booklet costs 75¢ from MLA for single copies with reduced rates for bulk orders.

TEACHING ABROAD, \$2.00 - available from:
Prepaid orders only.
Make payable to Institute.

Information and Reference Division
Institute of International Education
809 United Nations Plaza
New York, New York 10017

EMPLOYMENT ABROAD, Facts and Fallacies
International Group
Chamber of Commerce of the U.S.
1615 H St.; Washington D.C. 20006

OVERSEAS EMPLOYMENT OPPORTUNITIES - for
Educators
HQDA (DAPE-CPT-RT)
The Forrestal Building, Room CB-171
Washington, D.C. 20314

Guide To Study Abroad: Students who plan to study abroad should have a copy of the new guide by John A. Garraty, Lily von Klempner, and Cyril J. H. Taylor, 1974-1975 ed. This is a 406 page paperback which lists full-year and summer programs for high school, college and university students and teachers. It is available for \$2.95 from Harper & Row 10 East 53rd St.; New York, NY 10022

FLAND NEWS, Dec. 1975

THIS DEPARTMENT WANTS LINGUISTS

Employees of the CA Dept. of Motor Vehicles (DMV) soon will be able to ask "Can I help you?" in Arabic, Armenian, Chinese, Korean, Filipino, Japanese, Portuguese and Spanish.

In the first move by any state dept. to put into effect a new law that there be bilingual persons in public contact positions where needed, the DMV did a study and plans to earmark 100 jobs for people with the necessary language proficiency.

But don't run to your nearest DMV and apply for a job. The posts will become available when normal vacancies arise in the particular offices of the DMV that the study showed needed workers with ability to speak a certain language.

According to DMV Director Herman Sillas, no present employees will be transferred to meet a language need. The emphasis will be on future hiring and the language needs of each office will be reviewed each year.



In answer to the crying needs of school boards seeking materials for minority studies, a career oriented instruction tool, presenting English as a Second Language/Dialect has been prepared for immediate use. The instruction tool includes valuable input from leaders in the E. S. L. and bilingual education fields across the nation, and is now ready in usable looseleaf form. The instruction tool includes a student booklet, examinations, a teaching guide, wall charts, and an audio cassette, all centered around **CARRIERS FOR BILINGUALS**.

Please direct your inquiries and orders: Zaida V. Oppenheimer
55 East Adams Street, Sixth Floor
Chicago, Illinois 60603



There are two new publications on Careers in Foreign Languages which might be useful to you or to your guidance counselor: Specialist Careers in International Trade, Travel and Communications - 133 page guide for \$2.00. Write to: Purchasing Board of Education
2115 Ross Ave., Cincinnati, Ohio 45206
(Circle payable to Cincinnati Board of Education)

Another publication, The Many Languages of Career Education, was produced by the Maryland Dept. of Education. Write for a copy from: Specialist in Foreign Languages
Dept. Of Education; P.O.Box 8717
Friendship International Airport
Baltimore, Maryland 21240

Government Jobs Requiring FL Competency Go Begging:

A report from the General Accounting Office of the United States government reported that in 1972, 43 per cent of the State's Department's "language-essential" posts were not satisfactorily filled. In 1965 the percentage was 38%.

An article in the Wall Street Journal comments that U.S. government operatives abroad, "have never been renowned for their foreign language proficiency, but one would have expected improvement in recent years as Americans generally have become more cosmopolitan and, theoretically at least, better educated." Some of the problem, says the Journal, may have come about because of the raiding of State Dept. personnel by multi-national corporations who usually pay better salaries than the government for bilingual specialists in various fields. But the GAO study suggests that an important reason for the problem is the lack of motivation on the part of government employees to "stick with the hard work of learning a language even when the government is footing the bill."

Many Americans in important posts abroad suffer from "foot-in-the-mouth disease." Perhaps more government insistence on language learning on the part of U.S. overseas representatives could help to improve our national image.

FLAND NEWS, 12/75

A Foreign Language: A Key Asset

by Alice K. Taub and Teresa H. Johnson
A unique collection of newspaper ads which mention the need for foreign language skills for hundreds of jobs in more than 20 fields. Revised periodically. 75¢ from Prof. Alice Kent Taub, Dept. of Modern Languages, St. Louis University, St. Louis, MO.

WHOLE WORLD HANDBOOK

Available from the Council on International Education Exchange (CIEE), is a revised WHOLE WORLD HANDBOOK, which lists work, study, and travel information from around the world for student travelers. The heart of the book is the listing of over 1,000 U.S. sponsored study programs all over the world - everything from animal behavior in East Africa to filmmaking in France. Cost is \$3.50

New Jersey F.L. Notes
October 1975

CAREER OPPORTUNITIES FOR THE STUDENT OF FOREIGN LANGUAGES

Knowledge of one or more foreign languages can form the basis of an interesting career or greatly enhance possibilities for entering and advancing in a wide variety of occupations. Occupations related to the study of one or more foreign languages:

- | | | |
|-------------------------------|----------------------------|----------------------------|
| 1. Airline steward/stewardess | 19. Importer | 37. Social worker |
| 2. Bilingual stenographer | 20. Intelligence Officer | 38. Teacher |
| 3. Book dealer | 21. Internat'l publisher | 39. Trade magazine Publist |
| 4. Buyer | 22. Interpreter | 40. Translator |
| 5. Civil Service worker | 23. Journalist | 41. Travel bureau supervis |
| 6. Commercial attache' | 24. Lawyer | 42. United Nations worker |
| 7. Consul | 25. Librarian | a. clerk |
| 8. Customs Inspector | 26. Linguist | b. Interpreter |
| 9. Diplomat | 27. Millinery | c. proofreader |
| 10. Exporter | 28. Music librarian | d. secretary |
| 11. Foreign collection clerk | 29. Musician | e. summary reporter |
| 12. Foreign correspondent | 30. Physician | f. translator |
| 13. Foreign exchange clerk | 31. Radio announcer | g. verbatim reporter |
| 14. Foreign government worker | 32. Radio monitor | 43. Archeologist |
| 15. Foreign service worker | 33. Receptionist | 44. Missionary |
| 16. Government service worker | 34. Researcher | 45. Clergy |
| 17. Hotel manager | 35. Salesman | |
| 18. Immigration Inspector | 36. Secretary | |

Employment Opportunities in which Knowledge of a Foreign Language is Essential or Help

1. Armed Services
2. Business and industrial firms with an international market or connections
3. Foreign governments and foreign business firms.
4. International agencies and organizations
5. Philanthropic and educational foundations
6. Religious organizations and agencies
7. Research and teacher-exchange programs
8. United Nations agencies and organizations
9. United States Government:
 - a. Dept. of Defense
 - b. Dept. of State
 - c. International Cooperation Administration
 - d. United States Information Agency
10. Voluntary Agencies: American Red Cross
International Rescue Commission

ECHO - Fall 1975

In a single issue of the Los Angeles Times recently, there were openings for a driving instructor, dental assistant, camera salesman, personnel manager, painter, carpenter, secretary, optician, carpet salesman, electronics teacher, factory foreman and an auto mechanic - all required to know a second language!

"We need more executives with foreign competence. They're hard to find." (Book Pub.)

"As business becomes more multilingual in character the demand for international banking services will increase, thereby creating needs for more personnel with foreign language skills." (Bank Executive.)

"We prefer someone with strong business experience who has language skill in addition" (Manufacturer)

"A candidate for a professional position is not considered unless he has a foreign language." (Library director)

"One of the social workers here speaks fluent Spanish and she does a lot of work. The patients know that, so they come here." (Hospital nurse)

TRANSLATIONS

The Midwest has always had an abundance of language talent - Des Translation Service, Inc. has made these abilities readily available through a central source. In addition to translations in Spanish, German and French which are available through its organizers, they have expanded to Arabic, Czech, Flemish Polish, Japanese, Italian, Turkish, Hindi and a variety of other languages by locating and arranging with other persons in the area with the necessary capability.

The prices vary according to the difficulty of the work, but generally they range from \$6.00 to \$10.00 per page for translation, and \$10.00 per hour for interpreting. It has been found to be a good idea to actually see the work involved before stating a final price. If you personally are contacted to do translations or to interpret outside the classroom or not in connection with your contractual obligation, by all means charge an appropriate amount for your services.

Des Translation Service has done translation and interpretation service for individuals as well as businesses and invites inquiry. Please contact:

Diane Moore, Department of Foreign Languages
University of Nebraska at Omaha
Box 688; Omaha, Nebraska 68101

F.L. NEBRASKA, Fall 1975

◇
The ATA Chronicle
Newspaper of the American Translators
Association.
P.O. Box 129
Cranton-On-Hudson
New York, 10520

Your Future in Translating & Interpreting
J. F. Hendry \$4.00
Richards Rosen Press, Inc.
29 E. 21st St.; New York 10010

"Certificate Programs in Translation and Interpretation"
The Monterey Institute of Foreign Studies
P.O. Box 1978; Monterey CA 93940

FOREIGN LANGUAGE POWER

BOOKS ON F.L. CAREERS

June L. Sherif, Handbook of FL Occupations, Regents Publishing Co., 200 Park Ave. S.
New York City 10003 - \$1.75

Theodore Huebener, Opportunities in FL Careers, Vocational Guidance Manuals,
Universal Publishing, 235 E. 45th St., NYC 10017 - \$1.45

Gilbert Kettlekamp, Vocational Opportunities for FL Students, ACTFL Materials Center
62 Fifth Avenue, NYC 10011 - \$1.20

Careers for Classicists, a booklet prepared by a committee of the American Philological
Association, useful for Latin teachers and guidance counselors. Available for 15¢
from the Association, U. of Illinois, FL Building; Urbana, Ill. 61801.

Foreign Language Careers - for 25¢ you can obtain a most useful booklet on FL Careers.
Write: Robert Cavanaugh, Peabody Vet. Memorial HS; Peabody, Mass. 01960.

It contains information of scholarships, grants and awards in FL and international
studies, Labor Dept. publications of occupations in which command of a FL is either
necessary or useful: Extensive bibliography on careers in foreign language.

Careers with Foreign Languages by Angelo Cohn is available from Henry Z. Walck, Inc.
19 Union Square W.; N.Y. N.Y. 10033 - \$3.50

A Foreign Affair (Foreign Language Occupations) Issued by the Foreign Language Dept.
College of the Desert; Dept. of Languages and Linguistics; University of Detroit;
Detroit, Michigan.

BILINGUALS SAY
TWICE AS MUCH

13

HAVE A FOREIGN AFFAIR
BECOME BILINGUAL

10.

PUBLICATIONS, PERIODICALS, NEWSLETTERS

The Nevada TESOL Newsletter is printed three times during the school year - in Oct., February, and May and is designed to serve as a vehicle of communication, source of ideas and news, teaching tips etc. for all concerned with E. S. L. and Bilingual Education. Persons interested in receiving the free newsletter may contact Dr. Bill Abrams, state language consultant, who currently serves as editor (State Dept. of Education, Carson City, Nevada 89701).

TAPE HISS, Winter 1976

The Houghton-Mifflin Company offers DIALOG, its new secondary school language newsletter, to all teachers free of charge. Interested teachers are invited to contact Mr. William H. German, Editor-in-Chief, Foreign Language Dept.; Houghton-Mifflin Co. Educational Division, One Beacon Street, Boston, MA 02107.

New Jersey F.L. NOTES
October 1975

An ESL-Video Newsletter has recently been started for exchange of experiences and expertise in the uses of videotape - language teaching, teacher training, self-evaluation, student interaction analysis, etc. Send name, address, and some indication of interest areas along with any notes to share with others to:

Prof. Harvey Taylor
English Language Institute
University of Michigan
Ann Arbor, MI 48104
Subscriptions - \$2.00 for two years

TAPE HISS, Winter 1976

Copies of Entre Nosotros, a newsletter published by the Dept. of Languages and International Studies of Adelphi Univ. at Garden City, Long Island, N.Y., are offered to interested language teachers. The newsletter contains puzzles, recipes, cultural notes, and departmental news addressed to teachers of French, German, Italian, Hebrew, Latin, Portuguese, Russian, and Spanish. Those who would like to receive the newsletter may write to:

Dr. Richard E. Wood
Head, Dept. of Languages and Intern'l.
Studies, Adelphi University
Garden City, L.I., New York 11530

TAPE HISS, Spring 1976

SCHOLASTIC LANGUAGE MAGAZINES: If you have never used Scholastic language magazines in your classroom, write for information to Scholastic Magazines, 902 Sylvan Ave.; Englewood Cliffs New Jersey 07632

Publications include Bonjour, Ca va, and Chez nous in French; Que tal?, El Sol and Hoy Día in Spanish; and Das Rad, Schuss, and Der Roller in German. With each classroom set the teacher receives a teaching guide, soundsheet lessons, transparency master lessons, and monthly skills worksheets based on the magazine issue in question. Price for all magazines is \$1.50 per student for nine monthly issues. A special feature of the teacher section during Bicentennial will be three special language sections with Cultural Heritage Maps of the USA.

Language RoundTable, 1/7

A newsletter for college teaching developed as a result of continued cooperation among participants in the 1973 West Chester seminar on individualizing foreign language instruction. For information, write: Professor Judy Baughin
Raymond Walters College
University of Cincinnati; Cinn. Ohio 45221

MALT Bulletin

NEW STUDENTS REVIEW - A Professional Journal for Students. First Issue: 2/76
\$1.00 per copy; Write: Box 757; Los Altos, CA 94022

The Use of Newspapers and Magazines in the Foreign Language Classroom - Request this mimeo report by Charles James and Dale L. Lange from ACIFL Materials Center (75¢)
62 Fifth Ave.; New York, N.Y. 10011

Catalogue of Foreign Policy Association Publications
345 East 46th St.; N.Y., N.Y. 10017

HANDBOOK OF FOREIGN AFFAIRS: Games for the Second Language Class is a book to enliven the learning and teaching of a second language. (all languages, all levels)
\$3.00 plus 25¢ postage and handling- by Phyllis Oetting and Carol Sparks
Write: Miss Carol Sparks; 1795 Woodside Court; Concord, CA 94519

MODERN LANGUAGE CLASSROOM TECHNIQUES, A HANDBOOK; Edited by David Allen and Rebecca M. Valette; Harcourt, Brace, Jovanovich, Inc.
Polk and Gary; San Francisco 94109
Spanish, French and English included - ~~\$5.95~~ (23% discount available if F.O.B. shipping point to instructors or teachers' addresses.)

CULTURAL UNDERSTANDING: French, Level I and Spanish, Level I - available from the Curriculum Library, Alameda County Board of Education. 224 West Winton Ave., Hayward, CA 94544. French - \$2.25; Spanish - \$2.75
Cross references indicate points in standard audio-lingual texts for Level I where various cultural concepts can be introduced.

Wisconsin Spanish Teacher; May 1974

TEACHING FOR CROSS-CULTURAL UNDERSTANDING - State Department of Public Instruction, Raleigh, N.C. \$1.50 - Most of this publication is devoted to a structural inventory of the socio-economic system of French and Hispanic cultures. It also contains suggestions on integrating the study of foreign cultures into the instructional program.

Wisconsin Spanish Teacher; May 1974

VIEWPOINTS OF BILINGUALISM - This text is available to institutions and organizations for the special price of \$3.00. Make checks payable to John Leach; Box 1484 Hartford Conn. 06101

Gaining Better Student Support for the Foreign Language Program By Constance Knop pages 95-106 in Student Motivation and the Foreign Language Teacher: A Guide for Building the Modern Curriculum, Frank M. Grittner, ed.
(Skokie, Illinois: National Textbook Co., 1974)

For information on folk fairs and festivals, see Gertrud Meyer, "Making the Foreign Language Program Visible to the Public: the Language Festival," 46-65 in Frank Grittner, ed., Student Motivation and the Foreign Language Teacher: A Guide for Building the Modern Curriculum (Skokie, Illinois: National Textbook Co., 1974)

H. Ned Seelye. Teaching Culture: Strategies for Foreign Language Educators. 1974 Available in paperback from National Textbook Co. (8259 Niles Center Rd., Skokie, Illinois 60076) for \$5.75

TAPE HISS, Spring 1975

"Preparing and Using Self-Teaching Units for Foreign Languages," by Gerald E. Logan, has just been published by ERIC/CLL (Clearinghouse on Languages and Linguistics). This is the first in a series entitled ERIC/CLL Series in Languages and Linguistics. This publication will be announced in Resources in Education and available from ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. A limited number of copies are available upon request from ERIC/CLL.

Minnesota Lang. Review, Sept. 1975

Wilson and Wattenmaker's Real Communication in a Foreign Language is an attempt to always use personal experience in presenting grammar concepts. With commands, for example, they ask student such questions as: "What are your mother's most frequent commands?" "What are your father's most frequent commands?" For past tenses, the authors ask each student to prepare a "Success Chart" about their past life and accomplishments.

Central Valley F.L. Newsletter Vol 12 #1

MONOTONY BREAKERS (listed in the Language Association Bulletin of N.Y.; May 1975)

The following activities may be used in foreign language classes with less-able students - suggested by Scott Manuel, Carol Lanahan, Gloria Manuel, Barbara Pierce, Sigrid Essig and Betsy Cushing from Jamesville; DeWitt Middle School.

PLAYER - COACH GAME: Pair up students, one will play the role of a coach, the other of a player. Have a definite topic to be coached such as "er" verbs; numbers 1 - 21; parts of the body, etc. Coaches get the information and answer sheets related to the material to be learned, while the players get question or exercise sheets. Give the students 10-15 minutes to explain and learn. Then the teacher begins a game among the players only. One question is given to each player and this continues until only one player is left. Students get very excited - especially the coaches.

ANSWERING QUESTIONS: To learn question words, use a filmstrip or a dialogue. Divide the students into two groups. Each student selects whether he wants to answer a question starting with Who, What, Where, When and he tells how many points he wants to bet (maximum betting is 10 points). If he gets it right, the points are added, if wrong, they are subtracted from his team's score. A predetermined number of questions is used. The team with the highest score wins.

BINGO CHARTS: Game sheets are used like bingo charts filled in by students. This game may be used with numbers, verbs, alphabet, etc. Winners could receive prizes such as candy.

SENTENCE BUILDING: The teacher places one noun or verb on the board. The class is divided into two teams and each team adds a word or phrase until the sentence is complete or no word can be added. The team adding the last word wins.

The Foreign Language Association of Missouri presents the following teacher-prepared games at \$2.50 each; checks payable to Dr. Rev. Abelson; 7730 Cornell, St. Louis, Missouri 63130.

PROVERB BINGO: In French-English, German-English or Spanish-English

PARTY QUIZZES: French, German or Spanish

MONKEY: Two languages back-to-back; French-German or Spanish-German

LINGUA-GAMES by Rudolph Wagner. \$1.00 - Available from J. Weston Walsh, Publisher, Box 1074, Portland, Maine 04104

GAMES FOR SECOND LANGUAGE LEARNING by Gertrude N. Dorry. \$1.20 - available from McGraw-Hill Book Company, 330 W. 42nd St., N.Y. N.Y. 10036

PEN PALS AND TAPE PALS

The following organizations will furnish names of pen pals and tape pals in other countries. Send list of interested students, giving name, sex, age, and special interest of each.

World Pen Pals
World Affairs Center
University of Minnesota
Minneapolis, Minn. 55455
Age Group: 12-20
35¢ per member

Student Letter Exchange
R.R. 4
Waseca, Minnesota 56093
Age Group: 10-19
30¢ & self-addressed
stamped envelope

Internat'l Friendship
40 Mount Vernon St.
Boston, Mass. 02108
Age Group: 7 and up
Self-addressed, stamped
envelope

League of Friendship
P.O. Box 509,
Mt. Vernon, Ohio 43050
Age Group 12-20
35¢ & self-addressed
stamped envelope

English Speaking Union
Pen Pals Division
16 East 69th Street
New York, N.Y. 10021
Age Group: 10-17
Self-addressed, stamped envelope

World Tapes for Educat:
P.O. Box 15703
Dallas, Texas 75215
\$10.00 annually plus
\$2.00 registration fee
(Wyoming Lasso, 5/1975,



~~CFLTA announces a new T-shirt available featuring a large red heart with "I Love You" in several languages including Latin, Swahili, Greek and Chinese; but no English.~~

~~Write: Merlin Allred, CFLTA Publicity
1106 Sheffield St.
Placentia CA 92670~~

Information on Bicentennial Pennants

Write: World Press
11 Woodland Drive
Old Bethpage N.Y. 11804

Rand McNally & Co. is announcing a new service to provide information on its FL materials at both school and college levels. Teachers or administrators may write to Rand McNally Foreign-Language Information Services
1095 Main Street; Concord, MA 01742

All requests will be answered by highly experienced FL consultants. A toll-free number (800-225-1377) may be called any hour and the message recorded for immediate response either the same day or next business day.

Pocket Metric Converter - a little gadget that looks and works like a sliderule is now available at many bookstores for \$1.29. It incorporates ten conversions from U.S. standards to the metric system. Manufacturer: Sterling Plastics; Borden, Inc., Mountainside, New Jersey 07092

Write Schlitz Brewing Co., Milwaukee, Wisconsin for beautiful calendars: Mexican, American Indian, Puerto Rican - Ethnic holiday and significant history facts.

The International Export Division of Kellogg Cereals (Battle Creek, Michigan) will supply a free set of Kellogg boxes printed in the language of your choice if requested on school stationery. Campbell's Soups of Camden, New Jersey, provides a similar service. Indicate how they will be used.

(from Wisconsin Spanish Teacher 12/75)

Guide to Foreign Information Sources - a booklet published by the U.S. Chamber of Commerce which lists embassies, government tourist offices etc. from nearly every country. Write to the International Group, Chamber of Commerce of the U.S.
1615 H Street, N.W., Washington D.C. 20006

RESOURCES OF GENERAL INTEREST

World guide to private-home accommodations for travel abroad.

International Hospitality Exchange
Box 118; Del Mar, CA 92014

List of best-selling readers from abroad in Spanish, German and French

Books of the World
Roxbury Press, Inc.
Roxbury Building
Sweet Springs, Missouri 65351

International Menu Translator \$1.00
Christopher's Travel Discoveries
P.O. Box 47
Milford Conn. 06460

Foreign Language Dropouts:
Problems and Solutions (recent publication of California State Dept.)

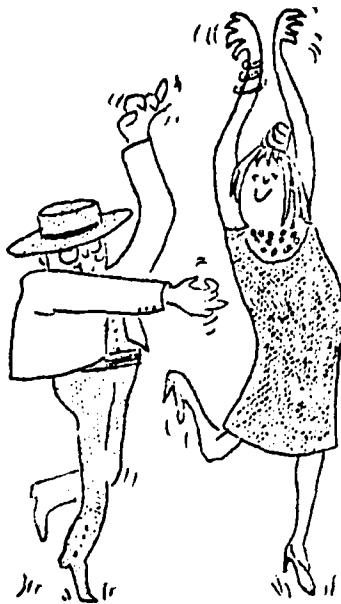
Available at Blue Cross Offices

"A Foreign Language Guide to Health Care" Contains 96 pages of phrases dealing with medical situations and their French, German, Italian and Spanish equivalents.

Catalog of textbooks, literature, slides; reference books, dictionaries in French, German, Spanish

FIBI/MEP
Midwest European Publications
3229 North Clark St.
Chicago, Illinois 60657

Booklet of general information about Foreign currency
Perera Company, Inc.
29 Broadway
New York, N.Y. 10006



CULTURAL AWARENESS FOR THE BILINGUAL TEACHER

by Joyce Freundlich, Bilingual Coordinator, IRES Institute

A mother mouse and her baby were walking down a street when the mother mouse spied a cat lurking behind a corner. "Bow Wow", she said, and the cat scurried away. The mother mouse turned to her child and remarked, "See, it pays to be bilingual!"

The need for bilingual education has arisen from a growing concern on the part of society for the difficulties experienced by non-English and partial bilingual speakers attempting to function effectively within the educational, social and economic environments of a dominant middle-class English-speaking community.

The National Association for Bilingual Education defined bilingual Education as, "The use and preservation of two languages and their corresponding cultures." The Spanish-speaking child is often faced with a cultural dilemma as he

SPECTRUM Winter 1976

stands between two worlds, with no definite sense of belonging to either society. When he comes to school, he suffers further disappointment. Added to the plain difficulty of learning to use English full-time is the fact that the materials of instruction are all too often based only on the experience of the American culture. Is it any wonder that he falls behind normal achievement at an ever-increasing rate, with an increasing sense of inferiority?

In order to be effective, bilingual teachers must be cognizant of the culture of their students. Cultural differences are not always readily apparent and, even when they are, they are apt to be misinterpreted by the viewer in terms of his own culture, rather than in terms of the child's culture. The bilingual teacher must be aware that non-English speaking children will not only speak another language, but that they will bring to class an entirely different set of behavior, emotions and thought patterns.

For example, a Spanish child will tend to be more vulnerable to emotional crisis than the average native-born youngster. The Spanish boy, particularly, may require attention in school to allow for the preferential treatment he receives at home. Spanish children may indicate their respect for adult authority by casting their eyes downward in the presence of their teacher, while the American teacher admonishes them to "look her in the eye while she is talking." In addition, the Spanish child may be expected to play the role of a "good Spanish pupil" along the lines taught by his mother... to be quiet, to watch and to listen carefully, to do what the teacher tells him to do without question. On this basis, it is easy to predict to what extent the child would be in conflict with the self-initiating, action-oriented behavior expected by many American teachers of their students.

The Spanish child's attitude toward time contrasts sharply with the expectations of the American teacher. Time is not divided into periods and children have difficulty understanding the segmentation of class time, or in following scheduled activities. The Hispanic interpretation of time is a relaxed one. They resent being rushed. The American teacher, on the other hand, prides herself on promptness. Thereupon he or she will be less tolerant of the Hispanic pupils' disregard toward class schedules.

Mosaic (Rutgers State University of N.J.)
October 1975



BILINGUAL TELEPHONE SERVICE

State Senator Alex P. Garcia (Democrat-Los Angeles) authored Senate Concurrent Resolution 36 last year requesting statewide hearings on the need for bilingual telephone service in California. Senator Garcia is trying to resolve what has been a serious problem to many of our Spanish-speaking residents, that is, not being able to pick up the telephone to obtain information because they are unable to speak and understand English.

Each year in education, there is a keyword. Remember - Team Teaching, Modular Schedules, Total Immersion, LAP, accountability?

I propose that we, foreign language teachers, adopt a word - "Practicality"! The age-old rationale for studying a foreign language is *passee*. Let us rid ourselves of the harness and blinders of the horse and buggy days and re-tool ourselves. Our slogan should be: "We do not teach for the regents, nor the colleges - we teach for life."

Sounds great but. . . how do we do it? Change the curriculum! Offer courses that have practical application.

At Hicksville, we offer Spanish for Business Opportunities in lieu of level 3 Spanish. It is a best seller. The course consists of the following units: Business Office: receptionist, secretary, banking; Social Services: police, fire dept., social worker, hospital; Media: radio, T.V., newspaper; and Communication: travel, telephone, sales.

Some of the outgrowths of this course are: the printing of a Spanish newspaper complete with advertisements, editorials, sports, comics, puzzles and Paquita dice; volunteer work at hospitals, IRS, unemployment offices; guest speakers in the field of business and trips to various business concerns.

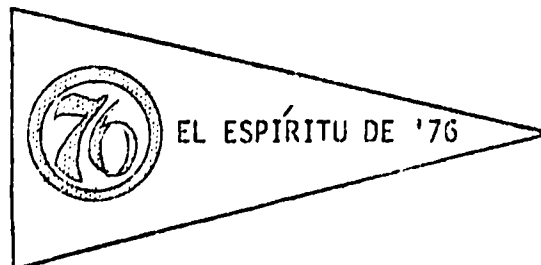
Of far greater value is the attitude of the students and their feeling for Spanish. They love it. Why? Because it is meaningful and has practical and immediate application.

Language Association Bulletin, N.Y. State

SPANISH SURNAMED POPULATIONS

The distinguished Hispanic bibliographer Dr. Richard V. Teschner (U. of Iowa) has recently prepared a list of doctoral dissertations pertaining to all Hispanic or Spanish-surnamed populations of the U.S. and its possessions. In particular, the listings deal with Chicanos, Puerto Ricans, and Cubans residing in the U.S.; also included are items pertaining to the *islenos* of Louisiana, Sephardic Jewish groups, New York City Galicians, California Central Americans, and others.

The 1,197 items encompass the several disciplines of the social sciences (including library science and the extensive field of education) and of the humanities as well as those disciplines of the sciences which bear directly upon human concerns. A free copy of Spanish-Surnamed Populations of the United States is available upon request from Literature Services, Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor Michigan 48106.



ACCENT on ACTFL



TODAYS EDUCATION, Jan-Feb 1976 cites figures by the U.S. Census Bureau which show that about 11.2 million Americans or about 5% of the total population are of Spanish origin. "Most of the Spanish-origin population, about 6.7 million or 60% of the total, are of Mexican origin. Persons of Puerto Rican origin comprise about 15%; persons of Cuban origin, 7%; those of Central or South American origin, 6%; and the remainder who are of other Spanish origin, nearly 13%."

The survey disclosed that in 1974, the median income for families headed by a person of Spanish origin was \$9,560; in the same year the median for all U.S. families was \$12,840.

With regard to education, younger persons of Spanish origin have completed more school years than their elders. The report shows that about 52% of persons in the 25-29 year bracket have completed at least 4 years of high school; only about 24% of those in the 55 to 64 age bracket have done so.

FLAND NEWS March 1976

CALIFORNIA HAS THE MOST PEOPLE OF SPANISH ORIGIN (Washington AP)

California has the largest number of residents of Spanish origin but Texas has a higher concentration, according to a new Census Bureau report.

A nation-wide survey found 3.2 million persons of Spanish origin living in CA, where they formed 15% of the state's population. In Texas the 2.3 million of Spanish origin comprised 19% of the population.

Overall, 6.4 million of the nation's 11.2 million people of Spanish origin live in the southwestern states of California, Texas, Arizona, Colorado and New Mexico. Eighty-five% of the 6.4 million in the Southwest are of Mexican descent.

According to the New York Times (Jan. 1975) more U.S. students are studying Spanish than any other language, and despite the drop in enrollment in other languages, Spanish is holding its own. The Association of Departments of Foreign Languages reported in its 1975 Bulletin that 40.3% of students studying foreign languages were enrolled in Spanish.

FLAID NEWS October 1975



HOW POINSETTIAS CAME TO THE UNITED STATES

From Mexico we got the scarlet flowers of Christmas Eve. These star-shaped flowers were named for Joul Robert Poinsett, U.S. Ambassador to Mexico. He brought the plant back with him when he returned to his South Carolina home in 1829.

Wisconsin Spanish Teacher, October 1975

GOING METRIC IN SPANISH

"Going Metric for Career Teachers", a set of training materials developed by the Center for Metric Education at Western Michigan University, has now been translated into Spanish. The highly illustrated instructional material has been prepared in as pure a Spanish form as is possible so that its use would not be restricted to a particular geographic region. Teachers using the material will need to make some adaptations to meet the needs of their particular students, according to the Project Director, Dr. John Feirer.

Teachers who are interested in cooperating in an evaluation of the materials and will agree to use the kit in their teaching of Spanish-speaking students should contact: Dr. John Feirer, Director
Center for Metric Education
Western Michigan University
Kalamazoo, Michigan 49006

Tapo Hiss, Winter 1976



THE "ADOPT A STUDENT" PROGRAM

For the third consecutive year we have organized this Student Exchange program between the U.S. and Spain and we can say that once again it has been a success. Over 250 students from Spain came to the U.S. and lived with American families for four weeks. They have gone back to Spain with a greater understanding of this country and much love for the families who hosted them.

Over 100 American youngsters went to Spain and lived for the same period of time with Spanish families. The cost of the program: \$400.00. They have returned to the States with a greater fluency in Spanish and a better understanding of Spain.

We would like to expand the program to new areas and are now looking for Spanish Teachers who might enjoy acting as Local Coordinators. If interested, please write:
The Spanish Heritage Association
115-10 Queens Blvd.
Forest Hills, New York, 11375

20

17.

PERUVIAN RESTAURANT

For "Bay Area" appetites, try Peruvian cookery at the MACHU PICCHU restaurant on San Pablo Ave. at Channing Way in Berkeley CA. It is recommended as a dining experience of interest, authenticity and choiceness. Open Tuesday through Friday from 5:00 to 10 p.m.; Saturday and Sunday, noon to 10 - reservations: 848-9760

TACO TIPS from Wisconsin Spanish Teacher, May 1974

A "taco", the national sandwich of Mexico, is made from a fried, folded "tortilla" stuffed with meat, cheese, lettuce and sauce. A tortilla, the most important item in Mexican cookery, is a thin, cornmeal pancake; rolled around beef or cheese and doused with chili sauce, it becomes an "enchilada". Ground meat flavored with chili sauce, then rolled in cornmeal dough and steam-cooked, is known as a "tamale". "Chalupas" and "nachos" are fried tortillas garnished with refried beans, melted cheese and lettuce or hot (jalapeno) peppers. All of these dishes are popular in the Western and Southwestern U.S. as well as in Mexico. For example, in San Antonio Texas, restaurants sell over 100,000 tacos a day. Some of these spicy foods are available at supermarket frozen food counters.

Parade Magazine

HISTORY OF BREAD IN MEXICO

For the history of bread in Mexico, we have to start with the tortilla, "that flat, leathery, not unpleasant, thin cake which is the Mexican's bread", as well as the simple instrument for conveying to his mouth such dripping messes as beans and guacomole. The Spaniards said about the Indians whom they observed, "They eat their food on those round plates and then they eat the plates!"

The heritage goes back to the time when the nomadic see-gathers of the highland of Central American or Peru found a thick-bladed grass with edible seeds growing in a single ear. The accidental sprouting of the kernels gave some early Burbank the idea of planting them. From that moment on the civilization of the Western Hemisphere was never the same. The Incas, Mayas, Toltecs, Mixtecs, Aztecs and the other "tecs" of pre-Columbian America owed their existence to the discovery of the maize.

These first Americans cultivated the wild maize so that it would yield kernels both for seed and food. They learned that seed could be kept indefinitely if kept from moisture. They stored it in elevated stone bins. These Indians of Middle America brought the seed to the hot Mexican coast and to the semi-arid country of the Central Plateau where it flourished - and so from Central America to Iowa.

The maize began to take on certain extra-terrestrial qualities to the Indian and soon became the center of tribal religion. It was the holy grain, the teocentil of the Aztecs. Its planting and harvest gave rise to the most solemn festivals of the year. It became the staff of life and it still is.

One marvelous thing about it was that it does not require irrigation. On the other hand it is one of the most soil exhausting crops. The slash-and-burn method of preparing the plot (milpa) and erosion are the villains. The milpa must constantly be moved. This may be one explanation for the disappearance of certain Indian civilizations.

The same imagination that created the corn dieties developed various methods for cooking the corn that have come down to this day. The fresh ears were boiled or roasted, sometimes dried and husked, then roasted and ground to make a nourishing powder (pinole) which was canned for food on trips. However the Tortilla is still a staple in most Mexican families, especially when served with beans, eggs and meat. They are the basis also for many Mexican dishes such as enchiladas, tacos, and tostados.

The dry maize is prepared by soaking it overnight in a solution of lime or wood ashes, which removes the hard outer shell. Then it is ground into a wet meal (masa) with a stone rolling pin (mano) on the three-legged "thing" known as a metate. Sometimes the masa is mixed with water, flavored with fruit juice and drunk as atole or sweetened with sugar and flavored with cinnamon and chocolate - all local products. Its chief use is for making tortillas, which are formed by hand and then baked on an earthen ware griddle (comal). But today, with modern machinery, tortillas are cranked out to order, although everyone will tell you that those tortillas don't taste like those done by hand with the metate.

With the arrival of the Spanish conquistadores in Mexico came the wheat. The Spaniards taught the Indians to plant and cultivate wheat with a primitive tool called the coa, a simple digging stick which is still in use in some isolated regions. The conquistadores also taught the Indians to make Spanish rolls out of the wheat flour and to bake them in round beehive ovens. Thus the Spaniards had the best of both worlds, corn and wheat. Still in Mexico today Spaniards seem to have a monopoly on the bakeries.

Nearly all the breads of Mexico are made of the same basic dough of flour, water, yeast, salt and shortening. It is called the alma or soul of the bread. The personality of each of the rolls is created by adding varying amounts of sugar and egg to the alma. The panadero (baker) shapes each piece, puts them on trays and into huge ovens. When done, they are set in neat rows on the display shelves. Delivery boys fill their enormous reed baskets with bread and mount their bicycles racing through the mad traffic balancing the baskets on their heads.

One can still buy more than 300 kinds of bread in Mexico. The classifications of shapes range from foods, fruits, flowers and animals to man himself. In short, the story of Mexican bread is a symbolic account of the cultural, ethnic, seasonal and artistic history of the country.

The Impulse; September 1975

RECOMMENDED READING

- Frederick L. Jenks. Planning to Teach Culture: An Instructional Manual.
Advancement Press of America, P.O. Box 07300, Detroit Michigan 48207
\$4.00 Outlines some general processes for teaching about culture and gives specific examples from Mexican culture.
- Jerald R. Green. A Gesture Inventory for the Teaching of Spanish, Chicago:
Rand McNally (From May 1974 Wisconsin Spanish Teacher)
- Douglas R. McKay. Understanding the Spanish Subjunctive, a simplified student guide to the mood of uncertainty. University of Colorado, Colorado Springs. Mail \$2.50 to: Centennial Editions; P.O. Box 9826; Colorado Springs, Colorado 80933; (Excellent - Highly recommended by Susan Lister, CFLTA Editor)
- Frank Sedwick, Rollins College. Conversation in Spanish: Points of Departure, (2nd Ed.):
D. Van Nostrand Company; 450 West 33rd Street; New York, N.Y. 10001 \$3.95
(Recommended by Susan Lister, CFLTA News)
- Stanley Haggart and Darwin Porter. Spain and Morocco on \$10 a Day 1975-76 edition
Even if you're not going this year, have it in the classroom to augment vocabulary, cultural exposure, and student interest. It's a lot more than just a restaurant and hotel guide!
- Robert Decker and Esther Marquez. The Proud Mexicans. Regents, 2 Park Ave. N.Y., N.Y.

SPECTRUM Winter 1976

ALL KINDS OF "GOOD STUFF"

Is your foreign language classroom bare and unattractive? A little too green by any chance? If someone walks into your room, could he tell it from an English or Mathematics classroom? If not, the following article may be of interest to you. Even though I am talking specifically about materials available in Spanish, the methods for using free materials would be the same in any language even though materials may be more difficult to find in this country. All it cost me was the energy that I had been wasting in frustration and a few stamps.

My basic assumption was that since Spanish-speaking people make up the second largest minority in the United States, the leading manufacturers of brand name products would be involved in promotional work in our large Spanish-speaking communities. I also assumed that various government agencies would be concerned with serving these people. In addition, I thought that the embassies would have some materials which they would send upon request.

First of all, I went to the supermarket and copied down the names and addresses of several major companies from the labels on their products. Then I made up a letter requesting any promotional materials which they would have in Spanish. Most of the companies must have seen this as a good opportunity to publicize their products, because the response was overwhelming. I was delighted to receive a personal letter from El Gigante Verde, but was crushed to find out that Juan Valdez, the Colombian coffee bean picker, does not really exist! I received some very warm responses from the sales representatives. If they did not have very much to send, they were very apologetic and would send me whatever they could find. Some companies did not respond at all. I received only two nasty letters informing me that I was bothering them with a petty request.

Now for the first time I actually have more materials to use in my classroom than I can use. I received such things as: large billboard size posters with captions in Spanish, travel posters, maps, charts, brochures, magazines, can labels, box flats, recipe booklets, television commercials on 16mm film, taped radio commercials, income tax forms and other government publications in Spanish, information about joining the army, consumer goods reports, trade journals, and Spanish language newspapers from several different countries.

I did not think it sufficient to receive these materials and just use them to cover up the cracks in the walls. I felt that they should be an integral part of the learning experience in my classroom. For example, I used all the Spanish newspapers in conjunction with materials from the printing room of the local newspaper and a corresponding unit in the textbook. This made the textbook discussion come alive for the students. Some of the materials which I received were sufficient to make a unit by themselves. For example, one food manufacturer sent me a large wall poster showing the five basic food groups in Spanish, and 100 individual copies in miniature for each of my students. In addition, they sent small recipe booklets for each student written in Spanish. Using these materials, and with the help of the home economics department, my students were actually able to prepare some typical Mexican dishes.

By using consumer goods reports and government forms in Spanish, you can make up some very interesting vocabularies which are right up-to-date. These would include such words as gas rationing, energy crisis, ecology, welfare, food stamps, and so forth. It is interesting to notice how much more anxious students are to learn words of this type than the usual textbook fare such as pencil, blackboard and book.

The following addresses should be helpful in obtaining free materials in Spanish:
(from Bluegrass Bulletin, contributed by: Spanish Teacher, N. Lewis)

Green Giant Company (labels)
Hazeltine Gates
Chaska Minnesota 55318

Del Monte Kitchens
P.O. Box 3575
San Francisco, CA 94119

Consumer Product Information
Public Documents Information Center
Pueblo, Colorado 81009

Army Opportunities
P.O. Box 5510
Philadelphia, PA 19143

Resources continued:

El Paso Brand Foods
Mountain Pass Canning Company
Anthony, Texas 88021

Embassy of Spain
Information Department
2700 15th St. N.W.
Washington, D.C. 20009

Hunt Wesson Foods, Inc.
1645 W. Valencia Drive
Fullerton CA 92634

General Mills, Inc.
General Offices
9200 Wayzata Blvd.
Minneapolis, Minn. 55440

Perera Company, Inc.
29 Broadway, New York, N.Y. 10006
(Booklets: Money of Spain, Mexico
Currency facts for travelers

Mexican National Tourist Dept.
Suite 3508
630 Fifth Ave.
New York, N.Y. 10017

Zapata Brand Tacos
Zapata Kitchens
Stoughton, Wisconsin 53589

NO Spanish resources available from
Heublein Grocery Products Group or
Gebhardt Mexican Foods Co. (Editor comment

SEARS ROEBUCK AND SPANISH: California Sears Roebuck and Company stores now offer contracts and consumer information in Spanish since learning that 28% of their customers preferred brochures printed in that language. A law now before the California legislature requiring merchants who conduct sales in Spanish to provide customers with a Spanish language credit contract will probably induce other major chains to follow suit.

Linguistic Reporter, Virginia Bulletin
The LASSO, Wyoming Humanities Newsletter

The following Sears contracts are available in limited quantities:

Un Mensa' Sobre Su Cuenta
U.S.O. con Crédito
Plan De Plazos Cómodos - Plan De Crédito Para Modernizar Cuenta
Corriente Y Contrato De Garantía

Send name, address and 35¢ for postage and handling to Susan Lister, CFLTA Editor
P.O.Box 5995
San Jose CA 95150

Unusual items for sale or rent are listed in The Spanish Heritage Assoc. Bulletin. Membership in the Association allows benefits such as discounts, free materials. Example: Need a Spanish flag for your classroom? We have them, 54" X 34" for \$5.00 plus postage and handling. Spanish Flag Lapel Pins for Spanish Club members 25¢. Write: The Spanish Heritage Association, Inc.
115-10 Queens Blvd.; Forest Hills New York 11375

For information on scholarships offered by the French Government and on teaching assistant exchange programs; write Services Culturels, 4400 Jenifer St. N.W.
Washington, D.C. 20015

Free or inexpensive teaching aids, compiled by the University of Illinois Foreign Language Newsletter, Prof. Anthony Pasquarello, Director and David Kirsner, Editor.

From Wisconsin Spanish Teacher

Posters of Spain: Write to the Spanish National Tourist Office; 209 Post Street, San Francisco, California.

Spanish National Tourism Office, Casa del Hidalgo, Hypolita and St. George Streets, St. Augustine, Florida has a package available for teachers which includes posters, brochures, and booklets on travel in Spain.

MORE RESOURCES FOR THE SPANISH CLASSROOM

ETIQUETA HISPANA, prepared by Susan Madaras and Nancy McMillan

This culture game is an adaptation of Scvletiquette, developed by Donald K. Jarvis of Brigham Young University. The game, written in English, is designed to teach the correct cultural responses to cultural stimuli that a student might experience while in the foreign country. The game also indirectly deals with some basic geography of Spanish-speaking countries. The game includes 67 multiple-choice questions on the following topics: dating and leisure time, eating and drinking, friendship and family, dress, gesture and home. Write to: Coordinator for School Foreign Languages, Memorial East M21, Indiana University, Bloomington, Indiana 47401 Enclose 50¢

Write to Spanish National Tourist Office, 209 Post Street, San Francisco, CA for posters of Spain.

J.C. Penney (write Education and Consumer Relation, J.C. Penney Company, Inc.,) 1301 Avenue of the Americas, New York, N.Y. 10019
- for a current list of their publication in Spanish; all free! (Your home-ec dept. might have this list)

THE LASSO
WYOMING HUMANITIES NEWS

SPANISH ECOLOGY PACKET (for Intermediate and advanced levels. Prepared by the Minnesota foreign language teachers.) Available from ERIC. Order number is just being readied for distribution; consult ERIC for date of availability.

Voy a México con Perico for elementary students or slow high school - for vocabulary and easy grammar. Obtain ditto master book from Hayes Publishing Co. Wilksburg, PA \$3.50

Vocabulario Español - Ditto masters - puzzles of interest and from different point of view; FUN - Kids love these. Wide range of difficulty - Available from: Ideal School Supply Oak Lawn, Ill. 60453 \$5.00

Buscapalabras - vocabulary building games and puzzles, ditto masters - great range of difficulty. National Text of Skokie, Ill. 60076

Gramatica Cantada - discos from J.B. Blanchard (about \$6.95) Good teaching device to learn grammar. Kids like the music; it seems to "speak" to them.

DOH'T LET A LANGUAGE STOP YOU

Barbara Snyder. Encuentros culturales. National Textbook Company 8259 Niles Center Rd. Skokie, Illinois 60076

A collection of 53 cross-cultural mini-dramas set up to give the reader a candid view of life from various Spanish-speaking countries.

Dr. J. Baldini. English-Spanish Medical Conversation. Write Dr. Baldini, Director of Professional Services: Schering Laboratories; Galloping Hill Rd. Kenilworth, New Jersey 07033 Recommended by Susan Lister, CFLTA Editor "one of the handiest booklets that I have ever come across - tab indexed too".

H. Ned Seelye, ed. Teaching Cultural Concepts in Spanish Classes Excellent reference for Spanish Teachers. Available free from the State Dept. of Public Instruction, 302 State Office Building Springfield Ill. 62706

Foreign Language Curriculum and Materials Center at the University of Minnesota has learning packets in Spanish available on a variety of subjects. Some are excellent low cost, write for a listing: 224 Peik Hall Minneapolis, Minn. 55455 (from Wisconsin Spanish Teacher December 1975)

The CENTER FOR INTER-AMERICAN RELATIONS In New York has recently released a new annotated bibliography on Latin America for university and high school libraries, students and teachers. The volume includes 477 titles available in English, in paperback or inexpensive editions, and is designed to encompass the basic items necessary to the new student of the region. Sections on Puerto Rican-American included. Write Center to purchase copies.

. FILMS FOR THE SPANISH CLASSROOM

Dreams and Nightmares named "Best Political Documentary for 1974" at Leipzig Film Festival. Few events stirred the conscience of all mankind as did the Spanish Civil War. Out of this arose a unique phenomenon - the International Brigades - 40,000 men from 27 countries, who volunteered to defend the Spanish Republic against Hitler, Mussolini and Franco. Among them were 3,200 Americans of the Abraham Lincoln Brigade. Thirty-five years later, one of them returns to Spain "to walk again where we had run and crawled so long ago." Abe Osheroff, Spanish Civil War veteran and writer-producer of this award-winning film returned to Spain last year with a camera to see whether the sacrifices of his colleagues had been in vain.

The movie is a montage of newsreel footage of Depression America and the Civil War itself, intercut with material shot by Mr. Osheroff in contemporary Spain. Inquiries into obtaining the film should be addressed to:

U.S. Committee for Spain
P.O. Box 30027
Wallingford Station
Seattle, Washington 98103

(article from THE FORUM
October 1975)

Free film on Latin America: "Dawn Over Ecuador" is a 22 minute film sponsored by Texaco-Inc. It is available on request from Sterling Films; 6424 West Lake Street, Minneapolis 55426.

American-Swiss Association, Inc.

60 East 42 Street, New York, N.Y. 10017

This firm has "ads" from European T.V. They are interesting and fun - about 10 min. per reel; script of Spanish soundtrack and English translation provided. Among the selections: Coca-Cola, Bulova Watch Co., Firestone.

Ask for "LANGUAGE IN THE MARKETPLACE - SPANISH"

Catalogue of Multi-Media Spanish and Portuguese audio-visual materials. Filmstrips, records and tapes, slides, Mexican arts and crafts, bulletin board items, games and realia, books and dictionaries, travel guides and maps.

Order from Goldsmith's Audio Visuals

A/V Language Department

301 East Shore Road

Great Neck, N.Y. 11023

MORE USEFUL RESOURCES

Send to The San Diego Convention and Visitors Bureau, Dept. SD, 225 Broadway, San Diego, CA 92101 for folders in Spanish for Spanish teachers.

(From the Missouri Foreign Lang. Journal)

AATSP Posters for Spanish: Set 1 - \$1.25; Set 2 - \$1.50; Set 3 - \$1.50. All pre-paid. Send to: Eugene Savaiano, AATSP, Wichita State University, Wichita Kansas 67208

The Spanish Heritage Association gives its members discounts on films, tapes and records from Spain, as well as a reduced rate for ABC de las Américas. For further information regarding services and membership costs, contact the Spanish Heritage Association; 115-10 Queens Blvd. Forest Hills, New York 11375.

Consuma Diariamente Los Cuatro Alimentos Básicos - Carteles 18 X 36 and 12 X 6
Free from Del Monte Corp., P.O. Box 3575, San Francisco CA 94119

Above items from: Wisconsin Spanish Teacher
December 1975

PUBLICATIONS, PERIODICALS, NEWSLETTERS

World News of the Week is now available in Spanish, as well as in English. It comes with a special swivel display mounting designed to facilitate simultaneous use of both editions in bilingual, bicultural classrooms. Both Spanish and bilingual teachers should find the poster-sized format and heavy use of colored maps useful. Sample copy may be obtained by contacting: News Map of the Week, 100 Subscription Processing Center, South Milwaukee, Wisconsin 53172

TAPE HISS Winter 1976

La Actualidad Española- one of the leading Spanish magazines. Special group subscription available. Write: ARHE, INC.: 505 Fifth Ave. (Suite 1402) New York, N.Y. 10017

Wisconsin Spanish Teacher- Published twice a year by the Dept. of Spanish & Portuguese of the U. of W. M. Subscriptions: 1 yr.- \$1.50; 2 yrs.- \$2.75; 3 yrs.-\$4.00

Write: Wisconsin Spanish Teacher
Dept. of Spanish and Portuguese
University of Wisconsin-Madison
1018 Van Hise Hall
Madison, Wisconsin 53706

("One of the best publications I've seen
for Spanish teachers." Sue Lister, Ed.)

A new journal, The Bi-Lingual Review has been initiated by the study of linguistics and literature of English-Spanish bilingualism in the U.S. It will publish research and bibliographicals, as well as serve as a literary magazine and will appear three times a year.

Wisconsin Spanish Teacher 12/75

The renowned monthly publication Artes de Mexico is now available in the United States via direct subscription through Spanish Language Multimedia of Glen Rock, New Jersey. Annual subscriptions can be placed domestically and individual back issues are also available for purchase. This service places the vibrant illustrations of Mexican history, arts and culture, for which the publication is well known, at the disposition of all Latin American scholars in the United States.

Wisconsin Spanish Teacher 12/75

Revista Chicano-Riquena: a quarterly journal of Chicano and Puerto Rican literature and art. Annual subscription fee: \$5.00 Write: Revista Chicano-Riquena

Indiana University Northwest
3400 Broadway
Gary, Indiana 46408

HAVE A FOREIGN AFFAIR
BECOME BILINGUAL

Write: C.I.A. Periodistats, Nacional, S.A., P.O. Box 909; Mexico 1. D.F. - for Newspaper - EL UNIVERSAL

Write: Gaceta, Departamento de Suscripciones, Ruiz de Alarcón, 12, 1, Madrid 14 España for list of magazines available.

HOY, a newsletter from the Cabinet Committee on Opportunities for Spanish Speaking People, 1707 "H" Street N.W., Washington, D.C. 20506; gives valuable information on new materials published for our Spanish-speaking population - free.

LASSO, Wyoming Humanities

MATERIALS EN MARCHA is the title of a new publication for the teacher of Spanish as well as the teacher of English as a second language. Its purpose is to make available to teachers of elementary and secondary education instructional materials currently published in Spanish and Portuguese speaking countries. To have your name placed on the mailing list write: Ann Kern, Materials Acquisition Project, San Diego City Schools; 2950 National Ave., San Diego, CA 92113

1,000 Spanish Idioms by Dr. J. Dale Miller contains over a thousand of the most frequently used Spanish idiomatic expressions graded on a 1 to 5 scale according to acceptability and frequency. Copies are \$2.95 each from Brigham Young University Press, Publication Sales, 205 UPR, Provo, Utah 84602.

The Organization of American States has several publications of interest available in either English or Spanish (please specify which language when ordering): "Image of Haiti: Magical Haiti", "Image of Panama: Center and Juncture of the Americas", "Image of Peru: Eternal Peru", "Image of Chile", "Image of El Salvador", "Toward Latin American Development", and "Monumental Cities, I" (includes Potosí, Bolivia; St. Augustine, Fla.; Oro Preto, Brazil). All publications are 25¢ each from Sales and Promotion Division, General Secretariat of the OAS, Washington, D.C. 20005. A 1975 to 1976 catalog of OAS publications is also available upon request.

Audio-Motor Units for developing Listening and Cultural Understanding in Spanish. Write to Theodore B. Kalivoda, Assoc. Prof. of FL Education, University of Georgia. A set of 20 costs \$1.00. Good for teaching commands and waking up the class.

The Tito Puente Show - RCA, Social Security Administration, Baltimore, Maryland, Zip 21235 - music combined with short social security messages in Spanish - new record is sent free several times a year! Not bad for listening comprehension on an advanced level.

1974 Directory of Suppliers of Spanish Materials is now available. It lists hundreds of companies that supply Spanish materials in several dozen categories. It also has a supplement of French and German materials, and lists companies that supply free materials for teachers: books, booklets, catalogs, posters, premiums and promotional items. Listings include company name, address, products or services, current prices, disk copies and free materials - plus a list of all Embassies and Information Centers of Spanish-speaking countries in the U.S. Costs \$2.00 postpaid. Order from Cruzar Spanish Publications, P.O. Box 1269, Homestead, Florida 33030. Please enclose reference.

Comics - 20 cents each postpaid. Educational: Aventuras de la Vida Real - Epopeya Grandes Viajes - Leyendas de America - Mujeres Catebros - Vidas Ilustres. Funny: Daniel el Travieso - Fixi y Foxi - Gene Autry - Hopalong - La Pequeña Lulu La Zorra y el Cuervo - El Pajaro Loco - Porky, etc. Write to: Dr. Hammond, 211 South Main, McAllen, Texas 78501.

(All of above from: December 1975 bulletin of Wisconsin Spanish Teacher)

DATING IN SPANISH SPEAKING COUNTRIES, a learning activity packet on dating prepared by Rose Rudlin, Jack Johnson, and Nancy DeMald. It includes a checklist outlining student activities, several pages of information on dating, four dialogs or mini-dramas in Spanish on various aspects of dating, a vocabulary list, and a final test. Could easily be used from end of first level to advanced levels. Can be adapted to small-group work as well as to individual study. About 10 pages. Cost: 50¢. Orders must specify the lesson desired by name and payment by coin or check must accompany all orders. No stamps or postal orders will be accepted. Checks MUST be made out to Indiana University. Address requests to: The Coordinator for Schools FLs, 317A-318 Memorial West, Indiana University, Bloomington, Ill 47401.



FLMID NEWS, October 1975
(Comment from CELTA Editor, Sue Lister:
"I have a copy - my students found it a
welcome change from the regular page
when using a textbook.")

BIBLIOGRAPHY OF HISPANIC PAPERBACKS Among the recent publications of the Library of Congress in Washington, D.C., is Latin America, Spain and Portugal: An Annotated Bibliography of Paperback Books. The work consists of a listing of 1,512 inexpensive paperbacks currently published in the United States on Latin America, Spain and Portugal. Compiled by Mrs. Georgine M. Dorn of the Library's Hispanic Foundation, the bibliography is an enlarged revision of Latin America: An Annotated Bibliography of Paperback Books (1967). Besides the addition of Spain and Portugal to the new edition, the bibliography includes travel guides in the Latin America and Iberian Peninsula sections and a new category for a selection of outstanding grammars, language readers, dictionaries, and textbooks. The bibliography sells for 75 cents a copy, and may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402.

Wisconsin Spanish Teacher, Dec. 1975

Spanish Game developed by teachers and offered by the FL Assoc. of Missouri: "ES COSA DEL PASADO" \$2.50. Similar to Bingo, but playing board is designed in a form usually used for verb conjugation - a game with the Spanish irregular preterits. Write: Dr. Reva Abelson
7730 Cornell
St. Louis MO 63130

SPANISH CAMP AMITECATE

Participants in four CFLTA sponsored sessions of Camp AMITECATE in Spanish will create their own ambiente mexicano from personal observations in Tecate, Mexico, just five miles from Camp headquarters in the San Diego Back Country. Open to Junior and Senior High School Spanish students, each six-day session will feature frequent contacts with young people of Tecate, sports activities, folk dancing, movies in Spanish, typical crafts of Spanish America and representative meals from all over the Hispanic World.

CFLTA members sending more than ten of their students to Camp AMITECATE will be encouraged to provide classroom feedback to this experimental language enrichment program, by joining the Camp for a four-day observation session, free of charge, with the option of participating in all Camp activities.

Sessions of Camp AMITECATE scheduled for the summer of 1976 will be June 20-26, June 27-July 3, July 11-17 and July 18-24. If response is great enough, an August session may be planned. For more information and application material, please write: CFLTA CAMP AMITECATE

Box 118
Bel Mar, CA 92014

CFLTA LANGUAGE INNS

CFLTA is sponsoring a Spanish language Inn, a one-week residence program of complete immersion in Spanish language and culture. The Spanish Inn will be directed by Dr. [Name] Young, CSU, San Diego and will be held in Tecate, Baja California. College credit will be available. Further information and application forms from: Miss Carol Sparks, CFLTA Language Inns Coordinator
1795 Woodside Court
Concord, CA 94519

CFLTA ROAD SHOWS

Spanish unit offered - workshop in developing a culture unit consisting of slides and recorded soundtrack, led by Fabian A. Samaniago, Spanish Dept., U. of C. at Davis. Information from: Muriel A. Garcia, CFLTA Road Shows Coordinator
2426 Palomar Ave., Ventura, California 93003

"FEELIN' GROOVY"

in French

C'est bon la vie

- Nana Mouskouri

Doucement, ne buscule pas
Laissez-moi, prolonger l'aube -
Et chanter n'importe quoi,
Vive la vie, que c'est bon la vie.

Da da da da da da da, c'est bon la vie.
Da da da da da da da, c'est bon la vie.

Allo taxi la route est longue
Et le plan pour le tour du monde -
Tu vas voir comme c'est joli.
Do on do bie, c'est bon la vie.

Da da da da da da da, c'est bon la vie.
Da da da da da da da, c'est bon la vie.

Je n'ai rien a faire et pas de rendez-vous
Je suis libre comme l'air et prete a tout.
La folie serait de ne pas perdre la folie.
Vive la vie, que c'est bon la vie.

Baa da da da ...

Doucement, ne buscule pas
Laissez-moi prolonger l'aube -
Et chanter n'importe quoi,
Vive la vie, que c'est bon la vie,

Da da da da da da da, c'est bon la vie,
Da da da da da da da, c'est bon la vie.

The 59th Street Bridge Song
- Paul Simon

Slow down, you're movin' too fast
You've gotta make the morning last
Just kickin' down the cobble stones
Lookin' for fun and feelin' groovy.

Ba da da....Feelin' groovy.

Hello lamppost what ya knowin'?
I've come to watch your flowers growin'
Ain't ya got no rhymes for me?
Do in do be...Feelin' groovy.
Da da da...Feelin' groovy.

I've got no deeds to do,
No promises to keep,
I'm daffied and drowsy and ready to sleep
Let the morning time drop all its pebbles
Life, I love you, all is groovy. on me
Ba da da...

SPECTRUM, Winter 1976

We don't know who ate the first mushrooms,
but we do know that the French were the
first to grow them on purpose - in caves
'ust outside Paris.

FRANCE

CROSS-CULTURAL EXCHANGE

Comments Overheard from French People
About the American Culture
from Péguy Nocturne
New Jersey

McDONALDS - It is really unbelievable.
You go into a restaurant, pay for your
food; and they expect you to clean up
the table, when you are finished. Why
don't they just ask the clients to sweep
the place!

The Americans serve all their drinks half
filled with ice. Drinking such cold
beverages is bad for the liver.

HALLOWEEN - It's legalized vandalism.
The youths go wild: smashing pumpkins,
soaping windows, filling mailboxes with
shaving cream.

The Americans have a greeting card for
everything: new babies, new houses, April
Fool's Day, St. Patrick's Day, and Easter.
They send Valentines to all their friends
and even to their wives.

FLOWERS - An American student came to my
home for dinner. He brought me chrysan-
themums! The poor fellow didn't know
they are considered the cemetery flower
in France!

MATERNITY WARDS - How inhuman! The baby
is behind this glass wall which is not
even near her mother's room. You can not
visit when you like, and the mother only
stays in 3-4 days!

ON RADIO

Ann Arbor, Michigan producer-writers,
Shirley Yih and Mary Kincaid's radio
series, "French Minutes", will be hitting
the airwaves throughout the U.S. after
September 1, 1976. They have written and
produced a total of nine radio plays -
bilingual adaptations of de Maupassant
short stories, running from 10 to 15 min.
each. Narrated in English, each story
features French dialog by Parisian per-
formers.



TOWARD FREE CONVERSATION IN THE CLASSROOM

Presenter: Kay Flanagan, Whitewater Public Schools
Reprint from WAFLT Bulletin, Spring 1975

The presenter offered general guidelines she uses in developing free conversation with her students. First, students who are fluent need not talk in long complicated utterances or express "great ideas." Small talk is an important element in free conversation in fluency. Second, French is a "must" in the classroom. Students use French at all times to communicate with the teacher and with each other. Third, skits and stunts are fun, but they must be used correctly: students should use vocabulary and structures from a given lesson, adhering to them closely in preparing original skits or stunts. These are some specific activities that have been successful in her classes:

1. Have students give a resume of an assignment - then re-give it, imitating someone's voice and inflection (former President Nixon or General De Gaulle).
2. Keep a trunk ("la grande caisse") filled with props, costumes, etc., that can be used by students to help with their presentations.
3. Have students personalize basic ideas or reading selections from the text: "une soiree reussite" which was really a disaster. Students can think of other such situations in their own lives and make up similar skits/plays, using the same structures from the text. Another example was taken from "Souvenirs of Childhood, in which the imperfect tense was practiced and applied. Ms. Flanagan suggested selecting the best skits of the year and presenting them in the evening, inviting the public. Awards are then given for the best actor, best actress etc. Such an activity motivates and inspires the students to be creative and to do their best throughout the year.
4. Plan a "Show and Tell" day. Students bring something to class (usually dealing with their hobby or favorite activity) and talk to their peers about it. Such as "How to Box," "How to Start a Car." Such an activity is probably most effective in an advanced class.
5. Use transparencies of "Saturday Evening Post" covers, or covers of magazines, to stimulate descriptions, sub-titles, short narratives. Cartoons and caricature drawings are also useful for stimulating captions or anecdotes.
6. Make up a murder mystery. A situation is presented (in French) to the students. Small-groups of students discuss possible solutions - each group must come up with some sort of solution, no matter how silly. Later they can make up their own mystery situations to present to the class to work out in small groups.
7. Since school administrators are very concerned these days with "inquiry techniques," take a poem or song and ask guiding questions for students to answer and discuss in interpreting the work. Later students should be encouraged to develop their own questions which they can share with the group.
8. Use the "interview" technique. For example, one student is Marie Antoinette and another is Robespierre. Students in the class ask a series of questions of one of the two characters (who may have to read up on the person he or she is portraying). Students may write up a newspaper "report" of their interview as a writing activity and then present it orally to the class.
9. Do a take-off of the "Dating Game" or "Price is Right." Students practice making up questions and again use the inquiry technique.

In all of these activities, Ms. Flanagan pointed out that visuals (provided by the students or the teacher) are very important for meaning and motivation. She also suggested using a variety of reading materials and taping/video-taping as many of the activities as possible to share with other classes, with the administration and with parents.

POSSIBLE MINI-COURSE OFFERINGS a Foreign Language Department might select to make the study of languages as interesting and worthwhile as possible for the students. Courses would be of varying length: 2 - 9 weeks.

FRENCH MINI-COURSES

Semester I

Conversation and Grammar Review six weeks
A short review of tenses, idioms, and important constructions with emphasis on using them orally.

Sports three weeks
The most popular ones in France will be studied by means of film strips, films, tapes and reading.

Skits one week
Short humorous plays will be selected from correlated tapes and books

Reading for Fun three weeks
Each student will select his reading program from a wide variety of material. Tapes, correlated books, records, etc.

History three weeks
An introduction to the most interesting events in French history, through articles, reading, filmstrips and correlated tapes.

Skits one week
A continuation of the previous "skit" course. Acting out of student prepared skits, or specially chosen plays.

Semester II

Chateaux three weeks
Visits by films, film strips, and reading to the most famous chateaux.

Independent projects three weeks
Students will select their own topics to work on.

Foods and Cooking three weeks
Students will learn about French foods, how to order in a French restaurant, and do actual French cooking.

Advanced Conversation and Composition three weeks
More practice in learning to converse and write well in French.

Culture three weeks
Finding out about how the French people live and how their customs differ from ours.

Trip Planning three weeks
Planning a trip to the various regions of France, learning useful tourist vocabulary, and regulations.

Some courses will be conducted by individualized instruction, some in small groups, some with the whole class. Each student will work at his own level of achievement.

(from WAFLET Bulletin, Spring 1975)

Precise as a slide rule, more mellifluous than temple bells and as vague as an October haze when necessary, the French language still hasn't resolved its problems with AGRR, ARSH and AAMIGN.

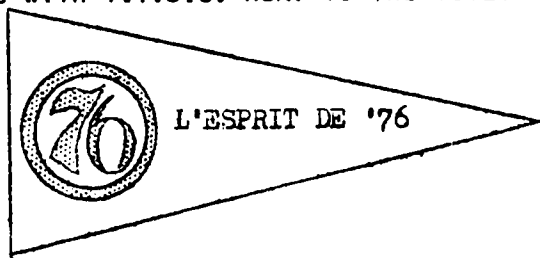
Starting next year, the government promises to war on linguistic mongrelization by fining those responsible for the infiltration of foreign terms.

But before hauling a street vendor into court for calling a sauciss de francfort a hot dog, says Jacques Gandouin, a professor at the University of Paris, the government would do well to purge French of a problem no one can blame on the Americans or the British - the passion for abbreviations and acronyms that few people here, and virtually no one abroad, understand.

AGRR sounds like someone getting strangled, but a directory of 20,000 French abbreviations says it's the General Association of Cooperative Pensions. ARSH is really no more offensive than the Association for Research in Human Sciences. And AAMIGN, seemingly the product of a throat disease, turns out to be the Association of Supervisors of the National Geographic Institute.

Translators say the French probably use twice as many of these acronyms and similar abbreviations as speakers and writers of English or German. "These abbreviations are perhaps a greater danger of comprehension than the foreign words, which after all can be naturalized in a satisfactory way", Gandouin said. "They're ugly and they are among the things that stand in the way of universality for the French language."

A tourist can't avoid them. Many cafe awnings are marked p.m.u. and a.f.p. The first means that the cafe has an offtrack betting window, the second that it receives a wire report of race results. Prices on the menu, alongside lobster, for example, might be marked s.g., which means "according to size," and the bill might come with t.t.s.c. next to the total - all tax and service included.



FRENCH DRAMA

Le Treteau de Paris appeared on stage for two presentations of L'Avare of Moliere. Teachers interested in obtaining student copies of the play will find an attractive one for sale by French and European Publications, Inc., 115 Fifth Ave., New York N.Y. 10003. The books are \$1.50 per copy. For all orders add \$1.00 for postage, handling and insurance. Minimum order, five copies. Allow up to two weeks for delivery. All orders prepaid.

Iowa Foreign Lang. Bulletin
Feb. 1975



FRENCH PHONICS FOR AMERICANS is a booklet which makes it possible for the high school or college student to learn to pronounce 85% of all the words in the French dictionary correctly, and without prompting or hesitation, is now available. Within a period of from fifteen to thirty classroom hours, the student can, through this self-teaching format, learn to see written French as does a native speaker. An abstract and a copy are available through ERIC. Orders for multiple copies: Dept. of Modern Languages, Georgia Inst. of Technology, Atlanta GA 30332. Xeroxed text available at \$1.75 ea.

MATERIALS ON FRENCH ROLE IN BICENTENNIAL

Few French teachers, if any, will be failing to stress the French contribution to the young American nation during the upcoming bicentennial celebration. For those who wish some background information on the subject, Professor Maurice Ross has prepared a packet which he offers to interested parties. The packet includes "Teaching the Reasons for France's Participation in the American Revolution", "Le Barbier de Seville et la Guerre d'Independence," and "The Ordeal of a Merciful Man", which explains how the French court rescued Washington from a painful dilemma. Professor Ross has also produced a series of short radio broadcasts about the accomplishment of independence. To receive a copy of the packet, send a self-addressed manila envelope with 26¢ in postage to Professor Maurice Ross, Dept. of Foreign Languages and Literatures, Purdue University, West Lafayette, Indiana 47907.

LA CONCIERGE (from THE IMPULSE 9/75)

Did you hear what the concierge said about the croissants? She says they're not French at all. She says they originated in 1686 when the Turks of the Ottoman Empire were besieging Budapest. Hungarian bakers, who worked at night, heard the invaders digging tunnels to reach the heart of the city. An alarm was raised and the assault repulsed. As their reward, the bakers were granted the privilege of creating a commemorative pastry taking the form of a crescent, emblem of the defeated Turks. But according to another tradition, croissants were first produced by the bakers of Vienna, to express their rejoicing in the western victory over the Turks in 1683. But the cult of the moon, with the crescent used as a religious symbol, is far older than any Turk or Christian. True, since then, the French have given these rolls a special culinary "chic" - and their name. Well, the concierge, you know how she talks . . .

A TASTE OF PARIS by Theodora Fitzgibbon (Houghton Mifflin Co. Boston 1974, \$7.95)

French cookbooks are plentiful and always in season. This one, however, is out of the ordinary. The author has concocted a fascinating melange of recipes, served up with a liberal sprinkling of anecdotes about the restaurants of Paris and the famous and infamous persons who frequent them. The book is accented with wonderful photographs of la belle époque and unexpected tidbits of information. Whether you're a gourmet, gourmand, French teacher, Francophile, photographer or nostalgia buff, this cookbook is for you.

Editor, FLAND NEWS 3/76

FOREIGN EXCHANGE

French is a hobby with me. I speak it understandably, but grasp it rather poorly when it is spoken by the average French person. At a formal dinner where I was surrounded by French people, I was indulging liberally in my conversational French, but having trouble when I had to listen. I overheard a French woman sitting two seats down the table say: "That American speaks French very well. Isn't it too bad he's deaf." contrib. by John Kimberly

FRENCH BREAD RECIPE

Ingredients:

- 2 cups warm water (105 to 110 degrees)
 - 1 package active dry yeast or 1 cake compressed yeast
 - 1 tablespoon salt
 - 6 to 6½ cups unbleached flour
 - a sprinkling of cornmeal
1. Measure water into large bowl. Crumble or sprinkle in yeast. Stir to dissolve. Beat in salt and 4 cups flour to make stiff dough, mixing with hands if necessary.
 2. Turn dough out onto floured board. Knead about 5 min., sprinkling with flour if dough is still sticky.
 3. Place dough in large, lightly greased bowl with fairly vertical sides to aid the rising. Cover with damp towel. Set in warm place (75 to 80 degrees - top of stove or refrigerator is good)
 4. Let dough rise about 2½ hours until triple in bulk.
 5. Punch down with fist. Let rise 30 -45 min. or until more than double. Turn out onto floured board. Cut into 3 or 4 equal parts. Roll each back and forth with palms, sliding hands gradually toward ends as dough lengthens. Roll it 15" long or as long as your cookie sheet
 6. Sprinkle cookie sheet with cornmeal. Place bread on cookie sheet. Take a razor blade and make 3 or 4 long diagonal slashes ¼ to ½ inch deep. Let dough rise, uncovered, in warm place about 2 hours or until doubled in bulk. While dough rises, heat over to 400 degrees. Put a shallow pan of boiling water on bottom shelf: will create steam. Brush loaves with cold water. Bake 20 minutes. Brush again and bake 20 minutes. Transfer loaves to wire rack to cool.

THE IMPULSE 9/75

LANGUAGE CAN BE EXPENSIVE!

To solve the language problem, according to word from San Francisco, Place Pigalle encourages customers to order wine by number . . . Other evening a businessman ordered a bottle of No. 103 but the waiter thought he said 104. The guest liked it so much, he ordered a second bottle. Instead of his \$6.50 wine, he was drinking a \$38 a bottle! He & owner split bill.

FILMS FOR THE FRENCH TEACHER

French Film Descriptions: Need help on deciding which films might be most worthwhile to show in class? Sandra J. Savignon has prepared an evaluative guide to over 100 education films relating to French language and culture. These films were systematically reviewed and rated by teachers in training under the supervision of Professor Savignon. The listing for each film includes a description of the contents, an indication of the age and linguistic level for which it is judged most suitable, and a summary of viewers' assessments of its overall value. This publication is available FREE to classroom teachers through the cooperation and support of the Department of French and the Visual Aids Service of the University of Illinois (Urbana-Champaign). Requests for the material, accompanied by two first-class postage stamps to cover mailing, should be sent to Professor Sandra J. Savignon Dept. of French, 2090 Foreign Languages Building, University of Illinois, Urbana, Ill.

FLAND NEWS October 1975

Filmstrip & Tape on French-Speaking Switzerland: Joan Jukich and Yoland Jenny of the Department of Foreign Languages at the University of Minnesota-Duluth have authored a filmstrip/tape/script under a grant from the University of Minnesota which presents a comprehensive view of French-speaking Switzerland. The program fills a real need, reports Professor Jenny, because of the unavailability of any materials on the Suisse Romande or Belgium. It depicts scenes of everyday life as well as sites of historical and literary interest. There are two soundtracks, one in English for cultural or social studies classes, and one in French for intermediate and advanced students. Write to:
AUDIO VISUAL LIBRARY SERVICE - for descriptive brochure and price list.
3300 University Ave. SE
Minneapolis, MN 55414

FLAND NEWS October 1975

Want to Increase Enrollments, Interest & Awareness in French? French is all around us - where we eat, shop and visit. It is important to people all over the world, as the language of diplomacy, of the arts, of science, of love. All this - and more - are included in an exciting new film-strip package, "Why Study French", prepared by the Focus on French Committee of the American Association of Teachers of French. Geared to students of grades 5-8, it presents in an easy, appealing manner, the many reasons for choosing to study French. Available from AATF. Contact Dorothy Datis, Publicity Chairman, Focus on French Committee, 131 Livingston St., Brooklyn, N.Y. 11201.

EDUCATIONAL RESEARCH ASSOCIATES, 3390 Windsor Extension,
Dubuque, Iowa 52001

Entirely new, illustrated material and slides for teaching French culture through French gestures and visual, comparative-study media (including transparencies to be placed over a mirror) are now available for learning French pronunciation.

"The Silent Language of France-French Culture through French Gestures" by Henri Niedzielski. 66 pp., 36 photographic illustrations \$ 2.95

37 Supplementary slides, for use with above book: \$7.95 if ordered with book. Otherwise, \$8.96 per set.

French Sound Visuals - Comparative Studies by Henri Niedzielski and S. Fleurette Schmitt. 8 transparencies, 12 loose-leaf folder sheets, for pronunciation. Single sets \$2.65.

Iowa Foreign Language Bulletin; Oct. 1975

FRENCH

Publications, Journals, Newsletters

New publication AATF National Bulletin established by the American Association of Teachers of French. Editor requests news items of interest - conferences, workshops, model programs, foreign lang. weeks, special bicentennial observations etc.

S.L. Shinall, Editor
AATF
57 East Armory Ave.
Champaign Illinois 61820

French/Canadian newspaper available - classrooms can subscribe to Soleil de Colombie, a French newspaper from British Columbia, for \$10 per year. Tabloid-sized, the paper appears weekly, and includes regular features, women's news, some want ads, etc. Each week, one page written by and for students of French appears, with recipes, puzzles, and other features. Write: Soleil de Colombie 3213 rue Cambie, Vancouver 9, CB, Canada (about 12 pages long)

If you have been searching for a French newspaper for your classroom, perhaps France-Amerique, Le Journal Francais Des Etats-Unis is the answer. France-Amerique is a French newspaper published weekly in New York. It costs \$8.00 per year and \$5.00 for six months. You may write for special reduced rates for schools and colleges. Single copies are 25¢. Write: France-Amerique

1111 Lexington Ave., (from New Jersey
New York, N.Y. 11021 Foreign Lang Notes
Oct. 1975)

A publication appearing monthly to summarize activities in Quebec schools is available for the asking. It is called Education Quebec, and contains news of educational TV, career education, health education, etc. in French. Write: Education Quebec
Service general des communications
Ministere de l' Education
Bulldoze "G"
Quebec G1A1H2

FOCDES - Excellent French language quarterly available to schools at no charge. Write to: Monsieur Marcel Couture, Directeur des Relations Publiques
Hydro-Quebec, 75 boulevard Dorchester ouest
Montreal, Quebec H2Z 1A4, Canada

Contemporary French Civilization, a new interdisciplinary journal devoted to the study of French speaking cultures throughout the world, is designed to address the needs of faculty (secondary and advanced levels) in French, history, political science, sociology and other related disciplines. In the forefront are the 25-30,000 French-language teachers in the U.S. alone who share the serious and often difficult task of acting as the chief interpreters of French speaking cultures for thousands of students.

Articles, annotated bibliographies, interviews, notes and reviews are solicited from persons wishing to share their knowledge and insights with a broad, diversified audience.

Initially, the journal will be published bi-annually with the first issue appearing in the fall of 1976.

Editorial correspondence: B.J. Quinn
General Editor, Dept. of Modern Languages,
Montana State University, Bozeman,
Mt. 59715

Subscriptions: 1 yr. \$8.00 individuals;
\$10.00 institutions

Write: Phillip Crant, Managing Editor
Dept. of Foreign Lang. & Literature
University of So. Carolina
Columbia, S.C. 29208

NEW FRENCH NEWSLETTER AVAILABLE: The first issue of a newsletter called Le francais sans frontiere has just appeared. It is published by the Federation Internationale des Professeurs de Francais. For a copy write to the editor, M. Jean Demoule, 10, rue Gabrielle-d'Estroes, 92170 Vanves France. The first issue carried news about French teachers in Chile as well as a view of Lebanon.

FLAND NEWS Oct. 1975

WISCONSIN FRENCH TEACHER a publication by the Dept. of French and Italian, The Univ. of Wisconsin; Madison, Wisconsin 53706
A once-a-year publication containing ideas and resources; sent free to Wisconsin Teachers only - write for costs for out-of-State requests.

DOUBLE YOUR FUN
BECOME BILINGUAL

FOR FRENCH TEACHERS

Have you seen the 100 French Culture Capsules published by J. Dale Miller; University Station 7149, Provo, Utah 84601? For \$3.00 you can receive these looseleaf capsules. They are a page in length, containing relevant information on a given topic - marriage dating, or whatever - and activities are suggested.

The French Teenager is a practical manual on the activities and life styles of French youth. Suggestions for teaching are included. Written by Jane M. Bourque and available at the Advancement Press of America for \$4.00.

(above articles from The LASSO)

NEW FRENCH CULTURAL UNITS

The French slide-tape units on various phases of contemporary life in France, developed by Mrs. Tora Ladu, former Director, Division of Languages, No. Carolina Dept. of Public Instruction, and Madame Yvonne Vukovic of Paris will be distributed by the Advancement Press of America. Five French units are available - for catalog descriptions and prices write:

Advancement Press of America (WAFLT BULLETIN, Whitewater Wisconsin)
5440 Cass Avenue
Detroit, Michigan 48202.

UNITS FOR TEACHING CULTURE - Students in Professor Knop's culture workshop, summer 1974, developed several culture units that may be borrowed for use in French classes:

1. African Market includes dialogues, slides, video-tape and tape recordings dealing with the market scene and eating habits in Africa.
2. French Trains consists of audio-motor units, dialogues and information of differences between French and American trains and train travel.
3. Studying French Culture through Advertisements looks at slides of French ads and, through questioning techniques, leads students to discover aspects of French living and values as seen in advertising.

Requests for these units should be sent to:
Prof. Constance Knop
144 Teacher Education Building
225 N. Miles; UW-Madison, 53706

(Blue Grass Bulletin, Fall 1975)

Helene Peters has compiled an Annotated Selected Bibliography on the Current Status of French Women. She is happy to make it available to teachers. Send 30 cents in stamps and a self-addressed, stamped envelope to:
Helene Peters, French Department
Macalester College, St. Paul Minn. 55105

Annotated Bibliography of Selected Texts for Teachers of French by James E. Becker,
Malcolm Price Lab. School
Write: James E. Becker, Chrm. F.L. Dept.
Malcolm Price Laboratory School
U. of No. Iowa; Cedar Falls, Iowa 50613

André Paquette Associates - official distributor for the U.S. of Librairie Beauchemin, Ltée of Montreal, publishers of outstanding French-Canadian writers, materials for second-language instruction, dictionaries, technical manuals and language games. Write: Paquette-Hudson Assoc.; 329 Churchill Ave.; Ottawa, Ontario K1Z5B8.

CULTURAL INFORMATION ON FRANCE

For French cultural information, information on French Universities, courses for foreigners, schools in France, exchange scholars:

Services Culturels de l'Ambassade de France
972 Fifth Avenue; New York, N.Y. 10021

Les Services Culturels, Ambassade de France, has available posters published by the Commissariat Général au Tourisme français. 4 posters (w of size 90 cm x 60 cm x 40 cm) may be requested. Send a label with your name and address together with a check for \$1.00 made payable to "Cultural Publications" for handling and postage.

Maine FL News, Fall 1975

Information on political, economic, and social institutions may be obtained from Services de Presse et d'Information, Consulat Général de France, 2570 Jackson st., San Francisco, CA 94115.

Political, economic or social order in France information: write to Consulat Général de France, Service de Presse et d'Information, 3 Commonwealth Ave., Boston, Mass. 02116. In all cases, teachers should write for material.

- Maine FL News, Fall 1975

TIC-TAC-TOE WITH FRENCH IRREG. VERBS - a game for students to play in pairs as teacher calls from cards marked with the passé composé. Portable playing board, i.e., students may respond with the infinitive or with the passé simple. \$2.50, postage included. Make checks payable to Dr. Reva Abelson

7730 Cornell; St. Louis, MO 63130

If you are interested in posters, films, slides, brochures and other information on France, write for a free catalogue from Dr. Gerard Roubichou, Attache Culturel, 3305 St. Charles Ave., New Orleans, LA 70115 (Teachers only)

Florida FL Assoc. News, 3/75

Copies of a French mail-order catalogue which is available on newsstands all over France may be ordered from Manufrance, 42033 St. Etienne, Cedex, France. So far the catalogue is free.

U. Of Ill. FL. News 4/75

Write to the Mayor of Montréal, Jean Drapeau, Hôtel de Ville; 275 Est. Notre Dame Montréal H2Y 1C6, Canada - for bilingual tourist brochures.

PUB Theatre Company
2695 Sacramento St.
San Francisco CA 94115

A new innovative program in Bi-Lingual Performances. Teachers interested in inviting group to their school performances and discussion between actors and students, contact PUB Theatre Company.

ADDRESSES FOR FILMS: National Film Board of Canada (catalog of free films in French)
650 Fifth Avenue, New York, N.Y. 10001

FACSFSA (documentary films) - Catalog is \$1.00
972 Fifth Ave.; New York N.Y. 10021

Daniel J. Maillet (Focus on French - 20 minute film)-rental fee
75 Meadow Street
Garden City N.Y. 11530

Maine FL News, Fall 1975

STRICTLY FRENCH

SUMMER STUDY

Summer Workshop in Lyon, France
June 21 to August 2, 1976
Information from: Edward Allen
238 Arps Hall
1945 North High Street
Columbus, Ohio, 43210

Institut Francais
Rollins College, Florida; France
July 6 to 24 - College
July 26 to August 20 - France
Information from: Dr. Elinor S. Miller
Box 1028
Rollins College
Winter Pk, Fl. 32789

The French House, Wisconsin
8 week summer session
June 16 to August 8
Information from: Lytton Davis
Dept. of French
U. of Wisconsin
610 Van Hise
Madison, Wisconsin 53706

The Experiment/NAIS to sponsor
Intensive 5-day Workshop for French
Teachers - Vermont; June 21-26
Write: NAIS
4 Liberty Square
Boston, Mass. 02109

CFLTA LANGUAGE INNS - French - August 14 to 22
Dominican College, San Rafael
Write: Carol Sparks, CFLTA LANGUAGE INN COORDINATOR
1795 Woodside Ct.; Concord, CA 94519

PRIMARY FRENCH IN THE BALANCE

Clare Burstall, Monika Jamieson, Susan Cohen and Margaret Hargreaves, A report of the National Foundation for Educational Research in England and Wales (published in England in 1974 and in the United States through Humanities Press in 1975), \$11.75

PRIMARY FRENCH IN THE BALANCE reports on a ten year national experiment in foreign language teaching in England and Wales which was set up to examine the feasibility and advisability of expanding the teaching of French to all students at the primary (elementary school) level. Specifically, data were to be collected relating to the experimental pupils' level of achievement in French (with comparison made to student beginning the language at a later age) and to the development of their attitudes toward learning the language. Sub-questions included such items as examining the effect of pupil variables (e.g., sex, socio-economic status, etc.) and teachers' attitudes/expectations on the level of achievement of the students and on their attitudes toward foreign language learning. A wealth of statistical data was collected, the figures of which are contained in separate technical appendices. This volume summarizes and discusses the findings of the experiment in a coherent well-organized, and thorough fashion.

Journal of Educational Research

CONCRETE POETRY IN GERMAN ? JAWOHL!

Donna Spence submitted the following concrete poem to Dr. Gustave Mathieu's third year German class at California State University, Fullerton. Dr. Mathieu sent it along to Accent after noting the French concrete poetry in the Sept./Nov. 1974.

PROTEST

Die Preise steigen nach
Das Einkommen geht
Die Heiterkeit geht

n
e
b
o
h i n a u s,
h i n
u
n
t
e
r

Kummer in unserem Haus.

Wir befinden uns in einer Höhle

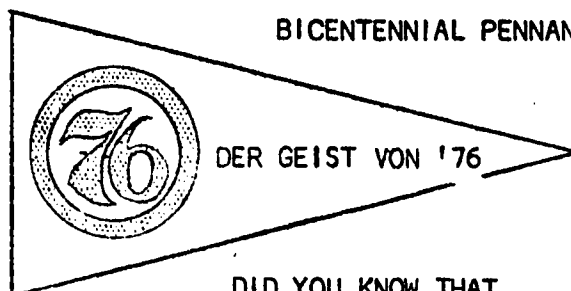
Die immer t
l
e
f
e
r
w
i
r
d;

Herum in einer
e
r
e
i
s

Bis man die Vernunft verliert!

(Courtesy ACCENT on ACTFL)

BICENTENNIAL PENNANTS



DID YOU KNOW THAT . . . ?

(Some interesting and curious facts on German contributions to American history)

...the name "America" was first used for the new continent by German cartographer Martin Waldseemüller who in his "Cosmographiae Introductio" of 1507 mistakenly attributed the discovery of the new world to Italian navigator Amerigo Vespucci?

...Peter Minuet who bought Manhattan from the Indians in 1626 and erected the fort known today as the "Battery" was born in Wesel, Germany?

...German immigrants brought to the U.S. not only beer and sauerkraut, but also Christmas trees, Easter eggs, blue jeans, and the "comic strip"?

...Civil War cartoonist Thomas Nast, who created the Republican elephant, the Democratic donkey and Santa Claus, was born in Landau, Germany?

...the famous painting of "Washington Crossing the Delaware" was painted by Emmanuel Leutze while he was actually living in a town on the Rhine?

...that the first newspaper to print the Declaration of Independence was Heinrich Miller's "Pennsylvanischer Staatsbote" in its issue of Tuesday, July 9, 1776?

...that 35 million American citizens today one out of every six - can trace their ancestry to Germany?

(from BULLETIN N.Y. Assoc. of FLT) Nov.75

INTERDISCIPLINARY GERMAN-LANGUAGE CULTURAL UNITS by Merriam M. Moore is a booklet of suggested themes, activities and projects which have evolved from the interdisciplinary advanced German-language mini-courses at Ridgefield High School. Many of the activities can be adapted for use at earlier levels. Booklet can be obtained from Mrs. Merriam Moore, Ridgefield H.S., 700 North Salem Road, Ridgefield, Conn. 06877. Please include 13¢ for postage. (Iowa Foreign Language Bulletin, Feb. 1975)

AUFBAU is an American weekly in German which gives English translations of difficult words. It is the largest German-language newspaper in the U.S. A special project of AUFBAU is a youth section especially created for high school and college students as a very lively part of their curriculum. It is a newspaper - not just any kind of textbook - with a broad variety of news items of general interest for the students as well as features, travel reports, puzzles and contests, all written in an easy to understand language with English translations of difficult words. In short: an enjoyable way of learning German. Write AUFBAU, 2121 Broadway, New York, N.Y. 10023. (no indication of cost given.)

(from Foreign Language Notes, October 1975)

SHARE YOUR TALENT: PROJECTS FOR CLASS

Choose one or more activities from the list below. Start on the project now.

1. Write to a pen pal in a German-speaking country.
2. Read a book about Germany.
3. Write a report about a German-speaking country.
4. Write a report on a film or television program about Germany.
5. Cook a German dish.
6. Make some German clothing.
7. Build a German mobile.
8. Make a German word puzzle.
9. Draw a series of original drawings showing the culture of the foreign country or unique characteristics of the foreign country using any media desired.
10. Paint a mural depicting unique and interesting aspects of a way of life in the foreign country.
11. Read a travel book of your choice and prepare an oral report using illustrations, post cards, photographs and/or slides.
12. Make a poster to advertise the culture of the foreign country.
13. Draw a series of original illustrations for a story that has interested you, using any media desired.
14. Sketch a map of a region in the U.S. where you would find German influence.
15. Make a scrap book showing cultural aspects or news of the foreign country.
16. Make an imaginary visit to a store, or bakery, or flower shop, plaza or coffee house or discotheque and name the items you would see in any one of them.
17. Build a model of some outstanding structure in the foreign country such as the Olympiaturm, Brandenburger Tor, or a Cathedral.
18. Prepare a menu in German emphasizing dishes from the particular country.
19. Write or tell about an interesting or humorous incident that happened to you while traveling in a foreign country.
20. Prepare an oral or written description of the cultural aspect that has impressed you the most.
21. Make up a game that you can play in German with your friends.
22. Prepare a chalk talk to present cultural aspects that have impressed you, or tell a story.
23. Make up a skit to present in class.
24. Make commercials for the country and be ready to act them out in front of group.
25. Organize a puppet show to illustrate part or all of the story that you may have chosen to present to your group.
26. Prepare a report (oral or written) centering on a region that interests you in the foreign country.
27. Write an editorial based on an article that may have appeared in a local newspaper.

23. After viewing a film showing cultural aspects of the foreign country, narrate or summarize it briefly.
29. Ask your teacher to provide you with a list of themes from which you can pick one to speak extemporaneously.
30. Ask your teacher for a list of hypothetical situations. Be ready to dramatize one of them.
31. Working alone or in a small group, write a drama centering it on a family that may have recently immigrated to the U.S. Be ready to dramatize it or direct the dramatization.
32. Listen to a record or tape in the foreign language and prepare a resume on its content.
33. Write parts of a script from a film that you have seen in which cultural aspects of the foreign country are emphasized.
34. Make up your own activity, discuss it with your teacher, and with his approval, go to work!

- - From Modern Language Newsletter,
Minneapolis Public Schools, January 1975

GERMAN LANGUAGE RESOURCES

For posters and printed material for German write:

German National Tourist Office
500 Fifth Avenue
New York, New York 10020

German Federal Railroad
11 West 42nd Street
New York, New York

German Information Center
410 Park Avenue
New York, New York 10022

Austrian-Swiss Information Office
31 East 59th Street
New York, New York

Austrian Tourist Information Center
519 Fifth Avenue
New York, New York 10020

(from THE HERALD, Illinois State U.)

The German Embassy in Washington has the following films available for loan:

John Bull, Millenstein, Nathan der Weise
Der englische Garten, Kleider machen
Paar, Der Feind des Feind.

(from MINNESOTA LANGUAGE REVIEW)

(following from THE DIALOG, Indiana U. Aug.
DER APFEL FALLT NICHT WEIT VOM BAUM,
prepared by Susan Hunt-Smith, William
Blaisdell, and Esther Stockdreher.

A learning activities packet which can be used at any level of instruction. The lessons include members of the family, family tree projects (Der Stammbaum), the origin of names, and coats-of-arms (Das Wappenschild). The assignments for students are both creative and personalized.

DAS EINKAUFEN FURS ABENDBROT, prepared by Judith C. Witte

A comprehensive three-part learning activity package which includes lessons on Das Metrische System, Das Goldsystem, Das Geldsystem, and Das Einheiten. Includes instructions for teacher introduction of material in a "normal" classroom setting and specific guidelines for many student activities to be done individually or in small groups. Along with teacher and student sections, each lesson includes a student self-test and a post-test. Excellent combination of English and German.

Above packets available prepaid 50¢ each. Specify name, send to Co-ordinator for School Foreign Languages; Memorial E. 121 Indiana U., Bloomington Indiana 47401

EINEM GESCHENKEN GAUL

Are you having difficulty keeping the bulletin board displays in your classroom attractive and current? Are your facts and figures on West Germany those of the Erhardt administration? Does your dearth of recent information on Austria and Switzerland cause these German speaking countries to suffer neglect? Where do you turn when some of your students begin to grow disenchanted with outdated factual and descriptive materials? Turn to the custodian! A kind word or two and he will most likely aid you in properly disposing of the cardboard box of odds and ends which has outlived its usefulness! Next, with the expenditure of a dollar or so for postage stamps and an hour or so of your time, this situation can be vastly improved. A wide variety of sources advertise regularly and consider it part of their service equipping the German teacher with materials which considerably enhance the foreign language classroom experience. The returns will usually outweigh time spent in formulating requests.

★ The Literary Society Foundation, Inc. (Box 155, Cracie Station, N.Y.; N.Y. 10028) continues to grant funds for purchasing books, equipment and teaching materials. It also provides medals and certificates to students who demonstrate outstanding achievement in German.

★ The German Information Center (410 Park Ave., N.Y., N.Y. 10022) offers a free subscription to The German Tribune, a newspaper printed in English which republishes articles of interest from the German Press. The Center has also recently received a variety of factual pamphlets from its publishers abroad.

★ Colorful bulletin boards can be constructed by means of the attractive brochures which The Swiss Center (608 Fifth Ave., N.Y., N.Y. 10020) and the Austrian National Tourist Office (200 E. Randolph Dr., Suite 5130, Chicago, Ill. 60601) mail upon request. The countries' skiing areas are heavily emphasized, although factual booklets are available too.

★ If you are possessing a substantial film-lending library from which films can be borrowed free of charge, The German Consulate General (Dr. Wolfgang Schumann, 104 S. Michigan Ave., Chicago, Ill. 60603) will donate book prizes to outstanding German students. When requesting the books, one should not forget to ask for Taschen über Deutschland, a 450-page factual compendium of up-to-date information of West Germany.

★ The regional office of Lufthansa German Airlines (814 Roanoke Bldg., 109 South Seventh St., Minneapolis, Minn. 55402) can be contacted if brochures concerning travel to and in Germany are desired. These brochures are especially useful since they include regional maps of the country.

★ Perhaps the most generous of the German benefactors is Inter Nationes (Institut für Information, 53 Bonn-Bad Godesberg 1, Kennedyallee 91-103, Federal Republic of Germany). The variety of items this foundation offers is so great that one must carefully specify needs and desires, whether they be maps, posters, card games, travel guides, factual pamphlets, literary texts, or biographies of famous Germans.

★ Since a complete listing of travel bureaus and information centers in the principal German cities is too lengthy to be printed here, interested persons may write to David C. Nelson, Box 8198 University Station, Grand Forks, N.D. 58202, for copies.

★ An article and resources courtesy, TAPE HISS; Nevada FL Newsletter, Spring 1975)

★ For loan of a film Europa Heute for promotional purposes. German teachers may write for information to the AATG Services Center, 359 Walnut Street, Phila. Pennsylvania 19106.

★ Inter Nationes of Germany offers free music tapes, printed stories and songs to the teachers of German. Ask for Musik and Lied catalogues. Inter Nationes, D-53 Bonn-Bad Godesberg 1, Kennedyallee 9-103, Bundesrepublik Deutschland.

(Above two articles from THE LASSO - Humanities Newsletter)

DEUTSCHES BROT

Baking has been linked with the economic and spiritual lives of Germany and has played an almost mystical role throughout German history. Bread was honored in pagan times as the staff of life and also as a sacred symbol; in Christian times it has been thought of as more than a food because of its connection with the bread of Eucharist. Its use and abuses have been a constant theme of German prose and poetry. One of Grimm's fairy tales tells of a mother whose beloved child died. Wishing to buy the child the noblest pair of shoes, she baked a pair with the whitest flour. But in the other world, as in this one, it was a sin to tread upon bread (the Arabs still believe this) and the dead child could not find his peace until his mother took off the shoes of bread.

Bread has always been the basic food of the German people. The lack of it during the First and Second World Wars still haunts even the most affluent German of today.

In Germany, as in other countries, white bread has always been a status symbol; generally the poor ate dark rye. In the past, rural bakers were often prevented by guild restrictions from baking white bread. The fact that Central and Southern Europe have always suffered from fuel shortages has made centralized bread-baking preferable to home baking.

In 1466, a portrait of a Nürnberg baker shows both big, round, dark loaves and small, oblong, white ones, as well as what we now call finger rolls and pretzels. Such daily breads were a far cry from the fancy bakings of Medieval and Modern Germany. The baker was a sculptor molding his dough into complex forms, almost always with ancient symbolic meanings. These are the famous "Gebildebrote" or picture breads, taking the shapes of animals, flowers, wheat and stars.

German bread (Brot) is almost literally the staff of life for the German. It is baked from a variety of flours, from the finely-ground, bleached flour producing the white (Weissbrot, Kastenbrot) to the coarse, whole meal, black bread (Vollkornbrot, Kommisbrot) of the army ration. Varying shades of light and dark brown, and even gray (graubrot) are produced by using unbleached, coarsely-ground flour and adding molasses. The light or dark brown (Westphalian Pumpernickel) rye breads with their dense texture and sweetish taste are nutritious favorites.

The German housewife (Hausfrau) buys bread in five standard shapes: the broad, half-round Brot (Brotlaib); the longbread (Langbrot), a mixture of rye and wheat flour and the round bread (Rundbrot, ein Schwarzbrot), white and similar to the American loaf; the long rectangular Kastenbrot, the crisp Knöckebröt, and the dark thinly-sliced Pumpernickel.

The Germans eat toast and sandwiches too, but their "toast" is invariably sautéed to a crisp brown and is the base for delicious toppings of a relatively simple nature, such as creamed mushrooms with tongue, Roquefort cheese with apples or the unique gourmet delight, the Toast Miami, of the King's Cafe in Baden-Baden; a pan broiled slice of beef filet, pineapple chunks, apple slices, a few sections of mandarines or tangerines, cream sauce and the cranberry-like "Preiselbeeren".

Far more prevalent - and prosaic - are the sandwiches, (belegtes Butterbrot) open-faced, and often two slices of bread, white or dark, each with a contrasting topping: these might be a pairing of ham with sliced hard eggs or chicken salad and asparagus tips with mayonnaise. Most common are the simple bread slices, ranging from French style white to the rye and pumpernickel breads topped with many possible cheese and meat paste spreads and sausages which are so much a part of German cuisine. In some rural areas the typical open-faced style found is the "bread sandwich"; one slice of pumpernickel is buttered or spread with fresh lard or bacon drippings and salt, and then sandwiched between two slices of sour rye.

During the holidays rich breads laced with citrons, nuts and covered with icings are rich additions to the festive cuisine (Küche). The Bishop's Bread (Bischofsbröt), the Three King's Bread (Dreikönigsbröt) and the Christmas Fruit Bread (Hützlbröt) are typical.

(continued)

(continued)

The baker's dough (Teig) however, is, in a practical and often artistic way, used to produce several varieties of rolls, most of them made from the white or light doughs. They are the heart of the continental breakfast with its marmalade and coffee pot.

The word bread (Brot) has become part of the language itself in its incorporation into idioms and sayings of the country as well as being used to designate two of the five "meals" in the German day. The Brotzeit; second breakfast (Zweites Frühstück), eaten by all at about 10:30, includes belegtes Brötchen and the light repast, (Abendbrot) in the early evening, includes a platter of breads, cheeses and sausages of various kinds (kalter Aufschnitt).

The Impulse, Sept. 1975

WHY STUDY GERMAN - a filmstrip-cassette kit, intended primarily for presentation at meetings of local community and parent groups, sets forth the reasons for studying German in simple, non-pedagogic terms. It may be purchased for \$7.50 or borrowed from: AATC Service Center; 339 Walnut St., Philadelphia, PA 19106.

A teacher-developed German game has been presented by FL Assoc. of Missouri. SOLL MAN DIE PFERDE NICHT WECHSELN - includes principal parts of the German irregular verbs. Playing boards represent "streams" to be crossed. Student "change horses" or not as teacher reads from cards (for class of 24). \$2.50 Order from: Dr. Reva Abelson
7730 Cornell
St. Louis MO 6330

GERMAN PEN PALS: Write International House of Philadelphia; 140 N. Fifteenth St. Philadelphia PA

(from Wyoming LASSO, May 1975)

LUSTIGE GESCHICHTEN, A Graded Reader for Beginning Students, Wallbruck and Henschel, National Textbook Co., Skokie, Illinois 60076. This book is a collection of 30 stories of between 250 and 300 words in length. Each story is followed by questions in German to be answered in German, and by a variety of structure drills. An appendix offers additional work including vocabulary building exercises with cognates, antonyms, synonyms, prefixes, etc. The stories are designed to concentrate on particular grammatical topics.

Maine FL Newsletter, Fall 1975

GERMAN LANGUAGE INNS

Dominican College, San Rafael
August 14 to 22 1976
Deadline: June 15, 1976

Information: Carol Sparks
CFLTA Language Inns Coord.
1795 Woodside Ct.
Concord, CA 94519

WHY RUSSIAN?

Russian is the second most important language of science. "English is the leader, with Russian firmly in second place. This order applies to . . . chemistry, physics, geology, mathematics, and biological sciences." So concludes I.L. Kosin in an article published in Bioscience entitled "The Growing Importance of Russian as a Language of Science."

According to Kosin, out of 26,000 articles, reports and books in physical sciences abstracted in Jan. 1972 by Chemical Abstracts, more than 5,200 articles were written in Russian as compared with approximately 1,500 articles in the next ranked foreign languages.

While many Russian scientists are able to read the published reports of our scientists and make full and effective use of our scientific findings, most American scientists are not capable of reading the Russian publications. For this reason, American scientists are often ignorant of scientific progress in the Soviet Union and waste time and money duplicating work already performed there.

Many American scientists rely on abstracts in English translation, but the number of Soviet journals in translations is "woefully" small compared to the total published, says Kosin, and the cost of translated material is high.

Kosin believes the science-oriented student will become more selective in deciding on the first foreign language he studies. "For many, if not most of them," he says, "common sense will point to Russian."

(This statement and its accompanying illustration were taken from a prospectus published by the Purdue Univ. Dept. of Foreign Languages & Literatures for Russian students.)



RUSSIAN RESOURCES

The Russian World, Life and Language, by Geneva Gerhart (New York: Harcourt, Brace Javanovich, 1974) is a resource for the Russian teacher who wishes to increase the deep cultural content of course offerings. Included: The Man Himself, Names, Clothing, Housing, Education, Holidays, Transportation, Play, Speech, Animals, Numbers, and Abbreviations and Acronyms. No Price given.
(from Minnesota Language Review)

STARTING YOUNG The Soviet Union believes in teaching foreign languages to students at an early age. In Moscow, for example, there are at least 80 special schools which provide 10 years of intensive foreign language instruction in addition to their regular curriculum. For example special school #60, located in Kallinin Prospekt area of Moscow, one of the most modern, the school is known as the "Angliski Shkola" (the English school), where foreign language instruction begins at age 7 and continues through age 17. Most of the faculty is bilingual, most of the signs are in Russian and English is taught in a British accent. (Parade)
(Courtesy FL NEWS EXCHANGE)

JOB OPENINGS FOR RUSSIAN OR ARABIC

Americans fluent in Russian and Arabic are being hired as translators in ever-increasing numbers. The new job opportunities have arisen because of America's expanded relations with the Soviet Union and Arabic countries in recent years.

"Three years ago we had only three full-time translators working in Russian. Now we have 22 or 23, and 18 others part-time," said the spokesman for New York's All-Language Service, Inc., one of America's largest translation bureaus. The firm, which had only one Arabic translator a few years ago, now has 11.
(Courtesy THE LASSO, Wyoming Humanities)

LANGUAGE GAP

Recently returned from an official visit to the Soviet Union, Dr. John Ellis, Superintendent of the Columbus Public Schools, in an article for the Columbus DISPATCH, had this to say about America's "language gap":

"Americans are not noted for learning foreign languages. This is not the fault of the schools necessarily, although schools must share some of the blame. The Russian schools do a much better job in this area. If we are to function effectively in the world, I believe large numbers of Americans must learn to speak foreign languages fluently. The gain in knowledge will be tremendous, and we will rid ourselves of a deficiency that forms the basis for ridicule around the world."

CARDINAL, October 1975

RUSSIAN LANGUAGE JOB POSSIBILITIES A listing of non-traditional jobs for people speaking Russian has been compiled by D.K. Jarvis for AATSEEL's Newsletter of October 1974.

Printed in Iowa Foreign Language Bulletin
October 1975

Write for films, posters and books in Russian

Educational Services
National Council of American-Soviet Friendship
156 Fifth Avenue #304
New York, N.Y. 10010

(from Missouri Foreign-Language Journal)

RUSSIAN - SPANISH

At Poughkeepsie's Social Security Office, June Gillespie, a claims representative, is often called upon to interpret for Spanish or French speaking clients.

One of the most challenging tests of her linguistic ability came the day there arrived at her office an elderly woman who apparently spoke only Russian. Since no one in the office knew Russian, Mrs. Gillespie tried Spanish, in as much as the woman had a form in her hand which showed she had once lived in Argentina.

"Indeed she did speak Spanish", Mrs. Gillespie reports. "However, I am not able to understand Spanish spoken with a Russian accent, so we tried French. Her French had been learned in Europe and was spoken with a clear accent. We understood each other beautifully".

Language Association Bulletin
March 1976

ME? LEARN LATIN?



This set of materials represents a slightly different approach to the promotion of a single language. The creators of these materials were aiming at a set of materials which would provide a learning experience in and of themselves - in addition to "selling" the language.

ME? LEARN LATIN? was designed for students, guidance counselors, administrators and Latin teachers. The set of materials was prepared by Lorraine A. Strasheim, the Coordinator for School Foreign Languages, Indiana University, with the cooperation of the Indiana University Department of Classical Studies and the Latin Resource Committee of the Indiana Classical Conference, Incorporated, in 1974.

(From ACCENT on ACTFL; February 1975)

Affirmative Answers to These Questions Indicate Excellent Latin Programs

1. Does the Latin teacher work in close collaboration with departments of English, History, and Modern Languages in order to enrich learning experiences?
2. Is some emphasis placed upon history, literature, philosophy, art, and archaeology as well as upon grammar and syntax?
3. Are text materials oriented away from the narrowly grammatical and factual approach to the study of Latin so that students are aware of the affect of Latin culture upon Western Civilization?
4. Does the teacher create among his students an awareness of contemporary political, ethical, and esthetic issues?
5. Is an appreciation of the structure and beauty of the Latin language itself instilled in the mind of the student?
6. Does the teacher impress upon students that Latin should not be studied merely to serve as an aid in the understanding and manipulation of the English language?
7. Does the student understand the structure of the language at his level of achievement?

8. Is each student given an opportunity for meaningful daily recitation?
9. Are some audio-lingual-visual materials used to supplement text materials?
10. Has each pupil attained some skill in direct comprehension of written material as well as in translation of Latin into English?
11. Is a minimum of written work required throughout the study of Latin?
12. Have students in advanced classes read classical masterpieces with understanding and appreciation?
13. Do students in advanced classes, in addition to Latin readings, also read the classics in translation in order to cover a greater scope of material related to civilization?
14. Can students in advanced classes read Latin prose or poetry with a fair degree of direct comprehension.

(from "Guidelines for Evaluating Foreign Language Programs" Supt. of Public Inst., State of Illinois. FLAND News, March '75)

A LATIN THANKSGIVING

(in iambic trimeter) Written by the class in Latin 493, Univ. of No. Dakota
Courtesy FLAND NEWS

Latina lingua lux et lex es alma pax
Mæ omnia hæc cum nil regam aut videbo eria
Ita alma lingua ago tibi omnes gratias

Translation: Latin language, you light and order, you (are) a nourishing peace/
all these things you'll be for me when I am in doubt or darkness/
and do, cherishing tongue, I give you all my thanks.

WHO SAID LATIN WAS A DEAD LANGUAGE? Faced with predictions that high school Latin will be "extinct in all but the best schools by 1980", Vincent J. Cleary, professor of classics at the University of Massachusetts, and several colleagues have brought out a "swinging" new intermediate textbook in Latin. What's different about it? It shows Romans as people who faced the same problems as those of today. Dr. Cleary, with the help of high school teachers, made selections from Roman literature which include the following: a dramatic comedy of the Roman military by Plautus; profiles of Nero; short poems about love, death, and "What it was like to be young and very much alive 2,000 years ago". For information, please write: Department of Classical Languages, University of Massachusetts, Amherst, MA 01002.
(FLAND NEWS, October 1975)



ROMAN SCHOOLS, a booklet prepared and edited by Bonnie Fisher, describes the various types of Roman Schools through both Latin and English selections. It also includes bibliography, instructions for the teacher, discussion questions, and suggested learning activities. Send 50¢ to the Coordinator of School FL's, 317A-318 Memorial West; Indiana University, Bloomington, IN 47401.
(FLAND NEWS, October 1975)



LUDĀMUS, 20 GAMES FOR THE LATIN CLASS, prepared by Lorraine A. Strasheim. These games have been adapted from modern language sources. Packet includes information on using games in the classroom, vocabulary games, games for grammar drill and reinforcement, and a game for the Bicentennial. Available to interested teachers for a minimum fee of 50¢ to cover cost of mailing and reproduction. Specify by name and enclose payment by coin or check - no stamps or postal orders. Make checks payable to: Indiana University. Address requests to: Coordinator for School Foreign Lang. Memorial East M21; Indiana University; Bloomington, Indiana 47401.
(THE DIALOG, newsletter by Indiana University Coordinator for School FL, Aug. 1975)

"Guidelines for Three Levels of Competence in Latin" The contents of this publication are based on the deliberations and recommendations of a committee appointed by the Illinois Classical Conference to define the meaning of "level" and provide general guidelines for Latin I, II, and III. Write to: Paul E. Woods, Director, Title III NDEA, 316 South Second Street, Springfield, Illinois 62706.
(THE LASSO, Wyoming Humanities Newsletter)

"The Classical World" for January 1973 contains two materials lists of interest to teachers of Latin. One is entitled "Textbooks in Greek and Latin, 1973 List"; the other is "Sixteenth Annual Survey of Audiovisuals Materials". For those who are not subscribers, send 90¢ prepaid to Evelyn H. Clift, Secretary-Treasurer, CAAS, University of Delaware, Newark, Delaware 19711.
(THE LASSO, Wyoming Humanities Newsletter)

"Careers for Classicists", a booklet prepared by a committee of the American Philological Association, useful to Latin Teachers and guidance counselors, is available for 15¢ from the Association, University of Illinois, FL Building, Urbana IL 61801.
(FLAND NEWS, October 1975)

FORUM FOR "ARTES LATINAE"

The first issue of a newsletter called THE FORUM for ARTES LATINAE has been published by the Encyclopaedia Britannica Educational Corporation. The newsletter reports news of activities and experiences of teachers and students of Artes Latinae and provides a vehicle for the exchange of ideas on the innovative teaching of Latin and on increasing enrollment in Latin classes. Persons interested in receiving the FORUM may contact L. Heckle, Foreign Language Consultant, Instructional Services Division, EBEC, 425 N. Michigan Ave., Chicago, Ill, 60611.
(From Iowa Foreign Language Bulletin, October 1975)

LATIN AS A MODERN LANGUAGE

Before the rise of "modern" languages forced it into a decline, Latin was the language of commerce, the academic world, and the Church which crossed all national and intellectual frontiers. It has never really been replaced, and if a German Benedictine monk from Munich has his way, it will once again become an important medium of international communication.

According to Newsweek (August 18, 1975), Brother Caelestis Eichenseer began in the summer of 1973 a series of eleven two-week, total-immersion seminars in Latin. He prepared an illustrated lexicon of 1,200 modern Latinisms so that his students could talk about current topics and the material world of the twentieth century. Students arrived by dieseliana machina vectoria or aeroplanum pyraulocinetecum (diesel train or jet plane), wrote with a graphium spheratum (ballpoint pen), and asked such contemporary questions as "Quota hora volatus navis spatialis incohabitur?" (When does the next space flight leave?)

Students ranged from housewives to international business executives. For two weeks they spoke only Latin, touring the sights of Munich, dining in that city's famous restaurants, often baffling the natives who probably thought they had seen and heard everything to do with tourists.

At least one German university - Saarbrucken - began courses in modern Latin in the fall of 1975, and three German states have accredited them. Brother Eichenseer hopes that universities in other countries will follow his lead.

FLAND NEWS, March 1976



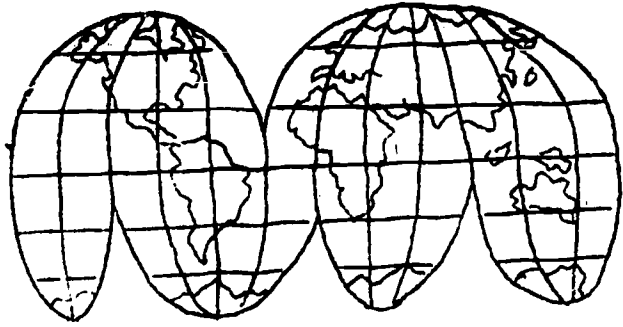
The IMPULSE,
Sept. 1975

ATTENTION: Teachers of Classics

The editors of the Classical World are asking teachers of Latin and Greek at the school level to submit items for its "In the Classroom" column. The purpose of the column is to promote exchange of ideas on new or creative programs in classical languages and studies and to help make various resources known to teachers on a national basis. Short items (one to three paragraphs in length) are preferred. Send to:

Rudolf Masciantonio
Schools Editor: School District of Philadelphia
Philadelphia, PA 19103

MISC.



The New York Times perfunctorily reported on July 29, 1975 that Congress passed a seven-year extension to the Voting Rights Act and sent the bill to President Ford to be signed into law. The bill continues to guarantee black voting rights while broadening its protection to Spanish-speaking Americans and other "language minorities specifically Asians, Indians and Alaskan natives.

Before all the laudation begins, however, let me ask boldly, "What about the rest of the foreign speaking?" How is it that an important piece of civil rights legislation effectively shuts out a vast portion of the foreign-speaking in America?

Italians, Greeks, Poles, Slavs, Albanians and others, who are now lumped together in what is called the "ethnic movement", have not fared well in legislation or government programs designed to bring relief to maligned and discriminated against peoples. It is a sad commentary that groups of peoples in our society become unfashionable and are excluded from attempts at important social advances.

Phil Foglia "Discrimination in Civil Rights
Legislation"
Italo-American Times (N.Y.)

CZECH

CZECH ETHNIC HERITAGE STUDIES

A minimum of 87 hours of instruction in culture and 64 hours of instruction in language, college level are included in these Instructional Guides; Student Guide for the Dialogues and student learning packets for each unit. A video-tape of the play, *Nedělní oběd české rodiny*, is 16 minutes in length and the video-tapes to accompany the language learning units are 5 to 7 minutes in length. Nominal fee charged to partially pay for postage and paper; charges for duplication of cassettes.

Order from: Czech Ethnic Heritage Studies
6301 Kirkwood Boulevard, S.W.
P.O.Box 2068
Cedar Rapids, Iowa 52406

H E B R E W

EMC offers Newsletter to Hebrew teachers: The B'YAD HALASHON Newsletter is published three times yearly by the EMC Corporation of St. Paul, Minnesota. It contains articles on methods, "copy-outs" to use for visual presentations, and materials in Hebrew for use in class. Interested teachers of Hebrew may write:

Mansoor Alyeshmerni, Editor
B'yad Halashon
EMC Corporation
180 E. 6th Street
St. Paul, Minnesota 55101

A Hebrew Vocabulary game prepared by teachers is offered by the Foreign Language Assoc of Missouri. BA REHOV is a game for older beginning students. The game board represents a city street of stores. Magnetized monkey and bear on unicycles race to the end of the street. \$2.50 from Dr. Reva Abelson

7730 Cornell; St. Louis MO 63130

ITALY



The recent publication of Italian ITALIAN AMERICANA marks a turning point in Italian-American history. A cultural and historical review, it is the first academic journal devoted to Italian American participation in American civilization. Its contents are both historical and contemporary, including commentary in the humanities, research in the social sciences, short stories, poetry and reviews. The first issue is a blend of creative and critical literature, reflecting the journal's comprehensive nature.

The unprecedented Italian migrations to America and the subsequent experience of millions of Italian Americans have, in ITALIAN AMERICANA, a documentary and expressive medium. Moreover, the journal illuminates an important chapter in American history long neglected. The journal's high quality will disabuse those with condescending attitudes toward ethnic studies and stimulate further study of a neglected dimension of American history. For more information, write:

ITALIAN AMERICANA

Ketchum Hall #325

State University of N.Y. College

1300 Elmwood Ave.; Buffalo, New York 14222

Language Assoc. Bulletin, Sept. 1975

TEACHERS OF ITALIAN: Films in Italian concerning Italy today, may be obtained free by writing to: Also available are free Video tapes
Mr. Umberto Bonetti; RAI Corporation Write: Mrs. Rose Gatto
1350 Avenue of the Americas Italvision (same address)
New York, N.Y. 10015

(from N.Y. State FLT Newsletter, Feb 1975)

ITALIAN CULTURE TEXTBOOKS

Two very good and fairly recent textbooks on Italian culture in Italian are presently available:

Servio Pacifici, Italia, Vita e Cultura; Random House, 1970

Aldo S. Bernardo-Rigo Mignani, Ritratto dell'Italia; D.C. Heath & Co., 1966

The only commendable book in English is slightly outdated, but could still be used profitably: Michele Cantarella, The Italian Heritage; Henry Holt and Co., 1959

MALT Bulletin, Spring 1975

Punti di Partenza by Fredrick J. Bosco and Eligia Dalbuono-Glassman
Forest House Publication, Washington D.C.

This is an excellent up-to-date supplementary text for second and third year Italian classes. Its seven themes deal with subjects students can relate to easily; films, means of communicating, a street accident, health and diet, dreams and job hunting.

Passages reflect varied styles of expression including journalistic writing, essays, dialogue, poetry, ads, an interview guide and correspondence. The approach encourages lively discussions and debate. It also contains valuable exercises that the student will find fun to do, such as; describe the way they see themselves. I would highly recommend it to supplement and add interest to classroom activities or even as a basic text for third year students.

Gloria Beyerle, Italian Teacher

A fascinating booklet on The Educational Revolution in China is available for 70¢ (make check payable to Superintendent of Documents) from the U.S. Government Printing Office. Send order to Public Documents Distribution Center, Pueblo, Colorado 81009. The 52 page booklet traces the educational revolution begun at Mao Tse-Tung's behest in 1966, and summarizes the basic and distinctive features of the new system evolving in China. Principal features of the new system are: A purposeful effort on a national scale to grant preferential treatment to all "workers and peasants" who are deemed to have been educationally disadvantaged in the past. Emphasis is on practical training and vocational experience as a major part of the formal curriculum.



Minnesota Language Review, Sept 1975

NEW VOCABULARY GIMMICK - One of the newest education products in Japan is a toilet tissue called "Please English", marketed by the Yokohama paper firm. When the company found itself overstocked, they decided to capitalize on the study-consciousness of Japanese consumers. Each unit of a roll consists of six seamed sheets on which is printed an English word and its Japanese equivalent. "This enables the user to read over and over again the six English words until the roll is gone. "Please English" was originated by Takezo Suzuki, 49, president of the firm, who says he hit upon the idea when he overheard mothers at a PTA meeting discussing how to help their children develop English vocabularies. According to Suzuki, "We are selling more than 7,000 cases a month!"

PUBLICATIONS FOCUS ON VIETNAMESE REFUGEES

Write for publications in the Vietnamese Refugee Education Series to:
Center for Applied Linguistics
1611 North Kent Street; Arlington, Virginia 22209

English-Vietnamese Phrasebook with Useful Work List (for Vietnamese speakers)
\$3.00; Accompanying cassette tapes - \$13.00.

Same as above but for English speakers. Simplified Vietnamese for Americans with a semi-phonetic re-spelling, pronunciation guide. \$2.00; tape - \$6.00

Handbook for Teachers of Vietnamese Students: Hints for dealing with cultural differences in schools - \$1.00

A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese
Information on classroom and resource materials - \$1.50

A Personnel Resources Directory for the Education of Vietnamese Refugees
Information on available educators who possess special expertise in teaching content subjects in Vietnamese or English as a second language - \$1.00

LANGUAGE CHAOS - Tens of thousands of Vietnamese youngsters, clutching dictionaries they are barely able to read and nodding assent to questions they do not understand, have entered public schools across the United States. Bilingual teaching materials are scarce and few adults with Vietnamese language skills have been hired to help. The English-as-a-second-language approach, which does not require the instructor to know the students' native tongue, is being most widely used around the country to teach English to the Vietnamese, as well as to other immigrants. The Vietnamese have arrived in the United States at a time when bilingual education is in vogue. The number of bilingual Vietnamese-English classes will probably increase once Federal money reaches the school systems.

San Francisco Chronicle, October 20, 1975

GENERAL

Summer Workshops and Study Programs

Tenth Annual Program for Teachers

Where - Berkeley, CA
When - June 21 to July 23, 1976
Information: Admissions Office
School of Education, U. of CA
1605 Tolman Hall
Berkeley CA 94720

Summer Seminars for FL Dept. Chrm. and Administrators

Seminar East: June 14-18, 1976
Wayne State U,
Detroit, Michigan

Seminar West: June 21-15, 1976
Stanford U.
Palo Alto CA

Information: ADFL
62 Fifth Ave. N.Y. N.Y. 10011

Mix and Match Mini-courses in Education,

French, German, Latin, Spanish
Where: Indiana University
When: Summer 1976
Information: Dr. Robert Layfayette
Secondary Education, Rm 330
Indiana U.; Bloomington Ind. 47401

Foreign Languages and Literature

French, Spanish, German and Classical
Studies (also Foreign Study Programs)
Where: Western Washington State College
When: Summer 1976
Information: Dept. of F.L. and Literature
Western Washington State College
Bellingham, Washington 98225

Concordia Summer Language Villages

Where: Moorhead, Minn.
When: Summer 1976
Information: Odell Berkness
Concordia College Language Villages
Concordia College, Moorhead Minn. 56560

Summer Programs in Europe

Where: France, Austria, Spain
When: Summer 1976
Information: Dept. F.L.
U. of No. Iowa; Cedar Iowa 50613

Trans-European Student Programs

Where: Germany, France, Switzerland or
Austria
When: July, August 1976
Information: Trans-European Student
Programs; Box 1485
Jamestown ND 58401

CFLTA Road Shows for 1976

"Professional Growth Workshop for Teachers"
"Development of Slide/Sound Culture Units
and their use in Teaching Culture and
Conversation"

"The Implementation of a Self-Paced F.L.
Program at the College Level"
Information: Muriel Garcia, Road Show Co.
2426 Palomer Ave.; Ventura CA 93003

Unique Programs of Summer Study for FLT

Where: France, Germany or Spain
When: July 1-Aug. 12, 1976 (Deadline May3)
Information: Summer Session, U. of Minn.
135 Johnston Hall
Minn. Minn. 55455

Summer Field Studies 1976

Series of weekend Field Studies including
Bicentennial America; the South, the West,
South Seas, Three Continents, Latin America
Information: CA Field Studies
3462 Golden West Way
Layfayette CA 94549

CFLTA Language Inns

One week residence programs of complete
immersion in French, German or Spanish
language and culture. The Inn programs
will include conversation, grammar and
pronunciation study suited to the needs of
each student; modern idioms, literature,
poetry, drama, singing, dancing, handi-
crafts, discussions of motivational tech-
niques, individualized and humanized in-
struction, cultural events and other
activities.

Spanish Inn: directed by Dr. Ronald Young
Held in Tecate, Baja CA
French Inn: directed by Miss Anne-Marie
Joyce of Dominican College
German Inn: directed by Mrs. Ingrid Hunter
Both French and German Inns will be held
at Dominican College in San Rafael.
When: August 14 to August 22 1976
College credit available.
Information: Miss Carol Sparks
CFLTA Language Inns Co.
1795 Woodside Court
Concord CA 94519

Summer Language Institute

Where: Europe
When: June 14 through August 6, 1976
Information: Dr. Charles Porter, Director
Yale Summer Language Institute
305 Crown St. DE-1
New Haven, CT 06520

ADVENTURE AND STUDY - SPANISH SUMMER WORKSHOPS

Two unique travel-study programs will highlight San Jose State University's summer 1976 offerings:

PERU: Three Geographies, Five Worlds - June 23 to July 22

COLOMBIA: Ecology and Culture - August 1 to 30

both the Peru and Colombia travel studies consist of in-depth studies of all geographical cultural areas of these countries, including coast, Andean highlands, and Amazon Basin. The Inca centers of Cuzco and Machu Picchu in Peru are paralleled by the Chibcha centers in the area surrounding Bogota in Colombia. The Amazon of Leticia, Colombia and Iquitos, Peru offer bases for the study of the plant and animal life, and the still-primitive jungle tribes flourishing in the world's greatest jungle.

Seashore ecological studies on the Colombian Caribbean contrast with those of Peru's famed Humboldt Current. Experimental farming in all areas, especially in the Callejon de Huaylas of Peru and the eastern Ilanos of Colombia, suggest attempts at the solution of the world's food problem in these third world nations.

Five semester units, graduate or undergraduate, from San Jose State University; \$1200 fee includes cost of units as well as all other living and travel expense within the respective country. RT international transportation is additional.

Contact: Dr. Richard O. Smith, Chairman, Dept. of Natural Science
San Jose State University
San Jose, CA 95192

Sixth Summer Institute in Spain for Teachers

Where - Soria, 230 Kilometers north of Madrid
When - Summer 1976

Information: Prof. Adolfo Franco, Director
University of Northern Iowa
Cedar Falls, Iowa 50613

Guadalajara, Mexico

Where - Mexico
When - Summer 1976

Information: International Cultural
Exchange; P.O. Box 444
Running Springs, CA 92382

Spanish Heritage Association

Where - Madrid, Sevilla, Granada, Costa
del Sol

When - July 5 to August 1, 1976
Information: SHA, 115 - 10 Queens Blvd.
Forest Hills, New York, N.Y.
Zip - 11375

Instituto Espanol

Where - Rollins College and Guatemala
When - July 6-24 1976 - College
July 25- Aug. 16, 1976 -Guatemala

Information: Dr. Elinor S. Miller
Box 1028
Rollins College
Winter Park, Florida 32789

Madrid Special Study Session

Where - Madrid, Spain
When - Open
Information: Estudio Internacional Sempere
P.O. Box 5409
Grand Central Station
New York, N.Y. 10017

Guadalajara Summer Session (Mexico)

Professor G.L. Oddo
University of San Diego
San Diego, CA 92110

Study Travel Spain, Inc.

P.O. Box 1335
Rock Island, Ill. 61201

Summer Language Camp - Spain

Where - Ceredilla, Spain
When - Summer 1976
Information: Estudio Internacional Sempere
P.O. Box 5409; Grand Central Station
New York, N.Y. 10017

School Year Abroad, Dept. D (Spain)

Samuel Phillips Hall
Andover, Mass. 01810

Mexico Car Tours

Where - Mexico
When - June 21 to Sept. 6, 1976
Information: Mexico Car Tours
P.O. Box 691
Culver City, CA 90230

State University of Durango

Romance Language Institute
P.O. Box 527
Durango, DGO, Mexico

KIOSK
CONTRIBUTORS' LIST

AATF National Bulletin
S.L. Shinall, Ed.
57 East Armory Ave.
Champaign, Illinois 61820

ACCENT on ACTFL
ACTFL Headquarters
62 Fifth Avenue
New York, N.Y. 10011

Blue Grass Bulletin
P. Aloysius Thomas, Ed.
Dept. of F.L. Univ. of Louisville
Louisville, Kentucky 40208

B'YAD HAIASHON
EMC Corporation
180 E. 6th St.
St. Paul, Minnesota 55101

The Cardinal
Foreign Language News
P.O. Box 8580
Columbus, Ohio 43215

CCFLT PEALS
Lynn A. Sandstedt, Ed.
Dept. of Foreign Languages
Un. of Northern Colorado
Greeley, Colorado 80639

Central Valley F.L. Newsletter
CSUF Foreign Language Dept.
Maple and Shaw Aves.
Fresno CA 93740

CFLTA Newsletter
Susan Lister, Ed.
P.O. Box 5995
San Jose CA 95105

Connecticut Colt
Jane Bourque, Ed.
27 Apple Tree Hill
New Britain Conn. 06503

DIALOG
Dr. William H. Berman, Ed.
F.L. Dept., Ed. Division
Houghton-Mifflin Co.
1 Beacon St.
Boston MA 02107

The Dialog
Coordinator for School Foreign Languages
M21 Memorial East
Indiana University
Bloomington, IN 47401

ECHO
Dept of Germanic and Slavic Languages
University of Tenn.
701 Mc Clung Tower
Knoxville TN 37916

Esperanto League for North America (ELNA)
P.O. Box 508
Burlingame, CA 94010
Usona/USA

FLAND News
Wynona Wilkins, Ed.
U. of No. Dakota
Box 8198 University Station
Grand Forks, No. Dakota 58202

FL NEWS EXCHANGE
Connecticut Council of Language Teachers
P.O. Box 2219
Hartford CT 06115

FORUM
E. Jules Mandel, Ed.
20918 Calimali Rd.
Woodland Hills, CA 91364

Forum
Dept. of F.L.
Washington State U.
Pullman, Wash. 99163

IFLTA NEWS
Newsletter of the Indiana FL Teachers' Assoc
Dept. of F.L.
Newsletter Ed., Maxwell Mowry
Valparaiso University
Valparaiso, Indiana 46383

THE IMPULSE
Illinois State University
Department of F.L.
Normal, Ill. 61761

Illinois F.L. News
David Kirsner, Ed.
Dept. Spanish, Italian, Portuguese
4080 F.L. Building
Urbana Ill. 61801

Iowa F.L. Bulletin
C.R. Connell, Ed.
Cornell College
Mt. Vernon, Iowa 52314

ITALIAN AMERICANA
Ketchum Hall #325
State U. of N.Y. College at Buffalo
1300 Elmwood Ave.
Buffalo N.Y. 14222

Language Association Bulletin
1102 Ardsley Road
Schenectady N.Y. 12308

Language Roundtable
A.P. Hartman, Ed.
Dept. of Modern F.L.
U. of So. Dakota
Vermillion, So Dakota

LASSO
The Wyoming Humanities Newsletter
University of Wyoming
Box 3602 Laramie, WY 82071

Linguistic Reporter
Begay B. Atkinson, Ed.
Center for Applied Linguistics
1611 N. Kent St.
Arlington, Virginia 22209

MALT
Montana Assoc. of Language Teachers
Dept. of F.L.
Univ. of Montana
Missoula MT 59801

Minnesota Language Review
Helen Jorstad, Ed.
Concordia Language Villages
Moorhead, Minnesota 56560

Missouri F.L. Journal
F.L. Assoc. of Missouri

MOSIAC
Muriel Hall, Ed.
Rutgers State U. Of N.J.
10 Seminary Place
New Brunswick, N.J. 08903

Nebraska Foreign Language Association
Nebraska State Ed. Assoc.
605 South 14th St.
Lincoln Nebraska 68508

TAPE HISS
State of Nevada
Dept. of Education
Carson City, Nevada 89701

New Jersey F.L. Notes
Charles Zecher, Ed.
New Providence H.S.
New Providence, N.J.

N.Y. State FLT News
N.Y. FL. Notes
Language Assoc. Bulletin
Joseph Tursi, Ed.
1102 Ardsley Rd.
Schenectady N.Y. 12308

Rudolf Masciantonio, Schools Editor
School District of Philadelphia
Philadelphia PA 19103

Spanish Heritage Assoc. Bulletin
115-10 Queens Blvd.
Forest Hills, N.Y. 11375

SPECTRUM
Oregon Assoc. of FLT
19600 S. Molalla Ave.
Oregon City, Oregon 97045

TESOL Newsletter
Richard Light, Ed.
State U. Of N.Y.
Albany N.Y. 12203

WAFLT Bulletin
Sam Welty, Ed.
UW-WHITEWATER, 3037 ep
Whitewater, Wisconsin 53190

Wisconsin French Teacher
Dept. of French and Italian
University of Wisconsin
Madison, Wisconsin 53706

Wisconsin Spanish Teacher
Dept. of Spanish and Portuguese
University of Wisconsin-Madison
1018 Van Hise Hall
Madison, WI 53706