

EDITOR'S NOTES

1981-1986. In the past six years, forty-one full-length articles have been published in *Initiales/Initials*. Our journal has become a didactic and scholarly component of the French graduate programmes at Dalhousie University.

From the students' point of view, the publication of their articles in *Initiales* makes their graduate research intellectually more exciting and satisfying. Contributors expand their academic experience and improve their scholarly competence. Less apparent but not less important is the refinement of their judgement: self-appraisal and assessment of sources, fairness in acknowledging indebtedness, firmness in reasoning, modesty in discovery, grace in criticism and refutation.

In addition to such intellectual and moral functions, there are more down-to-earth benefits. To have an article published in *Initiales* may prove valuable in the student's future career. Through *Initiales*, French graduate work at Dalhousie gets to be better known. The journal promotes contact and understanding between our Department and French Departments in other universities.

Last but not least, the journal is a record of past graduate achievement. It helps to establish, step by step, a cherished tradition in the Department.

Volume Six. The present volume contains seven articles: three thesis chapters, three graduate colloquia, and one honour's essay. The topics again reflect the specific texture of this Department: a complementarity between French literature, linguistics, and second-language studies.

Pierre M. Gérin looks at lexical units denoting sharks, and describes the selection, use, and functions of specialized terms in texts by Bernardin de Saint-Pierre (1737-1814), Jules Verne (1828-1905), and Jacques-Yves Cousteau (b. 1910).

Andréa M. Bryson's essay deals with what she calls a revealing friendship between Paul Claudel (1868-1955) and André Gide (1869-1951): What brings these two men together and what, ultimately, drives them apart?

In preparation for her study of translations of *Phèdre* (1677), by Jean Racine (1639-1699), Kathleen J. McHugh examines a rich collection of views on the translatability of past literary masterpieces.

Ginette M. Richard's analysis concentrates on a thorny problem of Acadian dialectology: What is the description, the nature, and the status of English linguistic elements occurring frequently in contemporary Acadian discourse?

Christine Horne continues her study of lexical metaphor. This time, her purpose is to show how interesting and useful lexical metaphorization can be even in an area in which its pertinence is often questioned: specialized terminology.

Paul T. Clarke attempts to prove that the pedagogical model proposed by Michael Canale and Merrill Swain in 1979 is more fruitful in the teaching of communicative competence than Roman Jakobson's functional model of 1960 and Dell Hymes' sociolinguistic model of 1972.

Rima Majaess' honour's essay, written for Professor P. Gérin at Mount Saint Vincent University, describes in detail various facets, successive stages, and different motivations of the heroine's loneliness in *La Princesse de Clèves* (1678) by Madame de Lafayette (1634-1693).

The volume concludes with three informative pieces by faculty: 'Un Texte traitant de la machine à traitement de textes' by Dr. Irène Oore, the 'Linguistic Style Guide', and the 'Ph.D. in French at Dalhousie University'.

I am happy to report that the Editorial Committee of *Initiales* has a new member. Let me welcome Dr. James W. Brown, Professor of French, who agreed to join our group.

Many thanks to Yvonne M. Landry and Lise Lapierre for all the extra work at the keyboard.

January 7th, 1986.

R. Kocourek