



Gladys C. Lipton

Dear Colleagues,

What is a teacher of French? What are the characteristics of a teacher of French? Who are we? Our backgrounds are quite different, our teaching situations vary, our perceptions about teaching French are dissimilar, and yet, we are bonded by many similar qualities and aspirations. We are, in most cases, what we have been taught, and how we have been taught!

At the risk of leaving out many important aspects and recognizing fully that individual teachers may be different in many ways, from school to university levels, from level to level, from FLES\* to AP, from teachers' personal styles and preferences...I am presenting what I believe are some descriptors of teachers of French. We are...

1. **scholars**—lifelong students of French language, culture, linguistics, literature, Francophone and all the other associated studies, and more! Often we are involved in research (on both school and university levels), and we pride ourselves on instilling this love of learning French in our students.

2. **teachers**—we enjoy teaching-learning situations, we applaud our students' progress, we are dismayed at the lack of motivation for learning in some students, we complain about difficult teaching conditions, but we are optimistic that each day will bring deeper satisfactions for teachers and students of French.

3. **researchers**—we are always looking

for *le mot juste*, for refinements in the use of the French language, contemporary expressions; we read and savor authentic documents and studies contrasting the works of different authors as well as of writers, scientists, composers, artists, poets, historians; we research accurate quotes, we get information from the Internet and related technological sources as well as the latest information in language acquisition and methodology; we know how to critique research studies and evaluate their conclusions in terms of their rigor, etc. In short, we are academics!

4. **humanists**—we are interested in other human beings and all the countless qualities of being human, both past and present. We are interested in and care about our students and our colleagues. We are interested in many of the strands of French humanism, ranging from philosophy, thought processes, science, psychology, literature, culture, linguistics, and all forms of human expression and communication.

5. **internationalists**—we believe that the teaching of French involves many different aspects of *la Francophonie*: we travel for study and pleasure; we revel in meeting and making new friends around the world; we search and research the World Wide Web for information about different Francophone countries and explore their ways of life, their publications, their radio, TV, newspaper sources, sports, etc. The advent of the computer and Internet age has really helped us to move forward in keeping abreast of both contemporary and historical perspectives of Francophone culture.

6. **specialists**—we are specialists in French language and culture; some of us are specialists in cross-cultural analysis; some of us are specialists in literary analysis; some of us are specialists in linguistics; some of us are specialists in the interdisciplinary aspects of teaching French; some of us are specialists in the communication modes of expression; some of us are specialists in bringing the community into the classroom; some of us are specialists in having our students perform worthwhile practical activities in the community; some of us are specialists in language acquisition; some of us are specialists in methodology; some of us are FLES\* specialists while some of us are AP specialists; some of us are

specialists in curriculum and curriculum reform....

7. **"techies"**—we are, to varying degrees, both enraptured and sometimes repulsed by the technological revolution. On the one hand, we recognize that it is good common sense to become technologically competent, but, let's face it, sometimes it is discouraging because our students have already far outdistanced us! On the other hand, we recognize the tremendous power and knowledge of the Francophone world which is literally in our hands, not to speak of the speed of communication by e-mail and the new interactive component of the AATF Web site. Even if we are "minimal techies," we are beginning to grasp the importance of the world of technology and how we can learn to use it to great advantage for us and our students of French.

8. **realists, pragmatists, and "proactivists"**—we are realists in that we are well aware of the growing crisis in enrollments in French across the country, and we are pragmatists in understanding that each teacher of French MUST, in his/her own classes, help to promote French.

Furthermore, we are "proactivists" in that we have to become more involved in helping the AATF to promote French nationally. As Flore Zéphir says in her recent article published in *Dimension '98* by SCOLT (Southern Conference on Language Teaching), "The crisis is evident in the steady decline in enrollment...Both at the high school and college levels, instructors lament the fact that students' interests have shifted away from French to Spanish, to which they attribute more practical advantages." ("New Directions in the Study of French: Toward a

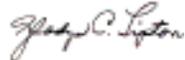
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Francophone Revolution Language Choice of the New Student Generation," SCOLT, 1998, 27-40.)

9. **advocates**—we are advocates for French language, culture, and Francophonie. We are advocates for the AATF K-16 French national standards. We are advocates for the promotion of French at all levels. We are advocates for the many AATF initiatives to help improve the status of French. Just think that only 12 months from now, we will be celebrating National French Language/Culture(s) Week, *La Fête Nationale de la Francophonie*, November 4-10, 1999 for teachers of French on all school and university levels. If you have not done so before, this is the time to start meeting with other teachers of French; this is the time for special committees to be formed in every chapter; this is the time for special regional committees to start working with regional representatives and making plans for French activities and events which will be heard and seen around the country! We are counting on the support and participation of each and every teacher of French, in every school and university, in every chapter, in every region...this HAS TO BE A NATIONAL EFFORT FOR PRESENTING THE CASE FOR FRENCH TO THE PUBLIC! More information will be available in early spring about the Planning Kit for Teachers, the chapter competitions, and other materials (for example, tee-shirts, caps, stickers, bookmarks, and others). *EN AVANT!* Be creative for French! Be visible for French! Be advocates for French!

*Je vous salue bien cordialement,*



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### SPECIAL ISSUE OF THE FRENCH REVIEW

To celebrate the meeting of the AATF in Paris in July of the millennium 2000, the *French Review* will devote the May 2000 issue to Paris, the City of Light. Articles should be scholarly but not exceedingly specialized and might touch on subjects ranging from Paris in literature to the teaching of Paris; Paris in film, the culture of Paris, or other topics of an interdisciplinary nature. Authors should consult the Guide for Authors at the end of each issue of the *Review* for formal considerations. The deadline for submission will be **August 1, 1999**. Send manuscripts to the Editor, Chris Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717.

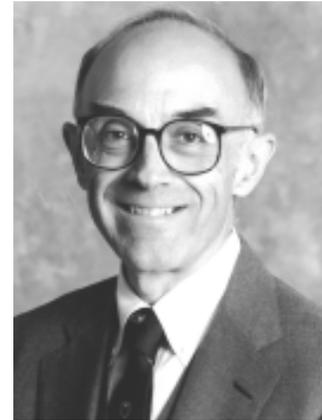
## CHANGES AT THE FRENCH REVIEW



Christopher Pinet

The AATF is pleased to announce that Christopher Pinet (Montana State University at Bozeman) has been named Editor in Chief of the *French Review* beginning with Volume 72. After twelve years, Ronald W. Tobin decided to step down as editor and recommended Chris Pinet to succeed him. Chris was approved unanimously by the Executive Council.

Chris has previously served the *French Review* as Managing Editor, Review Editor for Civilization, and Assistant Editor for Civilization. He has published widely in the areas of French literature, contemporary French society and politics, and the pedagogy of contemporary French civilization. He is a *Chevalier dans l'Ordre des palmes*



James Gilroy

*académiques*. He plans to continue the high standards of excellence in professional publication that his predecessor has established and for which the *French Review* is admired the world over. Chris is already planning new initiatives.

Chris has selected as his Managing Editor, Professor James Gilroy of the University of Denver. Jim is a professor of French and Humanities there since 1972. He is the author of four books and several articles on French and Francophone literature. He is also a *Chevalier dans l'Ordre des palmes académiques*.

We would like to offer our sincere thanks to Ron Tobin and extend a hearty welcome to Chris Pinet and James Gilroy.

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*Editor:* Jane Black Goepper, Cincinnati, Ohio

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Deadlines for submissions of materials to the *National Bulletin*: September issue, August 1; November issue, September 1; January issue, November 1; April issue, February 1.

Please note: Because of convention dates and other deadlines, unlike commercial magazines, the issues of the *National Bulletin* are mailed during the given month of publication and should reach most readers by the end of that month.

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## AATF SMALL GRANT AWARDS CONTINUED FOR 1998-1999

The Executive Council has renewed the AATF Small Grants program to support local projects by members who need extra funds. The total amount available is \$5000, with the maximum award being \$500. 100% matching funds from the applicant's chapter—or less if the Chapter treasury cannot meet the challenge—must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures remain the same. A letter specifying the following should be sent to AATF Small Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 1999**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) amount requested; (5) other sources of funds being sought, INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY (This must be attested to by Chapter Secretary-Treasurer). PLEASE NOTE: Every year interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process AS SOON AS YOU READ THIS by alerting your Chapter officers to your upcoming request.

The purpose of this program is to aid members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear some relationship to the furthering of French studies in North America and be of potential benefit to other members of the Chapter or to students of French. No awards will be made to carry on strictly personal research or to travel for the sake of general enlightenment. Members at all levels of instruction may apply.

To get a better idea of the types of requests that have been funded in the past, please see these April issues of the *National Bulletin*: 1989, 1990, 1991, 1992, 1993, 1995, 1997; and 1994 (Nov. issue), 1996 (Sept. issue), and on page 25 of this issue. However, new types of projects will also be given full consideration.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for *La Fête nationale de la Francophonie* are particularly encouraged.

All requests will be acknowledged and results will be announced by the end of March 1999.

## AATF LENDING LIBRARY HOLDINGS UPDATED

Projects from the AATF Summer Institute Program are available for loan from National Headquarters to AATF members. Brief descriptions of these projects and the materials they contain are available upon request. In some instances, we have been able to provide review comments from users and evaluators.

These projects reflect the experiences of colleagues during their one-month programs which were subsidized by the French Cultural Services and the AATF. The units incorporate slides, videos, audio cassettes, readings, teacher guides, suggested student activities, and authentic documents. Developed by French teachers for use with their own students, these materials are appropriate for instruction at a variety of levels.

1) A member may request a maximum of two projects using a special order form available on the AATF Web site or by request from National Headquarters.

2) Projects may be kept for up to two weeks.

3) Enclose two checks per project: one

for \$5 to help defray postage and the other a refundable deposit of \$25 which will be returned when we receive the project (in good condition and in a timely manner).

4) If the project is available, it will be shipped to the member via UPS or US priority mail within a week of receipt of the request. If the project is on loan, we will establish a waiting list and inform the member making the request.

5) Projects are to be returned to headquarters via UPS or US priority mail. Upon receipt of the project in good condition, the deposit check will be returned.

6) Borrowers who do not return projects in their entirety or in a timely manner will forfeit some or all of the \$25 deposit (all in the case of missing documents; up to 50% for significantly late return).

A complete list of projects and an order form are available from the AATF Web site [http://aatf.utsa.edu/] or may be requested from AATF Lending Library, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrater@siu.edu].

## AATF PUBLICATIONS

### AATF COMMISSION ON CULTURAL COMPETENCE

*Acquiring Cross-Cultural Competence: Four Stages for Students of French.* Howard L. Nostrand, Allen W. Grundstrom, and Alan J. Singerman; 1995, 142 pp. Describes the essence of cultural differences and how to assess student performance in each learning stage. Available ONLY from National Textbook Co., 4255 W. Touhy Ave., Lincolnwood, IL 60646; order #EL1784-0, \$15.60 (special AATF price includes shipping, if prepaid).

### AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

*Vol. 1: Issues and Methods in French for Business and Economic Purposes*, edited by Patricia W. Cummins, 1995, 172 pp., \$24.00. Contact AATF Headquarters regarding availability (while supplies last).

*Vol. 2: Making Business French Work: Modes, Materials, Methodologies*, edited by Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25.00 + \$3.00 postage and handling, ISBN 1-891611-003. Contact SDSU CIBER Press, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-7732.

Prices are subject to change without notice.

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## THE AATF SALUTES ITS OUTGOING EXECUTIVE COUNCIL MEMBERS



Ronald W. Tobin, Editor-in-Chief of the *French Review*

Having completed twelve years as Editor-in-Chief of the *French Review*, preceded by three years as Managing Editor, **Ronald Tobin** has decided to step down. One of the main factors that led him to end one of the longest terms at the helm of our flagship publication was the onerous weight of the duties of Associate Vice-Chancellor for Academic Affairs at the University of California at Los Angeles. It is indeed truly amazing that he was able to simultaneously fulfill so well two very exacting sets of responsibilities for so long, but Ron had considerable experience in juggling demanding posts: prior to his serving in the central administration of his university, he has held the chair of the Department of French and Italian.

Under his stewardship the *French Review* has continued to earn a deserved reputation as the leading international scholarly journal of French studies, arguably the venue in that field that combines the broadest thematic coverage while maintaining peerless scholarly quality. Its presence on the shelves of the libraries of the world's most distinguished universities contributed in no insignificant degree to the reputation of our Association worldwide. The international prestige of our journal received formal acknowledgment with the award of the *Prix Pompidou*, and the contribution of its editor-in-chief to that distinction was recognized by the French government this year when he was named *Chevalier* in the prestigious *Ordre des arts et des lettres*.

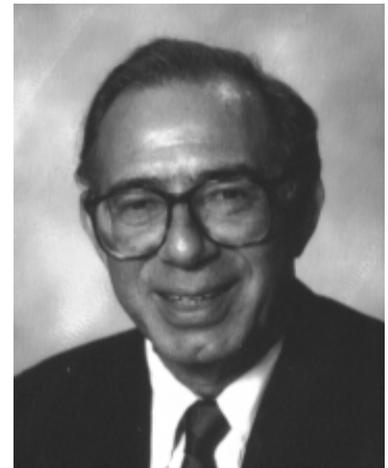
I have been privileged to have been associated with the *French Review* as Review Editor for Linguistics and as evaluator of articles in that field during Ron's entire tenure as Editor-in-Chief. As I compare the range of topics covered by the journal over these dozen years, I cannot but be impressed by the editor's continued concern

that our publication reflect shifts of interest in the field of French studies without sacrificing quality. In the last twelve years traditional literary studies organized by centuries and set genres have interacted with cultural studies to yield new fields such as feminist studies; French studies have broadened into Francophone studies; applied linguistics has given way to language acquisition. In addition to having the *French Review* reflect shifts in the nebula of fields we call French studies without bowing to ephemeral fashions, Ronald Tobin has succeeded in linking the journal to the annual Association conventions, especially those held in Francophone countries. For example, the May 1996 issue featured four articles dealing with various aspects of the host city, Lyon, including one of its most endearing features, the *guignol*; in the May 1998 issue, Ron managed to commission or otherwise attract a full set of eleven articles covering French Canadian topics to provide the readership with an informed view of the present state of Quebec French and current issues in French-Canadian literature and culture. In assembling a highly focused thematic issue an editor cannot wait for incoming submissions but, in a very short period, must actively recruit potential contributors with established expertise and then coax and otherwise cajole them to deliver their article in time and in a limited number of pages—no mean task!

The task of editing a general journal like our flagship publication is rendered far more arduous than that of the usual specialized scholarly journal by the vast array of sometimes conflicting interests and expectations among its readership. To meet both the needs of the majority of classroom practitioners that form the backbone of the AATF and those of the small but important minority who dwell in the hallowed ivy-covered halls requires a delicate balancing act that Ronald Tobin has performed with great effort and consummate skill. To insure a smooth transition at the helm, Ron wisely selected as his last Managing Editor a colleague who had considerable previous editorial experience with the *French Review* as Review Editor for Civilization and then as Assistant Editor for Civilization and who has published widely in the areas of French literature, contemporary French popular culture and pedagogy to complement his administrative skills. Appointed by the Executive Council as the new Editor-in-Chief, Christopher Pinet will, I am sure, continue his predecessor's unfailing attempts to have the *French Review* reflect ongoing changes in the disciplines it serves and meet the needs of the diverse membership.

As the *doyen* among the review and assistant editors (in length of service to the journal), I would like to express a profound debt of gratitude to Ron for outstanding service to the Association, to American teachers of French in general, and to the field of French studies broadly. I know I speak for my colleagues on the Executive Council and the membership of the Association in wishing him well in his new endeavors and in extending both congratulations and thanks for a Herculean task well done.

Albert Valdman  
Indiana University  
Past-President, AATF



Albert Valdman, Past-President

**Dr. Albert Valdman** is Rudy Professor of French & Italian Linguistics at Indiana University where he has taught for 39 years. As Vice-President, President, and Past-President of the AATF, he led the Association during a period where the need to promote French to potential students and the general public came to the fore. Dr. Valdman not only organized three extremely successful, varied, and professionally enriching conferences in San Antonio, Lyon, and Nashville, he initiated and developed already existing relations with international organizations of French teachers such as the *Fédération internationale des professeurs de français (FIPF)* and its *Commission Amérique du Nord (CAN)*, the *Association des universités partiellement ou entièrement de langue française (AUPELF-UREF)*, and the *Association des professeurs des universités et collèges canadiens (APFUCC)*. This outreach to our sister organizations around the world not only provides AATF with important information on French studies around the globe but will aid us in adjusting our own instruction to the globalization of the economy and society as a whole. He also received two NEH grants to expand the AATF Summer Institute to five weeks including intensive

preparation in language and pedagogy followed by cultural immersion in France and was instrumental in ensuring the continued support of these institutes by Indiana University through the granting of credit as well as important financial contributions.

Dr. Valdman is the author of many textbooks and scholarly publications. Perhaps no other educator in the U.S. has had a greater impact, directly or indirectly, on the study of French in the U.S. through his textbooks which are used by thousands of students, his work in linguistics which constitutes one of the cornerstones of linguistics instruction in American universities, and also in the reputation and contribution of the many graduate students he has taught and mentored who are themselves now leaders in the profession. As one of his former students commented: "We are perhaps his greatest contribution to the profession—not because any one of us is so successful, but because there are so many of us, in so many different areas of language teaching and linguistics, and that, as a group, we are able to shape the profession beyond the reach of even the energetic Albert Valdman. Our teacher has built the profession from the ground up, through his students. If we can be half as successful with our own students as he has been with us, his impact will reach many generations to come." Of course, one cannot forget the magnitude of his contributions to the study of Haitian Creole over the past 30 years.

Dr. Valdman has received many awards and honors. He was recently promoted to *Commandeur*, the highest rank in the *Ordre des palmés académiques*, and received Indiana University's Ryan Award for distinguished contributions to international programs and studies. At Indiana University he suggested the creation of the Committee for Research and Development in Language Instruction (CREDLI), a group that has fostered inquiry into the language learning process and collaboration among the various academic units at the university. CREDLI launched the journal *Studies in Second Language Acquisition*, now in its 20th year, of which Dr. Valdman is the editor-in-chief. In addition to his service to the AATF, he was a founding member of the Central States Conference on the Teaching of Foreign Languages, Secretary-Treasurer of the American Association of Applied Linguistics, and served an unprecedented two terms as the President of the International Association of Applied Linguistics.

We offer our sincerest gratitude and best wishes to Albert Valdman for his leadership and commitment to the cause of French studies.



Bernard Petit, Vice-President

**Dr. Bernard Petit**, Professor of French at SUNY-Brockport, is completing his term as Vice-President of the AATF. Bernie has served in many capacities during his years at SUNY-Brockport including Peace Corps Language Coordinator, Resident Director of the Semester in Caen, Chair of the Department of Foreign Languages, Director of the Intensive Immersion French Program in Quebec, and Coordinator of Interactive Telecommunications. His interest and expertise in video production, technology, and distance learning have made his name known to many French teachers across the country.

During his time as Vice-President he has been instrumental in the development of the latest AATF video, *Forward with French*, produced in conjunction with the Western New York Chapter, and a recent video highlighting the experiences of the 9 *lauréats* from the *Allons en France* competition during their stay in France for *la Coupe du monde*. Bernie was also instrumental in securing the presence of Roch Carrier, our keynote speaker at the 1998 Montreal Convention. Bernie never forgets his *Québécois* roots.

We thank him most sincerely for his contributions to the AATF during his time as Vice-President.



Rosanne Simon  
Region IV Representative

**Rosanne Simon**, completing her term as Region IV Representative of the Mid-Atlantic states, has taught at St. Anne's-Belfield in Virginia since 1987. She received degrees from the University of Kansas (B.A.), University of Wisconsin (M.A.), Paris III (D.E.A.), as well as the *Diplôme supérieur de français des affaires* from the *Chambre de Commerce et d'Industrie de Paris (CCIP)*. She served as Vice-President and President of the Virginia AATF Chapter.

Rosanne has been a Fulbright exchange teacher in France (1981-82) and received a Rockefeller Grant to study in Senegal, has served as a board member of the Foreign Language Association of Virginia as well as a Reader, Table Leader, and Question Leader for the French Advanced Placement exam. She represented Fulbright Exchange Teachers in France at the International Fulbright Conference in Berlin (1982).

Rosanne has worked diligently during her tenure as regional representative to revive the Northern Virginia Chapter, to encourage participation and reward outstanding students in the *Grand Concours*, and completed the recent AATF Communication Survey. We would like to thank Rosanne for her many contributions as Region IV Representative.

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### Roch Carrier's *Le Chandail*

The New York office of the National Film Board of Canada has made special arrangements to make this 11-minute award-winning animated film available to our members for the one-time-only price of \$50.00 U.S., including shipping. The video normally sells for \$99.00

The video may be ordered from:  
National Film Board of Canada  
Library  
22-D Hollywood Avenue  
Ho-Ho-Kus, NJ 07423  
Telephone: (800) 542-2164; FAX:  
(201) 652-1973

Credit cards and purchase orders are acceptable. This unique offer is valid for AATF members only and lasts until **December 31, 1998**.



# REGIONAL NEWS

## AATF REGION III

Region III extends a hearty welcome to two new Chapter Officers. Patty Impson is President of the Rochester Chapter, and Susan Williams will serve as Treasurer of the Hudson Valley Chapter. The *Pays du Nord* Chapter Contest Chair will be Janice Brown.

The Western New York Chapter dramatically increased participation in the *Grand Concours* under the leadership of Gary Behrns who also had the good fortune to win the first prize in the *tombola* for those contest chairs with a significant increase in participation. A highlight of the program year was the involvement of a French student from the University of Rouen who earned credit toward his Master's through his involvement in Chapter activities. President Brenda Benzin created varied activities which utilized the talents of this St. Bonaventure University student.

The Hudson Valley Chapter continues to have a major thrust for the *Concours*. The Annual *Distribution des Prix* at Union College attracted an audience of over two hundred.

Central New York had two meetings which featured video presentations created by member David Flaccus on *La Réunion* and Madagascar. Over 180 prizes were distributed at the *Distribution des Prix* of the *Concours*. President Georgette Schmidt attended the annual meeting in Montreal as well as the workshop for chapter officers.

The Rochester Chapter had sixteen national winners in the *Concours*. Outgoing President Catherine Jospe sent four newsletters to the membership outlining developments on the local, state, and national scene.

The chapter activities during the year included such events as dinners to celebrate holidays, lectures, and French cultural experiences.

Robert J. Ludwig  
Region III Representative

## AATF REGION IV

### MARYLAND

This year the Maryland Chapter offered a variety of programs during the fall and spring semesters. The fall activity, *Atelier d'automne*, had as its focus "*les films français dans la classe de français*" and featured a lecture by Ms. Martha Horohoe of the Mercersburg Academy. A workshop on "Surfing the Net" provided Internet resources to teachers of French. The *Soirée francophone* featured a French comedy, *Comme deux tourtereaux*, written by Dr.

Sandy McIntyre and acted by French major alumni of Morgan State University. Ms. Brenda Brown, a senior member of the African dance troupe Sankofa, led a group of dancers in the presentation of authentic French West African music and dancing in which the audience also participated. The program was dedicated to Dr. McIntyre who has completed fifty years of teaching at Morgan State. During the program, the first public announcement was also made of the decoration by the French government of Dr. Carleen Leggett (Chapter President), who has been named a *chevalier* in the *Ordre des palmes académiques*. On another occasion, members of the chapter attended a presentation of Beckett's *La Dernière Bande* at Goucher College. The final activity of the year was the annual luncheon and awards ceremonies held at the *Restaurant Jeannier* which honored state, regional, and national winners of the *Grand Concours*, a great success in the chapter, under the leadership of Ms. Lorna Wingate, Contest Administrator.

### NEW JERSEY

Members of this chapter have become politically active as they try to combat the New Jersey State Department of Education's decision to require a foreign language in the K-8 curriculum. On the surface this initiative sounded wonderful, but its implementation has caused serious problems for French teachers. In 1996 the State Department initially approved the teaching of foreign languages by "any elementary school teacher with a common branch license to teach any subject," which would have jeopardized the quality of teaching as well as the chances of successful learning. The Chapter's active protest headed off this implementation, only to be confronted by a new State Department ruling which restricts students from switching foreign languages during the K-8 sequence. To comply with the State Department's ruling, many school districts are adopting Spanish in the K-8 levels, which has virtually eliminated the study of French, resulting in a dramatic drop in French enrollment. Dr. Gladys Lipton, National President of AATF, has been actively involved in trying to convince NJ administrators of the importance of offering more foreign language choices at specific entry points in the K-8 curriculum.

In spite of the tremendous pressure this has placed on French teachers, the state AATF enrollment remains strong, thanks to the professionalism of its members. Their French immersion weekend for students is now in its ninth year. Their professional activities continue to bring in strong

participation.

### LEHIGH VALLEY, PENNSYLVANIA

The annual fall meeting featured Dr. Joan Kendall, geography professor, and Dr. S. Pascale Dewey (Chapter President) who made a joint slide presentation and lively report of a recent trip to the Maritime Provinces of Canada, New Brunswick, Nova Scotia, and Prince Edward Island, supported by an intra-system grant from the PA/SSHE (Pennsylvania State System of Higher Education) from May 31 to June 14, 1997. Drs. Kendall and Dewey focused their October presentation on the Acadians, their saga, their cultural and linguistic heritage. As a follow-up of the Maritimes Summer Institute, Drs. Dewey and Kendall together with another participant, Dr. Dale Titus, from the College of Education, organized a major conference on the Kutztown University campus, entitled "Multiculturalism in Canada: Issues and Perspectives." This conference was sponsored by the International Affairs Committee, the Professional Development Committee, the Kutztown University Foundation, the Colleges of Business, Education, Liberal Arts & Sciences, Graduate Studies, the Office of Human Diversity, and the Canadian Government. In conjunction with the conference, an exhibit of rare and provocative photographs of Canada's Indian cultures was held, arranged through the Native Indian/Inuit Photographer's Association. The American and Canadian experts addressed socioeconomic issues and challenges of diversity found in Canada. The principal lectures were: "Quebec: Federation, Separation, and Partition" and "Law Enforcement: The Canadian Experience."

### NORTHEASTERN PENNSYLVANIA

The big activity for this chapter is the *Grand Concours*. This year there was a record number of students enrolled for the contest but, due to the severe winter storm the day of the contest which closed several area roads and created extremely hazardous driving conditions, many were unable to participate. The awards ceremony, which included a dinner with a French menu and a short program entirely in French, was well attended by the winners, their parents and teachers, and several principals. This dinner was held at King's College which enabled the chapter to keep the price of the dinner affordable for all attendees.

### PHILADELPHIA, PENNSYLVANIA

The first of the three official meetings was held in October, featuring Colette Hall whose topic was teaching with cultural

materials and literary materials drawn from *Women in French*. The winter meeting featured Roseline Cousin whose topic was "Laïcité in French Education," which included a discussion of the issue of "le port du voile." For the spring meeting, Robyn Newkumet and Nancy Gable, two retired secondary teachers, shared the fruit of their collective 65 years of teaching experience, to talk about what works in the classroom. The chapter also helped the French Institutes for Culture and Technology at the University of Pennsylvania in the preparation and administration of a workshop on contemporary France. This four-day workshop was led by Françoise Gramet.

#### VIRGINIA

This chapter concentrated its year on organizing a French immersion weekend for teachers, held during the Richmond French Film Festival. In addition to the \$500 the chapter set aside for the event, it received a \$500 Small Grant award from National Headquarters to help with the expenses. To recruit participants Chapter President Françoise Watts, at the annual fall meeting, invited interested teachers to sign up for the weekend program, explaining that such an opportunity would give a closer look at the cultural issues raised by French cinema as well as provide a valuable linguistic experience. In addition to the festival offerings, the Virginia chapter organized round table discussions of the films and their cultural message. A positive outcome of this successful weekend is that the French Cultural Services has agreed to fund 100 teachers in Virginia and the surrounding states to attend the 1998 festival. Because of the French Cultural Services' generous participation in the upcoming festival, the Virginia chapter will sponsor students to the festival. The upcoming November meeting will be held with GRATFL (Greater Washington, D.C.) and FLAVA (Foreign Language Association of Virginia) in Falls Church, VA. There will be a reception, offered by Cogema/France, in appreciation of the hard work teachers give to provide quality employees interested in French culture and language. The French Cultural Services will sponsor *Le Néon* French Theater Company, which will perform "Fascinating French Feast," a series of humorous sketches that relate to the attitude of the French towards food.

#### NORTHERN VIRGINIA

The second year of this reactivated chapter has been most successful. In early February, the chapter organized a program, *Un Après-midi à Paris*, presented by Nancy Hall Berens and David Erwin. Mr. Erwin played the organ to accompany Ms. Hall Berens' slides of churches and cathedrals in Paris. In March members of the Northern Virginia chapter joined the Virginia chapter for the French Film Festival in Richmond, where they participated in the films, the activities, and the brunches held at the Jefferson Hotel. In April, Dominique Malicet of the French Embassy helped organize a one-day workshop where the morning session was devoted to the changes in the French language and the afternoon session provided insight on Provence and *La Gloire de mon père*. The Northern Virginia chapter has been working closely with the Virginia chapter to set up the fall meeting and cultural activities to be held at the Fairview Park Marriott in Falls Church.

Rosanne Simon  
Region IV Representative

## CHAPTER NEWS

#### Kentucky

KY-AATF held its Spring meeting in early April at Louisville Collegiate School. Marjorie Seely spoke about her success in creating a FLEX (foreign language exploratory) program at Louisville Collegiate School. We also had a timely discussion about textbooks (this year is textbook-adoption year in the state) and took the opportunity to compare editions we had brought with us to the meeting. We ended with a delicious lunch at Louisville's newest French bistro, *Indigo*.

We are now looking forward to *la rentrée*, preparing for KCTFL in the fall and a special workshop in October. Of course, KCTFL is our best-attended meeting and this year's will be extremely important. We will be honoring two members for their recent accomplishments, talking about the July AATF convention in Montreal, and I will pass the torch to president-elect John Secor. There will be many AATF sessions at KCTFL.

On October 10, Kentucky AATF will host a one-day workshop in Louisville on TPR Storytelling. This is a teaching method that has been getting a lot of discussion time on FLTeach and one that I have experimented with this past school year with great success. Two master TPR Storytellers will facilitate our workshop using nontraditional languages (Norwegian and Chinese) to inspire us as we learn how to implement TPR Storytelling in our classes.

Sarah Moran  
President, KY-AATF

#### Ohio

The Ohio Chapter held a successful Spring meeting in Cincinnati in conjunction with the OFLA. At that time, President Frank Triplett promised members present to poll all members concerning the types of activities they want the chapter to undertake.

An immersion weekend has been planned for this fall at Salt Fork State Park near Cambridge for Saturday, October 3 and Sunday, October 4, at a cost of \$50 per person which includes lodging for one or two nights and meals. Games, music, pedagogical discussions, and culture are on the agenda—*tout en français*.

### What's New in the French Review?

Vol. 72, No. 2 (December 1998)

In this issue, notice these articles of interest:

- "Morte de la bête noire: Two Techniques for Teaching the French /R/ " (Sarah Jourdain, Marilyn Schuler)
- "Trois comédies et une nation: la communauté du rire au cinéma" (Martine Danan)
- "La Politique linguistique au Maghreb: fiction et réalité" (Soraya Tlati)
- "La Question du féminisme chez Mariama Bâ et Aminata Sow Fall" (Médoune Gueye)

...As well as articles on topics ranging from Gargantua and Mme de Lafayette to Cocteau, and, of course, "La Vie des mots."

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*Septième Congrès Régional de la Nouvelle Angleterre 30 avril-1<sup>er</sup> mai 1999*  
*Le Français: un pari sur l'avenir*  
*Holiday Inn, Worcester, Massachusetts*  
**Marquez vos calendriers!!!**

## MESSAGE FROM THE EXECUTIVE DIRECTOR



Now that everyone has settled back into the hectic school year, we at National Headquarters are planning for several important initiatives in 1999. In addition to the 72<sup>nd</sup> Annual Convention, July 11-14, 1999 in St. Louis, plans are rapidly developing for *La Fête Nationale de la Francophonie*, November 4-10, 1999. Make sure to read about the many promotional ideas, contests, and announcements concerning the *Fête* which can be found elsewhere in this issue. Now is the time to begin your own plans to celebrate *La Fête*! The call for proposals for the St. Louis Convention can be found on page 29. Please consider submitting a proposal. The theme of this year's convention is "*Le Français au cœur de l'Amérique*." We plan to highlight the many examples that can be found of French influence in the U.S. both past and present.

The AATF operating budget depends primarily on income from dues. Therefore, it is extremely important to maintain our membership and build to include teachers who have not yet joined us, new teachers, student teachers, and to keep our retired teachers involved. Twenty new members would allow us to, for example, offer a new scholarship, produce 5000 promotional flyers, develop additional materials and promotional packets for teachers, fund two small grant projects, collect and process statistics that will help us represent the case for French to funding agencies and our collaborators the world over, add six extra pages to this issue of the *National Bulletin*, or invite an outstanding speaker to the national convention. Our dues are modest compared to those of many other professional associations, especially when one considers what each member receives—six issues of the *French Review*, 4 issues of the *National Bulletin*, the ability to participate in the *Grand Concours*, several excellent promotional flyers available to members for the price of

postage, inexpensive promotional and pedagogical materials developed by experts in the promotion of French, access to information and research produced by our ten professional Commissions, and an award-winning Web site to disseminate timely and useful information. Watch the January *National Bulletin* for a complete presentation of Executive Council members, Commission Chairs, and French Cultural Services representatives. Take every opportunity to talk about the benefits of membership in the AATF to your colleagues, student teachers, and university students. Membership in your professional association gives AATF representatives much more clout in communicating your views to legislators, administrators, and grant-giving agencies. It also gives your voice more weight when you argue the case for French studies to your local administrators, counselors, and school boards.

Teachers are generally not trained in public relations. Now we can no longer afford not to be aware of the image we present to the public and to our potential students. Learning another language is a valuable intellectual activity which can contribute significantly to personal as well as intellectual growth. Exposure to another way of speaking and thinking and writing, to another way of life and other social, political, or familial traditions has a way of changing the way we view the world and increasing awareness of the cultural influences as much in our own culture as in the foreign one. Learning French offers students firsthand exposure to a great civilization that has produced literary, scientific, and artistic achievements for centuries, to a culture which is vibrant, creative, and ever-evolving, and to a view of the wider Francophone world and the many cultures which share French as a common language.

Take every opportunity available to talk about the things that you love and admire about France and the Francophone world. Inform your students, their parents, school counselors, your principal, school board members, business leaders, local politicians, journalists, and anyone else you can think of that French is a useful and rich language to learn. Demonstrate to them in concrete ways how your students are involved in learning, communicating, and creating with language. This is the way not only to preserve but to develop your program. In the pages of the *National Bulletin* you will discover many ideas for promotional and instructional activities that have worked for others. Make it a point every quarter to try at least one new idea to generate interest in French. And finally, share the results with your colleagues.

Jayne Abrate  
AATF Executive Director  
E-mail: [abrate@siu.edu]

## Workshop in Montreal Attracts Present and Future Leaders

Thanks to funding from the French Cultural Services, a group of AATF Chapter Officers met following the convention in Montreal to focus on developing leadership skills through presentations, networking, and collaboration. Chapter representatives from thirteen chapters along with 9 facilitators met for a day and half to discuss ways to promote French, organize meaningful chapter activities, and develop a plan of action for the *Fête nationale de la Francophonie* (Nov. 4-10, 1999). Participants all agreed to share their experience in a formal way with other chapter members and to organize within their chapter at least two promotional activities in the next 18 months.

Presenters included Dr. Jayne Abrate, AATF Executive Director; Dr. Gladys Lipton, President; Jacqueline Donnelly, Vice-President and Co-Chair of the Commission for the Promotion of French; Dr. Geraldine O'Neill, Region I Representative; Robert J. Ludwig, Region III Representative; Dr. Mary Jo Netherton, Region VI Representative; Dr. Raymond Comeau, Co-Chair of the Commission for the Promotion of French; Dr. Margot Steinhart, Co-Chair of the Organizing Committee for the *Fête nationale de la Francophonie*; Dr. Jacqueline Thomas, Co-Chair of the Organizing Committee for the *Fête nationale de la Francophonie*; and Nancy J. Gadbois, 1998 AATF Secondary Teacher of the Year. They spoke to the participants on topics ranging from motivating others to pitch in, organizational skills, promoting French at all levels, and public relations.

Ample time for sharing ideas and brainstorming was provided, and participants left the workshop feeling renewed enthusiasm for the task in front of them. Participants included Brenda Benzin (Western New York Chapter); Teresita Bertot (Florida Chapter); Michel Broquet (Metropolitan NY Chapter); Rosalee Gentile (Chicago/Northern Illinois Chapter); Viviane Levy (New Jersey Chapter); Margaret Marshall (Louisiana Chapter); Rosanna Moakley (Eastern Massachusetts Chapter); Helen Newton (South Carolina Chapter); Barbara Ransford (Arkansas Chapter); Jane Romer (North Carolina Chapter); Georgette Schmidt (Central New York Chapter); Joanne Silver (Philadelphia Chapter); Molly Wieland (Minnesota Chapter); and Jacqueline Young (Utah Chapter). The AATF would like to thank all those involved in this workshop and thank the French Cultural Services for their support of this important initiative. We hope to be able to repeat this workshop at the St. Louis convention.

## JNCL-NCLIS LEGISLATIVE UPDATE—105<sup>TH</sup> CONGRESS

In the second session of the 105<sup>th</sup> Congress, Republicans continued to push their agendas for education. While most members of Congress and the President considered education to be a national priority, the ways and means of how it is accomplished greatly differed between the two parties. The President announced his ten point education agenda in his State of the Union address to Congress. Raising standards, training teachers, promoting literacy, reading, lifelong learning, and connecting classrooms to the Internet were included in his agenda and supported by a request for significant increases in the Department of Education's funding. Representative William Goodling, Chairman of the House Education and the Workforce Committee, introduced the Republican agenda for the second session of the 105<sup>th</sup> Congress which eliminated 760 programs, increased parental involvement, and expedited money to classrooms. The operating theme for Republic reform was to downsize the Department of Education, to cut and/or block grant existing programs, and to privatize public education.

### Appropriations

Despite differences between Congress and the Administration over funding, International Education and Foreign Language programs fared well. The House Appropriations Committee has completed its recommendations for FY99 funding which includes increases of \$813,116 million for the Department of Education's total budget and \$7.1 million for Title VI/Fulbright programs. The Foreign Language Assistance Program (FLAP), Bilingual Education, Immigration Education, International Education Exchange, Dwight D. Eisenhower Professional Development National Activities, and the Javits Gifted and Talented programs were all funded at the same levels that they were in FY98. Programs which were decreased were Goals 2000, the Fund for the Improvement of Postsecondary Education (FIPSE), and Professional Development.

The House figures are less than the President's request for funding for the Department of Education which was \$33,590,568, an increase of \$1,440,852. The House did not increase the programs the Administration wanted enlarged such as Goals 2000, Bilingual Education, Dwight D. Eisenhower Professional Development National Activities, and the Technology for Education program.

As of early September, the Senate Appropriations Labor, Health and Human Services, and Education Subcommittee has not completed its appropriations recommendations.

Funding for the National Endowment for

the Humanities was level funded at \$110 million by both houses.

### Bilingual and English Only

Nine "English Only" bills were introduced in the 105<sup>th</sup> Congress; however, only two were brought to the floor. There were at least six other bills which included English Only provisions and repealed certain bilingual education programs that were also introduced this session. While no action was expected on "English Only" legislation, one of the most extreme measures, HR 3892, The English Language Fluency Act, was added to the House schedule prior to the August break. English Only legislation considered by the House of Representatives and the Senate are as follows (California's English for the Children, Initiative 227 is also mentioned because of its national implications.):

**HR 3892**, "The English Language Fluency Act," repeals the Emergency Immigration Education Program and replaces the current Bilingual Education Act with English language acquisition formula grants to the states. For states to qualify for such grants, they must implement programs which rapidly bring LEP (Limited English Proficiency) students to a mastery level of English. Further, it limits any native language programs. This legislation was scheduled to be considered prior to the August break; however, it was pushed back to later in the session. This bill was sponsored by Representative Frank Riggs (R-CA).

**S. Res. 236**, "expressing the sense of the Senate regarding English plus other languages," declares English the country's "common language," but also encourages Americans to "learn and maintain other languages." Senator Domenici (R-NM) was the bill's sponsor. No action is expected on S. Res. 236 this year.

**HR 856**, "to provide a process leading to full self-government for Puerto Rico," passed which put the territory on the road to becoming the 51<sup>st</sup> state in the Union. The most controversial aspect of the bill was over language. Representative Solomon's (R-NY) amendment, which was rejected, stated that English must be the official language of Puerto Rico. The compromise Miller-Burton amendment that was accepted encouraged Puerto Rico to "promote the teaching of English" to "enable students...to achieve English language proficiency by the age of 10" in order to enhance the island's statehood prospects. Final legislation is not expected to be considered this session. This bill was sponsored by Representative Don Young (R-AK).

**The California resolution, English for the Children, the Unz Initiative** was approved by the state's voters on June 2. The proposition stops ESL instruction after one year, ignoring the length of time students need to learn English for school success;

eliminates local control by dictating the way students are taught English; delays instruction in core subjects when students do not understand the language of instruction; disrupts the educational process for all students by putting under-prepared English learners into mainstream classes after only 1 year of ESL; and destroys programs that are already working effectively to teach students English.

### Higher Education Act

Conferees for the Reauthorization of the Higher Education Act, HR6, were supposed to meet prior to the August district work period to rectify differences between the House and Senate versions of the bill. In the House version of HR6, Title VI, International Education and Foreign Language Studies was combined with Graduate Fellowships in areas of National Need. Combining these programs threatens to compromise both International Education and Graduate Fellowships. The Senate Labor and Human Resources Committee's reauthorization maintains Title VI as International Education. Since the conferees will not meet until September, NCLIS wrote letters to urge the acceptance of the Senate Committee's recommendation that Title VI be maintained as solely International Education and Foreign Languages.

### Visas

**H1 R 3736**, "Workforce Improvement and Protection Act of 1998," is an immigration bill which increases the cap on the number of H1-B visas made available to foreigners to work in the United States in academe and technical professions from 65,000 to 95,000 for FY98. That number would be increased in FY99 to 105,000 and in the year 2000 to 115,000. While the Speaker's office anticipates that HR 3736 will go to the floor in September, Congress must still work out an agreement with the Administration, which seeks assurance that American workers will not be displaced.

Melinda Rae Lucke  
Policy Analyst

## NEW ADDRESS FOR JNCL-NCLIS

The Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) has relocated to: 4646 40th Street, NW, Suite 310, Washington, DC 20016-1859; Telephone: (202) 966-8477; FAX: (202) 966-8310; E-mail: [info@languagepolicy.org]. JNCL-NCLIS expresses its gratitude to the AATF for its contribution to their moving-expense fund.

**Dr. John David Edwards**, Executive Director

**Andrea Johnson-Stewart**, Executive Assistant

**Melinda R. Lucke**, Policy Analyst

# RENDEZ-VOUS À ST. LOUIS—JULY 11-14, 1999

Plans are moving forward for the 72<sup>nd</sup> AATF Annual Convention to be held July 11-14, 1999 in St. Louis, Missouri. A Local Arrangements Committee has been formed and met for the first time on Sept. 26 to begin preparations for the meeting. Come to a site rooted in the French history of North America (see Charles Balesi's article in the September *National Bulletin*), "*au cœur de l'Amérique*." Come to a meeting where the French language and French-speaking cultures and literatures are celebrated! Listed below you will find some useful information as well as some of the functions that are being organized at this time:

**Dates:** July 11-14, 1999 (Sunday through Wednesday)

**Getting there:** St. Louis is served by all major airlines. Lambert International Airport is located about 20 minutes from downtown St. Louis. In addition to taxis and shuttle service, the St. Louis Metrolink will take you from the airport to downtown for \$1.00.

**Hotel:** The convention will take place at the St. Louis Marriott Pavilion hotel (\$105 single/double + taxes), located right next to Busch Stadium, home of the St. Louis Cardinals

**Conference Registration:** \$70 (regular pre-registration)

**Workshop Registration:** \$20 each workshop

**Luncheon:** A conference welcome luncheon is being planned for the opening day of the conference. Participants are seated by region so they can meet colleagues from the same geographical area. The event is hosted by the AATF Regional Reps.

**Awards Banquet:** An awards banquet where we will honor Outstanding Teachers, Honorary members, and other awardees will occur on Tuesday evening.

**Things to do:** Bring your family and enjoy the magnificent view of the city and the Mississippi River from the Gateway Arch, visit historic Laclède's Landing, try out the world-renowned St. Louis Zoo (one of the few free zoos in the U.S.), take the kids to Six Flags Over Mid-America, visit Forest Park, site of the 1904 World's Fair and home to the St. Louis Science Center, Art Museum, and Muny Opera with its summer-

time outdoor performances, see the Clydesdales at Grant's Farm, try out one of the Casino Riverboats on the Mississippi or Missouri Rivers, explore the Hill with its wonderful Italian markets and restaurants. St. Louis has all this to offer visitors and more.

## Special services:

**Certificate of participation:** Each *congressiste* who requests one will receive a formal certificate of participation signed by the Executive Director attesting to his or her presence at the convention.

**Press release:** Each participant may

voted to pedagogical applications of Web documents and the creation of Web pages. Participants can sign up for both halves of the workshop or only the afternoon. Watch future issues of the *National Bulletin* for more information.

**Pre-conference French Refresher workshop:** We are planning to organize a six-day pre-conference refresher workshop for spoken French. This workshop will be designed for teachers who have not had the opportunity to spend time in France or another French-speaking country, who are new to the profession or are returning to it after some absence, or who feel they need to brush up their conversational skills. Language practice will be centered around contemporary culture and current events in France and the Francophone world, and instruction will include work on phonetics, idiomatic expressions and vocabulary building, fluency, and appropriate registers of language. Watch the January *National Bulletin* for more details and registration information.

**Special offer to new and student members:** All those attending an AATF convention must be members of the association. Current or renewing members must pay the conference registration fee as well as 1999 dues of \$45 if they have not already done so. However, we would like to encourage non-member teachers to try an AATF convention and learn what we are about. To this end we are inviting French teachers who have never been AATF members to attend the convention; their

registration fee of \$70 will include one year's membership in the association. This offer applies only to those who pre-register for the convention and have never belonged to the AATF in the past. We are also extending this offer to any student of French. Students already receive half-price registration. So for \$35, a student can attend the convention and receive one year's membership.

The Annual Convention provides an excellent opportunity for networking, offers many innovative and creative ideas for use in and out of the classroom, and helps attendees develop renewed enthusiasm for the difficult yet rewarding task of teaching French.



*July 11-14, 1999  
Marriott Pavilion  
St. Louis, Missouri*

American Association of Teachers of French

72<sup>nd</sup> Annual Convention

French Teachers Coming Together

Discover the Francophone influence in the heart of America

Join us for 4 days of professional meetings and celebration of the cultural heritage of the French-speaking world. For information contact: AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; Tel: 618-453-5731; Fax: 618-453-5733; E-mail: [abrater@siu.edu](mailto:abrater@siu.edu)

Watch for updates on our Web site:

<http://aatf.utsa.edu/>

*le français au cœur de l'Amérique!*

have his or her picture taken with a member of the Executive Council and, after the convention, will receive that picture and a press release regarding the convention for distribution to local media, school officials, and any other venue for creating publicity for French.

## Special features for this conference:

**Pre-conference Internet workshop:** A day-long pre-conference Internet workshop has tentatively been scheduled at a local university. The morning will be devoted to basic familiarization with the World Wide Web, use of a browser, and location of useful documents. The afternoon will be de-

**Application deadline: Monday, March 1, 1999**

## Université de Montréal

The *Université de Montréal* is offering two summer scholarships in 1999 to AATF members to attend one of its three-week programs. These scholarships will be awarded by national competition to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for the students in their institution or school.

The scholarship includes: (a) tuition; (b) lodging on the campus; (c) breakfast and lunch from Monday to Friday; (d) books necessary for course work; and (e) access to the sports complex and to the library.

The scholarship recipients will be responsible for all transportation costs, for all meals not specified, for personal and incidental expenses, and for fees covering certain socio-cultural activities offered through the program.

The scholarship recipient may choose one of the two sessions: July 5-July 23, 1999 or July 26-August 13, 1999. The intensive courses available during the first session (July 5-July 23) include: *Communication orale*, *Communication écrite* or *Atelier d'enseignement du français langue seconde*. The second session (July 26-August 13) includes: *Communication orale* or *Culture québécoise contemporaine*. Depending on the linguistic proficiency of the recipients, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipients and the summer school coordinators.

For further information on the program at the *Université de Montréal*, candidates are invited to contact the program director or coordinator:

### Serge Bienvenu

Responsable de programme  
Université de Montréal  
Faculté de l'éducation permanente  
École de Français  
C.P. 6128, succursale A  
Montréal, Québec H3C 3J7  
Telephone: (514) 343-6990  
FAX: (514) 343-2275

## Jumpstreet Scholarships

Thanks to the generosity of Jumpstreet Tours, Inc. which organized guided bus tours of Montreal during the recent convention, enough money was earned through registration for these tours to offer two \$1,000 scholarships to AATF members to return to Quebec to study during the summer of 1999.

Recipients must register in an established program of study somewhere in Quebec. One half the award will be paid upon receipt at National Headquarters of proof of registration and the other half upon proof of successful completion of the program.

### Eligibility

Applicants for both of these scholarships must be American citizens whose first language is not French. The recipients must hold a teaching position in French during 1998-99. Preference will be given to a member who has been in good standing since January 1, 1996.

AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (1994-1998) are also not eligible.

The recipients of these scholarships must agree to make a presentation at a major foreign language conference in 1999-2000.

### Selection Process

All of the applications will be reviewed by a national committee and the decision will be announced by March 31, 1999. A number of factors will be weighed in the selection process:

- clarity and specificity of the statement of benefits to the applicant and his/her institution or program.
- teaching assignment (number of classes in French and number of students impacted).
- evidence of professional commitment (local, state, regional, and/or national).
- future career plans in education.
- past travel, study, or residence in a Francophone country.
- letters of recommendation.

## Application

Candidates should complete the application form printed on the following pages. Additional copies may be obtained from AATF National Headquarters (Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; e-mail: [abrate@siu.edu], or you may copy the form in the *National Bulletin*.

Applicants should do the following:

- 1) Complete both sides of the application form, including the signature on the second side, and attach additional pages to the application.
- 2) Request that two letters of recommendation **plus four copies** be sent directly to Jayne Abrate, Executive Director, AATF. (The letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious evaluation of the applicant's professional and personal qualities.
- 3) Include a stamped, self-addressed postcard with the application for confirmation of receipt of the application and recommendations.
- 4) Send the **original plus four copies** of the application form and supplementary pages and postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**.
- 5) The application must be **post-marked by March 1, 1999**, to be considered for the scholarship.

The French Cultural Services have announced that there will be scholarships available for teachers of French in French in the Summer of 1999. More information will be forthcoming in the January *National Bulletin*.

# 1999 AATF SUMMER SCHOLARSHIP

## APPLICATION FORM Deadline: March 1, 1999

Scholarship preference (Check one) \_\_\_\_\_ AATF Region #(1-9) \_\_\_\_\_

\_\_\_\_\_ Université de Montréal \_\_\_\_\_ Jumpstreet Scholarship to Quebec

Self-assessment of linguistic competence (Check one) \_\_\_\_\_ moderate \_\_\_\_\_ high

Name \_\_\_\_\_  
Last First Middle Maiden

Social Security Number \_\_\_\_\_

Home Address \_\_\_\_\_  
Number and Street City State Zip

Telephone: Home: \_(\_\_\_\_)\_\_\_\_\_ Best time(s) to call \_\_\_\_\_

Work: \_(\_\_\_\_)\_\_\_\_\_ Best time(s) to call \_\_\_\_\_

Fax Number: (home/work Circle one): \_\_\_\_\_ E-mail: \_\_\_\_\_

Institution of employment: \_\_\_\_\_

Institutional Address \_\_\_\_\_  
Number and Street  
City State Zip

Level of French taught: \_\_\_\_\_ Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ Post-secondary

In 1998-99: Number of French classes \_\_\_\_\_ Number of French students \_\_\_\_\_

Number of years teaching \_\_\_\_\_

Level of French classes taught: \_\_\_\_\_

Other subjects taught: \_\_\_\_\_

AATF Chapter Name/Location: \_\_\_\_\_ President: \_\_\_\_\_

Continuous member of AATF for \_\_\_\_\_ years, including 1999 (Preference is given to those with three or more years of consecutive membership.)

U.S. citizen \_\_\_\_\_ Yes \_\_\_\_\_ No Place of birth: \_\_\_\_\_  
City State Country

Date of birth: \_\_\_\_\_

Have you ever applied for an AATF scholarship? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, year \_\_\_\_\_

Have you ever received an AATF Summer Scholarship? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, year \_\_\_\_\_

Have you ever received a scholarship/fellowship for study in a Francophone country? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, year \_\_\_\_\_ Location \_\_\_\_\_ From what organization? \_\_\_\_\_

**Please respond to the following questions on a separate sheet. Indicate your name at the top of each page. Be sure to sign the bottom of this sheet and to include it with your application.**

**I. ACADEMIC PREPARATION**

- A. Institution (List all colleges/universities attended.)  
Semester/Quarter credit hours in French      Degree (Type and Major)      Inclusive dates
- B. Travel, study and residence in Francophone countries (List all experiences.)  
Inclusive dates      Location      Purpose

**II. TEACHING EXPERIENCE**

- Years (inclusive dates)      Institution      Location (City, State, Zip)

**III. CURRICULUM VITAE SUPPLEMENT (OPTIONAL)**

List any other professional contributions or activities which have not been indicated in your application. (3 pages maximum)

**IV. RECOMMENDATIONS**

List name, address, telephone and fax numbers of two individuals who will be writing a recommendation in support of your application.

**V. ESSAYS & TAPE**

- A. Describe in English your immediate and long-range professional plans as a teacher of French or supervisor.
- B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français.
- C. On an audio cassette tape (standard size, good quality, in a plastic case) include the following information at the beginning: your name, address, AATF region number and chapter name. Also write this name on the cassette label. Record a statement in French on why you are applying for this scholarship and how you plan to use the experience to benefit you both personally and professionally. In addition, describe your current teaching or administrative experience within your institution. Organize your thoughts before recording, but **do not read from a prepared text.** (5 minutes maximum)

**VI. RECOMMENDATIONS**

A. Request TWO recommendations, one from your principal, dean, or department head, one from another person who is familiar with your work and ability or one from an AATF Chapter or National Officer. The recommendations should address the following points:

1. Your contributions to your institution and to the profession
2. Your interaction with students, colleagues and others
3. Your flexibility and openness to new experiences, increasing demands, and change
4. Your linguistic competence, if applicable

B. Have your recommender send the original letter PLUS FOUR COPIES directly to Jayne Abrate, Executive Director. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, **March 1, 1999.**

**VII.** Include one SELF-ADDRESSED POSTCARD with appropriate postage with your application. The AATF Summer Scholarship Chair will return the card to you as verification that your completed application has been received.

**I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE.**

SIGNATURE OF APPLICANT \_\_\_\_\_ Date \_\_\_\_\_

**N.B. Only applications from U.S. citizens can be considered. There is no maximum age limit but date of birth is required by the agencies supporting the program.**

**Applicants are urged to contact AATF National Headquarters to be placed on the mailing list for announcing additional details about this summer program as they develop. Please type all information on the two-page form and attach additional pages as needed. Kindly make 4 separate sets of your materials and staple each set. One cassette tape per applicant is sufficient.**

**ALL MATERIALS, original application form, 4 copies of the application form, 2 letters of recommendation with 4 copies each are to be sent to: Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: 618-453-5731; FAX: 618-453-5733; e-mail: abrate@siu.edu**

**Deadline: March 1, 1999**

## LA FÊTE NATIONALE DE LA FRANCOPHONIE

AATF is undertaking an initiative to increase the visibility of the French language and the Francophone world in the United States. This initiative, *La Fête nationale de la Francophonie*, has been launched to educate, to promote, and to celebrate the French that is all around us. The goal of this undertaking is to have every teacher, every French student, and every community across the country engaged in activities that will celebrate the presence of the French-speaking regions across the globe between November 4-10, 1999. This project is also aimed at creating media attention to promote the study of French in this country. A committee, chaired by Jacqueline Thomas (TX) and Margot Steinhart (IL), is preparing a kit of materials and a list of resources for teachers which will be available through AATF in Spring 1999. The committee is looking for models of programs, events, contests, and performances, for material and human resources, and for classroom activities and learning scenarios to share with AATF members through the national initiative. Contributors to the materials kit for *La Fête nationale de la Francophonie* will be recognized.

Please respond to the following questions by **December 31, 1998** using the form below.

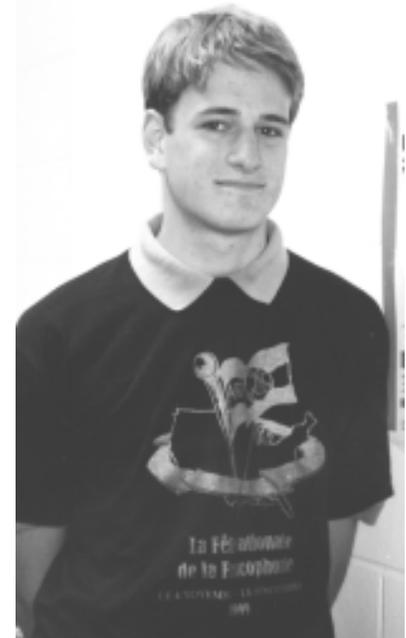
1. What resources would you like the national kit to provide?
  - What materials should be included in the kit?
  - What kinds of contests might you envision at local, regional, and national levels?
  - Who could serve as a resource for this project?
    - (a) What individuals might be able to contribute to this project based on their cultural heritage or on their expertise in one or more of the follow-

ing Francophone areas: the French-speaking areas of Europe, the Maghreb, Sub-Saharan Africa, Quebec, St. Pierre et Miquelon, Louisiana, the Caribbean, or Tahiti?

- (b) Who might serve as a resource—either presenting a program or being available for inquiries by e-mail, fax, or mail on a particular region?
  - (c) Please identify regions or countries and provide *coordonnées* for these contacts: (1) name, (2) address; (3) telephone; (4) fax; (5) e-mail.
2. How can you contribute?
    - Do you have a lesson plan, a learning scenario, a game idea, a recipe, a contest description, a craft, or suggestion on how to organize an event? Please provide guidelines and suggestions.
    - What films, music, poetry, short stories, or books do you recommend? Provide a 1-2 sentence annotation and include the publisher or distributor as well as the designated audience. Do you have exercises or activities to exploit any of these materials?
    - Can you identify VIPs in your area to co-chair local committees planning activities for students or the community?
    - Would you be willing to join colleagues in your town, AATF chapter, or region to plan an event for students in the community?
  3. Who can help request financial support for this project?
    - Can you recommend someone to request prizes or funding from companies and individuals for contests sponsored at the national level? Please provide name, address, telephone, fax, and e-mail.
  4. What questions and/or concerns do you have?

## NEW LOGO FOR LA FÊTE NATIONALE DE LA FRANCOPHONIE

Ryan Schiewe, 1998 graduate of Barrington High School in Barrington, Illinois, designed the logo for *La Fête nationale de la Francophonie*, an AATF initiative for November 4-10, 1999. He is currently in his first semester of study at Ithaca College in New York. His design incorporates the idea of the United States surrounded by the Francophone world—"French is all around you." The band which surrounds the U.S. repeats the central motif of the official flag of *La Francophonie*. This design was reproduced on bookmarks distributed at the AATF conference in Montreal in July. It has also been printed on a tee-shirt and bicycle cap, both now available for purchase from AATF National Headquarters. The logo is in shimmering gold on black (see ...)



Ryan Schiewe, the designer of the AATF logo for *La Fête nationale de la Francophonie*, models the tee-shirt created for the U.S. celebration of the Francophone world, November 4-10, 1999. He was a French student from Grade 6 through his senior year. *Merci* Ryan.

## CALL FOR PAPERS

The ERIC® Clearinghouse on Languages and Linguistics invites you to submit papers, reports, curricula, or other materials for inclusion in the ERIC® database. Submissions should be sent to: Acquisitions Coordinator, ERIC/CLL, 1118 22nd Street NW, Washington, DC 20037; Telephone: (202) 429-9292; E-mail: [eric@cal.org]; URL: [http://www.cal.org/ericll].

Please print the requested contact information below and then respond to as many of the above questions as you can on another sheet. Please return this information ASAP to: Margot M. Steinhart, Barrington High School, 610 West Main Street, Barrington, IL 60010-3099. FAX: (847) 304-3937; E-mail: [msteinhart@cusd220.lake.k12.il.us].

Name: \_\_\_\_\_  
 AATF Chapter Name: \_\_\_\_\_  
 Professional Institution: \_\_\_\_\_  
 Address (Home or Work/Circle one) \_\_\_\_\_  
 City/State/Zip \_\_\_\_\_  
 E-mail: \_\_\_\_\_ FAX: \_\_\_\_\_  
 Telephone: \_\_\_\_\_

## A NEW TOOL FOR FRENCH TEACHERS

### Bring Science to the French Classroom

À la découverte de l'Institut Pasteur, a set of 44 flashcards (8¼" x 11½"), is the perfect way to bring scientific concepts and vocabulary into the advanced French-language classroom. The cards trace the Institute's creation, discoveries, and contributions to the worldwide improvement of public health. Scientific subjects such as influenza, AIDS, antibiotic resistance, and vaccination provide students with timely and relevant departure points for French conversation classes.

In clear French, the cards synthesize the main concepts behind microbiology, immunology, and molecular biology, providing French and science teachers with an opportunity for cross-curricular collaboration and familiarizing students with the work of the *Institut Pasteur*, one of the leading French research institutions.

In addition to these cards, French teachers might be interested in subscribing to the quarterly French-language magazine of the Institut Pasteur *La Lettre de l'institut Pasteur*. The \$10 subscription rate is simply to cover postage.

In recognition of a contribution of \$25 or more, the Pasteur Foundation will send you these cards as a gift. For more information, please contact the Pasteur Foundation at (212) 752-2050; Pasteur Foundation, 767 Fifth Avenue, New York, NY 10153-0119.

## SCOLT and FLAVA JOINT CONFERENCE MARCH 11-13, 1999 VIRGINIA BEACH, VA



For information, contact:  
Lynne McClendon, SCOLT  
Executive Director, 155 Lazy  
Laurel Chase, Roswell, GA  
30076; Telephone: (404) 763-  
6796; FAX: (404) 689-4958;  
URL: [http://www.valdosta.  
edu/scolt/]; E-mail: [lynnemcc  
@mindspring.com].



Sample Flash Card

.....

..... PASTEUR FOUNDATION 767 Fifth Avenue New York, NY 10153-0119 Tel: (212) 752-  
..... 2050

.....  Please find enclosed my gift of \$\_\_\_\_\_ payable to the Pasteur Foundation.  
..... I understand that with a contribution of \$25 or more, I will receive a set of 44 French  
..... flashcards about the *Institut Pasteur*. (N.B. Cards will be shipped in early 1999).

.....  I would like to subscribe to the quarterly French-language magazine *La Lettre*  
..... *de l'institut Pasteur*. Enclosed is my check for \$10 payable to the Pasteur Founda-  
..... tion.

..... Name: \_\_\_\_\_

..... Address: \_\_\_\_\_

..... City/State/Zip \_\_\_\_\_

..... Telephone (Important): (\_\_\_\_) \_\_\_\_\_

..... Please note: Gifts to the Pasteur Foundation are tax-deductible to the extent provided by law.

.....

# CULTURE ET INTERNET: PRÉSENTATION CRITIQUE DE SITES FRANCOPHONES (II)

Cet article est le deuxième dans une série qui a débuté avec le numéro d'avril 1998 du *National Bulletin*. Les sites présentés ici ont été sélectionnés en raison de l'intérêt qu'ils présentent pour un cours de français langue étrangère et sont classés par thèmes culturels. Ils peuvent se prêter à des activités pédagogiques à tous les niveaux de compétence.

Avant d'aborder des sites particuliers, il convient de signaler quelques grands moteurs de recherche: **[www.nomade.fr]** et **[www.lokace.com]** pour la France et la Francophonie, **[search.ch]** et **[heiwww.unige.ch/switzerland]** pour la Suisse, et le méta moteur de recherche **[www.debriefing.com]** qui est relié à d'autres moteurs tels que Yahoo, Nomade, et Lokace. Pour l'administration, j'avais déjà cité, dans l'article précédent **[www.admifrance.fr]** qui permet d'accéder à tous les domaines, qu'il s'agisse de la France ou de la Francophonie, dans l'ordre alphabétique, puis par thème; on peut y ajouter **[www.belgium.fgov.be]** pour la Belgique, **[www.africaonline.co.ci]** pour la Côte d'Ivoire, **[www.gouv.qc.ca]** pour le Québec, **[www.primature.sn]** pour le Sénégal, et **[www.admin.ch]** pour la Suisse. Par ailleurs, d'autres sites contiennent toute une mine de renseignements dans tous les domaines. À cet effet, **[www.pratique.fr]** affiche tous les renseignements nécessaires à la vie quotidienne en France avec de longues rubriques détaillées dans chaque catégorie: logement, éducation, culture, voyages et loisirs, emploi, droits, forme et santé, formalités administratives, le tout accompagné de liens à des centaines d'autres sites, y compris ceux d'autres pays francophones. On peut citer **[quiquoiou.wanadoo.fr]** qui offre des liens avec des sites, parfois insolites, sur plusieurs sujets. Enfin, il convient de signaler le livre de Bruno Guglielminetti, *Internet. Les 500 Meilleurs Sites en français de la planète* (Montréal: Éditions Logiques, remis à jour chaque année), qui propose une liste critique de sites francophones classés par thèmes; bien que les sites québécois et français soient majoritaires, beaucoup d'autres pays francophones y sont représentés.

## ÉDUCATION

**[www.acelf.ca]**: site de l'Association canadienne d'éducation de langue française (ACELF) qui ne manquera pas d'intéresser nos lecteurs. Les rubriques offrent des informations sur l'ACELF

(structure, adhésion, bottin, agenda, symposiums, et congrès), sur la revue *Éducation et Francophonie*, et sur des stages de perfectionnement, des programmes d'échanges d'étudiants, et une banque d'activités pédagogiques.

**[www.cidj.asso.fr]**: site du Centre d'information et de documentation de la jeunesse (CIDJ) avec des informations pour les jeunes (enseignement, formation professionnelle, emploi, vie pratique, logement, loisirs, sports, vacances, étranger) et de la documentation sur des centaines de centres à travers la France. Ce site peut s'avérer utile aux professeurs de français qui envisagent d'organiser un voyage en France avec leurs élèves.

**[www.cndp.fr]**: site du Centre national de la Documentation pédagogique (CNDP) qui propose le catalogue de ses publications, l'organigramme de ses antennes régionales, et des références à d'autres publications liées au système éducatif. On peut également y passer des commandes.

**[www.cned.fr]**: site du Centre national d'Enseignement à Distance (CNED) qui offre des cours par correspondance à tous les niveaux à plus de 300 000 individus dans le monde. On peut s'inscrire au programme intégral de toutes les classes (du cours préparatoire au baccalauréat), à des cours de renforcement en langues vivantes, à un cours de français pour enfants non francophones, à la préparation aux diplômes universitaires (dont une maîtrise en français langue étrangère à l'Université de Grenoble), et à la préparation aux concours de la fonction publique.

**[edkwww.unibe.ch/eurydice/eury-Contents.html]**: site impressionnant sur l'éducation en Suisse avec de nombreux renseignements sur l'organigramme du système éducatif, les caractéristiques nationales, et les programmes à tous les niveaux avec des liens abondants.

**[www.education.gouv.fr]**: site officiel du Ministère de l'Éducation nationale, de la Recherche et de la Technologie qui constitue la référence ultime en matière d'éducation. Les rubriques comprennent la structure du système éducatif français (ministère, académies, établissements sous tutelle, chiffres), les actualités (informations institutionnelles, salons et événements, reportages), l'enseignement primaire (programmes, initiation aux langues étrangères), l'enseignement secondaire (programmes, personnels,

technologies nouvelles), l'enseignement supérieur (réforme de l'université, personnels, IUFM), Europe et international (programmes européens), formation permanente (diplôme de compétence en langue), des informations pratiques (calendrier scolaire, mission des Archives), les autres ministères (sites des administrations). Ce site propose depuis peu un magazine électronique sur l'éducation intitulé *XX<sup>e</sup> siècle*.

**[www.fle.fr]**: site consacré à l'enseignement du français langue étrangère (FLE) et qui affiche toute une gamme d'informations dont la liste des centres de FLE en France, des organisations, des ressources pour les professeurs, et de nombreux liens dignes d'intérêt.

**[www.meq.gouv.qc.ca]**: site très complet du Ministère de l'Éducation du Québec avec, entre autres, les dernières réformes, les références aux publications, et de nombreux liens, en particulier avec les universités.

**[www.nomade.fr]**: en cliquant sur la rubrique «Enseignement et emploi», puis sur «Autres pays», on y découvrira des liens avec le site de l'AATF et d'autres universités francophones ainsi que la possibilité d'une correspondance entre classes.

**[www.onisep.fr]**: site de l'Office national d'Information sur les Enseignements et les Professions (ONISEP) qui présente le catalogue des publications avec les conditions de commande, des informations sur les enseignements, le descriptif de toutes les filières préparant au baccalauréat, et les débouchés professionnels en fonction des spécialisations. Cet organisme diffuse l'organigramme du système éducatif français, remis à jour chaque année, et de petits fascicules gratuits sur les différents bacs et toutes les professions.

**[perso.wanadoo.fr/pierre.thiolliere/droite.htm]**: site d'un enseignant qui propose, en ligne, des exercices de français et leurs corrigés pour les classes de cours moyen (4<sup>e</sup> et 5<sup>e</sup> années au niveau élémentaire). Les rubriques contiennent des dictées ainsi que des exercices de conjugaison, d'orthographe, de vocabulaire, et de grammaire qui peuvent être employés dans l'enseignement du FLE.

**[www.primature.sn/men]**: site officiel du Ministère de l'Éducation du Sénégal avec des renseignements et de nombreux liens.

**[www.refer.qc.ca]:** site officiel de l'Association des universités partiellement ou entièrement de langue française (AUPELF) et de l'Université des réseaux d'expression française (UREF) avec des rubriques sur l'organisation, les procédures, et les membres de ces deux organismes, les publications, les programmes, la Francophonie institutionnelle, et de nombreux liens. À titre indicatif, ce site fournit des renseignements sur les subventions de recherche offertes aux universitaires avec les conditions à remplir et le dossier de candidature à imprimer ou à télécharger.

**[www.swiss-schools.ch]:** site de la Fédération suisse des écoles privées (FSEP) avec des adresses d'écoles pour chaque canton.

Il faut savoir que tous les pays n'ont pas un système éducatif centralisé, comme c'est le cas pour la France, le Québec, et le Sénégal qui disposent chacun d'un ministère et d'un site officiel très complet sur le sujet. Pour les autres États, il faut effectuer une recherche plus élaborée pour les renseignements désirés qui sont souvent diffusés par des sites gouvernementaux ou universitaires.

#### LOGEMENT ET ÉQUIPEMENT

**[www.fnaim.fr]:** site de la Fédération nationale de l'immobilier (FNAIM) qui contient l'annuaire des agences immobilières sur tout le territoire français et dans les départements et territoires d'outre-mer (DOM-TOM) avec l'accès aux agences et la possibilité de se relier à ces dernières en ligne, ainsi que la liste des logements à louer et à vendre (situation et prix).

**[immoenphoto.com]:** site de ImmoEn-Photo qui propose des appartements et des maisons à vendre ou à louer dans la région parisienne. Pour chaque logement, on trouvera l'adresse, le descriptif, le prix, et des photos. Ce site peut se prêter à une exploitation pédagogique au niveau débutant.

**[www.immonet-fr]:** site de France Immobilier Network. Rubriques: bonnes affaires du mois (descriptif des logements et bureaux à vendre ou à louer), immobilier d'entreprises. Ce site peut être exploité dans un cours de français des affaires.

**[www.integra.fr/relaischateaux]:** site en quatre langues sur la formule Relais Châteaux. On choisit en fonction d'un continent, puis d'un pays, d'une région, et enfin, d'un château particulier. Pour chaque château on propose des photos d'extérieur et d'intérieur, un plan d'accès, un descriptif, et les coordonnées pour la

réservation.

**[www.locaflat.com]:** site de Locaflat pour la location à court terme des appartements meublés à Paris. On effectue la recherche par arrondissement et les renseignements s'affichent avec l'adresse, un descriptif, le plan, et des photos de chaque appartement.

**[www.pratique.fr]:** ce site, déjà mentionné dans l'introduction, propose une rubrique «logement» avec des petites annonces et des renseignements sur les droits des locataires.

**[www.qconline.com/parispsr]:** site de Paris Séjour Réservation. Rubriques: louer (plus de 600 appartements), acheter, vendre, «Ils ont aimé» (témoignages d'anciens locataires). On y trouve aussi des annonces sur des locations pour les séjours de courte durée.

**[www.stimbatir.fr]:** site de Bouygues Immobilier, premier promoteur immobilier français. Rubriques: présentation (maisons individuelles, appartements, et immobilier d'entreprise avec descriptif et photos), programmes, services (budget à consacrer à un achat immobilier), actualités. La rubrique «nouveau» propose les dernières réalisations (photos et descriptifs) dont on peut recevoir une documentation gratuite en remplissant le formulaire en ligne. Ce site permet de découvrir différents styles architecturaux d'une région à l'autre.

Si l'on ne trouve pas de sites sur le logement à partir d'un moteur de recherche, il est souvent possible d'accéder à ce type de service à partir des sites des grands quotidiens nationaux ou régionaux qui offrent souvent une rubrique sur les petites annonces relatives à l'immobilier. En ce qui concerne les lois relatives au logement et les devoirs des locataires et des propriétaires, il faudra consulter les grands organismes d'État qui s'occupent du logement dans le pays en question.

#### MAGASINS, SERVICES, ET VENTE PAR CORRESPONDANCE

**[www.auchan.fr]:** site en cinq langues des hypermarchés Auchan qui propose des rubriques sur la vie du groupe Auchan, les services, les possibilités d'emploi, et l'adresse des hypermarchés dans le monde.

**[www.carrefour.fr]:** site de la chaîne d'hypermarchés Carrefour. Rubriques: historique, liste et adresse des magasins, services offerts à la clientèle (assurances, services financiers, spectacles, vacances, et radiotéléphonie).

**[www.castorama.fr]:** site de la chaîne de

magasins Castorama pour le bricolage et le jardinage avec des informations pour les actionnaires, la carte Atout, l'adresse des magasins, et la présentation du groupe Castorama.

**[www.conforama.fr]:** site de la chaîne de magasins d'ameublement et d'équipement maison Conforama qui, grâce à son catalogue en ligne, permet de recycler le vocabulaire relatif au mobilier, à l'électroménager, et à l'électronique. On y trouve l'adresse des magasins, mais aussi la «boutique micro» qui offre un descriptif des articles que l'on peut y commander.

**[www.cyrillus.fr]:** site de Cyrillus, la société de vente par correspondance de vêtements qui dispose d'un service international. On peut ainsi y commander un catalogue et des articles depuis les États-Unis, par courrier ou en ligne.

**[www.fnac.fr]:** site des magasins FNAC avec accès direct au catalogue électronique qui permet de commander en ligne et de recevoir chez soi (dans le monde entier) livres, disques, vidéocassettes, et cédéroms. Ce site offre également des rubriques sur la critique des lecteurs, le cinéma, et les grandes manifestations culturelles.

**[www.glparis.com]:** site des Galeries Lafayette à Paris qui propose des rubriques telles que «newsbeauté» (conseils), le 5<sup>e</sup> forum du mariage avec les services de sa Boutique Bonheur, le programme de l'Opéra Garnier, et des rubriques saisonnières (la Saint Valentin, par exemple).

**[www.monoprix.fr]:** site de la chaîne de grands magasins et supermarchés Monoprix et Prisunic. Rubriques: services, points chauds du moment, carte Monoprix, mission du citymarché, l'histoire de Monoprix, actualités, emplois et carrières, rapport d'activité, les magasins, et les rayons.

**[www.paris.org]:** site touristique de Paris avec des renseignements dans tous les domaines dont les boutiques. À noter. la rubrique «Clin d'œil» propose un petit dossier sur les boulangeries et sur les marchés.

**[www.redoute.fr]:** site de La Redoute qui est sans doute la plus grande société française de vente par correspondance. Rubriques: commander des articles à partir des catalogues papier, le magazine en ligne Miss Web (articles dans tous les domaines), la boutique électronique correspondant à chaque catalogue papier (automne-hiver et printemps-été), les promotions, commander des articles à

partir des catalogues papier. À noter: on peut commander un exemplaire du catalogue et passer une commande en ligne depuis les États-Unis; dans ce cas, on doit fournir son adresse électronique pour recevoir le montant des frais d'expédition pour la livraison à domicile. Ce site permet une exploitation pédagogique à tous les niveaux et autour de plusieurs thèmes de vocabulaire.

**[www.yves.rocher.fr]:** site des produits de beauté Yves Rocher avec l'adresse des magasins à travers le monde, le catalogue, des renseignements pratiques sur la beauté et les plantes, et la boutique en ligne.

**[www.3suisses.fr]:** site des 3 Suisses, grande société de vente par correspondance. On y trouve des renseignements sur les 3 Suisses, sur les services (tailles, livraison, paiements), le produit du jour, et des idées de cadeaux. Les articles peuvent être commandés en ligne.

#### TOURISME

**[www.city.net]:** site qui permet d'accéder à des villes du monde entier en proposant des liens avec de nombreux sites officiels.

**[www.club-internet.fr/routard]:** site de la célèbre collection «Le Guide du routard», publiée chez Hachette, et qui diffuse des guides touristiques pratiques sur des dizaines de villes et pays. La recherche s'effectue par pays, et la page d'accueil permet d'obtenir des renseignements divers relatifs au tourisme.

**[www.degriftour.fr]:** site de Dégriftour qui propose des voyages à prix «dégriffé» suivant différentes formules (villages de vacances, campings, gîtes, croisières, vols charters, hôtels, etc.).

**[www.disneylandparis.com]:** site de Disneyland Paris avec la découverte du parc, les formules d'hébergement, les services, l'accès au parc, et la commande de la brochure en ligne.

**[www.maison-de-la-france.com]:** site bilingue de Maison de la France, agence nationale de tourisme français. Rubriques: guide pratique (la France des transports, pratique à savoir, se loger en France, France pas chère), tourisme, régions (spécialités de cuisine régionale, les routes des vins, une section sur les villages pittoresques avec photos, présentation de onze villes françaises), actualités, Club France, clubs de professionnels. Ce site est excellent pour

étudier la géographie et les particularismes régionaux.

**[www.gites-de-france.fr]:** site des Gîtes de France qui proposent plus de 55 000 logements meublés à louer pour les vacances avec les différentes formules d'hébergement disponibles et des guides.

**[www.outre-mer.gouv.fr]:** site du Secrétariat d'État à l'Outre-mer qui fournit des informations pratiques sur le travail et la vie dans les départements et territoires d'outre-mer. Ce site s'adresse plus particulièrement aux personnes qui envisagent de s'installer dans les DOM-TOM.

**[www.parcasterix.fr]:** site du Parc Astérix qui propose une visite des lieux, des informations pratiques (accès au parc, horaires, tarifs, hébergement, services), une rubrique sur la bande dessinée Astérix, et la possibilité de commander une brochure en ligne.

**[www.paris.org]:** site touristique de Paris qui offre les rubriques suivantes: boutique des pages de Paris, centre d'accueil, plans de Paris, une carte interactive, gares de Paris, métro/RER/bus (cartes), monuments, musées, expositions en cours, magasins et boutiques, cafés, restaurants, hôtels, clins d'œil (curiosités et scènes pittoresques de Paris), calendrier des manifestations, le Livre d'Or de Paris, écoles et universités, ainsi que d'autres liens.

**[www.pariscope.fr]:** le site de Pariscope, magazine hebdomadaire des spectacles et manifestations de la région parisienne, offre des renseignements sur le cinéma, le théâtre, les restaurants, Paris la nuit, la visite de Paris, le sport, les saisons foires, les expositions, et le shopping.

**[www.primature.sn/tour/tourisme.htm]:** site du Ministère du Tourisme sénégalais qui présente une découverte du pays et des renseignements pratiques.

**[www.tourisme.gouv.fr]:** site officiel de la Direction du Tourisme qui offre des rubriques sur l'actualité, l'administration, les organismes du tourisme, et une documentation abondante.

**[www.vtourist.com]:** ce site propose des liens avec toutes les régions du monde. Après la page d'accueil, s'affiche la carte du monde, et l'on clique sur le continent, puis sur le pays recherché.

Marie-Christine Weidmann Koop  
University of North Texas

## MODERN LANGUAGE ASSOCIATION PRIZE FOR INDEPENDENT SCHOLARS Open to Members and Nonmembers of the Association

To recognize and further encourage the achievements and contributions of independent scholars, the Modern Language Association invites authors to compete for the sixteenth annual MLA Prize for Independent Scholars, to be awarded for a distinguished scholarly book published in 1998 in the field of English or another modern language or literature. Under the auspices of the MLA Committee on Honors and Awards, the prize will be presented to an author who, at the time of publication of the book, was not enrolled in a program leading to an academic degree and did not hold a tenured, tenure-accruing, or tenure-track position in a postsecondary educational institution. Tenure is understood to include any comparable provision for job security in a postsecondary educational institution. Normally, part-time instructors and adjunct faculty members are eligible to compete for the prize. Authors of submitted books **need not be members** of the association. The award, which consists of a check for \$1,000, a certificate, and a one-year membership in the association, will be presented to the winning author at the association's annual convention in December 1999.

To enter a book into competition, send six copies and a completed application form to the MLA Prize for Independent Scholars, Modern Language Association, 10 Astor Place, New York, NY 1003-6981. Entries must be received by **1 May 1999**. Publishers may enter more than one title, but no book may compete for more than one MLA prize. For further information, or to obtain copies of the application form, write or call Richard Brod, Director of Special Projects, Modern Language Association, Telephone: (212) 614-6406; E-mail: [awards@mla.org].

### AATF PEN PAL BUREAU

Are you looking for a student-to-student or class-to-class pen pal exchange with France? Contact the AATF Pen Pal Bureau. Individual names of French students are available for \$.75/name. Group correspondence is available for \$.75/class. We will provide you with names, and your students initiate the correspondence. For more information and to obtain the necessary order forms, contact: *Bureau de correspondance scolaire*, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; FAX: (618) 453-5733.

## 1999 NEH SUMMER SEMINARS AND INSTITUTES FOR SCHOOL TEACHERS

The Division of Research and Education Programs of the National Endowment for the Humanities each year offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Institutes. Teachers interested in participating in either a seminar or an institute should write to the project director listed on this page to request information and application materials. The dates and duration of each project are listed under each title. **The application deadline for Summer Seminars and Institutes is March 1, 1999.**

### Amount of Award

All teachers selected to participate in a seminar or institute will be awarded a stipend of \$2,350, \$2,800, \$3,250, or \$3,700 (depending on the length of the seminar or institute) to cover travel costs, books and other research expenses, and living expenses. Additionally, all participants who teach in New Jersey will be awarded an additional travel stipend (from \$250 to \$1,000, depending on the location of the seminar or institute) by the Geraldine R. Dodge Foundation of Morristown, NJ.

### Eligibility

Full-time teachers in American K-12 schools, whether public, private, or church-affiliated, are eligible to apply to appropriate seminars and institutes. Americans teaching abroad are also eligible if a majority of the students they teach are American citizens. Librarians and school administrators may also be eligible. Applicants should consult the guidelines and application information received directly from seminar and institute directors concerning eligibility requirements. Selection committees are directed to give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years.

### How to Apply

Please send or e-mail a request for application information and expanded project descriptions to the seminar and institute directors listed here. When doing so, please include your regular mailing address, since directors will send application materials through the mail. You may request information about as many projects as you like, but you may apply to no more than one project.

**The application deadline is March 1, 1999.**

### Information

Please direct all questions concerning individual seminars and institutes as well as all requests for application materials to the appropriate director. General questions concerning the National Endowment for the Humanities' Seminars and Institutes Program may be directed to Telephone: (202) 606-8463 or e-mail: [sem-inst@neh.gov].

### Equal Opportunity

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to the Equal Employment Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Washington, DC 20506. TDD (for the hearing-impaired only) (202) 606-8282.

The following seminars may be of interest to teachers of French:

### Summer Seminars

#### The Gothic Cathedral as a Mirror of Medieval Culture

June 28-August 6, 1999 (6 weeks)

Robert G. Calkins

Information: Lori Burriss

Cornell University

Department of Art History

35 Goldwin Smith

Ithaca, NY 14853

(607) 272-4715 or (607) 255-7050

e-mail: [RGC1@cornell.edu]

(Seminar Location: Paris, France)

#### Montaigne and Our Times (in French)

June 21-July 23, 1999 (5 weeks)

Marcel Tetel

Department of Romance Studies

Duke University

Durham, NC 27708-0257

(919) 660-3112

e-mail: [mtetel@acpub.duke.edu]

### Summer Institutes

#### Islam in West Africa

July 3-August 6, 1999 (5 weeks)

Richard A. Corby

University of Arkansas at Monticello

School of Social & Behavioral Sciences

P.O. Box 3619

Monticello, AR 71656

(870) 460-1047

e-mail: [corby@uamont.edu]

#### La Francophonie: A Study of the Literature and Cultural Geography of French-Speaking West Africa with a

#### Focus on Senegal (in French)

June 26-July 31, 1999 (5 weeks)

Christine Drake

Old Dominion University

Dept. of Political Science & Geography

Norfolk, VA 23529-0088

(757) 683-3849

e-mail: [frphone@odu.edu]

## HIGH SCHOOL CABARET

On Monday, April 27, 1998, Claudia Hommel presented a program entitled "Souvenirs of Paris" to students at Robinson High School. Funds for this project were obtained in part by a Small Grant from the AATF and from the local VFW. Veterans of WWII were invited as special guests. Claudia's program (which is presented in French and English) is set in the time period right after WWII. I thought the program would be of interest to veterans who had served in Europe, particularly France during the war.

Prior to the performance, we planned what we would do. One class wrote invitations to the veterans (over 60 of them), created bulletin boards, decided who would serve as host for Claudia, etc. Another class made table decorations with candles melted over bottles, put together ten little round inexpensive tables with red checked tablecloths, and set up the room the day of the performance. The last class planned refreshments.

The day Claudia came, she spent the first period talking to the French students and the drama class about preparing for a performance and went through a song and the meaning of the song. During the next class, she talked about herself and her career. The performance was set at 12:15 because it worked best in the schedule. Several veterans attended as well as the music appreciation class, art class, and an AP English class.

During the last period of the day, Claudia conducted a master class for the chorus while my French students watched. This project was particularly effective because it was done during school time where everyone could attend and because we involved the community—the veterans.

It was a thrill to watch Claudia work and relate to these students. It is an honor to have a professional of her caliber come spend the day with the students and connect with them as she did. The students may forget how to conjugate various verbs in a few years or how to say things in French, but experiences like this will stay with them forever. Perhaps we need to include more cultural experiences for our students—after all, isn't this why students sign up for French? (Students do not take French because they can't wait to conjugate verbs or learn sentence construction.) Yes, cultural experiences can make the difference!

I would like to thank the AATF for this grant. It meant a lot to me and to my students.

Judith A. Beckes  
Robinson High School  
Robinson, IL

### JOIN US IN PARIS IN 2000!

Attend the AATF convention as we  
join forces with the  
*Fédération internationale des  
professeurs de français.*  
Tentative dates: July 17-20, 2000.

## FRENCH STUDENT FIRST AMERICAN TO PARTICIPATE IN WORLD PEACE GATHERING



Joshua Carr

On July 14, Bastille Day, a Bethany College (WV) sophomore left Pittsburgh International Airport for Paris to begin an 18-day adventure as the first American ever to participate in a gathering of some 50 youth from throughout the world in events planned by the *Association pour le développement international du prix de la paix et de l'entente mondiale*. This French major, Joshua Carr, was invited to participate in the program, all expenses paid, because he wrote an essay.

The chain of events began early this year in France. The president and founder of the peace organization, Dr. François Giraud, a Rotarian, retired physician, and winner of the UNESCO Peace Prize in 1997, was speaking in Biarritz about his organization and its essay contest that brings high school and college winners, ages 17 to 25, from around the world to France for a summer program of excursions, visits to important sites, lectures, festivals, receptions, dances, and concerts.

In the audience at Dr. Giraud's lecture was Madame Dany Canton, a former English teacher in France. When Mme Canton heard his comment that Americans apparently were not interested in peace since no American had ever entered the essay contest, Mme Canton offered to help Dr. Giraud interest some American young people in the program.

Mme Canton, a friend for several years, immediately called me at Bethany College and enlisted my help. After discussing the program with Mme Canton, I told Joshua and the other students in my French literature class about the peace group, the contest, and Dr. Giraud's comment that the *culture de la paix* holds no interest for Americans.

Although short on time for the deadline

and busy with other activities, Joshua volunteered to write an essay entry, convinced that he would never win the *Prix de la Paix* but determined to demonstrate to the French contest sponsors that there was at least one American interested in world peace. The essay was to be in French and was to address one of three topics.

As the deadline for the contest arrived, Joshua showed me his two-page essay and then immediately mailed it off to Dr. Giraud in France. He had selected the topic: "*La paix mondiale ne saurait être sauvegardée sans des efforts créateurs à la mesure des dangers qui la menacent*" (Robert Schuman).

Soon, a letter came to Joshua from Dr. Giraud. "*Nous te remercions*," he wrote. "*Tu es le seul Américain à avoir eu la volonté de se manifester. Les Américains ne sont pas encore habitués à cette épreuve qui est bien connue depuis des années en Europe et en Russie.*" Dr. Giraud continued by proposing that Joshua come to France to participate as the first and only American in the group of winners. Countries regularly participating in this annual program are Italy, Portugal, Germany, Spain, Russia, England, Vietnam, and several countries in Eastern Europe and the Middle East.

Joshua and I went to work. Joshua, who had never traveled abroad, started reading of the places he would visit and of the questions that he might be asked. I searched for donors within the college and among alumni, since his flight cost was not included in the award. Both of us were successful.

And so was his experience. Joshua has returned with many photos, friends from around the world, a marked improvement in his French fluency, and experiences to process for years to come. In a letter, Dr. Giraud calls him "*un garçon charmant*," and yesterday Joshua appeared at my office door holding letters from three new friends, one postmarked Lebanon, the second Italy, and the third Russia.

What an experience this has been for Joshua. He made the effort of writing the essay expecting nothing more than to show that there are, indeed, Americans interested in peace. As a result, he received this singular honor and opportunity to know and travel with a fascinating group of gifted students from a variety of countries. To see France this way is an experience of a lifetime. I urge colleagues here in the United States to make this opportunity available to their students. Its importance is summed up in Joshua's own words:

*Le Prix de la paix* has redefined my global perspective. I have discovered new friendships which perhaps can play a part in helping to nurture a more peaceful future. International friend-

## LE PRIX DE LA PAIX ET DE L'ENTENTE MONDIALE

Voici les sujets du Prix de la paix et de l'entente mondiale pour 1999. Les élèves étrangers (jusqu'à l'âge de 23 ans) sont priés de composer en français un devoir de 3 ou 4 pages sur l'un des sujets suivants:

- «Plus j'avance en expérience, plus je suis persuadé que c'est des hommes dont dépend leur bonheur ou malheur». (GANDHI)
- «Les grandes choses sont des idées de jeunesse réalisées lorsqu'on est adulte». (Alfred de VIGNY)
- «J'entendis une voix intérieure me dire: —Martin Luther, lève-toi pour le droit, lève-toi pour la justice, lève-toi pour la vérité, et je serai avec toi, même jusqu'à la fin du monde». (Martin Luther KING)

Ces épreuves sont faites sans surveillance. Les étudiants peuvent consacrer le temps qu'ils voudront; mais les copies ne doivent pas dépasser 4 pages dactylographiées. Elles doivent être écrites en français.

Les copies doivent être envoyées avant le **1<sup>er</sup> mars 1999** au: Dr. François Giraud, Le Moulin de Vœuil, 16400 VŒUIL ET GIGET, FRANCE.

Un jury classe les copies en tenant compte des critères suivantes: fond, noté sur 40, jugé sur l'originalité, la richesse des idées, la bonne volonté; forme, notée sur 20. Le total est donc de 60 points maximum. Les notes de chaque membre du jury additionnées donnent les résultats qui seront connus en avril 1999. Les lauréats seront invités à venir en juillet 2000 à Paris participer au programme: visites multiples, fêtes, spectacles, concerts, et travail (ateliers et conférences). Il y aura des lauréats de nombreux pays. Le voyage est au frais des lauréats, mais l'Organisation mondiale d'éducation pour la paix offrira le séjour d'à peu près une quinzaine de jours.

ship underscores the purpose of this Organization and now has become a more integral element in my own life. Also, as an American abroad, I was able to see France in a program designed by a Frenchman. Thus, though I did spend time in Paris, I also saw rural France with its beautiful towns and cities, all in the company of representatives from a variety of nations. I was there to say that I believe in peace; my hope is that other students will participate in the future to proclaim the same message.

Pauline R. Nelson  
Bethany College  
Bethany, WV

# TEACHING CULTURE WITH GRAFFITI

Whether one considers graffiti to be vandalism or art, they are authentic manifestations of contemporary language and culture. In the language classroom their “rebellious” nature piques student interest and allows an introduction to learning to observe and analyze a culture. Using the AATF framework *Acquiring Cross-cultural Competence: Four Stages for Students of French* (NTC, 1996), we find that certain graffiti can be useful at the different levels of competence as laid out in that document (page 14). Here are some examples for Stage I.

Stage I learners (who may or may not be first-year language learners) are asked to be able “to identify some commonly-held images of the target culture as stereotypes.” Graffiti in the form of stencils (*le pochoir*) lend themselves admirably to a discussion of such stereotypes and can lead to a debunking of those which do not hold up under scrutiny.



Fig. 1: Stereotype: “With beret and baguette, the typical Frenchman is white.”

To help students past this stereotype (Fig. 1), a very useful tool is any photograph of the 1998 French national soccer team (see the cover of *France Football*, 14 juillet; the front and back pages of *Libération*, 13 juillet; or any of the news magazines from the week of July 13). The multi-cultural and multi-ethnic makeup of the championship team (and they really did win through teamwork) make this a delightful way to step beyond the stereotypical image of the “*Français moyen*.”

Using this stereotype (Fig. 2), which is one that commonly comes up when students are asked to describe the French, the teacher can ask students to confirm the stereotype by working through examples of other instances in French culture where types of love come to the fore. Film, litera-



Fig. 2: Stereotype: “The French are obsessed with love and sex.”

ture (the chivalric tradition), and even the perception of the human body are topics that can clarify the French value “*l’amour*” (see *Acquiring Cross-cultural Competence*, page 27, for a more detailed discussion of love as a value).

Yes, the French are notoriously *raleurs* (Fig. 3). Again, this is an opportunity to discuss other manifestations of this characteristic (demonstrations and strikes) and to have students think through the underlying reasons for such behavior. *L’Etat*, *la protection sociale*, and *la méfiance* are concepts that can be developed to help students see that the behavior fits into a cultural schema.



Fig. 3: Stereotype: “The French are always criticizing something or complaining.”

Graffiti are also a rich resource for Stages II and above with other activities that guide students to see a broader picture of French culture than may be presented in textbooks. It is hoped that these few examples can serve as models for teachers who have graffiti among their slide collections; and for those who don’t, *Graffiti Art* by Eric de Ara Gamazo (Éditions de l’Aube), *French*

*Graffitis* by Imbach and Grindard (Éditions du Guépard), and *Paris: Art libre dans la ville* by Yvan Tessier (Herschel) can provide ample materials.

Ann Williams-Gascon  
Metropolitan State College of Denver

## 1998 SUMMER SCHOLARSHIP WINNERS

The AATF would like to congratulate the following individuals who were able to spend four weeks in Lyon this past July participating in a cultural immersion experience. The Summer Institute has been jointly sponsored for many years by the AATF and the French Cultural Services. Indiana University has also generously supported the Institute for the past several years with financial support and academic credit for participants. This year’s group was accompanied by Dr. Michèle Magnin of the University of San Diego (CA).

### Stagiaires

Margaret Boekhout (FL)  
Paula Christian (MA)  
Linda Clark (KS)  
Susan Colville-Hall (OH)  
Delores Crump (NC)  
Jessica Cuello (TX)  
Margaret Dolan (WV)  
JoAnne Egolf (CO)  
Lauren Fiekers (VT)  
Amy Gilchrist (TX)  
Charles Gysel (NY)  
Jennifer Johnson (PA)  
Mary Anne Kuscerik (PA)  
Nancy Lee (IL)  
Jacqueline Marschel (AZ)  
Kimberly Montgomery (MO)  
Michael Nettleton (CO)  
Ranee Pellegrino (FL)  
Ruth Ratliff (OK)  
Carole Townsend (PA)  
Mark West (KS)  
Kathryn Wildgen (LA)  
Laura Wuerdeman (NY)

In addition, the following individuals received scholarships to study at the *Université de Montréal*:

Teresa Belisle (MN)  
Carolyn Lally (NE)

The AATF would like to thank Serge Bienvenu and the *Université de Montréal* for their support of AATF French teachers.

# NATIONAL FLES\* COMMISSION OF AATF ELEMENTARY & MIDDLE SCHOOL POSTER CONTEST

Many thanks to the students and teachers who participated in the 1997-1998 French Poster Contest which is sponsored by the National FLES\* Commission. Many of the posters were on display at the *Congrès* in Montreal in July, and they were delightful. The posters showed wonderful creativity, enthusiasm, and talent.

The theme of the 1998-1999 Contest is:

**LE FRANÇAIS: LA CLÉ DU MONDE  
FRANCOPHONE**

**FRENCH IS THE KEY TO THE  
FRANCOPHONE WORLD**

This theme may also be used to celebrate and promote *La Fête Nationale de la Francophonie* which will take place nationally from November 4-10, 1999. The posters should be relevant to French-speaking

countries throughout the world and should show significant cultural aspects of these countries.

Students in both public and private schools are eligible to participate in the following categories: grades K-3, 4-6, 7, and 8. All teachers must be current members of the AATF. The posters must be completed on 12 x 18 inch paper, and it is recommended that designs be done in magic marker, paints, or water colors.

**PLEASE NOTE: THE STUDENT INFORMATION FORM MUST BE COMPLETED AND TAPED TO THE BACK OF THE POSTER TO BE SUBMITTED FOR ENTRY.**

Captions for the posters may be in English or French, and we ask that AATF Chapters please publicize the Contest. The Contest entries should be sent to your Chapter

President who will then submit three winners for each category to the National FLES\* Commission Poster Contest. First place winners will receive a \$50 gift check, and prizes will be awarded to second and third place winners. Students and teachers who participate will also receive Certificates of Recognition.

Please mail the posters, flat and first class by **May 1, 1999** to: Harriet Saxon, Pierrepont School, 70 E. Pierrepont Avenue, Rutherford, NJ 07070.

Winners will be notified by May 30, 1999, and their posters will be on display at the *Congrès* in St. Louis. *Merci beaucoup*, and again we look forward to receiving delightful French posters.

## NATIONAL FLES\* COMMISSION OF AATF ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST STUDENT INFORMATION FORM

Please type or print all requested information:

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Phone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

School Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Phone: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Sponsoring Teacher: \_\_\_\_\_

Teacher's Home Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Teacher's Home Telephone: \_\_\_\_\_

**SIGNATURES**

We understand that this poster becomes the sole property of the National Commission of FLES\* of the AATF and may be duplicated in publications and/or displayed at meetings.

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Sponsoring Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian** \_\_\_\_\_ **Date** \_\_\_\_\_

**AATF Chapter President** \_\_\_\_\_ **Date** \_\_\_\_\_

PLEASE ATTACH THIS FORM TO THE POSTER AND SEND TO:  
Harriet Saxon, Pierrepont School, 70 E. Pierrepont Avenue, Rutherford, NJ 07070

# AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment should accompany orders except for school purchase orders. Prices listed apply only to stocks on hand. Pictures of some promotional items are available on the AATF Web site: [<http://aatf.utsa.edu/>].

## REPORTS OF THE AATF FLES\* COMMISSION

1. *Attracting French FLES\* Students.* Gladys Lipton, Editor, July 1996. \$9.00.
2. *Reaching All FLES\* Students.* Gladys Lipton, Editor, July 1995. \$9.00
3. *FLES\* Methodology I.* Gladys Lipton, Editor, July 1994, \$9.00.
4. *Expanding FLES\* Horizons.* Gladys Lipton, Editor, July 1993. \$9.00.
5. *Evaluating FLES\* Programs.* Gladys Lipton, Editor, July 1992, \$9.00.
6. *Implementing FLES\* Programs.* Gladys Lipton, Editor. July 1991. \$8.00,
7. *Innovations in FLES\* Programs.* Gladys Lipton, Editor. July 1990. \$8.00.
8. *The People Factor in FLES\* Programs.* Gladys Lipton, Editor. July 1989. \$8.00.
9. *So You Want to Have a FLES\* Program!* Gladys Lipton, Editor. July 1988. \$7.50.

## AATF TASK FORCE ON THE PROMOTION OF FRENCH

*AATF Promotional Video: Open Your World With French/Le français m'ouvre le monde* (10 min.) designed to encourage American students to study French. \$15.00 (members)/\$18.00 (non-members)

**NEW!** *Promotional Video: Forward with French* (10 min.) Interviews with business people in New York state who use French in their work. \$15.00 (members)/\$18.00 (non-members)

*Tee-shirt: Le français m'ouvre le monde*, navy blue shirt has a map of the world with areas where French is the official language highlighted and the areas listed in French on the back. Please specify size (L, XL, XXL). \$18.00 (\$19 for XXL).

*AATF Travel Guide* (119 pp) gives advice for teachers planning student trips abroad or exchanges, including resources, orientation, liability, sample forms. \$12.00 (members)/\$15.00 (non-members).

*AATF Guide to Support from Embassies* (62 pp) outlines sources of information from the governmental agencies of France, Belgium, Quebec, and Switzerland. 8.00 (members)/\$10.00 (non-members).

## AATF PROMOTIONAL FLYERS (sample copy available on request)

*Top 10 Reasons to Learn French ...* offered free of charge to members; \$5 per hundred for postage and handling (while supplies last).

*French is More Than ...* offered free of charge to members; \$7.50 per hundred for postage and handling (while supplies last).

*Speaking French: an investment in the future*; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

*Why French FLES\*?* offered free of charge to members; \$5.00 per hundred for postage and handling (while supplies last).

**NEW!** *Bumper Stickers: Forward with French.* 2 for \$1.00; 10 for \$4.00.

## AATF COMMISSION ON PEDAGOGY

*À Poitiers entre mai et octobre*, a video tape of the AATF Commission on Pedagogy (45 min.), divided into 12 segments of varying lengths. Accompanied by a pedagogical guide with exercises for several levels; pilot tested by secondary teachers. Many helpful suggestions. Filmed in France. \$25.00 (members)/\$30.00 (non-members).

## MEDALS

*La Minerve*, 41 mm bronze (from government mint in Paris) \$22.00.

*Les Armes de Paris*, 32 mm bronze (from government mint in Paris) \$18.00.

*AATF medallions*, 1½ in.; blue, gold, and white *cloisonné* enamel; reverse side plain; two designs; please specify. Each \$5.25.

1. Busts of Washington and Lafayette with letters AATF;
2. French hexagon, with "American Association of Teachers of French" around perimeter.

**NEW!** AATF pins, ½ in. square with letters AATF. Each \$4.00

## MISCELLANY

*Tee-shirt: Le français en Amérique du Nord*, burgundy shirt, promoting Montreal. Please specify size (XL and XXL only). SPECIAL OFFER \$10.00. (while supplies last; only a few are left)

**NEW!** *Tee-shirt: Le français au cœur de l'Amérique*, royal blue shirt, promoting St. Louis, site of the 1999 convention. Please specify size (L, XL, XXL). \$12.50 (\$13.50 for XXL).

**NEW!** *Tee-shirt: Fête Nationale de la Francophonie*, black shirt with gold design; see order form on page 25.

\$13.00 (includes postage and handling).

**NEW!** *Cycling cap: Fête Nationale de la Francophonie*, white and black with gold design; see order form on page 25. \$6.00 (includes postage and handling).

*AATF Certificate of Merit.* Each 15 cents.

*Paris Monumental*, folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of *métro*. \$6.00.

*Paris Île-de-France.* Full color illustrated guide to Paris, 95 pp. \$10.00.

Color postcards, set of 20 (Provence, Châteaux, Cathédrales, Bretagne, Paris) \$6.00.

*AATF Coloring Book*, 16 pp. 8" x 11" for FLES\* students. \$1.00 each.

French FLES\* Stickers: "AATF, FRENCH FOR KIDS, FLES\* in Grades K-8." 4 for \$1.00.

*L'Année en français: Un Calendrier perpétuel.* 1994. A project of the AATF FLES\* Commission. Spiral bound, 38 pp. 7" x 8.5". Every day marked by the birth or death of a famous person or by some other event. Teacher's Guide for K-8 & info by Katherine C. Kurk. Designed for Francophiles of all ages. \$9.95.

*Meilleurs vœux* cards (10 + envelopes), sponsored by the Louis Pasteur Foundation. \$15.00.

*Swiss Kit.* New updated version! General information on Switzerland, including geography, maps, history, economy, political, and social systems, and short stories. \$4.00 for the first copy; \$1.00 each additional copy (while supplies last).

## NEW! AATF PROMOTIONAL ITEMS

*AATF Mouse pads: Ici on parle français!* Each \$5.00

*AATF Mugs:* White with blue logo and name. Each \$6.00

*AATF Notepads: Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): Each \$1.50.

*AATF Bic Clic Pens: AATF and Forward with French* on black and red pen. 6 for \$3.00; 10 for \$5.00.

*AATF Ball-Point Pens:* AATF engraved in gold on blue marbelized pen. Each \$8.00 (discounts for quantities).

*AATF Portfolio-size zippered bag: "Le Français m'ouvre le monde."* Navy blue nylon with white handles. \$10.00 (while supplies last).

To obtain any of these materials send your check or money order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

## 1998 AATF SMALL GRANT WINNERS

Six AATF members or chapters received funding for special projects through the Small Grants Program. This program is designed to provide matching funds for activities that promote French in and out of the classroom. This year's winners include:

- **Judy Beckes** (Downstate Illinois) received \$400 to organize a program, "*Souvenirs de Paris, 1950*" performed by Claudia Hommel involving French, English, and choral students at her high school and including local veterans. A description on the project can be found on page 20.

- **Donna Czarnecki** (Chicago/Northern Illinois Chapter) received \$500 to organize a workshop and concert at her high school by the Psaltery.

- **Françoise Watts** (Virginia Chapter) received \$500 to help twenty French teachers attend an immersion weekend in conjunction with the Richmond Film Festival.

- The **Westchester (NY) Chapter** received \$350 to pay postage for a *Projet Humanitaire* to provide books for a school library in Senegal. See the report on this project in the September *National Bulletin*.

- **Carleen Leggett** (Maryland Chapter) received \$360 for a "*Soirée francophone dramatique et dansante*."

- The **Washington/Alaska/British Columbia/Alberta Chapter** received \$500 to support production and dissemination of their newsletter *Le Canard Déchainé*.

Congratulations to the awardees. Deadline for applications is **March 1, 1999**. More information appears on page 19.

## ACTFL ANNOUNCES OPI-TRAINING WORKSHOPS

The American Council on the Teaching of Foreign Languages (ACTFL) announces its new calendar of Full and Modified Oral Proficiency Interview Tester Training Workshops, scheduled throughout the year across the entire country.

Jan. 20-23, 1999	San Diego, CA
Feb. 19-20, 1999	San Antonio, TX
Mar. 4-7, 1999	Brooklyn, NY
Mar. 8-9, 1999	Purchase, NY
Apr. 9-10, 1999	Scottsbluff, NE
Apr. 16-17, 1999	Philadelphia, PA
June 7-8, 1999	Omaha, NE

During the intensive two-day (Modified OPI) and four-day (Full OPI) workshops, participants are introduced to the techniques of administering and rating the ACTFL OPI, a test that measures a person's speaking proficiency in a language. Following the training, participants may apply to become ACTFL certified testers.

ACTFL and the Language Schools of Middlebury College are also pleased to

announce a Full Oral Proficiency Interview Workshop that will be held at the Middlebury, Vermont campus on July 22-25, 1999. All eight Language Schools will be represented at this workshop; language-specific sections are planned for Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. It is anticipated that the workshop at Middlebury will be one of the largest ever held in terms of number of languages offered and number of participants.

For information on registration, fees, and housing for all ACTFL workshops, contact the Department of Professional Programs at ACTFL, 6 Executive Plaza, Yonkers, NY 10701; Telephone: (914) 963-8830, ext. 229. Information is also available on the ACTFL Web site [<http://www.actfl.org>]. Early registration is recommended.

## ALDO AND JEANNE SCAGLIONE PRIZE FOR FRENCH AND FRANCOPHONE STUDIES

The Committee on Honors and Awards of the Modern Language Association invites authors to compete for the seventh annual Aldo and Jeanne Scaglione Prize for French and Francophone Studies, to be awarded for an outstanding scholarly work in the field of French or Francophone linguistic or liter-

ary studies. For the 1999 competition, the committee solicits entries of books written by current MLA members and published in 1998. Works of literary history, literary criticism, philology, and literary theory are eligible for consideration; books that are primarily translations will not be considered. The Scaglione Prize for French and Francophone Studies, which consists of a check for \$1,000 and a certificate, will be presented to the winning author at the association's annual convention in December 1999.

To enter a book into competition, send four copies and a letter identifying the work and confirming the author's membership in the MLA to the Scaglione Prize for French and Francophone Studies, Modern Language Association, 10 Astor Place, New York, NY 10003, 6981. Entries may be sent at any time but must be received by **1 May 1999**. Publishers may enter more than one title, but no book may compete for more than one MLA prize. For further information, write or call Richard Brod, Director of Special Projects, Modern Language Association; Telephone: (212) 614-6406; E-mail: [[awards@mmla.org](mailto:awards@mmla.org)].

### Order Form NOW AVAILABLE! *Fête nationale de la Francophonie*

- **T-shirts** (black with gold logo design)
- **Cycling caps** (white & black with gold logo design)

In addition to promoting the *Fête*, these items make great prizes!

Please indicate quantity and size for T-shirts below:

Quantity	Size	Total
_____	Caps x \$4	_____
_____	T-shirts x \$10    ___ L    ___ XL	_____
_____	T-shirts x \$11    ___ XXL	_____

Postage & handling (\$3 for first T-shirt, \$1 for each additional T-shirt;

\$1 for first cap; \$.50 for each additional cap; \_\_\_\_\_

inquire for larger quantities)    Total enclosed: \_\_\_\_\_

(15% discount on purchases of 10 or more items.)

Smaller sizes (Adult S or M, Child's XL) are available for orders of 15 or more shirts. Please allow 6 weeks for special orders.

Name \_\_\_\_\_

Address \_\_\_\_\_

Daytime phone: \_\_\_\_\_

Mail to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

# DISCOVER FRENCH-SPEAKING LOUISIANA: A BRIEF GUIDE TO CREATING AN "ACADIANA ADVENTURE TOUR"

November 4-10, 1999 is the week of *La Fête de la Francophonie*, a national initiative sponsored by the AATF to increase the visibility and understanding of the Francophone world. The *Fête* Committee, chaired by Dr. Margot Steinhart and Dr. Jacki Thomas, is preparing a comprehensive dossier of materials that can be used in classes to celebrate *la Fête*.

Despite the fact that *la Francophonie* has received increased attention in French language textbooks, many students are not quite sure of the scope *l'espace francophone* entails. Some are even unaware of the pockets of French culture and language present in the United States.

For many French language educators, the prospect of taking students to a Francophone country in Africa or Asia is rather remote. France and Quebec have long been the foreign study and travel destinations of choice. However, it is possible to immerse one's students in *la Francophonie* without leaving the United States. It is as close as Louisiana, home to the rich culture of the Acadians or "Cajuns."

I have taken three groups of Mountain View Community College faculty, staff, and students on five-day excursions into the heart of Louisiana's Cajun country. These trips have been a popular offering at my campus, due in part to the \$300 price tag. My students are fascinated by the history of the French-speaking Cajuns. They are also charmed by the hospitality and friendly nature of the people they meet. Students do have a chance to speak French during their five days, especially in the Lafayette area, although they often have difficulty understanding the distinctive Cajun accent. I offer this trip at our campus because it is short, fairly easy to organize, affordable for even budget-conscious students, and genuinely enjoyable!

I normally conduct these trips in May at the end of the spring semester. It is possible to visit Louisiana during spring or Christmas break. However, be advised that May is usually a drier month which makes travel more enjoyable. I do not recommend visiting the area with students during Mardi Gras for obvious reasons.

Because Louisiana is a neighbor of Texas, bus transportation is the most logical mode of travel for my groups. Teachers living more than eight to twelve hours away might consider flying into New Orleans, hiring a passenger bus for land travel, and reversing the tour order.

Natchitoches is the first venue of the tour as it is a natural stopping point between

Dallas and Lafayette, Louisiana, the heart of Cajun Country. Teachers coming from the north or west into Louisiana will want to include Natchitoches on their itineraries for its history, cuisine, and considerable charm.

## Day One

Natchitoches, a delightful little town nestled on the tranquil Cane River in Eastern Louisiana, has bragging rights to quite a few things considering its size. Located in the heart of the Natchitoches Parish, Natchitoches (pronounced NACK-uh-tush) is Louisiana's oldest town. Not only that, it has the additional distinction of being the oldest permanent European settlement in the entire Louisiana Purchase Territory (Martin 1990).

Natchitoches has long been known for its meat pies. It gained national attention a few years ago as the location for the movie *Steel Magnolias*. It is also the setting for the popular "Christmas Festival of Lights" which is shown in the film.

Meat pies were popular in this region of Louisiana long before the Civil War. Street vendors selling "hotta meat pies!" were a common scene on city streets for years. Although the vendors are now a memory of the past, meat pies are still a staple of the locals' diet. One of Natchitoches' most popular purveyors of meat pies, James Laysonne, has been cranking out his delicious creations for more than 25 years in his restaurant of the same name, Laysonne's Meat Pie Kitchen.

Mr. Laysonne is a colorful character. He will be happy to come to your table at the end of your meal and tell you about his love of cooking. Legend has it he sleeps on a cot in his kitchen, although when we were once lucky enough to be invited into the kitchen for a quick personal tour, the famous cot was nowhere in sight.

Students will be reluctant to leave the charm and quiet of Natchitoches, but there is much more to be discovered nearby. Namely, the Melrose Plantation, home of one truly remarkable Marie-Thérèse Coincoin.

Marie-Thérèse was a slave (born 1742) whose beauty caught the attention of a Frenchman named Claude Thomas Pierre Metoyer. The two lived together for 25 years and had no fewer than 10 children. Metoyer gave Marie-Thérèse her freedom and a large amount of property (30,000 acres, which was recorded in the name of her son). She went on to become the matriarch of her family and founder of a large colony of people whose descendants still live along the Cane River today. Marie-Thérèse

started Melrose Plantation with the help of her sons, growing indigo and tobacco (Martin 1990).

At the turn of the 20<sup>th</sup> century, Melrose became a retreat for artists and writers, including Lyle Saxon, Caroline Dorman, and François Mignon. Their cook, Clementine Hunter, discovered her considerable talents as a primitive painter and became Melrose's most famous artist. Some of her best works are on display at Melrose's "Africa House" today.

## Days Two and Three

The second and third days of this tour are spent in the area of Lafayette and St. Martinville, the heart and soul of Cajun country. Lafayette was originally named Vermillionville and later renamed in honor of the French General Lafayette. Lafayette and its environs were settled by French Acadians fleeing New Brunswick and Nova Scotia in 1755.

The day begins with a visit to the Lafayette museum. It was the home of Alexandre Mouton, Louisiana's first Democratic governor. This wonderful old house is filled with antiques, Civil War relics, and richly brocaded Mardi Gras costumes. Don't miss the tour.

After visiting the museum, go to the St. John's Cathedral at 914 St. John Street. St. John's dates from the late 19<sup>th</sup> century. It features Dutch Romanesque architecture. The cemetery, with its above-ground burial vaults, is worth a visit as well. The famed 500-year-old live oak tree near the Cathedral spreads its leafy foliage over what seems to be an entire city block. This tree is truly a wonder of nature in its grandeur. It makes a perfect photo stop.

The afternoon is divided between a visit to the Acadiana Village and a swamp tour at McGee's Landing. The Acadiana Village is a re-creation of Acadian life of the 19<sup>th</sup> century. This is also a "must see" while in Lafayette.

No visit to southern Louisiana would be complete without an excursion into the wilds of the Atchafalaya River Basin. McGee's Landing offers a two-hour "swamp tour" of the watery domain of alligators, nutria, minks, opossums, otters, and muskrats. Moss-covered oak trees create an eerie setting for a Stephen King novel, while an amazing variety of plants, such as lotus pads and wild hibiscus, cover large areas of surface water. Homegrown tour guides keep visitors laughing throughout the tour with thickly accented "Boudreau and Thibodeau" jokes.

The evening is reserved for dinner and dancing at Randol's Cajun Restaurant and

Dance Hall. The menu, complete with offerings of crawfish and dirty rice, is just above average. The lively chank-a-chank music is the reason to search out Randol's. As soon as the band strikes up, entire families get out on the dance floor—babies in mothers' arms, grandparents with grandchildren. They dance waltzes and a fast Cajun two-step that makes one nearly dizzy just to watch. My students love Randol's. They are always disappointed when closing time comes.

St. Martinville is a delightful, lazy little town steeped in Acadian history. It was once known as "*Le Petit Paris*" because it served as a refuge for French aristocrats fleeing the Revolution's Reign of Terror. It eventually became a cultural haven and still maintains a distinctive charm.

Day three of our tour starts in St. Martinville, with a *beignet* and *café au lait* breakfast at La Place d'Evangeline. La Place, also known as the Old Castillo House, is a restored bed and breakfast inn dating from the 1790's. The *café au lait* here is thick and sweet. And the *beignets* are unlike those found at the Café du monde in New Orleans. These mouth-watering creations are oblong and are eaten like pancakes, drowned in cane syrup.

After breakfast, tour the "mother church of the Acadians," St. Martin de Tours. The original church also dates from the late 1700's. Just outside the church is a statue of Evangeline, the heroine of Longfellow's immortal poem of two lovers (Emmeline Labiche and Louis Arceneaux), separated during their cruel exile from Nova Scotia.

Walk just a few steps to the Bayou Teche (pronounced TESHE) and the famed Evangeline Oak. According to legend, Emmeline's boat docked just under the large oak, marking the end of her long journey from Nova Scotia and the even longer search for her lost lover.

If you are lucky, you might see the Romero brothers at this spot. The septuagenarian pair spends many a morning singing old Cajun ballads to passersby. They have been featured in many French magazines and are much loved by the local population.

Also make sure to include the Petit Paris Museum located next to St. Martin's Church. It houses Mardi Gras costumes and an unusual display of vestments depicting a famous local 1870 wedding.

After lunch, New Iberia is the next destination of the day's calendar. Shadows-on-the-Teche is the 1834 plantation home of the David Weeks family. Every detail of the original floor plan and original furnishings has been painstakingly restored. It is now a museum managed by the National Trust. Tours are given daily.

## CALENDRIER DE 1999

### LES FRANÇAIS D'AMÉRIQUE/FRENCH IN AMERICA

L'édition de 1999 (15<sup>e</sup>) est en vente. On y célèbre, entre autres, le tricentenaire de la Louisiane (1699), le tricentenaire de Cahokia en pays des Illinois (1699), le 475<sup>e</sup> anniversaire du voyage d'exploration de Verrazano (1524)—soit le début de l'histoire de la souveraineté française en Amérique— le 175<sup>e</sup> anniversaire du retour triomphal de Lafayette en Amérique (1824)...

**Prix:** \$6.95 + \$1.55 chacun pour frais d'envoi = **\$8.50**

\$6.95 chacun (frais d'envoi inclus) pour une commande de cinq calendriers ou plus envoyés à une même adresse.  
Calendriers des années antérieures: \$4.95 chacun, frais d'envoi inclus.

Libellez votre chèque au nom de: *French-American Calendar 1999* et envoyez-le à R. Mikesell, 1155 E. 56th Street, Chicago, Illinois 60637-1530.

After Shadows, we proceed to Avery Island, the home of the world-famous McIlhenny Tabasco Sauce. First, tour the Tabasco factory. While tourists can't get too close to the factory floor (one is obliged to walk along an elevated, glassed-in area above the production floor), there is a well-stocked gift shop sporting a wide array of Tabasco products.

Next, visit the extensive jungle Gardens which comprise 250 acres of beautiful sculpted gardens, exotic trees, and ponds. It is also the home of "Bird City," a large egret rookery providing shelter to as many as 20,000 white egrets and other migratory water birds.

After soaking up the beauty of Avery Island, head northeast 140 miles to New Orleans, where you spend the next two nights.

#### Day Four

New Orleans has long been appreciated for jazz, cuisine, architecture, and its boisterous Mardi Gras festivals. It is a wonderful city to be discovered at any time of the year.

Of course, it is possible to spend several full days of sight-seeing in New Orleans. Fodor's New Orleans Guide offers hundreds of possibilities. However, to contain tour costs, I choose to spend only one full day and two evenings in the city. In addition, for security reasons (mainly in not making it too convenient for students to linger in the French Quarter until early morning hours), I choose a hotel located in the suburbs, rather than in the city center. I have found the Holiday Inn of Metairie to be a convenient choice for lodging. This hotel offers regular shuttle service to the Jax Brewery until midnight.

I give students a free afternoon in New Orleans after a morning historical tour of the French Quarter. This free tour is provided by the National Park Service (Jean LaFite National Park) and led by park rangers.

Students report that in addition to Preservation Hall, Le Café du monde and the Garden District cemeteries, one of their fa-

vorite sites in New Orleans is across the Mississippi River at Algiers Point. Blaine Kern's Mardi Gras World is the home of the major builder-designer of New Orleans Mardi Gras floats. Tours must be booked in advance, and they are well worth it. Explore the warehouses of finished and under construction floats and try on elaborate costume headpieces for fun. There is also a large gift shop with souvenirs.

Our day in New Orleans is capped with a Mississippi River dinner cruise on the Steamboat Natchez. The Natchez is an authentic sternwheeler steamboat. Dinner is served buffet style. The Dukes of Dixieland Jazz Band entertain guests the duration of the two-hour tour. After dinner, spend the remainder of the evening on the outdoor decks taking in the great views of the river and New Orleans skyline or watching the riverboat's huge paddle-wheel beat up froth. This outing is the most expensive of the five-day tour and runs approximately \$42.50 per person, but group rates are available, and it is worth every penny.

#### Day Five

This is our last tour day. Due to the eight-hour drive from New Orleans to Dallas, the day begins with a 6:30 a.m. hotel departure. Our route is northwest along the old River Road, toward Baton Rouge, to the famed Oak Alley Plantation.

Oak Alley is a grand antebellum home built in 1839. Home tours are conducted for a modest fee. However, the real stars of Oak Alley are the 28 enormous, gnarled oak trees leading from the house to the banks of the Mississippi. These 300-year-old giants are breathtaking in their ensemble.

Next, follow the River Road north for lunch and a tour of Nottaway Plantation (approximately one hour and fifteen minutes). The Nottaway, also known as White Castle, is one of the largest plantation homes west of the Mississippi. It boasts 64 rooms and 53,000 total square feet.

Nottaway has been lovingly restored to

its original grandeur. Guests may spend the night, have lunch in the highly rated dining hall on the grounds, or simply take a home tour. If possible, stay for lunch. The food is excellent. Service and presentation are equally elegant. There is also a lovely gift shop where you can purchase the book *The White Castle of Louisiana*, written by one of the Randolph daughters.

If time allows, plan to visit the Destrehan Plantation and the "steamboat gothic" San Francisco House. They are additional architectural jewels sprinkled along the Old River Road.

There is really no more perfect time to start planning a tour of French-speaking Louisiana. An added bonus for French teachers is *la Francofête 1999*, a yearlong celebration marking 300 years of French culture in Louisiana. *La Francofête* is a huge tourism initiative coordinating a network of 400 festivals and special events. To obtain a list of *Francofête* activities, call 1 (800) 870-4959 or (318) 262-1642.

*Laissez rouler les bons temps en découvrant les bijoux de la belle Louisiane!*  
Sherry Dean  
Mountain View College  
Dallas, TX

#### Sources

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Martin, Gay. (1990) *Louisiana Off the Beaten Path*. The Globe Pequot Press.

Mills, Gary B. (1977) *The Forgotten People, Cane River's Creoles of Color*. Baton Rouge and London: Louisiana State University Press.

*Fodor's 92 New Orleans*. (1992) New York and London, 1992; Fodor's Travel Publications, Inc.

#### WWW resources

*Francofête 1999* [<http://www.bankonnet.com/francofete.htm>]

Info Louisiana [<http://www.state.la.us/>]

Louisiana Tourism Information [<http://www.lapage.com/crt/>]

Tabasco Historian [[http://www.tabasco.com/html/historian\\_avery\\_island.html](http://www.tabasco.com/html/historian_avery_island.html)]

## UPDATE: AATF FUND FOR THE FUTURE

The AATF would like to acknowledge the generous contributions of members who have donated to the Fund for the Future. Created in 1992 in order to support specific projects of immediate importance, the Fund accepts contributions of all amounts. The following individuals contributed during the period September 1, 1997 to September 1, 1998:

**PATRONS:** (\$100-499) Cécile Favre-Gilly (France)

**SUSTAINING MEMBERS:** (\$50-99) Jane Black Goepper (OH)

There have been no new contributions in either the **BENEFACTOR** (\$1,000 and above) or **SPONSOR** (\$500-999) categories.

We have welcomed a number of smaller contributions from these individuals: Barbara N. Andres (VT), Ruth-Ellen Bates (WV), Charles Carlut (OH), Carleton W. Carroll (OR), Joanna B. Crane (AL), Francine Desmarais (VA), Lorena Dutelle (CT), Lissa Gold (FL), Tammy Ann Green (NY), Janice Berkowitz Gross (IA), Stirling Haig (NC), Lee B. Hilliker (FL), Holly Kathleen Hughes (AL), Herman G. James (FL), Hannelore Jarausche (NC), Elizabeth M. Jones (NY), Doris Kadish (GA), Jacques M. Laroche (NM), Carleen S. Leggett (MD), Pamela Lezotte (NE), Vida Lohnes (OR), Marie-France McBirney (VA), William B.B. Moody (MD), Charlotte A. Moran (MD), Sarah Nelson (ID), Charles G. Northrup (AZ), Milica Oginar (NY), Mary Ruth Reis (MD), Harold Rogers (Japan), Murray Sachs (MA), Michele Shockey (CA), Richard Small (OH), Julie H. Solomon (TX), David Stouch (NC), Ann Sunderland (MO), Jean H. Teel (KS), Marise C. Thompson (MA), Fred Toner (OH), Rebecca Valette (MA), John Van Eerde (PA), Emily Wagner (PA), Patricia B. Westphal (IA), David & Helen Wilkin (OH), Monica Payne Wooten (NC), Patricia Wooten (NC), Laura A. Wuerdeman (NY).

We would like to take this opportunity to thank all contributors to the Fund for the Future. The total of these contributions is \$638.50. We urge everyone to consider a contribution to the Fund as you fill out your 1999 renewal invoice. Thank you for your support!

## LA FÊTE NATIONALE DE LA FRANCOPHONIE: PREMIER CASSE-TÊTE

Following is the first "Francophone Bowl" (see *National Bulletin*, September 1998) which tests students' knowledge of the Francophone world. Students should write their answers clearly on a postcard and mail them to Jacqueline Thomas at 200 Walden, Portland, TX 78374. All postcards with correct answers will be entered into a drawing. The prize-winning entries will be drawn on November 4, 1999, the first day of *La Fête Nationale de la Francophonie*. One entry per student, please!

1. Qui est actuellement Secrétaire général de la Francophonie?
2. Dans quelle ville a eu lieu en novembre 1997 le Sommet de la Francophonie?
3. Quelle en est la devise?
4. Où se rencontrera, pour la première fois en avril 1999, la Conférence des ministres de l'économie et des finances (qui réunira l'Organisation mondiale du commerce, la Banque mondiale, le Fonds monétaire, ainsi que les chefs d'entreprises, les hommes d'affaires, et les banquiers)?
5. Que représente le sigle AUEPELF, Agence francophone pour l'enseignement supérieur et la recherche?
6. Où exactement sera érigé le monument dédié aux victimes de la Traite des Noirs?
7. Quel drapeau est appelé le fleurdelisé?
8. Quelle Francophone est le numéro 2 de l'ONU et où est-elle née?
9. Quels sont le pays d'origine et la profession de Jean Humblet, celui qui a constitué un fonds destiné à favoriser la solidarité entre les peuples de langue française? (Le prix Jean-Humblet est décerné tous les deux ans à une personne afin de récompenser un travail lié au développement des rapports entre les peuples francophones).
10. Où se trouve l'Université Senghor?

### NEW AATF PROMOTIONAL VIDEO FORWARD WITH FRENCH

The AATF has produced a 10-minute video of testimonials from business people who use French in their work, including a travel agent, an immigration lawyer, a journalist, a doctor, and a businessman. A condensed version of a video originally produced by the Western New York AATF Chapter, this video shows why French is still the language to learn in today's global marketplace. \$15.00 (member)/\$18.00 (non-member).

### AATF HOTLINE FOR PROMOTING FRENCH

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**CALL FOR PRESENTATIONS**  
**72<sup>nd</sup> Annual Meeting**  
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- This completed application must be postmarked by **December 3, 1998**.
- You will be notified by February 12, 1999 if your proposal has been accepted.
- All presentations are to be given as lectures or talks, not simply read aloud. Audience interactions are strongly encouraged.
- If you wish to organize a session with several presenters, have each co-presenter fill out this form and submit all applications together. A copy of this form must be included for each co-presenter, and each presenter must indicate his/her individual audio-visual needs.
- Each participant may be the principal presenter only once. If you are submitting more than one proposal, please indicate **MULTIPLE PROPOSAL** on each form.
- Send *five* copies (Do not fax or e-mail) to **Dr. Gladys Lipton, UMBC-MLL, Acad. IV-146, Baltimore, MD 21250**.
- Inquiries only: FAX: (301) 230-2652; e-mail: lipton@umbc2.umbc.edu

PLEASE TYPE ALL INFORMATION.

Name: \_\_\_\_\_ Co-Presenter(s): \_\_\_\_\_

Affiliation (to appear in program): \_\_\_\_\_

Addresses (indicate preferred mailing address): \_\_\_\_\_

\_\_\_\_ Work: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_ Home: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Type of Presentation: \_\_\_\_ Presentation \_\_\_\_ Workshop \_\_\_\_ Round table discussion

\_\_\_\_ Commission (Circle one: Open / Closed) \_\_\_\_ Other (Please specify.)

Title of Presentation: \_\_\_\_\_

Anticipated Audience:

\_\_\_\_ FLES\* \_\_\_\_ Middle School \_\_\_\_ High School \_\_\_\_ College/University \_\_\_\_ All

Length of Presentation: \_\_\_\_ 30 min. \_\_\_\_ 60 min. \_\_\_\_ 75 min. \_\_\_\_ 3 hrs.

Audio-visual needs: \_\_\_\_ Overhead projector \_\_\_\_ Slide projector \_\_\_\_ Audio cassette player

\_\_\_\_ VCR/Monitor\* \_\_\_\_ Computer\* \_\_\_\_ Other (Please specify.) \_\_\_\_\_

**\*Requests for more expensive equipment (VCR/computer/other) will require a fee.** Please refer inquiries to **Jayne Abrate, AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: abrate@siu.edu**

On a separate page, please submit the following information, written in the language which will be used for the presentation:

1. Title and 50-word abstract (for inclusion in the program).
2. Description of the presentation (300 words maximum) for the Program Selection Committee. Include (a) content, (b) procedures, and (c) benefits to audience.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

New FLES\* book available from NTC/Contemporary Publishing at 1-800-323-4900. **AATF RECEIVES ALL ROYALTIES!** Celebrating the last "duodecade" of the Reports of the National FLES\* Commission of the AATF (1985-1997)

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**American Society for the French Academic Palms ASFAP/AMOPA**

Le nouveau bureau de l'ASFAP est en train de mettre à jour la liste des titulaires de l'Ordre des palmes académiques. Afin que nous puissions vous adresser notre bulletin de liaison et vous tenir au courant de manifestations comme les dîners ou déjeuners organisés à l'occasion de congrès nationaux, nous vous demandons de bien vouloir remplir le bref formulaire qui suit et de la renvoyer à **Jean-Pierre Piriou, 270 Skyline Parkway, Athens, GA 30606** ou par e-mail: [jppiriou@arches.uga.edu].

Nom: \_\_\_\_\_ Prénom: \_\_\_\_\_

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Membre de l'ASFAP: OUI \_\_\_\_\_ NON \_\_\_\_\_ Grade: \_\_\_\_\_

Notez qu'il y aura un dîner à Chicago à 19h30, le samedi soir du congrès ACTFL, le 21 novembre. Prière de renvoyer ce formulaire, **même si vous êtes membre et recevez régulièrement nos communications.**

Check out the AATF Web..

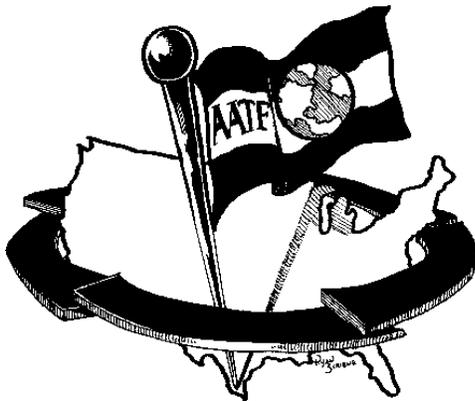
<http://aatf.utsa.edu/>

Commission for the Promotion of French Hotline:

<http://aatf.utsa.edu/hotline/>

A New French Review Web site:

[http://www.montana.edu/wwwaatf/french\\_review/](http://www.montana.edu/wwwaatf/french_review/)



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# TECHNOLOGY WORKS IN THIS CLASSROOM

The intent of this article is to give you a glimpse into technology and how it has altered my teaching style. Admittedly a "non-techie" for most of my professional life, the vision of computers with Internet access in my classroom was something I imagined as curing the need to hunt down realia whenever I physically visited a Francophone country.

The High School of Science and Technology in Springfield, MA, a large inner-city school in the west end of the state, opened its doors in September 1996 on the long-block schedule (A/B), and I requested a transfer. The technology gradually appeared, and the teacher computer on my desktop was operational several months later. Internet access was achieved the following autumn and eventually the six other Power Macs in the classroom were on line. All computers were wired on the perimeter of the classroom, three on one side, three opposite, and the teacher computer in front of me.

When the teacher computer was the only Internet access available, I grouped 3 or 4 students who had finished their work on a simple assignment, using only my bookmarks as a *pathway toward research-*

*ing* information. The students were often told to read a news report capsule which interested them for possible further exploration. Certain topics were dismissed by the students point blank, particularly those of a political nature. What they liked were articles which chronicled American events or events native to their varied countries of origin. They quickly realized that they understood with some ease the topic, and were amused at the slant that foreign correspondents sometimes put on local events. Next, they chose one article to print out for entire class study the next A/B day. The less-focused students were annoyed, however, and I realized that another type of rotation had to be devised to involve all the students in the classroom. Daily lists were charted on the door of the classroom, indicating which group was to do what from the beginning of the class period, thereby insuring a fairer distribution of on-line time. The bookmark list was made more extensive, and soon the students researched their own markers, with Madame 2-3 feet away watching their screens.

Soon the entire room was operational as far as the Internet was concerned, and it became a question of balancing the necessary structure in a sequential French program, consulting the National Standards as we progressed, and integrating simple Internet tasks as smoothly as possible.

Occasional "time allowed" mistakes were made, "error restart" messages flooded our monitors, and system shutdowns were there when we least expected them. This year, for example, our April Fool's Québec treasure hunt had to be completed on April 2 and 3 because of a glitch, with the teacher more disappointed than the students, because the class knew that sooner or later the work would be done.

Because Springfield, MA was a pilot site for the National Standards, I was particularly curious to see how one site could connect to each of the 5 Cs: Culture, Communication, Comparisons, Connections, and Community—all the more reason to give this medium some serious attention.

About a year ago, the "hoopla" on *La Coupe du Monde* started to appear on the Internet, and its homepage was linked everywhere on French search engines. My intuition told me that soccer was important to roughly 35% of my students, but the pages were so attractive, I decided to spend some time developing these lesson plans, with a focus on the Internet, to examine how many of the 5 C's would be touched automatically and how I could work in whatever C was missing in planning for varied levels of French.

Countries vied for spots in the World Cup, and we followed *la liste des pays qualifiés* as it grew in number from 24 to 32. Students were alternately dismayed as their chosen favorites failed to make the cut, or cheered as the countries did indeed progress to the final stages over a span of several months. I cheered privately as I realized that my geographical study of countries would be limited in the lower level classes to only those countries which succeeded. Portugal never made it, and my veteran soccer players were dismayed, not to mention my Portuguese-heritage students. Saudia Arabia, the Low Countries, Romania, Cameroon all became familiar to us as we scanned the weekly updates last fall. Link pages from the official *Coupe du Monde* site featured entertaining comics in *Tranches de foot-images web foot* and we struggled together to comprehend the French sense of humor therein and had the opportunity to recycle both textbook vocabulary as well as new vocabulary from the official Web page.

As I examined the Cs more closely, Communication standards 1.1, 1.2, 1.3 were included as students engaged in conversations, expressing their feelings about World Cup elimination rounds. When they reported back to their classmates with soccer vocabulary and information obtained by understanding the Web pages in front of them, the three Standards were touched upon.

The Culture standard 2.1 was mirrored in the gestures and greetings of the players presented in video clips on the Web pages. Comments from specific coaches and players about the importance of that particular sport in France and throughout the world served to reinforce the standard.

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Through cognate recognition and previous knowledge of soccer rules and study of the basic metric grades used on the construction of the various soccer stadiums, the students connected to standards 3.1 and 3.2. English class, Physical Education, World History, and Math were direct tie-ins to the Connection Goal.

While cognates touched the Connection Goal, it was inherent in the Comparisons Goal as well. The fact that the Official World Cup Soccer Page was written for native speakers of French at first glance made it threatening for a non-native. By comparing similar vocabulary in two or three languages, (many students are of Hispanic origin) the class developed insight into the nature of language and culture.

When the students brought their friends into the class from language classes other than French to verify information on line (i.e. the fact that Portugal did not make the final qualifying round!) the Communities Goal was presented as well. The follow-up information which is still on-line will make us revisit the site this fall to see what is new.

The same page can be used easily in various levels of classes; the tasks assigned to such pages are what differentiates a beginner from a more advanced learner. The discussion of the stadium preparation in France was challenging: *pose de la pelouse, le lavaterre, rétention d'eau* caused some students to revert to creating word banks to facilitate comprehension. Some classes prepared treasure hunt questionnaires for other classes. Simple quizzes about information gleaned from the site were student authored. Basic interrogative constructions were utilized to form questions and sentences from *la page Foot*.

The non-soccer players in the class were not happy at this point. The NBA was often their focus, and because Springfield boasts the Basketball Hall of Fame, it was time to move on to another link which would prove that the teacher was listening to their complaints.

Quite coincidentally, *USA Today* ran an article which featured *le basketteur français* Olivier Saint Jean (now Tarik Abdul Wahad) who plays for the Sacramento Kings. My preliminary searching on the Web had found that this recent convert to Islam had declared to the press that: *son objectif dans la vie était d'être bon musulman, rendre heureuse sa famille, continuer ses études d'histoire de l'art pour devenir un jour professeur...*

We found his homepage, and although the Sacramento Kings' page was less enticing for my Celtics, Bulls, and Lakers

fans, interest was contagious as we discussed and compared the terms for offensive foul, rebounding, etc., in the target language.

In conclusion, the Internet is my personal gopher which searches out interesting articles with which I can supplement my regular classroom work. I must remember that I am teaching in a sequential language program. How does one "add on" without "taking away" from required structure in level 3, for example? It is not a question of substituting comics for the subjunctive, it is a question of spotting a subjunctive in a comic, and very often that the subjunctive is everywhere because of the nature of the personal opinions of on-line contributors and readers.

Flexibility and patience are the key words; a back-up activity is a must when technology is "down." A Web page that was there on Monday may be gone on Tuesday; rechecking URLs is a necessity but is so easy with bookmarking.

We know that technology will never replace the teacher, and I believe that wholeheartedly. But if technology can facilitate learning and involve all my students simultaneously, the talented, the gifted, as well as the "academically challenged," then the minimal effort involved on the part of the teacher makes it all worthwhile.

Nancy Gadbois  
High School of Science & Technology  
Springfield, MA

**Note**

Web sites discussed above include:  
[<http://Kingsfan.com/findex.htm>] and [<http://www.france98.com/french/index.html>]

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- 1994 Janet K. Beizer, University of Virginia, for *Ventriloquized Bodies: Narratives of Hysteria in Nineteenth-Century France* (Cornell University Press, 1994).
- 1995 Cynthia J. Brown, University of California, Santa Barbara, for *Poets, Patrons, and Printers: Crisis of Authority in Late Medieval France* (Cornell University Press, 1995) and Helen Solterer, Duke University, for *The Master and Minerva: Disputing Women in French Medieval Culture* (University of California Press, 1995).
- 1996 Lynn A. Higgins, Dartmouth College, for *New Novel, New Wave, New Politics: Fiction and the Representation of History in Postwar France* (University of Nebraska Press, 1996).

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# CLASSROOM ACTIVITIES

## UN PETIT DÉJEUNER À LA FRANÇAISE

L'utilisation de la nourriture constitue une façon approximative, mais nettement plus efficace que la seule description, de faire participer les élèves à une expérience sensorielle authentique. Souvent les professeurs n'exploitent pas à fond cette activité populaire. Pourtant, un repas est un événement social unique qui crée le contexte d'échanges communicatifs importants. Le petit déjeuner représente une situation typique que l'on peut reproduire assez vraisemblablement dans la salle de classe, mais il est nécessaire de préparer les élèves à accueillir et à interpréter les sensations. Si l'on place l'action dans un contexte culturel développé, on peut conclure l'activité par une discussion des réactions et une comparaison avec d'autres phénomènes culturels.<sup>1</sup> Plutôt que de simplement manger des croissants, on peut créer une expérience qui évoque une multitude de références spatiales, temporelles, familiales, et sociales particulières à la France. La discussion et la comparaison qui s'ensuivent amènent les élèves à mieux comprendre la culture française ainsi que leur propre culture.

La liste d'ingrédients et d'ustensiles devrait respecter, dans la mesure du possible, la réalité française. *Le Menu: café au lait ou chocolat chaud, croissants ou pain avec confiture. Le Couvert: nappe et serviettes en tissu, assiettes, bols ou grandes tasses avec soucoupe, couteaux et cuillères, sucre en morceaux, cafetière et pichet pour le lait ou le chocolat.* On pourrait même installer un coin «bistrot» pour se régaler de goûters fréquents.

Le but de tout exercice culinaire devrait être la consommation et l'appréciation du plat. Tout d'abord, il convient de situer la scène à recréer dans le temps et dans l'espace. On peut discuter l'origine des croissants ou du pain. Les croissants sont une invention autrichienne que Marie-Antoinette a essayé d'introduire en France dès son arrivée à la cour, mais cela n'a pas pris. Il a fallu attendre le 19<sup>ème</sup> siècle pour qu'un boulanger parisien réussisse à lancer la mode. Les croissants pur beurre se trouvent frais tous les jours dans les quelques 27.000 boulangeries et pâtisseries françaises. Les vitrines offrent également des variantes telles des pains au chocolat ou des pains au sucre.

Tandis que les croissants représentent un luxe moderne, le pain a toujours préoccupé les Français. Les premières lois concernant le pain datent du 7<sup>ème</sup> siècle, et au 8<sup>ème</sup> siècle l'art de faire du pain est devenu un métier public.<sup>2</sup> Le gouvernement en règle strictement les ingrédients, le poids, et le prix. Les Français le considèrent un aliment à part entière plutôt que l'accompagnement d'un

repas, et leurs exigences définissent un métier qui fait partie du patrimoine national, quoique de plus en plus cette tradition s'industrialise. De la même façon, on peut tracer l'évolution en France du café, du chocolat, ou des fruits transformés en confiture.

Après avoir donné une perspective historique des mets, le professeur peut amener les élèves à localiser davantage le petit déjeuner en leur posant des questions de plus en plus détaillées sur la scène à faire en tenant compte de ce qui serait logique et faisable. Les questions pourraient ressembler aux suivantes: (1) Où mange-t-on le petit déjeuner? À la maison ou au café, en pension à l'école, dans un hôtel? Donc qui est-on? (2) Quelle saison est-il? Quel temps fait-il? À quelle heure le mange-t-on? Où faut-il aller après? Est-on pressé? Si quelqu'un d'autre est présent, se parle-t-on? (3) Prend-on du pain ou un croissant? Frais ou d'hier? S'il est frais, qui est sorti pour l'acheter? Le mange-t-on chaud ou froid? Sec ou trempé? (4) Que boit-on? Qui l'a préparé? Comment est le lait? (5) Qui met/débarrasse la table? Qui sert? (6) Décrivez la pièce dans laquelle on mange. Il faut noter les choix pour les récapituler juste avant de manger.

Pour initier de jeunes Américains, élevés au fast-food, à la cuisine française, on doit leur apprendre à goûter consciencieusement ce qu'ils avalent. D'abord, à noter la disposition de la nourriture sur le plat et sur la table. Ensuite, sentir l'odeur du plat et essayer d'identifier les divers arômes. Finalement, goûter, mais avec application. Dans le cas d'un croissant, on peut le goûter nature, puis avec de la confiture, et aussi trempé dans la boisson. Comment sont la texture et les différents goûts—moelleuse, fondante, dure, douce ou sucré, salé, amer, fruité, beurré? Lequel préfère-t-on? La discussion qui s'ensuit comprendra d'abord la verbalisation des premières réactions sans aucun jugement. Les préférences sont subjectives, souvent inconscientes, et doivent être reconnues par les participants et respectées.

Les comparaisons peuvent devenir aussi larges que l'intérêt des élèves et l'utilité pédagogique le permettent. Elles peuvent s'appliquer tant à d'autres habitudes alimentaires françaises qu'à une comparaison des deux cultures comme le montrent les suggestions suivantes—(1) Habitudes: Que mange-t-on pour un petit déjeuner américain typique? Chaud ou froid? Pouvez-vous vous rappeler maintenant des goûts précis? Quels sont certains plats typiquement américains? (2) Fonction du repas: Quelle est la fonction du petit

déjeuner? Comment cette fonction influence-t-elle les plats servis? Quels aspects sont les plus importants? Nutrition? Facilité? Rapidité? Goût? (3) Comparaisons: Comparez le petit déjeuner aux autres repas. À quelle heure le mange-t-on? Combien de temps faut-il pour le manger? Pour le préparer? Quelle est l'importance relative du petit déjeuner comparé aux autres repas? (4) Produits: Comparez le café au lait au café américain. Quelles sont certaines boissons typiques dans chaque pays? Y a-t-il un ordre ou une combinaison de goûts prescrits? Quelles modes de préparation et de conservation utilise-t-on? (5) Production: Où trouve-t-on les produits nécessaires? Frais ou en conserves? Congelés? S'agit-il de produits locaux ou importés? Y a-t-il des différences de qualité? (6) Variantes: Comment le petit déjeuner peut-il varier selon la profession du mangeur? Comparez un repas privé à un repas plus formel ou dans un café ou hôtel. Comment la situation de famille influence-t-elle le petit déjeuner? (7) Expériences personnelles: Discutez différentes expériences que les élèves ont eues en France ou ailleurs en tant que touriste, en famille, ou en accueillant un étranger dans leur famille. La conversation peut s'accompagner de textes, d'illustrations, de chansons, ou de la création d'une vignette avec dialogue et mise en scène.

Ces propos ont pour but de conférer à un outil populaire et amusant une vraie valeur pédagogique. En entourant l'acte de goûter d'une situation réaliste et bien définie, on souligne la complexité des gestes humains, si ordinaires qu'ils paraissent. La période de discussion permet aux élèves d'exprimer des réactions subjectives légitimes afin d'en examiner les ramifications. Finalement, la comparaison donne une perspective culturelle et communicative aux phénomènes observés en relevant les diverses influences et conséquences du comportement alimentaire d'un peuple. L'emploi de la cuisine est un moyen des plus efficaces de faire comprendre aux élèves une culture étrangère et de renforcer la compréhension interculturelle. Les connaissances et les techniques d'analyse acquises ne peuvent qu'augmenter l'appréciation et la tolérance de différences nationales.

Jayne Abrate

<sup>1</sup>Une version de ce texte a paru dans le *Foreign Language Association of Missouri Newsletter*, 22:2 (1992), 11-14. Cette façon de recréer une expérience culinaire s'élabore dans «French Cuisine in the Classroom: Using Culture to Enhance Language Proficiency», *Foreign Language Annals*, 26:1 (1993), 1-38.

<sup>2</sup> P. Durand et M. Sarrau, *Le Livre du pain* (Paris: Éditions du Rocher, 1973), p. 74.



AATF  
COMMISSION ON CULTURAL COMPETENCE



Marie-Christine Koop and Sharon Rapp  
Co-Chairs

## The AATF National Commission on Cultural Competence is alive and well!

Two lively sessions in Montreal proved this statement to be true and produced volunteers to serve on and chair committees, to contribute to the *National Bulletin*, to propose and present sessions at conferences, and to create as part of a larger grant request, a Commission proposal for teacher workshops.

As a part of the restructuring of the Commission, the following committees have been established and chairs appointed:

### 1. Dissemination of Cultural Activities for the Classroom

Karen Campbell  
Wellwood International School  
2901 Smith Avenue  
Baltimore, MD 21208  
E-mail: [kkcdanser@aol.com]

### 2. Organization of Workshops and Seminars on the Teaching of Culture

Ann Williams-Gascon  
Metropolitan State College of Denver  
Campus Box 26  
P.O. Box 173362  
Denver, CO 80217-3362  
E-mail: [gascona@mcsd.edu]

### 3. Research and Study Groups on French Culture

Michel Gueldry  
Monterey Institute of International Studies  
425 Van Buren St.  
Monterey, CA 93940  
E-mail: [mgueldry@miis.edu]

### 4. Cultural Content of National Exams and Standardized Tests

Renée White  
The Greenhill School  
4141 Spring Valley Road  
Dallas, TX 75244  
E-mail: [renee\_white@acd.org]

### 5. Revising and Updating the Commission Cultural Guidelines

Andrew Suozzo  
Department of Modern Langs.  
DePaul University  
802 W. Belden Avenue  
Chicago, IL 60614-3214  
E-mail:  
[asuozzo@wppost@depaul.edu]

Two articles sponsored by the Commission appear in this issue of the *National*

*Bulletin*. Ann Williams-Gascon offers tips on "Teaching Culture with Graffiti" on page 22. "Culture and Internet: présentation critique de sites francophones (II)" by Marie-Christine Koop is found on page 17. Editing continues on two volumes: one, concerning practical applications to develop cultural competence in the classroom and one, a collection of scholarly articles on contemporary French society.

Sessions dealing with the reorganization and work of the Commission will be presented at: Pennsylvania State MLA; ACTFL, Chicago; SCOLT, Virginia Beach; and Central States, Little Rock. A series of presentations based on cultural activities for the classroom will begin with AATF, St. Louis in 1999.

### Now is the time to become involved!

- Attend Commission sessions at conferences.
- Suggest topics for articles, grants, sessions, or workshops to the appropriate committee chair or to one of the Commission Co-Chairs.
- Offer to share your tried-and-true cultural activity with colleagues by submitting it to the Commission for the *Bulletin*.
- Contribute your experience and enthusiasm by joining one of the Commission committees: send your name to the appropriate committee chair at the address above, and you will be included in the work of the committee.

Commission Co-Chairs can be contacted:

**Marie-Christine Koop**  
Foreign Languages & Literatures  
University of North Texas  
P.O. Box 311127  
Denton, TX 76203-1127  
E-mail: [koop@unt.edu]

**Sharon Rapp**  
Foreign Language Department  
Conway High School West  
2300 Prince Street  
Conway, AR 73032  
E-mail: [sbrapp@juno.com]

**We invite you to take an active role in this important effort!**

## CELEBRATING THE FRENCH-SPEAKING WORLD: MAKE A SPLASH!

Start making plans now to observe AATF's *Fête nationale de la Francophonie*. November 4-10, 1999 has been designated the week to celebrate the diversity of the French-speaking world. **Now is the time to start planning your activities** at the regional, chapter, or local level: contests, concerts, immersion days, or a more elaborate *FrancoFête*.

Organizing a poetry recitation contest? Choose poems written in French outside metropolitan France. Copies of poems and model contest rules will be included in a packet of materials and resources being developed by AATF's Committee on *la Fête nationale de la Francophonie*, available spring 1999.

Looking for a different kind of contest? Have students design posters, stamps, or buttons representing the following Francophone areas: Europe, North America, the Antilles, Sub-Saharan Africa, or North Africa.

Alternatively, try a hyperstack contest where students use *PowerPoint* to make a dynamic presentation on a particular area. Or for something completely different, play music in French from Senegal or Guadeloupe and have your students "lipsync" the lyrics for prizes. Suitable songs and their sources will be included in the resource guide being prepared by the committee.

If you are more interested in concerts than contests, invite musicians, actors, or dancers to perform for you. Money will be available on a competitive basis from AATF to fund such initiatives.

If you are thinking of hosting a *FrancoFête*, watch this space in subsequent issues for detailed suggestions on how to proceed: how to solicit the participation of local schools, sample guidelines to help participants design a "pavilion," and activities that might be included.

Margot Steinhart and Jacki Thomas, co-chairs of the committee which is coordinating next year's celebrations, encourage you to "think big." Advertise your events in the local press. Invite local dignitaries to co-sponsor events. The motto of the committee is *Branchons-nous...agissons...fêtons ensemble!* So go forward with French and make a splash!

For more information contact Margot at [msteinhart@cusd220.lake.k12.la.us] and Jacki at [j-thomas@tamuk.edu].

# CALENDAR OF EVENTS

**MODERN LANGUAGE ASSOCIATION OF AMERICA:** December 27-30, 1998, San Francisco, CA. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863. E-mail: [convention@mla.org].

**SOUTHEAST CONFERENCE ON FOREIGN LANGUAGE AND LITERATURE,** March 4-6, 1999, Rollins College, Winter Park, FL. Information: Karoline Manny, Foreign Languages, Rollins College, 1000 Holt Avenue, #2752, Winter Park, FL 32789.

**AMERICAN ASSOCIATION OF APPLIED LINGUISTICS,** March 6-9, 1999, Stanford, CT. Information: AAAL, P.O. Box 21686, Egan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 421-8404; E-mail: [aaaloffice@aaal.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES,** March 9-14, 1999, New York, NY. Information: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [conv@tesol.edu]; URL: [http://www.tesol.com].

**OHIO FOREIGN LANGUAGE ASSOCIATION ANNUAL CONFERENCE,** March 11-13, 1999, Columbus, OH. Information: Conference Manager, 841 N. Wood Street, Logan, OH 43138. Telephone: (740) 385-6317; E-mail: [annfrench@hocking.net].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING,** March 11-13, 1999, Cavalier Hotel, Virginia Beach, VA. Information: Lynne McClendon, Executive Dir. SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; E-mail: [lynnemcc@mindspring.com].

**SEVENTEENTH ANNUAL EMU CONFERENCE: "LANGUAGE AND COMMUNICATION FOR WORLD BUSINESS AND THE PROFESSIONS,"** March 11-14, 1999, San Diego, CA. Information: San Diego State University, Center for International Business Education and Research (CIBER), 5500 Campanile Drive, BAM 428, San Diego, CA 92182-7732. Telephone: (619) 594-6023; FAX: (619) 594-7738; E-mail: [ciber@mail.sdsu.edu].

**PACIFIC NORTHWEST COUNCIL FOR LANGUAGES,** April 7-10, 1999, Tacoma, WA. Information: PNCFL, P.O. Box 4649, Portland, OR 97208-4649.

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES,** April 8-10, 1999, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA

17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [neconf@dickinson.edu]; URL: [http://www.dickinson.edu/~neconf/].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES,** April 15-18, 1999, Little Rock, AR. Information: CSCTFL, Rosalie Cheatham, Exec. Director, University of Arkansas at Little Rock, 2801 S. University Ave., Little Rock, AR 72204. Telephone: (501) 569-8159; FAX: (501) 569-3220; E-mail: [rmcheatham@ualr.edu].

**SEVENTH NEW ENGLAND REGIONAL CONFERENCE,** April 30-May 1, 1999, Holiday Inn, Worcester, MA. Information: Lison Baselis-Bitoun, Conference Co-Chair, 56 Hobson Street, Brighton, MA 02135, or Christian de Robert, Education Director of the French Library and Cultural Center, Boston, MA.

**AATF VERMONT CHAPTER, "How Do I Teach the Standards,"** May 2, 1999, Barre, VT. Information: Isabelle Kaplan, Bennington College, Bennington, VT 05201-6001; Telephone: (802) 440-4379; FAX: (802) 447-4269; E-mail: [ikaplan@bennington.edu].

**ADFL SEMINAR WEST,** June 3-6, 1999, Palo Alto, CA. Information: Association of Departments of Foreign Languages, Attn. Elizabeth Welles, 10 Astor Place, New York, NY 10003-6981. E-mail: [elizabeth.welles@mla.org].

**COMPUTER ASSISTED LANGUAGE INSTRUCTION CONSORTIUM,** June 1999, Oxford, OH. Information: CALICO, Dept. of Modern Langs., Southwest Texas State University, 601 University Dr., San Marcos, TX 78666-4616. Telephone: (512) 245-2360; FAX: (512) 245-8298; E-mail: [rf02@swt.edu].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH,** July 11-14, 1999, St. Louis, MO. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 457-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; URL: [http://aatf.utsa.edu/].

**FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA,** October 28-30, 1999, High Point, NC. Information: Debra S. Martin, FLANC Executive Director, P.O. Box 19153, Asheville, NC 28815. Telephone: (828) 686-4985; FAX: (828) 686-3600; E-mail: [martintl@interpath.com].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES,** Nov. 19-21, 1999, Dallas, TX. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-

6801. Telephone: (914) 963-8830; FAX: (914) 963-1275; URL [http://www.actfl.org].

**LA FÊTE NATIONALE DE LA FRANCO-PHONIE DE L'AATF,** November 4-10, 1999, throughout the United States. Information: Jacqueline Thomas, 200 Walden, Portland, TX 78374; E-mail: [jthomas@tamuk.edu]; or Margot Steinhart, 2535 Bel-Air Drive, Glenview, IL 60025-4759; E-mail: [mms@lake.cusd2.k12.il.us].

**MODERN LANGUAGE ASSOCIATION,** December 27-30, 1999, location to be announced. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

**AMERICAN ASSOCIATION OF APPLIED LINGUISTICS,** March 19-21, 2000, Vancouver (BC) Canada. Information: AAAL, P.O. Box 21686, Egan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aaal.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES,** March 21-25, 2000, Vancouver (BC) Canada. Information: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [conv@tesol.edu]; URL: [http://www.tesol.com].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES,** April 13-16, 2000, Washington, DC. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [neconf@dickinson.edu]; URL: [http://www.dickinson.edu/~neconf/].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH,** July 17-20, 2000 (tent.), Paris, France. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618-453-5733); E-mail: [abrate@siu.edu]; URL: [aatf.utsa.edu/].

**1999 AATF  
CONVENTION  
ST. LOUIS, MISSOURI  
JULY 11-14, 1999  
MARRIOTT PAVILION  
HOTEL**

## REMINDER: IMPORTANT DEADLINES AND DATES

December 3, 1998	Proposal deadline, AATF 72 <sup>nd</sup> Annual Meeting, St. Louis (page 29)
December 31, 1998	Deadline for receipt of essays, <i>Fête de la Francophonie</i> (page 36) Deadline for ordering Roch Carrier's <i>Le Chandail</i> at reduced price (page 6)
January 15, 1999	John Carter Brown Library Research Fellow applications due (Sept. issue)
February 1, 1999	Submission of items for April 1999 <i>National Bulletin</i>
February 15, 1999	Scholarship Applications due, Fond International de Coopération Universitaire (Sept. issue)
March 1, 1999	AATF Summer Scholarship Applications due (pp. 12-14) Application deadline for AATF Small Grant Awards (page 3) Application deadline for <i>Prix de la paix</i> Contest (page 21) Application deadline for NEH Summer Institutes and Seminars (page 20)
April 30-May 1, 1999	Septième Congrès Régional de la Nouvelle Angleterre (page 8)
May 1, 1999	National FLES* Poster Contest (page 23) Deadline for submissions for the MLA Prize for Independent Scholars (page 3) and the Aldo and Jeanne Scaglione Prize for French and Francophone Studies (page 25)
July 11-14, 1999	AATF Convention, St. Louis (page 11)
August 1, 1999	Submission of items for September 1999 <i>National Bulletin</i> Deadline for submissions for <i>French Review</i> special issue on Paris (page 2)
September 1, 1999	Submission of items for November 1999 <i>National Bulletin</i>
November 1, 1999	Submission of items for the January 2000 <i>National Bulletin</i>
November 4-10, 1999	French Language and Culture Week/ <i>La Fête Nationale de la Francophonie</i> (page 15)

**Start preparing now for French Language and Culture Week  
(La Fête nationale de la Francophonie, November 4-10, 1999).  
Celebrate French in your school and community!**

AATF National Headquarters: Telephone: (618) 453-5731; FAX: (618) 453-5733; e-mail: [abrate@siu.edu]



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## FRENCH LANGUAGE AND CULTURE WEEK: ESSAY COMPETITION

An essay competition is being organized by the committee responsible for orchestrating celebrations of **French Language and Culture Week/La Fête Nationale de la Francophonie**. Teachers of French are invited to have their students write a 500-word essay, in English, on the following topic: "Speaking French means membership in the extended Francophone family: diverse, dispersed, but linked by language." The co-chairs of the committee, Margot Steinhart and Jacki Thomas, hope that students doing research for their essay will discover the wealth of opportunities available to speakers of French to communicate with peoples from around the world. Winners will be announced in time for them to be recognized in their communities during the week-long celebrations of *la Francophonie*, November 4-10, 1999. Prizes will be awarded for students from middle school and from senior high school. Teachers should attach to student's essay a separate piece of paper with the following information: name and age of student, name and address of school, and name and telephone number of French teacher. The essays should be postmarked no later than **December 31, 1998** and mailed to Dr. Jacqueline Thomas, Campus Box 162, Texas A&M University-Kingsville, Kingsville, Texas 78363.