



Gladys C. Lipton

Dear Colleagues,  
**"The Five Magic Words"**

At the St. Louis AATF convention, five magic words reverberated throughout the halls, the exhibits, and even on the streets of the city. If you attended (and if you didn't, you missed a lot!), you know exactly what I mean. Our keynote speaker, Polly Platt, author of *French or Foe*, discussed many aspects of French customs and "codes." She pointed out that there are five magic words that help a person get a successful response in France and that these words comprise "possibly the most important words in the whole French language." Do you know these words? Do you use them? Do you teach them? Do you teach their importance in the context of the French way of life? They are: "*Excusez-moi de vous déranger, monsieur (madame ...)*." Platt further expounds on this theme in her book when she says, "... bombs may fall, or the house catch on fire, but French people will not shorten this formality by so much as a syllable." I think that I personally counted 43 times that I heard the expression used throughout the conference, and always, with a smile!

**CONVENTION  
REGISTRATION  
INFORMATION INSIDE**

When one considers this phrase in the context of interactions in American life, in various contexts such as in the schools, universities, government, business, and others, dare I suggest that it might not be a bad idea for us to borrow this form of courtesy? I suspect, though, that many of us do so, almost instinctively, or maybe we have been exposed to the French way of life. On the other hand, many of us value our American warmth, friendliness, and easy-going style. Wouldn't it be interesting to see what happens when these "five magic words" are used in a French-speaking environment, or when the English equivalent ("I'm sorry to disturb you") is used in an English-speaking setting...in classes, in schools, at department meetings, even at home with family and friends? One might even organize an experiment with one group of students trying out the "magic words" in different contexts, while another group in similar situations refrains from using the "magic words." Then have all the students report back on the various reactions. This experiment might result in some interesting cross-cultural insights.

**What Have We Accomplished?**

*Félicitations à tout le monde!* From everything I have seen and heard about our **Semaine du Français: National French Week**, we came, we worked hard, and we succeeded in this, our first national effort to publicize the importance of the study of the French language and French-speaking cultures. Many thanks to each and every teacher of French on all school and university levels who worked so hard for a successful **National French Week**. Enormous thanks go to the members of our **National French Week Team: Jayne Abrate (IL), Joyce Beckwith (MA), Raymond Comeau (MA), Sherry Dean (TX), Jacqueline Donnelly (MI), Gladys Lipton (MD), Vincent Morrissette (CA), Mary Jo Netherton (KY), Jean-Pierre Piriou (GA), Diana Regan (PA), Margot Steinhart (IL), and Jacqueline Thomas (TX)**. It also gives me great pleasure to thank "**Tennessee Bob**" Peckham, Director of the Globe-Gate Project at the University of Tennessee-Martin, for his extraordinary compilation of impressive and very useful information "On the Importance of Knowing French" [<http://fmc.utm.edu/~rpeckham/>

[profren.html](http://profren.html)]. There is a link to all this information on the AATF Web site [<http://aatf.utsa.edu>]. Thanks, Bob, for your outstanding support of teachers of French!

Now, after all the many initiatives across the country, how do we know if we have begun to make a difference? It is probably too early to tell, since this is the first time ever that we have celebrated **National French Week**, but there are certainly a few benchmarks. Here are several of my own reflections.

Do French teachers on all school and university levels feel stronger, more energized, particularly when the efforts for **National French Week** have resulted in new working relationships with other agencies and organizations, new collaborative efforts, new ideas for follow-up activities, new members of AATF, and additional ideas to implement next year?

Have students demonstrated more interest and more motivation, more willingness to use French in class and outside of school? Are students asking for a repetition of some of the **National French Week** activities? Are students providing you with great ideas for next year? Have you heard that there is a little more interest in student registrations for French courses?

Have French teachers made contacts with the many resource people and agencies who can strengthen French promotional activities in the communities, such as members of the *Alliance Française*, representatives of the French Cultural

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Services, and representatives from other Francophone governments, corporations, and foundations, book stores, librairies, museums, travel agencies, transportation agencies, cultural organizations, and others? (Here are opportunities to use the "five magic words").

Have parents helped with some of the activities for **National French Week**, and are they asking to help plan some of the activities for next year?

Are people in schools (teachers, administrators, guidance counselors, etc.) saying something like "Well, we really have to hand it to you French teachers..." or "When will you be doing another French Week?"

Have you made friends with members of the local media (both the English and the French press), including TV, radio, newspapers? Do they all know that they will be hearing from you on an on-going basis throughout the year with all kinds of newsworthy events about students of French? (Again, here are other opportunities to use the "five magic words!")

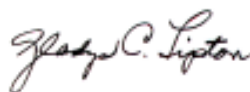
Do we as teachers of French on all school and university levels feel good about ourselves and believe that this is an exciting time for teaching French and *Francophonie*? "*Le fruit du travail est le plus doux plaisir!*"

Have you organized preliminary plans to follow through with **National French Week** next November? **En Avant La Semaine du Français: National French Week 2000!**

Each teacher of French needs to think about what has been accomplished thus far, in the context of his or her local scene.

With the holiday season approaching and a new year and a new millennium almost here, please permit me to extend warmest wishes to all!

*Bien cordialement,*



## SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

- Surf the Web.
- Find French resource materials.
- Create your own Web page.
- Use Web materials in the classroom.

**In French & English!**

**[http://www.siu.edu/  
~aatf/self/begin.html](http://www.siu.edu/~aatf/self/begin.html)**

## POUR FAIRE LE POINT...VOICI UN BON POINT!



- *Point Commun*, revue éditée par la Direction des Relations Internationales de l'Enseignement de la Chambre de Commerce et d'Industrie de Paris (CCIP), se présente à la fois comme un outil pédagogique, de communication et de promotion dans le domaine du français des affaires, et de la Francophonie.
- *Point Commun* s'adresse à un large public et plus particulièrement aux professeurs de français langue étrangère.
- Trois fois par an (janvier, avril et octobre), la rédaction propose :
  - une sélection de manifestations et d'événements liés au français et à la francophonie,
  - des pages « INFO » en économie, droit, tourisme, secrétariat,
  - des entretiens exclusifs avec des personnalités du monde francophone : Stélio Farandjis, Secrétaire Général du Haut Conseil de la Francophonie; Boutros Boutros-Ghali, Secrétaire Général de la Francophonie; Jean-Pierre Van Deth, Président Fondateur d'Expolangues; Annie Monnerie-Goarin, Secrétaire générale de la Fédération Internationale des Professeurs de Français; Jean-Paul Cluzel, Président Directeur Général de Radio France...
  - l'actualité éditoriale en français de spécialité,
  - un dossier pédagogique détachable, des annales corrigées.
- Au sommaire du numéro d'octobre, avec une nouvelle présentation :
  - Entrevue avec Steven J. Loughrin-Sacco, Co-Directeur, Centre de Recherche en Commerce International et Directeur du Programme de Commerce International à San Diego State University
  - La réforme des examens de Français des affaires et de Français juridique
  - Réflexion par Simone Eurin sur les cours de Français de spécialité dans les universités étrangères
  - Un dossier pédagogique sur le tourisme.
- Contact abonnement : Anne DECRETON : Téléphone: 33 1 49 54 28 67; Télécopie : 33 1 49 54 28 90; E-mail : [adecreton@ccip.fr](mailto:adecreton@ccip.fr); site Internet [<http://www.fda.ccip.fr>] Le paiement par carte bancaire est maintenant accepté par la CCIP, ce qui évite les frais de virement.

Volume 25 Number 2

**AATF NATIONAL BULLETIN**

November 1999

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## An Open Letter to Colleagues in Colleges and Universities

Dear Colleague and Department Chair:

It is no secret that the situation of French and of those who teach it—be it language, literature, civilization or pedagogy—is a parlous one. It is also no secret that whatever the role and impact of the international context, our profession has not done as much as it might have to head off the crisis.

The AATF has charged our commission with carrying that message to one and to all, and to suggest ways we can all work on repairing the damage. We have drawn up a call to action and urge you to share it with the members of your department.

We enclose a copy of the AATF's *Top 10 Reasons to Learn French* along with several regular and student membership cards, and we urge that you circulate them to your colleagues, together with a copy of this letter. The times concern us all as teachers and colleagues, and we need to act now. *Merci de votre collaboration!*

Edward C. Knox  
Chair, Commission on Universities

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## AATF COMMISSION ON CULTURAL COMPETENCE

### Marie-Christine Koop and Sharon Rapp, Co-Chairs

#### The AATF National Commission on Cultural Competence is making progress!



An article sponsored by the Commission appears in this issue of the *National Bulletin*. Armelle Le Bohec-Webster offers tips on "Art as a Tool for Language Teaching" on pages 17-18.

Renée White, chair of the subcommittee on the cultural content of national exams and standardized tests, is currently working with Sidney Teitelbaum, Director of the National French Contest, to analyze and possibly modify the cultural component of test items.

Sessions dealing with the work of the Commission will be presented at ACTFL in Dallas, various regional conferences, and the AATF convention in Paris in July 2000.

### The Commission needs more active members!

- Attend Commission sessions at conferences.
- Offer to share your tried-and-true cultural activity with colleagues by submitting it to the Commission for the *National Bulletin*.
- Contribute your experience and enthusiasm by joining one of the Commission committees: send your name to the appropriate subcommittee chair (see the September issue of the *National Bulletin* or the Commission Web site or contact Rosalie Vermette at [rvermett@iupui.edu].

Commission Co-Chairs may be contacted as follows:

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**We hope that you will take an active role in this important effort!**

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- Item 17 must be signed.  
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PS Form 3526, September 1999 (Reverse)

# A MESSAGE FROM PRESIDENT CLINTON

THE WHITE HOUSE  
WASHINGTON

October 20, 1999

Warm greetings to everyone celebrating National French Week, sponsored by the American Association of Teachers of French.

Our future depends as never before on the bonds that link us with other nations around the world. By studying foreign languages, we help to strengthen these bonds immeasurably. Mastering a foreign language and learning about other peoples, countries, and cultures broadens our knowledge of the world and helps us to overcome all boundaries of geography and nationality.

I applaud the members of the American Association of Teachers of French for promoting the study of this rich and beautiful language. You are playing a vital role in our nation's efforts to foster international understanding and to prepare for the challenges of the 21st century.

Best wishes for a successful week.



## SWISS KITS: OLD AND NEW VERSIONS AVAILABLE

Both versions of these kits, provided by the Swiss Embassy, contain general information on Switzerland, including geography, maps, history, economy, but are presented with different sets of materials.

The old version includes a large color poster with many scenes of Switzerland, maps of the country and city guides, a colorful brochure on the cheese industry, a pamphlet on the life and travels of Jean-Jacques Rousseau, literary excerpts of Swiss authors, an article on the youth of Switzerland, and a small book with information on geography, history, economy, and the political and cultural institutions of the country.

The new version, *La Suisse en vue*, has

a more uniform format with four colorful *dépliants* on (1) *paysage et cadre de vie*, (2) *économie et activités scientifiques*, (3) *population et société*, and (4) *fédéralisme et plurilinguisme*. Many photos illustrate the text. Multiple copies of each section are included with a *Teacher's Manual*.

Both Swiss kits are offered to AATF members free of charge for the cost of postage: \$4.00 for the first copy, \$1.00 for each additional copy (while supplies last). Order one copy of the old and one of the new version for only \$5.00. If no indication is given, the new version will be sent.

## 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 during the 1999 membership year. 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, 1998 to October 15, 1999.

**BENEFACTOR** (\$1000 or more): Alma Grew Estate \$10,000.

**PATRONS** (\$100-\$499): Jayne Abrate (IL), Cécile Fabre-Gilly (France), Gladys Lipton (MD), Rosalie Vermette (IN), Connecticut Chapter in honor of Pierre Capretz.

**SUSTAINING MEMBERS** (\$50-\$99): Stephanie Cash (NJ), Jane Black Goepper (OH), Elizabeth Jones (NY), Steven Loughrin-Sacco (CA), Mary Jo Netherton (KY), Marcella Ritter (OH), Anne Slack (NY).

There have been no new contributions in the **SPONSOR** (\$500-\$999) category.

We have also welcomed a number of smaller contributions of between \$10 and \$49 from the following individuals: Douglas Alden (VA), Patricia Allen (OH), Joanne Baker-Farnsworth (MA), Lucien Boisvert (CT), Karl Bottke (FL), Natalie Brinckerhoff (FL), Pierre Capretz (CT), Carleton Carroll (OR), Ingrid Chafee (GA), Joanna Crane (AL), Jacqueline Donnelly (MI), Thomas Fleming (NJ), Claire Gaudiani (CT), Françoise Gebhart (NY), Gisèle Gille (NY), Michel Girardin (France), Lydie Haenlin (NY), Stirling Haig (NC), John Janc (MN), Barbara Janssen (MN), Hannelore Jaraus (NC), Françoise Jones (PA), Tobin Jones (CO), Susan Kaplan (NY), Charlotte Kelsey (IL), Julia Key (GA), Odile Kory (NY), Karen Kozlowski (NJ), Anne Larsen (MI), Henriette Leanos (MD), Ginette Levin (NY), Pamela Lezotte (NE), Laura Linehan (NY), Joseph Marthan (NJ), James McNab (NC), Charlotte Moran (MD), Vincent Morrisette (CA), Theodore Rupp (PA), Anne Rusmisell (VA), John Secor (KY), Suzanne Sharer (IL), MaryAnn Stagen (NJ), Joan Stewart (SC), Janet Stock (UT), Nicole Valet (MA), Liliane Vassberg (TX), Francesca Vespe (NY), Margaret Wallace (RI), Nadia Wasserman (MD), Maureen Wesolowski (CA), Donald Wladaver (NY), Anthony Zane (NY).

In addition, many members rounded out their dues checks and sent in contributions of from \$1 to \$9. We would like to take this opportunity to thank each and every member who contributed to the Fund for the Future. Every dollars counts, and the funds collected this year went to the promotion of National French Week. We urge you to consider a donation to the AATF Fund for the Future as you return your dues payments for the year 2000.

# MODERN LANGUAGE ASSOCIATION OF AMERICA

## Book Prizes, 2000: Annual Prizes with Competitions in 2000 for Books Published in 1999

The MLA invites you to submit books to the appropriate competitions of its book prizes. In 2000, twelve book prizes will be awarded, including biennial prizes last presented in 1998 in the fields of Italian literary studies, Germanic literary studies, and bibliography. We particularly wish to reach authors who qualify for the MLA Prize for Independent Scholars. Please note: the deadline for the next Lowell Prize is **1 March 2000**; for the First Book Prize and the Scaglione Prize for a Translation of a Literary Work, **1 April 2000**; for all others it is **1 May 2000**.

No book may compete for more than one MLA prize. Only books published in 1999 may compete for this year's annual prizes; for biennial prizes, books published in the two preceding years are eligible. All awards are presented at the MLA's annual convention in December. Each prize consists of a cash award and a certificate. Publishers should send books, applications, and cover letters to: MLA Prizes, 10 Astor Place, New York, NY 10003; for information, telephone: (212) 614-6324; FAX: (212) 533-0680; E-mail: [awards@mmla.org].

Note: Prizes indicated with asterisks are open to nonmembers and members of the MLA; those in regular type are open only to members of the Association. Authors who are not currently members may become eligible to compete for prizes by joining the MLA for 2000. Dates of prizes refer to the year(s) of publication of eligible books. The number of copies required appears in square brackets after the title of each prize.

**James Russell Lowell Prize** *Deadline:* 1 March 2000.

*Definition:* For an outstanding literary or linguistic study, critical edition of an important work, or critical biography. Open to studies dealing with literary theory, media, cultural history, or interdisciplinary topics.

*Eligibility:* Books published in 1999; authors must be current members of the MLA. *Copies required:* Six.

**MLA Prize for a First Book** *Deadline:* 1 April 2000.

*Definition:* Same as for James Russell Lowell Prize.

*Eligibility:* Book must have been published in 1999 as the first book-length publication of a current member of the MLA. *Copies required:* Six.

**\*MLA Prize for Independent Scholars** *Deadline:* 1 May 2000.

*Definition:* For a scholarly book in the field of

English or other modern languages and literatures.

*Eligibility:* Books published in 1999. At the time of publication of the book, author must not be enrolled in a program leading to an academic degree or hold a tenured, tenure-accruing, or tenure-track position in a postsecondary institution. Authors or publishers must request an application form from the MLA. Authors need not be members of the MLA. *Copies required:* Six. Return completed application with copies.

**Aldo and Jeanne Scaglione Prize for Comparative Literary Studies** *Deadline:* 1 May 2000.

*Definition:* For an outstanding scholarly work in comparative literary studies involving at least two literatures. Works of literary history, literary criticism, philology, and literary theory are eligible, as are works dealing with literature and other arts and disciplines. Translations are eligible only for the three awards specifically devoted to that category.

*Eligibility:* Books published in 1999; authors must be members of the MLA. *Copies required:* Four.

**Aldo and Jeanne Scaglione Prize for French and Francophone Literary Studies** *Deadline:* 1 May 2000.

*Definition:* For an outstanding scholarly work in French or Francophone linguistic or literary studies. Works of literary history, literary criticism, philology, and literary theory are eligible, as are works dealing with literature and other arts and disciplines. Translations are eligible only for the three awards specifically devoted to that category.

*Eligibility:* Books published in 1999; authors must be members of the MLA. *Copies required:* Four.

**\*Aldo and Jean Scaglione Prize for a Translation of a Literary Work** *Deadline:* 1 April 2000.

*Definition:* For an outstanding translation into English of a book-length literary work.

*Eligibility:* Translations published in 1999; translators need not be members of the MLA. *Copies required:* Five.

Note: As of 2000, the Lois Roth Award for a Translation of a Literary Work will be given each odd-numbered year, while the Scaglione Prize for a Translation of a Literary Work will continue to be given each even-numbered year. Each competition is open to translations published in the year preceding the year in which the award is given. Definitions and criteria are the same for both awards.

**\*MLA Prize for a Distinguished Bibliography** *Deadline:* 1 May 2000.

*Definition:* For an outstanding enumerative or descriptive bibliography.

*Eligibility:* At least one volume must have

been published in 1998 or 1999. Editors need not be members of the MLA. *Copies required:* Four.

## MLA ANNOUNCES THE KENNETH W. MILDENBERGER PRIZE: Competition in 2000 for Books Published in 1998 or 1999

The Modern Language Association committee on Honors and Awards invites authors to compete for the twentieth annual Kenneth W. Mildener Prize, to be presented for an outstanding research publication in the field of teaching foreign languages and literatures. The prize will be awarded for a work published in 1998 or 1999; entries will be accepted until **1 May 2000**. Authors of works competing for the Mildener Prize need not be members of the Association. In choosing the winner, the committee will look for evidence of fresh and effective approaches to teaching and for works likely to be widely useful.

To enter research publications into competition, send four copies and a letter identifying each work submitted to the Kenneth W. Mildener Prize, Modern Language Association, 10 Astor Place, New York, NY 10003. Textbooks based on the author's original research are also eligible to compete under certain conditions. Publishers of such books should request information from the MLA regarding these conditions.

The Mildener Prize competition alternates between books, in even-numbered years, and articles published in refereed journals, in odd-numbered years. The award for a winning book consists of a check for \$1,000, while the award for a winning article is \$500. In addition to the money, all winners will receive a one-year membership in the MLA. The award in the competition in 2000 will be presented to the winning author at the association's annual convention in December 2000. Publishers may enter more than one title, but no work may compete for more than one MLA prize. For further information, write or call the Office of Special Projects, Modern Language Association, Telephone: (212) 614-6406; E-mail: [awards@mmla.org].

JOIN US IN PARIS IN  
2000!

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

# A MESSAGE FROM THE EXECUTIVE DIRECTOR

Now that our first National French Week has come and gone, I think we can say that it was a resounding success. Many governors and mayors issued proclamations, and on page 5 you will find a Message from President Clinton. Unfortunately, we did not receive it in time to distribute it to you to display during your events locally, but I encourage you to share the copy in this issue of the *National Bulletin* with your administrators and those who helped with your celebrations.

By now, we have all realized that we must "sell" the study of French to our prospective students and those who influence their decision of which language to study. Many of you plan exciting and effective recruitment activities targeting students. This is not always enough. During National French Week we asked you, whenever possible, to include other target audiences—administrators and school board members who influence your program as well as school- and district-wide support for the study of several languages; elected officials and the general public whose attitudes on the study of French affect the decisions of the first group and whose support for French can prove crucial in times of budget cuts; and the media who can provide important coverage of your students' achievements and the innovative educational projects you plan.

Many of the events and activities planned during National French Week were primarily focused on students. While this is wonderful, we must continue to go further and include the educational decision-makers in promotional events.

## Promotion

Promotional activities should focus on three areas: (1) promoting France and the Francophone world; (2) promoting the study of French; and (3) promoting our individual French programs. We must continue, as we already do, to promote the study of the French language and French and Francophone literatures and cultures. French continues to be "all around us"—in the English language, in place names in many regions of the country, on television and at the movies, in the business community, in travel and tourism, in science and technology. We need to continue to communicate that French is an essential world language to know—the "second most influential language" (cf. *National Bulletin*, January 1999), that French-speaking countries are important economic and cultural centers around the world, that business relationships between the U.S. and French-speaking countries, both in imports and exports, represent a significant part of our economy and continue to grow, that the U.S. has a long-stand-

ing connection with French. Recognize that our French heritage is often glossed over in social studies and American history texts. How many of our students, let alone the general public, know that French-speaking explorers charted much of the middle of the country, that France was America's first ally at the time of the American Revolution, that the ideas of several 18th-century French philosophers are at the heart of our Declaration of Independence and Constitution, that Thomas Jefferson and Benjamin Franklin were ardent Francophiles, that one of our most enduring national symbols—the Statue of Liberty—was a gift from France to the U.S., that a French architect designed our nation's capital? The list could go on and on.

Most of us already promote the study of French to potential students and their parents. Let's not forget the counselors and classmates who influence their decisions as well. Your students are the best advertisement for the study of French. Find opportunities for them to share what they have learned and their reasons for wanting to master French. Ask them to encourage their friends to study French. Include the school community in French-related activities. If you bring in a singer or chef, let the whole school benefit. A presentation to an assembly in English can be followed by a demonstration in French to the French students. Participate in interdisciplinary projects with the history teacher, the art and music departments, the drama club, the science or communication faculty. Never miss an opportunity for French to be present in the public eye.

Finally, of course, another area that is essential to the preservation and growth of French programs is promoting your program to administrators. Advertise all you and your students do. If an activity receives coverage in the local newspaper or other media, even in the school paper, make sure a copy goes to the principal or department chair. Regularly share AATF promotional flyers, articles about French, the Presidential message on page 5, and other items. Participate in any contest or sponsored event that you can. Do all your students participate in the *Grand Concours*? Make certain they do, and encourage other teachers to enroll their students. Encourage your students to enter other contests, for instance the *Prix de la Paix* or FLES\* poster contest (see the January 2000 *National Bulletin* announcements). If there is an immersion day sponsored by your local chapter or an area college or university, make sure the students who attend receive recognition. At the university level, encourage your students to enter superior work in student conferences or publications. At all levels, create awards for the Outstanding French Student, Most Improved French

Student, or a Francophone Spirit Award for interest in Francophone cultures and present them at Honors Ceremonies or graduation. Sponsor a chapter of the *Société Honoraire de Français* or Pi Delta Phi. Most of all, trumpet this participation and the awards and accomplishments of students and teachers at every opportunity.

Remember that "once is not enough." Effective promotion requires sustained, repeated efforts. It does not necessarily demand a lot of time. A press release to the local newspaper about student accomplishments, an invitation to target groups to attend French-related activities, a photocopy of a newspaper announcement or award letter sent off to an administrator, a photo display on the bulletin board take only a few minutes more. Make promotion a habit.

Finally, French professionals at all levels need to work together. Exciting and innovative FLES\* programs create motivated middle-school and high-school students. College and university French programs adapted to the needs and interests of incoming high school graduates can entice them to major or minor in French, even when using the language does not figure prominently in their career goals. The AATF Commission on Universities, now chaired by Edward C. Knox of Middlebury College (VT), is making a call to university colleagues and department chairs to strengthen and expand existing French programs, to reach out to colleagues at all levels, and to support the work of the AATF. An open letter to these individuals will be mailed shortly and appears on page 3 of this issue.

## AATF Headquarters Activities

We often receive questions about National Headquarters activities, and I would like to take time to explain some of what we do. The primary purpose of the national office is to collect dues and keep the membership database current. We mail ten publications a year, and correct addresses need to be maintained for all members. In the fall, we mail out nearly 10,000 dues renewal invoices and process them from October through December so that everyone receives the January *National Bulletin* on time.

In addition, we handle the logistical arrangements for the annual convention. This includes negotiations for meeting space, production of the program, organization of peripheral activities such as meals, performances, receptions, and exhibits. We also handle convention registration (see form on pages 15-16).

We produce and distribute all the AATF promotional and pedagogical materials listed on page 21. Our promotional flyers which have been developed by the Promotion

# AATF NATIONAL COMMISSIONS

Commission are mailed to members free-of-charge or below cost. The money we charge is primarily to cover postage. Other items such as the AATF videos, T-shirts, and promotional articles are priced to include the actual cost of the item plus shipping and handling. All National French Week items were distributed at cost. The volume of mail and packages which passes through our office each year is staggering.

In addition to myself, the staff at National Headquarters includes Administrative Assistant April Walsh and Bilingual Secretaries Rosalba Correa and April Cole. April Walsh has worked for the AATF on and off for thirty years. She supervises all the operations at headquarters and knows the answer to nearly any question that might arise. She handles all the Materials Center operations, convention registration, and serves as liaison with our 76 chapters. Rosalba has worked here for 18 months. She handles all library subscriptions and the Placement Bureau. In addition, she has been working for several months entering the data from last year's membership questionnaire on technology use. April Cole has been with us only since last May when she graduated from Southern Illinois University and returned from an internship in Agen. She handles database entry for all membership renewals and runs the Pen Pal Bureau. My day-to-day responsibilities include all the financial transactions of the Association, public relations, as well as representing the AATF in a variety of national and regional forums. For instance, my travels in 1999 have included attendance at six conferences plus our own annual meeting, seven national and international meetings as the representative of AATF, two visits to Paris to organize the convention, and four additional meetings. In short, the four of us, with support from our Executive Council, Commission Chairs, and Chapter Officers, are working hard to further the cause of French.

## Paris

Plans are progressing for the 2000 AATF Convention in Paris, July 17-20. Information on hotels and excursions appeared in the September issue of the National Bulletin. The registration form and information about special airfares from TWA can be found in this issue on pages 15-16 and page 10. The preliminary program will appear in the April issue of the National Bulletin. The information that has already appeared as well as regular updates can be found on the AATF Web site [<http://aatf.utsa.edu>]. I look forward to seeing many of you in Paris!

Jayne Abrate  
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# CHAPTER NEWS

## Mississippi

Chapter member Ellen Teeby was chosen to participate in the Summer 1999 NEH Institute "Memory, History, and Dictatorship: The Legacy of World War II in France, Germany, and Italy." She spent most of her time in Caen and surrounding areas of Normandy where seminars and lectures were chaired by leading historians of the war period. She spoke about this experience at the annual meeting of the Chapter in November during *la Semaine du Français*. She teaches at Mississippi Delta Community College.

Gail Buzhardt  
President

## Washington-British Columbia-Alaska-Alberta Chapter

The new Board of the Chapter has been elected. Robert Slabodnik is the incoming President; Linda Reed, immediate Past-President remaining on the Board as Consultant to the President; Anne George is a newly-elected member; Sue Pike was re-elected. The other board members remain the same: Misa Bourdoiseau, Claire Carlin, Myrna Cordova, Tina Irish, Josée Jackman, Carol Lee, Marie-Paule Meda, and Kathleen McKain.

The Chapter has developed level-appropriate creative writing and research activities to be used Chapter-wide during *La Semaine du Français*. First-year students have created a "travel brochure" for a Francophone country anywhere in the world. They used Internet sources as well as printed resources to collect the necessary information.

Second-year students have created a "keypal letter" from someone in Quebec, again using Internet sources and printed resources. The letter tells about the fictitious writer and his/her family, personal activities, friends, and included photos of people, wherever possible.

Third-year students created an article that could appear in a French-language newspaper in Quebec, using Internet sources and printed resources. The articles could treat current events (politics, trade, human rights), sports, arts, weather, want ads, social announcements (births, deaths, engagements, weddings), entertainment news, or cartoons.

Fourth-year students have consulted Internet sites and printed materials to prepare themselves to discuss ideas on controlling and improving climatic conditions in their region, country, and worldwide. The discussions took place at an "International Conference on Climate" where issues such as climatic changes and their causes, the ozone layer, and desertification were raised. These

discussions have taken place between schools using Internet chat sessions. This project and related activities were open to all schools, colleges, and universities, public or private. All the above projects were shared via the Internet chat sessions, not just the "International Conference on Climate."

A joint project between the AATF and the AATSP has also taken place in Seattle on November 13, 1999 following *La Semaine du Français*. The topic for this joint presentation was "*Le Pays Basque*."

A major concern of the Chapter is recruitment of new members. More publicity and highlighting of AATF and its benefits, its work and activities should be pursued. These can come about by promoting Chapter workshops and other activities for teachers, students, and nonteaching or retired members. *La Semaine du Français* is one such activity that can help promote all of these. Linda Reed's creative writing projects will certainly nurture a lot of publicity for our Association, and we should draw benefits from it.

The Chapter had an AATF table at the WAFLT conference in Spokane in October. Posters, buttons, literature on *La Semaine du Français* were available as well as copies of the Chapter's on-going publication *Le Canard déchaîné*. There was also an "Idea Share" session chaired by Chapter President Robert Slabodnik and Misa Bourdoiseau with focus on gathering ideas and plans for the *Francophonie* project.

## What's New in the French Review?

Vol. 73, No. 2 (Dec. 1999)

- "Twenty-Five Years of *Le Grand Concours*" (Denise Egéa-Kuehne)
- "Real Issues in the Virtual Classroom" (Joan Grenier-Winther)
- "*La Mémoire vive et convulsive*: The Papon Trial and France's Passion for History" (Nathan Bracher)
- "Legislation and Language: The Politics of Speaking French in Louisiana" (James J. Natsis)

as well as articles on Pascal, Maupassant, Zola, and Confiant; an interview with Sylvie Germain, and more; and, of course, "La Vie des mots" (Colette Dio).

# MEMBERS' NOTES

**Misa Bourdoiseau**, member of the Washington-British Columbia-Alaska-Alberta Chapter's Board, has been named *Chevalier dans l'Ordre des Palmes Académiques*. An official reception in her honor was held in October 1999 at the opening of an art exhibit at the Henry Art Gallery in Seattle.

**Dr. Marie-France Hilgar**, Distinguished Professor of French at the University of Nevada-Las Vegas and International President of the Foreign Language honor society, Phi Sigma Iota has been named *Chevalier dans l'Ordre des Palmes Académiques*. The award was presented by Juliette Salzmann, *Attachée culturelle* of the French Consulate General in Los Angeles.

Dr. Hilgar has been teaching at the University of Nevada-Las Vegas since 1971. She was elected International President of Phi Sigma Iota in 1986.

**Dr. Mel Yoken**, Professor of French at University of Massachusetts Dartmouth, was a participant and presenter at the 1999 Aran Islands International Poetry and Prose Conference/Festival, 15-22 August 1999. Yoken introduced Michel Déon, celebrated French writer and member of the prestigious French Academy, and took part in the conversation groups.

The festival hosted Xue Di, the internationally renowned Chinese dissident poet, and such eminent scholars as Professors Kevin Barry, Riana O'Dwyer, and Pat Sheeran who delivered major lectures on Joyce, Synge, and Yeats respectively. Renowned Irish actress Sigle Meehan, performed the soliloquy from the last scene of *Riders to the Sea*.

The dramatic landscape of the west of Ireland, which has inspired many great works of novelists, poets, and dramatists throughout the ages, was the setting of the illustrious gatherings of writers from throughout the world. The week-long conference, held both at the National University of Ireland in Galway and the Aran Islands, is the brainchild of the novelist Daniel Doyle, Jr. For Doyle, one of the most important aspects of this literary gathering is the bringing together of writers from different cultures and backgrounds.

## AATF HOTLINE FOR PROMOTING FRENCH

Share your ideas on:

- program cutbacks;
- effective promotional activities;
- travel and exchanges;
- reaching parents and administrators.

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

# RENDEZ-VOUS À PARIS

## CONVENTION HIGHLIGHTS

**Dates:** July 17-20, 2000

**Convention Registration:** It is significantly more expensive to hold a convention in Paris, since we must pay to rent space in the Convention Center. The full registration fee is \$250. However, registrations postmarked by January 15, 2000 will receive a 25% reduction; registrations postmarked between January 16 and April 1, 2000 will receive a 10% reduction; registrations received after April 1, 2000 will pay the full rate. After June 15, all members attending the convention must register on site; an additional \$75 will be charged for late/on-site registration. The form is on pages 15-16 and also on the AATF Web site [<http://aatf.utsa.edu>].

**Cancellation:** Cancellations received by March 31 will be fully reimbursed; a \$25 cancellation fee will be assessed for cancellations received between April 1 and June 30, 2000; no cancellations will be accepted after June 30, 2000

### Getting there:

**Hotel:** Hotel reservations are being handled by the FIAP Jean-Monnet (see description at right and reservation form in the September *National Bulletin*, page 24). July 2000 is going to be a very popular travel time for tourists; make your reservations early. The prices offered by the FIAP represent significant savings over the regular hotel rates.

**Airfares:** TWA is offering all AATF congressists as well as immediate family members traveling with them a 10% reduction in published excursion airfares valid one month before and one month after the convention. See the announcement on page 24 for more information on how to obtain the reduced fares. Please use TWA for your travel to France this summer as AATF benefits, and our ability to obtain future offers for our members depends on how many take advantage of this opportunity.

### Things to do:

**Pre- and post-convention excursions:** The FIAP Jean Monnet, in addition to handling hotel reservations for AATF members, has also organized two unique excursions, a pre-conference visit to Brittany (July 12-16, 2000) and a post-convention trip to *le Berry* (July 21-25, 2000). You can find brief summaries of the excursions in the September *National Bulletin* (page 23). More complete descriptions and reservation information can be found on the AATF Web site [<http://aatf.utsa.edu>] or flyers can be requested from National Headquarters. Only 48 spaces are available for each excursion, so act early to ensure that a space is reserved for you.

**Special events:** Numerous special events are being planned, including a joint

plenary session with the *Fédération Internationale des Professeurs de Français* as well as a joint *gala de clôture*. Numerous other events are being planned, and additional information will be posted on the Web site as it becomes available.

**Special offer from the CCIP and the AATF:** AATF members who attend the convention and register for a CCIP workshop next summer will receive a 10% reduction on both registration fees. See the Web site or contact National Headquarters for more information.

### 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 participation in the convention.

**Membership ID card:** Each registrant will automatically receive an AATF ID card which is accepted in many places in France to receive reductions in entrance fees and discounts offered to teachers.

**Press release:** Each participant may 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.

**Academic Credit:** We will again work with Webster University in St. Louis to offer convention-goers academic credit for attending the convention in Paris. The fee for 1 graduate credit will be \$95. See the convention registration form to register for credit. The registration fee covers only the cost of credit; participants must still register for the convention as well as for any functions they wish to attend. A preliminary syllabus and more precise details about the requirements will appear in the April *National Bulletin* and on the AATF Web site [<http://aatf.utsa.edu>]. Requirements will be similar to those for St. Louis (see the April 1999 *National Bulletin* for last year's requirements).

**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 2000 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. Therefore, we invite French teachers who have never been AATF members to attend the convention; their registration fee will include one year's membership in the Association. This offer applies only to those who pre-register for the convention and have never be-

fore belonged to the AATF. We are also extending this offer to any student of French. This offer also applies to current student members and would apply to their membership renewal for 2000-2001.

## HOTEL SELECTION FOR THE PARIS CONVENTION

As usual, each AATF member attending the 2000 Convention must handle his or her own reservations. However, given the complexity of handling reservations in another country and the difficulty of finding rooms available in Paris in the summer of the year 2000, the FIAP Jean Monnet has offered its services to help AATF members secure hotel rooms for the convention.



The FIAP has chosen nine hotels to house AATF members during the convention. These hotels have been selected especially for their quality, cost, and location permitting easy access to the *Palais des Congrès* where the convention will take place.

- (1) Concorde Lafayette\*\*\*\* (Métro: Porte Maillot à côté du Palais) 950 F
- (2) Sofitel Le Faubourg\*\*\*\* (Métro: Concorde à 10 mn du Palais) 1350 F
- (3) Sofitel Arc de Triomphe\*\*\*\* (Métro: Ch de Gaulle à 10 mn du Palais) 1350 F
- (4) Sofitel Dokhan's\*\*\*\* (Métro: Bossière à 15 mn du Palais) 1350 F
- (5) Sofitel Scribe\*\*\*\* (Métro: Opéra à 15 mn du Palais) 1350 F
- (6) Frantour Berthier\*\* (RER C ou Bus PC à 15 mn du Palais) 550 F
- (7) Campanile Berthier\*\* (RER C ou Bus PC à 15 mn du Palais) 550 F
- (8) Mercure Opéra\*\*\* (Métro: Havre Caumartin à 20 mn du Palais) 610/ 650 F
- (9) Jardin de Paris\*\*\* (Métro: Richelieu Drouot à 20 mn du Palais) 620/720 F

Conditions pertaining to reservations and cancellation can be found on the reservation form in the September *National Bulletin* (page 24). Questions regarding reservations should be directed to the FIAP whose coordinates are listed below. The complete hotel flyer with descriptions of the hotels and a map showing their location is available on the Web site [<http://aatf.utsa.edu>] or can be requested from National Headquarters: Tel: (618) 453-5732; Fax: (618) 453-5733; E-mail: [[akwalsh@siu.edu](mailto:akwalsh@siu.edu)]. All questions pertaining to hotel reservations should be addressed to the FIAP: 30, rue Cabanis, 75014 Paris; Tel: 33.1.43.13.17.17; Fax: 33.1.45.81.63.91; E-mail: [[girardin@fiap.asso.fr](mailto:girardin@fiap.asso.fr)].

# REGIONAL NEWS

## Region III: New York State

We are very happy to report that, after a long absence, the North Country Chapter took part in the *Grand Concours*. Our congratulations go to Janice Brown who undertook this effort. The National French Contest was a priority for all the chapters in our state, and important gains have been noted. It is the primary focus of secondary teachers who are members.

Buffalo and Saratoga Springs are designated key sites for the celebration of *La Semaine du Français*. All our Chapters are excited about an outstanding series of events.

The new president of the Central New York Chapter, Warren Scoones, continued the fine work of Georgette Schmidt. The Chapter Fall Meeting featured a presentation by Patricia Smith of a variety of classroom activities learned during her three weeks at CAVILAM in Vichy as a recipient of a French Cultural Services scholarship. She distributed a 32-page booklet and audio tapes to all in attendance at the meeting held at Onondaga Community College. Past President Schmidt distributed packets on the promotion of French obtained at the AATF convention in Montreal. The chapter's winter meeting focused on promotion techniques to increase French enrollment. Betty O'Hara, Susan Loos, Gloria Manuel, Lucy Palotta, and Ms. Schmidt shared information on relations with guidance counselors, parents, and administrators; French peer tutoring; French National Honor Society; student exchanges; utilizing the press to make the French program visible; the French Club; Web sites for French promotion; and resources from National Headquarters. The summer meeting will focus on preparations for National French Week. Over 250 attended the May awards luncheon.

The Rochester Chapter also welcomed a new president, Patricia Impson. Two seminars were sponsored during the year. One was a tour of French art through the centuries at the Memorial Art Gallery led by a French docent with a reception following the tour. The other was at the Rochester Cooking School on the topic of French cuisine related to certain holidays. In addition, there were two planning meetings at which chapter programs and National French Week were discussed at length.

The Hudson Valley Chapter was kept informed by president Allen Remaley of the benefits of belonging to AATF, and members were encouraged to send reports and ideas for dissemination as well as to recruit new members. The annual awards

ceremony was held at Union College in Schenectady.

The Western New York Chapter planned three meetings in the fall and three in the spring. In October former AATF Vice-President Jackie Donnelly gave her dynamic plan on how to positively affect counselors, administrators, and parents. This was an integral part of the NYSAFLT-WNYFLEC regional meeting. Other meetings were devoted to the Montreal AATF meeting and the AATF Promotion Commission contributed by Chapter President Brenda Benzin, activities to bring TV5 alive in the classroom by Marc Cousins; the description of a tour package for a medieval festival near Limoges by Kandace Lombart; how to conduct an immersion day by Anna Robinson; activities to get level IV students to speak creatively by Gary Behrns; and a program in St. Raphael to which parents may bring their children, as described by Kathy Tevington. Laura Loehr gave a report on the NYSAFLT 1998 Skidmore workshop on the teaching of culture. The chapter is working hard to improve the recruitment of French teachers. The chapter has begun its preparation for celebration of National French Week.

As you can see from this report, many efforts are being made by dedicated French teachers to ensure our success.

Robert J. Ludwig

Region III Representative

## Region IV: Mid-Atlantic

Region IV is composed of 11 chapters of varying sizes. The major concerns of this Region are twofold: to attract and retain more members in the local chapters and to increase student enrollment at all levels.

*La Semaine du Français* is top priority in all the chapters of Region IV, and many of the teachers feel that this initiative has given them renewed energy and the confidence that they are not alone in their efforts. They feel that a nationwide promotion for the study of French will certainly help future enrollments. The Maryland Chapter and the New Jersey Chapter have received National French Week Grants for special promotional activities and the Philadelphia Chapter has received a grant making Philadelphia a Key Site.

*Le Grand Concours* will be especially important this year, and Region IV will do its best to help reach the AATF goal of 100,000 participants. We feel that *La Semaine du Français* will certainly help to encourage the teachers to get their students involved. *Le Grand Concours* is the one highly visible activity that spotlights the study of French,

and a lot of credit must go to the contest administrators. I am proud to announce that Marlene Manela, of the New Jersey Chapter, was named AATF Contest Administrator of the Year, and Deborah Bartle of the Virginia Chapter was the first place winner in a drawing among the contest administrators who achieved a 9.9% increase over the 1998 enrollment.

## Delaware Chapter

Alice Cataldi was recently elected as President of this chapter and she is anxious to build the membership and renew the interest of the teachers in her area. It was reported that the Delaware Chapter reached its goal of 1000 participants in *Le Grand Concours*.

## Maryland Chapter

This chapter, under the leadership of Carleen Leggett, applied for and received a National French Week Grant for "*Une Soirée Francophone Dansante et Culturelle*." This event will also include a cultural display of realia and art objects "in order to emphasize and encourage the study and appreciation of the French language and Francophone cultures." Students from high schools in Baltimore City, Baltimore County, and Howard County as well as university students and French major alumni will participate. Mr. William A. Benjamin will coordinate the activities and displays. Mr. Benjamin is a Morgan State University French major alumnus, a former Fulbright Scholar to the Cameroun, and a moderator of the WEAA-FM radio program "Profiles on Africa." Mr. Benjamin plans to speak in both French and English on African Francophone culture.

Mme Brenda Brown, a member of the prestigious Sankofa Dance Troupe, will again donate her services as dancer, choreographer, and instructor. Along with other Sankofa dancers, drummers, and musicians, she will direct a performance of high school and university dancers.

Dr. Sandye Jean McIntyre II, Past-President of AATF-Maryland, Honorary Consul of the Republic of Senegal (Ret.), Distinguished Professor Emeritus of Foreign Languages and Fulbright Director at Morgan State University, will help Carleen coordinate the program. This creative and entertaining evening will take place on November 5, 1999 at Morgan State University.

Congratulations to Carleen on recently receiving *l'Ordre des Palmes Académiques*.

Lorna Wingate won the Best Treasurer of 1999 Award. Congratulations!

## New Jersey Chapter

The varied and dynamic activities of this

chapter reflect the active participation of the members under the able leadership of Viviane Levy. Their meetings included a presentation by Gladys Lipton concerning FLES, an outing to New York City for a visit to the NYU Art Gallery, dinner in a French restaurant, and a performance of *Waiting for Godot*. The theme of their "big meeting," held in May, was "*Le Tricentenaire de la présence française dans le nouveau monde*" with varied presentations, cajun/zydeco folk dancing, and food.

Every two years, this chapter organizes an immersion weekend, and this year it was held on May 22-23 in a high school near Clinton, New Jersey. It was a great success.

On November 4, 1999, the duo Jacques et Marie will perform in two locations in celebration of National French Week. This chapter received an AATF National French Week Grant to support this musical evening. Congratulations to Viviane and to all the New Jersey teachers!

#### **North Virginia Chapter**

President Libby Schollaert reports that they are a very small chapter that has been dormant for a long time, but she is "struggling to get things more active." She says that there is some interest, but time is limited. On occasion, this chapter combines activities with the Virginia Chapter.

#### **Pennsylvania-Lehigh Valley Chapter**

This chapter reports a decline in membership due to a decline in student enrollment and cuts in programs on the high school level. President Pascale Dewey is concerned about the cuts in the high school programs because they directly affect college enrollment. She is working hard to keep the university enrollment intact. Pascale, along with Sister Mary Helen Kashuba of Philadelphia, did a fine workshop at the *Congrès* in St. Louis on "French in the Ozarks."

#### **Pennsylvania-Philadelphia Chapter**

President Maria Traub and the Philadelphia Chapter hold three meetings per year. The topic of the fall meeting was "*Atelier sur l'internet dans la classe de français*" led by Celi Putnam, French teacher at Episcopal Academy. The winter meeting focused on *la Francophonie*, "*Le Roman africain en français dans les années 90: un aperçu de la nouvelle génération.*" Lydia Mouldelino from the University of Pennsylvania was the guest speaker. The topic for the spring meeting was "*Différences culturelles dans le Monde des Affaires*" presented by Betty Slowinski from the French-American Chamber of Commerce in Philadelphia. Attendance at these meetings was light, and the Executive Council of this chapter is looking for ways to increase interest among the many members.

The Philadelphia Chapter offers an

award to an outstanding new teacher to be used toward attendance at a professional conference. Mrs. Kerry Laufer of Penncrest High School was this year's winner.

The Philadelphia Chapter has been named a Key Site for *La Semaine du Français*. The opening reception will take place at Chestnut Hill College with *le Sénateur* André Maman and Mme Danièle Thomas-Easton, *Consul Honoraire à Philadelphie*, as guests of honor. Other activities planned for *La Semaine du Français* include a guided tour of the French Collection at the Philadelphia Art Museum, a guided tour of "French Philadelphia!" in a trolley, a *dégustation de vins* hosted by the *Alliance Française* followed by a French dinner, a *déjeuner animé* for area students with entertainment by a West African Dance Troupe, and week-long coverage by local radio stations and a public service cable station that airs "*Le Journal.*" The Philadelphia Electric Company (PECO) will put "*Parlez français ... celebrate National French Week, November 4-10*" in rotating lights atop their building in center city Philadelphia. If you are in Philadelphia that week, look up!

Eileen Angelini and Joanne Silver, two Chapter members, participated in the writing of the recently federally funded grant to the AATF: "Taking French into the next Century: The Development, Production and Dissemination of Multimedia Instructional and Promotional Materials."

#### **Pennsylvania-Susquehanna Chapter**

The Susquehanna Valley Chapter met three times last year. President JoAnn Piotrowski reports that they are a "small but active chapter." The fall meeting was used for planning subsequent meetings and to discuss the *Congrès* in Québec. In January, the meeting was held to view and discuss Roch Carrier's film *Le Chandail*. The discussion was led by Mme Long of Millersville University, and two of the President's students prepared a *fondue savoyarde*. Twelve teachers participated. In May, *Le Grand Concours* results were celebrated with a French luncheon prepared by a local chef, and 68 winners, parents, teachers, and friends were present. JoAnn also reports that many preparations are underway for *La Semaine du Français*.

#### **Virginia Chapter**

President Françoise Watts has proudly announced that the Virginia Chapter will host Mme Paule Constant, recipient of *Le Prix Goncourt de Littérature 1998*, as the speaker for their fall conference. Mme Constant is also scheduled to speak to the area colleges and universities.

The Virginia Chapter has also concentrated its efforts on supporting French teachers across the state. Teachers were

given passes and accreditation credits for attending a Richmond French Film Festival in March. The French Cultural Services supported this initiative with a grant to the AATF/VA in the amount of \$3,500. After the films, discussions were led by Professor Suzanne Liandrat, film critic, concerning the French cinema and its place in the American market. Two French *attachés culturels* were in attendance.

Last fall, during the FLAVA Conference in Washington, D.C., the AATF Virginia and North Virginia Chapters joined forces to welcome French teachers to a performance of the Neon Theater Company. This event was also supported and sponsored by the French Cultural Services. These chapters are especially appreciative for all the support given to the teaching of French in Virginia. The AATF/VA also received a grant of \$250 from Cogema, a French-based firm in Washington, to sponsor a reception for the teachers attending the theater performance. In September of 1999, this dynamic chapter is planning on organizing events for *La Semaine du Français*.

Debbie Bartle, the Contest Administrator for this chapter, reported that *Le Grand Concours* went well this year. Their enrollment increased and Debbie won the *tombola* for increased enrollment. She feels that many teachers (especially the new teachers) are not aware of the contest or how to get involved. She has proposed an informational workshop of their annual Fall 1999 State Foreign Language Conference. She plans to explain the benefits of participating, to share the content and format of the tests, to explain the general procedures and how to become involved. She feels that "a little publicity for the event will go a long way." Debbie also organized (along with colleague Linda Davidson) the first *Congrès Français de Chesterfield*. It was a day-long conference attended by 170 students who "used French with others in an academic, cultural, and fun context outside of their individual classrooms and schools." The students designed the invitations. The *Congrès* was a great success, and Debbie plans to continue planning and expanding the *Congrès*. She envisions a "sort of state *Congrès* in a few years and wonders if this can ever translate into a national event?" She also plans to do a workshop at the State Conference in the fall of 1999 in order to share the organization and results of the *Congrès*! Go get 'em, Debbie!

Diana M. Regan

Region IV Representative

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## AATF LENDING LIBRARY HOLDINGS UPDATED

Projects developed by participants in the AATF Summer Institutes for use with their own students are available for loan from National Headquarters. 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.

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: [akwalsh@siu.edu].

## RUBRIC EXPANSION IN *THE FRENCH REVIEW*

In order to expand our coverage of the world of Francophone film, *The French Review* will open the "Film" rubric to reviews of films as they are released on videocassette. The emphasis will be on films released on cassette within the next six months prior to the review being assigned. In this way, the column will place a new emphasis on "*l'actualité cinématographique*." Our preference for recent releases does not imply exclusion of reviews of films that have been brought back into circulation after a long hiatus. Films should be approached from a scholarly perspective, emphasizing issues of cinematic, cultural, or social significance, and, when relevant, referring to other reviews of the same film in film journals and/or the popular press. Reviews might also address classroom relevance. Permission to review a film should be addressed to the review editor, John Anzalone, Skidmore College, Saratoga Springs, NY 12866; E-mail: [janalon@skidmore.edu].

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The American Association of Teachers of French invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and post-secondary (university, college, or junior college). If there is no suitable candidate in any of the award areas, the AATF reserves the right not to make an award for that year in that area.

The purpose of the awards is to recognize those teachers who have demonstrated excellence and commitment in the teaching of French language, culture, and literature.

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French and a one-year complimentary membership in the AATF for 2001. Region III Representative Robert Ludwig has offered to provide \$400 for each award presented in 2000, in memory of his wife, Dorothy Ludwig. An official presentation will be made at the AATF Awards Banquet in Paris.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be sent to the awards chairperson by the deadline of **March 1, 2000**.

The selection committee will consist of two members of the AATF Executive Council and one teacher-member at large. Any nomination that exceeds the five (5) page limit will be disqualified and returned to the nominator. A teacher may receive the award only one time at the same level.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients.

## TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **March 1, 2000**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 1, 2000. The recipients will be notified by April 15 so that they can make arrangements to be present at the awards program.

## QUALIFICATIONS

1. Nominees for the AATF award must have a minimum of five years of teaching experience at the level for which they are candidates and must be teaching currently at the level for which they are candidates.
2. Nominees for the award must have

been members of the AATF for the past five consecutive years.

3. Current AATF regional or national officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level for which they are candidates.
5. Nominees must be participants in AATF activities locally, regionally, or nationally.

## EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of

1. outstanding teaching experience that may have lead to
  - a. students' exemplary proficiency in French, knowledge of French language and Francophone culture and literatures, and motivation for continued study of French
  - b. increased enrollment or expansion of curricular offerings,
  - c. previous teaching awards,
  - d. student participation in extracurricular French activities and exchange programs, or
  - e. students' high performances in French on standardized tests
2. professional growth and development and contributions to the profession, such as
  - a. participation in foreign language conferences and workshops
  - b. pursuit of advanced degrees and education
  - c. grant-supported research, projects, workshops, or travel
  - d. leadership and service in professional organizations
  - e. research or presentations at conferences or publications in professional media.
  - f. sponsorship of extracurricular activities or student exchange programs.

## NOMINATION PACKET

The nomination packet may not exceed a total of five pages and must include the following:

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form. No other format or similar form may be used, so that all candidates will be compared in identical rubrics. Do not exceed these two pages. This two-page required form constitutes pages

one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to members of the selection committee. This two-page required form is available upon request from AATF Headquarters.

2. A one-page personal statement by the nominee in which he or she addresses the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and/or contributions to the profession. These two letters of recommendation are limited to only one page each and constitute pages 4 and 5 of the five-page packet.
4. All nominations and forms should be submitted with the original nomination packet and four copies, organized into five complete packets for distribution to committee members.
5. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
6. Submit the five packets for the nomination to the Awards Chairman: Lee Bradley, 1165 University Center, Valdosta State University, Valdosta, GA 31698. The nomination must be postmarked no later than **March 1, 2000**.

## THE FRENCH REVIEW

In order to address the current state of teaching and the future directions of our profession from kindergarten through university, the *French Review* will devote the May 2001 issue to pedagogy. Articles should be scholarly but not exceedingly specialized and might touch on subjects such as the teaching of language, literature, film, and society and culture. Authors should consult the "Guide for Authors" at the end of each issue of the *Review* for formal considerations. **THE DEADLINE FOR SUBMISSION** to the editor, Chris Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717, **WILL BE AUGUST 1, 2000.**

# CONVENTION REGISTRATION FORM

## AMERICAN ASSOCIATION OF TEACHERS OF FRENCH 73<sup>rd</sup> ANNUAL CONVENTION: PARIS, JULY 17-20, 2000

Please print.

Name: \_\_\_\_\_ Affiliation: \_\_\_\_\_  
(as you would like it to appear on your badge)

Home  Work: Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Zip: \_\_\_\_\_

Country \_\_\_\_\_ Telephone: (home) \_\_\_\_\_ (work) \_\_\_\_\_

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

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### Convention Registration

The Registration Fee, for AATF members, includes registration, access to exhibits, and numerous additional convention activities, as well as a *malette pédagogique*. DO NOT MAIL Registration forms after June 30, 2000. After that date, participants must register on-site.

- |  |                              |       |
|--|------------------------------|-------|
| • Super-Saver Registration (postmarked by January 15, 2000)  | \$190 US                     | _____ |
| • Early-Bird Registration (postmarked between January 15 and April 1, 2000)  | \$225 US                     | _____ |
| • Regular Registration fee (postmarked April 2-June 30, 2000)  | \$250 US                     | _____ |
| • Late/On-site Registration (after June 30, 2000)  | \$325 US                     | _____ |
| • 2000 Membership in AATF (required if you have not already renewed for 2000)  | \$45 US                      | _____ |
| • 2000 First-time membership in AATF, if you have never been an AATF member<br>(This offer is good only on pre-registration. It WILL NOT apply late or on-site.) | \$0-included in registration | _____ |
| • Student/Emeritus registration (must be an AATF student or emeritus member)<br>(Student registration includes one year's membership in AATF 2000-2001)          | \$125 US                     | _____ |
| • Friend/Guest of AATF member (must not be a French teacher)   | \$175 US                     | _____ |

Please provide name of friend/guest(s) \_\_\_\_\_

**SUB-TOTAL REGISTRATION FEES:** \_\_\_\_\_

## OPTIONAL ACTIVITIES

AATF Awards Banquet (Wednesday, July 19, tentative)	\$50 US _____
Academic Credit through Webster University (one-hour graduate credit, see p. 10)	\$95 US _____
SUB-TOTAL OPTIONAL ACTIVITIES _____	

## EXCURSIONS

- 5-day Pre-convention Excursion to Brittany (5120 FF): Contact the FIAP [girardin@fiap.asso.fr] See p. 10 for more information. Space is limited to 48 participants.
- 5-day Post-convention Excursion to Berry (4480 FF): Contact the FIAP [girardin@fiap.asso.fr] See p. 10 for more information. Space is limited to 48 participants.

Optional activities and excursions are open on a space available basis. Reserve early to guarantee a place.

## T-SHIRTS

AATF Tee-Shirt: "Le Français m'ouvre le monde"

Please indicate size and quantity	L or XL	_____	at	\$15	_____
	XXL	_____	at	\$16	_____

SUB-TOTAL TEE-SHIRTS \_\_\_\_\_

**TOTAL PAYMENT DUE:** \_\_\_\_\_

\_\_\_\_\_ I would like to receive an official certificate of participation in the convention.

**PAYMENT:** Payment may be made by check, credit card, or school purchase order. Canadian and Foreign members must pay by check in US dollars drawn on a US bank or by credit card. Canadian members may also pay by check from a US dollar account.

CREDIT CARD PAYMENT (Visa and Mastercard only): I agree to pay the total amount indicated above.

CARD NO. \_\_\_\_\_ EXP. DATE \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

**REFUND POLICY:** Requests for refunds must reach National Headquarters no later than **June 30, 2000**. A \$25 fee will be assessed to cover administrative costs. NO refunds after June 30, 2000. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733.



## ART AS A TOOL FOR LANGUAGE TEACHING

The foreign language class is the perfect place to bring together subjects and make connections. The target language is not the primary goal of the study but becomes the medium needed to reach and handle the information. It is important that the visual should at all times be one of the elements at play.

In the following activity, students produce art work as a response to a text in French and write a description in French as a response to an intriguing painting. They also demonstrate their understanding of a surrealist painting by adapting its concept to a depiction of their own bedroom and subsequently write a matching description of it in French. This activity includes research with a partner, an oral presentation in French to the class, and a close observation of two very different famous paintings, namely Van Gogh's *Bedroom at Arles* and Magritte's *Personal Values*.

### Stage One: Creating artwork as a response to a description

After learning or reviewing vocabulary about common household objects and furniture as well as prepositions (*à droite, à gauche, sur, sous, au dessus de, près de*), the teacher gives the students a copy of the following text, *La Chambre mystérieuse*. The text should be read and questions asked to ensure global comprehension by the students.

Here is a timely opportunity to review the agreements between nouns and adjectives and to introduce the rule that stipulates the non-agreement of adjectives followed by another adjective, for example *bleu foncé, vert clair, jaune pâle, rose vif*.

The assignment consists of drawing the bedroom very precisely, according to the description given, and following carefully the positioning of the objects in the room. All objects have to be neatly labeled in French. The drawing should be done on quality paper and colored according to the directions in the description.

This exercise will gain by the diversity of the outcome, and it is preferable if students are assigned this illustration as homework so they cannot influence each other. Reassure your less artistic students and tell them that as long as they follow the description, they will do well on this assignment.

### Description d'une chambre mystérieuse

*C'est une chambre très simple et campagnarde. Il y a une fenêtre verte au fond de la chambre. À droite, il y a un lit à une personne en bois blond avec deux oreillers jaune clair et une couverture rouge. Sur le mur à droite du lit, il y a quatre tableaux. Deux d'entre eux représentent des portraits de jeunes hommes. Ils sont accrochés plus haut que les deux autres. Les deux tableaux inférieurs sont rectangulaires. Les murs sont bleu clair et les portes bleu vif. Le sol est en bois irrégulier marron clair.*

*Au fond, à gauche de la fenêtre, c'est probablement le coin toilette, en quelque sorte une salle de bain à l'ancienne. Un miroir rectangulaire y est accroché. Devant ce miroir se trouve une petite table carrée. Sur cette table, il y a deux petites bouteilles en verre, deux brosses, un pichet en céramique bleu, un verre et du savon dans une petite assiette.*

*À droite de la fenêtre et derrière la tête de lit, on aperçoit des vêtements bleus et verts et un chapeau de paille sur des porte-manteaux. Au-dessus du porte-manteau, il y a un tableau qui représente un paysage avec un arbre et la campagne. À droite de la table, il y a une chaise en bois et en paille. Il y a une autre chaise semblable à gauche de la pièce, près d'une porte bleue. C'est une chambre pauvre, mais en ordre, ensoleillée et agréable.*

Exhibit all drawings together on a bulletin board in the classroom. Reread the description and check with the students that all details of the description are included in each drawing.

Initiate a discussion about what kind of person could be living in the bedroom and where this room might be located (country setting, humble furniture, basic utilitarian objects, sunshine, straw hat, paintings on the wall...).

At this point, tell students that this is actually the description of a very famous painting, and ask if they can guess which one.

Provide a large-size poster of Van Gogh's *The Artist's Room at Arles* and add it to the bulletin board in the midst of their drawings. The students will spontaneously

compare their version to the original by Van Gogh, and the variety of the drawings will be amusing and very entertaining, besides being decorative for the classroom. Give the title of the painting to your students in French: *Chambre de Vincent Van Gogh à Arles*. What do they already know about the artist?

If you choose to stretch the art history side of this activity, here is a list of questions that students should find an answer to at the library. Pair the students and turn this research into a treasure hunt. Of course, it would also be appropriate to use the Internet or CD-ROMs to find the answers to these questions, but books are still a reliable resource:

- Quelle était la nationalité de Van Gogh?*
- Combien de temps a-t-il habité en France?*
- Quel était son prénom?*
- Quelle était son occupation?*
- En quelle année est-il né? Quelle est la date de sa mort?*
- Quel âge avait-il à sa mort?*
- Comment est-il mort?*
- Quelles sont ses œuvres les plus connues?*
- Où se trouve Arles? Dans quelle région?*
- Quel est le climat de cette région?*
- Combien de temps Van Gogh a-t-il passé en France?*
- Comment s'appelait son frère et quelle était sa profession?*

This type of exercise is adaptable for any painting or picture, as long as the teacher adapts the description to the level of the students and to the prescribed vocabulary and grammar.

It might be interesting to know that Van Gogh painted the first version of this scene in October 1888 while he was waiting for his fellow artist Paul Gauguin to join him in Arles in southern France. Many of the objects appear in pairs: two chairs, two pillows, two waterjugs, and two bottles. The pairing can be seen as Van Gogh's never-fulfilled wish of partnership and friendship.

### Stage Two: From the painting to the description:

Keeping the theme of the bedroom, in this second phase, exhibit a large poster (or an enlarged laminated color photocopy) of Magritte's *Valeurs Personnelles* on the classroom wall. Magritte is a Belgian

surrealist painter. Magritte's art is constantly surprising. Incongruous objects are often juxtaposed. This painting might appear odd to students at first, but this will undoubtedly catch the attention of everyone. While all depicted objects are realistic and recognizable, their proportions are not respected. For example, a huge comb is standing on a reduced-size bed and a very large wine glass stands in the middle of the room on a small carpet.

Hand out a photocopy (color preferably) of the painting to each student. In class, under the teacher's guidance, students neatly label every piece of furniture and object depicted on the painting. Here is a list of words that can be introduced.

#### **Valeurs Personnelles de Magritte**

<i>l'allumette</i>	<i>le tapis</i>
<i>le peigne</i>	<i>le verre à pied</i>
<i>le nuage</i>	<i>l'armoire</i>
<i>le ciel</i>	<i>le blaireau</i>
<i>le mur</i>	<i>le savon</i>
<i>le pied de lit</i>	<i>le miroir</i>
<i>le plancher</i>	<i>le rideau</i>
<i>la couverture</i>	<i>l'oreiller</i>
<i>la tête de lit</i>	<i>le plafond</i>

Now that the basic vocabulary is known, their assignment is to write a description of the painting by Magritte, using the description of Van Gogh's room as a model. The students are expected to use the vocabulary words, prepositions, colors, and adjectives. A good description should not omit any detail, especially the positioning of objects within the room.

Descriptions are then read by their author in class and compared to the original painting. Corrected descriptions can be exhibited on the bulletin board around the copy of Magritte's *Valeurs Personnelles*.

A treasure hunt could take place at this point in the library, as previously done for Van Gogh, to find answers to the following questions:

- En quelle année est né Magritte?*
- Quel était son prénom ?*
- En quelle année est-il mort et quel âge avait-il? Quelle était sa nationalité?*
- Que signifie "surréalisme"?*
- Connaissez-vous d'autres peintres surréalistes?*

After correcting answers, discuss the title in French, and ask students to imagine the person who lives in this room. Guide students to discover that one possible interpretation of this unrealistic proportion of objects in Magritte's bedroom is that the size of each item is proportioned to the importance each object has for the person

who lives there. In this way, the person, most probably a man because of the shaving brush, cares about his hygiene (the soap) and personal care (the comb). He might also like drinking wine (the glass) and smoking (the match). He likes comfort (the Persian carpets, the wardrobe) and likes things to be neat and tidy (the made bed). He is also prone to dreaming (the clouds on the walls). This is only one possible explanation, and students will come up with their own ideas and impressions. All this should be done in French and could be prompted by such questions as:

- Qu'est-ce qui est important pour la personne qui habite cette chambre?*
- Est-ce un homme ou une femme?*
- Quels sont les objets les plus grands?*
- Quels sont les plus petits?*
- Faites une liste des objets par ordre de grandeur, du plus grand au plus petit. (Si nécessaire, mesurez les objets sur le poster de la classe.)*
- Pourquoi est-ce que les murs représentent un ciel bleu avec des nuages?*
- Aimeriez-vous vivre dans cette chambre? Pourquoi? Pourquoi pas?*

After this activity, tell students they will be quizzed on the vocabulary related to bedrooms during the following class. I usually make photocopies of one of the two paintings studied so far and ask the students to label as many objects as they can. This quiz is part of the overall assessment of this unit, as explained below.

#### **Stage Three: Magritte's concept of disproportion**

Using Magritte's approach to representing reality by freely adapting the size of objects to their relative importance to a person, students are assigned the following exercise: they are to draw their own bedroom in a realistic manner, while exaggerating the size of objects, showing what is important to them. The drawings will be made on quality paper, all objects will be labeled in French, and the title of the drawing will be *Mes Valeurs personnelles*. Some of my students sign their work with their first name followed by the last name Magritte, so we have drawings by Ashley Magritte, Andrew Magritte, Kristen Magritte, etc.

Once again, the variety of the outcome is wonderful, and students are able to express very personal likes, dislikes, and feelings. The students are asked to present their drawings to the class, explaining in French

what is important to them (the labeled objects will ease this process). This gives students a chance to express something very personal, which is always a favorite exercise, even though it is in French.

The final assignment is for the students to describe the drawing of their bedroom in writing, reusing previous vocabulary and descriptions. The corrected descriptions will be paired with their respective drawings, and these masterpieces will be proudly exhibited on the bulletin board, in the vicinity of Magritte's own painting.

At the end of this three-fold activity, students have gained a good knowledge of two famous paintings. They have mastered vocabulary, prepositions, colors, adjectives. They also have produced artwork as a response to a description in French and have written descriptions in French. They have done some research with a partner, and they have expressed themselves in front of the class. As the crowning of this whole unit, the walls of your classroom exhibit colorful and interesting art works by your proud students.

This activity can be assessed in its different parts as follows:

#### **Drawing of the mysterious bedroom (Van Gogh's Bedroom at Arles):**

Accuracy of drawing from description	10 points
Accurate labeling of objects in French	5 points
Artistic quality of drawing or effort	5 points
Research on Van Gogh	5 points
<b>Magritte's painting Valeurs Personnelles:</b>	
Description of bedroom in French	15 points
Participation in discussion on personality of owner	5 points
Research on Magritte	5 points
Quiz on bedroom vocabulary based on copies of paintings	10 points
<b>Student's own bedroom:</b>	
Accurate labeling of objects	5 points
Adaptation of Magritte's style using disproportion	10 points
Presentation to the class in French	10 points
Written description of student's own bedroom	15 points
<b>Total</b>	<b>100 points</b>

Armelle Le Bohec-Webster  
Waverly High School  
Pasadena, California

## Application deadline: Tuesday, February 15, 2000

### Université de Montréal

The *Université de Montréal* is offering one summer scholarship in 2000 to an AATF member to attend one of its three-week programs. The scholarship will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students.

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

The scholarship recipient may choose one of two sessions, July 3-21 or July 24-August 11: The intensive courses available during the first session (July 3-21) include: *Communication orale, Communication écrite* or *Atelier d'enseignement du français*. The second session (July 24-Aug. 11) includes: *Communication orale* or *Culture québécoise contemporaine*. Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipient and the summer school coordinators.

For further information on the program at the *Université de Montréal*, candidates are invited to contact the program director: **Serge Bienvenu**, *Université de Montréal, Faculté de l'éducation permanente, École de Français, C.P. 6128, succursale A, Montréal, Québec H3C 3J7*; Tel: (514) 343-6990; FAX: (514) 343-5984.

### Quebec Government Scholarships

The Quebec government is offering four scholarships for the summer of 2000, two for teachers of French and two for students of French. Student applicants must be 18 years of age on or before July 1, 2000.

Scholarship recipients can register at the institution of their choice in Quebec among those which offer summer immersion programs in French. These include the members of the *Association Québécoise des Écoles de Français* [<http://www.emphase.com/aeqi/>] (*Université de Montréal, Collège Saint-Charles-Garnier à Québec, Collège de Bois-de-Boulogne, Collège de Jonquière, CEGEP de Trois-Rivières, Université du*

*Québec à Chicoutimi, Université Laval, Collège de Rivière-du-Loup, Université du Québec à Trois-Rivières, l'Université McGill* [<http://www.mcgill.ca>], and *l'Université du Québec à Montréal* [[http://www.unites.uqam.ca/ecole\\_de\\_langues/ecole\\_ete/](http://www.unites.uqam.ca/ecole_de_langues/ecole_ete/)].

Most programs are five weeks in length, and the exact dates and program will depend on the institution chosen. The scholarships are worth approximately \$2000 and include tuition, lodging, and meals for the duration of the program. Transportation and insurance are not included.

### AATF Scholarships to Switzerland and Belgium

The Swiss and Belgian governments are each offering two summer scholarships for AATF members at the secondary and college levels. Recipients will attend a three-week session on language and culture in July 2000 at the University of Geneva or the University of Liège. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients will have to (1) prepare a cultural unit on the country of their stay to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2001 AATF conference in Denver.

### Eligibility

Applicants for all of the scholarships must be American citizens whose first language is not French. The recipients must hold a teaching position in French during 1999-2000. Preference will be given to members who have been in good standing since January 1, 1997. Student applicants must be recommended by an AATF member teacher/professor or be AATF student members in good standing.

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 (1995-1999) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2000-2001, and recipients of the Belgian and Swiss scholarships must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Denver, as indicated above.

### Selection Process

The applications will be reviewed by a national committee and the decision will be

announced by March 15, 2000. A number of factors will be weighed in the selection process:

- clarity and specificity of the candidate's statement;
- reasons for applying and level of French as evidenced on the cassette tape (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
- teaching assignment (number of French classes and number of students impacted) or program of study (student applicant);
- evidence of professional commitment;
- future career plans in education;
- need for an immersion experience in a Francophone country;
- letters of recommendation;

### Application

Application forms are available from your local Chapter President, on the AATF Web site [<http://aatf.utsa.edu/>], or can be requested from National Headquarters. Forms can be duplicated.

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, AATF Executive Director. (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, detailed 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, cassette, and postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**. If applying for more than one scholarship, separate sets of application materials must be submitted for each country.
- 5) The application must be **postmarked by February 15, 2000**, to be considered for the scholarship.

# AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order should accompany 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/>]. Please allow 4-6 weeks for delivery.

## REPORTS OF THE AATF FLES\* COMMISSION

1. **NEW!** *The FLES\* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
2. *Attracting French FLES\* Students.* Gladys Lipton, Editor, 1996. \$9.00.
3. *Reaching All FLES\* Students.* Gladys Lipton, Editor, 1995. \$9.00
4. *FLES\* Methodology I.* Gladys Lipton, Editor, 1994, \$9.00.
5. *Expanding FLES\* Horizons.* Gladys Lipton, Editor, 1993. \$9.00.
6. *Evaluating FLES\* Programs.* Gladys Lipton, Editor, 1992, \$9.00.
7. *Implementing FLES\* Programs.* Gladys Lipton, Editor. 1991. \$8.00,
8. *Innovations in FLES\* Programs.* Gladys Lipton, Editor. 1990. \$8.00.
9. *The People Factor in FLES\* Programs.* Gladys Lipton, Editor. 1989. \$8.00.
10. *So You Want to Have a FLES\* Program!* Gladys Lipton, Editor. 1988. \$7.50.

## PROMOTION OF FRENCH

*Video : Open Your World With French/ Le français m'ouvre le monde* (10 min.) encourages students to study French. \$15.00 (members)/\$18.00 (nonmembers)

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

**NEW!** *Video: Allons en France* (10 min.) Story of the 11 student-winners who spent two weeks in France during the *Coupe du Monde*. \$12.00

*T-shirt: Le français m'ouvre le monde*, navy with world map and areas where French is an official language highlighted, areas listed in French on the back. Specify size (L, XL, XXL). \$18.00 (\$19 for XXL).

*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 (nonmembers).

*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 (nonmembers).

## PROMOTIONAL FLYERS (sample copy available on request)

**NEW!** *Why Learn French?* Highlights business and career reasons to study French; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

*Top 10 Reasons to Learn French*; \$5/hundred for postage & handling (while supplies last).

*French is More Than ...*; \$7.50/hundred for postage & 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\*?* \$5.00/hundred for postage & handling (while supplies last).

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

## TEACHING VIDEOS

**NEW!** *Reflets français*, a 40-min. video by Bernard Petit featuring the songs of Eric Vincent and the sights of Paris, includes study guide. \$40 (members)/\$45 (nonmembers).

*À Poitiers entre mai et octobre*, a 23-min. video accompanied by a pedagogical guide. Filmed in France. \$25.00 (members)/\$30.00 (nonmembers).

## 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. Specify (1) Busts of Washington and Lafayette with AATF; (2) French hexa-gon, with "American Association of Teachers of French" around perimeter.

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

## MISCELLANY

*T-shirt: Le français en Amérique du Nord*, burgundy shirt, promoting Montreal. Please specify size (XL and XXL only). SPECIAL OFFER \$10.00; 2 for \$15.00. (while supplies last; only a few are left)

*T-shirt: Le français au cœur de l'Amérique*, royal blue shirt, promoting St. Louis. Please specify size (L, XL, XXL). \$10.00; 2 for \$15.00. (while supplies last; only a few are left)

*AATF Certificate of Merit*. Each 15 cents.

*Tout Paris*. Full-color illustrated guide to Paris. 128 pp. \$15.00

*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*. \$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/\$1.00.

*L'Année en français: Un Calendrier perpétuel*. 1994. A project of the AATF FLES\* Commission. 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.

**NEW!** *Color Notecards*: 12 notecards with envelopes featuring 6 different color designs from winners of the 1999 FLES\* Poster Contest; blank inside. \$10.00.

*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 (old version also available, 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 marbled pen. Each \$8.00 (discounts for quantities).

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

**NEW!** *AATF Tote bag: Le français au cœur de l'Amérique.* Black nylon with handles. \$10.00 (while supplies last).

To obtain any of these materials send your check or school purchase order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Prices valid through 6/30/00.

## PARIS 2000

Join us for the  
73<sup>rd</sup> AATF Convention in Paris  
**July 17-20**  
as we join forces with the  
*Fédération Internationale des  
Professeurs de Français.*

## NEW! AATF PROMOTIONAL FLYER



### Why Learn French?

Attractive blue/green flyer highlights business and career reasons for studying French.

- ◆ French means Business!
- ◆ French means Jobs!
- ◆ French means World Travel!
- ◆ French means Global Communication
- ◆ *Le français, c'est pratique!*

These flyers are available in quantity for 10 cents/copy or \$10.00 per hundred. The cost of producing and mailing these flyers to our members who request them is partially subsidized by the AATF. Larger orders 20 cents/copy. A complimentary sample copy is available upon request.

\_\_\_\_\_ Why Learn French flyers x 10 cents each = Total amount for flyers \_\_\_\_\_

### AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$50 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing on page 20. All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Le Français m'ouvre le monde*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*

\_\_\_\_\_ 25 copies of the *Why French FLES\*?* flyer (optional at no extra cost; check if you would like to receive them)

- 10 *Forward with French* bumper stickers
- one AATF promotional video (Please indicate your choice; select only one.)

\_\_\_\_\_ *Le Français m'ouvre le monde*

\_\_\_\_\_ *Forward with French*

\_\_\_\_\_ *Allons en France*

- one AATF guide or FLES\* report (Please indicate your choice; select only one.)

\_\_\_\_\_ *Guide to Support from Embassies*

\_\_\_\_\_ *Travel Guide*

\_\_\_\_\_ FLES\* report (See page 20 for descriptions and titles; specify by year.)

- promotional items (Select only one.)

\_\_\_\_\_ 25 *Le Français en Amérique du Nord* notepads

\_\_\_\_\_ 25 *Forward with French* Bic pens

**Total (\$50 per kit):** \_\_\_\_\_

This entire kit is available for \$50 (postpaid). This represents a 15% savings over ordering the items individually. Payment accepted by check or school purchase order.

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Mail this form to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510;  
Fax: (618) 453-5733.

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

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

City, State, Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Home \_\_\_\_\_ Work \_\_\_\_\_

# MOTS CHASSÉS:

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Batterie d'exercices sur l'article "La Vie des mots" paru dans la *French Review* de décembre 1998, Vol. 72:2.

(1) Cherchez l'erreur. Un élément lexical est erroné. Trouvez-le et remplacez-le par le mot juste (argotique ou non).

- (a) Les méchants paparazzi sont de vraies souris.
- (b) Ce Maghrébin s'est fait traiter de Bamboula.
- (c) Le voleur s'est fait arrêter par un meuf.
- (d) Cette mort a fait l'ouverture de tous les magazines.
- (e) Je me suis fait glander mon sac.
- (f) On parle francé dans les banlieus.
- (g) Tant de malheur lui a fait péter les plombes.
- (h) Il y a tellement de ventilo ici qu'on ne peut se tenir debout.
- (i) Rachid est un jeune beurre.
- (j) J'ai du mal à gagner de l'avoine.

(2) Réécrivez en langue familière le texte suivant (en remplaçant les éléments soulignés).

- (a) J'en ai assez de me battre pour trouver un travail.
- (b) Ma vie est toute tranquille.
- (c) Tu es très chic avec ce tailleur Yves Saint-Laurent.
- (d) Ce professeur n'explique pas clairement; tous les élèves sont perdus.
- (e) Vous pourrez beaucoup gagner ou beaucoup perdre en jouant à la Bourse.
- (f) Un type qui a beaucoup d'argent s'achète souvent une belle voiture.
- (g) Où est-ce que tu habites?
- (h) J'ai été trompée par ce vendeur de voitures.
- (i) Les bourgeois vivent généralement dans de grandes maisons.
- (j) "Arrêtez de vous renvoyer les responsabilités."
- (k) J'ai traîné toute la matinée à ne rien faire.
- (l) Attention à ne pas vous faire voler votre sac.
- (m) Ce film était si ennuyeux que nous avons dormi presque tout le temps.
- (n) Les films d'Hitchcock me faisaient généralement peur.

Le corrigé de ces exercices se trouve à la page 30 de ce numéro du *National Bulletin*. Le corrigé des "Mots chassés" du *National Bulletin* d'avril 1999 se trouve également à la page 30.

Colette Dio  
Nancy, France

## DIABOLO MENTHE / PEPPERMINT SODA

One film which has been somewhat overlooked, but which lends itself well to classroom viewing, is Diane Kurys' *Diabolo Menthe*. Released in 1977, and winner of the *Prix Louis Delluc* as France's best film of the year, *Diabolo Menthe* (English title *Peppermint Soda*) follows the lives of teenage sisters Anne and Frédérique Weber through an entire school year, from *la rentrée* in 1962 to the beginning of *les vacances* in 1963. Although nothing particularly tragic or earth-shattering happens to them during this period, the appeal of the film lies precisely in director Kurys' ability to show the drama of everyday life as the sisters struggle with the problems of school, family, friends, and boys as well as their own physical and emotional changes.

The parents of Anne and Frédérique are separated, in the process of divorcing, and the girls vacation with their father, who lives in Deauville. The rest of the year is spent in Paris with their mother, a very energetic and attractive woman, who has both a boyfriend and a job. Fifteen-year-old Frédérique is in *quatrième* and attends the *Lycée Jules-Ferry* where Anne, 13, will be a student for the first time. These were the days before the *collège* became the rule, when pupils went directly from elementary to high school, when *sixième* marked the first year of *lycée*, when education was not yet universally *mixte*.

In spite of this ordinary-sounding plot, *Diabolo Menthe* is anything but simplistic. Perhaps because she herself was 13 in 1962, and also attended the *Lycée Jules-Ferry*, Kurys as both writer and director has been able to infuse her film with insight and sensitivity, which definitely bring credibility to this semi-autobiographical story set almost four decades ago. Even the fashions seem to have stood the test of time, and the overriding themes of divorce, sibling rivalry, and the challenges of the teen years have given Kurys' work an aura of timelessness, making it quite relevant to the lives of young people today.

Nevertheless, it is very important that we as teachers make sure that our students realize that the school structure as depicted in *Diabolo Menthe* is in no way an accurate picture of the French educational system of today. Since the upheaval of the events of *mai 68*—strikes by university students which spread to the general working populace throughout France and which lasted several weeks—there have been many social reforms in an attempt to allow for more individual freedoms and more freedom of expression. The public educational system was not the least of those institutions affected by *mai 68*. Over the last thirty years public (and to a lesser extent private)

education in France has undergone many changes, and this evolutionary trend continues even today. The most current move has been toward the standardization of education throughout Europe, a move which reflects the growing sense of a common European identity and the efforts to further unify the members of the European Community.

It is for this reason that I have included two bibliographies at the end of this article. The first (Reference Bibliography) contains the sources which I used in creating classroom materials to accompany *Diabolo Menthe*, materials which I will discuss shortly. Since I developed my materials in 1997, a number of the books which I used for reference have come out in later editions, and some are out of print, although the latter should be available through interlibrary loan. The second (Updated Bibliography/Suggested Reading) provides more current sources. The updated list is far from being complete, but at least it should provide some background information for us as teachers—and for more advanced students—who would like to delve more deeply into the changes which have taken place in the French educational system over the past three decades, and who would like to learn more about Diane Kurys and her work.

Therefore, once students understand that there are no longer separate schools for girls and boys, that French public education has changed greatly over the years, and that Kurys' film represents a picture of schooling as she herself perceived it nearly forty years ago, I feel that her film lends itself well to today's classroom. *Diabolo Menthe* seems to be an especially good choice for viewing in intermediate to advanced classes, for the situations faced by Anne and Frédérique—divorce, puberty, sibling rivalry, problems at home and at school—are easily identifiable and seem to encourage discussion among students. Even so, with appropriate guided activities and worksheets, the film should be suitable for all levels. Shot on location in Paris (with a few scenes of Deauville and the French countryside), it provides a great look at the workings of the *Lycée Jules-Ferry* which still exists today, although in coed form. The director has in fact used the school as a unifying element for the action. The ringing bells and the images of the *lycéennes* rushing up and down the staircase so as not to be late to class are repeated over and over again, constantly bringing the viewer—and Anne and Frédérique—back to reality. School is an important part of their lives. Their friends are there, and their performance there is a direct reflection of what is going on in their private lives.

I showed *Diabolo Menthe* to third semester college-level students with very good results, and thus I would like to share some of the activities which I used to supplement the viewing of this film. As time is restricted by my course syllabus (three days' total for a feature film and only one film each semester), I like to give my classes several pages of handouts in advance. It is very difficult to find a feature film which one can show in two fifty-minute class periods, thus leaving the third day free for class discussion. With a running time of just 97 minutes, *Diabolo Menthe* fits well into this restricted time format. On the first page of the handouts I create for any feature film, I always include a review of the film, and in this case I added a biographical sketch of Diane Kurys, since her work is perhaps less well-known. *The Movie Guide* is a good source for reviews, which are usually not detailed enough to destroy the suspense or the ending of a film but which help students familiarize themselves in advance with the characters and the plot. Reviews can be shortened to fit the needs of a class, and it is certainly possible to write one's own brief sketch of a film. (Here I would like to add that for *Diabolo Menthe*, I created a total of five pages of handouts, although this figure is arbitrary. I create handouts in order to acquaint my students with facts and details which I would never have time to mention in class. In addition, question sheets provide grammar and vocabulary support, which in turn stimulate and guide discussion, making film-viewing a more active experience.)

On the second page of my handouts, I always have a list of characters and the names of the actors and actresses who played these roles. Below, there is another list, grouping secondary characters according to their function in the film: i.e., *les amis de Frédérique*, *les amis d'Anne*, *d'autres personnages*. These lists serve to eliminate confusion and the misspelling of names in compositions. Although in *Diabolo Menthe* the identity of the sisters and their parents is obvious, that of some of the important secondary characters may be less so. To save time, I provide a brief description of each person on the list, but it is also possible to create a class or group activity by giving students the names and having them come up with their own identifications. This activity would be quite suitable for classes who are just learning family relationships and physical descriptions. At the bottom of this page, the heading *Lieux* identifies the various locations where scenes take place in the film.

In the case of *Diabolo Menthe*, the third and fourth pages of my handouts are devoted to questions which will form the basis for our class discussion, and Kurys'

film seems to lend itself to four major divisions: *la famille*, *le lycée*, *les amis*, and *questions générales*. These groupings are merely suggestions, for there are so many underlying themes that each person who views the film will probably come up with his or her own ideas. There is in fact so much to discuss that I limited myself to five questions for each section.

**I. La famille:** *Que pensez-vous d'Anne? Est-ce qu'elle est sympathique? Trouvez quelques adjectifs pour la décrire. 2) Et Frédérique? Comment est-elle? 3) Pensez-vous que Mme Weber est une bonne mère? Quels sont ses rapports [her relationship] avec ses filles? Est-elle sévère avec ses enfants? 4) Après avoir demandé à Frédérique de déchirer les lettres de Marc, pourquoi est-ce que Mme Weber la laisse partir avec lui pendant les vacances de Pâques? 5) Quels sont les rapports entre Frédérique et Anne et leur père? Elles ont l'air d'être heureuses quand elles sont en vacances avec lui à Deauville et à l'Alpe d'Huez. Pourquoi donc est-ce qu'elles se sentent gênées [awkward, uncomfortable] en présence de leur père quand il les emmène au restaurant à Paris?*

My goal here is to summarize the family dynamic. Anne is decidedly likable, but she is also a little sneak, and at times a boldfaced liar. In truth, she is troubled over her parents' divorce. Although she detests Philippe, her mother's boyfriend, she tries to impress her friends by showing them a photo of him with her mother and pretending that they are her parents, preferring the more dashing Philippe to her older, balding father—at least in picture form. Anne's grades are poor, and she suffers from her slowness in maturing physically as well as from her mother's refusal to let her wear panty hose or take the bus to school—things older girls do. Frédérique appears more stable, but she has begun to discover boys—and politics—and her mother's somewhat mercurial behavior works at times in her favor, at times not. Mme Weber offers yet another interesting study, as she seems to care genuinely about her daughters but is often not at home. Then there is the phenomenon of big sister versus little sister, even though, in times of crisis, the bonds between the two are very strong. Finally, the relationship with their father is rather curious, and Anne knows how to use this situation to her advantage.

**II. Le lycée:** *1) Qu'est-ce que vous pensez du lycée? Des cours? Des profs? Des élèves? Est-ce qu'elles sont disciplinées/difficiles? 2) Qu'est-ce que vous pensez de la qualité de l'enseignement au Lycée Jules-Ferry? 3) Pourquoi est-ce que la politique est interdite au lycée? 4)*

*Quelles différences avez-vous notées entre votre lycée et le Lycée Jules-Ferry? 5) Est-ce que l'enseignement non-mixte [non-coed] est une bonne chose? Quels sont les avantages/les inconvénients de ce système?*

In spite of its serious themes, the film has many humorous moments, and the scenes shot at the *lycée* are some of the most amusing. The viewer sees the girls in class, in the halls, at lunch, in the school yard during *récréation*. For this reason, as mentioned above, *Diabolo Menthe* could be used to teach students about the French school system—the way it used to be. Much has changed since 1962, but the division of classes, the grading system, and the administrative hierarchy still bear traces of the older systems. One idea is to present factual information first, from sources such as *Le Nouveau Guide France* (or from other sources such as those listed in my Updated Bibliography/Suggested Reading section). Among these is the very helpful *Tableaux culturels de la France*. This book has some very thought-provoking questions about the way French education has evolved over the years—and continues to evolve not only structurally but also with regard to the manner in which a student's emotional and psychological development is viewed, and valued. The *Teacher's Guide* designed to accompany *Tableaux* has several interesting ideas for activities which could be used

in conjunction with showing *Diabolo Menthe*—ideas such as inviting a French person to come and speak to a class about his or her school experience. Another idea is to have students compare their own schooling to that of a young French person of comparable age. I realize that having a French visitor might not always be feasible, for a number of reasons, but I do believe that the enthusiasm with which my students received this film was due, at least in part, to their being able to identify with the fact of, quite simply, being in school. The high school experience is very fresh in the minds of students, even those of college age, and *Diabolo Menthe's* sometimes “unusual” teachers and overexuberant girls seem to encourage students to comment on a subject about which they obviously have opinions, and firsthand knowledge.

**III. Les amis:** *1) Comment sont les amies d'Anne, Sylvie et Martine? 2) Frédérique et Perrine sont amies depuis longtemps. Pourquoi est-ce qu'elles se sont fâchées? 3) Pourquoi est-ce que Frédérique et Pascale deviennent amies? Est-ce que vous avez laissé tomber [dropped] des amis quand vous étiez au lycée? Pourquoi? 4) Pourquoi Muriel a-t-elle fait une fugue? Décrivez sa situation familiale. 5) Pourquoi Muriel a-t-elle fait une scène dans la cour du lycée?*

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As might be expected, each sister has her own set of friends, and Kurys has cleverly used these groupings to show the pleasant and the painful side of friendship. Anne's friends provide comic relief, from Martine who dances on top of a desk during class—one of the funniest scenes in the film—to little blonde, braided Sylvie who expounds with great authority on everything, especially boys and sex, about which she is humorously misinformed. By contrast, Frédérique goes through a crisis, losing the friendship of Perrine, to whom she had long been close (since grade school perhaps). They fight over Frédérique's newfound passion for politics, which is of no interest whatsoever to Perrine. Frédérique also loses Muriel, a new girl who comes from a single-parent household. Obviously troubled by her mother's suicide the year before, Muriel runs away with her boyfriend during spring break. Her return to *Jules-Ferry* is short-lived, and the very amusing scene which leads to her expulsion underlines once again Kurys' skill as a filmmaker, showing both the comic and the serious side of life. Muriel was not happy at school, but the total insensitivity of the headmistress makes it easy for her to make the choice of getting herself expelled. These losses, however, cause Frédérique to become closer to Anne. Previously, Anne had been excluded from her sister's circle of friends. "*Va-t'en, ce n'est pas de ton âge!*" had been a familiar refrain, but now we see the older girl sitting and talking with Anne, Martine, and Sylvie during *récréation*. And, ironically, it is politics which brings together Frédérique and Pascale, who become new best friends. In a history class, Pascale recounts having been an eye-witness to *Charonne*, a 1962 protest against the war in Algeria which turned to bloodshed. This long scene, perhaps the most touching in the film, can be used to acquaint students, if only briefly, with the Algerian War, an episode in French history which is still on people's minds today.

**IV. Questions générales:** 1) *Pourquoi est-ce que M. Cazau a embrassé Frédérique?* 2) *Frédérique a réussi le rôle*

*de Trissotin dans Les Femmes savantes de Molière, mais elle est triste après. Pourquoi?* 3) *Pourquoi est-ce que M. Weber est vite parti à la fin de la pièce, sans rien dire à Frédérique, sans la féliciter?* 4) *On ne voit jamais M. et Mme Weber ensemble. Pourquoi? À votre avis, est-ce que la situation de Frédérique et sa sœur est typique des enfants dont les parents sont divorcés? Pourquoi? Pourquoi pas?* 5) *Faites une critique du film. L'avez-vous aimé? Est-ce que vous pensez que le film ait vécu [is not dated]? Est-ce que vous pensez qu'aujourd'hui les jeunes de 13 à 15 ans aient les mêmes types de soucis [worries] et les mêmes intérêts qu'Anne et*

the answers prepared by groups. If time is limited, questions can certainly be skipped, or each group can work on a particular set of questions and share their answers with the rest of the class. Another idea is to have each group use the questions in a section to prepare a summary of the section. For instance, from *La famille* one could create a portrait of the Weber family, their relationships and their problems. The main idea is to get the students thinking and talking about the film.

To facilitate the discussion and any writing the students do in and outside of class, I always give them a final page with *Vocabulaire utile* and *Notes culturelles*. The vocabulary list, with English definitions, is related specifically to the film—words such as *le bulletin scolaire*, (*Madame*) *le censeur*, *la colle*, *se faire renvoyer* for *Diabolo Menthe*. As my students have a text with long lists of general vocabulary, I try to give them words which they cannot find in their text or in a dictionary, including slang expressions and words which have a particular cultural use within the context of the film. A good example of the latter would be *Madame le censeur*—a new word as well as an expression which uses the feminine form of address with a noun which is always masculine. I try to limit the *Vocabulaire utile* to ten words, but, once again, this figure is arbitrary. This list is designed to be exactly what it says it is—useful. If a particular film merits a longer list, it should definitely have one. (The idea of a *Vocabulaire utile* was given to me by a colleague who found that longer lists often discouraged students from learning the new words. Another colleague has students, either individually or in groups, create

their own short vocabulary lists which are then shared with the whole class.)

The *Notes culturelles* are brief definitions of people, places, or events mentioned in the film—things I would like my students to know, or at least recognize later on, but which I may not have time to mention in class. In this instance, among other things, I listed Molière and *Les Femmes savantes*, since this was the play presented at the end-of-the-school-year *fête*, and in which Frédérique and Pascale both had starring roles. Finally, I found a detailed Paris street map which showed the *Lycée Jules-*



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*Frédérique?*

This final section is designed to cover the end of the film, wrap up any loose ends and give students a chance to start thinking about the 250-word composition which will complete the work on *Diabolo Menthe*. These multiple-part questions may seem long, but they are geared to provide vocabulary support, hopefully making them easier to answer. Also, they may suggest ideas which can be explored in the composition. Advanced students should have no difficulty with the discussion, but for lower levels, the class can be divided up and

Ferry still located on the corner of the *boulevard de Clichy* and the *rue de Douai*, not far from the *Moulin Rouge* and the *place Pigalle*, names which students recognize. I made enlarged copies of this section of the city and gave a map to each student.

The composition itself can be a movie review or a commentary on some aspect of the film. It was these compositions which made me realize how well my students related to *Diabolo Menthe*. Many wrote about growing up with divorced parents, about vacations spent with one parent or another, about a mother or a father being absent a lot because of work, about the inability to accept the person a parent was dating, and one student commented that her home life was so similar to that of Anne and Frédérique that she could still hear her older sister saying: "*Va-t'en, ce n'est pas de ton âge!*" A number enjoyed comparing *Jules-Ferry* to their own high school and found that they had been better off than they thought—at least their teachers were more *sympa!*

When I first watched *Diabolo Menthe* with the idea of showing it to my class, I was a bit bothered by the rather episodic nature, for scenes can be short and the action subtle (which did not bother my more media-oriented students at all). However, something drew me back, and some twenty viewings later, I am still charmed by this film. The above questions and ideas represent just one approach, and for lower level classes, one can certainly create more simple activities—true-false, matching, cloze passages, for instance. Also, the theme song at the end, written and sung by Yves Simon, could be used for a class activity, as the words are easy to transcribe and sum up nicely the year spent with Anne, her friends and family. She may have matured physically, but she still hasn't found a boyfriend—who exists only in her dreams—and Anne never gets to taste the *diabolo menthe* she orders in a *café*, a drink she associates with growing up.

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# L'ACCUEIL ACADIEN S'ÉTEND À TRAVERS TOUTE LA FRANCOPHONIE!

M. Chirac nous a rappelé, «Être jeune, c'est questionner le sens de la vie»!

Comme le thème de la VIII<sup>e</sup> Sommet de la Francophonie a été «la jeunesse», je tiens à dédier cet article et cette expérience inouïe à la mémoire de Clarence Culver, le *Super-intendant de Niles Public School à Niles, Illinois* qui a eu le rêve et le courage d'embaucher un professeur de français à une époque où cela ne se faisait pas! En tant qu'élève de 8 ans, moi, j'ai pu bénéficier de cette introduction passionnante à la langue française avec laquelle j'ai plus tard fait ma carrière. C'est un bel exemple de ce que nous souhaitons réaliser dans nos écoles en Amérique: créer une expérience valable dans une autre langue pour les petits enfants afin d'influencer leur façon d'être francophone. «Mister» Culver aurait adoré ce Sommet car lui, aussi, croyait en les droits et en la liberté d'expression. Sans le savoir, il m'a donné l'occasion d'évoquer le désir de recréer leurs vies dans une autre langue à mes élèves. Et nous, les professeurs de l'AATF qui n'arrêtons pas de manifester pour la protection des droits et avec ce, des études de la langue française, nous restons solidaires avec ceux qui croient en un tel Sommet de la Francophonie.

Nous, les professeurs, vivons avec ce défi tous les jours lorsque nous emmenons nos élèves vers de nouvelles façons de s'exprimer et de nouveaux points de vue à explorer et/ou adopter. Faire sienne la culture et la langue de quelqu'un d'autre ne semble pas évident, mais si vous avez pénétré le cœur et l'âme des étrangers, vous avez déjà un grand secret à partager avec vos jeunes. Car, nous avons tous questionné le sens de la vie avec d'autres mots, sur le goût d'autres épices, et sur d'autres rythmes. Ainsi, nous sommes comme les jeunes dont parlait M. Chirac lorsqu'il a ouvert le VIII<sup>e</sup> Sommet de la Francophonie à Moncton au Nouveau-Brunswick dans notre Amérique du Nord aux côtés des Premier Ministre Jean Chrétien, Bernard Lord, Lucien Bouchard, des 52 chefs d'état avec leurs délégations francophones, et du peuple solidaire acadien.

Les invités d'honneur—les porteurs du flambeau de la démocratie si chère au Secrétaire général de la Francophonie Boutros Boutros-Ghali—étaient évidemment les jeunes! Les jeunes comme Josée et Roxanne qui ont exprimé leurs inquiétudes et leurs rêves devant toute la Francophonie lors de la cérémonie d'ouverture aussi bien que les jeunes qui travaillaient sur les ondes de Radio Jeunesse 99, les finalistes des Olympiades

universitaires et les jeunes qui nous sont inconnus qui, hélas, sont restés chez eux dans leurs pays sans savoir qu'un tel sommet se déroulait dans un bel coin comme l'Acadie pas loin de chez nous!

Dans les 52 pays représentés à Moncton, la langue française connaît un statut de langue de la minorité—à part en France bien entendu—mais pour ces quelques jours, elle vivait en majorité. Elle se fêtait!

M. Jean Chrétien nous rappelle, «Vivre en français en Amérique ne va pas de soi... Pour vivre en français, il faut le vouloir»! Le Sommet de Hanoï en 1997 voulait relancer la présence du français dans les organisations internationales surtout dans l'Union européenne qui «constitue un enjeu essentiel pour la place de notre langue, par une offre dynamique de formation».

M. Boutros Boutros-Ghali répète, «la Francophonie est d'abord là pour faire ce que d'autres ne feront jamais à sa place! ... Elle est là pour promouvoir le respect de la diversité culturelle et linguistique ... La Francophonie est une autre manière de vivre l'universel...Ce courage, cette détermination, cette audace sont déjà ancrés dans le cœur de tous les jeunes de l'espace francophone. Vous les avez entendus! Ils sont prêts! Ils comptent sur la Francophonie! Et la Francophonie se doit, désormais, de compter avec eux»!

M. Bernard Lord a insisté, «Pendant les prochains jours, la jeunesse francophone du monde entier aura les yeux tournés vers nous. Notre tâche est de l'écouter, la comprendre et d'agir».

C'était au Monument Lefebvre de Memramcook (premier établissement francophone conférant des diplômes universitaires dans les Maritimes) que M. Chirac a reçu deux doctorats *honoris causa* devant les citoyens acadiens dont une centaine d'élèves fiers de 10 et 12 ans chargés de déployer farouchement leurs drapeaux acadiens pour saluer leur invité, d'honneur. Enthousiastes ils m'ont dit, «C'est le Président de la France. Il va voir qu'on parle français ici! Je me suis réveillé très tôt pour le voir. Mon job, c'est de lui montrer mon drapeau. Ah, on ne parle pas français à Chicago? Pourquoi pas?» «Il est évident que ces jeunes connaissent et respectent la survie de leur culture sans rompre jamais, en un mot: de faire face ...» a dit M. Chirac.

Madame Antonine Maillet, la voix de son peuple nous l'explique, «Tenir le Sommet ici est énorme comme reconnaissance du peuple acadien. L'Acadie est un peuple; ce n'est pas un pays...On est heureux de pouvoir dire qu'on a survécu par la force même de notre âme...C'est celle de

l'affirmation de soi-même—et tout cela en français. Pas seulement notre langue—notre façon de parler la langue, notre intonation, notre style, nos images, notre humour, notre manière d'être».

Après la cérémonie à Memramcook, j'ai serré la main à M. Chirac dans une bousculade émouvante. Je lui ai dit, «Bonjour de Chicago et des États-Unis où nous voulons parler français aussi! Merci pour toute l'aide que vous nous accordez aux écoles et aux programmes francophones». Il m'a souri et avait l'air très étonné par ce que je venais de lui dire. C'était très émouvant.

## La Jeunesse

1999 fut déclarée l'Année de la Jeunesse de la Francophonie. Les jeunes réunis avec M. Boutros Boutros-Ghali à Genève ont présenté les recommandations suivantes à étudier au Sommet de Moncton: conflits armés, éducation, formation et emploi, intégration, développement et solidarité, culture et nouvelles technologies, droits de la personne et vie politique.

Qu'en ont dit quelques jeunes francophones à propos du mandat de la Francophonie? Marie-Claire a dit, «Je suis francophone au pluriel. Ce Sommet m'a renvoyée à mes origines Micmac, à cette richesse, à ces défis. De plus, je me suis remise à demander des services en français ici à Moncton, ce qui m'a étonnée, ce qui m'a émue. Je suis francophone. Je suis autochtone. Je suis plurielle, c'est comme ça». Josée a insisté, «Pour moi, le Québec, la Francophonie et la langue française, c'est une grande marche ... vers le monde». Roxanne explique, «Nous ne voulons pas être la 'relève.' Nous sommes les auteurs du présent. Nos collectivités sont complexes. Elles doivent être reconnues et respectées ainsi».

En voici d'autres buts qui feront l'objet de discussion dans nos classes et dans des échanges sur l'Internet avec des jeunes d'ailleurs: «Être la voix des sans-voix» (Anne-Marie, 24 ans, République Démocratique du Congo); «investir le champ des nouvelles technologies afin que le français devienne un canal international de communication et de transmission des nouveaux savoirs» (Philippe-Arthur, 21 ans, Haïti); et «s'enflammer pour le dialogue et la solidarité des plus pauvres» (Boris, 19 ans, Bulgarie). Sensibiliser nos jeunes, c'est les emmener vers les buts du Sommet et vers les buts des *National Standards*. C'est un engagement individuel et collectif qui devient de plus en plus pluridisciplinaire et urgent.

Au Nouveau Brunswick les jeunes ont



M. Boutros Boutros-Ghali, *Secrétaire général de la francophonie*, et Susan Boldrey au Sommet de la Francophonie.

participé à des projets tels «Jeunes Pages du Canada» et «Le Nouveau-Brunswick vous accueille!» où ils travaillaient au Sommet, «Une École, un pays» où les élèves adoptaient un pays francophone et l'étudiaient, et «Avenir francophone», un concours sur l'impact du Sommet.

### Les premières Olympiades universitaires de la Francophonie

Les premières Olympiades universitaires de la Francophonie ont réuni 957 équipes composées de 3 étudiant(e)s chacune dont les 16 finalistes ont eu l'honneur de présenter leurs projets à Boutros Boutros-Ghali visiblement ému et aux jurys le 1<sup>er</sup> septembre à l'Université de Moncton. Ces jeunes participants—tous doués en informatique—partageaient le désir de créer des réseaux Internet qui puissent rompre les barrières économiques, politiques et culturels qui divisent la Francophonie. Tous sincères et tous des rêveurs, ils ont su mettre la technologie en évidence pour les jeunes ailleurs.

Les Camerounais m'ont parlé de la vie tranquille réussie par les Pygmées en voie de disparition. Des Roumains mettaient l'accent sur la diversité culturelle et le miroir de l'influence de la langue française. Des Libanais cherchaient une base de données informatisée qui servira leur pays pendant une période fragile de sa modernisation. Des Malgaches créent le magnifique palais virtuel, le ROVA, brûlé en 1996, pour la préservation du patrimoine et une Marocaine a mis l'accent sur la nutrition et les maladies des enfants.

### Radio Jeunesse 99

Du 21 août au 7 septembre 1999, 24h/24 Radio Jeunesse 99 regroupait 70 jeunes francophones, âgés de 18 à 30 ans des quatre continents qui faisaient des entrevues et passaient des chansons de la francophonie sur les ondes FM dans un studio à l'Université de Moncton. Conçue et animée par des jeunes, cette chaîne a donné

une voix et une voie à des cris pour la liberté, à des contes, et à des rêves. Il s'agissait «...des préoccupations et problématiques de la jeunesse. Le chômage, l'endettement des étudiants, la santé des jeunes, le suicide, la consommation de drogues, les valeurs et croyances, la musique des jeunes, les barrières qui gênent leur épanouissement dans la société, les espoirs des jeunes...» La musique n'a pas de langue. Ça vient du cœur. Radio Jeunesse nous a rappelé cette innocence trop souvent balayé dans le quotidien. Nos élèves pourraient réaliser de telles émissions soit avec la station de l'école, une station communautaire ou même avec des cassettes qu'ils feraient écouter à d'autres élèves. Vive la Radio Jeunesse!

### «Parlons Francophone»

«Parlons Francophone»! est le projet de génie—soit génial—d'un jeune Français, Patrice Ponza. Patrice, 24 ans, entreprend le tour de la Francophonie en vélo visitant des écoles où il souhaite sensibiliser les enfants à la question de la liberté et à leur culture unique au sein de la Francophonie. Le 26 avril 1999 il a commencé ce voyage en France dans une vingtaine d'écoles. Tous pourront dialoguer grâce à une boîte aux lettres virtuelle [p.ponza@caramail.fr]. Suite à un accident de la route en 1993, Patrice s'est rendu compte qu'il avait quelque chose à donner aux enfants. Comme bagages, il arrive avec son vélo et un petit remorque sur lequel on lit «Tour du monde des écoles francophones», son sourire et des idées qui engageront la jeunesse francophone et leurs professeurs. Parlons francophone! Patrice espère visiter des écoles aux États-Unis, donc invitez-le à partager sa passion pour la Francophonie et pour les jeunes chez vous!

### Au Sommet Parallèle

Au Sommet parallèle, OXFAM-Canada-projet Acadie, Reporters sans frontières, Amnistie Internationale et des groupes pour la protection des droits des enfants et la destruction des mines antipersonnel étaient présents. On nous rappelait qu'il y a des abus des droits humains dans 32 des 52 pays francophones présents au Sommet dont quinze qui violent la liberté de la presse. Le Sommet Parallèle voulait attirer l'attention sur le besoin d'intervention politique et même de l'exclusion possible des pays qui ne respectent pas les droits humains.

Le grand thème de la Croix-Rouge canadienne contre ces mines a été décrit par un enfant bosniaque. C'est «Si tu as survécu à la guerre, tâche de survivre à la paix». Reporters sans frontières nous

rappelle le décret du Sommet de Hanoï qui disait que «La Francophonie devrait être une langue en commun, mais également une culture en partage: celle du respect des droits de l'homme, de la tolérance et de la liberté d'expression».

Les projets du Sommet Parallèle pourront faire le sujet de projets pluridisciplinaires tels des débats, des présentations, des visites, et du *community outreach* avec nos classes. Ils reflètent bien nos mandats aux U.S.A. et les soucis de notre jeunesse actuelle.

### Conclusion

À la clôture de ce Sommet intense, nous nous trouvons face à des défis internationaux et individuels énumérés par la Francophonie: « ... Nous avons écouté les jeunes dans nos pays...Nous réaffirmons que la paix, la démocratie et le développement durable sont non seulement des objectifs interdépendants, mais aussi des valeurs que nous partageons...La Francophonie forme un espace culturel et linguistique...Nous condamnons toutes formes de traitements inhumains et dégradants et lutterons tout particulièrement contre l'exploitation des enfants...La Francophonie est un pont entre les peuples...nous entendons faciliter l'intégration du plus grand nombre de nos pays au système du commerce mondial...Nous mobiliserons les moyens nécessaires aux missions de la Francophonie...» Le prochain Sommet se tiendra à Beyrouth en 2001 et aura pour thème «les cultures».

Deux des chefs d'état ont dû penser à nous, les professeurs de français aux États-Unis lorsqu'ils ont dit: «Je pense que ce qui est important c'est de défendre la diversité des cultures, la diversité des langues, parce que cette diversité appartient au patrimoine de l'humanité» (M. Boutros Boutros-Ghali) et «Notre message est un message de paix, de tolérance. Notre combat est un combat pour l'Homme, sa liberté, sa dignité, son épanouissement. Notre ambition est celle d'une société internationale juste, ouverte, solidaire» (M. Chirac).

Merci à l'Acadie et à la jeunesse francophone!

Susan M.S. Boldrey  
Chicago, IL  
Tel: (708) 246-9180

Je remercie l'AATF, le *Journal Français*, Air Canada, la Province du Nouveau-Brunswick, l'ACSUS, Canadian Club of Chicago, et *member station* WILL (580 am) de *National Public Radio* de leur soutien et de leur enthousiasme pour ce projet.

## AATF SMALL GRANT AWARDS

At the St. Louis Convention, the Executive Council again renewed the AATF Small Grants program for 2000 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds from the chapter to which the applicant belongs must be committed—or less if the Chapter treasury cannot meet the challenge. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 2000**: (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) funds 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 some 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.

Members should remember that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear a relationship to the purposes of the Association, namely the furthering of French studies in North America, and be of potential benefit to other members of the Chapter or to his/her students of French. Under no circumstances will awards be made to carry out strictly personal research or to travel abroad 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), 1998 (Nov. issue), 1999 (elsewhere on this page). However, new types of projects will also be given consideration.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2000 are particularly encouraged.

All requests will be acknowledged and results will be announced by the end of March 2000.

## AATF PUBLICATIONS AVAILABLE

### 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.

### SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several potential benefits to a secondary French program. First, it provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a white cord at graduation, and the right to wear the official emblem/pin of the honor society. Second, the chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. In addition, there is the opportunity for students to experience leadership in serving as officers, directing the initiation ceremony, and/or leading other chapter events.

Information is available from Sharon B. Rapp, National President SHF, 1817 South Boulevard, Conway, AR 72032-6205 [sbrapp@juno.com] or from Stephen Foster, Executive Secretary SHF, Department of Foreign Languages, Old Dominion University, Norfolk, VA 23508 [sfoster@odu.edu].

*L'homme qui sait deux langues en vaut deux!*

### CHECK THE WEB FOR UPDATES ON PARIS

The AATF Web site will have regular updates on activities occurring in Paris at the time of the convention at [<http://aatf.utsa.edu/>]. The preliminary program will be posted and periodically updated as soon as it is available.

### 1999 SMALL GRANT WINNERS

In 1999, \$15,000 in AATF grants were distributed to individual members and chapters; more than \$10,000 of this money was devoted to funding National French Week projects. The following individuals received grants for their projects:

Arizona AATF Chapter to begin a chapter newsletter;

Helmut Baranyi (FL) to produce a video of interviews with native speakers of French;

Deborah Bartle (VA) for the *Congrès Français de Chesterfield*;

Carol Chambers and Margaret Malloy (NY) for an immersion day;

Annie Wiseman-Floyd (IL) for a National French Week program at the local public library

Éliane Kurbegov (FL) for an immersion day;

Carleen Leggett (MD) to produce a video of original French comedies;

Julie Maddox (KY) for a West African puppet project;

Brigitte Roussel (KS) for an *Auberge de Jeunesse* immersion project and National French Week activities

Alan Wax (IL) for National French Week activities

Barbara Weiner (NE) for an immersion day;

Washington AATF Chapter to support its newsletter *Le Canard déchaîné*.

In addition, the following individuals and chapters received National French Grants to sponsor projects which include musical and theatre performances, immersion days, festivals and contests, and an Internet simulation project: Martha Nichols-Pecceu (St. Petersburg, FL) Patricia Olderr (Darien, IL), Florida Chapter, Hudson Valley NY Chapter, Kentucky Chapter, Maryland Chapter, Metropolitan New York Chapter, Michigan Chapter, Nassau NY Chapter, New Hampshire Chapter, New Jersey Chapter, North Texas Chapter, Northern California Chapter, Philadelphia Chapter, Southern California Chapter, Suffolk NY Chapter, Vermont Chapter, Washington Chapter, Westchester NY Chapter, Western New York Chapter, and AATF Region II (New England).

**MOTS CHASSÉS:** Corrigé des exercices sur l'article "La Vie des mots" parus à la page 22.

- (a) rats (à la place de *souris*); (b) black (à la place de *Maghrébin*); (c) un keuf (à la place de *meuf*); (d) couverture (à la place de *ouverture*); (e) choper ou piquer (et non *glander*); (f) céfran (et non *francé*); (g) péter les plombs (et non les *plombes*); (h). beur (et non *beurre*); (i) blé ou oseille (et non *avoine*).
- (a) J'en ai marre de galérer pour trouver un taf.  
(b) Ma vie est toute plan-plan.  
(c) Tu es très classe avec ce tailleur.  
(d) Ce professeur n'explique pas clairement; tous les élèves sont largués ou paumés.  
(e) Vous pourrez gagner beaucoup ou perdre à boursicoter.  
(f) Un type fricqué s'achète souvent une belle bagnole.  
(g) Où est-ce que tu crèches?  
(h) J'ai été entubée par ce vendeur.  
(i) Les bourges vivent généralement dans de grandes baraques.  
(j) "Arrêtez de vous repasser la patate chaude."  
(k) J'ai glandé toute la matinée.  
(l) Attention à ne pas vous faire piquer votre sac.  
(m) Ce film était si ennuyeux que nous

avons pioncé presque tout le temps.  
(n) Les films d'Hitchcock me flanquaient la trouille.

**MOTS CHASSÉS:** Corrigé des exercices sur l'article "La Vie des mots" parus dans le *National Bulletin* du mois d'avril à la page 46.

- (a) le préposé; (b) la technicienne de surface; (c) le professeur des écoles; (d) le gardien d'immeubles; (e) un homme de couleur; (f) le demandeur d'emploi; (g) une personne à mobilité réduite.
2. Noms composés:
  - *service-clientèle*: bureaux de la SNCF où les voyageurs peuvent trouver toute l'aide voulue;
  - *un billet-voyageur*: un billet réservé à la clientèle voyageur;
  - *en cas de non-retrait*: si l'on ne va pas retirer au guichet un billet réservé;
  - *un espace-jeux*: espace réservé dans un wagon et mis à la disposition des jeunes enfants;
  - *un chauffe-biberon*: un appareil qui sert à réchauffer les biberons (se trouvent sur les aires d'autoroute, aéroports, etc.);
  - *un appuie-tête*: partie supérieure du siège voyageur où la tête se repose;
  - *un repose-pied* (cf. ci-dessus);
  - *service train-auto*: service offert par la

SNCF qui transporte votre voiture sur une longue distance pour vous éviter toute fatigue;

- *une lettre-repère*: lettre signalétique sur les quais de chemin de fer correspondant au numéro de votre voiture (en cas de place réservée).
- (a) *En cas de on retrait*, cette réservation sera annulée.  
(b) Ce distributeur est *hors service* depuis ce matin.  
(c) Ce village *n'est pas desservi* par le train.  
(d) *J'ai eu un coup de cœur* pour ce meuble dans la boutique.  
(e) Le discours du Président est *passé sur les ondes*.  
(f) *Appelle un chat un chat*.  
(g) *J'ai vraiment la flemme* aujourd'hui.  
(h) *La signalétique* nous a été très utile pour prendre le bon train.
  - (a) composter; (b) forfait; (c) panonceau; (d) prestation; (e) signalétique; (f) bourde; (g) clientèle; (h) descriptif; (i) retardataire; (j) devise.

**P.S.** Le n°. i de l'exercice 4 serait difficilement résolu étant donné qu'il y a une erreur dans le texte publié dans la *French Review* où apparaît le mot *retardaire* au lieu de *retardataire*.

### 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 \$7.50/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.

**La Chambre de Commerce et d'Industrie de Paris vient de mettre en ligne un site du français des affaires sur l'internet qui vous donnera accès à une nouvelle source d'information. Voici son URL: <http://www.fda.ccip.fr>**

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# CALENDAR OF EVENTS

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

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT) WITH ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS**, February 24-26, 2000, Birmingham, AL. Information: Lynne McClendon, SCOLT Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [http://valdosta.edu/scolt/].

**UNIVERSITY OF LOUISVILLE 20<sup>th</sup> CENTURY LITERATURE CONFERENCE**, February 24-26, 2000, Louisville, KY. Information: Harriette Seiler. Telephone: (502) 852-6686; E-mail: [hmseiler@louisville.edu]; Web site: [http://www.louisville.edu/a-s/cml/xxconf].

**CENTRAL STATES CONFERENCE: CSC AT SEA**, March 10-13, 2000, Caribbean Cruise. Information: CSC, Diane Ging, Executive Director, P.O. Box 21531, Columbus, OH 43221-0531; Telephone: (614) 529-0109; Fax: (614) 529-0321; E-mail: [dging@iwayne.net].

**AMERICAN ASSOCIATION OF APPLIED LINGUISTICS**, March 11-14, 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@aal.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES**, March 14-18, 2000, Vancouver (BC) Canada. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [tesol@tesol.edu]; URL: [http://www.tesol.com].

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT)**, March 16-18, 2000, Salt Lake City, UT. Information: Audrey Cournia, SWCOLT Executive Director, 1348 Coachman Dr., Sparks, NV 89434-2650; Telephone: (702) 358-1605; E-mail: [acournia@compuserve.com].

**OHIO FOREIGN LANGUAGE ASSOCIATION**, March 23-25, 2000, Toledo, OH. Information: Ann Ralston, Telephone: (740) 385-6317.

**THUNDERBIRD-EMU 2000 CONFERENCE: LANGUAGE, COMMUNICATION & GLOBAL MANAGEMENT**, April 5-8, 2000, Scottsdale, AZ. Information: Petrea Kaldahl, Office of Academic Affairs, Thunderbird, 15249 N. 59th Avenue, Glendale, AZ 85306. Fax: (602) 547-1356; E-mail: [kaldahlp@t-bird.edu].

**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/].

**PACIFIC NORTHWEST COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, April 13-15, 2000, Missoula, MT. Information: PNCFL, P.O. Box 4649, Portland, OR 97208-4649; E-mail: [rverzasconi@uswest.net].

**KENTUCKY FOREIGN LANGUAGE CONFERENCE**, April 27-29, 2000, University of Kentucky, Lexington, KY. Information: See Web site: [http://www.uky.edu/ArtsSciences/KFLC/].

**CONSEIL INTERNATIONAL D'ÉTUDES FRANCOPHONES**, May 28-June 3, 2000, Sousse, Tunisia. Information: Professeur Éloïse Brière, Présidente CIEF, LL C/HU 237, SUNY-Albany, Albany, NY 12222. Telephone: (518) 442-4103; Fax: (518) 442-4111; E-mail: [eab13@cr.svax.albany.edu].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH with the FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS**, July 17-20, 2000, Paris, France. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrater@siu.edu]; URL: [http://aatf.utsa.edu/].

**FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE LANGUES VIVANTES**, July 22-26, 2000, Paris, France. Information: FIPLV, Université René Descartes Paris V, 45, rue des Saints Pères, 75006 PARIS; E-mail: [fiplv2000@citi2.fr].

**FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA (FLANC)**, November 2-4, 2000, 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].

**NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES**, November 15-16, 2000, Boston. Information: Loretta Williams, Plano, TX 75094; Telephone: (972) 519-8196; Fax: (972) 519-8035; E-mail: [willia@pisd.edu].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 17-19, 2000, Boston, MA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830;

Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

**MODERN LANGUAGE ASSOCIATION OF AMERICA**, December 27-30, 2000, Washington, DC. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

**AMERICAN ASSOCIATION OF APPLIED LINGUISTICS**, February 24-27, 2001, St. Louis, MO. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aal.org]; Web site: [http://www.aal.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES**, February 27-March 3, 2001, St. Louis, MO. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [tesol@tesol.com]; URL: [http://www.tesol.com].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, April 19-22, 2001, 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: [nectfl@dickinson.edu]; Web site: [http://www.dickinson.edu/nectfl].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 2001, Denver, CO. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrater@siu.edu]; URL: [http://aatf.utsa.edu/].

**NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES**, November 14-15, 2001, Washington, DC. Information: Loretta Williams, Plano ISD, 150 Sunset, Plano, TX 75094. Telephone: (972) 519-8196; FAX: (972) 519-8035; E-mail: [willia@pisd.edu].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 16-18, 2001, Washington, DC. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

**MODERN LANGUAGE ASSOCIATION OF AMERICA**, December 27-30, 2001, location to be announced. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

## REMINDER: IMPORTANT DEADLINES AND DATES

December 31, 1999	Special offer to AATF members to subscribe to <i>Le Français dans le Monde</i> (see September issue)
January 15, 2000	Super-saver Deadline for 2000 Convention Registration (see pages 15-16) Deadline for John Carter Brown Library Fellowship applications (see September issue)
February 15, 2000	Deadline for submitting Summer Scholarship applications (see page 19; see AATF Web site or contact National Headquarters for application forms)
March 1, 2000	Deadline for submitting Small Grant proposals to National Headquarters (see page 29) Deadline for submitting Outstanding Teacher nominations (see page 14; see AATF Web site or contact National Headquarters for application forms) Deadline for MLA James Russell Lowell Prize (see page 6)
March 2-10, 2000	<i>Grand Concours</i> , Level 01-5 (see September issue)
March 2-12, 2000	<i>Grand Concours</i> , FLES (see September issue)
April 1, 2000	Early-bird Deadline for 2000 Convention Registration (see pages 15-16) Deadline for MLA Prize for a First Book and Scaglione Translation Prize (see page 6)
May 1, 2000	Deadline for MLA Scaglione Literary Prizes, Bibliography, Independent Scholar, and Mildenerger Prize (see page 6)
June 15, 2000	Pre-registration Deadline for 2000 Convention Registration (see page 15)
July 17-20, 2000	AATF <i>Congrès à Paris</i> (see AATF Web site or September issue for hotel information; see pages 15-16 for registration form)
August 1, 2000	Deadline for submissions to <i>French Review</i> special issue on pedagogy (see page 14)

## GET READY FOR PARIS START PLANNING NOW!

- **Air Travel:** TWA is offering special rates (see page 24).
- **Hotels:** Information on page 10; reservation form in September issue.
- **Registration:** See pages 15-16 of this issue.
- **Program:** Will appear in the April issue.
- As always, the latest information can be found on the AATF Web site [<http://aatf.utsa.edu/>].

### Promotional Materials

Looking for materials to attract students, promote French, and enliven your classes?

Check out the

- AATF Materials Center (p. 20)
- French Promotional Kit (p. 21)
- New Promotional Flyer (p. 21)

We also have a number of Montreal & St. Louis T-shirts left. (see p. 20 for special offer)

**Celebrate National French Week: La Semaine du Français Next Year**

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



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Gladys C. Lipton

Dear Colleagues,  
**"The Five Magic Words"**

At the St. Louis AATF convention, five magic words reverberated throughout the halls, the exhibits, and even on the streets of the city. If you attended (and if you didn't, you missed a lot!), you know exactly what I mean. Our keynote speaker, Polly Platt, author of *French or Foe*, discussed many aspects of French customs and "codes." She pointed out that there are five magic words that help a person get a successful response in France and that these words comprise "possibly the most important words in the whole French language." Do you know these words? Do you use them? Do you teach them? Do you teach their importance in the context of the French way of life? They are: "*Excusez-moi de vous déranger, monsieur (madame ...)*." Platt further expounds on this theme in her book when she says, "... bombs may fall, or the house catch on fire, but French people will not shorten this formality by so much as a syllable." I think that I personally counted 43 times that I heard the expression used throughout the conference, and always, with a smile!

**CONVENTION  
REGISTRATION  
INFORMATION INSIDE**

When one considers this phrase in the context of interactions in American life, in various contexts such as in the schools, universities, government, business, and others, dare I suggest that it might not be a bad idea for us to borrow this form of courtesy? I suspect, though, that many of us do so, almost instinctively, or maybe we have been exposed to the French way of life. On the other hand, many of us value our American warmth, friendliness, and easy-going style. Wouldn't it be interesting to see what happens when these "five magic words" are used in a French-speaking environment, or when the English equivalent ("I'm sorry to disturb you") is used in an English-speaking setting...in classes, in schools, at department meetings, even at home with family and friends? One might even organize an experiment with one group of students trying out the "magic words" in different contexts, while another group in similar situations refrains from using the "magic words." Then have all the students report back on the various reactions. This experiment might result in some interesting cross-cultural insights.

**What Have We Accomplished?**

*Félicitations à tout le monde!* From everything I have seen and heard about our **Semaine du Français: National French Week**, we came, we worked hard, and we succeeded in this, our first national effort to publicize the importance of the study of the French language and French-speaking cultures. Many thanks to each and every teacher of French on all school and university levels who worked so hard for a successful **National French Week**. Enormous thanks go to the members of our **National French Week Team: Jayne Abrate (IL), Joyce Beckwith (MA), Raymond Comeau (MA), Sherry Dean (TX), Jacqueline Donnelly (MI), Gladys Lipton (MD), Vincent Morrissette (CA), Mary Jo Netherton (KY), Jean-Pierre Piriou (GA), Diana Regan (PA), Margot Steinhart (IL), and Jacqueline Thomas (TX)**. It also gives me great pleasure to thank "**Tennessee Bob**" Peckham, Director of the Globe-Gate Project at the University of Tennessee-Martin, for his extraordinary compilation of impressive and very useful information "On the Importance of Knowing French" [<http://fmc.utm.edu/~rpeckham/>

[profren.html](http://profren.html)]. There is a link to all this information on the AATF Web site [<http://aatf.utsa.edu>]. Thanks, Bob, for your outstanding support of teachers of French!

Now, after all the many initiatives across the country, how do we know if we have begun to make a difference? It is probably too early to tell, since this is the first time ever that we have celebrated **National French Week**, but there are certainly a few benchmarks. Here are several of my own reflections.

Do French teachers on all school and university levels feel stronger, more energized, particularly when the efforts for **National French Week** have resulted in new working relationships with other agencies and organizations, new collaborative efforts, new ideas for follow-up activities, new members of AATF, and additional ideas to implement next year?

Have students demonstrated more interest and more motivation, more willingness to use French in class and outside of school? Are students asking for a repetition of some of the **National French Week** activities? Are students providing you with great ideas for next year? Have you heard that there is a little more interest in student registrations for French courses?

Have French teachers made contacts with the many resource people and agencies who can strengthen French promotional activities in the communities, such as members of the *Alliance Française*, representatives of the French Cultural

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Services, and representatives from other Francophone governments, corporations, and foundations, book stores, librairies, museums, travel agencies, transportation agencies, cultural organizations, and others? (Here are opportunities to use the "five magic words").

Have parents helped with some of the activities for **National French Week**, and are they asking to help plan some of the activities for next year?

Are people in schools (teachers, administrators, guidance counselors, etc.) saying something like "Well, we really have to hand it to you French teachers..." or "When will you be doing another French Week?"

Have you made friends with members of the local media (both the English and the French press), including TV, radio, newspapers? Do they all know that they will be hearing from you on an on-going basis throughout the year with all kinds of newsworthy events about students of French? (Again, here are other opportunities to use the "five magic words!")

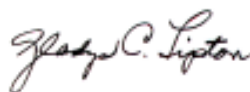
Do we as teachers of French on all school and university levels feel good about ourselves and believe that this is an exciting time for teaching French and *Francophonie*? "*Le fruit du travail est le plus doux plaisir!*"

Have you organized preliminary plans to follow through with **National French Week** next November? **En Avant La Semaine du Français: National French Week 2000!**

Each teacher of French needs to think about what has been accomplished thus far, in the context of his or her local scene.

With the holiday season approaching and a new year and a new millennium almost here, please permit me to extend warmest wishes to all!

*Bien cordialement,*



## SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

- Surf the Web.
- Find French resource materials.
- Create your own Web page.
- Use Web materials in the classroom.

**In French & English!**

**<http://www.siu.edu/~aatf/self/begin.html>**

## POUR FAIRE LE POINT...VOICI UN BON POINT!



- *Point Commun*, revue éditée par la Direction des Relations Internationales de l'Enseignement de la Chambre de Commerce et d'Industrie de Paris (CCIP), se présente à la fois comme un outil pédagogique, de communication et de promotion dans le domaine du français des affaires, et de la Francophonie.
- *Point Commun* s'adresse à un large public et plus particulièrement aux professeurs de français langue étrangère.
- Trois fois par an (janvier, avril et octobre), la rédaction propose :
  - une sélection de manifestations et d'événements liés au français et à la francophonie,
  - des pages « INFO » en économie, droit, tourisme, secrétariat,
  - des entretiens exclusifs avec des personnalités du monde francophone : Stélio Farandjis, Secrétaire Général du Haut Conseil de la Francophonie; Boutros Boutros-Ghali, Secrétaire Général de la Francophonie; Jean-Pierre Van Deth, Président Fondateur d'Expolangues; Annie Monnerie-Goarin, Secrétaire générale de la Fédération Internationale des Professeurs de Français; Jean-Paul Cluzel, Président Directeur Général de Radio France...
  - l'actualité éditoriale en français de spécialité,
  - un dossier pédagogique détachable, des annales corrigées.
- Au sommaire du numéro d'octobre, avec une nouvelle présentation :
  - Entrevue avec Steven J. Loughrin-Sacco, Co-Directeur, Centre de Recherche en Commerce International et Directeur du Programme de Commerce International à San Diego State University
  - La réforme des examens de Français des affaires et de Français juridique
  - Réflexion par Simone Eurin sur les cours de Français de spécialité dans les universités étrangères
  - Un dossier pédagogique sur le tourisme.
- Contact abonnement : Anne DECRETON : Téléphone: 33 1 49 54 28 67; Télécopie : 33 1 49 54 28 90; E-mail : [adecreton@ccip.fr](mailto:adecreton@ccip.fr); site Internet [<http://www.fda.ccip.fr>] Le paiement par carte bancaire est maintenant accepté par la CCIP, ce qui évite les frais de virement.

Volume 25 Number 2

**AATF NATIONAL BULLETIN**

November 1999

*Editor:* Jane Black Goepper, Cincinnati, Ohio

*Reading Committee:* Mathé Allain, University of Southwestern Louisiana; Therese C. Clarke, Williamsville Central School District, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Loriot-Raymer, Northern Kentucky University, Highland Heights, KY; Isabelle Main, Mountain View High School, Mesa, AZ; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

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AATF *National Bulletin*, Vol. 25, No. 2 (November 1999)

# American Association of Teachers of French

Publisher of the *French Review*



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## An Open Letter to Colleagues in Colleges and Universities

Dear Colleague and Department Chair:

It is no secret that the situation of French and of those who teach it—be it language, literature, civilization or pedagogy—is a parlous one. It is also no secret that whatever the role and impact of the international context, our profession has not done as much as it might have to head off the crisis.

The AATF has charged our commission with carrying that message to one and to all, and to suggest ways we can all work on repairing the damage. We have drawn up a call to action and urge you to share it with the members of your department.

We enclose a copy of the AATF's *Top 10 Reasons to Learn French* along with several regular and student membership cards, and we urge that you circulate them to your colleagues, together with a copy of this letter. The times concern us all as teachers and colleagues, and we need to act now. *Merci de votre collaboration!*

Edward C. Knox  
Chair, Commission on Universities

Gladys C. Lipton  
President 1998-2000

Jayne Abrate  
Executive Director

Albert Valdman  
President 1995-1997

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Marie-Christine Koop  
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Christopher Pinet  
Editor in Chief, *French Review*



## AATF COMMISSION ON CULTURAL COMPETENCE

### Marie-Christine Koop and Sharon Rapp, Co-Chairs

#### The AATF National Commission on Cultural Competence is making progress!



An article sponsored by the Commission appears in this issue of the *National Bulletin*. Armelle Le Bohec-Webster offers tips on "Art as a Tool for Language Teaching" on pages 17-18.

Renée White, chair of the subcommittee on the cultural content of national exams and standardized tests, is currently working with Sidney Teitelbaum, Director of the National French Contest, to analyze and possibly modify the cultural component of test items.

Sessions dealing with the work of the Commission will be presented at ACTFL in Dallas, various regional conferences, and the AATF convention in Paris in July 2000.

### The Commission needs more active members!

- Attend Commission sessions at conferences.
- Offer to share your tried-and-true cultural activity with colleagues by submitting it to the Commission for the *National Bulletin*.
- Contribute your experience and enthusiasm by joining one of the Commission committees: send your name to the appropriate subcommittee chair (see the September issue of the *National Bulletin* or the Commission Web site or contact Rosalie Vermette at [rvermett@iupui.edu].

Commission Co-Chairs may be contacted as follows:

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We hope that you will take an active role in this important effort!

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PS Form 3526, September 1999 (Reverse)

# A MESSAGE FROM PRESIDENT CLINTON

THE WHITE HOUSE  
WASHINGTON

October 20, 1999

Warm greetings to everyone celebrating National French Week, sponsored by the American Association of Teachers of French.

Our future depends as never before on the bonds that link us with other nations around the world. By studying foreign languages, we help to strengthen these bonds immeasurably. Mastering a foreign language and learning about other peoples, countries, and cultures broadens our knowledge of the world and helps us to overcome all boundaries of geography and nationality.

I applaud the members of the American Association of Teachers of French for promoting the study of this rich and beautiful language. You are playing a vital role in our nation's efforts to foster international understanding and to prepare for the challenges of the 21st century.

Best wishes for a successful week.



## SWISS KITS: OLD AND NEW VERSIONS AVAILABLE

Both versions of these kits, provided by the Swiss Embassy, contain general information on Switzerland, including geography, maps, history, economy, but are presented with different sets of materials.

The old version includes a large color poster with many scenes of Switzerland, maps of the country and city guides, a colorful brochure on the cheese industry, a pamphlet on the life and travels of Jean-Jacques Rousseau, literary excerpts of Swiss authors, an article on the youth of Switzerland, and a small book with information on geography, history, economy, and the political and cultural institutions of the country.

The new version, *La Suisse en vue*, has

a more uniform format with four colorful *dépliants* on (1) *paysage et cadre de vie*, (2) *économie et activités scientifiques*, (3) *population et société*, and (4) *fédéralisme et plurilinguisme*. Many photos illustrate the text. Multiple copies of each section are included with a *Teacher's Manual*.

Both Swiss kits are offered to AATF members free of charge for the cost of postage: \$4.00 for the first copy, \$1.00 for each additional copy (while supplies last). Order one copy of the old and one of the new version for only \$5.00. If no indication is given, the new version will be sent.

## 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 during the 1999 membership year. 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, 1998 to October 15, 1999.

**BENEFACTOR** (\$1000 or more): Alma Grew Estate \$10,000.

**PATRONS** (\$100-\$499): Jayne Abrate (IL), Cécile Fabre-Gilly (France), Gladys Lipton (MD), Rosalie Vermette (IN), Connecticut Chapter in honor of Pierre Capretz.

**SUSTAINING MEMBERS** (\$50-\$99): Stephanie Cash (NJ), Jane Black Goepper (OH), Elizabeth Jones (NY), Steven Loughrin-Sacco (CA), Mary Jo Netherton (KY), Marcella Ritter (OH), Anne Slack (NY).

There have been no new contributions in the **SPONSOR** (\$500-\$999) category.

We have also welcomed a number of smaller contributions of between \$10 and \$49 from the following individuals: Douglas Alden (VA), Patricia Allen (OH), Joanne Baker-Farnsworth (MA), Lucien Boisvert (CT), Karl Bottke (FL), Natalie Brinckerhoff (FL), Pierre Capretz (CT), Carleton Carroll (OR), Ingrid Chafee (GA), Joanna Crane (AL), Jacqueline Donnelly (MI), Thomas Fleming (NJ), Claire Gaudiani (CT), Françoise Gebhart (NY), Gisèle Gille (NY), Michel Girardin (France), Lydie Haenlin (NY), Stirling Haig (NC), John Janc (MN), Barbara Janssen (MN), Hannelore Jaraus (NC), Françoise Jones (PA), Tobin Jones (CO), Susan Kaplan (NY), Charlotte Kelsey (IL), Julia Key (GA), Odile Kory (NY), Karen Kozlowski (NJ), Anne Larsen (MI), Henriette Leanos (MD), Ginette Levin (NY), Pamela Lezotte (NE), Laura Linehan (NY), Joseph Marthan (NJ), James McNab (NC), Charlotte Moran (MD), Vincent Morrisette (CA), Theodore Rupp (PA), Anne Rusmisell (VA), John Secor (KY), Suzanne Sharer (IL), MaryAnn Stagen (NJ), Joan Stewart (SC), Janet Stock (UT), Nicole Valet (MA), Liliane Vassberg (TX), Francesca Vespe (NY), Margaret Wallace (RI), Nadia Wasserman (MD), Maureen Wesolowski (CA), Donald Wladaver (NY), Anthony Zane (NY).

In addition, many members rounded out their dues checks and sent in contributions of from \$1 to \$9. We would like to take this opportunity to thank each and every member who contributed to the Fund for the Future. Every dollars counts, and the funds collected this year went to the promotion of National French Week. We urge you to consider a donation to the AATF Fund for the Future as you return your dues payments for the year 2000.

# MODERN LANGUAGE ASSOCIATION OF AMERICA

## Book Prizes, 2000: Annual Prizes with Competitions in 2000 for Books Published in 1999

The MLA invites you to submit books to the appropriate competitions of its book prizes. In 2000, twelve book prizes will be awarded, including biennial prizes last presented in 1998 in the fields of Italian literary studies, Germanic literary studies, and bibliography. We particularly wish to reach authors who qualify for the MLA Prize for Independent Scholars. Please note: the deadline for the next Lowell Prize is **1 March 2000**; for the First Book Prize and the Scaglione Prize for a Translation of a Literary Work, **1 April 2000**; for all others it is **1 May 2000**.

No book may compete for more than one MLA prize. Only books published in 1999 may compete for this year's annual prizes; for biennial prizes, books published in the two preceding years are eligible. All awards are presented at the MLA's annual convention in December. Each prize consists of a cash award and a certificate. Publishers should send books, applications, and cover letters to: MLA Prizes, 10 Astor Place, New York, NY 10003; for information, telephone: (212) 614-6324; FAX: (212) 533-0680; E-mail: [awards@mmla.org].

Note: Prizes indicated with asterisks are open to nonmembers and members of the MLA; those in regular type are open only to members of the Association. Authors who are not currently members may become eligible to compete for prizes by joining the MLA for 2000. Dates of prizes refer to the year(s) of publication of eligible books. The number of copies required appears in square brackets after the title of each prize.

**James Russell Lowell Prize** *Deadline:* 1 March 2000.

*Definition:* For an outstanding literary or linguistic study, critical edition of an important work, or critical biography. Open to studies dealing with literary theory, media, cultural history, or interdisciplinary topics.

*Eligibility:* Books published in 1999; authors must be current members of the MLA. *Copies required:* Six.

**MLA Prize for a First Book** *Deadline:* 1 April 2000.

*Definition:* Same as for James Russell Lowell Prize.

*Eligibility:* Book must have been published in 1999 as the first book-length publication of a current member of the MLA. *Copies required:* Six.

**\*MLA Prize for Independent Scholars** *Deadline:* 1 May 2000.

*Definition:* For a scholarly book in the field of

English or other modern languages and literatures.

*Eligibility:* Books published in 1999. At the time of publication of the book, author must not be enrolled in a program leading to an academic degree or hold a tenured, tenure-accruing, or tenure-track position in a postsecondary institution. Authors or publishers must request an application form from the MLA. Authors need not be members of the MLA. *Copies required:* Six. Return completed application with copies.

**Aldo and Jeanne Scaglione Prize for Comparative Literary Studies** *Deadline:* 1 May 2000.

*Definition:* For an outstanding scholarly work in comparative literary studies involving at least two literatures. Works of literary history, literary criticism, philology, and literary theory are eligible, as are works dealing with literature and other arts and disciplines. Translations are eligible only for the three awards specifically devoted to that category.

*Eligibility:* Books published in 1999; authors must be members of the MLA. *Copies required:* Four.

**Aldo and Jeanne Scaglione Prize for French and Francophone Literary Studies** *Deadline:* 1 May 2000.

*Definition:* For an outstanding scholarly work in French or Francophone linguistic or literary studies. Works of literary history, literary criticism, philology, and literary theory are eligible, as are works dealing with literature and other arts and disciplines. Translations are eligible only for the three awards specifically devoted to that category.

*Eligibility:* Books published in 1999; authors must be members of the MLA. *Copies required:* Four.

**\*Aldo and Jean Scaglione Prize for a Translation of a Literary Work** *Deadline:* 1 April 2000.

*Definition:* For an outstanding translation into English of a book-length literary work.

*Eligibility:* Translations published in 1999; translators need not be members of the MLA. *Copies required:* Five.

Note: As of 2000, the Lois Roth Award for a Translation of a Literary Work will be given each odd-numbered year, while the Scaglione Prize for a Translation of a Literary Work will continue to be given each even-numbered year. Each competition is open to translations published in the year preceding the year in which the award is given. Definitions and criteria are the same for both awards.

**\*MLA Prize for a Distinguished Bibliography** *Deadline:* 1 May 2000.

*Definition:* For an outstanding enumerative or descriptive bibliography.

*Eligibility:* At least one volume must have

been published in 1998 or 1999. Editors need not be members of the MLA. *Copies required:* Four.

## MLA ANNOUNCES THE KENNETH W. MILDENBERGER PRIZE: Competition in 2000 for Books Published in 1998 or 1999

The Modern Language Association committee on Honors and Awards invites authors to compete for the twentieth annual Kenneth W. Mildener Prize, to be presented for an outstanding research publication in the field of teaching foreign languages and literatures. The prize will be awarded for a work published in 1998 or 1999; entries will be accepted until **1 May 2000**. Authors of works competing for the Mildener Prize need not be members of the Association. In choosing the winner, the committee will look for evidence of fresh and effective approaches to teaching and for works likely to be widely useful.

To enter research publications into competition, send four copies and a letter identifying each work submitted to the Kenneth W. Mildener Prize, Modern Language Association, 10 Astor Place, New York, NY 10003. Textbooks based on the author's original research are also eligible to compete under certain conditions. Publishers of such books should request information from the MLA regarding these conditions.

The Mildener Prize competition alternates between books, in even-numbered years, and articles published in refereed journals, in odd-numbered years. The award for a winning book consists of a check for \$1,000, while the award for a winning article is \$500. In addition to the money, all winners will receive a one-year membership in the MLA. The award in the competition in 2000 will be presented to the winning author at the association's annual convention in December 2000. Publishers may enter more than one title, but no work may compete for more than one MLA prize. For further information, write or call the Office of Special Projects, Modern Language Association, Telephone: (212) 614-6406; E-mail: [awards@mmla.org].

JOIN US IN PARIS IN  
2000!

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

# A MESSAGE FROM THE EXECUTIVE DIRECTOR

Now that our first National French Week has come and gone, I think we can say that it was a resounding success. Many governors and mayors issued proclamations, and on page 5 you will find a Message from President Clinton. Unfortunately, we did not receive it in time to distribute it to you to display during your events locally, but I encourage you to share the copy in this issue of the *National Bulletin* with your administrators and those who helped with your celebrations.

By now, we have all realized that we must "sell" the study of French to our prospective students and those who influence their decision of which language to study. Many of you plan exciting and effective recruitment activities targeting students. This is not always enough. During National French Week we asked you, whenever possible, to include other target audiences—administrators and school board members who influence your program as well as school- and district-wide support for the study of several languages; elected officials and the general public whose attitudes on the study of French affect the decisions of the first group and whose support for French can prove crucial in times of budget cuts; and the media who can provide important coverage of your students' achievements and the innovative educational projects you plan.

Many of the events and activities planned during National French Week were primarily focused on students. While this is wonderful, we must continue to go further and include the educational decision-makers in promotional events.

## Promotion

Promotional activities should focus on three areas: (1) promoting France and the Francophone world; (2) promoting the study of French; and (3) promoting our individual French programs. We must continue, as we already do, to promote the study of the French language and French and Francophone literatures and cultures. French continues to be "all around us"—in the English language, in place names in many regions of the country, on television and at the movies, in the business community, in travel and tourism, in science and technology. We need to continue to communicate that French is an essential world language to know—the "second most influential language" (cf. *National Bulletin*, January 1999), that French-speaking countries are important economic and cultural centers around the world, that business relationships between the U.S. and French-speaking countries, both in imports and exports, represent a significant part of our economy and continue to grow, that the U.S. has a long-standing

connection with French. Recognize that our French heritage is often glossed over in social studies and American history texts. How many of our students, let alone the general public, know that French-speaking explorers charted much of the middle of the country, that France was America's first ally at the time of the American Revolution, that the ideas of several 18th-century French philosophers are at the heart of our Declaration of Independence and Constitution, that Thomas Jefferson and Benjamin Franklin were ardent Francophiles, that one of our most enduring national symbols—the Statue of Liberty—was a gift from France to the U.S., that a French architect designed our nation's capital? The list could go on and on.

Most of us already promote the study of French to potential students and their parents. Let's not forget the counselors and classmates who influence their decisions as well. Your students are the best advertisement for the study of French. Find opportunities for them to share what they have learned and their reasons for wanting to master French. Ask them to encourage their friends to study French. Include the school community in French-related activities. If you bring in a singer or chef, let the whole school benefit. A presentation to an assembly in English can be followed by a demonstration in French to the French students. Participate in interdisciplinary projects with the history teacher, the art and music departments, the drama club, the science or communication faculty. Never miss an opportunity for French to be present in the public eye.

Finally, of course, another area that is essential to the preservation and growth of French programs is promoting your program to administrators. Advertise all you and your students do. If an activity receives coverage in the local newspaper or other media, even in the school paper, make sure a copy goes to the principal or department chair. Regularly share AATF promotional flyers, articles about French, the Presidential message on page 5, and other items. Participate in any contest or sponsored event that you can. Do all your students participate in the *Grand Concours*? Make certain they do, and encourage other teachers to enroll their students. Encourage your students to enter other contests, for instance the *Prix de la Paix* or FLES\* poster contest (see the January 2000 *National Bulletin* announcements). If there is an immersion day sponsored by your local chapter or an area college or university, make sure the students who attend receive recognition. At the university level, encourage your students to enter superior work in student conferences or publications. At all levels, create awards for the Outstanding French Student, Most Improved French

Student, or a Francophone Spirit Award for interest in Francophone cultures and present them at Honors Ceremonies or graduation. Sponsor a chapter of the *Société Honoraire de Français* or Pi Delta Phi. Most of all, trumpet this participation and the awards and accomplishments of students and teachers at every opportunity.

Remember that "once is not enough." Effective promotion requires sustained, repeated efforts. It does not necessarily demand a lot of time. A press release to the local newspaper about student accomplishments, an invitation to target groups to attend French-related activities, a photocopy of a newspaper announcement or award letter sent off to an administrator, a photo display on the bulletin board take only a few minutes more. Make promotion a habit.

Finally, French professionals at all levels need to work together. Exciting and innovative FLES\* programs create motivated middle-school and high-school students. College and university French programs adapted to the needs and interests of incoming high school graduates can entice them to major or minor in French, even when using the language does not figure prominently in their career goals. The AATF Commission on Universities, now chaired by Edward C. Knox of Middlebury College (VT), is making a call to university colleagues and department chairs to strengthen and expand existing French programs, to reach out to colleagues at all levels, and to support the work of the AATF. An open letter to these individuals will be mailed shortly and appears on page 3 of this issue.

## AATF Headquarters Activities

We often receive questions about National Headquarters activities, and I would like to take time to explain some of what we do. The primary purpose of the national office is to collect dues and keep the membership database current. We mail ten publications a year, and correct addresses need to be maintained for all members. In the fall, we mail out nearly 10,000 dues renewal invoices and process them from October through December so that everyone receives the January *National Bulletin* on time.

In addition, we handle the logistical arrangements for the annual convention. This includes negotiations for meeting space, production of the program, organization of peripheral activities such as meals, performances, receptions, and exhibits. We also handle convention registration (see form on pages 15-16).

We produce and distribute all the AATF promotional and pedagogical materials listed on page 21. Our promotional flyers which have been developed by the Promotion

# AATF NATIONAL COMMISSIONS

Commission are mailed to members free-of-charge or below cost. The money we charge is primarily to cover postage. Other items such as the AATF videos, T-shirts, and promotional articles are priced to include the actual cost of the item plus shipping and handling. All National French Week items were distributed at cost. The volume of mail and packages which passes through our office each year is staggering.

In addition to myself, the staff at National Headquarters includes Administrative Assistant April Walsh and Bilingual Secretaries Rosalba Correa and April Cole. April Walsh has worked for the AATF on and off for thirty years. She supervises all the operations at headquarters and knows the answer to nearly any question that might arise. She handles all the Materials Center operations, convention registration, and serves as liaison with our 76 chapters. Rosalba has worked here for 18 months. She handles all library subscriptions and the Placement Bureau. In addition, she has been working for several months entering the data from last year's membership questionnaire on technology use. April Cole has been with us only since last May when she graduated from Southern Illinois University and returned from an internship in Agen. She handles database entry for all membership renewals and runs the Pen Pal Bureau. My day-to-day responsibilities include all the financial transactions of the Association, public relations, as well as representing the AATF in a variety of national and regional forums. For instance, my travels in 1999 have included attendance at six conferences plus our own annual meeting, seven national and international meetings as the representative of AATF, two visits to Paris to organize the convention, and four additional meetings. In short, the four of us, with support from our Executive Council, Commission Chairs, and Chapter Officers, are working hard to further the cause of French.

## Paris

Plans are progressing for the 2000 AATF Convention in Paris, July 17-20. Information on hotels and excursions appeared in the September issue of the National Bulletin. The registration form and information about special airfares from TWA can be found in this issue on pages 15-16 and page 10. The preliminary program will appear in the April issue of the National Bulletin. The information that has already appeared as well as regular updates can be found on the AATF Web site [<http://aatf.utsa.edu>]. I look forward to seeing many of you in Paris!

Jayne Abrate  
Executive Director  
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# CHAPTER NEWS

## Mississippi

Chapter member Ellen Teeby was chosen to participate in the Summer 1999 NEH Institute "Memory, History, and Dictatorship: The Legacy of World War II in France, Germany, and Italy." She spent most of her time in Caen and surrounding areas of Normandy where seminars and lectures were chaired by leading historians of the war period. She spoke about this experience at the annual meeting of the Chapter in November during *la Semaine du Français*. She teaches at Mississippi Delta Community College.

Gail Buzhardt  
President

## Washington-British Columbia-Alaska-Alberta Chapter

The new Board of the Chapter has been elected. Robert Slabodnik is the incoming President; Linda Reed, immediate Past-President remaining on the Board as Consultant to the President; Anne George is a newly-elected member; Sue Pike was re-elected. The other board members remain the same: Misa Bourdoiseau, Claire Carlin, Myrna Cordova, Tina Irish, Josée Jackman, Carol Lee, Marie-Paule Meda, and Kathleen McKain.

The Chapter has developed level-appropriate creative writing and research activities to be used Chapter-wide during *La Semaine du Français*. First-year students have created a "travel brochure" for a Francophone country anywhere in the world. They used Internet sources as well as printed resources to collect the necessary information.

Second-year students have created a "keypal letter" from someone in Quebec, again using Internet sources and printed resources. The letter tells about the fictitious writer and his/her family, personal activities, friends, and included photos of people, wherever possible.

Third-year students created an article that could appear in a French-language newspaper in Quebec, using Internet sources and printed resources. The articles could treat current events (politics, trade, human rights), sports, arts, weather, want ads, social announcements (births, deaths, engagements, weddings), entertainment news, or cartoons.

Fourth-year students have consulted Internet sites and printed materials to prepare themselves to discuss ideas on controlling and improving climatic conditions in their region, country, and worldwide. The discussions took place at an "International Conference on Climate" where issues such as climatic changes and their causes, the ozone layer, and desertification were raised. These

discussions have taken place between schools using Internet chat sessions. This project and related activities were open to all schools, colleges, and universities, public or private. All the above projects were shared via the Internet chat sessions, not just the "International Conference on Climate."

A joint project between the AATF and the AATSP has also taken place in Seattle on November 13, 1999 following *La Semaine du Français*. The topic for this joint presentation was "*Le Pays Basque*."

A major concern of the Chapter is recruitment of new members. More publicity and highlighting of AATF and its benefits, its work and activities should be pursued. These can come about by promoting Chapter workshops and other activities for teachers, students, and nonteaching or retired members. *La Semaine du Français* is one such activity that can help promote all of these. Linda Reed's creative writing projects will certainly nurture a lot of publicity for our Association, and we should draw benefits from it.

The Chapter had an AATF table at the WAFLT conference in Spokane in October. Posters, buttons, literature on *La Semaine du Français* were available as well as copies of the Chapter's on-going publication *Le Canard déchaîné*. There was also an "Idea Share" session chaired by Chapter President Robert Slabodnik and Misa Bourdoiseau with focus on gathering ideas and plans for the *Francophonie* project.

## What's New in the French Review?

Vol. 73, No. 2 (Dec. 1999)

- "Twenty-Five Years of *Le Grand Concours*" (Denise Egéa-Kuehne)
- "Real Issues in the Virtual Classroom" (Joan Grenier-Winther)
- "*La Mémoire vive et convulsive*: The Papon Trial and France's Passion for History" (Nathan Bracher)
- "Legislation and Language: The Politics of Speaking French in Louisiana" (James J. Natsis)

as well as articles on Pascal, Maupassant, Zola, and Confiant; an interview with Sylvie Germain, and more; and, of course, "La Vie des mots" (Colette Dio).

# MEMBERS' NOTES

**Misa Bourdoiseau**, member of the Washington-British Columbia-Alaska-Alberta Chapter's Board, has been named *Chevalier dans l'Ordre des Palmes Académiques*. An official reception in her honor was held in October 1999 at the opening of an art exhibit at the Henry Art Gallery in Seattle.

**Dr. Marie-France Hilgar**, Distinguished Professor of French at the University of Nevada-Las Vegas and International President of the Foreign Language honor society, Phi Sigma Iota has been named *Chevalier dans l'Ordre des Palmes Académiques*. The award was presented by Juliette Salzmann, *Attachée culturelle* of the French Consulate General in Los Angeles.

Dr. Hilgar has been teaching at the University of Nevada-Las Vegas since 1971. She was elected International President of Phi Sigma Iota in 1986.

**Dr. Mel Yoken**, Professor of French at University of Massachusetts Dartmouth, was a participant and presenter at the 1999 Aran Islands International Poetry and Prose Conference/Festival, 15-22 August 1999. Yoken introduced Michel Déon, celebrated French writer and member of the prestigious French Academy, and took part in the conversation groups.

The festival hosted Xue Di, the internationally renowned Chinese dissident poet, and such eminent scholars as Professors Kevin Barry, Riana O'Dwyer, and Pat Sheeran who delivered major lectures on Joyce, Synge, and Yeats respectively. Renowned Irish actress Sigle Meehan, performed the soliloquy from the last scene of *Riders to the Sea*.

The dramatic landscape of the west of Ireland, which has inspired many great works of novelists, poets, and dramatists throughout the ages, was the setting of the illustrious gatherings of writers from throughout the world. The week-long conference, held both at the National University of Ireland in Galway and the Aran Islands, is the brainchild of the novelist Daniel Doyle, Jr. For Doyle, one of the most important aspects of this literary gathering is the bringing together of writers from different cultures and backgrounds.

## AATF HOTLINE FOR PROMOTING FRENCH

Share your ideas on:

- program cutbacks;
- effective promotional activities;
- travel and exchanges;
- reaching parents and administrators.

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

# RENDEZ-VOUS À PARIS

## CONVENTION HIGHLIGHTS

**Dates:** July 17-20, 2000

**Convention Registration:** It is significantly more expensive to hold a convention in Paris, since we must pay to rent space in the Convention Center. The full registration fee is \$250. However, registrations postmarked by January 15, 2000 will receive a 25% reduction; registrations postmarked between January 16 and April 1, 2000 will receive a 10% reduction; registrations received after April 1, 2000 will pay the full rate. After June 15, all members attending the convention must register on site; an additional \$75 will be charged for late/on-site registration. The form is on pages 15-16 and also on the AATF Web site [<http://aatf.utsa.edu>].

**Cancellation:** Cancellations received by March 31 will be fully reimbursed; a \$25 cancellation fee will be assessed for cancellations received between April 1 and June 30, 2000; no cancellations will be accepted after June 30, 2000

### Getting there:

**Hotel:** Hotel reservations are being handled by the FIAP Jean-Monnet (see description at right and reservation form in the September *National Bulletin*, page 24). July 2000 is going to be a very popular travel time for tourists; make your reservations early. The prices offered by the FIAP represent significant savings over the regular hotel rates.

**Airfares:** TWA is offering all AATF congressists as well as immediate family members traveling with them a 10% reduction in published excursion airfares valid one month before and one month after the convention. See the announcement on page 24 for more information on how to obtain the reduced fares. Please use TWA for your travel to France this summer as AATF benefits, and our ability to obtain future offers for our members depends on how many take advantage of this opportunity.

### Things to do:

**Pre- and post-convention excursions:** The FIAP Jean Monnet, in addition to handling hotel reservations for AATF members, has also organized two unique excursions, a pre-conference visit to Brittany (July 12-16, 2000) and a post-convention trip to *le Berry* (July 21-25, 2000). You can find brief summaries of the excursions in the September *National Bulletin* (page 23). More complete descriptions and reservation information can be found on the AATF Web site [<http://aatf.utsa.edu>] or flyers can be requested from National Headquarters. Only 48 spaces are available for each excursion, so act early to ensure that a space is reserved for you.

**Special events:** Numerous special events are being planned, including a joint

plenary session with the *Fédération Internationale des Professeurs de Français* as well as a joint *gala de clôture*. Numerous other events are being planned, and additional information will be posted on the Web site as it becomes available.

**Special offer from the CCIP and the AATF:** AATF members who attend the convention and register for a CCIP workshop next summer will receive a 10% reduction on both registration fees. See the Web site or contact National Headquarters for more information.

### 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 participation in the convention.

**Membership ID card:** Each registrant will automatically receive an AATF ID card which is accepted in many places in France to receive reductions in entrance fees and discounts offered to teachers.

**Press release:** Each participant may 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.

**Academic Credit:** We will again work with Webster University in St. Louis to offer convention-goers academic credit for attending the convention in Paris. The fee for 1 graduate credit will be \$95. See the convention registration form to register for credit. The registration fee covers only the cost of credit; participants must still register for the convention as well as for any functions they wish to attend. A preliminary syllabus and more precise details about the requirements will appear in the April *National Bulletin* and on the AATF Web site [<http://aatf.utsa.edu>]. Requirements will be similar to those for St. Louis (see the April 1999 *National Bulletin* for last year's requirements).

**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 2000 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. Therefore, we invite French teachers who have never been AATF members to attend the convention; their registration fee will include one year's membership in the Association. This offer applies only to those who pre-register for the convention and have never be-

fore belonged to the AATF. We are also extending this offer to any student of French. This offer also applies to current student members and would apply to their membership renewal for 2000-2001.

## HOTEL SELECTION FOR THE PARIS CONVENTION

As usual, each AATF member attending the 2000 Convention must handle his or her own reservations. However, given the complexity of handling reservations in another country and the difficulty of finding rooms available in Paris in the summer of the year 2000, the FIAP Jean Monnet has offered its services to help AATF members secure hotel rooms for the convention.



The FIAP has chosen nine hotels to house AATF members during the convention. These hotels have been selected especially for their quality, cost, and location permitting easy access to the *Palais des Congrès* where the convention will take place.

- (1) Concorde Lafayette\*\*\*\* (Métro: Porte Maillot à côté du Palais) 950 F
- (2) Sofitel Le Faubourg\*\*\*\* (Métro: Concorde à 10 mn du Palais) 1350 F
- (3) Sofitel Arc de Triomphe\*\*\*\* (Métro: Ch de Gaulle à 10 mn du Palais) 1350 F
- (4) Sofitel Dokhan's\*\*\*\* (Métro: Bossière à 15 mn du Palais) 1350 F
- (5) Sofitel Scribe\*\*\*\* (Métro: Opéra à 15 mn du Palais) 1350 F
- (6) Frantour Berthier\*\* (RER C ou Bus PC à 15 mn du Palais) 550 F
- (7) Campanile Berthier\*\* (RER C ou Bus PC à 15 mn du Palais) 550 F
- (8) Mercure Opéra\*\*\* (Métro: Havre Caumartin à 20 mn du Palais) 610/ 650 F
- (9) Jardin de Paris\*\*\* (Métro: Richelieu Drouot à 20 mn du Palais) 620/720 F

Conditions pertaining to reservations and cancellation can be found on the reservation form in the September *National Bulletin* (page 24). Questions regarding reservations should be directed to the FIAP whose coordinates are listed below. The complete hotel flyer with descriptions of the hotels and a map showing their location is available on the Web site [<http://aatf.utsa.edu>] or can be requested from National Headquarters: Tel: (618) 453-5732; Fax: (618) 453-5733; E-mail: [[akwalsh@siu.edu](mailto:akwalsh@siu.edu)]. All questions pertaining to hotel reservations should be addressed to the FIAP: 30, rue Cabanis, 75014 Paris; Tel: 33.1.43.13.17.17; Fax: 33.1.45.81.63.91; E-mail: [[girardin@fiap.asso.fr](mailto:girardin@fiap.asso.fr)].

# REGIONAL NEWS

## Region III: New York State

We are very happy to report that, after a long absence, the North Country Chapter took part in the *Grand Concours*. Our congratulations go to Janice Brown who undertook this effort. The National French Contest was a priority for all the chapters in our state, and important gains have been noted. It is the primary focus of secondary teachers who are members.

Buffalo and Saratoga Springs are designated key sites for the celebration of *La Semaine du Français*. All our Chapters are excited about an outstanding series of events.

The new president of the Central New York Chapter, Warren Scoones, continued the fine work of Georgette Schmidt. The Chapter Fall Meeting featured a presentation by Patricia Smith of a variety of classroom activities learned during her three weeks at CAVILAM in Vichy as a recipient of a French Cultural Services scholarship. She distributed a 32-page booklet and audio tapes to all in attendance at the meeting held at Onondaga Community College. Past President Schmidt distributed packets on the promotion of French obtained at the AATF convention in Montreal. The chapter's winter meeting focused on promotion techniques to increase French enrollment. Betty O'Hara, Susan Loos, Gloria Manuel, Lucy Palotta, and Ms. Schmidt shared information on relations with guidance counselors, parents, and administrators; French peer tutoring; French National Honor Society; student exchanges; utilizing the press to make the French program visible; the French Club; Web sites for French promotion; and resources from National Headquarters. The summer meeting will focus on preparations for National French Week. Over 250 attended the May awards luncheon.

The Rochester Chapter also welcomed a new president, Patricia Impson. Two seminars were sponsored during the year. One was a tour of French art through the centuries at the Memorial Art Gallery led by a French docent with a reception following the tour. The other was at the Rochester Cooking School on the topic of French cuisine related to certain holidays. In addition, there were two planning meetings at which chapter programs and National French Week were discussed at length.

The Hudson Valley Chapter was kept informed by president Allen Remaley of the benefits of belonging to AATF, and members were encouraged to send reports and ideas for dissemination as well as to recruit new members. The annual awards

ceremony was held at Union College in Schenectady.

The Western New York Chapter planned three meetings in the fall and three in the spring. In October former AATF Vice-President Jackie Donnelly gave her dynamic plan on how to positively affect counselors, administrators, and parents. This was an integral part of the NYSAFLT-WNYFLEC regional meeting. Other meetings were devoted to the Montreal AATF meeting and the AATF Promotion Commission contributed by Chapter President Brenda Benzin, activities to bring TV5 alive in the classroom by Marc Cousins; the description of a tour package for a medieval festival near Limoges by Kandace Lombart; how to conduct an immersion day by Anna Robinson; activities to get level IV students to speak creatively by Gary Behrns; and a program in St. Raphael to which parents may bring their children, as described by Kathy Tevington. Laura Loehr gave a report on the NYSAFLT 1998 Skidmore workshop on the teaching of culture. The chapter is working hard to improve the recruitment of French teachers. The chapter has begun its preparation for celebration of National French Week.

As you can see from this report, many efforts are being made by dedicated French teachers to ensure our success.

Robert J. Ludwig

Region III Representative

## Region IV: Mid-Atlantic

Region IV is composed of 11 chapters of varying sizes. The major concerns of this Region are twofold: to attract and retain more members in the local chapters and to increase student enrollment at all levels.

*La Semaine du Français* is top priority in all the chapters of Region IV, and many of the teachers feel that this initiative has given them renewed energy and the confidence that they are not alone in their efforts. They feel that a nationwide promotion for the study of French will certainly help future enrollments. The Maryland Chapter and the New Jersey Chapter have received National French Week Grants for special promotional activities and the Philadelphia Chapter has received a grant making Philadelphia a Key Site.

*Le Grand Concours* will be especially important this year, and Region IV will do its best to help reach the AATF goal of 100,000 participants. We feel that *La Semaine du Français* will certainly help to encourage the teachers to get their students involved. *Le Grand Concours* is the one highly visible activity that spotlights the study of French,

and a lot of credit must go to the contest administrators. I am proud to announce that Marlene Manela, of the New Jersey Chapter, was named AATF Contest Administrator of the Year, and Deborah Bartle of the Virginia Chapter was the first place winner in a drawing among the contest administrators who achieved a 9.9% increase over the 1998 enrollment.

## Delaware Chapter

Alice Cataldi was recently elected as President of this chapter and she is anxious to build the membership and renew the interest of the teachers in her area. It was reported that the Delaware Chapter reached its goal of 1000 participants in *Le Grand Concours*.

## Maryland Chapter

This chapter, under the leadership of Carleen Leggett, applied for and received a National French Week Grant for "*Une Soirée Francophone Dansante et Culturelle*." This event will also include a cultural display of realia and art objects "in order to emphasize and encourage the study and appreciation of the French language and Francophone cultures." Students from high schools in Baltimore City, Baltimore County, and Howard County as well as university students and French major alumni will participate. Mr. William A. Benjamin will coordinate the activities and displays. Mr. Benjamin is a Morgan State University French major alumnus, a former Fulbright Scholar to the Cameroun, and a moderator of the WEAA-FM radio program "Profiles on Africa." Mr. Benjamin plans to speak in both French and English on African Francophone culture.

Mme Brenda Brown, a member of the prestigious Sankofa Dance Troupe, will again donate her services as dancer, choreographer, and instructor. Along with other Sankofa dancers, drummers, and musicians, she will direct a performance of high school and university dancers.

Dr. Sandye Jean McIntyre II, Past-President of AATF-Maryland, Honorary Consul of the Republic of Senegal (Ret.), Distinguished Professor Emeritus of Foreign Languages and Fulbright Director at Morgan State University, will help Carleen coordinate the program. This creative and entertaining evening will take place on November 5, 1999 at Morgan State University.

Congratulations to Carleen on recently receiving *l'Ordre des Palmes Académiques*.

Lorna Wingate won the Best Treasurer of 1999 Award. Congratulations!

## New Jersey Chapter

The varied and dynamic activities of this

chapter reflect the active participation of the members under the able leadership of Viviane Levy. Their meetings included a presentation by Gladys Lipton concerning FLES, an outing to New York City for a visit to the NYU Art Gallery, dinner in a French restaurant, and a performance of *Waiting for Godot*. The theme of their "big meeting," held in May, was "*Le Tricentenaire de la présence française dans le nouveau monde*" with varied presentations, cajun/zydeco folk dancing, and food.

Every two years, this chapter organizes an immersion weekend, and this year it was held on May 22-23 in a high school near Clinton, New Jersey. It was a great success.

On November 4, 1999, the duo Jacques et Marie will perform in two locations in celebration of National French Week. This chapter received an AATF National French Week Grant to support this musical evening. Congratulations to Viviane and to all the New Jersey teachers!

#### **North Virginia Chapter**

President Libby Schollaert reports that they are a very small chapter that has been dormant for a long time, but she is "struggling to get things more active." She says that there is some interest, but time is limited. On occasion, this chapter combines activities with the Virginia Chapter.

#### **Pennsylvania-Lehigh Valley Chapter**

This chapter reports a decline in membership due to a decline in student enrollment and cuts in programs on the high school level. President Pascale Dewey is concerned about the cuts in the high school programs because they directly affect college enrollment. She is working hard to keep the university enrollment intact. Pascale, along with Sister Mary Helen Kashuba of Philadelphia, did a fine workshop at the *Congrès* in St. Louis on "French in the Ozarks."

#### **Pennsylvania-Philadelphia Chapter**

President Maria Traub and the Philadelphia Chapter hold three meetings per year. The topic of the fall meeting was "*Atelier sur l'internet dans la classe de français*" led by Celi Putnam, French teacher at Episcopal Academy. The winter meeting focused on *la Francophonie*, "*Le Roman africain en français dans les années 90: un aperçu de la nouvelle génération.*" Lydia Mouldelino from the University of Pennsylvania was the guest speaker. The topic for the spring meeting was "*Différences culturelles dans le Monde des Affaires*" presented by Betty Slowinski from the French-American Chamber of Commerce in Philadelphia. Attendance at these meetings was light, and the Executive Council of this chapter is looking for ways to increase interest among the many members.

The Philadelphia Chapter offers an

award to an outstanding new teacher to be used toward attendance at a professional conference. Mrs. Kerry Laufer of Penncrest High School was this year's winner.

The Philadelphia Chapter has been named a Key Site for *La Semaine du Français*. The opening reception will take place at Chestnut Hill College with *le Sénateur* André Maman and Mme Danièle Thomas-Easton, *Consul Honoraire à Philadelphie*, as guests of honor. Other activities planned for *La Semaine du Français* include a guided tour of the French Collection at the Philadelphia Art Museum, a guided tour of "French Philadelphia!" in a trolley, a *dégustation de vins* hosted by the *Alliance Française* followed by a French dinner, a *déjeuner animé* for area students with entertainment by a West African Dance Troupe, and week-long coverage by local radio stations and a public service cable station that airs "*Le Journal.*" The Philadelphia Electric Company (PECO) will put "*Parlez français ... celebrate National French Week, November 4-10*" in rotating lights atop their building in center city Philadelphia. If you are in Philadelphia that week, look up!

Eileen Angelini and Joanne Silver, two Chapter members, participated in the writing of the recently federally funded grant to the AATF: "Taking French into the next Century: The Development, Production and Dissemination of Multimedia Instructional and Promotional Materials."

#### **Pennsylvania-Susquehanna Chapter**

The Susquehanna Valley Chapter met three times last year. President JoAnn Piotrowski reports that they are a "small but active chapter." The fall meeting was used for planning subsequent meetings and to discuss the *Congrès* in Québec. In January, the meeting was held to view and discuss Roch Carrier's film *Le Chandail*. The discussion was led by Mme Long of Millersville University, and two of the President's students prepared a *fondue savoyarde*. Twelve teachers participated. In May, *Le Grand Concours* results were celebrated with a French luncheon prepared by a local chef, and 68 winners, parents, teachers, and friends were present. JoAnn also reports that many preparations are underway for *La Semaine du Français*.

#### **Virginia Chapter**

President Françoise Watts has proudly announced that the Virginia Chapter will host Mme Paule Constant, recipient of *Le Prix Goncourt de Littérature 1998*, as the speaker for their fall conference. Mme Constant is also scheduled to speak to the area colleges and universities.

The Virginia Chapter has also concentrated its efforts on supporting French teachers across the state. Teachers were

given passes and accreditation credits for attending a Richmond French Film Festival in March. The French Cultural Services supported this initiative with a grant to the AATF/VA in the amount of \$3,500. After the films, discussions were led by Professor Suzanne Liandrat, film critic, concerning the French cinema and its place in the American market. Two French *attachés culturels* were in attendance.

Last fall, during the FLAVA Conference in Washington, D.C., the AATF Virginia and North Virginia Chapters joined forces to welcome French teachers to a performance of the Neon Theater Company. This event was also supported and sponsored by the French Cultural Services. These chapters are especially appreciative for all the support given to the teaching of French in Virginia. The AATF/VA also received a grant of \$250 from Cogema, a French-based firm in Washington, to sponsor a reception for the teachers attending the theater performance. In September of 1999, this dynamic chapter is planning on organizing events for *La Semaine du Français*.

Debbie Bartle, the Contest Administrator for this chapter, reported that *Le Grand Concours* went well this year. Their enrollment increased and Debbie won the *tombola* for increased enrollment. She feels that many teachers (especially the new teachers) are not aware of the contest or how to get involved. She has proposed an informational workshop of their annual Fall 1999 State Foreign Language Conference. She plans to explain the benefits of participating, to share the content and format of the tests, to explain the general procedures and how to become involved. She feels that "a little publicity for the event will go a long way." Debbie also organized (along with colleague Linda Davidson) the first *Congrès Français de Chesterfield*. It was a day-long conference attended by 170 students who "used French with others in an academic, cultural, and fun context outside of their individual classrooms and schools." The students designed the invitations. The *Congrès* was a great success, and Debbie plans to continue planning and expanding the *Congrès*. She envisions a "sort of state *Congrès* in a few years and wonders if this can ever translate into a national event?" She also plans to do a workshop at the State Conference in the fall of 1999 in order to share the organization and results of the *Congrès*! Go get 'em, Debbie!

Diana M. Regan

Region IV Representative

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## AATF LENDING LIBRARY HOLDINGS UPDATED

Projects developed by participants in the AATF Summer Institutes for use with their own students are available for loan from National Headquarters. 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.

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: [akwalsh@siu.edu].

## RUBRIC EXPANSION IN THE FRENCH REVIEW

In order to expand our coverage of the world of Francophone film, *The French Review* will open the "Film" rubric to reviews of films as they are released on videocassette. The emphasis will be on films released on cassette within the next six months prior to the review being assigned. In this way, the column will place a new emphasis on "*l'actualité cinématographique*." Our preference for recent releases does not imply exclusion of reviews of films that have been brought back into circulation after a long hiatus. Films should be approached from a scholarly perspective, emphasizing issues of cinematic, cultural, or social significance, and, when relevant, referring to other reviews of the same film in film journals and/or the popular press. Reviews might also address classroom relevance. Permission to review a film should be addressed to the review editor, John Anzalone, Skidmore College, Saratoga Springs, NY 12866; E-mail: [janalon@skidmore.edu].

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The American Association of Teachers of French invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and post-secondary (university, college, or junior college). If there is no suitable candidate in any of the award areas, the AATF reserves the right not to make an award for that year in that area.

The purpose of the awards is to recognize those teachers who have demonstrated excellence and commitment in the teaching of French language, culture, and literature.

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French and a one-year complimentary membership in the AATF for 2001. Region III Representative Robert Ludwig has offered to provide \$400 for each award presented in 2000, in memory of his wife, Dorothy Ludwig. An official presentation will be made at the AATF Awards Banquet in Paris.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be sent to the awards chairperson by the deadline of **March 1, 2000**.

The selection committee will consist of two members of the AATF Executive Council and one teacher-member at large. Any nomination that exceeds the five (5) page limit will be disqualified and returned to the nominator. A teacher may receive the award only one time at the same level.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients.

## TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **March 1, 2000**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 1, 2000. The recipients will be notified by April 15 so that they can make arrangements to be present at the awards program.

## QUALIFICATIONS

1. Nominees for the AATF award must have a minimum of five years of teaching experience at the level for which they are candidates and must be teaching currently at the level for which they are candidates.
2. Nominees for the award must have

been members of the AATF for the past five consecutive years.

3. Current AATF regional or national officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level for which they are candidates.
5. Nominees must be participants in AATF activities locally, regionally, or nationally.

## EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of

1. outstanding teaching experience that may have lead to
  - a. students' exemplary proficiency in French, knowledge of French language and Francophone culture and literatures, and motivation for continued study of French
  - b. increased enrollment or expansion of curricular offerings,
  - c. previous teaching awards,
  - d. student participation in extracurricular French activities and exchange programs, or
  - e. students' high performances in French on standardized tests
2. professional growth and development and contributions to the profession, such as
  - a. participation in foreign language conferences and workshops
  - b. pursuit of advanced degrees and education
  - c. grant-supported research, projects, workshops, or travel
  - d. leadership and service in professional organizations
  - e. research or presentations at conferences or publications in professional media.
  - f. sponsorship of extracurricular activities or student exchange programs.

## NOMINATION PACKET

The nomination packet may not exceed a total of five pages and must include the following:

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form. No other format or similar form may be used, so that all candidates will be compared in identical rubrics. Do not exceed these two pages. This two-page required form constitutes pages

one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to members of the selection committee. This two-page required form is available upon request from AATF Headquarters.

2. A one-page personal statement by the nominee in which he or she addresses the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and/or contributions to the profession. These two letters of recommendation are limited to only one page each and constitute pages 4 and 5 of the five-page packet.
4. All nominations and forms should be submitted with the original nomination packet and four copies, organized into five complete packets for distribution to committee members.
5. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
6. Submit the five packets for the nomination to the Awards Chairman: Lee Bradley, 1165 University Center, Valdosta State University, Valdosta, GA 31698. The nomination must be postmarked no later than **March 1, 2000**.

## THE FRENCH REVIEW

In order to address the current state of teaching and the future directions of our profession from kindergarten through university, the *French Review* will devote the May 2001 issue to pedagogy. Articles should be scholarly but not exceedingly specialized and might touch on subjects such as the teaching of language, literature, film, and society and culture. Authors should consult the "Guide for Authors" at the end of each issue of the *Review* for formal considerations. **THE DEADLINE FOR SUBMISSION** to the editor, Chris Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717, **WILL BE AUGUST 1, 2000.**

# CONVENTION REGISTRATION FORM

## AMERICAN ASSOCIATION OF TEACHERS OF FRENCH 73<sup>rd</sup> ANNUAL CONVENTION: PARIS, JULY 17-20, 2000

Please print.

Name: \_\_\_\_\_ Affiliation: \_\_\_\_\_  
(as you would like it to appear on your badge)

Home  Work: Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Zip: \_\_\_\_\_

Country \_\_\_\_\_ Telephone: (home) \_\_\_\_\_ (work) \_\_\_\_\_

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

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### Convention Registration

The Registration Fee, for AATF members, includes registration, access to exhibits, and numerous additional convention activities, as well as a *malette pédagogique*. DO NOT MAIL Registration forms after June 30, 2000. After that date, participants must register on-site.

- |  |                              |       |
|--|------------------------------|-------|
| • Super-Saver Registration (postmarked by January 15, 2000)  | \$190 US                     | _____ |
| • Early-Bird Registration (postmarked between January 15 and April 1, 2000)  | \$225 US                     | _____ |
| • Regular Registration fee (postmarked April 2-June 30, 2000)  | \$250 US                     | _____ |
| • Late/On-site Registration (after June 30, 2000)  | \$325 US                     | _____ |
| • 2000 Membership in AATF (required if you have not already renewed for 2000)  | \$45 US                      | _____ |
| • 2000 First-time membership in AATF, if you have never been an AATF member<br>(This offer is good only on pre-registration. It WILL NOT apply late or on-site.) | \$0-included in registration | _____ |
| • Student/Emeritus registration (must be an AATF student or emeritus member)<br>(Student registration includes one year's membership in AATF 2000-2001)          | \$125 US                     | _____ |
| • Friend/Guest of AATF member (must not be a French teacher)   | \$175 US                     | _____ |

Please provide name of friend/guest(s) \_\_\_\_\_

**SUB-TOTAL REGISTRATION FEES:** \_\_\_\_\_

## OPTIONAL ACTIVITIES

AATF Awards Banquet (Wednesday, July 19, tentative) \$50 US \_\_\_\_\_

Academic Credit through Webster University (one-hour graduate credit, see p. 10) \$95 US \_\_\_\_\_

SUB-TOTAL OPTIONAL ACTIVITIES \_\_\_\_\_

## EXCURSIONS

5-day Pre-convention Excursion to Brittany (5120 FF): Contact the FIAP [girardin@fiap.asso.fr] See p. 10 for more information. Space is limited to 48 participants.

5-day Post-convention Excursion to Berry (4480 FF): Contact the FIAP [girardin@fiap.asso.fr] See p. 10 for more information. Space is limited to 48 participants.

Optional activities and excursions are open on a space available basis. Reserve early to guarantee a place.

## T-SHIRTS

AATF Tee-Shirt: "Le Français m'ouvre le monde"

Please indicate size and quantity L or XL \_\_\_\_\_ at \$15 \_\_\_\_\_

XXL \_\_\_\_\_ at \$16 \_\_\_\_\_

SUB-TOTAL TEE-SHIRTS \_\_\_\_\_

**TOTAL PAYMENT DUE:** \_\_\_\_\_

\_\_\_\_\_ I would like to receive an official certificate of participation in the convention.

**PAYMENT:** Payment may be made by check, credit card, or school purchase order. Canadian and Foreign members must pay by check in US dollars drawn on a US bank or by credit card. Canadian members may also pay by check from a US dollar account.

CREDIT CARD PAYMENT (Visa and Mastercard only): I agree to pay the total amount indicated above.

CARD NO. \_\_\_\_\_ EXP. DATE \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

**REFUND POLICY:** Requests for refunds must reach National Headquarters no later than **June 30, 2000**. A \$25 fee will be assessed to cover administrative costs. NO refunds after June 30, 2000. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733.



## ART AS A TOOL FOR LANGUAGE TEACHING

The foreign language class is the perfect place to bring together subjects and make connections. The target language is not the primary goal of the study but becomes the medium needed to reach and handle the information. It is important that the visual should at all times be one of the elements at play.

In the following activity, students produce art work as a response to a text in French and write a description in French as a response to an intriguing painting. They also demonstrate their understanding of a surrealist painting by adapting its concept to a depiction of their own bedroom and subsequently write a matching description of it in French. This activity includes research with a partner, an oral presentation in French to the class, and a close observation of two very different famous paintings, namely Van Gogh's *Bedroom at Arles* and Magritte's *Personal Values*.

### Stage One: Creating artwork as a response to a description

After learning or reviewing vocabulary about common household objects and furniture as well as prepositions (*à droite, à gauche, sur, sous, au dessus de, près de*), the teacher gives the students a copy of the following text, *La Chambre mystérieuse*. The text should be read and questions asked to ensure global comprehension by the students.

Here is a timely opportunity to review the agreements between nouns and adjectives and to introduce the rule that stipulates the non-agreement of adjectives followed by another adjective, for example *bleu foncé, vert clair, jaune pâle, rose vif*.

The assignment consists of drawing the bedroom very precisely, according to the description given, and following carefully the positioning of the objects in the room. All objects have to be neatly labeled in French. The drawing should be done on quality paper and colored according to the directions in the description.

This exercise will gain by the diversity of the outcome, and it is preferable if students are assigned this illustration as homework so they cannot influence each other. Reassure your less artistic students and tell them that as long as they follow the description, they will do well on this assignment.

### Description d'une chambre mystérieuse

*C'est une chambre très simple et campagnarde. Il y a une fenêtre verte au fond de la chambre. À droite, il y a un lit à une personne en bois blond avec deux oreillers jaune clair et une couverture rouge. Sur le mur à droite du lit, il y a quatre tableaux. Deux d'entre eux représentent des portraits de jeunes hommes. Ils sont accrochés plus haut que les deux autres. Les deux tableaux inférieurs sont rectangulaires. Les murs sont bleu clair et les portes bleu vif. Le sol est en bois irrégulier marron clair.*

*Au fond, à gauche de la fenêtre, c'est probablement le coin toilette, en quelque sorte une salle de bain à l'ancienne. Un miroir rectangulaire y est accroché. Devant ce miroir se trouve une petite table carrée. Sur cette table, il y a deux petites bouteilles en verre, deux brosses, un pichet en céramique bleu, un verre et du savon dans une petite assiette.*

*À droite de la fenêtre et derrière la tête de lit, on aperçoit des vêtements bleus et verts et un chapeau de paille sur des porte-manteaux. Au-dessus du porte-manteau, il y a un tableau qui représente un paysage avec un arbre et la campagne. À droite de la table, il y a une chaise en bois et en paille. Il y a une autre chaise semblable à gauche de la pièce, près d'une porte bleue. C'est une chambre pauvre, mais en ordre, ensoleillée et agréable.*

Exhibit all drawings together on a bulletin board in the classroom. Reread the description and check with the students that all details of the description are included in each drawing.

Initiate a discussion about what kind of person could be living in the bedroom and where this room might be located (country setting, humble furniture, basic utilitarian objects, sunshine, straw hat, paintings on the wall...).

At this point, tell students that this is actually the description of a very famous painting, and ask if they can guess which one.

Provide a large-size poster of Van Gogh's *The Artist's Room at Arles* and add it to the bulletin board in the midst of their drawings. The students will spontaneously

compare their version to the original by Van Gogh, and the variety of the drawings will be amusing and very entertaining, besides being decorative for the classroom. Give the title of the painting to your students in French: *Chambre de Vincent Van Gogh à Arles*. What do they already know about the artist?

If you choose to stretch the art history side of this activity, here is a list of questions that students should find an answer to at the library. Pair the students and turn this research into a treasure hunt. Of course, it would also be appropriate to use the Internet or CD-ROMs to find the answers to these questions, but books are still a reliable resource:

- Quelle était la nationalité de Van Gogh?*
- Combien de temps a-t-il habité en France?*
- Quel était son prénom?*
- Quelle était son occupation?*
- En quelle année est-il né? Quelle est la date de sa mort?*
- Quel âge avait-il à sa mort?*
- Comment est-il mort?*
- Quelles sont ses œuvres les plus connues?*
- Où se trouve Arles? Dans quelle région?*
- Quel est le climat de cette région?*
- Combien de temps Van Gogh a-t-il passé en France?*
- Comment s'appelait son frère et quelle était sa profession?*

This type of exercise is adaptable for any painting or picture, as long as the teacher adapts the description to the level of the students and to the prescribed vocabulary and grammar.

It might be interesting to know that Van Gogh painted the first version of this scene in October 1888 while he was waiting for his fellow artist Paul Gauguin to join him in Arles in southern France. Many of the objects appear in pairs: two chairs, two pillows, two waterjugs, and two bottles. The pairing can be seen as Van Gogh's never-fulfilled wish of partnership and friendship.

### Stage Two: From the painting to the description:

Keeping the theme of the bedroom, in this second phase, exhibit a large poster (or an enlarged laminated color photocopy) of Magritte's *Valeurs Personnelles* on the classroom wall. Magritte is a Belgian

surrealist painter. Magritte's art is constantly surprising. Incongruous objects are often juxtaposed. This painting might appear odd to students at first, but this will undoubtedly catch the attention of everyone. While all depicted objects are realistic and recognizable, their proportions are not respected. For example, a huge comb is standing on a reduced-size bed and a very large wine glass stands in the middle of the room on a small carpet.

Hand out a photocopy (color preferably) of the painting to each student. In class, under the teacher's guidance, students neatly label every piece of furniture and object depicted on the painting. Here is a list of words that can be introduced.

#### **Valeurs Personnelles de Magritte**

<i>l'allumette</i>	<i>le tapis</i>
<i>le peigne</i>	<i>le verre à pied</i>
<i>le nuage</i>	<i>l'armoire</i>
<i>le ciel</i>	<i>le blaireau</i>
<i>le mur</i>	<i>le savon</i>
<i>le pied de lit</i>	<i>le miroir</i>
<i>le plancher</i>	<i>le rideau</i>
<i>la couverture</i>	<i>l'oreiller</i>
<i>la tête de lit</i>	<i>le plafond</i>

Now that the basic vocabulary is known, their assignment is to write a description of the painting by Magritte, using the description of Van Gogh's room as a model. The students are expected to use the vocabulary words, prepositions, colors, and adjectives. A good description should not omit any detail, especially the positioning of objects within the room.

Descriptions are then read by their author in class and compared to the original painting. Corrected descriptions can be exhibited on the bulletin board around the copy of Magritte's *Valeurs Personnelles*.

A treasure hunt could take place at this point in the library, as previously done for Van Gogh, to find answers to the following questions:

- En quelle année est né Magritte?*
- Quel était son prénom ?*
- En quelle année est-il mort et quel âge avait-il? Quelle était sa nationalité?*
- Que signifie "surréalisme"?*
- Connaissez-vous d'autres peintres surréalistes?*

After correcting answers, discuss the title in French, and ask students to imagine the person who lives in this room. Guide students to discover that one possible interpretation of this unrealistic proportion of objects in Magritte's bedroom is that the size of each item is proportioned to the importance each object has for the person

who lives there. In this way, the person, most probably a man because of the shaving brush, cares about his hygiene (the soap) and personal care (the comb). He might also like drinking wine (the glass) and smoking (the match). He likes comfort (the Persian carpets, the wardrobe) and likes things to be neat and tidy (the made bed). He is also prone to dreaming (the clouds on the walls). This is only one possible explanation, and students will come up with their own ideas and impressions. All this should be done in French and could be prompted by such questions as:

- Qu'est-ce qui est important pour la personne qui habite cette chambre?*
- Est-ce un homme ou une femme?*
- Quels sont les objets les plus grands?*
- Quels sont les plus petits?*
- Faites une liste des objets par ordre de grandeur, du plus grand au plus petit. (Si nécessaire, mesurez les objets sur le poster de la classe.)*
- Pourquoi est-ce que les murs représentent un ciel bleu avec des nuages?*
- Aimeriez-vous vivre dans cette chambre? Pourquoi? Pourquoi pas?*

After this activity, tell students they will be quizzed on the vocabulary related to bedrooms during the following class. I usually make photocopies of one of the two paintings studied so far and ask the students to label as many objects as they can. This quiz is part of the overall assessment of this unit, as explained below.

#### **Stage Three: Magritte's concept of disproportion**

Using Magritte's approach to representing reality by freely adapting the size of objects to their relative importance to a person, students are assigned the following exercise: they are to draw their own bedroom in a realistic manner, while exaggerating the size of objects, showing what is important to them. The drawings will be made on quality paper, all objects will be labeled in French, and the title of the drawing will be *Mes Valeurs personnelles*. Some of my students sign their work with their first name followed by the last name Magritte, so we have drawings by Ashley Magritte, Andrew Magritte, Kristen Magritte, etc.

Once again, the variety of the outcome is wonderful, and students are able to express very personal likes, dislikes, and feelings. The students are asked to present their drawings to the class, explaining in French

what is important to them (the labeled objects will ease this process). This gives students a chance to express something very personal, which is always a favorite exercise, even though it is in French.

The final assignment is for the students to describe the drawing of their bedroom in writing, reusing previous vocabulary and descriptions. The corrected descriptions will be paired with their respective drawings, and these masterpieces will be proudly exhibited on the bulletin board, in the vicinity of Magritte's own painting.

At the end of this three-fold activity, students have gained a good knowledge of two famous paintings. They have mastered vocabulary, prepositions, colors, adjectives. They also have produced artwork as a response to a description in French and have written descriptions in French. They have done some research with a partner, and they have expressed themselves in front of the class. As the crowning of this whole unit, the walls of your classroom exhibit colorful and interesting art works by your proud students.

This activity can be assessed in its different parts as follows:

#### **Drawing of the mysterious bedroom (Van Gogh's Bedroom at Arles):**

Accuracy of drawing from description	10 points
Accurate labeling of objects in French	5 points
Artistic quality of drawing or effort	5 points
Research on Van Gogh	5 points
<b>Magritte's painting Valeurs Personnelles:</b>	
Description of bedroom in French	15 points
Participation in discussion on personality of owner	5 points
Research on Magritte	5 points
Quiz on bedroom vocabulary based on copies of paintings	10 points
<b>Student's own bedroom:</b>	
Accurate labeling of objects	5 points
Adaptation of Magritte's style using disproportion	10 points
Presentation to the class in French	10 points
Written description of student's own bedroom	15 points
<b>Total</b>	<b>100 points</b>

Armelle Le Bohec-Webster  
Waverly High School  
Pasadena, California

## Application deadline: Tuesday, February 15, 2000

### **Université de Montréal**

The *Université de Montréal* is offering one summer scholarship in 2000 to an AATF member to attend one of its three-week programs. The scholarship will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students.

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

The scholarship recipient may choose one of two sessions, July 3-21 or July 24-August 11: The intensive courses available during the first session (July 3-21) include: *Communication orale, Communication écrite* or *Atelier d'enseignement du français*. The second session (July 24-Aug. 11) includes: *Communication orale* or *Culture québécoise contemporaine*. Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipient and the summer school coordinators.

For further information on the program at the *Université de Montréal*, candidates are invited to contact the program director: **Serge Bienvenu**, *Université de Montréal, Faculté de l'éducation permanente, École de Français, C.P. 6128, succursale A, Montréal, Québec H3C 3J7*; Tel: (514) 343-6990; FAX: (514) 343-5984.

### **Quebec Government Scholarships**

The Quebec government is offering four scholarships for the summer of 2000, two for teachers of French and two for students of French. Student applicants must be 18 years of age on or before July 1, 2000.

Scholarship recipients can register at the institution of their choice in Quebec among those which offer summer immersion programs in French. These include the members of the *Association Québécoise des Écoles de Français* [<http://www.emphase.com/aeqi/>] (*Université de Montréal, Collège Saint-Charles-Garnier à Québec, Collège de Bois-de-Boulogne, Collège de Jonquière, CEGEP de Trois-Rivières, Université du*

*Québec à Chicoutimi, Université Laval, Collège de Rivière-du-Loup, Université du Québec à Trois-Rivières, l'Université McGill* [<http://www.mcgill.ca>], and *l'Université du Québec à Montréal* [[http://www.unites.uqam.ca/ecole\\_de\\_langues/ecole\\_ete/](http://www.unites.uqam.ca/ecole_de_langues/ecole_ete/)].

Most programs are five weeks in length, and the exact dates and program will depend on the institution chosen. The scholarships are worth approximately \$2000 and include tuition, lodging, and meals for the duration of the program. Transportation and insurance are not included.

### **AATF Scholarships to Switzerland and Belgium**

The Swiss and Belgian governments are each offering two summer scholarships for AATF members at the secondary and college levels. Recipients will attend a three-week session on language and culture in July 2000 at the University of Geneva or the University of Liège. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients will have to (1) prepare a cultural unit on the country of their stay to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2001 AATF conference in Denver.

### **Eligibility**

Applicants for all of the scholarships must be American citizens whose first language is not French. The recipients must hold a teaching position in French during 1999-2000. Preference will be given to members who have been in good standing since January 1, 1997. Student applicants must be recommended by an AATF member teacher/professor or be AATF student members in good standing.

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 (1995-1999) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2000-2001, and recipients of the Belgian and Swiss scholarships must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Denver, as indicated above.

### **Selection Process**

The applications will be reviewed by a national committee and the decision will be

announced by March 15, 2000. A number of factors will be weighed in the selection process:

- clarity and specificity of the candidate's statement;
- reasons for applying and level of French as evidenced on the cassette tape (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
- teaching assignment (number of French classes and number of students impacted) or program of study (student applicant);
- evidence of professional commitment;
- future career plans in education;
- need for an immersion experience in a Francophone country;
- letters of recommendation;

### **Application**

Application forms are available from your local Chapter President, on the AATF Web site [<http://aatf.utsa.edu/>], or can be requested from National Headquarters. Forms can be duplicated.

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, AATF Executive Director. (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, detailed 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, cassette, and postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**. If applying for more than one scholarship, separate sets of application materials must be submitted for each country.
- 5) The application must be **postmarked by February 15, 2000**, to be considered for the scholarship.

# AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order should accompany 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/>]. Please allow 4-6 weeks for delivery.

## REPORTS OF THE AATF FLES\* COMMISSION

1. **NEW!** *The FLES\* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
2. *Attracting French FLES\* Students.* Gladys Lipton, Editor, 1996. \$9.00.
3. *Reaching All FLES\* Students.* Gladys Lipton, Editor, 1995. \$9.00
4. *FLES\* Methodology I.* Gladys Lipton, Editor, 1994, \$9.00.
5. *Expanding FLES\* Horizons.* Gladys Lipton, Editor, 1993. \$9.00.
6. *Evaluating FLES\* Programs.* Gladys Lipton, Editor, 1992, \$9.00.
7. *Implementing FLES\* Programs.* Gladys Lipton, Editor. 1991. \$8.00,
8. *Innovations in FLES\* Programs.* Gladys Lipton, Editor. 1990. \$8.00.
9. *The People Factor in FLES\* Programs.* Gladys Lipton, Editor. 1989. \$8.00.
10. *So You Want to Have a FLES\* Program!* Gladys Lipton, Editor. 1988. \$7.50.

## PROMOTION OF FRENCH

*Video : Open Your World With French/ Le français m'ouvre le monde* (10 min.) encourages students to study French. \$15.00 (members)/\$18.00 (nonmembers)

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

**NEW!** *Video: Allons en France* (10 min.) Story of the 11 student-winners who spent two weeks in France during the *Coupe du Monde*. \$12.00

*T-shirt: Le français m'ouvre le monde*, navy with world map and areas where French is an official language highlighted, areas listed in French on the back. Specify size (L, XL, XXL). \$18.00 (\$19 for XXL).

*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 (nonmembers).

*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 (nonmembers).

## PROMOTIONAL FLYERS (sample copy available on request)

**NEW!** *Why Learn French?* Highlights business and career reasons to study French; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

*Top 10 Reasons to Learn French*; \$5/hundred for postage & handling (while supplies last).

*French is More Than ...*; \$7.50/hundred for postage & 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\*?* \$5.00/hundred for postage & handling (while supplies last).

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

## TEACHING VIDEOS

**NEW!** *Reflets français*, a 40-min. video by Bernard Petit featuring the songs of Eric Vincent and the sights of Paris, includes study guide. \$40 (members)/\$45 (nonmembers).

*À Poitiers entre mai et octobre*, a 23-min. video accompanied by a pedagogical guide. Filmed in France. \$25.00 (members)/\$30.00 (nonmembers).

## 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. Specify (1) Busts of Washington and Lafayette with AATF; (2) French hexa-gon, with "American Association of Teachers of French" around perimeter.

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

## MISCELLANY

*T-shirt: Le français en Amérique du Nord*, burgundy shirt, promoting Montreal. Please specify size (XL and XXL only). SPECIAL OFFER \$10.00; 2 for \$15.00. (while supplies last; only a few are left)

*T-shirt: Le français au cœur de l'Amérique*, royal blue shirt, promoting St. Louis. Please specify size (L, XL, XXL). \$10.00; 2 for \$15.00. (while supplies last; only a few are left)

*AATF Certificate of Merit*. Each 15 cents.

*Tout Paris*. Full-color illustrated guide to Paris. 128 pp. \$15.00

*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*. \$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/\$1.00.

*L'Année en français: Un Calendrier perpétuel*. 1994. A project of the AATF FLES\* Commission. 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.

**NEW!** *Color Notecards*: 12 notecards with envelopes featuring 6 different color designs from winners of the 1999 FLES\* Poster Contest; blank inside. \$10.00.

*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 (old version also available, 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.

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# MOTS CHASSÉS:

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Batterie d'exercices sur l'article "La Vie des mots" paru dans la *French Review* de décembre 1998, Vol. 72:2.

(1) Cherchez l'erreur. Un élément lexical est erroné. Trouvez-le et remplacez-le par le mot juste (argotique ou non).

- (a) Les méchants paparazzi sont de vraies souris.
- (b) Ce Maghrébin s'est fait traiter de Bamboula.
- (c) Le voleur s'est fait arrêter par un meuf.
- (d) Cette mort a fait l'ouverture de tous les magazines.
- (e) Je me suis fait glander mon sac.
- (f) On parle francé dans les banlieus.
- (g) Tant de malheur lui a fait péter les plombes.
- (h) Il y a tellement de ventilo ici qu'on ne peut se tenir debout.
- (i) Rachid est un jeune beurre.
- (j) J'ai du mal à gagner de l'avoine.

(2) Réécrivez en langue familière le texte suivant (en remplaçant les éléments soulignés).

- (a) J'en ai assez de me battre pour trouver un travail.
- (b) Ma vie est toute tranquille.
- (c) Tu es très chic avec ce tailleur Yves Saint-Laurent.
- (d) Ce professeur n'explique pas clairement; tous les élèves sont perdus.
- (e) Vous pourrez beaucoup gagner ou beaucoup perdre en jouant à la Bourse.
- (f) Un type qui a beaucoup d'argent s'achète souvent une belle voiture.
- (g) Où est-ce que tu habites?
- (h) J'ai été trompée par ce vendeur de voitures.
- (i) Les bourgeois vivent généralement dans de grandes maisons.
- (j) "Arrêtez de vous renvoyer les responsabilités."
- (k) J'ai traîné toute la matinée à ne rien faire.
- (l) Attention à ne pas vous faire voler votre sac.
- (m) Ce film était si ennuyeux que nous avons dormi presque tout le temps.
- (n) Les films d'Hitchcock me faisaient généralement peur.

Le corrigé de ces exercices se trouve à la page 30 de ce numéro du *National Bulletin*. Le corrigé des "Mots chassés" du *National Bulletin* d'avril 1999 se trouve également à la page 30.

Colette Dio  
Nancy, France

## DIABOLO MENTHE / PEPPERMINT SODA

One film which has been somewhat overlooked, but which lends itself well to classroom viewing, is Diane Kurys' *Diabolo Menthe*. Released in 1977, and winner of the *Prix Louis Delluc* as France's best film of the year, *Diabolo Menthe* (English title *Peppermint Soda*) follows the lives of teenage sisters Anne and Frédérique Weber through an entire school year, from *la rentrée* in 1962 to the beginning of *les vacances* in 1963. Although nothing particularly tragic or earth-shattering happens to them during this period, the appeal of the film lies precisely in director Kurys' ability to show the drama of everyday life as the sisters struggle with the problems of school, family, friends, and boys as well as their own physical and emotional changes.

The parents of Anne and Frédérique are separated, in the process of divorcing, and the girls vacation with their father, who lives in Deauville. The rest of the year is spent in Paris with their mother, a very energetic and attractive woman, who has both a boyfriend and a job. Fifteen-year-old Frédérique is in *quatrième* and attends the *Lycée Jules-Ferry* where Anne, 13, will be a student for the first time. These were the days before the *collège* became the rule, when pupils went directly from elementary to high school, when *sixième* marked the first year of *lycée*, when education was not yet universally *mixte*.

In spite of this ordinary-sounding plot, *Diabolo Menthe* is anything but simplistic. Perhaps because she herself was 13 in 1962, and also attended the *Lycée Jules-Ferry*, Kurys as both writer and director has been able to infuse her film with insight and sensitivity, which definitely bring credibility to this semi-autobiographical story set almost four decades ago. Even the fashions seem to have stood the test of time, and the overriding themes of divorce, sibling rivalry, and the challenges of the teen years have given Kurys' work an aura of timelessness, making it quite relevant to the lives of young people today.

Nevertheless, it is very important that we as teachers make sure that our students realize that the school structure as depicted in *Diabolo Menthe* is in no way an accurate picture of the French educational system of today. Since the upheaval of the events of *mai 68*—strikes by university students which spread to the general working populace throughout France and which lasted several weeks—there have been many social reforms in an attempt to allow for more individual freedoms and more freedom of expression. The public educational system was not the least of those institutions affected by *mai 68*. Over the last thirty years public (and to a lesser extent private)

education in France has undergone many changes, and this evolutionary trend continues even today. The most current move has been toward the standardization of education throughout Europe, a move which reflects the growing sense of a common European identity and the efforts to further unify the members of the European Community.

It is for this reason that I have included two bibliographies at the end of this article. The first (Reference Bibliography) contains the sources which I used in creating classroom materials to accompany *Diabolo Menthe*, materials which I will discuss shortly. Since I developed my materials in 1997, a number of the books which I used for reference have come out in later editions, and some are out of print, although the latter should be available through interlibrary loan. The second (Updated Bibliography/Suggested Reading) provides more current sources. The updated list is far from being complete, but at least it should provide some background information for us as teachers—and for more advanced students—who would like to delve more deeply into the changes which have taken place in the French educational system over the past three decades, and who would like to learn more about Diane Kurys and her work.

Therefore, once students understand that there are no longer separate schools for girls and boys, that French public education has changed greatly over the years, and that Kurys' film represents a picture of schooling as she herself perceived it nearly forty years ago, I feel that her film lends itself well to today's classroom. *Diabolo Menthe* seems to be an especially good choice for viewing in intermediate to advanced classes, for the situations faced by Anne and Frédérique—divorce, puberty, sibling rivalry, problems at home and at school—are easily identifiable and seem to encourage discussion among students. Even so, with appropriate guided activities and worksheets, the film should be suitable for all levels. Shot on location in Paris (with a few scenes of Deauville and the French countryside), it provides a great look at the workings of the *Lycée Jules-Ferry* which still exists today, although in coed form. The director has in fact used the school as a unifying element for the action. The ringing bells and the images of the *lycéennes* rushing up and down the staircase so as not to be late to class are repeated over and over again, constantly bringing the viewer—and Anne and Frédérique—back to reality. School is an important part of their lives. Their friends are there, and their performance there is a direct reflection of what is going on in their private lives.

I showed *Diabolo Menthe* to third semester college-level students with very good results, and thus I would like to share some of the activities which I used to supplement the viewing of this film. As time is restricted by my course syllabus (three days' total for a feature film and only one film each semester), I like to give my classes several pages of handouts in advance. It is very difficult to find a feature film which one can show in two fifty-minute class periods, thus leaving the third day free for class discussion. With a running time of just 97 minutes, *Diabolo Menthe* fits well into this restricted time format. On the first page of the handouts I create for any feature film, I always include a review of the film, and in this case I added a biographical sketch of Diane Kurys, since her work is perhaps less well-known. *The Movie Guide* is a good source for reviews, which are usually not detailed enough to destroy the suspense or the ending of a film but which help students familiarize themselves in advance with the characters and the plot. Reviews can be shortened to fit the needs of a class, and it is certainly possible to write one's own brief sketch of a film. (Here I would like to add that for *Diabolo Menthe*, I created a total of five pages of handouts, although this figure is arbitrary. I create handouts in order to acquaint my students with facts and details which I would never have time to mention in class. In addition, question sheets provide grammar and vocabulary support, which in turn stimulate and guide discussion, making film-viewing a more active experience.)

On the second page of my handouts, I always have a list of characters and the names of the actors and actresses who played these roles. Below, there is another list, grouping secondary characters according to their function in the film: i.e., *les amis de Frédérique*, *les amis d'Anne*, *d'autres personnages*. These lists serve to eliminate confusion and the misspelling of names in compositions. Although in *Diabolo Menthe* the identity of the sisters and their parents is obvious, that of some of the important secondary characters may be less so. To save time, I provide a brief description of each person on the list, but it is also possible to create a class or group activity by giving students the names and having them come up with their own identifications. This activity would be quite suitable for classes who are just learning family relationships and physical descriptions. At the bottom of this page, the heading *Lieux* identifies the various locations where scenes take place in the film.

In the case of *Diabolo Menthe*, the third and fourth pages of my handouts are devoted to questions which will form the basis for our class discussion, and Kurys'

film seems to lend itself to four major divisions: *la famille*, *le lycée*, *les amis*, and *questions générales*. These groupings are merely suggestions, for there are so many underlying themes that each person who views the film will probably come up with his or her own ideas. There is in fact so much to discuss that I limited myself to five questions for each section.

**I. La famille:** *Que pensez-vous d'Anne? Est-ce qu'elle est sympathique? Trouvez quelques adjectifs pour la décrire. 2) Et Frédérique? Comment est-elle? 3) Pensez-vous que Mme Weber est une bonne mère? Quels sont ses rapports [her relationship] avec ses filles? Est-elle sévère avec ses enfants? 4) Après avoir demandé à Frédérique de déchirer les lettres de Marc, pourquoi est-ce que Mme Weber la laisse partir avec lui pendant les vacances de Pâques? 5) Quels sont les rapports entre Frédérique et Anne et leur père? Elles ont l'air d'être heureuses quand elles sont en vacances avec lui à Deauville et à l'Alpe d'Huez. Pourquoi donc est-ce qu'elles se sentent gênées [awkward, uncomfortable] en présence de leur père quand il les emmène au restaurant à Paris?*

My goal here is to summarize the family dynamic. Anne is decidedly likable, but she is also a little sneak, and at times a boldfaced liar. In truth, she is troubled over her parents' divorce. Although she detests Philippe, her mother's boyfriend, she tries to impress her friends by showing them a photo of him with her mother and pretending that they are her parents, preferring the more dashing Philippe to her older, balding father—at least in picture form. Anne's grades are poor, and she suffers from her slowness in maturing physically as well as from her mother's refusal to let her wear panty hose or take the bus to school—things older girls do. Frédérique appears more stable, but she has begun to discover boys—and politics—and her mother's somewhat mercurial behavior works at times in her favor, at times not. Mme Weber offers yet another interesting study, as she seems to care genuinely about her daughters but is often not at home. Then there is the phenomenon of big sister versus little sister, even though, in times of crisis, the bonds between the two are very strong. Finally, the relationship with their father is rather curious, and Anne knows how to use this situation to her advantage.

**II. Le lycée:** *1) Qu'est-ce que vous pensez du lycée? Des cours? Des profs? Des élèves? Est-ce qu'elles sont disciplinées/difficiles? 2) Qu'est-ce que vous pensez de la qualité de l'enseignement au Lycée Jules-Ferry? 3) Pourquoi est-ce que la politique est interdite au lycée? 4)*

*Quelles différences avez-vous notées entre votre lycée et le Lycée Jules-Ferry? 5) Est-ce que l'enseignement non-mixte [non-coed] est une bonne chose? Quels sont les avantages/les inconvénients de ce système?*

In spite of its serious themes, the film has many humorous moments, and the scenes shot at the *lycée* are some of the most amusing. The viewer sees the girls in class, in the halls, at lunch, in the school yard during *récréation*. For this reason, as mentioned above, *Diabolo Menthe* could be used to teach students about the French school system—the way it used to be. Much has changed since 1962, but the division of classes, the grading system, and the administrative hierarchy still bear traces of the older systems. One idea is to present factual information first, from sources such as *Le Nouveau Guide France* (or from other sources such as those listed in my Updated Bibliography/Suggested Reading section). Among these is the very helpful *Tableaux culturels de la France*. This book has some very thought-provoking questions about the way French education has evolved over the years—and continues to evolve not only structurally but also with regard to the manner in which a student's emotional and psychological development is viewed, and valued. The *Teacher's Guide* designed to accompany *Tableaux* has several interesting ideas for activities which could be used

in conjunction with showing *Diabolo Menthe*—ideas such as inviting a French person to come and speak to a class about his or her school experience. Another idea is to have students compare their own schooling to that of a young French person of comparable age. I realize that having a French visitor might not always be feasible, for a number of reasons, but I do believe that the enthusiasm with which my students received this film was due, at least in part, to their being able to identify with the fact of, quite simply, being in school. The high school experience is very fresh in the minds of students, even those of college age, and *Diabolo Menthe's* sometimes “unusual” teachers and overexuberant girls seem to encourage students to comment on a subject about which they obviously have opinions, and firsthand knowledge.

**III. Les amis:** *1) Comment sont les amies d'Anne, Sylvie et Martine? 2) Frédérique et Perrine sont amies depuis longtemps. Pourquoi est-ce qu'elles se sont fâchées? 3) Pourquoi est-ce que Frédérique et Pascale deviennent amies? Est-ce que vous avez laissé tomber [dropped] des amis quand vous étiez au lycée? Pourquoi? 4) Pourquoi Muriel a-t-elle fait une fugue? Décrivez sa situation familiale. 5) Pourquoi Muriel a-t-elle fait une scène dans la cour du lycée?*

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As might be expected, each sister has her own set of friends, and Kurys has cleverly used these groupings to show the pleasant and the painful side of friendship. Anne's friends provide comic relief, from Martine who dances on top of a desk during class—one of the funniest scenes in the film—to little blonde, braided Sylvie who expounds with great authority on everything, especially boys and sex, about which she is humorously misinformed. By contrast, Frédérique goes through a crisis, losing the friendship of Perrine, to whom she had long been close (since grade school perhaps). They fight over Frédérique's newfound passion for politics, which is of no interest whatsoever to Perrine. Frédérique also loses Muriel, a new girl who comes from a single-parent household. Obviously troubled by her mother's suicide the year before, Muriel runs away with her boyfriend during spring break. Her return to *Jules-Ferry* is short-lived, and the very amusing scene which leads to her expulsion underlines once again Kurys' skill as a filmmaker, showing both the comic and the serious side of life. Muriel was not happy at school, but the total insensitivity of the headmistress makes it easy for her to make the choice of getting herself expelled. These losses, however, cause Frédérique to become closer to Anne. Previously, Anne had been excluded from her sister's circle of friends. "*Va-t'en, ce n'est pas de ton âge!*" had been a familiar refrain, but now we see the older girl sitting and talking with Anne, Martine, and Sylvie during *récréation*. And, ironically, it is politics which brings together Frédérique and Pascale, who become new best friends. In a history class, Pascale recounts having been an eye-witness to *Charonne*, a 1962 protest against the war in Algeria which turned to bloodshed. This long scene, perhaps the most touching in the film, can be used to acquaint students, if only briefly, with the Algerian War, an episode in French history which is still on people's minds today.

**IV. Questions générales:** 1) *Pourquoi est-ce que M. Cazau a embrassé Frédérique?* 2) *Frédérique a réussi le rôle*

*de Trissotin dans Les Femmes savantes de Molière, mais elle est triste après. Pourquoi?* 3) *Pourquoi est-ce que M. Weber est vite parti à la fin de la pièce, sans rien dire à Frédérique, sans la féliciter?* 4) *On ne voit jamais M. et Mme Weber ensemble. Pourquoi? À votre avis, est-ce que la situation de Frédérique et sa sœur est typique des enfants dont les parents sont divorcés? Pourquoi? Pourquoi pas?* 5) *Faites une critique du film. L'avez-vous aimé? Est-ce que vous pensez que le film ait vécu [is not dated]? Est-ce que vous pensez qu'aujourd'hui les jeunes de 13 à 15 ans aient les mêmes types de soucis [worries] et les mêmes intérêts qu'Anne et*

the answers prepared by groups. If time is limited, questions can certainly be skipped, or each group can work on a particular set of questions and share their answers with the rest of the class. Another idea is to have each group use the questions in a section to prepare a summary of the section. For instance, from *La famille* one could create a portrait of the Weber family, their relationships and their problems. The main idea is to get the students thinking and talking about the film.

To facilitate the discussion and any writing the students do in and outside of class, I always give them a final page with *Vocabulaire utile* and *Notes culturelles*. The vocabulary list, with English definitions, is related specifically to the film—words such as *le bulletin scolaire*, (*Madame*) *le censeur*, *la colle*, *se faire renvoyer* for *Diabolo Menthe*. As my students have a text with long lists of general vocabulary, I try to give them words which they cannot find in their text or in a dictionary, including slang expressions and words which have a particular cultural use within the context of the film. A good example of the latter would be *Madame le censeur*—a new word as well as an expression which uses the feminine form of address with a noun which is always masculine. I try to limit the *Vocabulaire utile* to ten words, but, once again, this figure is arbitrary. This list is designed to be exactly what it says it is—useful. If a particular film merits a longer list, it should definitely have one. (The idea of a *Vocabulaire utile* was given to me by a colleague who found that longer lists often discouraged students from learning the new words. Another colleague has students, either individually or in groups, create

their own short vocabulary lists which are then shared with the whole class.)

The *Notes culturelles* are brief definitions of people, places, or events mentioned in the film—things I would like my students to know, or at least recognize later on, but which I may not have time to mention in class. In this instance, among other things, I listed Molière and *Les Femmes savantes*, since this was the play presented at the end-of-the-school-year *fête*, and in which Frédérique and Pascale both had starring roles. Finally, I found a detailed Paris street map which showed the *Lycée Jules-*



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*Frédérique?*

This final section is designed to cover the end of the film, wrap up any loose ends and give students a chance to start thinking about the 250-word composition which will complete the work on *Diabolo Menthe*. These multiple-part questions may seem long, but they are geared to provide vocabulary support, hopefully making them easier to answer. Also, they may suggest ideas which can be explored in the composition. Advanced students should have no difficulty with the discussion, but for lower levels, the class can be divided up and

Ferry still located on the corner of the *boulevard de Clichy* and the *rue de Douai*, not far from the *Moulin Rouge* and the *place Pigalle*, names which students recognize. I made enlarged copies of this section of the city and gave a map to each student.

The composition itself can be a movie review or a commentary on some aspect of the film. It was these compositions which made me realize how well my students related to *Diabolo Menthe*. Many wrote about growing up with divorced parents, about vacations spent with one parent or another, about a mother or a father being absent a lot because of work, about the inability to accept the person a parent was dating, and one student commented that her home life was so similar to that of Anne and Frédérique that she could still hear her older sister saying: "*Va-t'en, ce n'est pas de ton âge!*" A number enjoyed comparing *Jules-Ferry* to their own high school and found that they had been better off than they thought—at least their teachers were more *sympa!*

When I first watched *Diabolo Menthe* with the idea of showing it to my class, I was a bit bothered by the rather episodic nature, for scenes can be short and the action subtle (which did not bother my more media-oriented students at all). However, something drew me back, and some twenty viewings later, I am still charmed by this film. The above questions and ideas represent just one approach, and for lower level classes, one can certainly create more simple activities—true-false, matching, cloze passages, for instance. Also, the theme song at the end, written and sung by Yves Simon, could be used for a class activity, as the words are easy to transcribe and sum up nicely the year spent with Anne, her friends and family. She may have matured physically, but she still hasn't found a boyfriend—who exists only in her dreams—and Anne never gets to taste the *diabolo menthe* she orders in a *café*, a drink she associates with growing up.

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Note: Sales agents for publications of the Council of Europe in the United States and Canada are: Manhattan Publishing Company, 468 Albany Post Road. P.O. Box 850, Croton-on-Hudson, New York 10520.

Charlotte Kelsey  
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# L'ACCUEIL ACADIEN S'ÉTEND À TRAVERS TOUTE LA FRANCOPHONIE!

M. Chirac nous a rappelé, «Être jeune, c'est questionner le sens de la vie»!

Comme le thème de la VIII<sup>e</sup> Sommet de la Francophonie a été «la jeunesse», je tiens à dédier cet article et cette expérience inouïe à la mémoire de Clarence Culver, le *Super-intendant de Niles Public School à Niles, Illinois* qui a eu le rêve et le courage d'embaucher un professeur de français à une époque où cela ne se faisait pas! En tant qu'élève de 8 ans, moi, j'ai pu bénéficier de cette introduction passionnante à la langue française avec laquelle j'ai plus tard fait ma carrière. C'est un bel exemple de ce que nous souhaitons réaliser dans nos écoles en Amérique: créer une expérience valable dans une autre langue pour les petits enfants afin d'influencer leur façon d'être francophone. «Mister» Culver aurait adoré ce Sommet car lui, aussi, croyait en les droits et en la liberté d'expression. Sans le savoir, il m'a donné l'occasion d'évoquer le désir de recréer leurs vies dans une autre langue à mes élèves. Et nous, les professeurs de l'AATF qui n'arrêtons pas de manifester pour la protection des droits et avec ce, des études de la langue française, nous restons solidaires avec ceux qui croient en un tel Sommet de la Francophonie.

Nous, les professeurs, vivons avec ce défi tous les jours lorsque nous emmenons nos élèves vers de nouvelles façons de s'exprimer et de nouveaux points de vue à explorer et/ou adopter. Faire sienne la culture et la langue de quelqu'un d'autre ne semble pas évident, mais si vous avez pénétré le cœur et l'âme des étrangers, vous avez déjà un grand secret à partager avec vos jeunes. Car, nous avons tous questionné le sens de la vie avec d'autres mots, sur le goût d'autres épices, et sur d'autres rythmes. Ainsi, nous sommes comme les jeunes dont parlait M. Chirac lorsqu'il a ouvert le VIII<sup>e</sup> Sommet de la Francophonie à Moncton au Nouveau-Brunswick dans notre Amérique du Nord aux côtés des Premier Ministre Jean Chrétien, Bernard Lord, Lucien Bouchard, des 52 chefs d'état avec leurs délégations francophones, et du peuple solidaire acadien.

Les invités d'honneur—les porteurs du flambeau de la démocratie si chère au Secrétaire général de la Francophonie Boutros Boutros-Ghali—étaient évidemment les jeunes! Les jeunes comme Josée et Roxanne qui ont exprimé leurs inquiétudes et leurs rêves devant toute la Francophonie lors de la cérémonie d'ouverture aussi bien que les jeunes qui travaillaient sur les ondes de Radio Jeunesse 99, les finalistes des Olympiades

universitaires et les jeunes qui nous sont inconnus qui, hélas, sont restés chez eux dans leurs pays sans savoir qu'un tel sommet se déroulait dans un bel coin comme l'Acadie pas loin de chez nous!

Dans les 52 pays représentés à Moncton, la langue française connaît un statut de langue de la minorité—à part en France bien entendu—mais pour ces quelques jours, elle vivait en majorité. Elle se fêtait!

M. Jean Chrétien nous rappelle, «Vivre en français en Amérique ne va pas de soi... Pour vivre en français, il faut le vouloir»! Le Sommet de Hanoï en 1997 voulait relancer la présence du français dans les organisations internationales surtout dans l'Union européenne qui «constitue un enjeu essentiel pour la place de notre langue, par une offre dynamique de formation».

M. Boutros Boutros-Ghali répète, «la Francophonie est d'abord là pour faire ce que d'autres ne feront jamais à sa place! ... Elle est là pour promouvoir le respect de la diversité culturelle et linguistique ... La Francophonie est une autre manière de vivre l'universel...Ce courage, cette détermination, cette audace sont déjà ancrés dans le cœur de tous les jeunes de l'espace francophone. Vous les avez entendus! Ils sont prêts! Ils comptent sur la Francophonie! Et la Francophonie se doit, désormais, de compter avec eux»!

M. Bernard Lord a insisté, «Pendant les prochains jours, la jeunesse francophone du monde entier aura les yeux tournés vers nous. Notre tâche est de l'écouter, la comprendre et d'agir».

C'était au Monument Lefebvre de Memramcook (premier établissement francophone conférant des diplômes universitaires dans les Maritimes) que M. Chirac a reçu deux doctorats *honoris causa* devant les citoyens acadiens dont une centaine d'élèves fiers de 10 et 12 ans chargés de déployer farouchement leurs drapeaux acadiens pour saluer leur invité, d'honneur. Enthousiastes ils m'ont dit, «C'est le Président de la France. Il va voir qu'on parle français ici! Je me suis réveillé très tôt pour le voir. Mon job, c'est de lui montrer mon drapeau. Ah, on ne parle pas français à Chicago? Pourquoi pas?» «Il est évident que ces jeunes connaissent et respectent la survie de leur culture sans rompre jamais, en un mot: de faire face ...» a dit M. Chirac.

Madame Antonine Maillet, la voix de son peuple nous l'explique, «Tenir le Sommet ici est énorme comme reconnaissance du peuple acadien. L'Acadie est un peuple; ce n'est pas un pays...On est heureux de pouvoir dire qu'on a survécu par la force même de notre âme...C'est celle de

l'affirmation de soi-même—et tout cela en français. Pas seulement notre langue—notre façon de parler la langue, notre intonation, notre style, nos images, notre humour, notre manière d'être».

Après la cérémonie à Memramcook, j'ai serré la main à M. Chirac dans une bousculade émouvante. Je lui ai dit, «Bonjour de Chicago et des États-Unis où nous voulons parler français aussi! Merci pour toute l'aide que vous nous accordez aux écoles et aux programmes francophones». Il m'a souri et avait l'air très étonné par ce que je venais de lui dire. C'était très émouvant.

## La Jeunesse

1999 fut déclarée l'Année de la Jeunesse de la Francophonie. Les jeunes réunis avec M. Boutros Boutros-Ghali à Genève ont présenté les recommandations suivantes à étudier au Sommet de Moncton: conflits armés, éducation, formation et emploi, intégration, développement et solidarité, culture et nouvelles technologies, droits de la personne et vie politique.

Qu'en ont dit quelques jeunes francophones à propos du mandat de la Francophonie? Marie-Claire a dit, «Je suis francophone au pluriel. Ce Sommet m'a renvoyée à mes origines Micmac, à cette richesse, à ces défis. De plus, je me suis remise à demander des services en français ici à Moncton, ce qui m'a étonnée, ce qui m'a émue. Je suis francophone. Je suis autochtone. Je suis plurielle, c'est comme ça». Josée a insisté, «Pour moi, le Québec, la Francophonie et la langue française, c'est une grande marche ... vers le monde». Roxanne explique, «Nous ne voulons pas être la 'relève.' Nous sommes les auteurs du présent. Nos collectivités sont complexes. Elles doivent être reconnues et respectées ainsi».

En voici d'autres buts qui feront l'objet de discussion dans nos classes et dans des échanges sur l'Internet avec des jeunes d'ailleurs: «Être la voix des sans-voix» (Anne-Marie, 24 ans, République Démocratique du Congo); «investir le champ des nouvelles technologies afin que le français devienne un canal international de communication et de transmission des nouveaux savoirs» (Philippe-Arthur, 21 ans, Haïti); et «s'enflammer pour le dialogue et la solidarité des plus pauvres» (Boris, 19 ans, Bulgarie). Sensibiliser nos jeunes, c'est les emmener vers les buts du Sommet et vers les buts des *National Standards*. C'est un engagement individuel et collectif qui devient de plus en plus pluridisciplinaire et urgent.

Au Nouveau Brunswick les jeunes ont



M. Boutros Boutros-Ghali, *Secrétaire général de la francophonie*, et Susan Boldrey au Sommet de la Francophonie.

participé à des projets tels «Jeunes Pages du Canada» et «Le Nouveau-Brunswick vous accueille!» où ils travaillaient au Sommet, «Une École, un pays» où les élèves adoptaient un pays francophone et l'étudiaient, et «Avenir francophone», un concours sur l'impact du Sommet.

### Les premières Olympiades universitaires de la Francophonie

Les premières Olympiades universitaires de la Francophonie ont réuni 957 équipes composées de 3 étudiant(e)s chacune dont les 16 finalistes ont eu l'honneur de présenter leurs projets à Boutros Boutros-Ghali visiblement ému et aux jurys le 1<sup>er</sup> septembre à l'Université de Moncton. Ces jeunes participants—tous doués en informatique—partageaient le désir de créer des réseaux Internet qui puissent rompre les barrières économiques, politiques et culturels qui divisent la Francophonie. Tous sincères et tous des rêveurs, ils ont su mettre la technologie en évidence pour les jeunes ailleurs.

Les Camerounais m'ont parlé de la vie tranquille réussie par les Pygmées en voie de disparition. Des Roumains mettaient l'accent sur la diversité culturelle et le miroir de l'influence de la langue française. Des Libanais cherchaient une base de données informatisée qui servira leur pays pendant une période fragile de sa modernisation. Des Malgaches créent le magnifique palais virtuel, le ROVA, brûlé en 1996, pour la préservation du patrimoine et une Marocaine a mis l'accent sur la nutrition et les maladies des enfants.

### Radio Jeunesse 99

Du 21 août au 7 septembre 1999, 24h/24 Radio Jeunesse 99 regroupait 70 jeunes francophones, âgés de 18 à 30 ans des quatre continents qui faisaient des entrevues et passaient des chansons de la francophonie sur les ondes FM dans un studio à l'Université de Moncton. Conçue et animée par des jeunes, cette chaîne a donné

une voix et une voie à des cris pour la liberté, à des contes, et à des rêves. Il s'agissait «...des préoccupations et problématiques de la jeunesse. Le chômage, l'endettement des étudiants, la santé des jeunes, le suicide, la consommation de drogues, les valeurs et croyances, la musique des jeunes, les barrières qui gênent leur épanouissement dans la société, les espoirs des jeunes...» La musique n'a pas de langue. Ça vient du cœur. Radio Jeunesse nous a rappelé cette innocence trop souvent balayé dans le quotidien. Nos élèves pourraient réaliser de telles émissions soit avec la station de l'école, une station communautaire ou même avec des cassettes qu'ils feraient écouter à d'autres élèves. Vive la Radio Jeunesse!

### «Parlons Francophone»

«Parlons Francophone»! est le projet de génie—soit génial—d'un jeune Français, Patrice Ponza. Patrice, 24 ans, entreprend le tour de la Francophonie en vélo visitant des écoles où il souhaite sensibiliser les enfants à la question de la liberté et à leur culture unique au sein de la Francophonie. Le 26 avril 1999 il a commencé ce voyage en France dans une vingtaine d'écoles. Tous pourront dialoguer grâce à une boîte aux lettres virtuelle [p.ponza@caramail.fr]. Suite à un accident de la route en 1993, Patrice s'est rendu compte qu'il avait quelque chose à donner aux enfants. Comme bagages, il arrive avec son vélo et un petit remorque sur lequel on lit «Tour du monde des écoles francophones», son sourire et des idées qui engageront la jeunesse francophone et leurs professeurs. Parlons francophone! Patrice espère visiter des écoles aux États-Unis, donc invitez-le à partager sa passion pour la Francophonie et pour les jeunes chez vous!

### Au Sommet Parallèle

Au Sommet parallèle, OXFAM-Canada-projet Acadie, Reporters sans frontières, Amnistie Internationale et des groupes pour la protection des droits des enfants et la destruction des mines antipersonnel étaient présents. On nous rappelait qu'il y a des abus des droits humains dans 32 des 52 pays francophones présents au Sommet dont quinze qui violent la liberté de la presse. Le Sommet Parallèle voulait attirer l'attention sur le besoin d'intervention politique et même de l'exclusion possible des pays qui ne respectent pas les droits humains.

Le grand thème de la Croix-Rouge canadienne contre ces mines a été décrit par un enfant bosniaque. C'est «Si tu as survécu à la guerre, tâche de survivre à la paix». Reporters sans frontières nous

rappelle le décret du Sommet de Hanoï qui disait que «La Francophonie devrait être une langue en commun, mais également une culture en partage: celle du respect des droits de l'homme, de la tolérance et de la liberté d'expression».

Les projets du Sommet Parallèle pourront faire le sujet de projets pluridisciplinaires tels des débats, des présentations, des visites, et du *community outreach* avec nos classes. Ils reflètent bien nos mandats aux U.S.A. et les soucis de notre jeunesse actuelle.

### Conclusion

À la clôture de ce Sommet intense, nous nous trouvons face à des défis internationaux et individuels énumérés par la Francophonie: « ... Nous avons écouté les jeunes dans nos pays...Nous réaffirmons que la paix, la démocratie et le développement durable sont non seulement des objectifs interdépendants, mais aussi des valeurs que nous partageons...La Francophonie forme un espace culturel et linguistique...Nous condamnons toutes formes de traitements inhumains et dégradants et lutterons tout particulièrement contre l'exploitation des enfants...La Francophonie est un pont entre les peuples...nous entendons faciliter l'intégration du plus grand nombre de nos pays au système du commerce mondial...Nous mobiliserons les moyens nécessaires aux missions de la Francophonie...» Le prochain Sommet se tiendra à Beyrouth en 2001 et aura pour thème «les cultures».

Deux des chefs d'état ont dû penser à nous, les professeurs de français aux États-Unis lorsqu'ils ont dit: «Je pense que ce qui est important c'est de défendre la diversité des cultures, la diversité des langues, parce que cette diversité appartient au patrimoine de l'humanité» (M. Boutros Boutros-Ghali) et «Notre message est un message de paix, de tolérance. Notre combat est un combat pour l'Homme, sa liberté, sa dignité, son épanouissement. Notre ambition est celle d'une société internationale juste, ouverte, solidaire» (M. Chirac).

Merci à l'Acadie et à la jeunesse francophone!

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Je remercie l'AATF, le *Journal Français*, Air Canada, la Province du Nouveau-Brunswick, l'ACSUS, Canadian Club of Chicago, et *member station* WILL (580 am) de *National Public Radio* de leur soutien et de leur enthousiasme pour ce projet.

## AATF SMALL GRANT AWARDS

At the St. Louis Convention, the Executive Council again renewed the AATF Small Grants program for 2000 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds from the chapter to which the applicant belongs must be committed—or less if the Chapter treasury cannot meet the challenge. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 2000**: (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) funds 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 some 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.

Members should remember that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear a relationship to the purposes of the Association, namely the furthering of French studies in North America, and be of potential benefit to other members of the Chapter or to his/her students of French. Under no circumstances will awards be made to carry out strictly personal research or to travel abroad 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), 1998 (Nov. issue), 1999 (elsewhere on this page). However, new types of projects will also be given consideration.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2000 are particularly encouraged.

All requests will be acknowledged and results will be announced by the end of March 2000.

## AATF PUBLICATIONS AVAILABLE

### 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.

### SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several potential benefits to a secondary French program. First, it provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a white cord at graduation, and the right to wear the official emblem/pin of the honor society. Second, the chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. In addition, there is the opportunity for students to experience leadership in serving as officers, directing the initiation ceremony, and/or leading other chapter events.

Information is available from Sharon B. Rapp, National President SHF, 1817 South Boulevard, Conway, AR 72032-6205 [sbrapp@juno.com] or from Stephen Foster, Executive Secretary SHF, Department of Foreign Languages, Old Dominion University, Norfolk, VA 23508 [sfoster@odu.edu].

*L'homme qui sait deux langues en vaut deux!*

### CHECK THE WEB FOR UPDATES ON PARIS

The AATF Web site will have regular updates on activities occurring in Paris at the time of the convention at [<http://aatf.utsa.edu/>]. The preliminary program will be posted and periodically updated as soon as it is available.

### 1999 SMALL GRANT WINNERS

In 1999, \$15,000 in AATF grants were distributed to individual members and chapters; more than \$10,000 of this money was devoted to funding National French Week projects. The following individuals received grants for their projects:

Arizona AATF Chapter to begin a chapter newsletter;

Helmut Baranyi (FL) to produce a video of interviews with native speakers of French;

Deborah Bartle (VA) for the *Congrès Français de Chesterfield*;

Carol Chambers and Margaret Malloy (NY) for an immersion day;

Annie Wiseman-Floyd (IL) for a National French Week program at the local public library

Éliane Kurbegov (FL) for an immersion day;

Carleen Leggett (MD) to produce a video of original French comedies;

Julie Maddox (KY) for a West African puppet project;

Brigitte Roussel (KS) for an *Auberge de Jeunesse* immersion project and National French Week activities

Alan Wax (IL) for National French Week activities

Barbara Weiner (NE) for an immersion day;

Washington AATF Chapter to support its newsletter *Le Canard déchaîné*.

In addition, the following individuals and chapters received National French Grants to sponsor projects which include musical and theatre performances, immersion days, festivals and contests, and an Internet simulation project: Martha Nichols-Pecceu (St. Petersburg, FL) Patricia Olderr (Darien, IL), Florida Chapter, Hudson Valley NY Chapter, Kentucky Chapter, Maryland Chapter, Metropolitan New York Chapter, Michigan Chapter, Nassau NY Chapter, New Hampshire Chapter, New Jersey Chapter, North Texas Chapter, Northern California Chapter, Philadelphia Chapter, Southern California Chapter, Suffolk NY Chapter, Vermont Chapter, Washington Chapter, Westchester NY Chapter, Western New York Chapter, and AATF Region II (New England).

**MOTS CHASSÉS:** Corrigé des exercices sur l'article "La Vie des mots" parus à la page 22.

1. (a) rats (à la place de *souris*); (b) black (à la place de *Maghrébin*); (c) un keuf (à la place de *meuf*); (d) couverture (à la place de *ouverture*); (e) choper ou piquer (et non *glander*); (f) céfran (et non *francé*); (g) péter les plombs (et non les *plombes*); (h). beur (et non *beurre*); (i) blé ou oseille (et non *avoine*).

2. (a) J'en ai marre de galérer pour trouver un taf.

(b) Ma vie est toute plan-plan.

(c) Tu es très classe avec ce tailleur.

(d) Ce professeur n'explique pas clairement; tous les élèves sont largués ou paumés.

(e) Vous pourrez gagner beaucoup ou perdre à boursicoter.

(f) Un type fricqué s'achète souvent une belle bagnole.

(g) Où est-ce que tu crèches?

(h) J'ai été entubée par ce vendeur.

(i) Les bourges vivent généralement dans de grandes baraques.

(j) "Arrêtez de vous repasser la patate chaude."

(k) J'ai glandé toute la matinée.

(l) Attention à ne pas vous faire piquer votre sac.

(m) Ce film était si ennuyeux que nous

avons pioncé presque tout le temps.

(n) Les films d'Hitchcock me flanquaient la trouille.

**MOTS CHASSÉS:** Corrigé des exercices sur l'article "La Vie des mots" parus dans le *National Bulletin* du mois d'avril à la page 46.

1. (a) le préposé; (b) la technicienne de surface; (c) le professeur des écoles; (d) le gardien d'immeubles; (e) un homme de couleur; (f) le demandeur d'emploi; (g) une personne à mobilité réduite.

2. Noms composés:

- *service-clientèle*: bureaux de la SNCF où les voyageurs peuvent trouver toute l'aide voulue;

- *un billet-voyageur*: un billet réservé à la clientèle voyageur;

- *en cas de non-retrait*: si l'on ne va pas retirer au guichet un billet réservé;

- *un espace-jeux*: espace réservé dans un wagon et mis à la disposition des jeunes enfants;

- *un chauffe-biberon*: un appareil qui sert à réchauffer les biberons (se trouvent sur les aires d'autoroute, aéroports, etc.);

- *un appuie-tête*: partie supérieure du siège voyageur où la tête se repose;

- *un repose-pied* (cf. ci-dessus);

- *service train-auto*: service offert par la

SNCF qui transporte votre voiture sur une longue distance pour vous éviter toute fatigue;

- *une lettre-repère*: lettre signalétique sur les quais de chemin de fer correspondant au numéro de votre voiture (en cas de place réservée).

3. (a) *En cas de on retrait*, cette réservation sera annulée.

(b) Ce distributeur est *hors service* depuis ce matin.

(c) Ce village *n'est pas desservi* par le train.

(d) *J'ai eu un coup de cœur* pour ce meuble dans la boutique.

(e) Le discours du Président est *passé sur les ondes*.

(f) *Appelle un chat un chat*.

(g) *J'ai vraiment la flemme* aujourd'hui.

(h) *La signalétique* nous a été très utile pour prendre le bon train.

4. (a) composter; (b) forfait; (c) panonceau; (d) prestation; (e) signalétique; (f) bourde; (g) clientèle; (h) descriptif; (i) retardataire; (j) devise.

**P.S.** Le n°. i de l'exercice 4 serait difficilement résolu étant donné qu'il y a une erreur dans le texte publié dans la *French Review* où apparaît le mot *retardaire* au lieu de *retardataire*.

### 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 \$7.50/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.

**La Chambre de Commerce et d'Industrie de Paris vient de mettre en ligne un site du français des affaires sur l'internet qui vous donnera accès à une nouvelle source d'information. Voici son URL: <http://www.fda.ccip.fr>**

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# CALENDAR OF EVENTS

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

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT) WITH ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS**, February 24-26, 2000, Birmingham, AL. Information: Lynne McClendon, SCOLT Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [http://valdosta.edu/scolt/].

**UNIVERSITY OF LOUISVILLE 20<sup>th</sup> CENTURY LITERATURE CONFERENCE**, February 24-26, 2000, Louisville, KY. Information: Harriette Seiler. Telephone: (502) 852-6686; E-mail: [hmseiler@louisville.edu]; Web site: [http://www.louisville.edu/a-s/cml/xxconf].

**CENTRAL STATES CONFERENCE: CSC AT SEA**, March 10-13, 2000, Caribbean Cruise. Information: CSC, Diane Ging, Executive Director, P.O. Box 21531, Columbus, OH 43221-0531; Telephone: (614) 529-0109; Fax: (614) 529-0321; E-mail: [dging@iwayne.net].

**AMERICAN ASSOCIATION OF APPLIED LINGUISTICS**, March 11-14, 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@aal.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES**, March 14-18, 2000, Vancouver (BC) Canada. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [tesol@tesol.edu]; URL: [http://www.tesol.com].

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT)**, March 16-18, 2000, Salt Lake City, UT. Information: Audrey Cournia, SWCOLT Executive Director, 1348 Coachman Dr., Sparks, NV 89434-2650; Telephone: (702) 358-1605; E-mail: [acournia@compuserve.com].

**OHIO FOREIGN LANGUAGE ASSOCIATION**, March 23-25, 2000, Toledo, OH. Information: Ann Ralston, Telephone: (740) 385-6317.

**THUNDERBIRD-EMU 2000 CONFERENCE: LANGUAGE, COMMUNICATION & GLOBAL MANAGEMENT**, April 5-8, 2000, Scottsdale, AZ. Information: Petrea Kaldahl, Office of Academic Affairs, Thunderbird, 15249 N. 59th Avenue, Glendale, AZ 85306. Fax: (602) 547-1356; E-mail: [kaldahlp@t-bird.edu].

**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/].

**PACIFIC NORTHWEST COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, April 13-15, 2000, Missoula, MT. Information: PNCFL, P.O. Box 4649, Portland, OR 97208-4649; E-mail: [rverzasconi@uswest.net].

**KENTUCKY FOREIGN LANGUAGE CONFERENCE**, April 27-29, 2000, University of Kentucky, Lexington, KY. Information: See Web site: [http://www.uky.edu/ArtsSciences/KFLC/].

**CONSEIL INTERNATIONAL D'ÉTUDES FRANCOPHONES**, May 28-June 3, 2000, Sousse, Tunisia. Information: Professeur Éloïse Brière, Présidente CIEF, LL C/HU 237, SUNY-Albany, Albany, NY 12222. Telephone: (518) 442-4103; Fax: (518) 442-4111; E-mail: [eab13@cr.svax.albany.edu].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH with the FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS**, July 17-20, 2000, Paris, France. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrater@siu.edu]; URL: [http://aatf.utsa.edu/].

**FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE LANGUES VIVANTES**, July 22-26, 2000, Paris, France. Information: FIPLV, Université René Descartes Paris V, 45, rue des Saints Pères, 75006 PARIS; E-mail: [fiplv2000@citi2.fr].

**FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA (FLANC)**, November 2-4, 2000, 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].

**NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES**, November 15-16, 2000, Boston. Information: Loretta Williams, Plano, TX 75094; Telephone: (972) 519-8196; Fax: (972) 519-8035; E-mail: [willia@pisd.edu].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 17-19, 2000, Boston, MA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830;

Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

**MODERN LANGUAGE ASSOCIATION OF AMERICA**, December 27-30, 2000, Washington, DC. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

**AMERICAN ASSOCIATION OF APPLIED LINGUISTICS**, February 24-27, 2001, St. Louis, MO. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aal.org]; Web site: [http://www.aal.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES**, February 27-March 3, 2001, St. Louis, MO. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [tesol@tesol.com]; URL: [http://www.tesol.com].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, April 19-22, 2001, 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: [nectfl@dickinson.edu]; Web site: [http://www.dickinson.edu/nectfl].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 2001, Denver, CO. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrater@siu.edu]; URL: [http://aatf.utsa.edu/].

**NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES**, November 14-15, 2001, Washington, DC. Information: Loretta Williams, Plano ISD, 150 Sunset, Plano, TX 75094. Telephone: (972) 519-8196; FAX: (972) 519-8035; E-mail: [willia@pisd.edu].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**, November 16-18, 2001, Washington, DC. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

**MODERN LANGUAGE ASSOCIATION OF AMERICA**, December 27-30, 2001, location to be announced. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

## REMINDER: IMPORTANT DEADLINES AND DATES

December 31, 1999	Special offer to AATF members to subscribe to <i>Le Français dans le Monde</i> (see September issue)
January 15, 2000	Super-saver Deadline for 2000 Convention Registration (see pages 15-16) Deadline for John Carter Brown Library Fellowship applications (see September issue)
February 15, 2000	Deadline for submitting Summer Scholarship applications (see page 19; see AATF Web site or contact National Headquarters for application forms)
March 1, 2000	Deadline for submitting Small Grant proposals to National Headquarters (see page 29) Deadline for submitting Outstanding Teacher nominations (see page 14; see AATF Web site or contact National Headquarters for application forms) Deadline for MLA James Russell Lowell Prize (see page 6)
March 2-10, 2000	<i>Grand Concours</i> , Level 01-5 (see September issue)
March 2-12, 2000	<i>Grand Concours</i> , FLES (see September issue)
April 1, 2000	Early-bird Deadline for 2000 Convention Registration (see pages 15-16) Deadline for MLA Prize for a First Book and Scaglione Translation Prize (see page 6)
May 1, 2000	Deadline for MLA Scaglione Literary Prizes, Bibliography, Independent Scholar, and Mildenerger Prize (see page 6)
June 15, 2000	Pre-registration Deadline for 2000 Convention Registration (see page 15)
July 17-20, 2000	AATF <i>Congrès à Paris</i> (see AATF Web site or September issue for hotel information; see pages 15-16 for registration form)
August 1, 2000	Deadline for submissions to <i>French Review</i> special issue on pedagogy (see page 14)

## GET READY FOR PARIS START PLANNING NOW!

- **Air Travel:** TWA is offering special rates (see page 24).
- **Hotels:** Information on page 10; reservation form in September issue.
- **Registration:** See pages 15-16 of this issue.
- **Program:** Will appear in the April issue.
- As always, the latest information can be found on the AATF Web site [<http://aatf.utsa.edu/>].

### Promotional Materials

Looking for materials to attract students, promote French, and enliven your classes?

Check out the

- AATF Materials Center (p. 20)
- French Promotional Kit (p. 21)
- New Promotional Flyer (p. 21)

We also have a number of Montreal & St. Louis T-shirts left. (see p. 20 for special offer)

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